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Data to use for when developing the faculty request justification

Academic Year	FTEs	Overload FTEF	PT FTEF	Lg Lec FTEF	SUM FTEF	FT FTEF / Total FTEF	FT+ Overload FTEF / Total FTEF	PT FTEF/ Total FTEF	Total Students (Census)	Waitlist (as of Census)	# Sections	Total WSCH	WSCH/ FTEF
2016-2017	554.44	1.53	22.43	0.00	36.23	0.34	0.38	0.62	3,751	292	185	17,745.98	489.80
2017-2018	589.04	2.42	22.96	0.00	37.61	0.33	0.39	0.61	3,987	243	203	17,674.26	469.88
2018-2019	601.66	3.17	24.69	0.00	38.50	0.28	0.36	0.64	4,133	297	203	19,259.18	500.25
2019-2020	714.60	4.77	28.93	0.00	44.00	0.23	0.34	0.66	5,186	496	239	22,878.23	519.99
2020-2021	304.11	5.70	23.07	0.00	41.46	0.31	0.44	0.56	4,456	180	207	9,717.64	234.36
<b>Grand Total</b>	<b>2,763.85</b>	<b>17.59</b>	<b>122.08</b>	<b>0.00</b>	<b>197.81</b>	<b>0.29</b>	<b>0.38</b>	<b>0.62</b>	<b>21,513</b>	<b>1,508</b>	<b>1,037</b>	<b>87,275.29</b>	<b>441.21</b>

EMD Current as of Aug 9, 2021 -- Partial Year Data for 2020-2021

Using the data provided by the Office of Institutional Effectiveness, please provide a brief narrative to contextualize your request

Using the ratio of full-time to part-time faculty (FT FTEF / PT FTEF), please give a little more information about the need for the increase in full-time faculty.

The ratio's have been dropping with addition of new faculty, but we are still at .56 percent of classes taught by Associate faculty member. However, animation has only one full-time faculty member. There is great potential to grow this program with additional faculty. Animation is one of the few programs to expand during the pandemic. We are in the process of adding more on-line classes ito meet unexpected student needs.

Using the waitlist per section report (additional tab), please discuss the number of courses ranking high on the college's waitlist per section report. Please also note which CSU General Education requirements these course fulfill.

Animation is primarily a certificate program. These classes often have waitlists, but are not high in the overall rankings. The local and national market is very supportive of graduates. The Department of Labor Statistics expects the job outlook for 2020-2030 to show growth of 16% which is "much faster than average."

Using the efficeny metric based on WSCH/FTEF, discuss the discipline efficiency. How has the efficiency changed over the past few years? What is your discipline doing to increase efficiency? Have you changed course delivery methods (online to face-to-face, evening offerings, etc.) to try and improve efficiency?

There has been increase in student enrollment and the number has continued to rise through the peak of the pandemic. Due to the pedagogical nature of the arts, classes are smaller due to the intense applied/technical nature of class content and usually longer in lecture/lab hours. This makes efficiency an difficult challenge.

Please discuss any faculty trends (historical and recent changes) which have helped you identify this need.

The need for this new animation instructor position comes from the student enrollment trends and the changes in industry standards. The Animation Program within the Art Department currently has on of the largest amount of art majors at RCC. The number of student animated films being produced per semester is greater than most of animation majors at Cal State Universities. With the increase of student demand in animation and new media, we see a greater need of hiring a full time faculty who can teach digital animation and new technologies.

Please discuss any specific activities your discipline has participated in with a focus on reducing the student equity gap. This could include serving on the student equity committee, holding office hours in engagement centers, or faculty participating in Champions for Change equity training, attending an equity summit, or attending Center for Urban Excellence training.

Art Department's faculty is constantly making departmental decisions through the lens of equity. The only full time animation faculty has been actively and regularly participating in events that are equity and diversity focused. Women in Animaiton, LatinX in Animation, and USC Equity Seminar. Art Department has been inviting guest artists that are from diverse social and ethnic backgrounds which allow our students to connect to the professional animators and the animation industry better and at personal level. Through Art Club, Ceramics Club, and Asian Pacific Student Unicion, Art Department is actively involved in ASRCC student resource information and seminars.

Please discuss how your discipline is working to ensure your course offerings align with college strategic goals included Guided Pathways, HS/CSU/UC partnerships, accelerated courses, support courses, contextualized education, integrated academic support, etc. Has your discipline developed a Pathways Map? If not, why not?

There is an established certificate in Visual Communications - Animation with a defined map In addition, we work closely with local high school and in a constant contact with RUSD's Fine and Performing Arts coordinators as well as local high school art teachers. We have had a group of high school seniors participate in an animation workshop hosted by RCC Animation/Art with a DreamWorks Animator present at the workshop. We speak with high school students every year and the high school AP Art students participate in our most anticipated event, the RCC Animation Showcase. We have partnerships with our colleagues at both CSU schools (CSUF & CSUL in particular) and private institutions such as Cal Arts and Laguna College of Arts and Design.

Have members of your discipline participated in faculty training including 3CSN, AB 705, AVID, CUE, or other training? How is the information learned being implemented within your discipline?

The Art Faculty are constantly attending art exhibitions, workshops, artist talks, and conventions to continue our faculty development. In fact, RCC Art and Animation faculty are the ones that either host or are featured for the shows and conventions. Our Animation Faculty work is included as a part of San Diego Comic-Con as a panelist and CTN Animation

Convention as a featured artist. Animation Faculty are also part of Animation Educator Forum which holds workshop and convention on a regular basis. RCC Animation/Art has collaborated with Delaware College of Art and Design for a joint student project and the faculty workshop and RCC Art/Animation faculty collaborated with Cal Arts for our students to participate in Cal Arts' weekly guest animator program.

Please discuss your faculty's roles on Leadership Councils, committees, or academic senate.

The RCC Art Faculty is very active in the College Strategic Planning process. Art Department is a small department with 7 full time faculty and together they serve on the following committees; Academic Senate, Curriculum, Distance Ed, Art Club, Clay Club, Asian Pacific Student Union, Annual RCCD Foundation Scholarship Committee, Program Review and RDAS.

Please discuss your discipline's assessment activities in the last 2 years. How many SLO's were assessed? What percentage of the scheduled SLO's were assessed? How many PLO's were assessed? Is a faculty from your discipline active on the Assessment Committee?

The program has an Advisory board that critically reviews course content and provides feedback on SLO's and PLO's. We want our program to align seamlessly with industry standards.

Please include any other additional factors which the Leadership Councils should know about (pending accreditation needs, significant curriculum changes, grant funding for the position, specialized faculty expertise needed, etc.)

Animation is a field within Visual Arts has continuously evolved, changed, and developed in terms of technologies and techniques while the foundation in art, design, and film language stay consistent. The student demand and the current industry trends has created the need for an additional animation faculty member with specific expertise in Augmented Reality(AR), Virtual Reality(VR), Stop Motion Animation, and Digital Composition/Digital Editing.