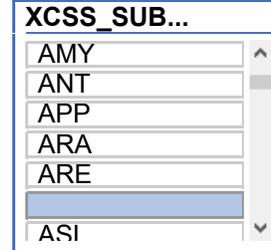
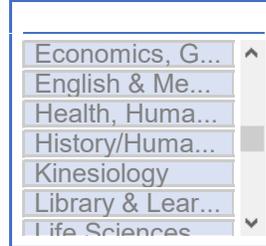
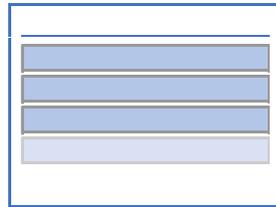


Use the Pivot Table Slicers to select a specific college, department, or discipline. Clear the filters (filter icon on top right of slicer) to see all options.



**DEFINITIONS**

- o FTES – Full Time Equivalent Students
- o FTEF – Full Time Equivalent Faculty (15 units per semester is full time)
- o WSCH – Weekly Student Contact Hour (calculation includes DSCH - Daily Student Contact Hour -- and Positive Attendance)

Academic Year	FTES	Full Time (Contract) FTEF	Overload (taught by Full Time) FTEF	Part Time (Assoc. Faculty) FTEF	Large Lecture FTEF	Total FTEF (sum of 4 columns)	Full Time FTEF /Total FTEF	Full Time + Overload FTEF /Total FTEF	Part Time (Assoc. Faculty) FTEF /Total FTEF	Full Time to Part Time Ratio*	Total Students (Census)	Waitlist (as of Census)	# Sections	Total WSCH	WSCH /FTEF
2017-2018	961.32	18.03	7.15	39.43	0.00	64.61	0.28	0.39	0.61	0.64	6,582	413	334	30,774.22	476.29
2018-2019	991.17	15.54	8.19	42.20	0.00	65.93	0.24	0.36	0.64	0.56	6,939	487	333	31,727.05	481.22
2019-2020	1,149.43	15.02	8.12	49.60	0.00	72.73	0.21	0.32	0.68	0.47	8,370	775	376	36,795.40	505.92
2020-2021	975.01	19.33	9.27	40.00	0.00	68.60	0.28	0.42	0.58	0.71	7,308	327	335	29,900.28	435.89
2021-2022	601.82	12.83	6.50	29.42	0.00	48.76	0.26	0.40	0.60	0.66	3,755	227	269	18,723.89	384.04
<b>Grand Total</b>	<b>4,678.75</b>	<b>80.75</b>	<b>39.23</b>	<b>200.65</b>	<b>0.00</b>	<b>320.62</b>	<b>0.25</b>	<b>0.37</b>	<b>0.63</b>	<b>0.60</b>	<b>32,954</b>	<b>2,229</b>	<b>1,647</b>	<b>147,920.84</b>	<b>461.35</b>

Data from EMD Current as of August 8, 2022

\*Full Time total for this ratio includes Overload and Large Load FTEF

Using the ratio of full-time to part-time faculty (Full Time to Part Time Ratio in Column K), please show how the FTEF metrics demonstrate a need for an increase in full-time faculty. The higher the number the more courses taught by FT Faculty. See the Guide + Examples tab for more information on this ratio and possible justifications.

During the pandemic our Animation courses filled and the demand remained high. As such, we have added additional sections and continue to see sections fill with waitlists. Our program is run by one full-time faculty member and we have added 3 more part-time instructors this semester. The ratio of full to part-time weighs on the part-time side and as student demand increases provides ample opportunity for another full-time position.

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 courses fulfill. If you have a large waitlist, it is possible that you can / should offer more sections. Discuss which course / courses have large waitlists and if those courses are required for a specific career or academic pathway.

Animation is primarily a certificate program but does support many majors who go on to complete AA degrees. These classes often have waitlists. The local and national market is very supportive of graduates and our graduates have had much success finding work in the industry. Being so close to Los Angeles, the hub of Animation, our students often are recruited right out of RCC. 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 efficiency 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? The District WSCH/FTEF goal is 595 (FA CBA Article X.j.10.a). See the Guide + Examples tab for more information on WSCH/FTEF.

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 a difficult challenge.

**Please discuss any faculty trends (historical and recent changes) which have helped you identify this need. This could include increased demand which results in a need to offer more classes - growth.**

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 comprises one of the largest areas of interest for our art majors and certificates at RCC. The number of student animated films being produced per semester is greater than most of the animation majors at any Cal State University throughout the State. With the increase of student demand in Animation and new media, we see a greater need for hiring a full time faculty who can teach digital animation and specialize in new technologies. New technologies is a growing area in the art world and RCC is at the forefront of this field with student job possibilities at an all-time high.

**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 member has been actively and regularly participating in events that are equity and diversity focused. Women in Animation, LatinX in Animation, and USC Equity Seminar. The 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 a personal level when they see successful animators that look like them or share their identifications. Through Art Club, Ceramics Club, and Asian Pacific Student Union, the Art Department is actively involved in ASRCC student resource information and seminars. Moreover, most coursework has been "de-colonized", so as not to prioritize or emphasize instruction through the lens of a dominant culture specific curriculum.

**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 program map. In addition, we work closely with local high schools and are in a constant contact and collaborate with RUSD's Fine and Performing Arts coordinators as well as local high school art teachers. We have had groups of high school seniors participate in animation workshops 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 dedicated to helping our students prepare for our courses by providing discipline specific workshops and classes that prepare them for the critical thinking and organizational skills they need to be ready to be successful in our program. 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 are very active in the College Strategic Planning process. The 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 Animation program has an Advisory board made up of industry professionals and educators 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 somewhat new field within the Visual Arts that 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 have 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, all of which are burgeoning areas in the industry. The job market for Animation continues to rapidly grow and our course offerings need to match the growth rate for our students to be competitive in the market today.