

2018-2019

**Program Review & Planning
Request for Full-Time Faculty Position**

Please upload and submit this completed form through the SurveyMonkey program review module.

Note: Staffing Prioritization Task Force will consult your program review as part of the rating process. Please

reference appropriate sections of your program review as needed in your responses.

Department	ART
Position Title	FT Art Instructor

1. How will this position specifically support one or more of the College's four strategic priorities? (Rubric Criterion 4)

1. Acceleration
2. Guided Student Pathways
3. Student Validation and Engagement
4. Organizational Health

This position will support: 1) Acceleration: Help students follow the completed degree matrix to transfer within a 2-year period. 2) Guided Student Pathways: Support the ongoing dept. activities, such as, art displays and the annual Student Art Exhibition affording all studio art students opportunities to showcase their talents highlighting gender issues, social and cultural diversity and other important issues giving students a voice. 3) Student Validation and Engagement: Teach art classes, both studio art and art histories, add expertise of CE degree, addressing diverse cultures and their contributions to the human race. Thus, engaging students to observe art to form a personal and professional connections to their society and environments. As well, this replacement instructor will continue supporting the Student Art Club and be the point-of-contact for the new CE ART and DESIGN degree. Such efforts will empower our replacement to model and guide students into future careers in art and graphic design. (200 words or less)

2. Describe why this position is essential to your program and/or service area. How will this new position improve student learning and achievement? (Rubric Criterion 3)

First, the essential need is to divide the Art chair/instructor workload. The one FT Art instructor/chair serves over 733 students per term. And, managing the everyday tasks, such as, writing new curriculum and updates, hiring instructors, tracking SLOs and assessments, planning the ever-growing Faculty Art Show and Fine Art and Graphic

Design Student Art Exhibition (in 2008 attendees numbered 50 to 225+ in 2018), answering questions for walk-ins (art students and others!), writing letters of recommendation, ordering equipment, tracking the department budget, advising a very active Student Fine Art club (comprised of Graphic Design, Art, Child Developments students, etc., etc.), this replacement will *share the responsibility to meet and improve student learning* and achievement while incorporating Guided Pathways criteria. With the meta majors *completed*, the replacement will serve, mentor, assist, engage and validate students seeking their educational and career goals including representing the Art department with shared governance.

Second, the Art program has a student center focus based on engagement and validation. Through active outreach and instruction, the Art department builds a strong foundation for positive student learning and achievement. Involved in various college events, such as, Spring Garden Festival, Student Ambassador Outreach/Pathways Academy, and of course, the art shows, this replacement will continue marketing the Art program not only to future artist/graphic designers, but for the college community as a whole.

Thirdly, this replacement position CE “expertise” will lead the Art program to new heights. Meeting the new demands for CE ART and DESIGN degree is critical to align the vocational complexes with the instructional program. This replacement will bring energy and knowledge to take control and learn about Workforce Development that the present art chair cannot address.

Last, data supports a replacement. The Art fill rates from Fall 2013 to Fall 2017 range from 83% to 93% which is remarkable for a program with seven to ten part-time instructors and one Art full-time faculty. As the Art data suggests, the trends, retention rates and fill rates, are strong and growing (see data attached) and can increase enrollments with more full-time help. Yes, this hire will continue and enhance the long-term goals to improve student learning.

(200 words or less)

3. How has the lack of this position impacted your program and/or service area? What will be the impact to the program and/or service area if this position is not filled? (Rubric Criterion 3)

A replacement instructor can address the new CE ART and DESIGN degree and the three other art degrees, Studio Arts AAT, Art History AAT, and Drawing and Painting AA, effectively to potential students. As well, another full-time instructor on a consistent basis, with designate office hours, is imperative addressing the needs to market the various art degrees. Also, updating and marketing upcoming semester course offerings every student registration period definitely helps increase enrollments. This replacement art instructor can help share the workload guiding students to complete their educational goal(s) via the *completed* meta majors. More importantly, with the new CE ART and DESIGN degree, gathering and managing an CE advisory committee, attending and

applying for Workforce and Perkins funding is vital and required to maintain this CE degree while meeting the Acceleration and Pathways goals. The present full-time Art instructor/chair does not have the time to learn about the CE degree provisions that is essential despite great potential.

Indeed, the Art data complements the college wide commitment to increase graduation rates. The educational goal to transfer with a degree in the Spring 2014 was 49% and Spring 2018 was 61%, a 5-year change of 53%; overall the enrollments to fill rates has the promise to expand and a replacement can help those endeavors. Again, reviewing the data chart below, the ART program year end fill rates are amazing. Despite the size of the Art program (21+ classes per term), credit should be given for stellar work and has earned the right for a replacement.

(150 words or less)

Term	Primary Section Count	WSCH	Census WSCH/FTEF	Census Credit FTES	Total FTEF	Load Cushion	Census FTES/FTEF	Census Enrollment	Capacity	Fill Rate
Fall 2013	17	2,169.70	446.16	72.32	4.86	4.20	14.87	486	536	91%
Fall 2014	17	2,183.90	449.08	72.80	4.86	2.87	14.97	484	527	92%
Fall 2015	19	2550.60	484.32	85.02	5.27	3.60	16.14	617	725	85%
Fall 2016	20	2,580.90	455.48	86.03	5.67	4.83	15.18	644	791	81%
Fall 2017	21	2,646.30	451.10	88.21	5.87	5.40	15.04	645	773	83%

Term	Primary Section Count	WSCH	Census WSCH/FTEF	Census Credit FTES	Total FTEF	Load Cushion	Census FTES/FTEF	Census Enrollment	Capacity	Fill Rate
Spring 2014	23	2,569.11	405.93	85.64	6.33	4.33	13.53	582	712	82%
Spring 2015	23	2,615.66	400.62	87.19	6.53	4.53	13.35	619	786	79%
Spring 2016	22	2836.84	467.64	94.56	6.07	4.40	15.59	730	870	84%
Spring 2017	21	2,564.33	493.17	85.48	5.20	4.37	16.44	657	829	79%
Spring 2018	22	2,771.10	494.87	92.37	5.60	4.93	16.50	732	892	82%

4. **Has there been or do you believe there will be an increase in demand for your programs and/or services? Please discuss supporting data from recent semesters. For example, enrollment trends, waitlist pressures, or wait time for appointments and support services as they apply to this position. (Rubric Criterion 2)**

Reviewing the Art data across several years, the Art program shows excellence potential to increase FTEs. Spring 2018, the ART Course Enrollment was 733, Retention 89%, Success rate 81%. The Fall 2017, the Art Course Enrollment was 651, Retention 88%, Success rate 78%; An **82+** increase in student enrollments in one academic year.

Enrollment growth has steadily increase over the years due to demand for more online classes particularly ART 100 (a GE course with 66++ students on the Fall 2018 waitlist). This waitlist alone speaks volumes. Waitlist pressures in ART 100 justifies a load for another full-time Art instructor.

As well, in most cases, *all* Art online classes have waitlist numbers ranging from 10 to 30 to 66 students. This includes other General Education courses, such as, Modern Art, History of Western Art I, II, and soon online Asian Art History and History of Graphic Design to meet the demands and degree requirements. The possibilities are there yet locating qualified online art instructors to fill the need is extremely difficult and having another permanent instructor would help tremendously as online classes are offered per term.

ART

On campus	Retention Rates	Success Rates	Wait list
Fall 2016	92%	81%	10+
<i>College wide Fall 2016</i>	89%	76%	xx
Fall 2017	90%	82%	9+
<i>College wide Fall 2017</i>	89%	77%	xx
Online	Retention Rates	Success Rates	30 – 66+ students
Fall 2016	91%	79%	30+
<i>College wide Fall 2016</i>	89%	77%	xx
Fall 2017	85%	73%	55 – 64+

To further strengthen the case to replace the retired 2016 instructor, the chart above shows two terms for Art on-campus and Art online classes retention and success rates compared to college-wide data. Fall 2016 and Fall 2017, the Art Program served over 650 students with retention rates from 88% to 92% and success rates from 78%-80%. In Spring 2019 has over 70+ waitlisted students for both online and on campus classes.

Undeniably, online ART classes are in demand and the ART department continues to offer online classes with success. As well, new art classes, such as, Illustration I, II and the 2018 CE ART and DESIGN degree, will increase student interests to pursue a career in art/graphic design. Without another dedicated FT Art instructor to help students align their two-year lower division art degree courses, students will have a difficult time transferring in a timely fashion and not meet the college's Guided Pathways mission.

Note, Art courses employ math, problem solving skills including the use of ratio's, scale, proportions, perspective, and Fibonacci theory (rules of one-third). As well, color theory and using research in the sciences (human anatomy, biology, botany, engineering) are taught. More importantly, creating ART brings people together and often dialogue about sexual identity, social and cultural backgrounds, current events, historical periods and sharing a personal story or experience can heal and form lasting relationships and understanding of others.

(150 words or less)

5. Is this a new position, replacement for a retirement or upcoming retirement, replacement for a tenure failure, replacement for internal promotion (faculty to administrator), or replacement for other circumstances? Please explain. (Rubric Criterion 3)

Yes, this position is a replacement for a retirement that took place almost 3 years ago. In addition, with the upcoming retirement of the lone full-time Art/chair instructor, the Art department will lag and lose ground without a voice to promote the department. Presently, the number of student enrollments increased 133 students with student success rate at 81%. Clearly, the potential is there for growth and increase FTES with confidence. A replacement instructor is part of the answer and the college needs to move fast.

Please note that when the existing FT Art instructor is in the art studio's teaching from 9:30 am to 4:00 pm, MTWTh, having another permanent instructor available outside these hours could provide students the needed Guided Pathways advising on a consistent basis and free up the existing FT Art duties.

Yes, this hire will continue and enhance the long-term goals to improve student learning. After nine years serving as the chair without a break and teaching overload, advising the Student Art Club weekly meetings until 6:00 pm, attending monthly ILAT meetings and monthly Facilitates and Emergency Response Committee Friday meetings (on the chair's day off), answering surveys, interacting with the part time faculty building rapport and trust, writing Program Review (annual and comprehensive), responding to emails and requests, coordinating Professional Development department meetings every semester, creating a FTE driven class schedule, overseeing 5 studios (equipment breakage, leaks in the ceiling) and hallways (art theft), writing letters of recommendation, and more, has

become unreasonable for the sole Art chair/instructor... as a result: A Call to ACTION - Art and Graphic Design students MATTER! – Cuyamaca College needs to list a FT Art instructor on the top of the new faculty hire list.

(100 words or less)

Revised Fall 2018
Approved by Academic Senate on 10/11/18
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reference appropriate sections of your program review as needed in your responses.

- 6. Please confirm that you have discussed this faculty position request with the Division Dean and that you understand that Division Deans will be providing feedback to inform, in part, the prioritization process.**

{ x } Yes, I understand.

The Staffing Prioritization Task Force will also consider the program review data provided by the IESE Office in reviewing this request. (Rubric Criterion 1)