PROGRAM REVIEW and PLAN (PRaP)

Discipline / Department:

Contact Person Name/E-mail Address:

For HELP, contact: Rita Chenoweth (rita.chenoweth@rcc.edu), Wendy McEwen (wendy.mcewen@rcc.edu), or Hayley Ashby (hayley.ashby@rcc.edu).

This CIPR Template was last revised in January, 2015
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Glossary of Terms

See this link for the most currently glossary of terms:  http://www.rcc.edu/about/president/strategic-planning/Documents/RCC%20Glossary.pdf
### Timeline

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<tr>
<td>August 2015</td>
<td>Program Review Template and Process training presented at Fall Flex Day</td>
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<td>Fall 2015 – Spring 2016</td>
<td>Training and coaching for completing year 1 of the program review</td>
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<tr>
<td>March 31, 2016</td>
<td>Discipline / Unit program reviews due</td>
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<tr>
<td>September 1, 2016</td>
<td>Department / Dean program review process complete</td>
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<tr>
<td>October 1 – October 31, 2016</td>
<td>Leadership Councils and Advisory Groups review and prioritize initiatives and resources</td>
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<td>November 1, 2016</td>
<td>Leadership Councils provide feedback to the Educational Planning Council / Strategic Planning Executive Council</td>
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<tr>
<td>January 10, 2017</td>
<td>Resource requests are finalized and included in the 2017-2018 financial plan</td>
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<td>March 1, 2017</td>
<td>President’s review</td>
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Section A

Proposed Mission (yet to be approved)
Riverside City College provides a high-quality affordable education and engages with a diverse community of learners by offering career-technical, transferable, and pre-college courses leading to locally-approved and state-approved certificates, associate degrees, associate degrees for transfer, and transfer. Based on a learner-centered philosophy, the College fosters critical thinking; develops information competency and technological literacy; expands communication skills; and promotes self-development and global awareness. To encourage student success, the College provides comprehensive learning and student support services; co-curricular activities; and community and Arts programs. RCC supports and empowers students as they work toward individual achievement, intellectual curiosity, and life-long learning.

Proposed Vision (yet to be approved)
Riverside City College will expand on its tradition as a premier community college recognized for excellence in education, innovation, and service.

Values
Student Centeredness:
To serve the best educational interests of the students; to offer a comprehensive and flexible curriculum together with programs and services according to diverse and evolving student needs; to treat each other with a sincere, caring attitude and to respond to suggestions and constructive criticism from students; to counsel and advise students to help them plan for and progress toward their individual educational goals; and to recognize outstanding student performance.

Learning Environment:
To create an atmosphere in which students, faculty, and staff find satisfaction in their work and feel pride in achievement; to provide programs and support services that are responsive to student and community needs; to provide and maintain state-of-the-art equipment and ample supplies necessary for effective learning environments; to provide comfortable, functional, and aesthetically-pleasing facilities and grounds; and to actively support academic and social activities that take place both inside and outside the classroom.
Teaching Excellence:
To communicate to students a body of knowledge in a creative, stimulating, and challenging manner; to work to establish student and instructor rapport; to maintain the highest standard of professional performance and recognize teaching excellence; to promote the exchange of ideas among colleagues and provide opportunities for professional development; to define for students course goals, objectives and grading standards, making clear the expectation of high achievement; to encourage students to think critically and analytically, applying learning principles, concepts, and skills; and to inspire independence of thought and self-discipline.

 Tradition:
To further the traditions of pride, quality, innovation, and professionalism found in this institution; to share our heritage by making Riverside City College the educational and cultural center of the communities it serves; and to build for the future on the foundations of our past.
Section B

RCC Strategic Planning Goals 2015-2020

1. Student Success
   1.1 Increase student engagement, learning, and success by offering a comprehensive and flexible curriculum, including clear pathways for achieving certificates, degrees, and transfer-ready status.
   1.2 Consistently use data to make decisions and to understand and support evolving student needs.

2. Student Access
   2.1 Ensure that all students have equitable access to the college’s programs, courses, and services.
   2.2 Enhance integrated academic support.
   2.3 Counsel and advise students to help them plan for and progress toward their individual educational objectives.

3. Institutional Effectiveness
   3.1 Encourage efficiency, expand organization capacity, and inform conversations that promote access and efficiency.
   3.2 Integrate research, assessment, and program review to enhance understanding of student learning.
   3.3 Facilitate accountability, transparency, and evidence-based communication to improve student success and completion.

4. Resource and Learning Environment Development
   4.1 Enhance financial sustainability by incorporating diverse funding from public and private sources, including grants and special events.
   4.2 Encourage an environment in which students, faculty, and staff find satisfaction in their work and feel supported and valued.
   4.3 Invest in technology, equipment, supplies, training, and infrastructure to support students, faculty, and staff.
   4.4 Invest in the College’s human resources to support faculty, staff, and students.

5. Community Engagement
   5.1 Actively pursue partnerships with the community’s academic organizations to foster communication and collaboration that increase student success and completion at all levels.
   5.2 Work with local business and CTE advisory groups to ensure that the college’s educational programs provide the necessary skills that lead to employment opportunities.
   5.3 Offer programs and services that enrich the community.
Section C
Purpose of Program Review
Riverside City College’s disciplines and / or departments and programs engage in a program review and planning process to ensure academic excellence, assess educational effectiveness, develop realistic plans for improvement, and measure the impact these disciplines and / or departments and programs have on the College’s Strategic Planning Goals. For instructional programs, the program review process is designed to foster collective reflection by faculty members and students about their program’s strengths, weaknesses, objectives and mission. For non-instructional programs, the program review process is designed to foster collective reflection as to how, and how effectively, these units are contributing to their department and division goals as well as the College goals. The results of program review meaningfully inform institutional planning, resource allocation, and decision making at the College. Program reviews will:

- Use evidence from multiple sources to develop a evaluation of the effectiveness, quality, and sustainability of programs.
- Improve the educational effectiveness of all programs, which includes the maintenance of curricular relevance especially within district-wide disciplines and programs.
- Advance the mission and the Strategic Goals of the College.
- Identify collaborative opportunities and minimize duplication.
- Guide long-term planning and resource allocation at the discipline, department, division, and College levels.

Steps for Program Review

- ([Link to Program Review Process and Program Review Work Instructions](#))
Section D Introduction and Program Context
This section provides a context for the review for the discipline and / or department as well as the internal audiences who will use the document for planning purposes.

Mission of Discipline and / or Department
   1. What is the mission statement for this discipline and / or department?

   2. Has this mission statement changed since the last program review? If yes, please explain.

   3. Are there any circumstances or planning considerations (new facilities, faculty retirement, new programs, etc.) which need to be addressed during this next program review cycle?
### History/Reflection

1. Report on the status of the three to five highest priority discipline and/or department initiatives/projects/objectives set in your last Program Review and/or Unit Plan.

<table>
<thead>
<tr>
<th>Initiative/Project/Objective</th>
<th>Connection to Strategic Planning Goal (Drop Down)</th>
<th>Progress and Actions Taken to Date</th>
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</table>
Section E Data Analysis and Planning
Use the information provided by the Office of Institutional Effectiveness as well as additional information collected by your discipline and / or department to describe the population you serve, the achievements of the last cycle, and the opportunities for improvement. The framework below suggests questions. Depending on if your unit is instructional or non-instructional, some of the suggested questions may not apply. Use the data and information provided by the Office of Institutional Effectiveness and other sources as a framework for having information-driven conversations about mission, student success, and your discipline and / or department’s activities.

1. Student Characteristics
   a. Number and FTES of students enrolled in the program
      i. Have these changed over time? Why might this change be occurring?
   b. Demographics of students served

2. Curriculum List (from Naomi)

3. Course Characteristics [link]
   a. Number and FTES of courses offered
      i. Have these changed over time? Why might this change be occurring?
   b. Course patterns
      i. Offering by time of day, mode of delivery, full-time versus associate faculty, etc.
   c. Course Retention and Success Rates [link]
   d. Course retention rate
      i. Compare to your own discipline over time, to the overall institution, RCC department rates, and similar programs at peer colleges.
   e. Course success rates
      i. Compare to your own discipline over time, to the overall institution, RCC department rates, and similar programs at peer colleges.
   f. If your retention and success rates have changed, why might this be occurring?
   g. Does a particular course characteristic seem to have an impact on course retention and success?
      i. Does there appear to be a difference in rates between course delivery methods, time of day offered, etc.
h. Does the schedule of courses offered meet the needs of the students? http://www.rcc.edu/about/president/strategic-planning/Documents/Enrollment%20Management%20Plan%20Draft%20WLM.pdf For Basic Skills progression to college-level
   i. For Program completion
   ii. For Transfer preparation
   iii. For degrees and / or certificate awards

4. Student Persistence and Completion
   a. Persistence rates for students by type
      i. Demographics
      ii. Special program participants (CAP, EOPS, Veterans, etc.)
   b. Number degrees and / or certificates awarded
      i. Have the numbers changed over time?
      ii. If there are students who are completing courses but not receiving certificates or degrees, why? (Not applying for the certificate, etc.)
   c. Transfer information (data provided by the Office of Institutional Research using the National Center for Education Statistics)
      i. What types of subsequent enrollment patterns exist?
      ii. What types of subsequent degrees are students awarded?

5. For CTE disciplines and departments, discuss the Gainful Employment and Market and Labor Research data provided
   a. Types of jobs students are receiving along with average salaries earned (data available through the State Community College Chancellor’s Office Datamart)
   b. Questions to be answered using labor market research (from Ed Code 78016):
      i. Do these jobs match documented local labor demands?
      ii. Are the certificate offerings not unnecessarily duplicated in other area training programs

6. Student Engagement results (from CCSSE and CCSFE) [Link to CCSSE Results]
   a. Where are there significant gaps between faculty expectations and student expectations? Are those gaps ok? If not, what might we do to reduce the gaps?
   b. Where are our discipline, department or unit strengths regarding student-faculty interaction?
   c. Where are some of our more important weaknesses regarding student-faculty interaction?
7. Describe any ongoing efforts or future plans to help address the objectives of the Student Equity Plan. The Enrollment Management Plan can be found at: http://www.rcc.edu/about/president/strategic-planning/Documents/Enrollment%20Management%20Plan%20Draft%20WLM.pdf
Section F Student Learning Outcomes & Assessment

Background: The primary purpose of this section is to provide an overview of student learning outcomes (SLO) assessment and the assessment plan for this discipline/program at Riverside City College.

Principles of Assessment: Authentic assessment rests on five (5) basic principles:
1. The use of direct assessment measures.
2. The effort to assess courses and programs (rather than sections of courses) as much as possible.
3. The presence of collaboration and dialogue regarding assessment within the discipline/program.
4. The use of assessment data to improve teaching and learning within the discipline/program.
5. The presentation of a short report as documentation of the assessment project, its activities, and findings.

Reports on SLO Assessment: Please attach completed “Course SLO Assessment Report – 4 Columns” from TracDat (or other narratives) of the discipline/department assessment activities

Course Schedule
The Office of Institutional Effectiveness has provided a list of Course Outlines of Record (COR) offered in your discipline (from Educational Services). Please annotate this list including plans for substantial revision, deletion, or updates of COR’s.
Section G Services Area Outcomes and Assessment

Principles of Assessment: Authentic assessment rests on five (5) basic principles:

6. The use of direct assessment measures.
7. The effort to assess services.
8. The presence of collaboration and dialogue regarding assessment within the department.
9. The use of assessment data to improve teaching support and learning.
10. The presentation of a short report as documentation of the assessment project, its activities, and findings.

Reports on SAO Assessment: Please attach completed “SAO Assessment Report – 4 Columns” from Tracdat (or other narratives) of the Department’s assessment activities.
Section H Effectiveness and Engagement Analysis

1. Who is the primary group your discipline and / or department serves within the College?

2. If your discipline and / or department serves groups external to the College, please provide more information on these relationships.

3. How do you measure your discipline and / or department’s effectiveness?
   a. If you use a rubric, a survey, etc. to measure effectiveness, please attach a copy (contact the Office of Institutional Effectiveness for assistance in creating a rubric or administering a survey).
   b. Include your discipline and / or department’s organization chart. Also include if, when, and how frequently your organization (or parts of your organization) meet for discipline, department, or unit meetings.
   c. What methods does your discipline and / or department use for communication?
4. With which disciplines and / or departments do you most frequently collaborate? (Feel free to include a flow chart, diagram, or narrative.)

5. Which manuals, equipment, tools, software etc. does your discipline and / or department frequently use (Galaxy, Footprints, R25, Fusion, Automated Logic, etc.). How useful / effective / user-friendly is this system? Would you benefit from additional training / support for this system?

6. List one or two of your discipline and / or department’s most prevalent strengths. Examples may include outstanding service, frequent training opportunities, cross-training for critical positions, etc.

7. List one or two of your discipline and / or department’s most prevalent challenges. Examples may include high personnel turn-over, lack of depth in critical personnel positions, loss of positions, difficulty prioritizing requests from multiple departments, etc.
Section I Plan for Improvement

Create an operational plan for the next five years, incorporating specific developments, activities, initiatives, changes, and/or projects which the discipline and/or department will undertake each year. It is possible (and even likely) that initiatives will be multi-year. It is also possible that while you have a high priority initiative, you may not be able to undertake implementation in year one because of resource restrictions.

- Select the top 3 to 5 initiatives and/or projects which will receive your discipline and/or department’s top prioritization.
- Include specific targets for the success of these initiatives and/or projects.
- Link the initiatives and/or projects to one of the five College Strategic Planning Goals [http://www.rcc.edu/about/president/strategic-planning/Pages/Strategic-Planning.aspx](http://www.rcc.edu/about/president/strategic-planning/Pages/Strategic-Planning.aspx).
- Include a year-by-year implementation timeline for these initiatives and/or projects.
- Document the resources, inter-departmental collaboration, and any other support which is needed to achieve these initiatives and/or projects.
- Work with your Program Review facilitator to ensure that your resource requests are aligned with the facilities, human resources, finance, and technology plans if applicable [http://www.rcc.edu/about/president/strategic-planning/Pages/Strategic-Planning.aspx](http://www.rcc.edu/about/president/strategic-planning/Pages/Strategic-Planning.aspx).

Additional considerations which may be helpful include:

- Considerations for retiring faculty, sabbaticals, visiting faculty, increased classified staff support, additional administrative positions, etc.
- Institutional Research or Institutional Effectiveness analysis requests which you would like supported.
- Library requests
  - Each academic discipline and/or department is responsible for assessing the adequacy and appropriateness of library/information resources to support a department’s instructional purposes, needs, and interests.
- Learning Center resource requests (including SI’s, etc).
- Any significant professional development requirements may be needed (additional training, conferences, etc.)
- Existing or potential grant funding which help fund the initiative or objective

During program review years 2 through 5, these initiatives and/or projects will be monitored, evaluated, and assessed.

- Initiatives may be determined complete.
- Initiatives and/or targets may be significantly revised.
- New initiatives and/or projects may be added as circumstances or requirements change.
<table>
<thead>
<tr>
<th>Connection to Strategic Planning Goal (Drop Down)</th>
<th>Target</th>
<th>Initiative and / or Project</th>
<th>Action Plan</th>
<th>Resources Needed Resources planning form:_____________</th>
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### Year 3

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### Year 5

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Section J Projected Resource Requests

Please document any significant resource requests which may not directly relate to an initiative or project. These might include facilities upgrades / equipment replacement, etc. (These sustainability requests will be directly submitted to RDAS.)
Section K Resource Request Guidelines

In the past, the RCC’s Unit Plan process has served as the primary method for communicating departments’ resource requests. As part of the revision and enhancement of Riverside City College’s Program Review Process, resource needs should be included in the Program Review and wherever possible, linked to strategic planning. In addition to requests related to specific initiatives or projects, Section J of the Program Review should include resource requests which are essential to the operation of the department but not directly linked to a specific initiative or project.

Overview

1. Wherever possible, resource requests should link to one or more of the 2015 Strategic Directions and Goals.

2. The minimum resource request amount is **$1,000**. This minimum limit applies to single items or like aggregated items. If multiple items of one type are requested, i.e., 10 web cams at $100 each=$1,000, that would be listed in the Program Review as one item. Lower cost items should be purchased with the department’s supplies budget.

3. Each Resource Advisory Group has created guidelines to be used for resource requests. See the links to these guidelines below ([links to be added Fall 2015]):
   - Facilities
   - Technology
   - Human Resources

4. When you enter a resource request, you will be prompted to check whether the item is new or replacement.

5. Any purchases made from existing accounts, such as the department’s supplies budget, should not be submitted on the Program Review resource requests templates. For increases to non-labor budgets, such as supplies, consult with your area dean / director.

6. All new resources needed for the coming fiscal year must appear on the Program Review resource request templates, or they will not be considered for funding.

7. It is extremely important that the “Approximate Cost” estimate box on the Program Review template be accurate. Be certain to include taxes and shipping in the estimate total. Items without a cost estimate will not be ranked.
8. Cross-departmental/divisional requests should be requested only once. However, the requesting program should include all the parties that benefit as part of the rationale for the request.

9. When considering which resource requests to include, ask for resources you REALLY need and provide sufficient rationale to support each request.
Technology Hardware & Software Requests

For Technology Requests Under $5,000

Please review the current computer standards before making requests, and use the dollar amounts listed in the document for the computer items you request: [Technology Advisory Group Guidelines link here]

For Technology Requests Over $5,000

Prior to submitting information in the Program Review template for technology (e.g. software, computers, mobile devices, servers, etc) please follow the instructions in the IT Project Request Form: (Insert link to relevant request document here)

For existing computers and other technology-related equipment (including classrooms and labs), first confirm if they are on the “refresh” cycle, by ??? If your computer need is not eligible to be purchased from equipment fund (i.e., “refresh”), then it needs to be put in the Program Review as a new resource request because this becomes an ongoing expense on a non-routine basis

If you have questions about your technology request, please contact the appropriate IT Director:

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<th>Area</th>
<th>Educational Programs</th>
<th>Administrative Units</th>
<th>Either</th>
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<tbody>
<tr>
<td>Type of Technology</td>
<td>Instructional software, mobile devices, computer labs, lab expansions or reconfigurations</td>
<td>Non-instructional software, hardware, wireless, or servers</td>
<td>New computers, mobile devices not in a lab setting, or multimedia technology</td>
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<td>Contact Person</td>
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DRAFT FOR DISCUSSION PURPOSES ONLY
Full-time Classified Staffing and Short-Term Employee Requests

Use the drop down menu on the online template to designate whether the request is for full-time classified staff or short-term employee positions:  [Human Resources Advisory Group Guidelines link here].

Use the following criteria for full-time classified staff when filling out the template:

1. Justification
   - Previous staffing levels
   - Have job requirements changed?
   - New assignments/new activities
2. Any conversion of hourly money to a permanent position is positive
3. Use program review for position requests unless there are extenuating circumstances
4. Alignment with college goals and Education Master Plan

Only under limited conditions should short-term employee position requests be made.

Definition: "Short-term employee," means any person who is employed to perform a service for the district, upon the completion of which, the service required or similar services will not be extended or needed on a continuing basis. Before employing a short-term employee, the governing board, at a regularly scheduled board meeting, shall specify the service required to be performed by the employee pursuant to the definition of "classification" in subdivision (a) of Section 88001, and shall certify the ending date of the service. The ending date may be shortened or extended by the governing board, but shall not extend beyond 75 percent of a school year. Education Code, section 88003.
FAQs

1. Do requests for replacement faculty positions need to be entered on the “Faculty Needs” template in Program Review?

   Yes. Even though they are not new, we need to tie faculty hiring explicitly to Program Review (as per our accreditation evaluation report and recommendation received). Your requests for both replacement and new faculty positions will follow the Academic Senate procedure.

2. What do I need to do to augment, IF ABSOLUTELY CRITICAL, supplies or other budgets?

   Consult with your area dean/manager. These requests should not appear in Program Review.

3. Can I request items which cost less than $1,000?

   No. These low-cost items should be purchased out of your existing supplies budget, which was updated during the 2012/2013 and 2013/2014 budget process. However, please consult with your area dean/manager.

4. How do I replace a computer if I purchased a computer using grant funds, or my department has a computer that is not eligible to be replaced with refresh funds?

   A replacement hardware request needs to be submitted through Program Review.

5. If a department is requesting a new (not replacement) faculty position (under “Faculty Needs”), should the department also automatically request a computer for the new person (under “Hardware”) and a desk and other office furniture (under “Equipment”)?

   No. Any approved position request automatically includes the required equipment.

6. If my resource request is approved, and the current estimate is 10% higher than my originally approved estimate, what happens?

   Your request will need to be resubmitted in the following year’s program review. You cannot spend more than 10% over the originally approved amount. The funding approval from the prior year does not carry over to the next year.

7. If my resource request is approved, and I do not spend the funds in the current year, can I spend the funds in the following year?

   Yes, the funds for your request are rolled over for two years beyond the year they are approved.
Examples within Resource Request Categories

The following lists provide examples of items that might typically fall within each category. On the right—hand side are examples of things that would not fit.

**Equipment**

Equipment is defined as items that are used within a space but are detached from the structure and do not require installation (moving only).

<table>
<thead>
<tr>
<th>Examples of Items that Fit in the Equipment</th>
<th>Unsuitable Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>--- 6 food processors</td>
<td>- Changes to the structure of a room, such as adding or removing a wall (belongs on the Facilities template in Program Review)</td>
</tr>
<tr>
<td>--- Tire changer with wheel lift</td>
<td>- Carpeting or other flooring (if routine maintenance, submit to Facilities via an online work order)</td>
</tr>
<tr>
<td>--- Dissection table</td>
<td>- A new or replacement computer or server (a new request belongs on the hardware templates; a replacement is part of the refresh cycle and does not need to be entered in Program Review)</td>
</tr>
<tr>
<td>--- Audiometers</td>
<td>- Components for a bunkered classroom</td>
</tr>
<tr>
<td>--- Document cameras for classrooms</td>
<td></td>
</tr>
<tr>
<td>--- Camera or lens</td>
<td></td>
</tr>
<tr>
<td>--- Video camera</td>
<td></td>
</tr>
<tr>
<td>--- Construction tool upgrade, both hand and power tools (but check “replacement” rather than “new” when entering it on the template)</td>
<td></td>
</tr>
<tr>
<td>--- A set of compound microscopes (even if connected to a computer, as long as the computer is dedicated to the microscopes alone)</td>
<td></td>
</tr>
</tbody>
</table>

Q: Do classroom cabinets, etc. fit in this category?

Yes. Again, you will be asked to note if the request is for a new or non---annual replacement item. One exception: if the cabinets will be installed permanently, they belong on your Facilities template. If the cabinets are free---standing, then they would be categorized as equipment.

**Facilities**

Facilities requests are defined as items that affect the structure and accessories of the building. These may include construction requests (such as built---in cabinets) or requests for extra space (such as a new room or lab). All Facilities requests should be submitted as a work order. Facilities will rank the requests.
Hardware

Hardware refers to items that connect to a network, go on a refresh cycle, or require substantial IT support.

<table>
<thead>
<tr>
<th>Examples of Items that Fit in the Technology Hardware Category</th>
<th>Unsuitable Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>- New computers for a lab (not replacements, which are on the refresh cycle)</td>
<td>- Software (list on software template, of course)</td>
</tr>
<tr>
<td>- A computer, a projector, and housing for bunkered unit in classroom</td>
<td>- Licensing fees (if new, list on software template; if renewal, you do not need to list them—generally they will be funded from lottery monies)</td>
</tr>
<tr>
<td>- New servers</td>
<td>- Furniture (unless it is for a new computer—see question below this list)</td>
</tr>
<tr>
<td>- Peripherals needed for computers (for example, a web cam or flip cam)</td>
<td>- Cameras and lenses</td>
</tr>
<tr>
<td>--- Tablets/Portable Devices (individually or in aggregate when over $1,000 for total request)</td>
<td>- Video cameras</td>
</tr>
<tr>
<td>- Printers (individually or in aggregate when over $1,000 for total request)</td>
<td>- Microscopes that come with computers, packaged as one system by the vendor (these would go on the equipment template)</td>
</tr>
</tbody>
</table>

Q: The hardware may include only a computer, but a room may need a console or piece of furniture to house the computer. Is the console listed under technology hardware or listed separately under equipment?

Even though the furniture is not hardware, list it together with the hardware as the furniture is needed to use the hardware. In addition, do not list this same new furniture for the new hardware on your equipment template.

Software

<table>
<thead>
<tr>
<th>Examples of Items that Fit in the Technology</th>
<th>Unsuitable Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>--- New software that cannot be purchased out of your supplies budget</td>
<td>--- License renewal fees</td>
</tr>
<tr>
<td>--- Adobe Acrobat for an entire lab (as opposed to one user)</td>
<td>--- Single-use, inexpensive software that will not require license renewal fees (if it can be purchased out of your supplies budget)</td>
</tr>
</tbody>
</table>