

INSTRUCTIONAL PROGRAM REVIEW

Annual Program Review Update

Unit*:Psychology

Campus:Riverside

Contact Person: Peter Matsos

Due: May 15, 2009



Riverside Community College District
Office of Institutional Effectiveness

Web Resources: <http://www.rccdfaculty.net/pages/programreview.jsp>

Last Revised: March 18, 2009

** You may submit as a discipline, closely related disciplines, or by department. If this is a combined submission please note which disciplines are included.*

Annual Program Review Update

Instructions

The Annual Self-Study is conducted by each unit on each campus and consists of an analysis of changes within the unit as well as significant new funding needs for staff, resources, facilities, and equipment. It should be **submitted or renewed every year by May 15th** in anticipation of budget planning for the fiscal year, which begins July 1 of the *following* calendar year.

Extensive data sets have been distributed to all Department Chairs and are linked to the Program Review website (password 11111). Chairs have received training on the use of these data sets. Please consult with your Department Chair or Raj Bajaj for assistance interpreting the data relevant to your discipline. Note that you are only required to mention data relevant to your analysis or requests. Should you wish assistance with research *analysis* please fill out the form at <http://academic.rcc.edu/ir/requestform.html> and you will be contacted to schedule a time to discuss analysis of your data. You may also request a labor market analysis using this form.

The questions on the subsequent pages are intended to assist you in planning for your unit. **If there is no change from your prior report, you may simply resubmit the information in that report (or any portion that remains constant) from the prior year.**

Please include pertinent documents such as student learning outcomes assessment reports and data analysis specifically supporting any requests for new faculty, facilities or equipment. You are encouraged to use lists, tables, and other formatting to clarify your requests and make them easy for large committees to review quickly. If there may be negative consequences for enrollment, safety or other important concerns if the funding is not provided please make this known in context.

The forms that follow are separated into pages for ease of distribution to relevant subcommittees. **Please keep the pages separated** if possible (though part of the same electronic file), **with the headers as they appear**, and be sure to include your unit, campus, contact person (this may change from topic to topic) and date on each page submitted. Don't let formatting concerns slow you down. If you have difficulty with formatting, the Administrative Support Center can adjust the document for you. Simply add responses to those questions that apply and forward the document to the Administrative Support Center with a request to format it appropriately.

If you cannot identify in which category your request belongs,, if you have complex funding requests please schedule an appointment with your campus' Vice President for Business Services right away. They will assist you with estimating the cost of your requests. For simple requests such as the cost of a staff member, please e-mail your Vice President. It is vital to include cost estimates in your request forms.

Moreno Valley:	Reagan Romali, 951-571-6341
Norco:	Norm Godin, 951-372-7157
Riverside:	Becky Elam, 951-222-8307

Please retain this information for your discipline's use and submit an electronic copy to the Kristina Kauffman, (Kristina.kauffman@rcc.edu) in the Office of Institutional Effectiveness. The Office of Institutional Effectiveness will use the document to create a database of requests and will distribute the report to the relevant offices and committees.

Annual Program Review Update

Unit: Psy
Campus: RIV
Contact Person: Peter Matsos
Date: 5/15/09

Trends and Relevant Data (part 1)

1. Has there been any change in the status of your unit? (if not, skip to #2)
 - a. Has your unit shifted departments?
 - b. Have new programs been created by your unit?
 - c. Have activities in other units impacted your unit? For example, a new nursing program could cause greater demand for life science courses.
2. Have there been any significant changes in enrollment, retention, success rates, or environmental demographics that impact your discipline (See Dataset provided to all chairs)? If there are no *significant** changes in your unit's opinion, say "None" and skip to question #3.

Online enrollment caps have been raised by 20% as imposed by the RCCD administration. The Psychology Discipline believes that increases in online enrollment caps compromises best practices in online instruction.

3. What changes does the unit plan to make to advance enrollment management goals? If your plan necessitates resource changes make sure those needs are reflected in the applicable resource request sections.

The discipline hopes to hire new *additional full time faculty* (not simply replacements for

retiring faculty), which will allow us to expand psychology course offerings and to better meet the educational needs of our students.

We have also increased our online enrollment caps by 20% - from 35 to 42 - to add more students to Psychology online courses across the discipline. Note that this was not voluntary and was imposed by administration. This decision was strongly contested by the discipline as increasing enrollments in online classes can negatively impact course quality.

**Your unit may define “significant change” in this context for itself. If your unit thinks it’s a “significant change” then for purposes of this review please note it.*

2009

Annual Program Review Update

Unit: Psy
 Campus: RIV
 Contact Person: Peter Matsos
 Date: 5/15/09

Learning Outcomes Assessment Update

4. In order to help us complete the annual ACCJC report on our progress in assessing student learning, please provide the following information by completing the form. Please add lines as needed: [Units that perform these functions at a district level may use the same response for all campuses.]

Name of Program or Course (please list programs first)	Student learning outcomes have been identified (Yes = 1 No = 0)	Outcomes assessment information or data has been generated (Yes = 1 No = 0)	Assessment information or data has been used to improve student learning (Yes = 1 No = 0)
Psy 1	1	1*	0
Psy 2	1	0*	0
Psy 9	1	0*	0
Psy 33	1	0*	0
Psy 35	1	0*	0
* Student surveys have been taken and will continue to be taken. Data has been or will continue to be assessed (see data below).			

Psych 1 Surveys: Fall 2008

Total surveys processed by Travis Gibbs to date = 405 (includes 2 full-time instructors, MoVal part-time instructors, 2 classes from Ron Ruiz’s submissions—with all of Norco’s and Riverside’s, except for Ron’s still to be tallied, approximately 50% represented here)

Students for whom the survey did not apply (DNA) (no previous psych or other classes or no unsuccessful attempts or who chose to answer DNA regardless) = 192

Students for whom the survey did apply, but who chose DNA in response to why they were unsuccessful (psych or other classes) = 64

Unsuccessful due to Teacher too Hard/Class too Difficult = 48

Relevant to psych = 14
Relevant to other classes = 27
Relevant to both = 10

Unsuccessful due to Personal, Family, and/or Work-related reasons = 83

Relevant to psych = 23
Relevant to other classes = 43
Relevant to both = 30

Unsuccessful due to Teacher too Hard/Class too Difficult AND Personal, Family, etc. reasons = 23

Two students reported staying in class despite being unsuccessful in order to receive funding.

405 total/220 Relevant

No response as to why a student was unsuccessful = 64/220 or 29.1%
Reporting teacher too hard or class too difficult = 48/220 or 21.8%
Reporting personal, etc. reasons (including staying for funding) = 85/220 or 38.6%
Reporting both teacher too hard/class too difficult AND personal, etc = 23/220 or 10.5%

As this was a pilot study, no other data was recorded (grades, reasons for being in school, etc.)

Psychology Survey: Spring 2009 (to be administered to all psych students in the District—the Fall 2008 model was altered, but the basic results are listed above.

In order to better understand what contributes to or impedes student success, the psychological faculty is asking for student input about their college expectations and academic experiences. Besides the items in this survey, we'd like to hear about anything else you feel is relevant and will help you succeed.

PLEASE ANSWER THE FOLLOWING QUESTIONS WITH THE ANSWER THAT BEST DESCRIBES YOUR SITUATION.

1. I have taken psychology classes at RCC before.

- a) Yes
 - b) No
2. I have withdrawn or otherwise dropped out of PSYCHOLOGY CLASS(es) at RCC.
- a) Yes
 - b) No
3. I have withdrawn or otherwise dropped out of ANY OTHER CLASS at RCC.
- a) Yes
 - b) No
4. I have received the following grade(s) in any PSYCHOLOGY CLASS I've taken at RCC (pick all that apply).
- a) A
 - b) B
 - c) C
 - d) D
 - e) F
 - f) Inc (incomplete)
 - g) Does not apply
5. I have received the following grade(s) in ANY OTHER CLASS I've taken at RCC (pick all that apply).
- a) A
 - b) B
 - c) C
 - d) D
 - e) F
 - f) Inc (incomplete)
 - g) Does not apply
6. In a PSYCHOLOGY CLASS at RCC, if you've received a W (withdrawn), an Inc (incomplete), or a grade of "D" or "F", it was for the following reasons (pick ONE that BEST APPLIES).
- a) Personal, family, or work related reasons
 - b) The class was too hard
 - c) The teacher was too difficult
 - d) Psychology is not interesting to me
 - e) I stayed in class to maintain health or funding benefits
 - f) Other (write in)

7. In ANY OTHER CLASS at RCC, if you've received a W (withdrawn), an Inc (incomplete), or a grade of "D" or "F", it was for the following reasons (pick ONE that BEST APPLIES).

- a) Personal, family, or work related reasons
- b) The class was too hard
- c) The teacher was too difficult
- d) The class was not interesting to me
- e) I stayed in class to maintain health or funding benefits
- f) Other (write in)

8. Did you find the objectives of your PSYCHOLOGY class helpful regardless of the grade you received?

- a) Yes
- b) No
- c) Does not apply to me

9. I am taking or have taken psychology for the following reasons (pick ONE that BEST APPLIES).

- a) It fulfills a requirement
- b) I am interested in psychology
- c) I heard the teacher was a good one
- d) It's my major
- e) I needed a class to maintain benefits or funding

10. I hope to continue my education and obtain the following (pick ONE that BEST APPLIES).

- a) To get an A.A. or A.S. (community college associate's degree).
- b) To get a B.A. or B.S. (bachelor's degree at a four-year college or university).
- c) To get a graduate degree
- d) To get a better job
- e) I'm just here to learn and don't really care about getting a degree at this time.

Thank you!

5. Fill out the chart on the next page for **each** assessment project your unit is engaged in (two identical charts are included for your convenience. Copy and paste more charts as needed if your unit has more than two assessment projects. For Steps 1 – 3, put an X on the line to indicate your answers. For step four and five use the forms on the subsequent pages to add your brief narrative. By 2012 our accreditation will require that you assess at least one SLO for each course in your discipline.

RCCD STUDENT LEARNING OUTCOMES
 COURSE-BASED ASSESSMENT PLANNING
 GUIDE

CONTACT PERSON: Peter Matsos	Assessment is for	
single section ___	multiple sections ___	
CONTACT INFORMATION: peter.matsos@rcc.edu		DATE SUBMITTED:
<input type="checkbox"/> Course	Course Number and Title:	DATE COMPLETED & REPORTED:

LIST SLO TO BE ASSESSED:

The Psy 1 survey is designed to assess why students do not succeed.

Step 1: Taking Stock	Step 2: Time & Methods of Assessment	Step 3: Measurement Criteria	Step 4: Summary and Analysis of Data	Step 5: Use of Results and Modifications
WHY?	HOW?	WHAT?	RESULTS	Act, enact, and disseminate
<p>Provide a clear “picture” of why you selected this student learning outcome and explain the project or assignment you will be using as the assessment tool. Attach relevant documents to this sheet.</p> <p><i>Why?</i></p> <ol style="list-style-type: none"> 1. ___improve instruction 2. ___student success rates 3. ___equity 4. ___retention rates 5. ___persistence rates 6. ___course completion rate 7. ___other 	<p>How will the learning outcome be assessed?</p> <ol style="list-style-type: none"> 1. ___Student self reported gains 2. ___Portfolio 3. ___Analytic Rubric 4. ___Pre/Post Assessment 5. ___Other <p>Describe how the selected tool “fits” your assessment.</p>	<p>What are your expectations? If this is the first assessment you have created, you may not have a specific benchmark or goal for this particular project. As you embed assessment in your teaching, you will begin to develop benchmarks.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. ___specific % of all submissions will display competency 1. ___specific % of all performances will indicate competency 2. ___benchmark not available; assessment activity to serve as initial benchmark. 3. ___other 	<p>Analyze and report on the results of the assessment. Use the first 3 steps in this process..</p> <p style="text-align: center;"><i>Reporting Out:</i></p> <ol style="list-style-type: none"> 1. Provide overview of process selecting outcome, identifying methods and criteria and results from the activity. 2. Provide specific analysis of data from assessment and discuss the successes or concerns related to what the data indicates regarding student learning. 3. Include all potential links to other outcomes in the course, other courses, or any other parts of the institution you deem appropriate. 	<p>Report on how you will use the results of the assessment for improving teaching and learning.</p> <p><i>Reporting Out (cont):</i> EXAMPLES: Do the results of this assessment indicate a need for another assessment? When? Why?</p> <p>As a result of the assessment, is the unit considering any modifications to improve the learning outcome? What are they? When will they occur? When will they occur? Do they involve other units?</p>

Assessment Detail

Please provide narrative details for previous worksheet(s).

Unit: Psy
Campus: RIV
Contact Person: Peter Matsos
Date: 5/15/09

Course _____

#5. Step 4, 1: Provide overview of process selecting outcome; identifying methods, criteria and results from the activity.

As seen in the information above, the discipline is attempting to assess why students do not succeed.

#5, Step 4, 2: Provide specific analysis of data from assessment and discuss the successes or concerns related to what the data indicates regarding student learning.

#5, Step 4, 3: Include all potential links to other outcomes in the course, other courses, or any other parts of the institution you deem appropriate.

#5, Step 5, 1: Do the results of this assessment indicate a need for another assessment? When? Why?

#5, Step 5, 2: As a result of the assessment, is the unit considering any modifications to improve the learning outcome? What are they? When will they occur? Do they involve other units?

RCCD STUDENT LEARNING OUTCOMES
 COURSE-BASED ASSESSMENT PLANNING
 GUIDE

CONTACT PERSON: Peter Matsos single section ____		Assessment is for multiple sections ____		
CONTACT INFORMATION: peter.matzos@rcc.edu		DATE SUBMITTED:		
<input type="checkbox"/> Course	Course Number and Title:		DATE COMPLETED & REPORTED:	
LIST SLO TO BE ASSESSED: See the information above.				
Step 1: Taking Stock	Step 2: Time & Methods of Assessment	Step 3: Measurement Criteria	Step 4: Summary and Analysis of Data	Step 5: Use of Results and Modifications
WHY?	HOW?	WHAT?	RESULTS	Act, enact, and disseminate
<p>Provide a clear “picture” of why you selected this student learning outcome and explain the project or assignment you will be using as the assessment tool. Attach relevant documents to this sheet.</p> <p><i>Why?</i></p> <ol style="list-style-type: none"> 1. __improve instruction 2. __student success rates 3. __equity 4. __retention rates 5. __persistence rates 6. __course completion rate 7. __other 	<p>How will the learning outcome be assessed?</p> <ol style="list-style-type: none"> 1. __Student self reported gains 2. __Portfolio 3. __Analytic Rubric 4. __Pre/Post Assessment 5. __Other <p>Describe how the selected tool “fits” your assessment.</p>	<p>What are your expectations? If this is the first assessment you have created, you may not have a specific benchmark or goal for this particular project. As you embed assessment in your teaching, you will begin to develop benchmarks.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. __specific % of all submissions will display competency 2. __specific % of all performances will indicate competency 3. __benchmark not available; assessment activity to serve as initial benchmark. 4. __other 	<p>Analyze and report on the results of the assessment. Use the first 3 steps in this process..</p> <p style="text-align: center;"><i>Reporting Out:</i></p> <ol style="list-style-type: none"> 1. Provide overview of process selecting outcome, identifying methods and criteria and results from the activity. 2. Provide specific analysis of data from assessment and discuss the successes or concerns related to what the data indicates regarding student learning. 3. Include all potential links to other outcomes in the course, other courses, or any other parts of the institution you deem appropriate. 	<p>Report on how you will use the results of the assessment for improving teaching and learning.</p> <p><i>Reporting Out (cont):</i></p> <p>EXAMPLES:</p> <p>Do the results of this assessment indicate a need for another assessment? When? Why?</p> <p>As a result of the assessment, is the unit considering any modifications to improve the learning outcome? What are they? When will they occur? Do they involve other units?</p>

Assessment Detail

Please provide narrative details for previous worksheet(s).

Unit: Psy
Campus: RIV
Contact Person: Peter Matsos
Date: 5/15/09

Course _____

#5. Step 4, 1: Provide overview of process selecting outcome; identifying methods, criteria, and results from the activity.

See the detail above.

#5, Step 4, 2: Provide specific analysis of data from assessment and discuss the successes or concerns related to what the data indicates regarding student learning.

#5, Step 4, 3: Include all potential links to other outcomes in the course, other courses, or any other parts of the institution you deem appropriate.

#5 Step 5, 1: Do the results of this assessment indicate a need for another assessment? When? Why?

#5 Step 5, 2: As a result of the assessment, is the unit considering any modifications to improve the learning outcome? What are they? When will they occur? Do they involve other units?

SLO Notes;

The Psychology discipline has had (and continues to have) extensive discussions on the nature and merits of student learning outcomes. Please refer to the Psychology discipline minutes forwarded to the Office of Institutional Effectiveness for more information. In addition, an extensive section on SLOs has been submitted to the DAC.

Unit Name: _____

7. Staff Needs

NEW OR REPLACEMENT STAFF (Faculty or Classified)¹

<p>List Staff Positions Needed for Academic Year <u>3</u> Please justify and explain each faculty request based on rubric criteria for your campus. Place titles on list in order (rank) or importance.</p>	<p>Indicate (N) = New or (R) = Replacement</p>	<p>Annual TCP*</p>
<p>1. <u>Reason:</u> Full-time Psychology position to teach General, Developmental & Physiological Psychology. We continue to operate below the 50/50 part-time to full-time ratio.</p>	<p>N</p>	<p>42K to 70k?</p>
<p>2. <u>Reason:</u> Full-time Psychology position to teach Statistics and Research Methods. We continue to operate below the 50/50 part-time to full-time ratio.</p>	<p>N</p>	<p>42K to 70k?</p>
<p>3. <u>Reason:</u> Full-time Psychology position to teach Social Psychology and Human Sexuality. We continue to operate below the 50/50 part-time to full-time ratio.</p>	<p>N</p>	<p>42K to 70k?</p>
<p>4. <u>Reason:</u></p>		
<p>5. <u>Reason:</u></p>		
<p>6. <u>Reason:</u></p>		

* TCP = "Total Cost of Position" for one year is the cost of an average salary plus benefits for an individual. New positions (not replacement positions) also require space and equipment. Please speak with your campus Business Officer to obtain accurate cost estimates. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position. Please complete this form for "New" Classified Staff only. All replacement staff must be filled per Article I, Section C of the California School Employees Association (CSEA) contract.

¹ If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "reason" section of this form.

Unit Name: _____

8. Equipment (excluding technology) Needs Not Covered by Current Budget²

List Equipment or Equipment Repair Needed for Academic Year _____ Please list/summarize the needs of your unit on your campus below. Please be as specific and as brief as possible. Place items on list in order (rank) or importance.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes	Annual TCO**		
		Cost per item	Number Requested	Total Cost of Request
1.				
2. <u>Reason:</u>				
3. <u>Reason:</u>				
4. <u>Reason:</u>				
5. <u>Reason:</u>				
6. <u>Reason:</u>				

* Instructional Equipment is defined as equipment purchased for instructional activities involving presentation and/or hands-on experience to enhance student learning and skills development (i.e. desk for student or faculty use).

Non-Instructional Equipment is defined as tangible district property of a more or less permanent nature that cannot be easily lost, stolen or destroyed; but which replaces, modernizes, or expands an existing instructional program. Furniture and computer software, which is an integral and necessary component for the use of other specific instructional equipment, may be included (i.e. desk for office staff).

** TCO = "Total Cost of Ownership" for one year is the cost of an average cost for one year. Please speak with your campus Business Officer to obtain accurate cost estimates. Please be sure to check with your department chair to clarify what your current budget allotment are. If equipment needs are linked to a position please be sure to mention that linkage.

² If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "reason" section of this form.

Unit Name: _____

9. Technology++ Needs Not Covered by Current Budget:³

NOTE: Technology; excludes software, network infrastructure, furniture, and consumables (toner, cartridges, etc)

Submitted by:	Title:	Phone:
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Priority	EQUIPMENT REQUESTED	New (N) or Replacement (R)?	Program: New (N) or Continuing (C)?	Location (i.e Office, Classroom, etc.)	Is there existing Infrastructure?	How many users served?	Has it been repaired frequently?	Annual TCO*		
								Cost per item	Number Requested	Total Cost of Request
1. Usage / Justification	Computer hardware and software will needed to successfully teach both future research methods and statistics courses.	N	N	Classroom	Possibly	30 - 60		To be determined	20-30	To be determined
2. Usage / Justification										
3. Usage / Justification										
4. Usage / Justification										
5. Usage / Justification										

- TCO = “Total Cost of Ownership” for one year is the cost of an average cost for one year. Please speak with your campus Business Officer to obtain accurate cost estimates. Please be sure to check with your department chair to clarify what you current budget allotment are. If equipment needs are linked to a position please be sure to mention that linkage. Please speak with your Microsupport Computer Supervisor to obtain accurate cost estimates.

³ If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “justification” section of this form.

- ++Technology is (1) equipment that attaches to a computer, or (2) a computer is needed to drive the equipment.

Remember to keep in mind your campuses prioritization rubrics when justifying your request.

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Unit Name: _____

10. Facilities Needs Not Covered by Current Building or Remodeling Projects*⁴

List Facility Needs for Academic Year _____ (Remodels, Renovations or added new facilities) Place items on list in order (rank) or importance.	Annual TCO*
	Total Cost of Request
1. Experimental lab room. <u>Reason:</u> A designated room/facility for conducting student demonstrations with psychology apparatus' (e.g., intelligence and personality testing, computerized behavioral testing, etc.).	To be determined
2. <u>Reason:</u>	
3. <u>Reason:</u>	
4. <u>Reason:</u>	
5. <u>Reason:</u>	
6. <u>Reason:</u>	

*Please contact your campus VP of Business or your Director of Facilities, Operations and Maintenance to obtain an accurate cost estimate and to learn if the facilities you need are already in the planning stages.

⁴ If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "reason" section of this form.

Unit Name: _____

11. Professional or Organizational Development Needs Not Covered by Current Budget*⁵

<p>List Professional Development Needs for Academic Year _____ . Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance.</p>	Annual TCO*		
	Cost per item	Number Requested	Total Cost of Request
<p>1. Funds to pay for part time faculty to participate in Discipline meetings or other discipline functions.</p> <p><u>Reason:</u> To better integrate part time faculty and manage their performance.</p>	Approximately \$68 per part time faculty per meeting.	12	Unknown - depends on part time participation, but with full participation less than 1,000.00.
<p>2.</p> <p><u>Reason:</u></p>			
<p>3.</p> <p><u>Reason:</u></p>			
<p>4.</p> <p><u>Reason:</u></p>			
<p>5.</p> <p><u>Reason:</u></p>			

⁵ If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

6. <u>Reason:</u>			
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*It is recommended that you speak with Human Resources or the Management Association to see if your request can be met with current budget.

2009

Unit Name: _____

12. OTHER NEEDS not covered by current budget⁶

<p>List Other Needs that you are certain do not fit elsewhere. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.</p>	Annual TCO*		
	Cost per item	Number Requested	Total Cost of Request
1. <u>Reason:</u>			
2. <u>Reason:</u>			
3. <u>Reason:</u>			
4. <u>Reason:</u>			
5. <u>Reason:</u>			
6. <u>Reason:</u>			

⁶ If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

Unit Name: _____

13. Student Support Services (see definition below**) Needed by the Unit over and above what is currently provided. These needs will be communicated to Student Services⁷

List Student Support Services Needs for Academic Year _____	
	Please list/summarize the needs of your unit on your campus below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time.
1.	<u>Reason:</u>
2.	<u>Reason:</u>
3.	<u>Reason:</u>
4.	<u>Reason:</u>
5.	<u>Reason:</u>
6.	<u>Reason:</u>

**Student Support Services include for example: Tutoring, counseling, international students, EOPS, job placement, admissions and records, student assessment (placement), health services, student activities, college safety and police, food services, student financial aid, and matriculation.

⁷ If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

Unit Name: _____

14. Library Needs Not Covered by Current Library Holdings⁸ Needed by the Unit over and above what is currently provided.
These needs will be communicated to the Library

List Library Needs for Academic Year	
Please list/summarize the needs of your unit on your campus below. Please be as specific and as brief as possible. Place items on list in order (rank) or importance.	
1. DVD, books and periodicals	<u>Reason:</u> Needed for student assignments and projects.
2. Online access to electronic full text periodicals and data bases.	<u>Reason:</u> Student access and used by faculty to maintain content mastery.
3.	<u>Reason:</u>
4.	<u>Reason:</u>
5.	<u>Reason:</u>
6.	<u>Reason:</u>

⁸ If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

Unit Name: _____

Learning Support Services Not Covered by Current budget*.

List Learning Support Services Needs Please list funding requests related to the Writing and Reading Center, the Math Learning Center, Tutorial Services, and the Instructional Media Center. These do not include laboratory components that are <u>required</u> of a course. Place items on list in order (rank) or importance.	Total Cost of Requests			
	Cost per item	Number Requested	Total Cost	Ongoing (O) or one-time (OT) cost
1. <u>Reason:</u>				
2. <u>Reason:</u>				
3. <u>Reason:</u>				
4. <u>Reason:</u>				
5. <u>Reason:</u>				

*It is recommended that you speak with your campus IMC and/or Lab Coordinators to see if your request can be met within the current budget and to get an estimated cost if new funding is needed.