

ANNUAL INSTRUCTIONAL UNIT PLAN

Unit: Applied Digital Media & Printing

Please give the full title of the discipline or department. You may submit as a discipline or department as is easiest for your unit

Riverside City College
Contact Person: Richard Finner
Due: May 16, 2011

Please send an electronic copy to Dr. Patrick Schwerdtfeger at:

Patrick.schwerdtfeger@rcc.edu



Form Last Revised: March 9, 2011

Riverside City College
Office of Academic Affairs

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

Instructional Unit Plan

***Please retain this information for your discipline's/department's use (or forward to your chair). A database will be created and distributed to the relevant councils and committees as requested.**

The Unit Plan is conducted by each unit on each campus and consists of an analysis of changes within the unit as well as significant new resource needs for staff, resources, facilities, and equipment. It should be **submitted or renewed every year by mid May** 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 (raj.bajaj@rcc.edu) 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 use this same form to request a labor market analysis. **Please utilize these data or data collected by your discipline to assess your goals and as rationale for resource requests.**

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 from that report.**

The forms that follow are separated into pages for ease of distribution to relevant offices, councils and committees. 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 or if you have general funding request questions, please contact your college's Vice President of Business Services, Norm Godin at 951-222-8307 or norm.godin@rcc.edu. Within each resource request form, a recommended contact person is listed to assist you with estimating the cost of your requests. It is vital to include cost estimates in your request forms. **FAILURE TO PROVIDE COST ESTIMATES MAY RESULT IN YOUR REQUEST NOT BEING CONSIDERED.** Please see Unit Plan Rubric for the prioritization criteria. **TO ACHIEVE MAXIMUM POINTS WRITE YOUR RATIONALES BASED ON THE RUBRIC CRITERIA. IF CRITERIA ARE NOT ADDRESSED IT WILL BE GIVEN ZERO POINTS.**

The following pages include Riverside City College's Mission Statement and the Goals and Strategies from the 2009-2014 Strategic Plan. They are included for your reference in answering the questions that follow and to include within your rationale for funding requests.

MISSION

Riverside City College provides a high-quality, affordable education, including comprehensive student services, student activities, and community programs, and empowers and supports a diverse community of learners as they work toward individual achievement and life-long learning. To help students achieve their goals, the College offers learning support services, pre-college and transferable courses, and career and technical programs leading to certificates or associate degrees. Based on a learner-centered philosophy, the College fosters critical thinking, develops information and communication skills, expands the breadth and application of knowledge, and promotes community and global awareness.

GOALS AND STRATEGIES 2009-2014

Goal I: Student Access and Support

1. Explore alternative enrollment processes
2. Ensure comprehensive and equitable services exist and are part of institutional planning
 - A. Ensure learning support services are available for all students (e.g., supplemental instruction, learning center tutors)
 - B. Expand services in learning support and transfer centers
 - C. Promote outreach to K-12 schools
3. Identify low-performing student populations based on student equity report data and develop a comprehensive plan (cultural, academic and student services) to address inequities for student access, success, retention and progression
4. Develop clear college-wide criteria for student pathways from basic skills to goal attainment
 - A. Expanding and improving instructional delivery modes including hybrid courses, short-term (fast-track) classes, and align delivery/timing of services to the needs of students
 - B. Develop innovative approaches to basic skills instruction (e.g., learning communities, modules, non-credit courses)
 - C. Ensure that basic skills has a comprehensive focus and is integrated into the general curriculum
 - D. Increase transfer awareness, readiness and rates
5. Develop student engagement centers
6. Increase awareness of open access enrollment to all adults through marketing
7. Promoting degree and certificate completion by expanding short-term classes and programs to improve job skills
8. Promoting learning and effective teaching through ongoing identification of and assessment of student learning outcomes

Goal II: Responsiveness to Community

1. Enhance career pathways approach into high-wage, high-growth jobs
2. Expand services to students in outlying and fast-growing areas
3. Maintain and strengthen ties with community-based organizations

Goal III: Culture of Innovation

1. Develop a comprehensive professional development plan
 - A. Provide training for faculty in multiple modalities of teaching inclusive of the use of technology
 - B. Enhance development opportunities for all employees
2. Implement the Facilities Master Plan
 - A. Refine the Facilities Master Plan to improve the overall physical performance and efficiencies of the campus
 - B. Incorporate sustainability in architectural and landscape design
3. Refine and implement a Technology Plan that will utilize advances in information technology to improve effectiveness of instruction, Student Services and Administration

Goal IV: Resource Development

1. Maximize the resources of the College and seek alternative funds to support a comprehensive learning environment by developing a revolving mid-range financial plan inclusive of new fiscal, human and physical resources from grants, public and private sector giving and state funding
2. Secure additional public and private sector grants that support the College's mission and strategic goals
3. Enhance the College's state and national image to better influence public policy with regard to financial resources
 - A. Participate in local, regional and state organizations to advance the cause for differential tuition for high-cost disciplines
 - B. Lobby local, regional, and state leaders to advocate for differential tuition

Goal V: Organizational Effectiveness

1. Enhance and institutionalize operational and strategic planning processes that are deliberative, efficient, and data driven; integrate the College Strategic Plan with the Facilities, Education, and Technology Master Plan; and effectively prioritize new and ongoing resource needs.
2. Examine the College's home page and related web pages
 - a. Maintain currency of posted information
 - b. Identify and implement technology to enhance processes and services

Instructional Unit Plan Update

A. Trends and Relevant Data

1. What is your unit's mission statement? How does your unit's mission statement align with the college's mission?
"It is the mission of the Applied Digital Media & Printing program at Riverside City College to provide hands-on training in a variety of facets of graphic communication and multimedia to prepare students for meaningful, productive careers in the industry." The ADM mission statement supports the college's mission statement by offering "career and technical programs leading to certificates or associate degrees."
2. Has there been any change in the status of your unit? (if not, skip to #2)
 - a. Has your unit shifted departments? **No**
 - b. Have any new certificates or programs been created by your unit? **No**
 - c. Have activities in other units impacted your unit? For example, a new nursing program could cause greater demand for life science courses. **Duplication of classes between CIS, CAT and ADM has been mostly resolved due to the efforts of Chip Herzig and Carolyn Quin. We applaud those who assisted in this matter. Only a few classes still duplicate, such as Dreamweaver, Flash, and Photoshop. When classes duplicate they compete for the same students. In the current economic situation, classes fill regardless of duplication. When the economy rebounds, this duplication may return as a problem.**
3. 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 so, please indicate those changes. If there are no significant changes in your unit's opinion, indicate "None" and skip to question #3. **Enrollment increased during 2010-2011 due to continued outreach efforts and the condition of the economy. Classes were typically full with many waitlisted students. Certificate and degree awards are increasing.**
4. In reviewing your unit's enrollment data, does your unit have plans to improve any aspects of enrollment management (ex: persistence, scheduling patterns, etc.)? If your plan necessitates resource changes make sure those needs are reflected in the applicable resource request sections. . **The unit has adopted a 2-year plan for student success, which limits course offerings in a patterned manner to ensure courses are full. The unit will continue outreach efforts, on-campus tours, mailings, and alternating class times (days/nights). Current course cuts will make it increasingly difficult for students to complete the certificate and degree program in the optimum amount of time. Some courses are now offered every two years.**
5. If applicable, please report on the progress made on any of your 2010-2011 unit goals. What are your departmental/discipline goals for the 2011-

2012 academic year? As you develop your goals, please ensure alignment with the College's Mission, Goals and Strategies found on pages 3-4. What activities will your department/discipline pursue to meet these goals? What support does your department/discipline need for goal attainment? If applicable, please include the needed support on the resource request forms along with the supporting rationale.

- Complete SLO and PLO assessment by Spring, 2011. **(Will be completed on schedule)**
- Implement PrintED certification for students, with yearly reporting. **(Ongoing: presently certified for 5 years)**
- Outreach: Continue school visitations, career days, posters on campus, and tours. Additional effort will be made to increase attendance of potential high school students at Open House. **(Ongoing: attended several H.S. career days, led campus tours, held open house)**
- Continue to provide Graphix Club and SkillsUSA support for students to showcase their skills. **Students continue to place at the state and national levels in SkillsUSA. ADM students won all 3 places in the recent Riverside Film Festival poster design contest. ADM students also won all 3 places in the state SkillsUSA pin design contest. ADM students submit work to the Printing Industries Association of So. Cal. (PIASC), and other associations to showcase their skills. ADM students won gold medals in Graphic Communication and Advertising Design at the state SkillsUSA competition in San Diego.**
- Continue to seek input from industry partners to maintain program viability. **(Advisory meeting held, May, 2011)**
- Continue to seek funding to keep computer hardware "cutting edge." **(No capital budget. Working with Perkins for grants)**
- Seek industry partners for student placements and internships. **(Ten students placed in full-time employment this semester)**
- Complete the authorization process to be an Apple Authorized Training Center, which will give students the ability to take certification testing for various Apple Professional Applications at a reduced rate and receive the Apple Certification in these applications that many employers like Disney, DreamWorks and Pixar desire. After completing our classes in the Apple Professional Applications and passing the certification tests, students and employers can be assured of a successful minimum skill level in these applications. **(On hold, waiting for Ross Clark, who was Apple Certified)**
- Begin the training process for our instructors that will lead to the department being an Adobe Authorized Training Center. This will enable students to be Adobe certified in various professional layout, illustration, photo manipulation and web-enabled products enhancing their employment skills. **(Completed Photoshop training last year. This year to complete InDesign training. Will be offering Perkins-supported workshops for feeder-school instructors in June)**
- Offer 6-8 week classes for industry skills updates in various software packages. **(With class cutbacks, no progress with this goal)**
- Offer ADM64 as an online course. **(No progress...was a Ross Clark project)**
- Create an online course for "Motion," (part of the Final Cut Pro software package). **(No progress...was a Ross Clark project)**
- Update ADM electives in ART Animation certificate. **(Animation faculty have accepted changes. Will be approved for next catalog)**
- Create an ADM/CIS Web Designer (17 unit) certificate. **(Outline submitted to CIS department chair)**

B. Outcomes Assessment Summary and Update

I. Course Student Learning Outcome (SLO) Assessment

ADM SLO Assessment Progress (12/2010)

Course	Title	Units	Currently Not Offered	Year of 1st Assessment	Year of 2nd Assessment	Author	Goal
ADM 1	Intro ADM	3		2010		Finner	
ADM30	Cont. Topics	1		2010		Finner	
ADM55	Management	3		2010		Finner	
ADM58	Paper & Inks	1		2010		Finner	
ADM63	InDesign	3		2010		Finner	
ADM64	Ethics	1		2009	2010	Clark/Babuts	
ADM65	Cross-platform	1		2010		Finner	
ADM67	Flash	3				Rizo	Spring, 2011
ADM68	Maya	3		2010		Voloshkina	
ADM69	After Effects	3		2010		Voloshkina	
ADM70	Production	3				Finner	Spring, 2011
ADM71	Photoshop	3		2010		Hewitt	
ADM72	Adv. Photoshop	3				Hewitt	Spring, 2011
ADM73	Authoring CD/DVD	3	Dropped				
ADM74	Dreamweaver	3		2010		Hewitt	
ADM75	PageMaker	3	Dropped				
ADM76	QuarkXPress	3	Not Offered				
ADM77A	Illustrator	3		2010		Scullin	
ADM77B	Adv. Illustrator	3	Not Offered				
ADM78A	Director	3	Dropped				
ADM78B	Lingo	3	Dropped				

ADM78C	Premiere	3	Dropped				
ADM79	Painter	3	Dropped				
ADM80	Digital Darkroom	3		2010		Finner	
ADM81	Adv. Dig. Darkroom	3	Dropped				
ADM85	Offset Press	3				Long	Fall, 2010
ADM86	Adv. Offset Press	3				Long	Fall, 2010
ADM88	3D Creatures-Maya	3	Not Offered				
ADM89	Portfolio	1				Lee	Spring, 2011

	Assessment completed
	Assessment goal Fall, 2010
	Assessment goal Spring, 2011
	Courses being dropped, 12/2010

1. Please describe your discipline's dialogue on assessment results. Where would one find evidence of this dialogue? **Assessment results are discussed in discipline / department meetings and in e-mail exchanges between faculty. Evidence can be read in meeting minutes and e-mails.**
2. Please summarize what your discipline learned from your assessments. How do you plan to use the results for improvement within your discipline? **Through assessment, seven courses were identified as needing to be dropped. This was completed in the Fall, 2010. The remaining courses will be assessed by Spring, 2011. Discussions were held regarding standardizing Photoshop instruction among 4 different faculty, including more ethical questions in all courses, and wider use of Acrobat, etc. Refer to the PLO summary.**
3. To what extent, and how, do your assessment results support your resource requests? **Assessment results support the need for a lab aide who can keep the computer labs open for student use, assisting them in their success. Invariably students need more computer time on software they cannot afford to own. During Perkins evaluation, retention of some minorities needed to be evaluated. Improvements to the labs and the addition of a lab aid to open labs during normally closed periods would help those minorities.**
4. What are your plans for further course based assessment in the upcoming academic year (i.e. additional courses or reassessment)? **Once assessment is completed in Spring, 2011, all instructors will choose another SLO to assess and report those in the next fiscal year.**

II. Program Learning Outcome (PLO) Assessment

5. Please explain what steps your program has taken to map and align your PLOs with your course SLOs. **The mapping project was completed against 16 PLOs in the degree pattern. The summary has been e-mailed to the Assessment Committee. As a result, the PLOs have been narrowed and rewritten for the one degree pattern and 4 certificate patterns in the discipline. These PLO changes will be in effect in the 2011-2012 College Catalog.**
6. How have you shared and discussed assessment results (e.g., through Community Advisory Committee discussions, discussions with employers, interviews of graduates, program faculty meetings)? **The results were discussed at the Advisory Committee in May, and in on-going discussions with the department and discipline.**
7. To what extent, and how, do your assessment results support your resource requests? **As discussed above, a lab assistant would open lab hours for students. Otherwise, replacement chairs and computer upgrades will support the mission of the college and department by providing an industry-level operation to prepare students for the workplace.**
8. What are your plans for further program based assessment in the upcoming academic year (i.e. additional program or reassessment)? **PLO Assessment will need to continue particularly during these tough economic conditions. As courses are cut, pathways must be safeguarded to ensure student success within a reasonable amount of time. Assessment will expose possible shortcomings in this pathway. In addition, as technology changes, PLOs will need to reflect the demands of industry. Annual advisory meetings will also expose changes to PLOs. PLO Assessment will be completed in Spring, 2011 and be reevaluated yearly.**

If you have any questions regarding the assessment tool please contact Susan Mills at (951) 328-3738, susan.mills@rcc.edu or Jim Elton at (951) 222-8264, jim.elton@rcc.edu.

Instructional Unit Plan Update

C. Human Resource Status

Complete the Faculty and Staff Employment Grid below based on the 2010-2011 academic year. Please list full and part-time faculty numbers in separate rows, and classified full and part-time staff separately.

2010-2011 Faculty Employed in the Unit		
Teaching Assignment (e.g. Math, English)	Full-time faculty (give number)	Part-time faculty (give number)
Applied Digital Media & Printing	3	3
2010-2011 Classified Staff Employed in the Unit		
Classified Employee Title (e.g. IDS, Lab Assistant)	Full-time staff (give number)	Part-time staff (give number)

Complete the Faculty and Staff Employment Grid below based on any anticipated changes for the 2011-2012 academic year (i.e. retirements, one-year temps). If information is exactly the same, move on to the next page.

2011-2012 Faculty Employed in the Unit		
Teaching Assignment (e.g. Math, English)	Full-time faculty (give number)	Part-time faculty (give number)
Applied Digital Media & Printing	3	3
2011-2012 Classified Staff Employed in the Unit		
Classified Employee Title (e.g. IDS, Lab Assistant)	Full-time staff (give number)	Part-time staff (give number)
Lab Assistant		1

It should be noted that two full-time faculty members are currently on administrative leave pending court action. If they do not return, their positions need to be replaced. This outcome may not be determined until later this year.

1. Staff Needs

NEW OR REPLACEMENT STAFF (Faculty or Classified)¹

Rank	List Faculty or Staff Positions Needed for Academic Year. Please list in order (rank) of importance. Please justify and explain each faculty or staff request based on rubric criteria. (See APC Ranking Rubric for faculty positions.)	Indicate (N) = New or (R) = Replacement	Annual TCP*
EX	<i>Tenure-Track Instructor</i> Rationale: (<u>All</u> criteria in APC Ranking Rubric must be addressed and included in rationale).		
1.	Lab Assistant Rationale: A part-time lab assistant would facilitate student success rates by allowing access to the computer labs during closed periods and weekends. Students cannot often afford the software and rely on open lab time to complete assignments and to practice their skills. Currently the lab is open when a faculty member is on the premises, which limits the number of computer access hours for students.	N	\$6000
2.	Rationale:		
3.	Rationale:		
4.	Rationale:		
5.	Rationale:		

¹* TCP = “Total Cost of Position” for one year is the cost of an average salary plus benefits for an individual. **For costs associated to faculty or staff positions, please contact Michelle Davila with Business Services at (951) 222-8400.** New positions (not replacement positions) also require space and equipment. 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.

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

Rank	List Equipment or Equipment Repair Needed for Academic Year. Please list in order (rank) of importance. Please justify and explain each equipment request based on rubric criteria.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes	Annual TCO**		
			Cost per item	Number Requested	Total Cost of Request
1.	Student Chair Replacements Rationale: RCC Academic Master Plan: Values – learning environment-- “to provide and maintain state-of-the-art equipment;” 2) Campus Goals – “essential to delivery of instruction—increase successful course completion with supplemental/alternative instruction; persistence; improving student learning outcomes.” Computer lab chairs are between 7 and 11 years old. Thirty chairs were replaced in 2009. The balance needs replacement, as many have defective backs, no padding, and present a health and safety issue to the students besides deterring concentration. Suggest replacing another 30 out of 60 remaining.	I	\$125	30	\$3,750
2.	Saddle Stitching Machine Rationale: RCC Academic Master Plan: Values – learning environment-- “to provide and maintain state-of-the-art equipment;” 2) Campus Goals – “essential to delivery of instruction—increase successful course completion with supplemental/alternative instruction; persistence; improving student learning outcomes.” The age of the current saddle stitcher is unknown and represents a safety hazard to students and staff.	I and N	\$17,000	1	\$17,000
3.	Folding Machine Rationale: RCC Academic Master Plan: Values – learning environment-- “to provide and maintain state-of-the-art equipment;” 2) Campus Goals – “essential to delivery of instruction—increase successful course completion with supplemental/alternative instruction; persistence; improving student learning outcomes.” The age of the current folder is unknown and represents a safety hazard to students and staff.	I and N	\$37,000	1	\$37,000
4.	3-Hole Drill Machine Rationale: RCC Academic Master Plan: Values – learning environment-- “to provide and maintain state-of-the-art equipment;” 2) Campus Goals – “essential to delivery of instruction—increase successful course completion with supplemental/alternative instruction; persistence; improving student learning outcomes.” Need to replace old, single drill unit with newer 3-hole drill. Current unit poses an electrical hazard and is inefficient, old technology.	I and N	\$8,500	1	\$8,500

² * 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” is the average cost for one year. Please contact Henry Bravo at (951) 222-8513 for a list of approved vendors and to request quotes. If equipment needs are linked to a position please indicate.

3. Technology (Computers and equipment attached to them)++ Needs Not Covered by Current Budget:³

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

Rank	List Technology Requested for Academic Year. Please list in order (rank) of importance. Please justify and explain each technology request based on rubric criteria.	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.	12 Computer Replacements Rationale: Of three computer labs, the oldest machines will be 5+ years old. 12 are requested assuming the remaining 12 can be purchased with Perkins grant funding. This will continue the cycle of replacing a lab about every two years.	R	C	Tech B, Room 122	Yes	>200	Y	\$1600	12	\$19,200
2.	1 Computer Replacement Rationale: Faculty computer is 8+ years old. Request an industry standard computer to enable cross-platform instruction capabilities.	R	C	Tech B, Room 107	Yes	1	Y	\$1600	1	\$1600
3.	Rationale:									
4.	Rationale:									

³ TCO = "Total Cost of Ownership" is the average cost for one year. Please contact Shirley McGraw at (951) 222-8397 for a list of approved vendors and to request quotes. If equipment needs are linked to a position please indicate.

++Technology is a computer, equipment that attaches to a computer, or equipment that is driven by a computer.

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

RANK	List Facilities Requests for Academic Year. Please list in order (rank) of importance. Please justify and explain each facility request based on rubric criteria. Requests should be for remodels, renovations or added new facilities and not basic repair and maintenance.	Annual TCO*
		Total Cost of Request
1.	Replace Ceiling Tiles, Tech. B, Room 101 (Pressroom) Rationale: Roof was repaired during winter, 2011, eliminating water leaks. The damaged ceiling remains unsightly with the possibility of tiles falling into equipment and onto staff and students.	\$2,000
2.	Install Fluorescent Lights above GTO Printing Press, Tech. B, Room 101 (Pressroom) Rationale: Currently have poor visibility around the printing press for operation and student training. Can be unsafe. This was not funded in 3 year's program reviews.	\$500
3.	Resurface Floor and Seal, Tech. B, Room 101 (Pressroom) Rationale: The floor is unsightly and does not represent the college well. This was not funded in 3 year's program reviews.	\$8500
4.	Rationale:	
5.	Rationale:	

⁴TCO = "Total Cost of Ownership" is the average cost for one year. **Please contact Ralph Perez, Director of Facilities, Operations and Maintenance at (951) 222-8470 to obtain an accurate cost estimate and to learn if the facilities you need are already in the planning stages.** For basic repair and maintenance, please submit a facilities work order.

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

RANK	List Professional Development Needs for Academic Year. Please list in order (rank) of importance. Please justify and explain each professional development request based on rubric criteria. Professional or Organizational development needs may include workshops, guest speakers, training on equipment and/or software, attending conference, training needed to comply with state and/or federal regulations, and ongoing training in the field.	Annual TCO*		
		Cost per item	Number Requested	Total Cost of Request
EX	<i>Funding for Associate Faculty to Participate in Workshop for SLO Assessment Rationale: Associate faculty members teach a large number of courses in our department, utilize department common assessments, and per ACCJC standards must be included in the dialogue for the improvement of assessment. Since associate faculty are not required or compensated for this work, the department would like to compensate them through a stipend. These workshops are critical for the completion of the assessment cycle and for faculty to use the results in helping students achieve their goals.</i>	\$100	36	\$3600
1.	None Rationale:			
2.	Rationale:			
3.	Rationale:			
4.	Rationale:			
5.	Rationale:			
6.	Rationale:			

⁵TCO = “Total Cost of Ownership” is the average cost for one year. **Please contact Human Resources and/or the Faculty Development Coordinator to see if your request can be met with their current budget.**

6. Student Support Services

RANK	<p align="center">List Student Support Services Needs for the Academic Year.</p> <p>Please justify and explain each request based on rubric criteria. These are services needed by your unit over and above what is currently provided by student services at the college. Examples of needs that fall under student support services are provided⁶.</p>	Annual TCO*
EX	<p><i>Our unit needs either a permanent part-time or reassigned Outreach staff member to assist our discipline with providing course, program and college information to the local community, either through partner high schools, community based organizations and/or non-credit sites.</i></p> <p><i><u>Rationale:</u> Based on enrollment data, the lower level courses in our discipline are typically cancelled due to low enrollment. However, based on our conversations with our community and as evidenced by the demographics, there is a demand and need. Potential students need information on how to enroll, take placement exams, and understanding the sequence of courses and pathways to potential careers. They need this information prior to coming to RCC to increase their likelihood of success.</i></p>	<p><i>\$0 if Reassigned Time</i></p> <p><i>\$25,000 for Permanent part-time w/benefits</i></p>
1.	<p>None</p> <p><u>Rationale:</u></p>	
2.	<p><u>Rationale:</u></p>	
3.	<p><u>Rationale:</u></p>	
4.	<p><u>Rationale:</u></p>	
5.	<p><u>Rationale:</u></p>	

⁶ *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. **Please contact Dr. Edward Bush at (951) 222-8837 to obtain an accurate cost estimate and to learn if these services are available or in the planning stages.**

7. Library Needs Not Covered by Current Library Holdings⁷

RANK	List Library Needs for Academic Year. Please justify and explain each request based on rubric criteria. These library resources are unit needs that are over and above what is currently provided by the library. Please list in order (rank) or importance.	Annual TCO
EX	<p><i>The discipline needs for the library databases to be re-established for Access Science, American National Biography, Columbia Grangers World of Poetry, Criminal Justice & Periodicals Index, CQ Weekly, Oxford English Dictionary, ProQuest National Newspaper Core, World News Digest, American Film Scripts Online, ARTstor, Biography Resource Center, Dictionary of Literary Biography, Humanities International Complete, Oxford Art Online, Oxford Music Online, World Book Complete Suite.</i></p> <p><i><u>Rationale:</u> The library and its databases are vital components of the courses within our discipline. For students to fully achieve student learning outcomes within their courses, this integral component of students' access must be returned to its original capacity. Faculty rely on these critical resources as part of their instruction.</i></p>	
1.	<p>None <u>Rationale:</u></p>	
2.	<p><u>Rationale:</u></p>	
3.	<p><u>Rationale:</u></p>	
4.	<p><u>Rationale:</u></p>	
5.	<p><u>Rationale:</u></p>	

⁷ TCO = "Total Cost of Ownership" is the average cost for one year. **Please contact Linda Braiman, Associate Professor of Library Services at (951) 222-8657 for an estimate on databases and/or library resources.**

8. Learning Support Center Services

RANK	List Learning Support Center Services Needs for Academic Year. Please justify and explain each request based on rubric criteria. ⁸ If your unit is responsible for running a learning support center such as the Writing and Reading Center, the Math Learning Center, Computer lab or similar learning support center please address those needs here. These do not include laboratory components that are <u>required</u> of a course.	Total Cost of Requests			
		Cost per item	Number Requested	Total Cost	Ongoing (O) or one-time (OT) cost
EX	<p><i>Institutionalize the Supplemental Instruction (SI) Program to provide SI leaders for our discipline.</i></p> <p><i>Rationale: Students in our discipline have benefited greatly from the SI's. In the 2007-2008 academic year, students who participated in SI had a 62.1% success rate in comparison to 24.7% who did not participate in SI, a difference of 37.4% between the two groups. Students need the assistance of SI's to succeed with course student learning outcomes. Faculty with SI's have continuously expressed the benefit of receiving professional development for SI instructional strategies and the in-class and out-of-class support SI provides to their instruction.</i></p>	\$2400 per semester per SI	10 SI's x 2 semesters = 20	\$48,000	O
1.	None <u>Rationale:</u>				
2.	<u>Rationale:</u>				
3.	<u>Rationale:</u>				
4.	<u>Rationale:</u>				

⁸ TCO = "Total Cost of Ownership" is the average cost for one year. Please contact Lab Coordinators for a specific lab question or Janelle Wortman in the Academic Support Department at (951) 222-8730 to see if your request can be met within the current budget and to get an estimated cost if new funding is needed.

9. OTHER NEEDS not covered by current budget

RANK	List Other Needs that do not fit elsewhere. ⁹ Please justify and explain each request based on rubric criteria. 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.	Annual TCO*			
		Cost per item	Number Requested	Total Cost of Request	Ongoing (O) or one-time (OT) cost
EX	<p><i>Our unit needs money for tournament awards in the form of scholarships to increase participation.</i></p> <p><i>Rationale: The tournament provides students with an enhanced learning opportunity. This opportunity will increase overall attainment of student learning outcomes (SLOs), increase access and overall persistence. Faculty use the competition an extension of in class learning and to promote their programs.</i></p>	\$100	5 scholarships per year	\$500	O
1.	<u>Rationale:</u>				
2.	<u>Rationale:</u>				
3.	<u>Rationale:</u>				
4.	<u>Rationale:</u>				
5.	<u>Rationale:</u>				

⁹ TCO = “Total Cost of Ownership” is the average cost for one year.

Appendix
Instructional Unit Plan Update
Rubrics - Riverside City College

Appendix Table of Contents

Ranking Criterion for Faculty Positioni-iii

Resource Request Common Rubric iv

These criteria and rubric apply to requests for faculty in Table 1.

Ranking Criterion for Faculty Positions

Rationale Form for Faculty Positions based on Data Supplied in Annual Program Review

1. Discipline Needs based on Ratio of Full-Time to Part-Time Faculty for the Discipline **(35 points Total)**

a. Ratio of Full-Time to Part-Time Faculty based on # Sections taught by F/T:P/T
(15 Points. Points will be earned on a reverse sliding scale.)

b. Part Time FTEF (i. + ii. = _____)

i. Hourly FTEF _____ + Overload FTEF _____ = P/T FTEF

ii. FTEF due to reassigned time, load bank or other leaves = _____

(10 Points. Discipline data will be ranked and points awarded based on ranking.)

c. Students served based on Enrollment Load with qualifier(s)

Qualifiers may include, but are not limited to, lecture/lab courses, lab components, and/or linked courses.

Enrollment Load (students served) by the Discipline = _____

(10 Points. Points will be awarded based on the strength of the argument. See Rubric.)

2. Other Discipline Need **(20 points Total)**

a. WSCH/FTEF w/ qualifier

Qualifiers may include, but are not limited to, external regulating agency requirements or standards (State/National), Accreditation requirements/regulatory requirements (not recommendations), Health & Safety (OHSA, HazMat, Violations, Injury Issues), space limitations and institutional demands for specialty course offerings.

(10 Points. Points will be awarded based on the strength of the argument. See Rubric.)

b. Trends (anticipated retirements; discipline specific trends; expertise; technology shifts/influences, recruitment efforts/issues)

(10 Points. Points will be awarded based on the strength of the argument. See Rubric.)

3. Program (Discipline) Growth Trends with qualifier **(5 points Total)**
 - a. Enrollments/WSCH/FTES over the last three years **(5 Points. Discipline data (% of growth) will be ranked and points awarded based on ranking.)**

4. How a faculty hire supports the Discipline, Department, & College Goals as stated in the Educational Master Plan. **(5 Points Total)**
(5 Points. Points will be awarded based on the strength of the argument. See Rubric.)

5. Additional Factors (Job Market & Outlook Data/ Transferability & Matriculation/ **(5 Points Total)**
Improved Quality of Student Experience {i.e., Puente, Honors, Summer Conservatory, Forensics}/ Other)
(5 Points. Points will be awarded based on the strength of the argument. See Rubric.)

1c. Students served based on enrollment load with qualifier(s)

9-10 Points	7-8 Points	5-6 Points	3-4 Points	1-2 Points	0 Points
Compelling Argument	Strong Argument	Average Argument	Weak/Average Argument	Weak Argument	No Argument Made

2a. WSCS/FTEF with qualifier(s)

13-15 Points	10-12 Points	7-9 Points	4-6 Points	1-3 Points	0 Points
Compelling Argument	Strong Argument	Average Argument	Weak/Average Argument	Weak Argument	No Argument Made

2b. Trends

13-15 Points	10-12 Points	7-9 Points	4-6 Points	1-3 Points	0 Points
Compelling Argument	Strong Argument	Average Argument	Weak/Average Argument	Weak Argument	No Argument Made

4. Faculty hire supports District/College/Discipline & Department Goals in Education Master Plan

9-10 Points	7-8 Points	5-6 Points	3-4 Points	1-2 Points	0 Points
Compelling Argument	Strong Argument	Average Argument	Weak/Average Argument	Weak Argument	No Argument Made

5. Additional Factors

9-10 Points	7-8 Points	5-6 Points	3-4 Points	1-2 Points	0 Points
Compelling Argument	Strong Argument	Average Argument	Weak/Average Argument	Weak Argument	No Argument Made

Resource Request Common Rubric
These criteria and rubric apply to requests in Tables 2-9

Criteria	Description for this category will:	Points
Supporting students in their goals	Illustrate how the request is expected to lead to student course completion and success, term to term persistence, [progress in basic skills attainment,] awards, certificates, or transfer. Narrative may also show how the request aligns with college goals, mission statement, vision, and strategic initiatives.	/30
Supporting faculty in their teaching	Explain how the request is a necessary and integral part of supporting faculty members' pursuit of the program, department, or discipline goals and is essential to or useful in delivery of instruction. Additionally, narrative may explain the degree to which the request supports the unit's comprehensive program review.	/25
Supporting faculty in professional development	Demonstrate how the request fulfills professional development needs and may include workshops, guest speakers, training on equipment and/or software, attending conferences, training needed to comply with state and/or federal regulations and ongoing training in the field.	/10
Improvement need resulting from assessment	Explain how the request comes from objective (SLO / PLO) assessment results that show that this request will result in improvement in unit. The request should illustrate what the specific intended improvements are and how they relate to overall mission, goals, or function of the unit (and/or college goals or mission.)	/15
Obsolescence	Show obsolescence of equipment being replaced as primary cause for need. This request relates to the replacement or updating of existing instructional technology and learning resources and should provide details (such as length, frequency, and type of use) to help illustrate obsolescence.	/10
Safety and Compliance	Show how need meets American Disability Act (ADA), Occupational Safety & Health Administration (OSHA), Federal, State, or Local regulations or laws, and/or how it addresses hazards or issues that cause unfit conditions requiring mitigation from potential danger.	/10

30 Point Scale: 30 = Superior 23 = Above Average 15 = Average 8 = Below Average 0 = No Effort/Non Applicable
 25 Point Scale: 25 = Superior 19 = Above Average 13 = Average 6 = Below Average 0 = No Effort/Non Applicable
 15 Point Scale: 15 = Superior 11 = Above Average 8 = Average 4 = Below Average 0 = No Effort/Non Applicable
 10 Point Scale: 10 = Superior 8 = Above Average 5 = Average 3 = Below Average 0 = No Effort/Non Applicable

NOTE: The above weighting scale point values will be used for ranking criteria. For example, a 30 point scale will not be given a 26 point value.