

ANNUAL INSTRUCTIONAL UNIT PLAN

Unit: Administration of Justice

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

Contact Person: Riverside City College
Oliver M. Thompson

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?

To provide students who enroll in Administration of Justice courses, a broad and specific overview of knowledge in matters pertaining to the Criminal Justice System in dealing with the Police, District Attorney, Courts and Corrections.

A specific level of instruction deals with a survey overview of the criminal justice system, principles and procedures of the justice system (criminal procedure), concepts of criminal law, legal aspects of evidence, community relations, narcotics and criminal investigation; basic and advanced).

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? **Forensic studies under the instruction of Associate Mike Joyce**

- c. Have activities in other units impacted your unit? For example, a new nursing program could cause greater demand for life science courses. **No**

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. **None that I am aware of – I will review the dataset with Department Chair, Dr. Richard Davin..**
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. **Maintenance of persistent hours of course scheduling and manner of course presentation; face to face, web enhanced, hybrid and online, insures the highest level of student enrollment and retention.**
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.

Maintenance of persistent hours of course scheduling and manner of course presentation; face to face, web enhanced, hybrid and online, insures the highest level of student enrollment and retention is the primary goal of Administration of Justice.

B. Outcomes Assessment Summary and Update

As a matter of good practice and in alignment with Accrediting Commission of Community and Junior Colleges (ACCJC) standards, RCCD faculty participate in ongoing and systematic efforts to assess courses, programs, and general education. Reports on specific assessment projects undertaken by individual faculty or groups of faculty in your discipline may be referenced here, but the primary purpose of this update is to provide an overview of your discipline's assessment activities (plans, data, responses to data, etc.) since your last unit plan update (spring 2010 – winter 2011) as well as your current plans for assessing student learning (spring 2011). Please note since unit plans are completed during the spring semester, we are asking you to report on the previous spring semester data along with the current spring semester plans.

I. Course Student Learning Outcome (SLO) Assessment – completed and returned to Dr. Davin and Fraidkin on Thursday, May 12, 2011.

Directions: The Riverside Assessment Committee, Program Review, and Institutional Effectiveness Council jointly developed a process to input course assessment information. There are three possible methods of entering course student learning outcome assessment information:

1. Enter into the CurricUNET assessment module, or

Instructions for CurricUNET

- a. Log on to CurricUNET. (if you have forgotten the log in name/password email: chip.herzig@rcc.edu)
- b. In the left hand menu under **BUILD** look for **Assessment**
- c. Click **Assessment**
- d. Select your discipline from the drop down menu
- e. The next screen will show you a list of all courses in your discipline
- f. Hit the “Plan” button next to the course you will be assessing. After you have entered your Plan, hit the “Report” button to describe your assessment results.

Please contact Chip Herzig if you have any questions about the CurricUNET assessment module.

2. Enter into Survey Monkey at www.surveymonkey.com/s/P87GBCB, or

3. E-mail a document in another format (e.g., MS Word) to sloassessment@rcc.edu.

We ask that you encourage as many faculty members within your department/discipline to complete their assessments prior to the May 16, 2011 deadline.

Please indicate in your Excel Course Assessment Spreadsheet which of your courses were assessed. **[Please contact Denise Terrazas at denise.terrazas@rcc.edu or (951) 222-8053 for your excel spreadsheet so that you may simply cut and paste here.]**

Please complete the following questions:

1. Please describe your discipline's dialogue on assessment results. Where would one find evidence of this dialogue?
2. Please summarize what your discipline learned from your assessments. How do you plan to use the results for improvement within your discipline?
3. To what extent, and how, do your assessment results support your resource requests?
4. What are your plans for further course based assessment in the upcoming academic year (i.e. additional courses or reassessment)?

II. Program Learning Outcome (PLO) Assessment This is an area I was made aware of in March, 2011. This is an area I will begin work on during the summer, 2011.

Directions: If you have been involved in program-level assessment this past year (**CTE faculty in particular**), please enter into the tool at:

www.surveymonkey.com/s/TT793LQ

If faculty in your discipline/department have already entered assessment information into another format, it is not necessary to re-enter the information, simply send your documentation to sloassessment@rcc.edu. We ask that you encourage as many faculty members within your department/discipline to complete the assessment tool prior to the May 16, 2011 deadline.

5. Please explain what steps your program has taken to map and align your PLOs with your course SLOs.

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)?
7. To what extent, and how, do your assessment results support your resource requests?
8. What are your plans for further program based assessment in the upcoming academic year (i.e. additional program or reassessment)?

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.

RIVERSIDE CITY COLLEGE
DEPARTMENT OF BEHAVIORAL
SCIENCE

CRIMINALISTICS LEARNING
LABORATORY

SUMMARY REPORT 2010

RIVERSIDE CITY COLLEGE CRIMINALISTICS LEARNING LABORATORY

INTRODUCTION

The Criminalistics Learning Laboratory (Crime Lab) at Riverside City College is a fully operational forensics laboratory located in the Physical Science Building, Room 202. It offers the capacity to examine an array of forensic evidence gathered from diverse crime scene environments. The crime lab is used regularly by faculty, staff, and students who participate in a broad range of academic studies in the disciplines of Administration of Justice, Anthropology, Sociology, and, soon to be, Photography. Students are able to experience hands on forensic analysis of evidence gathered from mock crime scenes and archaeological explorations staged across the Riverside City College campus and from select locations within Riverside County. Students who have completed studies in Criminal Investigation at Riverside City College are eligible for internship assignments with the Riverside County District Attorney and many currently hold employed positions with Criminal Justice Agencies across Southern California.

A BRIEF HISTORY

The idea of establishing a crime lab at RCC came from the development of coursework in crime scene investigation (CSI) in 2002. At that time all equipment and supplies for the conduct of the courses were provided by Associate Faculty member, Michael Joyce. As the CSI courses became more popular and more heavily enrolled, the need for more equipment, supplies, and storage space became critical. Again, Mike Joyce arose to the occasion and for two years transported three (3) large tool boxes of his personal CSI equipment and supplies to and from campus several nights weekly. In 2003, a very small storage space in a faculty office was provided to alleviate the traveling and to provide a modicum of office capacity, but the costs continued to be borne by Mr. Joyce. With the subsequent development of two certificate patterns in CSI, the necessary supplies and equipment graduated from a small office niche to a pickup truck load and again required travel to mock crime scene locations. In 2005 the Department of Behavioral Science was able to provide minimum funds to help defray the costs of perishable supplies, but storage was again critical and office space was no longer available.

In 2006, a request was made to the RCCD Office of Academic Affairs for assistance with the rapidly growing CSI program and the subsequent need for supplies, equipment, storage and office space. Vice Chancellor Ray Maghroori responded favorably and facilitated the purchase of four large storage cabinets to be housed in PS202. Shortly thereafter, Dr Maghroori authorized the search for a

secure location to establish the beginnings of a physical crime lab. Within a very short period, Dr. Glenn Hunt, at the behest of Dr. Maghroori, found a satisfactory location adjacent to PS202 and within a few months, in the spring of 2007, the area had been remodeled and our Criminalistics Learning Laboratory became a reality.

The Crime Lab at PS202 has been in full operation since early 2007 and has served over 1000 students. The space allotted, as noted above, has been used to its capacity for storage of forensic equipment and to facilitate the office needs of Mr. Joyce, while the adjacent PS202 has served as the primary classroom for CSI courses. The program has steadily grown and the CSI courses are fully enrolled. Mock crime scenes have been staged multiple times per year both on and off campus. Consequently the need for additional forensic equipment and for the replacement of perishable supplies has increased dramatically. From 2007 until the middle of 2009, the Department of Behavioral Sciences and the Office of the Dean of Instruction at Riverside have contributed small amounts of funding to purchase inexpensive equipment items and to replace some perishable supplies, but the funds to grow the Crime Lab and to procure more expensive forensic equipment have been unattainable. Given the current budget situation, and the forecast for the future it will likely remain that way for quite sometime.

However, there is very good news to be had. Mr. Joyce began negotiations a couple of years ago with the Director of the State of California Department of Justice Crime Laboratory at Riverside. We requested that RCC be named a donee for outdated or obsolete forensic equipment to be disposed of by the State. Early in 2009 we were notified that RCC would be placed very high on the list of donees for discarded forensic equipment. After a good deal of discussions and meetings with Mr. Gary Asbury, Director of the Riverside Crime Laboratory, RCC received an equipment donation with an estimated initial value of \$250,000. This equipment was received on December 12, 2009, is now located at the Crime Lab at PS202, and is ready to be put in service spring semester 2010. This donation has enabled the RCC Crime Lab to enter into the world of forensic science beyond crime scene investigation. The lab will now be able to analyze forensic evidence of a far more sophisticated and comprehensive nature. We believe the Riverside City College Criminalistics Learning Laboratory has attained a capability that surpasses any other community college in the country.

CRIME SCENE INVESTIGATION

The Crime Scene Investigation Program (CSI) began at RCC in 2002 with the development of Advanced Crime Scene Investigation (ADJ14), a course dedicated to moving CSI activities from the classroom simulation to a more realistic environment outdoors and around the community. Its predecessor, Crime Scene Investigation (ADJ13) was primarily limited to a restricted indoor environment and a textbook-driven experience. Necessarily the advanced environment called for greater human and physical resources. Associate faculty Mike Joyce staged out door mock crime scenes across the breadth of the RCC campus and on private property in Highland, CA.

Also in 2002, the CSI program had expanded to include an internship opportunity for students who successfully completed the certificate patterns. Mr. Joyce was solely instrumental in establishing the internship with the Riverside County Office of the District Attorney. He established the relationships with key officials at the DA's office, set the parameters for student participation, arranged for student placements, handled the interagency logistics, monitored student progress, and maintained all program records. As of this time, 60 students have successfully completed the internship program and 16 have found full time employment with the DA's office and with other agencies across Southern California

FORENSIC STUDIES

As noted, with the newly donated forensic equipment, Riverside City College's crime lab has crossed the threshold into the world of Forensic Science. A new course, Introduction to Criminalistics, is being developed as the first in a forthcoming series of courses, certificate patterns, and ultimately an Associate Degree in Forensic Science/Studies. Also in progress, is the development of Forensic Photography. Currently in place is Forensic Anthropology (ANT10) which is being offered in conjunction Advanced Crime Scene Investigation (ADJ14). It is now possible to collect and scientifically analyze fingerprints, handwriting, fibers, blood, ballistics, imprints, DNA, and other trace evidence. We envision developing coursework in Forensic Biology, Forensic Chemistry, Forensic Physics, and a host of coursework heretofore beyond our capability.

FINANCIAL MATTERS

Currently, there is virtually no funding of Crime Lab equipment, supplies, or operations. To date, the college and the District have provided four (4) storage cabinets, the replenishment of a few perishable supplies, four (4) EZ Up canopies for outdoor crime scenes, a few hand tools, and the cost of remodeling the room currently being used as the lab and office. Below is a summary of the estimated value, versus the costs to the college, for the equipment, supplies, and operation of the Crime Lab since 2002.

STAFFING

From 2002 through the present, staffing of the Crime Lab has been provided solely by Mr. Michael Joyce, Associate Faculty of Administrative Justice. He has dedicated an average of 10 hours per week, 35 weeks, per year, for 7 years (2450 hours) to the operation and promotion of the Crime Lab, and the student internship program. At the approximated lab rate for Mr. Joyce, for these types of activities (\$54.00/hr), the estimated value of his services totals \$132,300.00. There has been no cost to the college.

CRIME SCENE EQUIPMENT

Crime scene equipment includes, but is not limited to, evidence markers, shovels, small picks, paint brushes, face masks, canopies, and dirt sifters. Its estimated value since 2002 is \$5000.00. These costs were borne by Mike Joyce, students, and the college. The college contributed \$587.00 in 2009 for the purchase of canopies and hand tools.

FORENSIC EQUIPMENT

From 2002 until December 2009, all equipment for forensic analysis was provided by Mike Joyce. The equipment included, but was not limited to, fingerprinting apparatus, microscope, videotapes, 35mm camera, and DNA kit. Estimated value: \$2000.00. In December of 2009, the Crime Lab received a donation of equipment from the State of California Crime Laboratory with an estimated value of \$250,000. The equipment included, but is not limited to, a comparative microscope, six (6) stereo microscopes, Ten (10) Polaroid-type cameras, handwriting analyzer, photo enlarger, etc. There was no cost to the college.

STORAGE AND OFFICE EQUIPMENT

In 2006 storage cabinets were purchased, a desk and file cabinet procured from salvage, and a storage room adjacent to PS202 was remodeled to accommodate the storage of Crime Scene and Crime Lab supplies and equipment and to offer office space for Mike Joyce. The estimated value of \$3000.00 was contributed by the college.

PERISHABLE SUPPLIES

These supplies include, but are not limited to: fingerprinting tape and powder, butcher paper, simulated blood, imprint plaster, bullet casings, camera film, portable on-site toilet, and office supplies. Estimated value of these items is \$1600.00. These costs were borne primarily by Mike Joyce until 2006 when \$100-\$200.00 per year was contributed by the Department of Behavioral Sciences. From 2002 until 2006, Mike Joyce contributed approximately \$1000.00

TABULAR SUMMARY

Item Description	Estimated Value	Cost to RCC
Staffing	\$132,300.00	\$0.00
Crime Scene Equipment	4,413.00	587.00
Forensic Equipment	252,000.00	0.00
Office and Storage	3,000.00	3,000.00
Perishable Supplies	1,600.00	600.00
Totals	\$390,000.00	\$4,187.00

LOOKING FORWARD

The future of the Criminalistics Learning Laboratory at Riverside City College looks bright. The donation of forensic equipment, and the strong likelihood that such donations will continue, has allowed us to make a giant leap forward. When RCC emerges from the exigent financial crisis, and we are once again able to pursue growth and development, the movement toward a scientifically-driven and academically sophisticated program will be vigorously pursued. In the interim we will continuously refine and maximize the current effort. Our continued effort, however, is contingent on maintaining and gaining college support. As of fall 2011, the crime lab will occupy Room 16 in the A.G. Paul Quadrangle and a separate office will be provided for the lab director (Mike Joyce.) A modest budget of \$15,000 annually is proposed to support this effort.

Certificate Crime Scene Investigation

Required Courses:	Units
ADJ-2, Principles of the Justice System	3
ADJ-3, Criminal Law	3
ADJ-13, Criminal Investigation	3
ADJ-14, Advanced Criminal Investigation	3
ANT-10, Forensic Anthropology	3
Total Units Required:	15

For more information, please contact:

Dr. Richard P. Davin, Associate Professor of Sociology/Administration of Justice
(951) 222-8926, E-mail Richard.davin@rcc.edu, Quad 222-C

Mr. Michael Joyce, Asspciate Faculty, Administration of Justice
(951) 328.3774, Physical Science 202B, E-mail: Michael.joyce@rcc.edu
(Criminalistics Learning Laboratory)

Investigative Assistant Certificate

Required Courses:

ADJ3, Criminal Law	3 Units
ADJ4, Legal Aspects of Evidence	3 Units
ADJ13, Criminal Investigation	3 Units
ADJ23, Criminal Justice Report Writing	3 Units
OR	
ENG1A	4 Units
CIS-1A, Introduction to Computer Information Systems	3 Units
Total Required:	15-16Units

For more information, contact:

Dr. Richard Davin, Assoc. Prof., Sociology/Administration of Justice
Office: Quad 222C, Phone: 951.222.8926
E-mail: Richard.davin@rcc.edu

Michael Joyce, Associate Faculty, Administration of Justice
Director, Criminalistics Learning Laboratory
Office: PS202, Phone 951.328.3774
E-mail: michael.joyce@rcc.edu

SI Data Report for ADJ Discipline

May 12, 2011
Dr. Myung Hwa Koh

Research Questions

This study aimed to evaluate the effectiveness of the SI (supplemental instruction) program. Specifically, we addressed two research questions:

1. Does the Supplemental Instruction (SI) program impact student retention and student success and/or academic growth?

Methods

SI session

SI sessions were offered in one course (ADJ-1) in Administration of Justice discipline in Fall 2009 and Spring 2010.

Data Collection

SI Data were collected in the Fall of 2009 and Spring of 2010. The student SI leaders asked the students who attended each SI session or SGL session to complete the Sign-In sheet. This form included the leader name, the course, section number, date, beginning time, ending time, as well as student's name and ID number.

Course histories from students with valid grades (a grade of A, B, C, D, F, CR, NC, W, I, DR, P, or NP) in SI or SGL sessions were obtained from SX files. Student success rates were based on grades of A, B, C, CR, P. Then, the number of enrolled students with a grade of A, B, C, CR, or P was divided by the number of enrolled students with valid grades and multiplied by 100.

Student retention rates were based on grades of A, B, C, D, F, CR, P, NP, I, NC. Then, the number of enrolled students with a grade of A, B, C, D, F, CR, P, NP, I, or NC was divided by the number of enrolled students with valid grades and multiplied by 100.

Results

1. Student Success Rates

All students who were targeted in SI sessions were divided into either the SI subgroup or the Non-SI subgroup according to their participation in the SI sessions.

Table 1 shows the SI subgroup and Non-SI subgroup student success rates in the Fall 2009 and Spring 2010 semesters. Comparing the SI and the Non-SI subgroups revealed statistically significant differences in student success rates at $\alpha=.01$. The student success rate of the SI subgroup was 67.9%, while the student retention rate of the Non-SI subgroup was 31.0%. The gap between the two groups was 36.9%.

Table 1. Comparison between Fall 2009 and Spring 2010 SI and Non-SI subgroup success rates

	Course (Section Number)	SI Subgroup			Non-SI Subgroup			Percentage of difference between the two groups
		Total	# of successful students	Success Rate	Total	# of successful students	Success Rate	
Fall 2009**	ADJ-1 (47023)	11	10	90.9%	18	7	38.9%	52.0%
Spring 2010	ADJ-1 (42023)	17	9	52.9%	11	2	18.2%	34.8%

Total**	28	19	67.9%	29	9	31.0%	36.8%
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Note: Values significant p<.05 are indicated by *. Values significant p<.01 are indicated by **. The Chi-Square test was used to determine the statistical significance.

In Fall 2009, the student success rate of the SI subgroup (90.9%) was much higher than the success rate of the NON-SI students (38.9%). The student success rate of the SI subgroup was also much higher than the success rate of the RCC students who took ADJ-1 in Fall 2009 (46.5%).

In Spring 2010, the student success rate of the SI subgroup (52.9%) was much higher than the success rate of the Non-SI Subgroup (18.2%). The student success rate of the SI subgroup was also higher than the success rate of the RCC students who took ADJ-1 in Spring 2010 (51.7%). (see Table 2.)

Table 2. Comparison of the SI, Non-SI, RCC groups' success rate in Fall 2009 and Spring 2010

Semester	SI Subgroup	Non-SI Subgroup	RCC students who took ADJ-1
Fall 2009	90.9%	38.9%	46.5%
Spring 2010	52.9%	18.2%	51.7%

2. Student Retention

Table 3 shows the SI subgroup and Non-SI subgroup student retention rates in the Fall 2009 and Spring 2010 semesters. Comparing the SI and the Non-SI subgroups revealed no statistically significant differences in student retention rates. In this study, the SI subgroup's student retention rate was much higher than the Non-SI subgroup. The student retention rate of the SI subgroup was 89.3%, while the student retention rate of the Non-SI subgroup was 72.4%. The gap between the two groups was 16.9%.

Table 3. Comparison between Fall 2009 and Spring 2010 SI and Non-SI subgroup retention rates

Semester	Course (Section Number)	SI Subgroup			Non-SI Subgroup			Percentage of difference between the two groups
		Total	# of students retained	Retention Rate	Total	# of students retained	Retention Rate	
Fall 2009	ADJ-1 (47023)	11	10	90.9%	18	14	77.8%	13.1%
Spring 2010	ADJ-1 (42023)	17	15	88.2%	11	7	63.6%	24.6%
Total		28	25	89.3%	29	21	72.4%	16.9%

Note: Values significant p<.05 are indicated by *. Values significant p<.01 are indicated by **.

In Fall 2009, the student retention rate of the SI subgroup (90.9%) was much higher than the retention rate of the NON-SI students (77.8%). The student retention rate of the SI subgroup was also much higher than the retention rate of the RCC students who took ADJ-1 in Fall 2009 (78.4%)

In Spring 2010, the student retention rate of the SI subgroup (88.2%) was much higher than the retention rate of the Non-SI Subgroup (63.6%). The student retention rate of the SI subgroup was also higher than the retention rate of the RCC students who took ADJ-1 in Spring 2010 (80.1%). (see Table 4.)

Table 4. Comparison of the SI, Non-SI, RCC groups' retention rate by course in Fall 2009 and Spring 2010

Semester	SI Subgroup	Non-SI Subgroup	RCC student who took ADJ-1
Fall 2009	90.9%	77.8%	78.4%
Spring 2009	88.2%	63.6%	80.1%

6. Supplemental Instruction Leaders (SIs)

Reason: Supplemental Instruction (SI) at Riverside City College has been in existence since 2007 and was primarily funded through Title V. The program has expanded to multiple areas based on the source of categorical funding, such as the Basic Skills Initiative and CCRRA (STEM) grants. Programs that are typically initiated through grants, such as SI, are created with the intent of institutionalization.

Supplemental instruction leaders (SI) and student group leaders (SGL) have been effective in improving students' persistence, retention, and success. According to "Report SI: Fall09-Spring 10" conducted by Dr. Koh, students who spent time with SIs in English, ESL, and Reading were significantly more successful than students who did not access SI or SGL services.

Table 8. Comparison between Fall 2009 and Spring 2010 by discipline

Discipline	2009 Fall			2010 Spring		
	SI Subgroup	Non-SI Subgroup	Percentage of Difference Between the Two Groups	SI Subgroup	Non-SI Subgroup	Percentage of Difference Between the Two Groups
ENG**	69.7%	57.6%	12.1%	61.4%	39.8%	21.6%
ESL	82.0%	71.4%	10.6%	69.6%	73.9%	-4.3%
REA**	71.1%	62.7%	8.3%	61.4%	39.8%	21.6%

Note: Values significant $p < .05$ are indicated by *. Values significant $p < .01$ are indicated by **. The Chi-Square test was used to determine the statistical significance.

Providing Supplemental Instruction in courses aligns to the following:

- ACCJC Standards:** Standard 1B— The institution demonstrates a conscious effort to produce and support student learning [...] and makes changes to improve student learning. Standard 2A--The institution assures the **quality** and improvement of all instructional courses and programs offered in the institution.
- Riverside City College Mission:** The SI program offers a unique opportunity to provide a "learner-centered philosophy" to support our "diverse community of learners" and to provide the "high-quality" education that is stated in RCC's mission. As "near peers," SIs have the unique ability to communicate with students and create a situation that is truly learner centered. In addition, SI/SGL serves a larger percentage of African American and Hispanic students, both populations identified as underserved in the Student Equity Report data, than other services at RCC. RCC general student population is comprised of 10% African American and 37% Hispanic students. For the 2009-2010 academic year, SI/SGL served 45% Hispanic and 11% African American.
- Goals and Strategies 2009-2014:** Supplemental Instruction is specifically identified in the College goal 2.A, "Ensure learning support services are available for all students (e.g. supplemental instruction) Further, because the SI program has had success with

populations identified as low-performing, SI is one way to “address inequities for student, success, retention, and progression” as stated in goal 2. 3.

- **Department Mission:** Supplemental Instruction supports the mission of the Department because it “increases student-centered learning in and out of the classroom.”
<http://academic.rcc.edu/englishandspeechcomm/>

Cost: one SI/per section = approximately \$2,700.00

Request for the Department ten (10) SIs = \$27,000.00 x 2 semesters = \$54,000

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)
Administration of Justice	1	5
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)
Behavioral Sciences IDS	1	

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)
Administration of Justice	1	5
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)
Behavioral Sciences IDS	1	

Unit Name: Administration of Justice

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.	None Rationale:		
2.	Rationale:		
3.	Rationale:		
4.	Rationale:		
5.	Rationale:		
6.	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.

Unit Name: Administration of Justice

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
EX	Document Camera for Quad Classroom <i>Rationale:</i> 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.” Currently, only about one half of the Quad classrooms are equipped with document cameras. All classrooms should contain the same type and quality of equipment to ensure equity in instruction and learning. Document cameras should be replacing the old overhead projectors.	I	\$2500 w/installation	1	\$2500
1.	See attached crime lab report; forensic studies We need \$12,000. for lab staff and \$3,000. for perishable supplies and equipment.				
2.	Rationale:				
3.	Rationale:				
2 4.Instr learning & Non-Instr	Rationale:				

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
EX	Two Network printers for department Rationale: There are more than 20 full-time faculty utilizing this printer to develop instructional materials. Current printer >10 years old and high volume usage causes frequent breakdowns. Functioning equipment is critical to meeting the needs of our students, department goals and course SLOs.	R=1 N=1	C	Work-room	Yes	>20	Y	\$1100	2	\$2200
1.	See attached crime lab report; forensic studies We need \$12,000. for lab staff and \$3,000. for perishable supplies and equipment.									
2.	Replacement laptop computer to assist in course instruction for distance education – Administration of Justice web							\$3,500.		

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
EX	<i>Roof Replacement Rationale: The department building roof is in need of replacement. Currently, it leaks directly down the building and into our classrooms and office space. There have been three attempts to repair the roof. Previous leaks have caused damages to computer equipment and work space. The constant need to relocate staff and/or classrooms due to leaks has had a direct impact on the teaching and learning environment.</i>	\$2500
1.	None	
2.	Rationale:	
3.	Rationale:	
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.	Attendance at the annual ASIS global conference, this year in Orlando, Florida September 2011	3,000.		
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>See attached crime lab report; forensic studies</p> <p>We need \$12,000. for lab staff and \$3,000. for perishable supplies and equipment.</p>	<p>12,000. forensic crime lab staff</p>
2.	<p><u>Basic skills support – student success and continuance of learning community; Justice and your Writes; ADJ 1 and English 50. – see attached report.</u></p>	
3.	<p><u>Rationale:</u></p>	
4.	<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.**

5.	<u>Rationale:</u>	
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Unit Name: _____

7. Library Needs Not Covered by Current Library Holdings⁷

RANK	<p style="text-align: center;">List Library Needs for Academic Year. Please justify and explain each request based on rubric criteria.</p> <p style="text-align: center;">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.</p>	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><u>Rationale:</u> <i>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><i>The discipline needs for the library databases to be re-established for Criminal Justice & Periodicals Index, ProQuest National Newspaper Core, and Forensic net database.</i></p> <p><u>Rationale:</u> <i>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> <p><u>Rationale:</u></p>	<p>8,892. pro-quest, 2,361. criminal justice periodicals index, 8,800. opposing viewpoints 1,982. forensic net base – purchased through consortium and needed for legal aspects of evidence expertise</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.**

		development
2.	<u>Rationale:</u>	
3.	<u>Rationale:</u>	
4.	<u>Rationale:</u>	
5.	<u>Rationale:</u>	

Unit Name: _____

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><u>Rationale:</u> 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.	<p><i>Institutionalize the Supplemental Instruction (SI) Program to provide SI leaders for our discipline.</i></p> <p><u>Rationale:</u> <i>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> <p><u>Rationale:</u></p>	\$2400 per semester per SI	1 x 2 semesters	\$4,800.	
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><u>Rationale:</u> 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.	None				
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 Position	i-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.