

# ANNUAL INSTRUCTIONAL UNIT PLAN

**Unit:** ANTHROPOLOGY

*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:** \_\_\_\_\_ **Barbara Hall and Laura Greathouse\_**

**Due: May 16, 2011**

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

[Patrick.schwerdtfeger@rcc.edu](mailto:Patrick.schwerdtfeger@rcc.edu)



*Form Last Revised: February 3, 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 data base 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](mailto: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](mailto: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. **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
4. 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
2. 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 five year 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. Redesign the college website
2. Identify and implement technology to enhance processes and services
  - 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?

**The Anthropology Mission statement is:**

**The Anthropology discipline provides academically sound, transferable courses that emphasize critical thinking, a broad-ranging approach to knowledge in a multicultural world, and the promotion of cultural diversity and global awareness, while preparing students for life-long learning and for transfer to academic programs at a university level.**

**The mission statement aligns with the college's mission of "transferable courses," "critical thinking,...breadth and application of knowledge, and ...community and global awareness."**

Has there been any change in the status of your unit? (if not, skip to #3) **No**

- a. Has your unit shifted departments?
  - b. Have any new certificates or programs been created by your unit?
  - c. Have activities in other units impacted your unit? For example, a new nursing program could cause greater demand for life science courses.
2. Have there been any significant changes in enrollment, retention, success rates, or environmental demographics that impact your discipline (See Dataset provided to all chairs)? If so, please indicate those changes. If there are no significant changes in your unit's opinion, indicate "None" and skip to question #3.  
**Cut backs on a number of courses at the college level have had an impact on the discipline by making it more difficult for students to get into classes. All anthropology classes and waitlists are full by beginning of every semester for academic year 2010-11.**
  3. 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.  
**It is impossible to do so until budget crisis eases.**
  4. 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.

**The discipline's goals and requests for 2009-2010 were for additional storage and secured areas to store teaching tools, such as fossil casts. We were able to get additional shelves in the backroom of Quad 201, however these lack security in storing materials. In addition, our goal was for stability or limited growth in the discipline in terms of enrollment. However, with additional budget cuts, we have not been able to fulfill this goal and will not until budget crises recedes. Our current goals for academic year 2010-11 include the previous two goals from 2009-10 as well as promoting outreach for K-12, which aligns with Goal 1: Student Access and Support, as well as to increase transfer awareness for our students through contacts with other departments and through the increased visibility with the Anthropology Club for students. By hosting trips to various universities in the area to anthropology-related lectures and events, we will introduce the idea of universities, and of transfer in general. In addition, we would also like to develop additional training sessions for part-time instructors, which aligns with Goal III: Cultures of Innovation. Many part-time instructors do not realize what materials we have or how to accurately use them. To complete this goal, we would like to host a part-time staff meeting, to highlight information in the classroom, as well as techniques of assessment and instruction.**

## **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**

**Directions:** The Riverside Assessment Committee, Program Review, and Institutional Effectiveness Council jointly developed forms to input course assessment information. Course student learning outcome assessment information can be entered into the tool at:

[www.surveymonkey.com/s/P87GBCB](http://www.surveymonkey.com/s/P87GBCB)

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](mailto: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.

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

1. Please describe your discipline's dialogue on assessment results. Where would one find evidence of this dialogue?

**Assessment results are discussed between the two full-time faculty members at a variety of formal and informal meetings throughout the semester, and through email correspondence. In addition, discussions of assessment take place at the district level discipline meetings held in February of 2011. Evidence of these dialogs are through email, and meeting agendas.**

2. Please summarize what your discipline learned from your assessments. How do you plan to use the results for improvement within your discipline?

**One of the consistent patterns we have seen in our data collection is that students learn more from a hands-on engagement with lab exhibits and displays. Use of bone, fossil, and artifact collections in ANT 1 as well as in ANT 3, 5, 6, and 10 provide a great deal of additional information for students to put their knowledge into application. Similar events are characterized by discussions in ANT 2, 4, 7 and 8, although these classes rely more on in-class contextual exercises. Inclusion of these demonstrations and exercises will have a greater impact on critical thinking and understanding of concepts.**

3. To what extent, and how, do your assessment results support your resource requests?

**As a results of the assessments, increased models and fossil casts would be helpful in creating a context for understanding these concepts. Our current collection has many older models that do not necessarily reflect the current trends in anthropology, and therefore supplementation would enhance student learning.**

4. What are your plans for further course based assessment in the upcoming academic year (i.e. additional courses or reassessment)?

**ANT 3 is being assessed for the first time-will complete cycle next time it is offered (Spring 2012). With data from current assessment, by Spring 2012, all courses should be at a 4 or 5. Increased assessment of all SLOs on a rotational basis will allow greater depth of assessment knowledge and is continuing on cycle.**

## II. Program Learning Outcome (PLO) Assessment

**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](http://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](mailto: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.

**We have attempted to add PLO assessment into SLO assessment on various classes. The data cycle, however, is just beginning. ANT 1 is reflective of this pattern, as is ANT 10. ANT 2 is in the planning phase of mapping.**

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)? **No**

7. To what extent, and how, do your assessment results support your resource requests?

**The PLO assessment is only in the beginning phase and has not yielded enough data to provide insight here. We rely more heavily on the SLO assessment at this point for resource allocation.**

8. What are your plans for further program based assessment in the upcoming academic year (i.e. additional program or reassessment)?

**Working with Riverside Assessment Committee in researching tools and gathering information to continue PLO assessment, as well as working through department meetings and discussions. Additional PLO assessment will continue through end of spring, summer and through next academic year.**

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

<b>2010-2011 Faculty Employed in the Unit</b>		
Teaching Assignment (e.g. Math, English)	Full-time faculty (give number)	Part-time faculty (give number)
Anthropology	2	4
<b>2010-2011 Classified Staff Employed in the Unit</b>		
Classified Employee Title (e.g. IDS, Lab Assistant)	Full-time staff (give number)	Part-time staff (give number)
Anthropology	0	0

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.

<b>2011-2012 Faculty Employed in the Unit</b>		
Teaching Assignment (e.g. Math, English)	Full-time faculty (give number)	Part-time faculty (give number)
Anthropology	2	4
<b>2011-2012 Classified Staff Employed in the Unit</b>		
Classified Employee Title (e.g. IDS, Lab Assistant)	Full-time staff (give number)	Part-time staff (give number)
Anthropology	0	0

**1. Staff Needs**

**NEW OR REPLACEMENT STAFF (Faculty or Classified)<sup>1</sup>**

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.	Rationale:		
2.	Rationale:		
3.	Rationale:		
4.	Rationale:		
5.	Rationale:		
6.	Rationale:		

<sup>1</sup>\* 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 Martha Arellano with Human Resources at (951) 222-8591.** 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.



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	<i>Document Camera for Quad Classroom</i> <i>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.” 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.</i>	I	\$2500 w/installation	1	\$2500
1.	<b>Neanderthal fossil cast, skull</b> Rationale: from RCC Mission Statement – hands- on experience and comparative understanding “expand the breadth and application of knowledge”; 2)Hands-on experience and examination “learner-centered philosophy”. Currently our fossil collection is lacking in several areas in the collection and does not reflect the current research in human evolution. Neanderthalensis is a vital component of human evolution.	I	400.00	1	400.00
2.	<b>Dmanisi H. erectus skull cast</b> Rationale: from RCC Mission Statement (1) hands- on experience and comparative understanding “expand the breadth and application of knowledge”; (2)Hands-on experience and examination “learner-centered philosophy”. This skull was recently recovered and reflects a change in theoretical understanding of culture in hominid development.	I	305.00	1	305.00
3.	<b>Homo floresiensis fossil skull cast</b> Rationale: from RCC Mission Statement : (1) experience and comparative understanding “expand the breadth and application of knowledge”; (2)Hands-on experience and examination “learner-centered philosophy”. This fossil cast will allow students to fully understand the diversity of the human evolutionary tree, as well as add to the collection as one of the newest hominid species.	I	305.00	1	305.00
4.	<b>Sumatran Orangutan Skull cast, male</b> Rationale: from RCC Mission Statement : (1) experience and comparative understanding “expand the breadth and application of knowledge”; (2)Hands-on experience and examination “learner-centered philosophy”. Current collection includes only African apes, not Asian. As orangutan species are critically endangered, hands on experience of the phenotypic differences between African and Asian species.	I	245.00	1	245.00

Unit Name: \_\_\_\_\_

**2. Equipment (excluding technology) Needs Not Covered by Current Budget<sup>2</sup>**

Unit Name: \_\_\_\_\_

**3. Technology (Computers and equipment attached to them)<sup>++</sup> Needs Not Covered by Current Budget:<sup>3</sup>**

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 department goals and course SLOs.	R=1 N=1	C	Work-room	Yes	>20	Y	\$1100	2	\$2200

<sup>2</sup> \* 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 Purchasing at (951) 222-8661 for a list of approved vendors and to request quotes. For equipment NOT attached to a computer, please contact the IMC.** If equipment needs are linked to a position please indicate.

<sup>3</sup> TCO = "Total Cost of Ownership" is the average cost for one year. **Please contact District Help Desk at (951) 222-8388 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.**

<b>1.</b>	Rationale:									
<b>2.</b>	Rationale:									
<b>3.</b>	Rationale:									
<b>4.</b>	Rationale:									

**4. Facilities Needs Not Covered by Current Building or Remodeling Projects\*<sup>4</sup>**

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</i> <i>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.	Install shelves / lockable cabinet in backroom of QD 201 Rationale: Need for an additional secure storage area of fossil casts and experiment sets	600.00
2.	Replace lock on current metal cabinet Rationale: can no longer replace or make additional keys, access to secure cabinet is limited currently	100.00
3.	Rationale:	
4.	Rationale:	
5.	Rationale:	

<sup>4</sup>TCO = "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\*<sup>5</sup>**

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</i> <i>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.</i>	\$100	36	\$3600
1.	Funding for Associate Faculty to Participate in discipline based workshops to learn SLO techniques, equipment usage, and technological innovations contained in collections. Rationale: Of our associate faculty, only one has participated in SLO assessments, and as such we would like to increase this response, 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. In addition, we would also like to demonstrate many techniques in the classroom with the various teaching tools and fossil casts contained in the classroom, to ensure equity across the sections.	100.00	4	400.00
2.	Rationale:			
3.	Rationale:			
4.	Rationale:			

<sup>5</sup>TCO = “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.**

5.	Rationale:			
6.	Rationale:			

Unit Name: \_\_\_\_\_

## 6. Student Support Services

RANK	List Student Support Services Needs for the Academic Year. 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 provided <sup>6</sup> .	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><u>Rationale:</u> <i>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, the sequence of courses and pathways to potential careers. They need this information prior to coming to RCC.</i></p>	<p><i>\$0 if Reassigned Time</i></p> <p><i>\$25,000 for Permanent part-time w/benefits</i></p>
1.	<u>Rationale:</u>	
2.	<u>Rationale:</u>	
3.	<u>Rationale:</u>	

<sup>6</sup> \*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.**

4.	<u>Rationale:</u>	
5.	<u>Rationale:</u>	

*Unit Name:* \_\_\_\_\_

**7. Library Needs Not Covered by Current Library Holdings<sup>7</sup>**

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	<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 &amp; 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> <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.</i>	
1.	<u>Rationale:</u>	
2.	<u>Rationale:</u>	
3.	<u>Rationale:</u>	

<sup>7</sup> 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.**

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. <sup>8</sup> 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	<i>Institutionalize the Supplemental Instruction (SI) Program to provide SI leaders for our discipline. 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.</i>	\$2400 per semester per SI	10 SI's x 2 semesters = 20	\$48,000	O
1.	<u>Rationale:</u>				
2.	<u>Rationale:</u>				
3.	<u>Rationale:</u>				
4.	<u>Rationale:</u>				

<sup>8</sup> 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.**

Unit Name: \_\_\_\_\_

**9. OTHER NEEDS not covered by current budget**

RANK	List Other Needs that do not fit elsewhere. <sup>9</sup> 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.</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>				

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

# Instructional Unit Plan Update Rubrics - Riverside City College

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