

ANNUAL INSTRUCTIONAL UNIT PLAN

Unit: CAT-CIS-CSC-ENE

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 Persons: Chip Herzig & Janet Lehr

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?

This multi-disciplinary unit does not have an overarching mission statement. However, all disciplines covered under this Instructional Unit Plan Update offer courses that support transfer and career and technical fields in direct alignment with the college mission statement and in accordance with local advisory committees and Title V Section 55062.

Activities of the unit directly align with college goals in that all programs and course offerings are scheduled in a two year (or less) completion rotation so as to provide **Student Access** to relevant, labor market supported job skills required in academic (ENE, CSC) and technical and career fields (CAT, CIS). All courses within these units provide direct **Responsiveness to Community** through enhanced pathways into high-wage, high-growth jobs and by developing and maintaining ties with community-based organizations such as ARMA (International records and information management society) and the Riverside City Chamber of Commerce Business Education Partnership committee. The disciplines also support the college **Culture of Innovation** goal through the participation and leadership of our faculty in district and college strategic planning committees and groups committed to technology planning that affects all college units. The disciplines engage in and support the college goal of **Resource Development** through regular participation in the development of grant ideas and submissions of grant proposals which include Department of Education STEM, HSI STEM, National Science Foundation ATE, Project Lead the Way (Engineering), and Perkins grants.

Disciplines within this unit contribute to the college goals of **Student Access, Culture of Innovation, and Organizational Effectiveness** through implementation of technologies to enhance processes and services. An example of this type of contribution is the pilot testing, development, and implementation of the use of virtual server to desktop technology. This technology provides access to software programs for our disciplines' students, (and other academic disciplines such as English and Math) at no charge, off campus or on, and extends the useful life of outdated lab computers.

2. Has there been any change in the status of your unit? (if not, skip to #2)
 - a. Has your unit shifted departments? No.

b. Have any new certificates or programs been created by your unit?

No. However one certificate, Visual Basic, has been deleted. The CSC and ENE discipline faculty visited UC Irvine during the spring 2011 semester in order to develop pathways for our transfer students. The CIS discipline deleted the Visual Basic programming certificate. In addition, the Relational Database certificate was restructured. Norco College faculty restructured the Desktop Publishing certificate. The following course additions, deletions, and catalog removals were approved through the curriculum process :

Course	Status
CAT 34B	Deleted
CAT 52	Deleted
CIS/CSC 15A	Deleted
CAT 72A/B	Deleted
CIS 15B/C	Deleted
CAT 82A/B	Deleted
CAT 83A/B	Deleted
CAT 85/86/87	Deleted
CAT 96/97/96A	Deleted
CIS 16A	Removed from catalog
CIS 19	Removed from catalog
CIS 21A	Removed from catalog
CIS 22A/B	Removed from catalog
CIS 29A-C	Deleted
CIS 35-45	Removed from catalog
CIS 96/97/96A	Deleted
ENE 4	New course

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.

Impacts from end-of-life equipment were addressed spring 2011. A STEM grant allocation allowed for the installation of high performance computers in BE 100. A one-time instructional equipment funding was received via the college strategic planning resource allocation process to replace computers in BE 204. Finally, a Perkins grant allocation allowed for the installation of medium-grade computers in BE 200. The

computers from BE 100 were moved in BE 104 and computers from BE 204 were moved to BE 208. The older computers from BE 200 were moved in to the BUS/CAT/CIS lab in MLK 219 to replace outdated computers. The addition of the new equipment and movement of outdated equipment from the classrooms in the BE building represents a significant, necessary upgrade to our hardware that has been well-documented in our Instructional Unit Plan Updates for at least the last 5 years. In addition one-time funds allowed replacement of LCD projectors in rooms BE 100, BE 104 and BE 200.

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.

Evaluation of CAT/CIS online courses revealed a lower rate of success and retention. Therefore, the number of online sections offered was reduced and scheduling of hybrid and Web-enhanced courses across the 8-2 p.m. timeslots and evenings was increased.

Year Fall semester	Sections	Enrollments	Efficiency	Retention	Success rates
2009 CIS/CAT	70/35 = 105	2377/1127= 3504	632	73%	48%
2010 CIS/CAT	45/27= 72	1630/926 = 2556	495	75%	50%
2009 CSC	0	0	0	0	0
2010 CSC	7	247	731	61%	34%
2009 ENE	1	35	676	70%	46%
2010 ENE	3	52	351	67%	54%

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.

Discipline Goals 2011-2012

The following information updates the progress of continuing goals documented in the discipline’s May 2010 Instructional Unit Plan Update.

Goal 1: Increase CIS/CSC/ENE Transfer Rates

The disciplines continue work toward developing CSU and UC pathways for CIS and CSC. The development of these pathways is at least 50% completed. Data requests/collection is in progress.

In 2010-11, the ENE discipline faculty revised and created new curriculum (ENE 4), as well as established roadmaps to local CSU colleges. Efforts toward this goal have been ongoing. Slow progress is being made toward establishing a baseline measure to determine how many students complete and transfer. However, positive progress requires continual discipline collaboration and discussion with the district and college as there are no set requirements for students to declare a major or discipline completion “path.” The discipline continues to work with college STEM activities to

facilitate/establish tracking outcomes and successes related to increasing transfer of students within these disciplines and programs.

- As part of the STEM grant effort, transfers, within the Science/Technology/Engineering/Math (STEM) disciplines at RCC have increased and the inclusion of minorities in these fields has increased also (Grant Report SUTS Year 2 reference). In addition our transfer rate for the Engineering discipline is 32 of 40 students.
- Student self-reported data:
 - 1 student currently attending Cal State Bakersfield, Biology major
 - 1 student currently attending Cal Poly Pomona finishing up their first year as Electrical Engineering major
 - 2 students accepted to UC Irvine with \$20,000 scholarship each. One as Civil Engineering and one as Biomedical Engineering
 - 1 student accepted to UCLA, UCR, UCSB, and UCSC, probably will go to UCR not sure about major but some kind of Engineering

Goal 2: Increase CIS/CAT/CSC Certificate Completions

The disciplines continue work toward increasing CIS/CAT/CSC certificate completions rates. Gaps have been identified which may affect reporting of certificate completions. For example, 2 years ago was learned that a student attempting to apply for a new certificate was unable to do so through WebAdvisor. This discovery led to discipline faculty contacting appropriate WebAdvisor staff to rectify the listing of the certificate in WebAdvisor.

It is critical to note that students who want to apply for a certificate must find the link buried under an “APPLY FOR GRADUATION” link in WebAdvisor. This information must be delivered to the students via the instructor in program courses and contributes to the discipline’s inability to accurately determine who is enrolled, where they are in the program process, and when and who is completing programs. This issue has been brought to the attention college and district administrators.

Due to these aforementioned ongoing issues, the disciplines continue to collaboratively identify and work with staff and departments related to the documentation and tracking of certificate completions. Attempts to establish a baseline will be established and completions internally tracked, new methods of student awareness regarding the certificate application process will be explored and discussed with college departments and committees related to degree and certificate completions. Despite these challenges, Perkins College Core Indicator Information revealed that CAT and CIS completions increased slightly and remained stable, respectively (Core Indicator 2, 05 and 07 TOP Codes).

Goal 3: Submit Grant Applications

The disciplines actively search for grant opportunities. Due to the nature of the time involved in researching, preparing, coordinating, and advising appropriate college planning bodies, a yearly disciplines goal is to submit at least 1 grant application per year. In 2010-2011 the CIS discipline submitted an NSF ATE proposal which was not funded. In spring 2011 the discipline actively participated in the HIS STEM grant proposal and the submission of Perkins grant proposals, thereby exceeding our goal of application of 1 grant per year and addressing the college Resource Development goal.

Goal 4: Close the Loop - Assessment/Teaching and Learning

For the past four years the disciplines have actively involved student learning outcomes (SLOs) assessment. The assessment cycles for CIS 1A and CIS/CSC 5 has been completed twice. These courses represent foundational skills to CIS and CSC. In addition, a cooperative review of several web page courses was completed with a rubric devised assessment between two of our instructors. Faculty members have been assigned to coordinate and collect data related to assessment of SLOs and PLOs. This data will be used by all discipline members to improve teaching and best practices across and within disciplines. Outcomes will be reported to the college in accordance with established deadlines.

CAT/CIS/CSC/ENE Discipline Goals 2011-2012 – Strategic Plan Alignment

Goal	Strategic Plan Goal & Strategy Alignment	New or Ongoing	Activities	Support Needed
Increase CIS/CSC/ENE transfer students	Goals: Student Access and Support Strategy: Increasing transfer awareness, readiness, and rates.	Ongoing	Establish baseline for tracking purposes	Institutional Research Admissions & Records STEM Data Perkins Funding
Increase CIS/CAT/CSC certificate completions	Goal: Student Access and Support Strategy: Promoting degree and certificate completion through programs to improve job skills. Goal: Responsiveness to Community Strategy: Refine and promote CTE education to improve competency and competitive capability through training and vocational skills preparation.	Ongoing	Establish baseline for tracking purposes	Institutional Research Admissions & Records Counseling Matriculation VP Career & Technical Ed. VP Academic Affairs Dean of Instruction
Grant Applications Minimum 1 proposal per academic year –	Goal: Resource Development Strategy: Secure additional public and private sector grants that support the college’s mission and strategic goals.	Ongoing	During the last 2 years, in conjunction with Administration, CTE, and Grants the disciplines have been, and are, actively searching for grants. Last activity: Perkins 4/11; HIS STEM 4/11; NSF ATE program next application 10/11.	Grants Institutional Research
Assessment/Teaching & Learning	Goal: Student Access & Support Strategy: Promote learning and effective teaching through ongoing identification and assessment of Student Learning Outcomes	Ongoing	1. Assigned discipline assessment coordinator 2. Established database for department collection of data & collaboration 3. Monthly department meeting agenda item 4. Reporting to college in accordance with Academic Affairs deadlines	TBD

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 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.]

CAT

A	B	C	D	E	F	G	H
	Computer App Courses	Assessment	Not Offered	Offered Summer	Offered Fall	Offered Winter	Offered Spring
1A	Business Etiquette	2			*		*
3	Comp App for Work Prof	4			*		*
3A	Linux Comp App for Work Prof	Deleted	*				
30	Business English	4			*		*
30A	Business English 30A	2			*	*	*
30B	Business English 30B	Deleted	*				
30C	Business English 30C	Deleted	*				
31	Business Communications	4					*
34A	Intro to Microsoft Word	2			*	*	*
34B	Intermediate Microsoft Word	Deleted	*				
36A	Legal Office Procedures I	3-4			*		
36B	Legal Office Procedures II	3-4					*
37	Legal Terminology and Trans	3-4			*		
38	Legal Word Proc and Forums	3-4					*
39	Legal Solutions Software	1	*				
40	Admin Office Management	1			*		
50	Keyboarding and Doc Proc	3-4		*	*		*
51	Interm Typewriting/Doc Form	3-4					*
53	Keyboarding/Typing Fund	4		*	*	*	*
54A	Intro to Flash	CIS	*				
55	Applied Accounting/Book	1			*		
56A	Designing Web Graphics	CIS	*				
57	Creating and Managing Virt Off	1			*		*
58	Marketing the Virt Off	Business	*				
59	Intro to Adobe Acrobat	1	*				
60	Intro to Microsoft Access	CIS	*				
61	Professional Office Procedure	1			*		
62	Records Management	3					*
63	Electronic Records Mgmt	1	*				
64	RIM Advanced Applications	1	*				
65	Intro to Microsoft PowerPoint	2			*		*
66	Machine Dictation/Trans	Deleted	*				
76A	Intro to Microsoft Exp Web	CIS	*				
76B	Intro to Dreamweaver	CIS	*				
78A	Intro to Adobe Photoshop	CIS	*				
78B	Adv Adobe Photoshop	CIS	*				
79	Intro to Adobe Illustrator	CIS	*				
80	Word Processing:Micro Word	4		*	*	*	*
81	Int to Desk Pub Adobe InDes	CIS	*				
84	Word Processing:WordPerfect	1			*		
88	Intern in Comp Apps and Office	1	*				
90	Microsoft Outlook	2			*		*
91	Microsoft Project	1	*				
93	Computers for Beginners	2			*		*
95A	Intro to the Internet	2			*		*
98A	Introduction to Excel	4		*	*	*	*
98B	Advanced Excel	4			*		
99A	Keyboarding for Beginners	Deleted	*				
99B	Windows for Beginners	Deleted	*				
99C	Word for Beginners	Deleted	*				
99D	Excel for Beginners	Deleted	*				
99E	PowerPoint for Beginners	Deleted	*				
200	Work Experience	NA	*				

CIS

	Computer Info Courses	Assessment Status	Not Offered	Offered Summer	Offered Fall	Offered Winter	Offered Spring
1A	Intro to Comp Inf Sys	5		x	x	x	x
1B	Adv Concepts in Comp Inf Sys	2			x		x
2	Fund of Sys Analysis	5		x			
3	Comp App for Work Prof	2	x				
3A	Linux Comp App for Wrok Prof	DELETED	x				
5	Fund of Prog Logic using C++	5		x	x		x
11	Comp Prog using ASSEM	4			x		
12	PHP Dyn Web Site Prog	4		x	x		x
14A	Web Prog:JavaScript	4		x	x		x
14B	Web Prog:Active Sener Pages	1	x				
15A	Visual Basic Prog: Objects	DELETED	x				
15B	Visual Basic Prog:Adv Objects	DELETED	x				
15C	Visual Basic Prog:Databases	DELETED	x				
16A	Prog Games w DirectX and Op	REMOVED	x				
17A	C++ Prog:Objects	3					x
17B	C++ Prog:Adv Objects	3	x				
17C	C++ Prog:Data Structures	3	x				
18A	Java Prog:Objects	3					x
18B	Java Prog:Adv Objects	3	x				
18C	Java Prog:Data Structures	3	x				
20	Sys Analysis and Design	5					x
21	Intro to Operating Sys	1					x
21A	Linux Oper Sys Admin	NA	x				
22A	Robotics:Intro Programming	NA	x				
22B	Robotics:Inter Programming	NA	x				
23	Software End User Support	2			x		x
25	Intro to Data Communications	NA	x				
26A	Cisco Networking Academy 1A	5			x		x
26B	Cisco Networking Academy 1B	5			x		x
26C	Cisco Networking Academy 1C	5			x		x
26D	Cisco Networking Academy 1D	5			x		x
26E	Adv Routing, Semester Five	NA	x				
26F	Cisco Networking Security	5			x		x
27	Info and Network Security	NA	x				
28A	MS Access Prog	5			x		
29A	Intro to Oracle	DELETED	x				
29B	Oracle App Development	DELETED	x				
29C	Oracle Data and Sener Adm	DELETED	x				
34A	Intro to Microsoft Word	CAT	x				
34B	Inter Microsoft Word	DELETED	x				
35	Intro to Sim and Game Dev	REMOVED	x				
36	Intro to Comp Game Design	REMOVED	x				
37	Beg Level Des for Comp Game	REMOVED	x				
39	Current Tech in Game Art	REMOVED	x				
54A	Intro to Flash	5					x
54B	Flash Scripling	NA	x				
56A	Designing Web Graphics	5			x		x
60	Intro to Microsoft Access	NA	x				
61	Intro to Database Theory	5			x		
62	Microsoft Access DBMS:Comp	5		x	x	x	x
63	Intro to Structured Query	5					x
65	Intro to Microsoft PowerPoint	CAT	x				
72A	Intro to Web Page Creation	5			x	x	x
72B	Inter Web Page Creation CSS	5			x		x
72C	Intro to XML	NA	x				
73A	Intro to Multimedia Authoring	NA	x				
76A	Intro to Microsoft Express Web	NA	x				
76B	Intro to Dreamweaver	5			x		x
78A	Intro to Adobe Photoshop	5					x
78B	Adv Adobe Photoshop	NA	x				
79	Intro to Adobe Illustrator	0	x				
80	Word Proc:Microsoft Word	CAT	x				
81	Intro to Desktop Pub Adobe	NA	x				
84	Word Proc:WordPerfect	CAT	x				
90	Microsoft Outlook	CAT	x				
91	Microsoft Project	1	x				
93	Computers for Beginners	CAT	x				
95A	Intro to the Internet	2			x		x
98A	Intro to Excel	CAT	x				
98B	Adv Excel	CAT	x				
200	Work Experience	NA	x				

ENE:

A	B	C	D	E	F	G	H
	Engineering Courses	Assessment Status	Not Offered	Offered Summer	Offered Fall	Offered Winter	Offered Spring
1A	Plane Surveying, I	NA	x				
1B	Plane Surveying, II	NA	x				
5A	Engineering Principles I	1			x		x
5B	Engineering Principles II	1			x		x
10	Introduction to Engineering	NA	x				
21	Drafting	NA	x				
35	Statistics (Engineering Mech)	NA	x				
51	Blueprint Reading	NA	x				
60	Math for Engineering Tech	NA	x				

Please complete the following questions:

1. **Please describe your discipline’s dialogue on assessment results. Where would one find evidence of this dialogue?** The CAT/CIS faculty is in the process of updating all courses in CurricUNET. This endeavor should be completed by the end of May 2011.

The topic of Assessment is discussed in monthly department meetings, and our Department meeting minutes reflect conversations on this topic. During the spring 2011 semester the CAT/CIS/CSC/ENE discipline faculty met weekly in working groups to discuss curriculum and to coordinate the planning, coordination, and input of SLO assessments. No minutes were taken; however, evidence of our discussions is found in the work submitted in CurricUNET and in our own assessment tool developed by a discipline faculty member, Mr. Cristian Racataian.

A considerable amount of effort is being undertaken to locate and consolidate all SLO assessments done in the last 3 years. Our early SLO assessments (before CurricUNET) are in several locations including survey monkey, WebCT (LMS), and a database created by the discipline to collect the data. With the exception of CIS 1A, most discipline faculty members teach 1 section of a course one time per semester or once per academic year. The majority of our conversations are regarding the design and implementation of various assessments, the location/consolidation of these assessments, and ideas for assessing PLOs for certificates with and without “capstone” courses.

2. **Please summarize what your discipline learned from your assessments. How do you plan to use the results for improvement within your discipline?** Classes listed below also have ongoing direct assessment (unless noted otherwise). This assessment has continued for a few terms and, based on analysis of the feedback/results, changes have been made to the course(s). The status of direct and indirect assessment of our courses and notations of changes made (if applicable) from previous terms follows.

CIS Assessment:

- A. **CIS 1A:** The CIS Discipline has conducted ongoing assessment of CIS 1A for the last 10 years. For the last six years, the primary assessment tool has consisted of a Common Final Exam. The Common Final Exam is administered each semester and the exam results are analyzed by the discipline. The analysis has been used to revise the course SLO's, alter instructional materials, change methods of course delivery, and improve course assessment techniques.
- B. **CIS 2:** feedback indicated that not enough was being done about Computer Aided Software Engineering (CASE) tools such as Visible Analyst and Visio. The text book already covers aspects of these tools and in addition to those topics, a mini project has been assigned where student need to research two CASE tools and write a report on their features, potential users, costs, etc.
- C. **CIS 5:** This course has been assessed via a final project. The same project(s) have been assigned across three semesters with feedback from student performance indicating more time was needed instructing the STL structures. This additional instruction was instituted last semester with the project assessment being very positive. In addition a new book with more emphasis on advanced data structures is now being used.
- D. **CIS 11:** This course is offered and assessed once per academic year in the fall term. Data has been collected and used to improve instruction if needed.
- E. **CIS 12:** This course one of our more difficult courses for students. However, those students that finished the course were well prepared for creating dynamic websites. Due to the breadth of advisory skills for the course, it does seem to have a high incidence of attrition throughout the semester. The students that remain to the end do have the required skills in language and database design and development to successfully complete the course requirements.
- F. **CIS 14A:** Students continually find it difficult to grasp the control structure concepts associated with JavaScript. This difficulty is more than likely due to the advisory associated with CIS 5 as versus to making it a requirement. However, some success has been

achieved by spending extra time on the language constructs. Continual examination of this area will be done in the future, thus building a larger dataset for reevaluation.

- G. **CIS 17A:** One object-oriented concept in the assessment revealed that improvements could be made with special emphasis on Inheritance. Inheritance is fundamental to object orientation and is thoroughly covered in assignments, projects, and tests. However, students showed that more time should be devoted to exploring all aspects of inheritance. A larger sample set will be acquired before modifying the syllabi to implement an expansion in the coverage of this area.
- H. **CIS 17B:** This course is offered and assessed at least once per academic year in the fall term. Assessment data has been collected and analyzed.
- I. **CIS 17C:** The concepts delineated in the SLO's were understood by students taking the course. The assessment showed that most students would benefit from added class lectures in recursive searches and tree spanning algorithms. The course is taught once a year and these areas of emphasis will be implemented and reviewed again for the following year. This course has also been identified as a capstone course for the Computer Programming Certificate and the C++ certificate PLO assessment.
- J. **CIS 18A:** Similar assessment results were obtained here as in CIS 17A, improvements could be made with special emphasis in the area of Inheritance. The topic is fundamental to object orientation and is thoroughly covered in assignments, projects, and tests. However, students showed that more time should be devoted to exploring all aspects of inheritance. A larger sample set will be acquired before modifying the syllabi to implement an expansion in the coverage of this area.
- K. **CIS 18B:** We infrequently offer this course and need more feedback for a reasonable assessment. A preliminary look at data suggests that students are well prepared for the course and tend to do well with the above objectives in mind.
- L. **CIS 18C:** This course is offered and assessed once per academic year. Assessment data has been collected and analyzed.
- M. **CIS 20:** The course is offered and assessed once per academic year. It has been identified as a capstone class for PLO certificate assessment. Students complete a project involving the analysis, design, and development of an information system. This project will be used for direct assessment in conjunction with an indirect assessment tool.
- N. **CIS 23:** Assessment data has been collected.
- O. **CIS 26A-F:** These courses are Cisco controlled curriculum and assessment is all conducted on-line at the Cisco Academy Web site. The data is compiled by Cisco for teacher review. Several areas of difficulty for students have been addressed by additional lab time

and more emphasis in classroom work. For example IP addressing schemes, switch set-up, router programming and WAN characteristic set-ups have all been indicated as troublesome for students. We stress these areas with additional homework, and additional online labs.

- P. **CIS 28A:** Feedback has been generally good with no mention of changes needed. The course is offered and assessed once per academic year.
- Q. **CIS 54A:** Assessment cycle is complete and ongoing.
- R. **CIS 56A:** Assessment cycle is complete and ongoing.
- S. **CIS 61:** Feedback has been generally good with no mention of changes needed. The course is offered and assessed once per academic year.
- T. **CIS 62:** The SLOs include a topic of data validation, but the book is not strong on the subject. The instructor has included notes, samples, and files on the topic and added an assignment based on these additional materials. The course is offered and assessed once per academic year.
- U. **CIS 63:** Feedback has been generally good with no mention of changes needed. The course is offered once per academic year.
- V. **CIS 72A:** Previous assessments indicated that student comprehension was lower in the areas of tables and forms. Attempts were made to emphasize these topic areas more in instruction. Both full-time instructors felt the textbook also over-complicates this coverage in their examples and tutorials. We have decided to switch textbooks for the Fall 2011 semester and will be looking to see if the clearer coverage of the new textbook helps with student learning.
- W. **CIS 72B:** Assessment in this class indicates student learning outcomes are being met satisfactorily. Since there are usually only 2 sections per year, more data needs to be collected to see if there are any significant trends worthy of consideration for interventions. At this time no changes to the course are planned.
- X. **CIS 76B:** So far indications are positive that student learning objectives are being met reasonably well. No changes are deemed to be necessary at this time. We will continue to monitor student learning in the future.
- Y. **CIS 95A:** This cross-listed course is offered online and in Web enhanced mode under CAT and CIS. Assessment data has been collected.

ENE Assessment:

- A. **ENE 5A:** This course is new and has been offered for two semesters. The course evolved as part of a grant from CalPoly Pomona in the Project Lead the Way program for engineering students. The course is project driven and has been indirectly assessed via a CalPoly questionnaire.
- B. **ENE 5B:** This course is new and has been offered for two semesters. The course evolved as part of a grant from CalPoly Pomona in the Project Lead the Way program for engineering students. The course is project driven and has been indirectly assessed via a CalPoly questionnaire.

CAT Assessment:

- A. **CAT 1A:** This course is 1 unit it has been difficult finding materials that cover our SLOs at a college-level. Assessments given showed that students didn't feel the book covered topics in enough detail and not at a high enough level. We changed the book in Fall 2010 and students report they feel the SLOs are covered well.
- B. **CAT 3:** has been evaluated for several years using both direct and indirect assessment. Final projects were given for direct assessment, and myITlab and discussion forums were used for indirect assessment. After each semester, minor changes were made to delivery methods and assignments; in spring 2011 we changed the book when we upgraded to Office 2010. Students have already indicated improvement in how they feel SLOs are being addressed. We are also rewriting the SLOs.
- C. **CAT 30:** has also been evaluated for several years using both direct and indirect assessment. Real-world projects were given as a final exam and multiple-choice exams were also given. In spring 2011 the format of the class was changed to include more work with ALL rules and not just the ones covered that week. It has proven to be VERY difficult for students, and further adjustments to the balance of content are planned for fall 2011. In addition the class will be offered in a face-to-face format AND online format in fall.
- D. **CAT 30A:** has been evaluated using indirect assessment each semester; adjustments have been made to materials used.
- E. **CAT 31:** is normally offered only once a year, but has been evaluated each time it was offered for the past (at least) four years. Changes in books and online resources have been made and students are finding a much higher success rate with regard to SLOs.
- F. **CAT 34A:** has been evaluated over the past couple of years with indirect assessment. Adjustments were made to text and delivery of materials twice during this time. We feel we now have a good solution to the problems of students not having SLOs completely covered and will continue to assess and adjust each semester.

- G. **CAT 36A:** is taught twice per year and assessed each time it is taught. The part-time instructor has developed and edited materials for these courses, and uses her assessments to make these adjustments on a regular basis. She has recently added more 'video' content to the course materials as one of the results of an assessment was that students performed better on the assignment were there was video content delivered.
- H. **CAT 36B:** is taught twice per year and assessed each time it is taught. The part-time instructor has developed and edited materials for these courses, and uses her assessments to make these adjustments on a regular basis. She has recently added more 'video' content to the course materials as one of the results of an assessment was that students performed better on the assignment were there was video content delivered.
- I. **CAT 37:** is taught twice per year and assessed each time it is taught. The part-time instructor has developed and edited materials for these courses, and uses her assessments to make these adjustments on a regular basis. She has recently added more 'video' content to the course materials as one of the results of an assessment was that students performed better on the assignment were there was video content delivered.
- J. **CAT 38:** is taught twice per year and assessed each time it is taught. The part-time instructor has developed and edited materials for these courses, and uses her assessments to make these adjustments on a regular basis. She has recently added more 'video' content to the course materials as one of the results of an assessment was that students performed better on the assignment were there was video content delivered.
- K. **CAT 40:** The course is offered once per academic year in the fall term. A plan for indirect assessment has been filed in CurricUNET for implementation fall 2011.
- L. **CAT 51:** has been offered once per academic year and evaluated each time it is offered. We changed our method of evaluating to an improved online software version so students can receive immediate feedback on the work they submit. And, if students have Internet access they can use the online software without purchasing a special software program that may or may not work on their computers. Students have been very pleased with this improvement and we anticipate further proof of improvement when we access the SLOs at the end of this semester.

- M. **CAT 53:** is offered each semester and sometimes twice per semester in the 8-week format. Direct assessment is done via timed writings on the first and last days of class, and a report is created evaluating the data. This class also switched to the new software, and we have already seen an improvement in the level of success at meeting the timed standard SLO.
- N. **CAT 55:** This course is offered once per academic year through the CAT discipline and an indirect assessment is planned for fall 2011. The course is cross-listed and offered once per academic year under accounting discipline as ACC 55 when CAT 55 is not. A plan for indirect assessment, implementation, and data collection for all course SLO's has been filed for ACC 55 for spring 2011 and for CAT 55 for fall 2011. Report on the data collection for ACC 55 is expected June 2011. Analysis expected September 2011.
- O. **CAT 57:** This course is offered online only, once per academic year. An indirect assessment of all course SLO's is planned for spring 2012.
- P. **CAT 61:** The course is offered once per academic year. When assessing, what is plan?
- Q. **CAT 62:** This course is offered once per academic year. Assessment and improvement has been ongoing since 2008. Data and assessment collected from 2006 and 2007 will be uploaded to CurricUNET by the end of May 2011. Two types of direct and indirect assessment are planned of spring 2011, a common final exam and a survey of student reported feedback on course SLOs after the course concludes in June 2011.
- R. **CAT 65:** A plan for indirect assessment has been filed in CurricUNET for implementation fall 2011.
- S. **CAT 80:** Indirect assessment of all course SLO's in the fall 2010 class revealed that the majority of students who responded felt the SLO's were covered adequately. Suggested areas for improvement included assigning more of the original documents in addition to the step-by-step assignments. Another suggestion related to course mode. It was suggested that the class meet an additional day. Historically the course has been offered online or in hybrid mode 1 day per week. Some students (as does the instructor) felt that meeting 2 days per week (Web-enhanced) mode might provide better opportunity to cover the large number of skills, activities, and assignments (which are well within the 54 hours of content). Since academic scheduling occurs too far in advance, attempting to offer the course in Web-enhanced mode 2 days per week was not possible spring 2011. However, the class will be offered in Web-enhanced mode 2 days a week in the fall 2011 semester. Suggestions that more free-form, original document exercises be given will also be implemented in the fall 2011 semester as well. Implementation of this suggestion directly addresses multiple course SLO's including

identifying and making analytical problem solving decisions regarding the preparation and final appearance of professional-looking documents.

- T. **CAT 84:** The course is offered once per academic year in the fall term. A plan for indirect assessment has been filed in CurricUNET for implementation fall 2011.
 - U. **CAT 90:** Spring 2011 indirect assessment of all course SLO's is pending data collection. The course SLO's will be assessed again fall 2011.
 - V. **CAT 93:** an indirect assessment was done in fall 2010 and adjustments to course materials are being implemented in fall 2011. We changed materials when we switched to Office 2010 and the materials we used did not work out as well as we hoped; therefore we are switching to updated versions of materials/textbook that we felt were more successful in the past.
 - W. **CAT 98A:** indirect assessments have been conducted over the past several years and adjustments made to the number and depth of assignments covered. Students overwhelmingly feel that the SLOs are fully covered and enjoy that we have materials available that go beyond.
 - X. **CAT 98B:** indirect assessments have been conducted every time this class has been offered (once per year) over the past several years. Adjustments have been made to the number and depth of assignments covered. Students overwhelmingly feel that the SLOs are fully covered and enjoy that we have materials available that go beyond.
3. **To what extent, and how, do your assessment results support your resource requests?** Almost all assessment results were indicative of changes needed in the area of instruction clarity and more emphasis in particular areas of instruction with two exceptions one of which was the Adobe software suite. Adobe suite purchased several independent software developers products combining all these packages into the Adobe CS 4/5 suite. The end result was that we only have to buy one suite but the overall cost of these software packages combined into the CS suites went up considerably. This needed software suite is used/taught in 10 of our courses.

The ENE 5A and 5B courses are intensive project-based learning courses. These courses have a very high turnover of wear and tear to Fischertechnik parts and require annual software updates for Autodesk Design Academy.

The CAT discipline faculty has identified software that can be used to help with direct assessment of course SLOs and has requested the software in our resources requests (OPAC software).

4. What are your plans for further course based assessment in the upcoming academic year (i.e. additional courses or reassessment)? An Associate faculty member, Mr. Cristian Racataian, has developed a website which provides a link for each class where a student can provide indirect assessment. Some assessments were completed in fall 2010 and the first 8 weeks of spring 2011. All classes assessed using this website which creates various forms of summary reports which can be uploaded to CurricUNET.

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

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?** The CIS/CAT disciplines have mapped course SLOs to PLOs in all our certificates. The Computer Applications certificate is undergoing a revision to develop areas of emphasis as a result of these mapping exercises. In addition, due to the deletion of all CIS Visual Basic courses across the RCC District, the Visual Basic certificate has been deleted.

During our Program Review we have discussed the need to pick and assess a capstone class for each of our certificates on several occasions. The capstone classes have been selected for all our classes with the exception of CAT certificates which do not have a capstone course. The Computer Applications certificate, as previously mentioned, is under revision and a capstone course has yet to be identified. Capstone courses which have been identified will be assessed this semester (spring 2011) or in the fall 2011 semester.

CIS/CSC PLO Assessment: The capstone classes for all CIS/CSC certificates are as follows

- a. Computer Programming: either CIS 17C or 18C
- b. C++ Certificate: CIS 17C
- c. Java Certificate: CIS 18C
- d. CISCO Networking Certificate: CIS 26D
- e. E-Commerce: either CIS 76A or 76B
- f. Relational Database: either CIS 28A or CIS 63
- g. Systems Development: CIS 20
- h. Web Master: CIS 76B

The CAT program certificates do not culminate in capstone courses. Most students enroll at a starting point, or faculty advised starting point, and the certificate courses result in the accumulation of employable or promotion skills for local employment. The discipline faculty has identified software that can be used to assess all PLOs, and has requested the software in our resources requests (OPAC software). Without this software the faculty will utilize mapping program learning outcomes to 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)?** At our last CIS/CAT advisory committee meeting advisors were provided PLOs from all of our certificates soliciting their input on the viability of these certificates and PLOs. The return input has been sporadic but several of our Advisory members provided very specific and helpful information. These proposed changes will be discussed and entered if our disciplines agree at our next district discipline meeting fall 2011.
7. To what extent, and how, do your assessment results support your resource requests? None of the PLO assessments indicate a need for any resource requests with the exception of the Adobe suite of software which is described earlier. The Adobe software is necessary for instruction and assessment of CIS 54A, 54B, 56A, 72A, 72B, 73A, 76B, 78A, 78B and 79.

The CAT discipline certificates do not have capstone courses. Mapping of SLO's from courses within the certificates has been completed. The CAT discipline is requesting resources in the form of software to assess certificate PLOs. Without funding for this software, the discipline will be unable to assess PLOs (aside from mapping).

8. **What are your plans for further program based assessment in the upcoming academic year (i.e. additional program or reassessment)?** We will be using our new indirect assessment software developed by Crisitian Racataian this semester plus expand on our direct assessment of certificates with the selection of capstone classes. We fully expect to be able to select capstone courses for our troublesome Computer Applications certificate, too, once its reorganization is complete.

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

Instructional Unit Plan Update

C. Human Resource Status

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

2010-2011 Faculty Employed in the Unit		
Teaching Assignment (e.g. Math, English)	Full-time faculty (give number)	Part-time faculty (give number)
CIS	6	21
CAT	2	14
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)
IDS	1	0
ISS	1	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.

2011-2012 Faculty Employed in the Unit		
Teaching Assignment (e.g. Math, English)	Full-time faculty (give number)	Part-time faculty (give number)
CIS/CSC/ENE	6	20
CAT	2	13
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)
IDS	1	0
ISS	1	0

* There are a total of 6 full-time faculty in CIS/CSC/ENE. Part-time faculty are CIS discipline only. There is no full-time CSC or ENE faculty.

1. Staff Needs

NEW OR REPLACEMENT STAFF (Faculty or Classified)¹

Rank	<p align="center">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.)</p>	<p align="center">Indicate (N) = New or (R) = Replacement</p>	<p align="center">Annual TCP*</p>
EX	<p><i>Tenure-Track Instructor</i> <i>Rationale: (All criteria in APC Ranking Rubric must be addressed and included in rationale).</i></p>		
1.	<p>2 CIS Tenure Track Instructors Rationale: Rationale: One retirement from the Golden Handshake for December of 2011. Data referenced is Fall 2010. Part time sections taught to full time sections is 4.33 well above the goal of 3 however this comes at a cost of part time FTEF = 7.48 due to hourly FTEF = 5.28 + overload 2.2 = 7.48 FTEF. Reassign time is .7 plus .2 load banking leaving 6.54 FTEF . These numbers will change considerably with the full timers retirement such as sections taught ratio will drop to 3.6 (18% decline) The part time FTEF calculation changes to 5.68 + 2.2 = 7.88. WSCH/ FTEF or efficiency is 546 above the goal of 525 but it will decline with the loss of full time load. Trends are defined as enrollments/WSCH/FTES for last three years: Fall 2008 enrollments were 2055; Fall 2009, 2377; and fall 2010, 1630. The trend is skewed due to the dramatic section cuts from fall 2008 until today but it is in a downward trend. WSCH/ FTEF was 354 for fall 2008; 711 in fall 2009; and 546 for fall 2009. The overall system seems to be stabilizing after the section cuts indicating that CIS has become significantly more efficient. The proposed hire replaces a lost full time faculty member due to the 2011 Golden Handshake, an additional faculty member lost in 2005 due to retirement, and keeps the desired goals of teaching by full time faculty in alignment with state mandates. Additional factors requiring a new hire is the slowly recovering economy is in part based upon our students who are learning new trades that are less cyclical than the construction trades. This retraining is a significant percentage of our “new” student population.</p>	N	<p align="center">\$95,000 pay & benefits Office space is available in our building</p>
2.	<p>Ed Advisor – 19 Hour Rationale: The BUS/CAT/CIS/CSC/ENE program students (and all other CTE program students in the BUS/CIS Department) are hindered by lack of <i>dedicated</i> vocational/career advising regarding specific program components, the process for completion, and connection to CTE Job Placement information. This lack of support leaves students with confusing alternatives regarding program specifics and information. College primary resources are focused on transfer program students. An intuitive, user-friendly process is not in place to direct certificate students through program process and certificate application. Students can complete most or all program courses but often fail to apply for certificates. An Ed Advisor’s activities would include the development of individual program educational plans which map to career goals and</p>	N/R	<p align="center">\$21,000.00 19 hr TCP</p>

	program completion requirements. This request directly addresses the needs to ensure comprehensive and equitable services exist and are a part of institutional planning (College Goal: Student Access & Success). The college does not have a <i>dedicated</i> CTE counselor. There is no dedicated Ed Advisor. Students in CTE programs are not being provided the same types of resources to ensure advisement in to short-term completion of programs within our disciplines. Students are not being given direction and assistance (other than faculty assistance) with the program completion and application process.		
3.	Instructional Support Specialist Rationale: All program areas in the Business & Information Systems Department (ACC, BAN, CAT, CIS, CS, ENE, PAL, Operations Management, International Business, Insurance, Retail Management, & Real Estate) need more support than one IDS can provide, There was a funded position in 2005. This position would be shared by all disciplines in Business and Information Systems Department (15 programs/disciplines). Duties would include supporting faculty and students in evening hours, and assisting faculty with SLO documentation. Space is available in our building.	R	45,000 + 30,00 Ben 75,000 TCP
4.	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

Equipment (excluding technology) Needs Not Covered by Current Budget¹

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	<p><i>Document Camera for Quad Classroom</i></p> <p><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. Document cameras should be replacing the old overhead projectors.</i></p>	I	\$2500 w/installation	1	\$2500
1.	<p>(A) PLTW Support (ENE): Support for destructive testing, project construction and normal wear-and-tear to Fischertechnik parts. <i>Rationale:</i> ENE 5A and 5B courses use project based learning which entails destructive testing of projects</p> <p>(B) PLTW support for testing samples (purchases for ENE 5A and 5B courses <i>Rationale:</i> Need to replace destructive test samples. Justification: these consumable, testing samples are essential to the raining and application of skills related to ENE program courses. Provides student access to components essential to learning but cannot be charged as a materials fee to the student as they are destroyed in the testing process.</p> <p>(C) Robo Pro Controllers (ENE) <i>Rationale:</i> Essential to instruction and assessment in all ENE courses. The courses cannot be taught without these drive motors. Four motors have failed. Need replacements. All requests support students in their ENE transfer goals through established pathways, support faculty in teaching hands-on, project-based content directly related to student learning and assessment of SLO outcomes and pattern completion.</p>	I	<p>Dogbones \$2, balsa \$13, parts ~\$50 \$2</p> <p>\$296.95</p>	<p>1 kit</p> <p>\$100</p> <p>4</p>	<p>\$85</p> <p>\$218</p> <p>\$1921.80</p> <p>-----</p> <p>\$2224.80</p> <p>includes tax</p>
2.	<p>Renewal of MSDNAA <i>Rationale:</i> Microsoft Academic Alliance allows our school to give to the students various software suites taught in our programming classes for free. Student access to free upgrades to their computer software OS, languages taught.</p>	I	\$399	1	\$434

2. Equipment (excluding technology) Needs Not Covered by Current Budget¹

3.	<p>CISCO Academy Contract Rationale: Crafton Hills Community College is our regional academy for CISCO. The renewal of our contract allows us to be a licensed provider of CISACO certified students. Renewal of the licensing allows the college to continue program offerings which enable students to complete CISCO training and certification.</p>	I	\$2000	1	\$2000
4.	<p>Parts Support for CISCO Academy Rationale: Instructors & students need replacement wire, and RJ 45 plugs to demonstrate to the students how to make network wire connections. The construction and testing of interconnecting networks is <i>essential to CISCO course instruction and assessment</i>.</p>	I	\$350	1	\$381
5.	<p>Renewal of Adobe software license Rationale: The Adobe suite of software is taught in 20 different courses in CIS/CAT disciplines. The suite of products is used for web page design instruction and is required for use in 20 CIS/CAT courses. Two year licensing for 35 seats.</p>	I	\$12,000 for 35 seats	35 Seats	\$12,950
6.	<p>OPAC Testing Software Rationale: current software and course materials do not cover pre and post skills testing related to clerical, financial, keyboarding, and file management. Justification: This software license is essential to the discipline's ability to provide baseline testing and SLO and PLO assessment related to all CAT classes with some overlap in to CIS courses as well. Relates to "Responsiveness to Community college strategic planning goal and strategy to improve competency and competitiveness through vocational skills preparation and training.</p>	I	\$2392	1-2year license	\$2392
7.	<p>Computer-based training/tutorials-Network Software License Rationale: Training and assessment software to assist with administration of and compliance with ILA 800. Justification: This software license is essential to the discipline's ability to provide training, assessment, and documentation related to ILA 800 in the BUS/CAT/CIS computer lab (MLK 219 and CAT lab in BE 204).</p>	I	\$22,820	1	\$22,820
8.	<p>Projectors BE classrooms at end-of-life. BE 124 & 210 Rationale: The colors are failing which is an indicator that soon the projector will need replacement. <u>Justification</u>: all projectors are a critical component of the lecture and instruction related to ALL BUS courses taught.</p>	I	\$1950	2	\$4241

3. Technology (Computers and equipment attached to them)++ Needs Not Covered by Current Budget: ¹

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	<i>Two Network printers for department</i> <i>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.</i>	R=1 N=1	C	Work-room	Yes	>20	Y	\$1100	2	\$2200
1.	Replace outdated computers in MLK 219 Lab: Rationale: These computers are used extensively by over 50 CAT/CIS/CSC courses with lab hours throughout the semester to build skills that are a regular part of testing and assessment in CAT/CIS/CSC classes with embedded lab. Also supports all discipline students plus referrals from other disciplines using ILA 800 for computer skills. (Note: supports high-end application/student use)	R	C	MLK 219	Yes	>5400 students per semester	Yes, computers and monitors are near end of life (6 years old)	\$2300	30	\$75,040 (includes tax)

¹ 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.

1.	Replace old computers in MLK 219 Lab: Rationale: These computers are used extensively by over 50 CAT/CIS/CSC courses with lab hours throughout the semester to build skills that are a regular part of testing and assessment in CAT/CIS/CSC classes with embedded lab. Also supports all discipline students plus referrals from other disciplines using ILA 800 for computer skills (Note: supports general application/student use)	R	C	MLK 219	Yes	>5400 students per semester	Yes, computers and monitors are near end of life (6 years old)	\$1600	38	\$66,120 (includes tax)
3.	Rationale:									
4.	Rationale:									

Unit Name: _____

4. Facilities Needs Not Covered by Current Building or Remodeling Projects*²

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	<p><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></p>	\$2500
1.	<p>BE 208 carpeting Rationale: BE 208 had water intrusion to the carpets and equipment in the last 2 years. We requested the carpeting replacement for two years, mainly due to the buildup of mold. The carpet replacement is still a critical need for that classroom.</p>	
2.	<p>Rationale:</p>	
3.	<p>Rationale:</p>	
4.	<p>Rationale:</p>	
5.	<p>Rationale:</p>	

²TCO = “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.

Unit Name: _____

5. Professional or Organizational Development Needs Not Covered by Current Budget*³

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

³TCO = “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.**

Unit Name: _____

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 provided⁴.</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>Ed Advisor – 19 Hour</p> <p>Rationale: The BUS/CAT/CIS/CSC/ENE program students (and all CTE program students in the BUS/CIS Department) are hindered by lack of <i>dedicated</i> vocational/career advising regarding <i>specific</i> program components, process for completion, and connection/referral to CTE Job Placement resources. This lack of support leaves students with confusion regarding program information. College primary resources focus on transfer students and an intuitive, user-friendly process is not in place to direct certificate students through program process and certificate application. Students can complete most or all program courses but often don't apply for certificates. An Ed Advisor's activities would include development of individual CTE <i>program</i> educational plans which map to <i>career goals</i> and <i>CTE program completion</i>. This request addresses the need to ensure comprehensive, equitable services exist and are a part of institutional planning (College Goal: Student Access & Success). The college has not replaced, nor has a <i>dedicated</i> CTE counselor or Ed Advisor. CTE program students are not provided the same types of resources as transfer students that <i>ensure</i> advisement in to short-term completion programs within our disciplines.</p>	<p>\$21,000.00</p> <p>TCP</p>

⁴ *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.**

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

Unit Name: _____

7. Library Needs Not Covered by Current Library Holdings⁵

RANK	List Library Needs for Academic Year. Please justify and explain each request based on rubric criteria. These library resources are unit needs that are over and above what is currently provided by the library. Please list in order (rank) or importance.	Annual TCO
EX	<p><i>The discipline needs for the library databases to be re-established for Access Science, American National Biography, Columbia Grangers World of Poetry, Criminal Justice & Periodicals Index, CQ Weekly, Oxford English Dictionary, ProQuest National Newspaper Core, World News Digest, American Film Scripts Online, ARTstor, Biography Resource Center, Dictionary of Literary Biography, Humanities International Complete, Oxford Art Online, Oxford Music Online, World Book Complete Suite.</i></p> <p><i><u>Rationale:</u> The library and its databases are vital components of the courses within our discipline. For students to fully achieve student learning outcomes within their courses, this integral component of students' access must be returned to its original capacity. Faculty rely on these critical resources as part of their instruction.</i></p>	
1.	<u>Rationale:</u>	
2.	<u>Rationale:</u>	
3.	<u>Rationale:</u>	
4.	<u>Rationale:</u>	
5.	<u>Rationale:</u>	

⁵ 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.**

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>Rationale: Students in our discipline have benefited greatly from the SI's. In the 2007-2008 academic year, students who participated in SI had a 62.1% success rate in comparison to 24.7% who did not participate in SI, a difference of 37.4% between the two groups. Students need the assistance of SI's to succeed with course student learning outcomes. Faculty with SI's have continuously expressed the benefit of receiving professional development for SI instructional strategies and the in-class and out-of-class support SI provides to their instruction.</i></p>	\$2400 per semester per SI	10 SI's x 2 semesters = 20	\$48,000	O
1.	<u>Rationale:</u>				
2.	<u>Rationale:</u>				
3.	<u>Rationale:</u>				
4.	<u>Rationale:</u>				

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

Unit Name: _____

9. OTHER NEEDS not covered by current budget

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

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

Appendix

Instructional Unit Plan Update

Rubrics - Riverside City College

Appendix Table of Contents

Ranking Criterion for Faculty 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.