

# ANNUAL INSTRUCTIONAL UNIT PLAN

**Unit: Communication Studies**

*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: Joanie Gibbons-Anderson**

**Due: May 16, 2011**

Please send an electronic copy to Dr. Bernie Fradkin:



*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](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. **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?

### Communication Studies Mission Statement

The Communication Studies Discipline/Department exists to serve students of Riverside City College by encouraging communication competence through teaching communication theory, process and skills which support general education requirements, transfer requirements and personal development while upholding the mission of the college and the district.

### Alignment of Communication Studies to the Missions of the College and the District

The current Riverside City College (RCC) mission statement adopted by the Board of Trustees 8/17/2010 states that *“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.”*

In an effort to attain this mission, Communication Studies engages in a continuous process of improvement represented by participation in annual and comprehensive program reviews that allow documentation of the day to day interactions focused towards improving instruction that facilitates student learning. Courses are regularly updated to assure they meet academic standards of high-quality education. The discipline is working to assess the student learning outcomes of each course in an effort to ensure quality exists and to implement change which keeps our courses “learner-centered.” This learner-centered approach has been core to the discipline as it has explored and designed creative avenues for achieving the mission while continuing to allow access to all students. No prerequisites exist for Communication Studies courses in spite of their transferability and RCC's student population. The discipline is dedicated to serving its continuously changing student populations (i.e. growing numbers of underprepared students). It is dedicated to finding innovative approaches that maintain access and support students in their ability to succeed as they move the matriculation process. For example, in supporting students who lack college readiness, rather than adding pre-requisites or increasing unit values or mandatory labs as has been the typical model at RCC, the discipline secured funding and pioneered the Center for Communication Excellence (CCE). The CCE, now partially institutionalized through non-credit course funding, provides academic support to ALL RCC students for improving their communication skills necessary for academic success in their academic courses. Students voluntarily choose to receive this academic support. Initial data demonstrate increased success rates in corresponding academic courses. These success rates demonstrate the discipline's dedication to maintaining student access and supporting their success while simultaneously maintaining academic standards.

Every COM class in the catalog arguably “fosters critical thinking, develops information and communication skills, expands the breadth of application of knowledge, and promotes community and global awareness.” Communication Studies, with its emphasis on the role of communication in human relationships, has been and continues to be a cornerstone of the goals of general education. The wide variety of course offerings in Communication Studies parallel the offerings at CSU, some UC's and various private universities, transferring as general education, electives, and/or in the major. All course offerings require critical thinking, have components of intercultural communication/sensitivity and promote self-reliance, personal development, and personal responsibility. When Course Outlines of Records (CORs) were revised in Fall 2009 and again in Fall 2010, they were specifically updated with components of the college mission in mind.

The anticipated implementation, in Fall 2011, of the Communication Studies Transfer Model Curriculum (TMC) will allow students to transfer to CSU (and UC's with COM programs) with junior standing supporting the college's and district's mission and strategic goals to increase transfer rates.

Furthermore, the Communication Studies Discipline aligns with the Riverside Community College District's (RCCD) mission, which reads *“Riverside Community College District is dedicated to the success of our students and to the development of the communities we serve. To advance this mission, our colleges and learning centers provide educational and student services to meet the needs and expectations of their unique communities of learners. To support this mission, District Offices provide our colleges with central services and leadership in the areas of advocacy, resource development, and planning.”* The discipline demonstrates its commitment to the “success of our students and to the development of the communities we serve” in every course we teach and in the CCE discussed above and below.

2. Has there been any change in the status of your unit? (if not, skip to #2)
- a. Has your unit shifted departments?
- **Effective Fall 2011, the transition from being named the Speech Communication discipline (SPE) to Communication Studies (COM) should be complete. By Fall 2011, all CORs should be state approved with the new name, after revisions for that purpose in Fall 2009 and Fall 2010.**
  - **Effective April 29, 2011 Communication Studies was recognized as an independent department beginning in the 2011-2012 academic year commencing on July 1, 2011. The discipline is pleased with the change after its ongoing (documented clearly since 2005, but extending back significantly longer) argument about why/how/when to become an independent department.**
- b. Have any new certificates or complete programs been created by your unit?
- **Yes. The discipline has received state approval for its Communication Studies Transfer Model Curriculum (TMC), effective Fall 2011.**
  - **The discipline has made progress towards full institutionalization of the Center for Communication Excellence (CCE). The CCE is a student success center offering VOLUNTARY academic support to ALL RCC students (faculty and staff too). The CCE offers assistance in communication skills (i.e. oral presentation skills, effective listening, communication competence in various settings, and rhetorical principles) relevant to most RCC courses. The CCE is a lab setting funded through enrollment in the noncredit course preceded by a referral that identifies need for additional academic support. The CCE is staffed by full and part-time Communication Studies faculty. In its initial pilot phase (Spring 2009), the CCE was supported solely by basic skills funding. Now, the CCE is subsidized by basic skills funding and is making progress toward the goal of full institutionalization. Full institutionalization requires specific budget line items dedicated to the CCE as well as technology equipment, non-technology equipment and permanent space. Institutionalization of the CCE received informal support of the Board of Trustees. The board particularly supports the CCE as academic support for students that is voluntary.**
- c. Have activities in other units impacted your unit? For example, a new nursing program could cause greater demand for life science courses.
- **The current economic crisis will certainly affect the discipline's inability to meet the continued growth demand for enrollments as well as affecting student access as the district has insisted that cost savings be met through section cuts.**
  - **Administrative demand for section/unit cuts has created a competitive climate amongst units.**
  - **The creation of the Film Studies discipline within the multi-disciplined department created growth units during a time of contraction. The emergence of another discipline has negatively impacted Communication Studies. It created a situation in which proportional cuts became disproportionate to Communication Studies because of its existence in the multi-discipline department.**
  - **Furthermore, sections cuts have been based on the false premise that course offerings were proportionally appropriate and rational to begin with.**
  - **Communication Studies responded to SB 1440 by developing a Communication Studies Transfer Model Curriculum (TMC). The implementation of this TMC will require that ALL included COM classes be offered on a regular schedule to allow students to complete this transfer pattern. Considering the budget crisis and expected future section cuts, it is imperative that COM courses be preserved in a rational, logical way to maintain compliance with state guidelines for SB 1440 AND to allow other students to successfully matriculate in a timely fashion because oral communication is required for all CSU transfers and is a standard course taken for RCCD graduates. (Evidence available in 2010 Comprehensive Program Review)**
  - **Communication Studies is planning ahead for SB1143 through its establishment of its TMC, and its creation of the CCE that is designed to support student success that facilitates degree completion and/or transfer.**
  - **The historical trends of other disciplines' increasing course unit values and additional course requirements (i.e. mandatory lab) have a significant impact on COM's ability to offer its 3 unit courses. For example, if a discipline is asked to cut 6 units, COM must cut two courses while another discipline may only cut one.**

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.
- **Environmental demographics include the current economic crisis resulting in increased demands for course offerings; however, the current budget crisis combined with the unintended unfunded FTES has created further section cuts mandated by the district, despite the fact that we are an open access institution.**
  - **Enrollments range between 100-103% with waitlists that, theoretically, support doubling course offerings.**
  - **The discipline's efficiency meets the 525 expectations.**
  - **For the 2011-2012 academic year, Communication Studies was asked to cut 34 units plus an additional 7 that it "owed" per the email sent from the RCC Office of Academic Affairs on April 7, 2011. This base number represents an additional 7 units from the original requested cuts of 27 in two prior emails from the same office. The request for increasing the units cut from 27 to 34 followed the APC proposal supported by the Senate for how cuts should be handled in 2011-2012. (The APC voted for proportional cuts with an appeal process.) The 7 "owed" units represent the 42 units of growth due to the emergence of Film Studies during a time of contraction. These 42 units were divided among English, COM, Reading and ESL. COM has appealed these additional 7 units on the basis that they are not "owed;" COM should not give up units to support Film Studies, and that asking COM to do so asks COM to cut more than its proportion. This appeal is still pending. (See attached documentation in Appendix A.)**
  - **For the 2009-2010 and 2010-2011 academic years, Communication Studies cut its course offerings proportionately as requested. The problem with proportional cuts is it doesn't take into consideration the logic/rationale of the course offerings in the first place. So, for example, some disciplines MAY have had an overabundance of courses in the first place. This must be evaluated before any more cuts occur.**
  - **THE NEXT ROUND OF CUTS MUST BE GUIDED BY AN ACADEMIC PLAN. This plan MUST INCLUDE, for example, that Communication Studies 1, 1H, 9, 9H, and 6 are the ONLY courses that meet the oral communication requirement. It must also include, for example, that Communication Studies 3 meets the same requirement of English 1B, and does it with less units and without a required lab component. So, Communication Studies 3 costs the college less money to offer and may facilitate a student's ability to matriculate more quickly.**
  - **Institutionalization of the CCE received informal support of the Board of Trustees. The board particularly supports the CCE as academic support for students that is voluntary. Initial results since its pilot in Spring 2009 continue to demonstrate increasing student success in complementary academic courses. The CCE serves between 400-500 students per term via the noncredit course. The Communication Studies discipline continues to search for the appropriate course caps that maximizes the CCE's efficacy.**
  - **The new scheduling grid has had a negative impact on course offerings due to the elimination of 7AM class start times, an inability for students to take back to back classes of varying unit values, and the room shortage created by the lack of overlap in the grid.**
  - **Each department has been given "real estate" and no "off-grid" times have been approved, sometimes creating roadblocks for Communication Studies ability to offer courses in appropriate time frames. With 20 classrooms for the English and Speech Communication Department that has course offerings ranging from 1-5 units, the task is enormous. The department ownership (rather than discipline ownership or rooms identified by unit values for ALL discipline regardless of department) has created competitiveness over space. For example, the department decided to schedule 4-unit classes in 10 classrooms, and then schedule the ESL four-day-a-week classes which resulted in five dedicated classrooms to ESL leaving only 5 classrooms for all 3-unit classes offered within the department. Communication Studies has been put in a position to compete with English Literature, Reading, and Film Studies for the course offerings in these times slots. Communication Studies needs FIVE dedicated classrooms so that the courses are available to students in prime times.**
  - **Further, one premise of the scheduling grid (made during the too-brief discussions about the necessity for the new grid) was for full-time faculty to teach between 8AM-4PM. So, Communication Studies will require those five classrooms to satisfy that premise.**

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.
- **Fill ratios range from 100-103% with waitlists that, theoretically, support doubling course offerings.**
  - **The CCE is designed to improve retention, persistence and degree completion that support student success. The discipline continues to be creative in ways to assist the wide range of students in our courses (including those in need of remediation) through, for example, teaching pedagogy and the CCE.**
  - **Times of contraction demonstrate the necessity of an Academic Master Plan to guide what courses ought to be offered. Communication Studies will continue to participate in discussions regarding the appropriate balancing of course offerings. It will continue to rally for more equitable distribution of units among disciplines based on transfer, AA/AS degree, and CTE requirements. It will also encourage innovative approaches to remediation, such as the CCE.**
  - **In times of growth the discipline will continue to follow a very thorough process for enrollment management by looking at fill ratios/census data to determine day/time and number of courses to offer; the specialty class rotation list for efficient course offerings; balance of course offerings by day/time room availability efficiency; and monitoring class enrollments.**
  - **The discipline will pursue securing at least 5 classrooms for Communications Studies (or at least 4 dedicated all day and an additional 1 dedicated from 8am – 2:20pm) to facilitate effective and appropriate times of course offerings.**
  - **The discipline will continue to work within the Student Success Committee and the Honors program to assess and align the course offerings in order to best serve a range of students.**
  - **The discipline has agreed to course offerings at RCC Innovative Learning Center at Stokoe Elementary and the Rubidoux Annex despite sometimes limited enrollments, which may reflect negatively on our efficiency.**
  - **The discipline also honors requests for specialized locations and times of course offerings for CTE programs such as the Stater Brothers retail certificate which again, may reflect negatively on our efficiency.**
  - **The discipline continues to ensure greater access to courses necessary for transfer through our efforts and relationships with the Articulation office and through our specialty course rotation list.**
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.
- a. **DISCIPLINE GOAL PROGRESS 2010-2011**
- **To be re-established as an independent Communication Studies Department.**
    - ✓ **PROGRESS: Independent department status for the Communication Studies Department was granted by Dr. Azari (communicated by the VP of Academic Affairs) on April 29, 2011 and will become effective on July 1, 2011.**
  - **To continue the growth and institutionalization of the Center for Communication Excellence (CCE) in order to assist basic skills students (and all other students) in our courses to increase success rates beyond the average of 67% (for our core courses).**
    - ✓ **PROGRESS: The CCE is moving forward toward institutionalization and continues to demonstrate supporting student success.**
  - **To increase full-time faculty to meet requirements of AB1725. We also need more full-time faculty to assist in assessment and other accreditation efforts. The college goals as stated in the Academic Master Plan includes "student centeredness, teaching excellence; a learning environment." Full-time faculty help to achieve more student centeredness for students who feel disconnected from part-time instructors who are not required to hold a significant number of office hours and/or become integrated into the broader culture of the college.**

- ✓ **PROGRESS:** Due to the budget crisis, the hiring freeze has prevented any progress on increasing full-time faculty.
- ✓ **PROGRESS:** Current F/T:P/T Ratio is 30:70
- ✓ **PROGRESS:** When the hiring freeze is lifted, the two previously fully funded full-time Communication Studies faculty position must be a college priority to backfill.
- **To continue outreach to part-time faculty.** The State Academic Senate Basic Skills Initiative Survey states “part-time faculty are generally not well integrated into institutional dialogue about pedagogy, curriculum design, program review, or accreditation....Such integration is one of the key predictors of [student] success”.
  - ✓ **PROGRESS:** Interpersonal relationships between full-time and part-time faculty with-in the discipline are stronger than ever before. COM part-time faculty have been more welcomed and included in discipline work (i.e. invitation to all COM discipline meetings, involvement in CCE) One special area of excitement is with the intramural tournament. Part-time COM faculty support the tournament by advertising and registering their students AND by volunteering their time to judge.
- **To continue the discussion regarding offering COM classes via alternative formats (i.e. web-enhance, hybrid, online)**
  - ✓ **PROGRESS:** Discipline members have attended the most recent Blackboard academies (9.1) and are experimenting with web-enhancement. Additionally, the discipline has created work groups to lead discussion about hybrid/online offerings of 4 courses.
  - ✓ **PROGRESS:** The discipline has met with publishers to evaluate their materials to support hybrid and/or online courses.
  - ✓ **PROGRESS;** The discipline has begun initial changes in Curricunet of alternate delivery modalities.
- **To continue the discussion about creating a Communication Studies certificate continues within the discipline.**
  - ✓ **PROGRESS:** The discipline created and has earned state approval for a Communication Studies Transfer Model Curriculum (TMC).
  - ✓ **PROGRESS:** The discipline is continuing discussions on creating a noncredit Communication Studies certificate.
- **To continue to host an intramural speech competition for COM 1 students during the fall and spring semesters.**
  - ✓ **PROGRESS:** The discipline has now hosted 4 highly successful intramural speech competitions to afford COM 1 students an opportunity to showcase what they’ve learned during a semester of public speaking. However, the intramural for Spring 2011 was suspended due to space availability issues and to allow time to re-evaluate minor procedural issues with the tournament.
- **To continue making progress in the assessment cycle.**
  - ✓ **PROGRESS:** The discipline has made significant strides in its assessment cycle. (See assessment section of this unit plan for extensive discussion.)

**b. DEPARTMENT GOALS FOR 2011-2012, ACTIVITIES, SUPPORT NEEDS**

- **In times of contraction and growth, maintain a sufficient and appropriate number of COM course offerings to meet student needs that includes consideration to college priorities of transfer, AA/AS degrees, CTE, basic skills and lifelong learning.**
  - Continue to stress with administration the necessity for greater strategic planning in response to the current financial crisis beyond proportional cuts.
  - Continue to collaborate within shared governance units for appropriate distribution of course offerings among transfer, AA/AS degrees, CTE, basic skills and lifelong learning.
  - Continue to collaborate within shared governance units for appropriate distribution of units for course offerings that meet students’ degree and transfer needs. For example, COM 3 (which is three units increasing student access to courses while decreasing institutional cost) meets the same requirement as ENG 1B (which is four units plus an additional 18 hour mandatory lab requirement in the WRC decreasing student access to course while increasing institutional cost). There is only one section of COM 3 (3 units) per term while there are 10-12 (40-48 units) of ENG 1B per term. 40-48 units are the total number of COM units in a Fall or Spring term for all of its courses combined.
- **To secure the necessary requirements for Communication Studies independent department status: independent budget line items, 5 dedicated classrooms, appropriate location of faculty offices.**

- To make progress in the discussion/implementation of alternative delivery modes for COM courses
- To continue strengthening collegial relationships with COM part-time faculty.
- Increase collaboration between discipline and faculty development so that the discipline can become a greater resource for the college in matters related to communication competence.
- To continue strengthening collegial relationships with all units institution wide.
- To continue to make progress in the assessment cycle.
- Add oral communication as an area requirement for the AA degree.
  - Communication Studies faculty will work with Academic Senate and Curriculum.
- Improve ration of full-time to part time and the ration of dollars devoted to instruction in compliance with AB1725.
- Continue to excite students about the field of communication and work to transfer more students (via the TMC) as Communication Studies majors to CSU, UC and private universities.
- Increase discipline involvement in Communication Studies educationally specific professional organizations to provide better information and access to students.
- To refine the intramural speech tournament.

## 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](mailto: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](http://www.surveymonkey.com/s/P87GBCB), or
3. E-mail a document in another format (e.g., MS Word) to [sloassessment@rcc.edu](mailto: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](mailto:denise.terrazas@rcc.edu) or (951) 222-8053 for your excel spreadsheet so that you may simply cut and paste here.]**

Please complete the following questions:

1. Please describe your discipline's dialogue on assessment results. Where would one find evidence of this dialogue?
  - **The discipline meets bi-monthly and discusses pedagogy successes and areas for improvement. Evidence of this can be found in the discipline minutes under the heading of "Teaching Glows and Woes" and/or "Assessment." The dialogue includes pedagogical practices incorporated into our all Communication Studies courses, pedagogical principles and practices of the CCE as well as discipline events such as the intramural speech competition. The dialogue also includes creating a schedule of assessment for upcoming years which evenly assesses the Student Learning Outcomes (i.e. for the Fall we plan on assessing the odd numbered student learning outcomes for the Spring, we plan on assessing the even numbered student learning outcomes). Our dialogue includes ways to further incorporate our part-time faculty into the assessment process.**
  
2. Please summarize what your discipline learned from your assessments. How do you plan to use the results for improvement within your discipline?
  - **Since the inception of the Center for Communication Excellence, faculty within the Communication Studies discipline (full and part-time) who staff the CCE have had a unique experience in regards to assessment. Because we are able to work with students from various COM courses taught by faculty (2/3 part time) we are able to obtain a broad overview of areas students struggle with which helps us address these issues in our courses. Additionally, the CCE faculty (both full-time and part-time) are able to exchange ideas of great teaching techniques/assignments/activities including pedagogy in order to improve learning and increase student success based on the experiences of providing academic tutoring and support for the students and their various assignments.**
  - **Because the CCE is open to all students, the COM faculty have a broader perspective for helping all RCC students succeed. It has provided COM faculty first hand experience with the hidden remediation that exists in all college level courses at any California community college. We have helped students in various disciplines including but not limited to Sociology, Psychology, Criminal Justice, Reading, Political Science and English. These insights coupled with the experiences specific to COM courses broaden our ability to help our students succeed through assessing students' needs related to college readiness and stumbling blocks to their success.**
  - **The discipline has learned that RCC students seem to need most help with rhetorical principles, listening (i.e. note taking, study habits, understanding assignments), and communication competence. Many students do not understand the appropriate form of impersonal and interpersonal interaction to be successful college students. In addition, students struggle with the research process and outlining within rhetorical principles. Oral presentations and working effectively in groups also prove to be stumbling blocks. The Communication Studies faculty have discussed ways to improve these areas such as the possibility of modular course offerings, research workshops in the CCE as well as creative ideas for course assignments.**
  - **From our dialogue, the Communication Studies faculty have also agreed to postpone the intramural speech competition for the Fall of 2011 in order to take a step back to address areas of weakness which include judging rubrics, competition brackets and the competition categories. We will resume this competition in the Spring 2011 with the improved modifications.**

3. To what extent, and how, do your assessment results support your resource requests?
- **Our assessment results significantly support our resource requests.**
  - **Our assessment results reinforce our need for space and equipment for the Center for Communication Excellence (please refer to section 1. “Staff Needs” number 3; section 2. “Equipment” number 1; “Technology” number 1; “Facilities” number 1) which has proven to be a tremendous benefit to all students (faculty and staff too).**
  - **Our assessment results reinforce our need to improve the full-time to part-time ratio from its current 30:70. Increasing full-time faculty will facilitate greater involvement in assessment efforts necessary to improve student learning.**
  - **Through our assessment of the intramural speech competition, we have learned that in order for it to continue to be a successful and meaningful event for our students (one which we hope to continue for years to come) we need resources (please refer to section 4. “Other Needs” numbers 1 and 2) to increase student participation and excite students about communication.**
  - **Because Communication Studies provides students with theories and skills that meets their needs for being successful college students the CCE must become fully institutionalized to continue its support of student learning. Communication Studies courses must be a priority as the college continues its conversations of distributions of course offerings among the fixed amount of FTES given to the college.**
4. What are your plans for further course based assessment in the upcoming academic year (i.e. additional courses or reassessment)?
- **Our plan is to continue to assess and discuss at discipline meetings and to encourage more participation from part-time faculty in those discussions. As a newly established department, we will meet three times per month; one meeting dedicated specifically to discuss assessment.**

## **II. Program Learning Outcome (PLO) Assessment NOT APPLICABLE AT THIS TIME**

# Instructional Unit Plan Update

## C. Human Resource Status

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)
<b>Communication Studies</b>	<b>4 Full Time Faculty (non-Forensics)</b>	<b>16</b>
<b>Communication Studies</b> <b>*When the hiring freeze is lifted, these two positions must be backfilled!</b>	<b>2 formerly fully funded unfilled vacant positions (Formerly - 2 Full Time Faculty)</b>	<b>0</b>
<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)
<b>English Dept. and Comm. Studies Dept. (Shared among 2 departments, 6 disciplines and about 140 faculty)</b>	<b>1 IDS</b>	<b>0</b>
<b>English Dept. and Comm. Studies Dept. (Shared among 2 departments, 6 disciplines and about 140 faculty)</b>	<b>1 Clerk/Typist (for Spring 2011, this position was only filled in a part-time capacity)</b>	<b>0</b>

**1. Staff Needs**

**NEW OR REPLACEMENT STAFF (Faculty or Classified)<sup>i</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> <i>Rationale: (All criteria in APC Ranking Rubric must be addressed and included in rationale).</i>		
1.	<p><b>FACULTY - Full-time tenure track (3 Positions)</b> Reason:</p> <ul style="list-style-type: none"> <li>• NON-COMPLIANCE with AB1725.</li> <li>• 1a &amp; 1b: Ratio of full-time to part-time 30% FT; 70% PT</li> <li>• 1c: Students served based on enrollment load: our class caps are 30 and each full time faculty (4 total) teaches 5 classes per semester. Each of these faculty serves the equivalent of 150 students per semester, 300 per year, 1200 total. The discipline serves approximately 3500 students per year of which part-time faculty are teaching approximately 1500 of those students. As such, full-time faculty serves approximately 1/3 of our students.               <ul style="list-style-type: none"> <li>○ COM 1, 1H, 6, 9 &amp; 9H are the ONLY courses to meet the CSU transfer requirement of “oral communication”.</li> <li>○ In addition to being the only courses which meet the “oral communication” requirement, another rubric qualifier that is met is “institutional demands for specialty course offering” as well as the inclusion of COM courses in the Areas of Emphasis and its new Transfer Model Curriculum that will be measured according to number of students completing the TMC and transferring</li> <li>○ Within the description of community college is that it is also a transfer institution. Every one of our courses (except COM 51) help students achieve transferability. Communication skills are expected in the job market. COM 1 &amp; 9 are mostly necessary to matriculate through RCC. All COM courses (except COM 51) meet transfer requirements for CSU and a majority of private institutions. All COM courses improve the quality of students’ lives and the student experience at RCC. For example, COM 1 teaches students researching skills, organization, clear expression of ideas, and professionalism. COM 9 provides students with skills to improve the quality of their relationships in business, family, school, etc.</li> </ul> </li> <li>• 2a. Again, all courses meet some sort of transfer requirement. (COM 1, 1H, 6, 9 &amp; 9H are the ONLY courses to meet the CSU transfer requirement of “oral communication”.) Our courses are also a component of several certificates, a requirement in the Nursing Program, various Areas of Emphases and the TMC.</li> <li>• 2b. More faculty are required to carry the weight of department demands including, for example, the intramural speech tournament each semester. This is a significant time commitment from all members of the discipline.</li> </ul>	<p>2 = R 1 = N</p>	<p><b>106,000 (approx.) EACH</b></p>

	<ul style="list-style-type: none"> <li>• 3. Prior to the contraction demanded of the economic crisis, Communication Studies had been experiencing steady growth. For example, enrollment increased 38% from Fall 2006 to Fall 2008. It increased 14% from 2006-2007 and 19% from 2007-2008. Even in the current budget situation, enrollment increased 5% from Fall 2009 – Fall 2010, as did efficiency. Efficiency in Fall 2009 was 560 which is much higher than the goal of 525. <ul style="list-style-type: none"> <li>○ In times of contraction, what the college ought to be offering must be its primary consideration in light of its priorities within its mission. Communication Studies ought to be ranked in the top priorities based on the variety of students’ needs the courses meet. Because institutions of higher education do not operate on free market principles, and instead, supply determines demand, the college must be very strategic in planning its course offerings. Communication Studies must play a central and significant role in those plans of course offerings. Communication skills are expected in the job market. COM 1 &amp; 9 are necessary to matriculate through RCC. All COM courses (except COM 51) meet transfer requirements for IGETC, CSU and a majority of private institutions all influencing enrollment. Additionally, COM 1, 1H, 6, 9 &amp; 9H are the ONLY courses to meet the CSU transfer requirement of “oral communication”.</li> <li>○ Due to the economic downturn, enrollment demands are expected to continue to rise while course sections are cut. Additionally, the Educational Master Plan expects 54% growth for the discipline between 2006 and 2024.</li> <li>○ The creation of the Transfer Model Curriculum is anticipated to have an impact in increasing enrollments. The college will be measured based on how many students transfer due to the TMC as a component of SB1440 and anticipated SB1143.</li> </ul> </li> <li>• 4. The college goals as stated in the Academic Master Plan includes “student centeredness, teaching excellence; a learning environment.” Full-time faculty help to achieve more student centeredness for students who feel disconnected from part-time instructors who are not required to hold a significant number of office hours and/or become integrated into the broader culture of the college. The State Academic Senate Basic Skills Initiative Survey states “part-time faculty are generally not well integrated into institutional dialogue about pedagogy, curriculum design, program review, or accreditation....Such integration is one of the key predictors of [student] success”. We also need more full-time faculty to assist in assessment and other accreditation efforts.</li> <li>• 5. ALL Communication Studies courses improve the quality of the student experience. For example, COM 1 teaches students researching skills, organization, clear expression of ideas, and professionalism, concepts necessary to success in all other courses. COM 9 provides students with skills to improve the quality of their relationships in business, family, school, etc.</li> </ul> <p><b><i>Duplicate request made in last 4 year’s annual program reviews as well as comprehensive program review. Need not yet met. Three new/replacement hires will only increase Communication Studies to 64% courses taught by full-time faculty members without even taking student enrollment demands into consideration. Four new/replacement hires will increase Communication Studies to 75% courses taught by full-time faculty members. This would be a first for our discipline, and assist in furthering discipline, department, campus, district, board and outside agencies goals/directives.</i></b></p>		
2.	<p><b>Research and Assessment Specialist</b></p> <p><b>Reason:</b> Accrediting Commission for Community and Junior Colleges Standard I.B.3 requires that a college use, “quantitative and qualitative data in its assessment of progress toward stated goals and in the decision making</p>	<b>N</b>	<p><b>Range 23 4,560/mont h Plus health</b></p>

	<p>process of the institution.” RCC’s Mission states that the goal of the college is to provide high quality education and to help students progress toward their goals. In order to meet ACCJC standards, RCC must assess the quality of the education provided to its students in the progress toward their goals. Currently, the analysis of data is the responsibility of Institutional Research which is a district entity. The Institutional Research team provides Unit Plan data and Comprehensive Program Review data; however, more individualized or campus-based discipline or departmental projects regarding student success, effectiveness of course offerings or student support, are often delayed. Although the Institutional Research team attempts to be responsive to all college and district needs, it cannot meet the needs of all the entities it serves in a timely manner. This results in an unintentional delay of projects and decisions based on assumptions rather than data. To best meet these needs, RCC should have a Research and Assessment Specialist who creates and coordinates reports on educational evaluation, research, and assessment and provides informed analysis and interpretation of the reports for disciplines, departments and deans at the college level. The lost funding, for example, of the excellent work of Dr. Koh must be replaced. Dr. Koh was able to provide the type of college specific data and analysis that is necessary. For example, Dr. Koh assisted the Communication Studies faculty in analyzing the efficacy of the CCE. It was with her assistance that we received both the data and the analysis needed to understand that the CCE was, in fact, helping students learn and succeed.</p>		
<p>3.</p>	<p><b>Student Worker for CCE</b></p> <p><u>Reason:</u> As the CCE grows each semester, in terms of students served, (104 students served in Spring 2009, 222 students served in Fall 2009, approximately 450-500 students served Spring 2010, Fall 2010 and Spring 2011), the faculty who staff the CCE are unable to effectively provide academic treatment to students <u>AND</u> to handle the logistics of running the CCE (i.e. helping students enroll in ILA 800, helping students log in/out of CI track, assisting with technology needs, advertising, setting up equipment, breaking down equipment). A student worker could handle the logistical needs of the CCE while the faculty functioned in their assigned role as content experts. These workers are critical for helping the CCE to support students in reaching their goals and to allow faculty to focus on instruction while staffing the CCE.</p>	<p>N</p>	<p><b>\$8 per hour x 40 hours per week = \$320 per week or \$10,240 annually NOTE: Any Amount Will Help!</b></p>

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

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>  <i>Rationale:</i> RCC Academic Master Plan: Values – learning environment-- “to provide and maintain state-of-the-art equipment;” 2) Campus Goals – “essential to delivery of instruction—increase successful course completion with supplemental/alternative instruction; persistence; improving student learning outcomes.” Currently, only about one half of the Quad classrooms are equipped with document cameras. All classrooms should contain the same type and quality of equipment to ensure equity in instruction and learning. Document cameras should be replacing the old overhead projectors.</p>	I	\$2500 w/installation	1	\$2500
1.	<p><b>CCE Furnishing (When the CCE is moved to a permanent space) – The district/campus likely owns much of this and it will just need to be relocated.</b></p> <ul style="list-style-type: none"> <li>• Tables (4)</li> <li>• White board (2)</li> <li>• File/Storage cabinets (1)</li> </ul> <p><u>Reason:</u> The discipline is exploring ways to increase student success. With the wide range of student diversity in our courses including many basic skills students, there are limited resources for additional academic help outside the classroom. Prior to the CCE, students were limited to faculty office hours and peer tutoring. Availability of peer tutors is inconsistent. Part time faculty who serve more than 2/3 of our COM students, are only required minimal office hours. Thus, the Center for Communication Excellence has been created. The CCE is a student success center offering VOLUNTARY academic support to ALL RCC students (faculty and staff too). The CCE offers assistance in communication skills (i.e. oral presentation skills, effective listening, communication competence in various settings, and rhetorical principles) relevant to most RCC courses. The CCE is a lab setting funded through enrollment in the noncredit course preceded by a referral that identifies need for additional academic support. Since opening in March 2009, student response has been positive and the CCE has been endorsed by the Board of Trustees. The Board specifically commented on the merits of the volunteer nature of the CCE and that the lab is open to all RCC students. The CCE is open to all students and demonstrates supporting student success in complementary academic courses. Campus Goals- “clear alignment with campus goals and</p>	I	No Cost-Items possibly in surplus		

	<p>strategic initiatives. Essential to the delivery of instruction for student service;" also Campus Strategic Initiatives – “increase course retention, successful course completion, and student term-to-term persistence.” The Academic Master Plan also states as a value – learning environment “to provide and maintain state-of-the-art equipment” &amp; 2) Campus Goals – “essential to delivery of instruction— increase successful course completion with supplemental/alternative instruction; persistence; improving student learning outcomes.” This equipment will be critical for helping the CCE to support students in reaching their goals and to allow faculty to focus on instruction while staffing the CCE. This also supports the strategic initiatives for innovation in supporting student success and serves a dual purpose of a student engagement center.</p>				
<p>2.</p>	<p><b>Document Cameras for Quad classrooms</b>  <u>Reason:</u> --APC rubric: “supporting students in their goals” &amp; “supporting faculty in their teaching”: values – learning environment – “to provide and maintain state –of-the-art-equipment;” college goal – “essential to delivery of instruction—increase successful course completion with supplemental/alternative instruction; persistence; improving student learning outcomes.” Currently, only 12 of the 42 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.  --APC rubric: “obsolescence” Document cameras should be replacing the current overhead projectors: 1) there is a limited # of overhead projectors with no plans to purchase new ones; 2) despite semester-long faculty requests for overhead projectors in classrooms, other instructors spontaneously remove the overhead projectors for use in their own classrooms without returning them to the original classroom; 3) IMC is faced with budget issues as well and replacement parts for overhead projectors is limited or non existent.</p>	<p>I</p>	<p>Cost =  \$1755.29  each + tax +  3% shipping  with  \$500/room  installation  fee</p>	<p>30</p>	<p>\$5,265.87  + tax and  shipping</p>

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

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

Annual TCO\*

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?	Cost per item	Number Requested	Total Cost of Request
EX	Two Network printers for department Rationale: There are more than 20 full-time faculty utilizing this printer to develop instructional materials. Current printer >10 years old and high volume usage causes frequent breakdowns. Functioning equipment is critical to meeting the needs of our students, department goals and course SLOs.	R=1 N=1	C	Work-room	Yes	>20	Y	\$1100	2	\$2200
1.	<b>Desktop computers (with internet, Ethernet, Webcams, Microphones/Headphones, etc.) Center for Communication Excellence (CCE).</b> The CCE is in a temporary location with technology on loan from the Dean of Academic Support. Thus, we need permanent equipment for our permanent space. Reason: Obsolescence & required to support students in their goals. The discipline is exploring ways to increase student success. With the wide range of student diversity in our courses including many basic skills students, there are limited resources for additional academic help outside the classroom. Prior to the CCE, students were limited to faculty office hours and peer tutoring. Availability of peer tutors is inconsistent. Part time faculty who serve more than 2/3 of our COM students, are only required minimal office hours. Thus, the Center for Communication Excellence has been created. The CCE is a student	N	C	CCE	NO	Entire RCC Population (students, faculty, staff, community)	N/A	\$1200	10	\$12000

<p>success center offering VOLUNTARY academic support to ALL RCC students (faculty and staff too). The CCE offers assistance in communication skills (i.e. oral presentation skills, effective listening, communication competence in various settings, and rhetorical principles) relevant to most RCC courses. The CCE is a lab setting funded through enrollment in the noncredit course preceded by a referral that identifies need for additional academic support. Since opening in March 2009, student response has been positive and the CCE has been endorsed by the Board of Trustees. The Board specifically commented on the merits of the volunteer nature of the CCE and that the lab is open to all RCC students. The CCE is open to all students and demonstrates supporting student success in complementary academic courses. Campus Goals- “clear alignment with campus goals and strategic initiatives. Essential to the delivery of instruction for student service;” also Campus Strategic Initiatives – “increase course retention, successful course completion, and student term-to-term persistence.” The Academic Master Plan also states as a value – learning environment “to provide and maintain state-of-the-art equipment” &amp; 2) Campus Goals – “essential to delivery of instruction—increase successful course completion with supplemental/alternative instruction; persistence; improving student learning outcomes.” This equipment will be critical for helping the CCE to support students in reaching their goals and to allow faculty to focus on instruction while staffing the CCE. This also supports the strategic initiatives for innovation in supporting student success and serves a dual purpose of a student engagement center.</p>									
--	--	--	--	--	--	--	--	--	--

**1. Facilities Needs Not Covered by Current Building or Remodeling Projects\*<sup>iv</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	<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><b>Permanent space for the Center for Communication Excellence (CCE) – Ideal space would be very similar to the STEM Center’s (MLK 222) set up but larger- Space needs to be one large work area with at least 2 small rooms attached that can be used as sound proof areas and storage.</b></p> <p>Reason: The temporary space provided in AD 125(Thank you to Academic Support for finding the space) is adequate for long term placement however the building is scheduled to be converted to the RCC Welcome Center. At that time, the CCE will be homeless. Thus, we are looking to secure permanent space. The space needs to allow students sufficient room to practice communication skills on video in a sound proof area (this is an essential component of the CCE) as well as space for at least 15 student work stations and 1 instructor station. This is a program requirement because this program cannot be efficient or effective without an appropriate workspace. Finally, COM programs, like the CCE, help to achieve a variety of campus and district goals. This request aligns with the Academic Master Plan in that it will help “create an atmosphere” of pride and professionalism for students and staff in the CCE (p. 5). This request also aligns with the District’s strategic goal of “strengthen[ing] the bonds within the college community” (p. 7) This space is critical for helping the CCE to support students in reaching their goals and to support faculty in their instruction while staffing the CCE.</p>	<p>Unknown until location is secured.            \$420 per square foot for any remodel for soundproof room –  <b>For new construction about \$420,000 - STRATEGIC INPUT</b></p>
2.	<p><b><u>SPACE ALLOTMENT: Clustered offices for COM Faculty</u></b></p> <p>Reason: Offices are currently “owned” by departments and movement is determined by seniority. With Communication Studies becoming its own department (separating from English and Speech Communication), it would be inappropriate for the current most senior discipline member’s office (very small and no window) to become the “nicest office” ever available to a Communication Studies faculty member. Communication Studies must be included within the current department rotation of offices by seniority OR be given a cluster of offices that does not limit the Communication Studies faculty to the least desirable (i.e., no windows, small, undesirable location) offices available. Preferably, an acceptable cluster (those that have windows, size and location relevant to positions of seniority) of offices is desired that allows for proximity of full-time faculty offices near each other and to the department office (IDS). This will help build community and facilitate effective discipline communication.</p>	<p><b>NONE-STRATEGIC INPUT</b></p>

	<p>It will also increase student access to help increase student success and persistence through engagement with faculty. The clustered and appropriate (windows, size, and location relevant to positions of seniority) office space can help students find instructors with ease and thus will support them in reaching their goals as that students who visit office hours have higher success rates. Also, with the increasing time demands on faculty, clustered office will help with efficiency and will better support faculty in their teaching, with assessment and in professional development. Finally, some COM faculty are currently in isolated locations creating a safety risk.</p>	
3.	<p><b>Remodel/ relocation of wires and wire covers in all Quad classrooms (located behind instructor work station)</b></p> <p><u>Reason:</u> The existing wire covers in all of the quad classrooms are UNSAFE. Faculty (and students) walk in the area to write on the whiteboard during class lecture/discussion. Faculty (and students) can trip and have tripped on the cord covers. While this may create expense for the district/campus, it will certainly pale in comparison to the workers compensations costs accrued if/when faculty (or students) injure themselves. Safety and compliance issue as well as an ADA issue.</p>	<p><b>Unknown – STRATEGIC INPUT</b></p>
4.	<p><b>REMODEL: 4 Classrooms with a soundproof video booth (booth should be built between two classrooms to reduce cost and maximize space usage)</b></p> <p><u>Reason:</u> Enhance student learning with immediate feedback. Students can view their own and others' speeches with or without instructor commentary. This request will assist students as they work to reach their goals and will support faculty in their teaching. Furthermore, it will provide an opportunity for authentic assessment.</p>	<p><b>\$420 per square foot for remodeling</b></p>
5.	<p><b>Panic Buttons installed in all classrooms and learning centers</b></p> <p><u>Reason:</u> In its 1999 report, "The Appropriate and Effective Use of Security Technologies in U. S. Schools," the national Institute of Justice describes that some form of "duress alarm devices" is crucial to crisis management in any situation of "extreme urgency or discretion (because of an intimidating situation) or because of the vulnerable location of the person summoning help." Because classrooms are enclosed and therefore vulnerable spaces, faculty, and students require an immediate alert system for situations involving harassment or violence. This request addresses the "Safety and Compliance" section of the APC rubric through OSHA regulations as well as provide a safer teaching and learning environment for instructors and students.</p>	<p><b>\$22,495</b></p>

**Professional or Organizational Development Needs Not Covered by Current Budget\*<sup>v</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. 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.	<b>Funding to include part time faculty in assessment (ongoing need)</b> <u>Reason:</u> ACCJC accreditation standards require that faculty are assessing their teaching but with part-time faculty already disadvantaged by lack of job security, benefits and office space, this is difficulty to accomplish. A stipend for completion of assessment, as has been the practice for 2010-2011 will increase the participation of part-time faculty. Ultimately the assessment results will support faculty in their teaching which will support student in their goals.	\$100	40	\$4000
2.	<b>Special Projects Funding to create Communication Studies non-credit courses / COM practicum's</b> <u>Reason:</u> With the implementation of the Comm. Studies Transfer Model Curriculum, the discipline expects increased and consistent enrollments in COM courses. Additionally, the CCE serves all RCC students in areas of communication. Thus, to support students in reaching their goals, the discipline would like to develop non-credit courses/practicum to allow students enhanced learning opportunity.	.2	2	\$8000
3.	<b>Paid Membership and Conference Attendance for WSCA (Western States Comm. Association)</b> <u>Reason:</u> To support faculty in professional development and assist COM faculty and students in their efforts to find research and remain informed about new breakthroughs in the field in order to help students reach their academic goals and to support faculty in their teaching and assessment efforts. The accompanying journals provided by department membership could be housed in the library.	\$122.50 (dept. membership) + 160 (conference)	1 & 4	\$122.50 + \$640
4.	<b>Paid Membership and Conference Attendance for NCA + 4 publications (National Comm. Association)</b> <u>Reason:</u> To support faculty in professional development and assist COM faculty and students in their efforts to find research and remain informed about new breakthroughs in the field in order to help students reach their academic goals and to support faculty in their teaching and assessment efforts. The accompanying journals provided by department membership could be housed in the library.	\$150 + \$140 (dept. membership) + 195 (conference)	1 & 4	\$290 + \$780

## 2. Student Support Services

RANK	<p align="center"><b>List Student Support Services Needs for the Academic Year.</b></p> <p><b>Please justify and explain each request based on rubric criteria.</b> 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>vi</sup>.</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><u>Rationale:</u> Centralized student support services</p>	STRATEGIC INPUT
2.	<p><u>Rationale:</u></p>	
3.	<p><u>Rationale:</u></p>	
4.	<p><u>Rationale:</u></p>	
5.	<p><u>Rationale:</u></p>	

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

<b>RANK</b>	<b>List Library Needs for Academic Year. Please justify and explain each request based on rubric criteria.</b> 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.	<b>Annual TCO</b>
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 &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></p> <p><u>Rationale:</u> <i>The library and its databases are vital components of the courses within our discipline. For students to fully achieve student learning outcomes within their courses, this integral component of students' access must be returned to its original capacity. Faculty rely on these critical resources as part of their instruction.</i></p>	
1.	<p><b>Databases which access academic journals in Interpersonal Communication, Communication Studies, Human Communication, Rhetoric, speech (most are published by and affiliates of National Communication Association or Western States Communication Association)</b></p> <p><u>Reason:</u> COM 1H and 9H are now viable components of the Honors program and require students to explore scholarly research in the area of rhetoric, public speaking and interpersonal communication. Without databases to search, students and instructors may be unable to meet the standards proposed in the Course Outlines of Record and risk the loss of transferability and HTCC certification. Thus, these databases are required to support students in their goals, support faculty in their teaching and assessment.</p> <p><b>Communications &amp; Mass Media Complete</b> This online subscription database includes full text access to 450 journals to subjects related to the fields of communication studies and mass media. Notable titles include ten publications from the National Communication Association: <i>Communication &amp; Critical/Cultural Studies, Communication Education, Communication Monographs, Communication Teacher, Critical Studies in Media Communication, Journal of Applied Communication Research, Journal of International &amp; Intercultural Communication, Quarterly Journal of Speech, Review of Communication, and Text &amp; Performance Quarterly.</i> For more regional concerns, content from the Western States Communication Association -- <i>Communication Reports</i>, and <i>Western Journal of Communication</i> is also provided.</p>	(\$1,780 estimate for 2012)
2.	<p><b>Library databases which span disciplines (including but not limited to: ProQuest, Humanities International Complete, CQ Weekly)</b></p> <p><u>Reason:</u> See above. Without databases to search, students and instructors may be unable to meet the standards proposed in the Course Outlines of Record and risk the loss of course transferability. Thus, these databases are required to support students in their goals, support faculty in their teaching and assessment.</p>	<p>ProQuest National Newspapers Core (\$8,892.00 estimate for 2012) **</p> <p>Humanities International Complete (\$3,368.00 estimate for 2012) **</p> <p>CQ Weekly (\$2,041.00 estimate for 2012)</p>
3.	<p><b>Extended library hours</b></p> <p><u>Reason:</u> Existing cuts to the library's operating hours has a negative impact on the learning opportunities for the students at RCC. (Summer '10 – Cut 16 hours/week; Fall '10 – Cut 11.5 hours/week + no Saturday hours and no extended finals hours; Winter '11 – Cut 16 hours/week; Spring '11 – Cut 11.5 hours/week + no Saturday hours and no extended finals hours.) Many</p>	<p><b>\$38,000</b></p> <p>(This is half of what the library indicates is required for full reinstatement of hours; half is appropriate given the current budget)</p>

	<p>students are learning how to effectively research. Without the assistance of the librarians students will be at a disadvantage. This is especially critical for the large number of student who are working on basic skills and for those who do not own their own computers. With the declining emphasis on finding quality information (via the over-reliance on Google or yahoo for information), encouraging students to read and discover (rather than to rely on what the media tells them) is more important than ever. What better place to read and discover than the library? So the library hours support students in their goals and support faculty in their teaching and assessment.</p>	<p>crisis. Saving course sections and offerings is a higher priority.)</p>
--	---	--

Unit Name: **Communication Studies**

### 3. Learning Support Center Services

RANK	<p><b>List Learning Support Center Services Needs for Academic Year. Please justify and explain each request based on rubric criteria.<sup>8</sup></b> 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.</p>	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>  <i><u>Rationale:</u> Students in our discipline have benefited greatly from the SI's. In the 2007-2008 academic year, students who participated in SI had a 62.1% success rate in comparison to 24.7% who did not participate in SI, a difference of 37.4% between the two groups. Students need the assistance of SI's to succeed with course student learning outcomes. Faculty with SI's have continuously expressed the benefit of receiving professional development for SI instructional strategies and the in-class and out-of-class support SI provides to their instruction.</i></p>	\$2400 per semester per SI	10 SI's x 2 semesters = 20	\$48,000	O
1.	<p><b>Permanent space for the Center for Communication Excellence (CCE) – Ideal space would be very similar to the STEM Center's (MLK 222) set up but larger. Space needs to be one large work area with at least 2 small rooms attached that can be used as sound proof areas and storage.</b>  <u>Reason:</u> The temporary space provided in AD 125(Thank you to Academic Support for finding the space) is adequate for long term placement however the building is scheduled to be converted to the RCC Welcome Center. At that time, the CCE will be homeless. Thus, we are looking to secure permanent space. The space needs to allow students sufficient room to practice communication skills on video in a sound proof area (this is an essential component of the CCE) as well as space for at least 15 student work stations and 1 instructor station. This is a program requirement because this program cannot be efficient or effective without an appropriate workspace. Finally,</p>	\$420 per square foot	\$1000 square feet	\$420000	OT

	<p>COM programs, like the CCE, help to achieve a variety of campus and district goals. This request aligns with the Academic Master Plan in that it will help “create an atmosphere” of pride and professionalism for students and staff in the CCE (p. 5). This request also aligns with the District’s strategic goal of “strengthen[ing] the bonds within the college community” (p. 7) This space is critical for helping the CCE to support students in reaching their goals and to support faculty in their instruction while staffing the CCE.</p>				
2.	<p><b>CCE Furnishing (When the CCE is moved to a permanent space) – The district/campus likely owns much of this and it will just need to be relocated.</b></p> <ul style="list-style-type: none"> <li>• Tables (4)</li> <li>• White board (2)</li> <li>• File/Storage cabinets (1)</li> </ul> <p><u>Reason:</u> The discipline is exploring ways to increase student success. With the wide range of student diversity in our courses including many basic skills students, there are limited resources for additional academic help outside the classroom. Prior to the CCE, students were limited to faculty office hours and peer tutoring. Availability of peer tutors is inconsistent. Part time faculty who serve more than 2/3 of our COM students, are only required minimal office hours. Thus, the Center for Communication Excellence has been created. The CCE is a student success center offering VOLUNTARY academic support to ALL RCC students (faculty and staff too). The CCE offers assistance in communication skills (i.e. oral presentation skills, effective listening, communication competence in various settings, and rhetorical principles) relevant to most RCC courses. The CCE is a lab setting funded through enrollment in the noncredit course preceded by a referral that identifies need for additional academic support. Since opening in March 2009, student response has been positive and the CCE has been endorsed by the Board of Trustees. The Board specifically commented on the merits of the volunteer nature of the CCE and that the lab is open to all RCC students. The CCE is open to all students and demonstrates supporting student success in complementary academic courses. Campus Goals- “clear alignment with campus goals and strategic initiatives. Essential to the delivery of instruction for student service;” also Campus Strategic Initiatives – “increase course retention, successful course completion, and student term-to-term persistence.” The Academic Master Plan also states as a value – learning environment “to provide and maintain state-of-the-art equipment” &amp; 2) Campus Goals – “essential to delivery of instruction—increase successful course completion with supplemental/alternative instruction; persistence; improving student learning outcomes.” This equipment will be critical for helping the CCE to support students in reaching their goals and to allow faculty to focus on instruction while staffing the CCE. This also supports the strategic initiatives for innovation in supporting student success and serves a dual purpose of a student engagement center.</p>				<p><b>2,000</b> (dependent on space allocation – see facilities request)</p>
3.	<p><b><u>Desktop computers (with internet, Ethernet, Webcams, Microphones/Headphones, etc.) Center for Communication Excellence (CCE).</u></b> The CCE is in a temporary location with technology on loan from the Dean of Academic Support. Thus, we need permanent equipment for our permanent space.</p> <p><u>Reason:</u> Obsolescence &amp; required to support students in their goals.</p> <p>The discipline is exploring ways to increase student success. With the wide range of student diversity in our courses including many basic skills students, there are limited resources for additional academic help outside the classroom. Prior to the CCE, students were limited to faculty office hours and peer tutoring. Availability of peer tutors is inconsistent. Part time faculty who serve more than 2/3 of our COM students, are only required minimal office hours. Thus, the Center for Communication Excellence has been created. The CCE is a student success center offering VOLUNTARY academic support to ALL RCC students (faculty and staff</p>	I	10	\$12000	OT

	<p>too). The CCE offers assistance in communication skills (i.e. oral presentation skills, effective listening, communication competence in various settings, and rhetorical principles) relevant to most RCC courses. The CCE is a lab setting funded through enrollment in the noncredit course preceded by a referral that identifies need for additional academic support. Since opening in March 2009, student response has been positive and the CCE has been endorsed by the Board of Trustees. The Board specifically commented on the merits of the volunteer nature of the CCE and that the lab is open to all RCC students. The CCE is open to all students and demonstrates supporting student success in complementary academic courses. Campus Goals- “clear alignment with campus goals and strategic initiatives. Essential to the delivery of instruction for student service;” also Campus Strategic Initiatives – “increase course retention, successful course completion, and student term-to-term persistence.” The Academic Master Plan also states as a value – learning environment “to provide and maintain state-of-the-art equipment” &amp; 2) Campus Goals – “essential to delivery of instruction—increase successful course completion with supplemental/alternative instruction; persistence; improving student learning outcomes.” This equipment will be critical for helping the CCE to support students in reaching their goals and to allow faculty to focus on instruction while staffing the CCE. This also supports the strategic initiatives for innovation in supporting student success and serves a dual purpose of a student engagement center.</p>				
4.	<p>Centralized Academic Student Support Services modeled like the CCE for interdisciplinary support available to ALL RCC students. (i.e. Chaffey’s Student Success Center)</p>			STRATEGIC INPUT	

<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.**

**4. 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	<i>Our unit needs money for tournament awards in the form of scholarships to increase participation. 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>	\$100	5 scholarships per year	\$500	O
1.	<b>Funding for Intramural Speech Tournament Awards (Scholarships)</b> Reason: Increase student participation which will enhance students overall learning experience at RCC as well as student access and persistence. Additionally, the intramural tournament serves as an assessment opportunity.	\$300 per tourney	2	\$600	O
2.	<b>Funding for Intramural Speech Tournament Supplies</b> Reason: Increase student participation which will enhance students overall learning experience at RCC as well as student access and persistence. Additionally, the intramural tournament serves as an assessment opportunity.	\$150 per tourney	2	\$300	O
3.	<b>Plan to replace electronic equipment in Quad classrooms</b> Rationale: <b>STRATEGIC INPUT</b> – Technology in the classroom has become a staple of most courses taught in the Ab Brown Quadrangle. While the current hardware and software are largely sufficient, they will soon become obsolete. The hardware is already about 4 years old. The Riverside City College goal to develop and maintain a culture of innovation requires that the college “Refine and implement a Technology Plan that will utilize advances in information technology to improve effectiveness of instruction, Student Services and Administration”. Great strides have been made by the Technology Advisory Group to develop a comprehensive plan and the IT audit provided some guidance however, Quad classroom needs have not yet been included into the planning process. (Hardware= Desktop, Sound system, Video Playback equipment, LCD Projectors etc. Software= Operating system, Microsoft Office, etc.)	<b>None – STRATEGIC INPUT</b>			

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

## APPENDIX

# COM Unit Review Appendix A

COM having to cut an additional seven units creates Communication Studies expected proportional cuts to be proportionately higher than most other disciplines. This request is resulting from Communication Studies' location in the multi-disciplined department. As discussed within the unit review document, the emergence of Film Studies within the five (now six) disciplined department in a time of contraction resulted in the unaccounted 42 units in 2009-2011 that appeared as if the department had not made its proportional cuts. Those 42 units were divided among COM, Reading, English and ESL. The result is that COM's proportional cuts will actually result in COM being cut disproportionately higher than other disciplines to support the existence of Film Studies. Communication Studies should not have to bear this burden simply because of its current departmental affiliation. For 2011-2012, Communication Studies should at least get to retain those additional seven "owed units" which are not, in fact, "owed". Further, COM units should not be cut proportionately because it is a disservice to the students. The following five reasons support this disservice: 1) Ed Code requirements that clearly state the missions of the community colleges within the State's Educational Master Plan; 2) CSU transfer requirements; 3) RCCD AA/AS degree requirements; 4) the current proportions/ distributions of disciplines' units are imbalanced according to 1-3; and 5) the expectations of business and industry. Solutions will also be offered based on the understanding that the cuts must be done. This understanding invites a suggestion for the shifting of units based on the data and logic presented below.

### **FIVE REASONS WHY CUTTING COM UNITS PROPORTIONATELY IS A DISSERVICE TO STUDENTS**

#### **1.) EDUCATION CODE REQUIREMENTS CLEARLY STATE THE MISSIONS OF THE COMMUNITY COLLEGES WITHIN THE STATE'S EDUCATIONAL MASTER PLAN FOR ITS THREE-PRONGED SYSTEM**

1. Education Code, Section 66010.4 states [emphases mine]

"The missions and functions of California's public and independent segments, and their respective institutions of higher education shall be differentiated as follows:

- (a)(1) The California Community Colleges shall, **as a primary mission, offer academic and vocational instruction** at the lower division level for both younger and older students,

including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.

- (2) **In addition to the primary mission of academic and vocational instruction,** the community colleges shall offer instruction and courses **to achieve** all of **the following:**
- (A) *The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.*
- (B) *The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges*
- (C) **The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.**
- (3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement."

2. The primary missions of the community colleges are to offer academic and vocational instruction.

Remediation is secondary. How remediation is provided is not clearly delineated as being only achieved through specific course offerings. Further, it is implied that remediation could (and perhaps should) be offered through noncredit adult education.

## 2.) CSU TRANSFER REQUIREMENTS

CSU transfer requirements ought to have a stronger consideration than UC requirements. Of the students that do transfer, 60-70% transfer to a CSU while only 30-40% transfer to a UC.

1. AREA A1: COM (1 or 1H, 6, 9 or 9H) is required to transfer to CSU as the Oral Communication component of Area A "English Language Communication and Critical Thinking". No other course meets this requirement.
  - COM is currently being allotted **298-305 total units combined** for all of its course offerings in an academic year.
  - ENG, which meets area A2 with 1A or 1AH is allotted **330+ units for this course alone** in an academic year.
2. AREA A3: COM 2 or 3 are two of four options to meet area A3, the Critical Thinking component of English Language Communication and Critical Thinking. The other two courses are ENG 1B/1BH or PHI 11.
  - COM is allotted a total of 298-305 units per academic year.
  - COM generally offers (of the 298-305) **6 units** of COM 3 per year.
  - ENG is allotted **152 units** of ENGLB/1BH per year.
  - ENG 1B/1BH are four unit courses with an additional 18 hours of mandatory lab.
  - COM 2 and COM 3 are each only 3 units allowing students to matriculate more quickly.
3. AREAS C and D: Other disciplines of which students only have to take six units from a multitude of choices are allotted a disproportionately greater number of units in an academic year.
  - Area C1 includes C1, Arts and C2, Humanities. The student must take 9 units, with at least one course from each area. So for the Arts (C1), the maximum units a student has to take is 6.
    - In the Arts and Humanities (area C1), Art is allotted 251 units.
    - In the Arts and Humanities (area C1) Music is allotted 293, Dance 103, and Theater Arts 172 for a total of 568 units. A student only needs nine units from a multitude of choices that also include COM.
  - Area D: In the Social Sciences, Psychology is allotted 275 units and Sociology is allotted 295 units. COM 9 or 9H (which also meets A1) is included in this area also.

NOTE: In this discussion "units allotted" are based on the handout from the Office of Academic Affairs emailed to department chairs on April 7, 2011 as their targets for 2011-2012.

### 3.) RCCD DEGREE REQUIREMENTS

1. AREA D: Language and Rationality includes English Composition (D1) and

Communication and Analytical Thinking (D2).

- Area D2: A student must take a minimum of six units from two of the following five categories:
  - Computer Information Systems 1A through 30 (286 Units total)
  - Mathematics 1-49
  - Philosophy 11, Philosophy/Math32
  - English 1B or 1BH (152 Units per year for this course alone)
  - Speech 1, 1H or 9, 9H (298-305 Units total)
- 2. TMC: The anticipated Transfer Model Curriculum is scheduled to begin fall 2011.

#### **4.) IMBALANCE OF CURRENT PROPORTIONS OF UNITS**

1. The course offerings for fall 2010 in the English and Speech Communication Department will be used to demonstrate the imbalance of the current proportions of units.

- Basic Skills Units: 489.5
  - ESL 114. 15 of these are at the lowest level
  - REA 87.5. 31.5 of these are at the lowest level
  - ENG 288 89 of these are at the lowest level
- Transfer Units: 438
  - ENG 246 (156 ENGL1A; 64 ENGL1B; 24 Literature)
  - FST 21
  - ENG + FST 267
  - COM 138 (69 COM1; 63 COM9; 3 COM12; 3 COM3)
  - JOU 27
  - REA 6

#### **5.) BUSINESS AND INDUSTRY EXPECTATIONS**

1. Communication Studies is the second largest growing discipline. Cohen and Kisker (2010) compared the changes in earned bachelor's degrees from 1994-1995 and 2005-2006. Communication Studies increased by 54%. English increased by 8%.
2. According to the U.S. Department of Labor, a Communications Degree is ranked as the fourth most desirable degree by Human Resource experts.

(Accounting is first followed by Health Care Administration and Information Technology.)

3. Communication skills continually rank as the first priority for business and industry.

#### **SUMMARY**

It seems clear, based on the data presented above, that COM has been experiencing a disproportionate allotment of units (FTES) necessary to serve its students. COM must have a greater proportion of the units (FTES) allotted to RCC because it meets the mandates of Title V Education Code that explain the **primary mission** of the community college is **academic (and vocational) education** with *remediation as secondary*. COM meets CSU transfer requirements, RCC AA degree requirements, and meets business and industry expectations.

Because the contraction is reality, RCC must contract in ways that allow us to continue to serve students and allow them to succeed and matriculate more quickly. All COM courses are 3 units with no additional mandatory lab hours saving students time to matriculation. COM students can boast a success rate of 70%+. This success rate is earned despite the fact that COM courses have no pre-requisites and COM faculty still expect students to meet the rigorous academic standards demonstrated in the Course Outlines of Record. Despite the claim that students pass content area courses because faculty do not make their students read or write, this is unequivocally not the case for COM.

#### **SOLUTION**

Units must be shifted from other disciplines.

Within the department, the distribution of units for academic course is extremely imbalanced. In fall 2010, English (including FST which emerged from English), had 267 academic units, contrasted to COM which only had 138, almost less than half.

In reviewing the full academic year 2010-2011, English Literature courses account for 18% of all of the units allotted to the entire COM discipline. ENG 1B/1BH is allotted 330 units for its course that meets area A2 for CSU transfer while COM (which solely meets area A1 of CSU transfer) is allotted 298-305 for the entire discipline, not just that course. Psychology and Sociology are each allotted 275 and 295 units, respectively, per academic year. The maximum units a student can

take from either one of these discipline to transfer to CSU is three. A student might not take any of these and still transfer. COM is included in the Social Science area for transfer also, so its courses provide a dual service to the student. Music, Dance and Theater have a combined total of 568 units. Add those units to ART and its 819. A student would only require a maximum of six units of these courses for transfer to CSU; a student might not take any of these and still transfer. COM is also one of these choices so it meets area A1 (required) and C1, the Arts, again providing a dual service for the student. Any of these disciplines might be a good place to start for shifting units so that COM does not only offer 298-305 units in 2011-2012, the first year of its TMC.

Perhaps even more important than the distribution of units within academic transfer courses and their relationship to meeting requirements, is the imbalance between academic and remedial distribution of units. Remediation in just English composition and Reading skills (not including math) for fall 2010 was 489.5. This represents an additional 183.5-192.5 units within the department allotted to basic skills over and above the units allotted to COM which offers academic instruction, a primary mission of the community colleges. Shifting some of these basic skills units to COM would also be an appropriate place for shifting units as supported Ed Code and the discussion above.

It is also crucial to highlight that Education Code 53200, Article 2 explains the purview of the academic senate and its relationship to administration. The distribution of course offerings is not under the purview of the academic senate's 10+1. While collegiality is appreciated in this matter, an administrative decision supporting COM's request is warranted. Supporting COM's request is well within the purview of the administration.

The COM discipline, on behalf of its students and the community we serve, hopes that the administration will make this difficult but appropriate choice supported by the expectations of Ed Code.

**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
<b>Supporting students in their goals</b>	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
<b>Supporting faculty in their teaching</b>	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
<b>Supporting faculty in professional development</b>	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
<b>Improvement need resulting from assessment</b>	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
<b>Obsolescence</b>	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
<b>Safety and Compliance</b>	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.

---

<sup>i\*</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 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.

<sup>iii</sup> 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.**

<sup>iv</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.

<sup>v</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.**

<sup>vi</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.**

<sup>vii</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.**