

# ANNUAL INSTRUCTIONAL UNIT PLAN

**Unit:** English as a Second Language

*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:** Margaret Tjandra

**Due: May 16, 2011**

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

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



*Form Last Revised: 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?

Unit Mission Statement: The English as a Second Language Program in the Riverside Community College District serves the surrounding communities-- Norco, Moreno Valley and Riverside-- as well as international students by providing an intensive program in academic English to students limited in their English proficiency. Through a variety of classes, the ESL discipline offers instruction in the many language skills necessary to succeed academically at the college level. Working in partnership with the colleges to support the community, RCC's ESL program's goal is to enhance both the future career opportunities and the overall quality of life for the students it serves.

The ESL Discipline mission statement aligns with the college's mission statement in that it supports a portion of the diverse community of learners (non-native speakers) as they work toward English language proficiency leading to transferable and career and technical programs and then on to certificates, associate's degrees or transfer to a university. In addition, the program encourages critical thinking, develops communication skills, and promotes cultural awareness.

2. Has there been any change in the status of your unit? (if not, skip to #2)

a. Has your unit shifted departments? No

b. Have any new certificates or programs been created by your unit? No

c. Have activities in other units impacted your unit? For example, a new nursing program could cause greater demand for life science courses. ESL 801, a support course for CTE courses, is currently being offered in connection with Auto 50 in response to their need. The non-credit, open entry course offers support in language and writing for non-native speakers in Auto 50 courses.

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.

Significant changes:

Class offerings have been dramatically reduced. Reading and Vocabulary classes (ESL 71, 72, and 73) are now only offered in the mornings, one section each. The same is true of speaking and conversation classes (ESL 91, 92, and 93). Although this is partially due to budget cuts, a second contributing factor is the changing student population. Although the ESL Discipline still maintains an intensive program (one which provides 12

units for students who are in need of intensive immersion), the need for these classes has decreased. However, international students are required by INS/BCIS to be enrolled in a minimum of 12 units to maintain their I-20 visa status. Students coming from high schools, no longer need the listening/speaking courses as the international students and typical immigrant population have in the past. Similarly, there is an increasing tendency for high school students, who generally enter the course sequence at ESL 54, to enroll in only the required class sequence (ESL 51-55).

Overall program success rates continue to improve from **68.19% in Spring 2007** to **75.91% in Fall 2010**.

The program's overall retention rate also continues to improve from **85.88% in Spring** to **92.47% in Fall 2010**.

4. In reviewing your unit's enrollment data, does your unit have plans to improve any aspects of enrollment management (ex: persistence, scheduling patterns, etc.)? If your plan necessitates resource changes make sure those needs are reflected in the applicable resource request sections.

The discipline has already reduced course offerings significantly to the point that we no longer offer a full evening program. At this point, we are attempting to maintain an "intensive" ESL Program, which by definition allows students to enroll in 12 units of ESL courses for a semester and is expected in a college with international students. In addition, we are considering converting existing courses to accelerated course offerings (ESL 54/55 Fast Track), but we are waiting for further data regarding the success of those classes.

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.

### **ESL Discipline Goals for the Academic Year 2011-2012**

1. Maintain and/or adjust course offerings in order to provide an intensive program for international students and the requirements of the Basic Skills Initiative. (College Goal 1.4)
  - Accelerated courses are being offered in fall and will be assessed to determine student persistence and success rates.
  - Hybrid and web-enhanced classes have been developed and taught at some levels of ESL
  - Curriculum revision in response to shifting student population
  - Learning Communities through CAP
2. Respond to needs expressed by content area faculty for ESL support services. (Goal 2.1, 1.6)
  - Work with English Discipline to meet needs of non-native speakers in classes through the ESL Lab
  - Offer ESL 801 in conjunction with Auto 50 classes

3. Re-evaluate the PTESL. (Goal 1)
  - Attain a special project for David Lee to computerize the PTESL. This is linked to a district-wide co-op project with Moreno Valley and Norco Colleges. Currently, this is pending Board Approval
  - Items for the new reading/vocabulary and writing sections of the test have been developed and are currently being tested.
4. Continue to assess courses and program. (Goal 1.8)
  - Assessment is ongoing every session.
  - Both full-time and part-time faculty participate in the assessment and discussion of results
5. Increase student use of ILA 800 through offering an ESL Lab in the Writing and Reading Center. (Goal 1.5)
  - Outreach materials (poster, flyers) to make students aware of ESL Lab (funded through BSI)
  - Instructor training for use of ILA 800—discipline meetings & department meetings—has resulted in an increased enrollment.
  - ESL faculty training on use of software and materials in the ESL Lab
6. Increase collaboration with matriculation, student services, and general outreach through ongoing participation in ESL-focused activities.
  - Participation in College Rush to promote ESL Lab
  - Outreach to local-area adult schools
7. Explore funding sources including grants and professional growth funding.(Goal 4.1)
  - BSI funding application resulted in ESL 801 support course and ESL Lab in the Writing & Reading Center
8. Increase communication with adjunct faculty. (Goal 3.1.A.)
  - ESL Meeting include part-time faculty including training on ESL software in the ESL Lab
9. Develop a plan to migrate from current curriculum to revised curriculum.(Goal 1)

## 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? **Although the majority of the conversations regarding assessment projects happen in offices and hallways, each assessment study is brought forward at discipline meetings for discussion.**
2. Please summarize what your discipline learned from your assessments. How do you plan to use the results for improvement within your discipline? **Overall, some assessment projects indicated a need for cultural sensitivity in selecting readings for writing response. In addition, the instructors felt that the assessment projects pointed toward a weakness in the students' ability to integrate the grammar skills that were taught in the course into writing when responding to a reading-based prompt. This has led to multiple discussions on how instructors select readings and train students to respond to the readings in test situations. Due to these conversations, the discipline is actively working toward improving student response writing and giving students more integrated practice with writing-based grammar. We are also in process of looking at the advantages of accelerated courses, such as our ESL Fast Track, and the need for intensive context, especially reading and vocabulary to be included in those courses. Instructors have indicated that those with peer based tutoring--supplemental instruction (SI)—seem to have better success in the ESL 55 common final, but much of this is instructor perception and anecdotal.**
3. To what extent, and how, do your assessment results support your resource requests? **The discipline feels strongly that students would benefit from peer support such as tutors that have ESL training and supplemental instruction leaders (SI). Peer instruction has been shown to be helpful in increasing students' active vocabulary, which is an area that the discipline has identified as needing improvement. However, all of the conclusions drawn from the assessment projects need to be supported by data. Having a Research and Assessment Specialist on campus rather than in the District office would allow the discipline to have immediate feedback.**

4. What are your plans for further course based assessment in the upcoming academic year (i.e. additional courses or reassessment)? The ESL Discipline has an on-going Assessment Cycle. This cycle is subject to change based on individual faculty schedule and course offerings.

ASSESSMENT CYCLE

	Eng Second Lang Courses	Assessment Status	Spring 11	Fall 11	Spring 12	Fall 12	Spring 13	Fall 13
51	Basic Writing and Grammar	4-- F10		X (Reible)		X		X
52	Low-Inter Writing and Gram	4-- F10		X (Tjandra)		X		X
53	Inter Writing and Grammar	3-- S11	X* (Tougas/Daniel)		X		X	
54	High-Inter Writing and Gram	4-- S11	X (Reid)		X		X	
55	Adv Writing and Grammar	5-- F10		X (Tjandra)		X		X
65	American Classroom Culture	3-- S11	X (Bowen)		X		X	
71	Basic Reading and Vocabulary	3-- S11	X (Tjandra)		X		X	
72	Inter Reading and Vocab	3-- S11	X (Reid)		X		X	
73	High-Inter Reading and Vocab	3-- S11	X (Bowen)		X		X	
90A	Spec Top: Note Taking	0						
90C	Spec Top: Preposition Review	0						
90D	Spec Top: Verb Tense Review	0						
90E	Spec Top: Acad Vocab	0						
90G	Spec Top: Mast Art:A, An, The	0						
90H	Spec Top: Phrases and Clause	0						
90I	Spec Top: Punctuation Review	0						
90J	Spec Top: Spelling Review	0						
90K	Spec Top: Intro to Internet	0						
91	Oral Skills I: Beg Oral Comm	3-- F10		X (Tjandra)		X		X
92	Oral Skills II: Int Oral Comm	3-- S11	X (Reid)		X		X	
93	Oral Skills III: Adv Oral Comm	3-- S11	X* (Herman)		X		X	
95	Pronunciation and Accent	0*		X* (Tougas)		X		X

\* Taught by part-time faculty

8 courses

5 courses

Assessment Status	
No Course Assessment	0
Assess Designed - Not Implemented	1
Assess Data Collected	2
Assess Data Analyzed	3
Data Used to Improve Instr (if needed)	4
Assessment Cycle Complete - Ongoing	5

## II. Program Learning Outcome (PLO) Assessment

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

[www.surveymonkey.com/s/TT793LQ](http://www.surveymonkey.com/s/TT793LQ)

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

5. Please explain what steps your program has taken to map and align your PLOs with your course SLOs.
6. How have you shared and discussed assessment results (e.g., through Community Advisory Committee discussions, discussions with employers, interviews of graduates, program faculty meetings)?
7. To what extent, and how, do your assessment results support your resource requests?
8. What are your plans for further program based assessment in the upcoming academic year (i.e. additional program or reassessment)?

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

## Instructional Unit Plan Update

### C. Human Resource Status

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

<b>2010-2011 Faculty Employed in the Unit</b>		
Teaching Assignment (e.g. Math, English)	Full-time faculty (give number)	Part-time faculty (give number)
English as a Second Language	4	8
<b>2010-2011 Classified Staff Employed in the Unit</b>		
Classified Employee Title (e.g. IDS, Lab Assistant)	Full-time staff (give number)	Part-time staff (give number)
IDS (English & Speech Department)	1	

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

<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)
English as a Second Language	4	?
<b>2011-2012 Classified Staff Employed in the Unit</b>		
Classified Employee Title (e.g. IDS, Lab Assistant)	Full-time staff (give number)	Part-time staff (give number)
IDS(English & Speech Department)	1	

**1. Staff Needs**

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

Rank	List Faculty or Staff Positions Needed for Academic Year. Please list in order (rank) of importance. Please justify and explain each faculty or staff request based on rubric criteria. (See APC Ranking Rubric for faculty positions.)	Indicate (N) = New or (R) = Replacement	Annual TCP*
EX	<i>Tenure-Track Instructor</i> <i>Rationale: (All criteria in APC Ranking Rubric must be addressed and included in rationale).</i>		
1.	<b>ESL Tutors (Discipline Need)</b> Rationale: The goal of the ESL discipline is to help students with limited English ability successfully gain more language proficiency for mainstream college classes, employment, and self-reliance. In order to accomplish this goal, the discipline needs to provide support through dedicated ESL tutors in grammar, writing, reading, and conversational skills. Interaction with native speakers who have ESL training is essential for students to develop academic level language skills. Classes often have students at different levels who need extra assistance to achieve a passing grade and to successfully matriculate into the next level or non ESL classes.	New 20 hrs/wk \$10/hr 44 weeks	\$8,800
2.	<b>Research and Assessment Specialist</b> Rationale: 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 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. For instance, the Writing & Reading Center lead faculty member submitted a request on November 30, 2009. The RCCD Data and Research Current Projects web page has this listed as “In Queue: Not Started.” 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.		Range 23 \$4,560/ month, plus health

<sup>1</sup>\* TCP =  
Michelle  
space, equ  
replaceme

**2. Equipment (excluding technology) Needs Not Covered by Current Budget<sup>2</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	<i>Document Camera for Quad Classroom</i> <i>Rationale: RCC Academic Master Plan: Values – learning environment-- “to provide and maintain state-of-the-art equipment;” 2) Campus Goals – “essential to delivery of instruction—increase successful course completion with supplemental/alternative instruction; persistence; improving student learning outcomes.” Currently, only about one half of the Quad classrooms are equipped with document cameras. All classrooms should contain the same type and quality of equipment to ensure equity in instruction and learning. Document cameras should be replacing the old overhead projectors.</i>	I	\$2500 w/installation	1	\$2500
1.	<b>Document Cameras for Quad Classrooms</b>  Rationale: --APC rubric: “supporting students in their goals” & “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.	I	Cost = \$1755.29 each + tax + 3% shipping with \$500/room installation fee = \$5,265.87 + tax and shipping	30	

<sup>2</sup> \* Instructional equipment, may be included (i.e. desk for office staff).  
\*\* TCO = “Total Cost of Ownership” is the average cost for one year. Please contact Henry Bravo at (951) 222-8513 for a list of approved vendors and to request quotes. If equipment needs are linked to a position please indicate.

other specific instructional equipment, may be included (i.e. desk for office staff).

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

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

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

Rank	List Technology Requested for Academic Year. Please list in order (rank) of importance. Please justify and explain each technology request based on rubric criteria.	New (N) or Replacement (R)?	Program: New (N) or Continuing (C)?	Location (i.e Office, Classroom, etc.)	Is there existing Infrastructure?	How many users served?	Has it been repaired frequently?	Annual TCO*		
								Cost per item	Number Requested	Total Cost of Request
EX	Two Network printers for department Rationale: There are more than 20 full-time faculty utilizing this printer to develop instructional materials. Current printer >10 years old and high volume usage causes frequent breakdowns. Functioning equipment is critical to meeting the needs of our students, department goals and course SLOs.	R=1 N=1	C	Work-room	Yes	>20	Y	\$1100	2	\$2200
1.	Rationale:									
2.	Rationale:									
3.	Rationale:									
4.	Rationale:									

<sup>3</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.

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

RANK	List Facilities Requests for Academic Year. Please list in order (rank) of importance. Please justify and explain each facility request based on rubric criteria. Requests should be for remodels, renovations or added new facilities and not basic repair and maintenance.	Annual TCO*
		Total Cost of Request
EX	<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>Remodel/ Relocation of Wires and Wire Covers in all Quad Classrooms (located behind Instructor Work Station) (Campus Need)</b>  <i>Rationale: 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</i></p>	
2.	<p><b>Panic Buttons installed in all classrooms and learning centers</b>  <i>Rationale: 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.</i></p>	

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

**5. Professional or Organizational Development Needs Not Covered by Current Budget\*<sup>5</sup>**

RANK	List Professional Development Needs for Academic Year. Please list in order (rank) of importance. Please justify and explain each professional development request based on rubric criteria. Professional or Organizational development needs may include workshops, guest speakers, training on equipment and/or software, attending conference, training needed to comply with state and/or federal regulations, and ongoing training in the field.	Annual TCO*		
		Cost per item	Number Requested	Total Cost of Request
EX	<i>Funding for Associate Faculty to Participate in Workshop for SLO Assessment</i> <i>Rationale: Associate faculty members teach a large number of courses in our department, utilize department common assessments, and per ACCJC standards must be included in the dialogue for the improvement of assessment. Since associate faculty are not required or compensated for this work, the department would like to compensate them through a stipend. 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>Stipend for Part-time Faculty Participation in Common Final Grading and Analysis of the Results (Discipline Need)</b> Rationale: Research has shown a discrepancy in the distribution of grades given by instructors trained in using the appropriate rubrics and those who have not had proper training. In order to improve part-time instructors' participation in continuing norming, grading, and analysis sessions that go beyond their normal scope of duties, we need to offer an incentive.	\$120	8	\$960
2.	Rationale:			
3.	Rationale:			
4.	Rationale:			

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

## 6. 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>6</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></p>	
2.	<p><u>Rationale:</u></p>	
3.	<p><u>Rationale:</u></p>	
4.	<p><u>Rationale:</u></p>	
5.	<p><u>Rationale:</u></p>	

<sup>6</sup> \*Student Support Services include for example: tutoring, counseling, international students, EOPS, job placement, admissions and records, student assessment (placement), health services, student activities, college safety and police, food services, student financial aid, and matriculation. **Please contact Dr. Edward Bush at (951) 222-8837 to obtain an accurate cost estimate and to learn if these services are available or in the planning stages.**

**7. Library Needs Not Covered by Current Library Holdings<sup>7</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><i><u>Rationale:</u> The library and its databases are vital components of the courses within our discipline. For students to fully achieve student learning outcomes within their courses, this integral component of students' access must be returned to its original capacity. Faculty rely on these critical resources as part of their instruction.</i></p>	
1.	<u>Rationale:</u>	
2.	<u>Rationale:</u>	
3.	<u>Rationale:</u>	
4.	<u>Rationale:</u>	
5.	<u>Rationale:</u>	

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

## 8. Learning Support Center Services

RANK	List Learning Support Center Services Needs for Academic Year. Please justify and explain each request based on rubric criteria. <sup>8</sup> If your unit is responsible for running a learning support center such as the Writing and Reading Center, the Math Learning Center, Computer lab or similar learning support center please address those needs here. These do not include laboratory components that are <u>required</u> of a course.	Total Cost of Requests			
		Cost per item	Number Requested	Total Cost	Ongoing (O) or one-time (OT) cost
EX	<p><i>Institutionalize the Supplemental Instruction (SI) Program to provide SI leaders for our discipline.</i></p> <p><i><u>Rationale:</u> Students in our discipline have benefited greatly from the SI's. In the 2007-2008 academic year, students who participated in SI had a 62.1% success rate in comparison to 24.7% who did not participate in SI, a difference of 37.4% between the two groups. Students need the assistance of SI's to succeed with course student learning outcomes. Faculty with SI's have continuously expressed the benefit of receiving professional development for SI instructional strategies and the in-class and out-of-class support SI provides to their instruction.</i></p>	\$2400 per semester per SI	10 SI's x 2 semesters = 20	\$48,000	O
1.	<p><b>Supplemental Instruction Leaders (SIs)</b></p> <p><b>Reason:</b> Supplemental Instruction (SI) at Riverside City College has been in existence since 2007 and was primarily funded through Title V. The program has expanded to multiple areas based on the source of categorical funding, such as the Basic Skills Initiative and CCRRA (STEM) grants. Programs that are typically initiated through grants, such as SI, are created with the intent of institutionalization.</p> <p>Supplemental instruction leaders (SI) and student group leaders (SGL) have been effective in improving students' persistence, retention, and success. According to "Report SI: Fall09-Spring 10" conducted by Dr. Koh, students who spent time with SIs in English, ESL, and Reading were significantly more successful than students who did not access SI or SGL services.</p> <p>Providing Supplemental Instruction in courses aligns to the following:</p> <ul style="list-style-type: none"> <li>• <b>ACCJC Standards:</b> Standard 1B— The institution demonstrates a conscious effort to produce and support student learning [...] and makes changes to improve student learning. Standard 2A--The institution assures the <b>quality</b> and improvement of all instructional courses and programs offered in the institution.</li> </ul>	one SI/per section = approxi mately \$2,700. 00	ten (10) SIs	\$27,000.00 x 2 semesters = \$54,000	O

	<ul style="list-style-type: none"> <li>• <b>Riverside City College Mission:</b> The SI program offers a unique opportunity to provide a “learner-centered philosophy” to support our “diverse community of learners” and to provide the “high-quality” education that is stated in RCC’s mission. As “near peers,” SIs have the unique ability to communicate with students and create a situation that is truly learner centered. In addition, SI/SGL serves a larger percentage of African American and Hispanic students, both populations identified as underserved in the Student Equity Report data, than other services at RCC. RCC general student population is comprised of 10% African American and 37% Hispanic students. For the 2009-2010 academic year, SI/SGL served 45% Hispanic and 11% African American.</li> <li>• <b>Goals and Strategies 2009-2014:</b> Supplemental Instruction is specifically identified in the College goal 2.A, “Ensure learning support services are available for all students (e.g. supplemental instruction) Further, because the SI program has had success with populations identified as low-performing, SI is one way to “address inequities for student, success, retention, and progression” as stated in goal 2. 3.</li> <li>• <b>Department Mission:</b> Supplemental Instruction supports the mission of the Department because it “increases student-centered learning in and out of the classroom.” <a href="http://academic.rcc.edu/englishandspeechcomm/">http://academic.rcc.edu/englishandspeechcomm/</a></li> </ul>				
2.	<p><b>Mavis Beacon</b></p> <p><u>Rationale:</u> Although ESL 54, 55, and all English composition classes require students to submit typed material, students who do not know how to type do not have an avenue to acquire the skill and succeed in the classes. Now that the ILA 800 exists, instructors who have students who need to learn to type have a way to send their students to get help; however, the Writing and Reading Center’s software is out of date and no longer compatible. To upgrade this software on the server, the WRC would need to purchase Mavis Beacon 20 from Houghton Mifflin (sku 1099265).</p>	\$799 +shipping (\$35) = \$834	1	\$834	OT
3.	<p><b>Student Employees (increase in budget line item 2430)</b></p> <p><u>Rationale:</u> Over the last four academic years, the Writing and Reading Center has seen its budget cut by 22%. To continue operating the WRC, management was forced to reduce the pay and hours of our student lab aides. Student tutors were also lost, nearly decimating our tutoring program. At the same time, the WRC is seeing approximately 9,500 students</p>			21,987.00	O

	<p>every month during Fall and Spring semesters. Lab aides and tutors support students in their goals of course completion and success. Providing funding for additional floor coverage and tutors will help the WRC fulfill the Academic Master Plan’s goal of “provid[ing]...support services which are responsive to student...needs” and “maximiz[ing] the use of instructional resources” (p. 5, 7). To effectively serve our large student population, we need three lab aides on duty every hour the WRC is open except the first and last hours, when two lab aides would be enough. Additionally, we need funds to increase our student tutor pool from three tutors currently to six. Therefore, we are requesting a return to the budget from the 2007-2008 academic year.</p>				
<p>4.</p>	<p><b>Reinstatement of Weaver Instructional Systems</b>  <u>Rationale:</u> Weaver Instructional Systems is an Internet-based reading, writing, and study skills system that provides students with flexible, customized, computer-aided instruction in areas of reading, grammar, punctuation, usage, and study skills. Weaver has been institutionalized at RCC for 20 years. The school’s three-year contract with Wisesoft, the makers of Weaver, expired in August 2010, and, with the current budget, the funds are not available to continue allowing access for students and instructors.</p> <p>The Weaver system is used primarily by instructors in the Reading discipline, but it is also used to support English 85 and 885 and Reading 887, three open-entry/open-exit clinic classes taught in the Writing and Reading Center (WRC). According to Wisesoft’s statistics, approximately 500 students are supported by Weaver per semester in their goals of course completion and success and attainment of basic skills in reading and writing. Weaver has been a necessary and integral part of supporting faculty in their teaching as well. The Reading instructors have been passionate in their support of continuing to fund Weaver for a number of reasons:</p> <ul style="list-style-type: none"> <li>• Weaver has its own placement system.</li> <li>• Lessons are presented in levels so that difficulty is increased gradually.</li> <li>• Students receive immediate feedback and explanations of their errors; students also have immediate and ongoing access to their scores and cumulative records.</li> <li>• Instructors have ongoing, up-to-the-minute information about student progress, time on task, and reading speeds.</li> <li>• Weaver has speed reading and vocabulary building components.</li> <li>• Instructors can customize student lessons to better individualize instruction and</li> </ul>	<p>\$8,000 per year</p>	<p>3 years</p>	<p>\$19,000.00</p>	<p>O</p>

	<p>target areas of weakness.</p> <ul style="list-style-type: none"> <li>• Because Weaver is Internet based, students and instructors have 24-hour access; students can use it at home; and Weaver could help RCC build a more fully accessible online writing center.</li> <li>• Weaver provides students with hundreds of lessons without RCC or the students having to purchase additional textbooks, workbooks, or individual software for the lab.</li> <li>• English 85, 885 and Reading 887 have been able to move away from paper modules into completely automated and paperless modules using Weaver.</li> </ul>				
5.	<p><b>Reading Budget Line Item Augmentation and Liquidation</b>  <u>Rationale:</u> The Reading reference book budget (4230) was reduced by over \$300 in the middle of the 2009-2010 fiscal year. Since the Writing and Reading Center lost its license to Weaver Instructional Systems, and there is no money for software to replace it, the WRC needs to purchase new printed instructional materials. We would like to liquidate budget line items 4351, which contains \$148.00, and 5649, which contains \$183.00, and transfer the \$331.00 to budget line item 4230. We no longer pay the licensing fee for the SDRT(Stanford Diagnostic Reading Test) paid out of budget line item 5649, and currently no tapes and tape recorders, formerly paid for from budget line item 4351, are used.</p>			\$0.00	OT
6.	<p><b>Part-time Reading Paraprofessional</b>  <u>Rationale:</u> According to the <i>Academic Master Plan</i>, the District vision indicates we will be “responsive to the communities we serve” (4). This position will show that we are accomplishing this task. The demand for tutors during the day is so great that the WRC needs two on duty during the day; however, this leaves evening reading students without access to tutoring and evening reading instructors without support. This position indicates our commitment to “serv[ing] the best educational interests of the students” by offering “flexible...programs and services” to all students (4). The duties of this position include the following: to assist evening students and instructors in the reading labs; to provide tutorial services for students in credit and non-credit courses; to assist with the collection of accurate information regarding use of tutorial services for assessment reports and collection of revenue.</p>			\$19,428.00	O
7.	<p><b>CrossTec SchoolVue Classroom Management Software</b>  <u>Rationale:</u> This software, to be installed on WRC computers would give WRC management control of all technology in the WRC. This software, according to the</p>	\$39.35	100	\$4,722.00	O
		\$787.00	1		

	company's Web site ( <a href="http://crosstecsoftware.com/educational/schoolvue.html">crosstecsoftware.com/educational/schoolvue.html</a> ), would give WRC management and instructors "the ability to instruct, monitor, and interact with students" working on all WRC computers. This software is designed to increase student time on task and to control what applications and Web sites students use, thus ensuring student safety and compliance with district acceptable use and harassment policies. Of the total cost, \$3,935.00 would be a one-time cost for set up, and \$787.00 would be a yearly cost for support and upgrades.				
8.	<p><b>Shirts for WRC staff</b></p> <p><u>Rationale:</u> In order for our lab aides, kiosk operators, tutors, and receptionists to look professional and to be easily identifiable as employees, we would like to be able to purchase shirts for the entire staff. This request aligns with the Academic Master Plan in that it will help "create an atmosphere" of pride and professionalism in the WRC (p. 5). This request also aligns with the District's strategic goal of "strengthen[ing] the bonds within the college community" (p. 7). Finally, uniforms for the WRC staff promote a safe environment by making WRC staff members visible during a potential emergency. Cost includes tax and anticipated shipping.</p>	\$10.96	50	\$600.00	O
9.	<p><b>Weaver Reading Program Renewal</b></p> <p><u>Reason:</u> The Weaver Educational Reading software program has been an integral part of the reading discipline and program at RCC since 1990. The program is designed to be used as part of the required 36 hour lab component for Reading 81 and Reading 82 classes, as well as certain ESL courses and Reading 887 and ILA 800. Unfortunately, since December 2010 Weaver has not been able to be in use because of budgetary constraints. The computer aided software is the most comprehensive reading software on the market. It provides a computerized method for systematically teaching Reading, Language, Study Skill, and Critical Thinking with a flexible and graduated curriculum, individually tailored for each student. The Weaver methodology is designed to teach a series of skills with instructional and practice lessons. Each lesson plan is based upon the philosophy that skills must be taught prior to providing practice lessons, and that new words and concepts are learned through repetitive usage and exposure. If Riverside City College is committed to elements of the Strategic Plan which states that it is committed to "expanding basic skills options and integrating basic skills development into the general curriculum...by providing modes of instruction that support student learning preferences," and if RCC is "committed to being an innovative institution working to improve teaching and learning...through the effective delivery and use of technology and by the expansion and modernization of our learning environments," then the reinstatement of the Weaver software program is integral to, consistent with, and essential for meeting</p>	3 year site license = \$19,00 0.00			

	the needs of students enrolled in Reading classes.				
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<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.**

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

RANK	List Other Needs that do not fit elsewhere. <sup>9</sup> Please justify and explain each request based on rubric criteria. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.	Annual TCO*			
		Cost per item	Number Requested	Total Cost of Request	Ongoing (O) or one-time (OT) cost
EX	<p><i>Our unit needs money for tournament awards in the form of scholarships to increase participation.</i></p> <p><i>Rationale: The tournament provides students with an enhanced learning opportunity. This opportunity will increase overall attainment of student learning outcomes (SLOs), increase access and overall persistence. Faculty use the competition an extension of in class learning and to promote their programs.</i></p>	\$100	5 scholarships per year	\$500	O
1.	<p><b>Plan to replace electronic equipment in Quad classrooms</b></p> <p><u>Rationale:</u> STRATEGIC INPUT – Technology in the classroom has become a staple of most courses taught in the Ab Brown Quadrangle for the faculty and for the students (Rubric Criteria – Supporting Faculty in Their Teaching &amp; Supporting Students in Their Goals). For example, in a public speaking course, the faculty use the technology to demonstrate effective techniques (video, PowerPoint, etc.) and the students use the technology to successfully execute speeches which are technologically appropriate for modern times. While the current hardware and software are largely sufficient, they will soon become obsolete (Rubric Criteria – Obsolescence). 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.</p> <p>(Hardware= Desktop, Sound system, Video Playback equipment, LCD Projectors etc. Software= Operating system, Microsoft Office, etc.)</p>	None – STRATEGIC INPUT	None – STRATEGIC INPUT	None – STRATEGIC INPUT	None – STRATEGIC INPUT

	Eng Second Lang Courses	Assessment Status	Not Offered	Offered Summer	Offered Fall	Offered Winter	Offered Spring
51	Basic Writing and Grammar	4-- F10			x		x
52	Low-Inter Writing and Gram	4-- F10			x	x	x
53	Inter Writing and Grammar	3-- S11		x	x	x	x
54	High-Inter Writing and Gram	4-- S11		x	x	x	x
55	Adv Writing and Grammar	5-- F10		x	x	x	x
65	American Classroom Culture	3-- S11			x		x
71	Basic Reading and Vocabulary	3-- S11			x		x
72	Inter Reading and Vocab	3-- S11			x		x
73	High-Inter Reading and Vocab	3-- S11			x		x
90A	Spec Top: Note Taking	0	x				
90C	Spec Top: Preposition Review	0	x				
90D	Spec Top: Verb Tense Review	0	x				
90E	Spec Top: Acad Vocab	0	x				
90G	Spec Top: Mast Art:A, An, The	0	x				
90H	Spec Top: Phrases and Clause	0	x				
90I	Spec Top: Punctuation Review	0	x				
90J	Spec Top: Spelling Review	0	x				
90K	Spec Top: Intro to Internet	0	x				
91	Oral Skills I: Beg Oral Comm	3-- F10			x		x
92	Oral Skills II: Int Oral Comm	3-- S11		x	x		x
93	Oral Skills III: Adv Oral Comm	3-- S11			x		x
95	Pronunciation and Accent	0--PT taught			x		

<u>Assessment Status</u>	
No Course Assessment	0
Assess Designed - Not Implemented	1
Assess Data Collected	2
Assess Data Analyzed	3
Data Used to Improve Instr (if needed)	4
Assessment Cycle Complete - Ongoing	5

**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*

<b>Criteria</b>	<b>Description for this category will:</b>	<b>Points</b>
<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.