

ANNUAL INSTRUCTIONAL UNIT PLAN

Unit: English

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: Diane Solorzano

Due: May 16, 2011

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

Patrick.schwerdtfeger@rcc.edu



Form Last Revised: March 9, 2011

Riverside City College

Office of Academic Affairs

Web Resources: <http://www.rccdfaculty.net/pages/programreview.jsp>

Instructional Unit Plan

***Please retain this information for your discipline's/department's use (or forward to your chair). A database will be created and distributed to the relevant councils and committees as requested.**

The Unit Plan is conducted by each unit on each campus and consists of an analysis of changes within the unit as well as significant new resource needs for staff, resources, facilities, and equipment. It should be **submitted or renewed every year by mid May** in anticipation of budget planning for the fiscal year, which begins July 1 of the *following* calendar year.

Extensive data sets have been distributed to all Department Chairs and are linked to the Program Review website (password 11111). Chairs have received training on the use of these data sets. Please consult with your Department Chair or Raj Bajaj (raj.bajaj@rcc.edu) for assistance interpreting the data relevant to your discipline. Note that you are only required to mention data relevant to your analysis or requests. Should you wish assistance with research *analysis* please fill out the form at <http://academic.rcc.edu/ir/requestform.html> and you will be contacted to schedule a time to discuss analysis of your data. You may also use this same form to request a labor market analysis. **Please utilize these data or data collected by your discipline to assess your goals and as rationale for resource requests.**

The questions on the subsequent pages are intended to assist you in planning for your unit. **If there is no change from your prior report, you may simply resubmit the information from that report.**

The forms that follow are separated into pages for ease of distribution to relevant offices, councils and committees. Don't let formatting concerns slow you down. If you have difficulty with formatting, the Administrative Support Center can adjust the document for you. Simply add responses to those questions that apply and forward the document to the Administrative Support Center with a request to format it appropriately.

If you cannot identify in which category your request belongs or if you have general funding request questions, please contact your college's Vice President of Business Services, Norm Godin at 951-222-8307 or norm.godin@rcc.edu. Within each resource request form, a recommended contact person is listed to assist you with estimating the cost of your requests. It is vital to include cost estimates in your request forms. **FAILURE TO PROVIDE COST ESTIMATES MAY RESULT IN YOUR REQUEST NOT BEING CONSIDERED.** Please see Unit Plan Rubric for the prioritization criteria. **TO ACHIEVE MAXIMUM POINTS WRITE YOUR RATIONALES BASED ON THE RUBRIC CRITERIA. IF CRITERIA ARE NOT ADDRESSED IT WILL BE GIVEN ZERO POINTS.**

The following pages include Riverside City College's Mission Statement and the Goals and Strategies from the 2009-2014 Strategic Plan. They are included for your reference in answering the questions that follow and to include within your rationale for funding requests.

MISSION

Riverside City College provides a high-quality, affordable education, including comprehensive student services, student activities, and community programs, and empowers and supports a diverse community of learners as they work toward individual achievement and life-long learning. To help students achieve their goals, the College offers learning support services, pre-college and transferable courses, and career and technical programs leading to certificates or associate degrees. Based on a learner-centered philosophy, the College fosters critical thinking, develops information and communication skills, expands the breadth and application of knowledge, and promotes community and global awareness.

GOALS AND STRATEGIES 2009-2014

Goal I: Student Access and Support

1. Explore alternative enrollment processes
2. Ensure comprehensive and equitable services exist and are part of institutional planning
 - A. Ensure learning support services are available for all students (e.g., supplemental instruction, learning center tutors)
 - B. Expand services in learning support and transfer centers
 - C. Promote outreach to K-12 schools
3. Identify low-performing student populations based on student equity report data and develop a comprehensive plan (cultural, academic and student services) to address inequities for student access, success, retention and progression
4. Develop clear college-wide criteria for student pathways from basic skills to goal attainment
 - A. Expanding and improving instructional delivery modes including hybrid courses, short-term (fast-track) classes, and align delivery/timing of services to the needs of students
 - B. Develop innovative approaches to basic skills instruction (e.g., learning communities, modules, non-credit courses)
 - C. Ensure that basic skills has a comprehensive focus and is integrated into the general curriculum
 - D. Increase transfer awareness, readiness and rates
5. Develop student engagement centers
6. Increase awareness of open access enrollment to all adults through marketing
7. Promoting degree and certificate completion by expanding short-term classes and programs to improve job skills
8. Promoting learning and effective teaching through ongoing identification of and assessment of student learning outcomes

Goal II: Responsiveness to Community

1. Enhance career pathways approach into high-wage, high-growth jobs
2. Expand services to students in outlying and fast-growing areas
3. Maintain and strengthen ties with community-based organizations

Goal III: Culture of Innovation

1. Develop a comprehensive professional development plan
 - A. Provide training for faculty in multiple modalities of teaching inclusive of the use of technology
 - B. Enhance development opportunities for all employees
2. Implement the Facilities Master Plan
 - A. Refine the Facilities Master Plan to improve the overall physical performance and efficiencies of the campus
 - B. Incorporate sustainability in architectural and landscape design
3. Refine and implement a Technology Plan that will utilize advances in information technology to improve effectiveness of instruction, Student Services and Administration

Goal IV: Resource Development

1. Maximize the resources of the College and seek alternative funds to support a comprehensive learning environment by developing a revolving mid-range financial plan inclusive of new fiscal, human and physical resources from grants, public and private sector giving and state funding
2. Secure additional public and private sector grants that support the College's mission and strategic goals
3. Enhance the College's state and national image to better influence public policy with regard to financial resources
 - A. Participate in local, regional and state organizations to advance the cause for differential tuition for high-cost disciplines
 - B. Lobby local, regional, and state leaders to advocate for differential tuition

Goal V: Organizational Effectiveness

1. Enhance and institutionalize operational and strategic planning processes that are deliberative, efficient, and data driven; integrate the College Strategic Plan with the Facilities, Education, and Technology Master Plan; and effectively prioritize new and ongoing resource needs.
2. Examine the College's home page and related web pages
 - a. Maintain currency of posted information
 - b. Identify and implement technology to enhance processes and services

Instructional Unit Plan Update

A. Trends and Relevant Data

1. What is your unit's mission statement? How does your unit's mission statement align with the college's mission?

The English Discipline is part of the English and Speech Communication Department, and therefore, is part of the department's mission statement:

The English and Speech/Communication Department at Riverside City College fosters student-centered learning in and out of the classroom, promotes cultural awareness and sensitivity, encourages critical thinking, cultivates literacy, and supports student expression through writing, discussions, debates, performances, presentations, and publications in the areas of Communication Studies, English, ESL, Film Studies, Journalism and Reading.

In particular, the English discipline actively fulfills important fundamental promises of the college's mission statement:

- "Riverside City College . . . empowers and supports a diverse community of learners as they work toward individual achievement and life-long learning": Despite a significant reduction in course sections necessitated by the state budget crisis, the English discipline continues to offer classes at a range of times and days, as well as hybrid and online formats. Furthermore, tutoring, self-paced courses, and supplemental instruction are available in the Writing and Reading Center.
- "The college offers pre-college . . . courses": The English discipline offers three levels of pre-college basic skills classes to assist underprepared students, along with self-paced developmental courses conducted through the Writing and Reading Center.
- "The college offers . . . transferable courses": Freshman and sophomore-level composition, literature, and creative writing courses parallel those at the many four-level colleges and universities to which they transfer.
- "The college offers . . . career and technical programs": A number of English courses figure prominently in career and technical programs, such as English 30, Children's Literature, as an elective for the certificate in Early Childhood Education and for the Education Paraprofessional certificate, and English 17, Literary Magazine Production, is an elective for the certificate in Applied Digital Media and Printing. Further examples include English 50, Basic Composition, which is a required course for the Education Paraprofessional certificate program and the Welding Technology certificate.
- "Based on a learner-centered philosophy": The discipline continues assessing all courses to ensure the SLOs stated in the course outlines of record are being met.
- "the College fosters critical thinking, develops information and communication skills, expands the breadth and application of knowledge, and promotes community and global awareness": Composition courses at all levels require clear thinking as a prerequisite to clear writing. Students employ information technology in their research. In addition, English courses promote communication skills through both reading and writing. Literature, composition, and creative writing courses encourage both local and global understanding through the materials chosen in textbooks and class activities.

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.

The budget crisis has impacted all units. The continued use of “assumed” proportional course cuts, while providing an immediate and collegial solution, is no longer a viable one. The college mission of student centeredness demands a strategic review of courses and program offerings that will provide more efficient and realistic student matriculation and success towards graduation, transfer, and/or certificate completion.

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.

--The reduction in the number of courses offered due to the budget crisis continues to impact enrollment. Data indicates fill ratios for English composition courses to be on average of 103% with waitlists averaging 25-30 students with an additional 15-20 non-enrolled, non-waitlisted students attempting to add each course section.

--As the budget crisis also impacts CSU and UC institutions, the English Discipline is also beginning to experience a shift in student demographics with more students registering for RCC and needing to take English 1A as part of their transfer requirements. In Fall 2008, 14% of students placed in English 1A. By Fall 2009 and 2010, this number increased to 20% of students placing in English 1A. 70% of students placed into basic skills courses (Eng 50, 60B, 60A).

**We are still waiting for waitlist data.

--Budget/course cuts:

Fall 09	13.21%	23 sections
Winter 10	28.57%	12 sections
Spring 10	11.50%	20 sections
Summer 10	23.26%	10 sections
Fall 10	4.03%	6 sections
Winter 11	9.09%	3 sections
Spring 11	0%	0 sections

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 English Discipline’s plan involves the following:

- Secure data on Fall 10 Placement scores and waitlist data
- Review course distribution for scheduling to determine student needs (e.g. possible increase of 1A sections/decrease of 60A sections, increase in number of paired class---60A/B and 60B/50).
- Begin discussion on priority registration policy and its effects on the general student population during this time of extreme course cuts.

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.
- *Assessment*: SPC Goal/ Student Access and Support, Strategy #8 “promoting learning and effective teaching through ongoing identification of and assessment of student learning outcomes” (11). The discipline will continue to design and implement assessment projects to ensure alignment with course SLOs, specifically for English 1A and English 60AB during the 2011-2012 academic year.
 - *WRC*: SPC Goal/ Student Access and Support, Strategy #2a & b “ensure learning support services are available for all students,” “expand services in learning support...centers (9). The discipline will continue to seek necessary and adequate funding for staff, facilities, and equipment for the WRC.
 - *Program Participation*: (CAP, Honors, Puente, JumpStart, Workforce Prep, CTE/Eng 50) – SPC Goal/ Student Access and Support, Strategy #3, “develop a comprehensive plan...to address inequities for student access, success, retention, and progression” (10) & Strategy 4ab, “expanding and improving instructional delivery modes” and “develop[ing] innovative approaches to basic skills instruction” (10). The discipline will continue to work within these programs to ensure student success. (Honors Program), Strategy #4, “develop clear college-wide criteria for student pathways....to goal attainment” (10).
 - *Enrollment Management* : SPC Goal/ Student Access and Support, Strategy #1, “explore alternative enrollment processes” (9). The discipline seeks to work collegially and cooperatively through Strategic Planning with faculty (disciplines and departments) as well as with administration to find a comprehensive and strategic approach to course cuts caused by budget constraints to ensure that the focus remains student-centered and to enhance, enrich, and protect curriculum.

B. Outcomes Assessment Summary and Update

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

I. Course Student Learning Outcome (SLO) Assessment

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

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

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

2. Enter into Survey Monkey at www.surveymonkey.com/s/P87GBCB, or
3. E-mail a document in another format (e.g., MS Word) to sloassessment@rcc.edu.

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

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

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

When courses are assessed, the members of the course committee gather the data, analyze it, and present a report to the discipline for discussion, including suggestions for how instruction might be improved, whether through revision and clarification of the course outline of record or through gathering "best practices" for helping students achieve a particular outcome in an in-meeting faculty development activity. Evidence of this dialogue may be found both in the assessment reports themselves and in the minutes from the discipline meetings at which the reports were presented.

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

Our first round of assessments helped us recognize both areas of strength and weakness in student achievement and areas of our course outlines needing clarification or refining. For example, in our assessment of English 1A, we discovered students were having difficulty using MLA citation correctly. As a result, we engaged in a professional development activity gathering and sharing best practices for teaching MLA citation. In our literature course assessment, we learned students need more direct instruction in the skills of plot summary versus literary analysis. Furthermore, we discussed whether our SLOs for the literature courses were written appropriately for an introductory or sophomore-level survey.

We have found these projects to be very helpful for analyzing where either our outlines need revision or our students need interventions to help them achieve the outcomes. Our greatest obstacle currently is trying to make the assessment of courses more sustainable, since our early efforts have been so labor-intensive—from planning to norming and scoring to data analysis and creating interventions—as to be prohibitive. Our current efforts are trying to design assessment projects that still give us useful data for the improvement of courses and student learning without requiring vast quantities of time and effort.

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

Our request for full-time hires stems in part from the need for more full-time faculty to design, organize, and implement assessment projects as well as instruct part-time faculty on the findings. We cannot require or expect part-time faculty to do this, yet over half our sections are taught by part-time faculty.

Furthermore, a localized institutional effectiveness coordinator and institutional research specialist would help us with the data analysis required in assessment projects.

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

In spring 2011, the following courses will be assessed: Eng 1A, Eng 1B, Eng 4, and Eng 23. While data will be gathered this spring, the report, discussion, and any intervention will occur in the upcoming academic year. Other projects currently in design for 2011-2012 include a third round assessment of our many literature courses, a first round of English 85, and possibly a third round of Eng 1B.

Instructional Unit Plan Update

C. Human Resource Status

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

2010-2011 Faculty Employed in the Unit		
Teaching Assignment (e.g. Math, English)	Full-time faculty (give number)	Part-time faculty (give number)
Full-time faculty	23	51
Department IDS	1	
Clerk Typist	1	
2010-2011 Classified Staff Employed in the Unit		
Classified Employee Title (e.g. IDS, Lab Assistant)	Full-time staff (give number)	Part-time staff (give number)
WRC: Student Employees		15
Classified Staff	3	1

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

2011-2012 Faculty Employed in the Unit		
Teaching Assignment (e.g. Math, English)	Full-time faculty (give number)	Part-time faculty (give number)
Full-time Faculty	22	47
Full-time English Faculty FSAs -(1) English to Humanities = 1-2 classes/semester -(1) English to Film Studies = 1 class/semester +(1) Film Studies to English = 2 classes/semester +(1) ESL to English = 1 class/fall semester		
Department IDS	1	
2011-2012 Classified Staff Employed in the Unit		
Classified Employee Title (e.g. IDS, Lab Assistant)	Full-time staff (give number)	Part-time staff (give number)
WRC:		
Classified Staff	3	1
Student employees		25

1. Staff Needs

NEW OR REPLACEMENT STAFF (Faculty or Classified)¹

<p>List Staff Positions Needed for Academic Year _____ Please justify and explain each faculty request based on rubric criteria for your campus. Place titles on list in order (rank) or importance.</p>	<p>Indicate (N) = New or (R) = Replacement</p>	<p>Annual TCP*</p>
<p>1. Six (6) full-time tenure-track English positions are requested. (In response to the APC rubric and Fall 2010 data, the following information is provided for the rationale:)</p>	<p>N and R</p>	<p>\$50,948-\$78,497 Col. C, Step 1- Col. H. Step 6</p>
<p><u>Reason:</u> 1a) Ratio of full-time to part-time faculty based on # of sections taught by FT:PT 68 FT/ 78 PT = 46.58% FT & 53.42% PT 1b) Part-time FTEF (Hourly FTEF + Overload FTEF) 20.84 + 1.12 = 21.96 PT FTEF = 21.96 FT FTEF = 22.70 1c) Students served based on Enrollment Load 4627 students enrolled in English courses 2a) WSCH/FTEF Fall 2010 = 551.81 efficiency compared to Fall 2009 =610.24 efficiency The ultimate goal for all disciplines is the 75:25 ratio of full-time to part-time faculty. The change in efficiency numbers is an indication of the change in calculations of FTEF: beginning Fall 2010 the lab component was calculated into the efficiency. Previously, English 96/97 were counted as positive attendance, but the conversion of these 2 classes to English 85, 885, and ILA 800 now provides a more accurate calculation. Also, by the end of Fall 2010 we experienced the loss of one full-time faculty member to retirement, one full-time faculty member to load reduction pending retirement, one full-time faculty member to non-renewal of contract as well as one full-time</p>		

¹ If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

discipline member who has moved to a new discipline (film studies). The Discipline has also reinstated one full-time faculty member. The Discipline's major concern lies with the continual reliance on part-time faculty to teach over 50% of the courses. 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."

In response to the rubric for faculty requests: in accordance with the *Academic Master Plan (AMP)*, the English Discipline course offerings address the "values" section for "student centeredness [that offers] comprehensive...curriculum" (4). English 1A and 1B fulfill graduation and transfer requirements, and English 50, 60A, 60B are the feeder classes into 1A. Another *AMP* qualifier that is met is "institutional demands for specialty course offerings" (4). Within the description of a community college is that it is also a transfer institution. The Discipline's literature and creative writing courses help students achieve transferability.

*Additional full-time faculty members are needed in order to fulfill the mission of the college as well as the goals of the *Academic Master Plan*.

2b) Trends

Basic skills and developmental education is a vital focus of the college, and English 60AB and English 50 help meet those student demands.

3a) Enrollment

The English Discipline has continued to work towards effective and efficient enrollment management. Now that the college/district is faced with a budget crisis, the Discipline continues to meet the Administrative demands of course cuts but believes future course cuts should no longer be based on proportionality but on FTES.

4. Faculty hire supports Discipline, Department, College Goals

--English Discipline Goals from Program Review 2007:

- "continue to work in basic skills & review # of full-time faculty teaching 60AB" - while some improvement has been achieved, the statistics still indicate that in fall 10, 33.33% of English 60A sections, 50.00% of English 60B sections, and 41.17% of English 50 sections were taught by part-time faculty. One of the Disciplines current goals is to increase the number of full-time faculty teaching English 1A. In Fall 2010, 74.31% of these classes were taught by part-time faculty members. Once again, the Discipline is concerned with the ratio

<p>of full-time to part-time faculty members. 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.”</p> <ul style="list-style-type: none"> • “continue focus on assessment and implement findings”—time is required in order for full-time faculty members to design, organize, implement assessment projects as well as instruct part-time faculty on the findings. • “commit to hiring more diverse full-time faculty”---time is required in order for full-time faculty members to increase recruitment efforts. <p><u>--Department Goals:</u></p> <ul style="list-style-type: none"> • “increase English full-time faculty” • “review discipline standards and grade distribution” <p><u>--College Goals:</u></p> <ul style="list-style-type: none"> • <i>Academic Master Plan</i> – focus on “student centeredness, teaching excellence; learning environment” (4). An increase in full-time faculty will increase the ratio of full-time to part-time instructors and help to strengthen these college colas. <p>5. Additional Factors: <i>Academic Master Plan</i> – “improved quality of student experience” (4) – The English Discipline Faculty members participate in several programs such as Puente, CAP, Honors, JumpStart. Many of our courses meet transferability such as our literature and creative writing courses.</p>		
<p>2. Research and Assessment Specialist</p> <p>Reason: 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</p>	<p>N</p>	<p>Range 23 \$4560/mo + health</p>

<p>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.</p>				

* TCP = “Total Cost of Position” for one year is the cost of an average salary plus benefits for an individual. New positions (not replacement positions) also require space and equipment. Please speak with your campus Business Officer to obtain accurate cost estimates. 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,

Rank	2. Equipment (excluding technology) Needs <u>Not</u> Covered by Current Budget ² <u>English Discipline</u>	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes	Annual TCO**		
			Cost per item	Number Requested	Total Cost of Request
EX	<p><i>Document Camera for Quad Classroom</i></p> <p><i>Rationale: RCC Academic Master Plan: Values – learning environment-- “to provide and maintain state-of-the-art equipment;” 2) Campus Goals – “essential to delivery of instruction—increase successful course completion with supplemental/alternative instruction; persistence; improving student learning outcomes.” Currently, only about one half of the Quad classrooms are equipped with document cameras. All classrooms should contain the same type and quality of equipment to ensure equity in instruction and learning. Document cameras should be replacing the old overhead projectors.</i></p>	I	\$2500 w/installation	1	\$2500
1.	<p>Document Cameras for Quad Classrooms</p> <p>Rationale:</p> <p>--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.”</p> <p>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.</p> <p>--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>	I	\$1755.29	30	\$5265.87 + tax + 3% shipping +\$500/room for installation
2	<p>Plan to replace electronic equipment in Quad classrooms</p> <p>Rationale: 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 & 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. (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

² * Instr learning & Non-Inst replaces, other spe
** TCO = equipment

Unit Name: English

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

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

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

³ TCO = "Total Cost of Ownership" is the average cost for one year. **Please contact Shirley McGraw at (951) 222-8397 for a list of approved vendors and to request quotes.** If equipment needs are linked to a position please indicate.

++Technology is a computer, equipment that attaches to a computer, or equipment that is driven by a computer.

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

RANK	List Facilities Requests for Academic Year. Please list in order (rank) of importance. Please justify and explain each facility request based on rubric criteria. Requests should be for remodels, renovations or added new facilities and not basic repair and maintenance.	Annual TCO*
		Total Cost of Request
EX	<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>Remodel/relocation of wires and wire covers (located behind instructor work station) in all Quad classrooms <u>Reason:</u> Safety and compliance criteria – “unfit conditions” per ADA (American Disabilities Act) and OSHA (Occupational Safety and Health Administration). 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/college, it will certainly pale in comparison to the workers compensations costs accrued if/when faculty or students injure themselves. This request also addresses the APC rubric components of support for students and faculty; unsafe teaching/learning environments are counterproductive.</p> <p>**We contacted Facilities (Ralph Perez) who then redirected us to IMC (Stephen Ashby). At this time, no cost estimate can be provided. Both Facilities and IMC recognize that a problem exists. Although we have no number to place in the “cost” column, we believe this is a safety issue that must be addressed and will continue to place it in our Unit plan with the hope of--but actually demand for a resolution.</p>	****

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

<p>2.</p>	<p>A/C /Heat Repair for Quad <u>Reason:</u> Safety and compliance criteria – “unfit conditions” per ADA (American Disabilities Act) and OSHA (Occupational Safety and Health Administration). Some classrooms are too cold while other classrooms are too hot. The lack of temperature regulation, due to a faulty AC/heating system creates an uncomfortable learning/teaching environment for students and faculty. This request also addresses the APC rubric components of support for students and faculty; unsafe teaching/learning environments are counterproductive.</p> <p>***We contacted Facilities (Ralph Perez) who explained that because no locks were installed on classroom window, the opening of the windows (and doors) causes the problem. He indicated that individual classroom heating situations could be resolved with a phone call. We still believe this is a bigger issue; heat pouring into the rooms with no ability for the faculty member to turn it off or down constitutes a safety/health issue (forcing faculty to open windows and doors) and would like it addressed.</p>	<p>****</p>
<p>3.</p>	<p>Panic Buttons installed in all classrooms and learning centers <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>Rapid Alert/Duress Alarm System--Lynx Systems (vendor) \$22,495</p>
<p>5.</p>		

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

RANK	<p>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.</p>			
EX	<p><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></p>			
1.	<p>Stipends for Associate Faculty to participate in holistic scoring and norming sessions for the purposes of course assessment. Rationale: 53.42% of course sections in our discipline are taught by associate faculty. Thus, associate faculty involvement in course assessment is vital for a thorough understanding and improvement of student achievement of course SLOs, and ACCJC requires that they be included in the dialogue on assessment, yet associate faculty are not required—nor are they paid—to participate in assessment. A modest stipend would help to compensate associate faculty, encourage their voluntary participation, and effect greater dissemination of assessment results.</p>	\$50	20	\$1,000
	Rationale:			
2.	Rationale:			
3.	Rationale:			

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

Unit Name: _____ English _____

6. Student Support Services

RANK	<p align="center">List Student Support Services Needs for the Academic Year.</p> <p>Please justify and explain each request based on rubric criteria. These are services needed by your unit over and above what is currently provided by student services at the college. Examples of needs that fall under student support services are provided⁶.</p>	Annual TCO*
EX	<p><i>Our unit needs either a permanent part-time or reassigned Outreach staff member to assist our discipline with providing course, program and college information to the local community, either through partner high schools, community based organizations and/or non-credit sites.</i></p> <p><i><u>Rationale:</u> Based on enrollment data, the lower level courses in our discipline are typically cancelled due to low enrollment. However, based on our conversations with our community and as evidenced by the demographics, there is a demand and need. Potential students need information on how to enroll, take placement exams, and understanding the sequence of courses and pathways to potential careers. They need this information prior to coming to RCC to increase their likelihood of success.</i></p>	<p><i>\$0 if Reassigned Time</i></p> <p><i>\$25,000 for Permanent part-time w/benefits</i></p>
1.	<p>Supplemental Instruction Leaders (SIs)</p> <p>Reason: Supplemental Instruction (SI) at Riverside City College has been in existence since 2007 and was primarily funded through Title V. The program has expanded to multiple areas based on the source of categorical funding, such as the Basic Skills Initiative and CCRRA (STEM) grants. Programs that are typically initiated through grants, such as SI, are created with the intent of institutionalization.</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</p>	<p>One SI/section = approx. \$2700</p> <p>Dept. request is Ten (10) Sis = \$27,000 x 2 semesters = \$54,000</p>

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

access SI or SGL services.

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

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

Note: Values significant $p < .05$ are indicated by *. Values significant $p < .01$ are indicated by **. The Chi-Square test was used to determine the statistical significance. ESL 2010 Spring data seems to be an anomaly; previous year’s data is more in line with Fall 2009 data.

Providing Supplemental Instruction in courses aligns to the following:

- **ACCJC Standards:** Standard 1B— The institution demonstrates a conscious effort to produce and support student learning [...] and makes changes to improve student learning. Standard 2A--The institution assures the **quality** and improvement of all instructional courses and programs offered in the institution.
- **Riverside City College Mission:** The SI program offers a unique opportunity to provide a “learner-centered philosophy” to support our “diverse community of learners” and to provide the “high-quality” education that is stated in RCC’s mission. As “near peers,” SIs have the unique ability to communicate with students and create a situation that is truly learner centered. In addition, SI/SGL serves a larger percentage of African American and Hispanic students, both populations identified as underserved in the Student Equity Report data, than other services at RCC. RCC general student population is comprised of 10% African American and 37% Hispanic students. For the 2009-2010 academic year, SI/SGL served 45% Hispanic and 11% African American.
- **Goals and Strategies 2009-2014:** Supplemental Instruction is specifically identified in the College goal 2.A, “Ensure learning support services are available for all students (e.g. supplemental instruction) Further, because the SI program has had success with populations identified as low-performing, SI is one way to “address inequities for student, success, retention, and progression” as stated in goal 2. 3.
- **Department Mission:** Supplemental Instruction supports the mission of the Department because it “increases student-centered learning in and out of the classroom.”

	http://academic.rcc.edu/englishandspeechcomm/	
2.	<u>Rationale:</u>	
3.	<u>Rationale:</u>	

7. Library Needs Not Covered by Current Library Holdings⁷

English Discipline

RANK	<p>List Library Needs for Academic Year. Please justify and explain each request based on rubric criteria. These library resources are unit needs that are over and above what is currently provided by the library. Please list in order (rank) or importance.</p>	Annual TCO
EX	<p><i>The discipline needs for the library databases to be re-established for Access Science, American National Biography, Columbia Grangers World of Poetry, Criminal Justice & Periodicals Index, CQ Weekly, Oxford English Dictionary, ProQuest National Newspaper Core, World News Digest, American Film Scripts Online, ARTstor, Biography Resource Center, Dictionary of Literary Biography, Humanities International Complete, Oxford Art Online, Oxford Music Online, World Book Complete Suite.</i></p> <p><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.	<p>Re-establishment and/or protection of library databases.</p> <p><u>Rationale:</u> The library databases are vital components of the English discipline courses and address the following APC rubric criteria:</p> <p>--“Supporting students in their goals” – writing, reading, and critical thinking comprise the main themes within the English courses and the library is one of the students’ main resources to attain course completion and success. “Ensuring comprehensive and equitable services” is also one of the primary Goals and Strategies under Student Access and Support for RCC.</p> <p>--“Supporting faculty in the teaching” – the library databases is paramount in helping instructors in the “delivery of instruction” and also address the Student Access and Support goal of achieving student learning outcomes.</p>	

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

	<p>The following databases must continue to be funded:</p> <p>American History Online Dictionary of Literary Biography Humanities International Complete (EBSCO) Literary Reference Center (EBSCO) Noodle Tools SIRS Issues Researcher Proquest National Newspapers Core Opposing Viewpoints</p>	<p>\$1,209.00 \$3,147.00 \$3,368.00 \$4,404.00 \$1008.00 \$1,555.00 \$8,892.00 \$8,800.00</p>
2.	<p>Re-establishment of Library Hours <u>Rationale:</u> Another component integral to student success is student access to the library's physical resources as well as the instruction provided by library faculty. The library's hours need to be re-established to their original hours of operation to address the RCC Goal and Strategy 1: Student Access and Support: "ensure learning support services are available for all students."</p>	

<p>Library Operating Hours</p> <ul style="list-style-type: none"> • 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. 	<p>District reallocation of Riverside Library associate faculty/overload budget to Norco Library resulting in a \$76,000 loss.</p>
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Unit Name: _____ *English* _____

8. Learning Support Center Services---Writing and Reading Center (WRC)

1.	<p>Student Employees (increase in budget line item 2430) <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 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>			\$21,987.00	O
2.	<p>Reinstatement of Weaver Instructional Systems <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>	\$8,000 per year	3 years	\$19,000.00	O

	<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 Wisesoftware'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.</p> <p>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">• Weaver has its own placement system.• Lessons are presented in levels so that difficulty is increased gradually.• Students receive immediate feedback and explanations of their errors; students also have immediate and ongoing access to their scores and cumulative records.• Instructors have ongoing, up-to-the-minute information about student progress, time on task, and reading speeds.• Weaver has speed reading and vocabulary building components.• Instructors can customize student lessons to better individualize instruction and target areas of weakness.• 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.• Weaver provides students with hundreds of lessons without RCC or the students having to purchase additional textbooks, workbooks, or individual software for the lab.• English 85, 885 and Reading 887 have been able to move away from paper modules into completely automated and paperless modules using Weaver.				
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3.	<p>Reading Budget Line Item Augmentation and Liquidation <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
4.	<p>Part-time Reading Paraprofessional <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
5.	<p>CrossTec SchoolVue Classroom Management Software <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 company’s Web site (crosstecsoftware.com/educational/schoolvue.html), 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.</p>	\$39.35 \$787.00	100 1	\$4,722.00	O

6.	<p>Shirts for WRC staff <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	OT
7.					

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

Unit Name: _____

9. OTHER NEEDS not covered by current budget

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

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

Appendix

Instructional Unit Plan Update

Rubrics - Riverside City College

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Resource Request Common Rubric	iv

These criteria and rubric apply to requests for faculty in Table 1.

Ranking Criterion for Faculty Positions

Rationale Form for Faculty Positions based on Data Supplied in Annual Program Review

1. Discipline Needs based on Ratio of Full-Time to Part-Time Faculty for the Discipline **(35 points Total)**

a. Ratio of Full-Time to Part-Time Faculty based on # Sections taught by F/T:P/T
(15 Points. Points will be earned on a reverse sliding scale.)

b. Part Time FTEF (i. + ii. = _____)

i. Hourly FTEF _____ + Overload FTEF _____ = P/T FTEF

ii. FTEF due to reassigned time, load bank or other leaves = _____

(10 Points. Discipline data will be ranked and points awarded based on ranking.)

c. Students served based on Enrollment Load with qualifier(s)

Qualifiers may include, but are not limited to, lecture/lab courses, lab components, and/or linked courses.

Enrollment Load (students served) by the Discipline = _____

(10 Points. Points will be awarded based on the strength of the argument. See Rubric.)

2. Other Discipline Need **(20 points Total)**

a. WSCH/FTEF w/ qualifier

Qualifiers may include, but are not limited to, external regulating agency requirements or standards (State/National), Accreditation requirements/regulatory requirements (not recommendations), Health & Safety (OHSA, HazMat, Violations, Injury Issues), space limitations and institutional demands for specialty course offerings.

(10 Points. Points will be awarded based on the strength of the argument. See Rubric.)

b. Trends (anticipated retirements; discipline specific trends; expertise; technology shifts/influences, recruitment efforts/issues)

(10 Points. Points will be awarded based on the strength of the argument. See Rubric.)

3. Program (Discipline) Growth Trends with qualifier **(5 points Total)**
 - a. Enrollments/WSCH/FTES over the last three years **(5 Points. Discipline data (% of growth) will be ranked and points awarded based on ranking.)**

4. How a faculty hire supports the Discipline, Department, & College Goals as stated in the Educational Master Plan. **(5 Points Total)**
(5 Points. Points will be awarded based on the strength of the argument. See Rubric.)

5. Additional Factors (Job Market & Outlook Data/ Transferability & Matriculation/ **(5 Points Total)**
 Improved Quality of Student Experience {i.e., Puente, Honors, Summer Conservatory, Forensics}/ Other)
(5 Points. Points will be awarded based on the strength of the argument. See Rubric.)

1c. Students served based on enrollment load with qualifier(s)

9-10 Points	7-8 Points	5-6 Points	3-4 Points	1-2 Points	0 Points
Compelling Argument	Strong Argument	Average Argument	Weak/Average Argument	Weak Argument	No Argument Made

2a. WSCS/FTEF with qualifier(s)

13-15 Points	10-12 Points	7-9 Points	4-6 Points	1-3 Points	0 Points
Compelling Argument	Strong Argument	Average Argument	Weak/Average Argument	Weak Argument	No Argument Made

2b. Trends

13-15 Points	10-12 Points	7-9 Points	4-6 Points	1-3 Points	0 Points
Compelling Argument	Strong Argument	Average Argument	Weak/Average Argument	Weak Argument	No Argument Made

4. Faculty hire supports District/College/Discipline & Department Goals in Education Master Plan

9-10 Points	7-8 Points	5-6 Points	3-4 Points	1-2 Points	0 Points
Compelling Argument	Strong Argument	Average Argument	Weak/Average Argument	Weak Argument	No Argument Made

5. Additional Factors

9-10 Points	7-8 Points	5-6 Points	3-4 Points	1-2 Points	0 Points
Compelling Argument	Strong Argument	Average Argument	Weak/Average Argument	Weak Argument	No Argument Made

Resource Request Common Rubric
These criteria and rubric apply to requests in Tables 2-9

Criteria	Description for this category will:	Points
Supporting students in their goals	Illustrate how the request is expected to lead to student course completion and success, term to term persistence, [progress in basic skills attainment,] awards, certificates, or transfer. Narrative may also show how the request aligns with college goals, mission statement, vision, and strategic initiatives.	/30
Supporting faculty in their teaching	Explain how the request is a necessary and integral part of supporting faculty members' pursuit of the program, department, or discipline goals and is essential to or useful in delivery of instruction. Additionally, narrative may explain the degree to which the request supports the unit's comprehensive program review.	/25
Supporting faculty in professional development	Demonstrate how the request fulfills professional development needs and may include workshops, guest speakers, training on equipment and/or software, attending conferences, training needed to comply with state and/or federal regulations and ongoing training in the field.	/10
Improvement need resulting from assessment	Explain how the request comes from objective (SLO / PLO) assessment results that show that this request will result in improvement in unit. The request should illustrate what the specific intended improvements are and how they relate to overall mission, goals, or function of the unit (and/or college goals or mission.)	/15
Obsolescence	Show obsolescence of equipment being replaced as primary cause for need. This request relates to the replacement or updating of existing instructional technology and learning resources and should provide details (such as length, frequency, and type of use) to help illustrate obsolescence.	/10
Safety and Compliance	Show how need meets American Disability Act (ADA), Occupational Safety & Health Administration (OSHA), Federal, State, or Local regulations or laws, and/or how it addresses hazards or issues that cause unfit conditions requiring mitigation from potential danger.	/10

30 Point Scale: 30 = Superior 23 = Above Average 15 = Average 8 = Below Average 0 = No Effort/Non Applicable
 25 Point Scale: 25 = Superior 19 = Above Average 13 = Average 6 = Below Average 0 = No Effort/Non Applicable
 15 Point Scale: 15 = Superior 11 = Above Average 8 = Average 4 = Below Average 0 = No Effort/Non Applicable
 10 Point Scale: 10 = Superior 8 = Above Average 5 = Average 3 = Below Average 0 = No Effort/Non Applicable

NOTE: The above weighting scale point values will be used for ranking criteria. For example, a 30 point scale will not be given a 26 point value.