ANNUAL INSTRUCTIONAL UNIT PLAN

Unit: <u>Film Studies</u>

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: <u>Cynthia Morrill</u>
Due: May 16, 2011

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

<u>Patrick.schwerdtfeger@rcc.edu</u>

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. <u>FAILURE TO PROVIDE COST ESTIMATES MAY RESULT IN YOUR REQUEST NOT BEING CONSIDERED.</u> Please see Unit Plan Rubric for the prioritization criteria. <u>TO ACHIEVE MAXIMUM POINTS WRITE YOUR RATIONALES BASED ON THE RUBRIC CRITERIA. IF CRITERIA ARE NOT ADDRESSED IT WILL BE GIVEN ZERO POINTS.</u>

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?

   Film Studies is a unit within the Department of English and Speech Communication. It shares in the department's overall mission:

   To foster student-centered learning in and out of the classroom, promote cultural awareness and sensitivity, encourage critical thinking, cultivate literacy, and support student expression through writing, discussion, debate, performance, presentation, and publication in the areas of Communications Studies, English, ESL, Film Studies, Journalism, and Reading.

   The specific mission of the Film Studies discipline is:

   To foster in students a life-long, multicultural, and international appreciation of film and related examples of the moving image that is grounded in understanding, criticism, evaluation, and history, and that is expressed by bringing similar knowledge of film to others.

   The mission of Film Studies aligns with the college's mission in its commitment to life-long and individual achievement and in its interest in fostering critical thinking, developing information and communication skills, expanding the breadth and application of knowledge, and promoting community and global awareness. Film Studies focuses on a specific set of media (the moving image) to bring about the ends described in the college's mission.

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?

      A proposal for an A.A. degree in Film Studies is under review at the State Chancellor's Office.

   c. Have activities in other units impacted your unit? For example, a new nursing program could cause greater demand for life science courses.

At present, no. However, a terrific new course Art 4, Introduction to Visual Culture is currently moving through the curriculum process. If and when the Film Studies A.A. degree receives approval, if and when Art 4 is added to the City College catalog, with the permission of the Art discipline, Film Studies will seek to include Art 4 as a level 3 elective within the Film Studies A.A.

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.

   As of spring 2011 all eight of the film studies courses will have been offered once. The current data set covers three semesters or two offerings of FST 1, 3, 7, and 8, and one offering of FST 4 and 5. Over that time efficiency has dropped from 510% to 490%. Student overall student retention and success rates have increased. Face-to-face offerings (there is one face-to-face offering per semester) have seen higher rates of success and retention than hybrid offerings (there are two per semester).

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.

   At present, to improve retention and success rates for film studies courses, the CORs, course materials, and course teaching is all under review. Given the small sample sizes (two offerings of four courses, one offering of two courses) and the teaching curve (each class has been "recreated" each semester in pursuit of better teaching methods), it's difficult to draw precise conclusions regarding retention and student success. All the same, to improve student retention and success, it would be very helpful for the enrollment caps for FST courses to be raised from 30 to 35 or higher. Having larger enrollments would be beneficial to figuring out the teaching curve (how to best teach FST courses at City College). Course assessment is underway (with the gracious help of Dean of Academic Support, Marilyn Martinez-Flores). Depending on room availability, also under consideration is offering more face-to-face classes (since the f-t-f classes have been more successful than the hybrid classes).

   One oddity that I have not been able to lock down in hard numbers is that the FST courses appear to skew as male (for example, in the current semester, of the 37 students who were at one time enrolled in FST 8, there were 25 males to 12 females, of the 34 students enrolled at one time in FST 2, there were 26 males to 8 females). My sense is that this enrollment bias is the result of the subject matter and word of mouth (many of the students in FST 2 and 8 are friends of other male students enrolled in FST or FTV courses at City College). In my upcoming assessment projects, I plan to include survey questions to try to pin down how students are learning about the FST classes and why they are choosing FST classes over other classes that, for example, serve to complete the IGETC arts and humanities requirement or as UC/CSU transfer electives. What I am eager to lay my hands on is data to show if all the classes skew male or just some. I've put in a request

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.

Not applicable.

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 (submitted)

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.]**

	Film Studies Courses	Assessment Status	Not Offered	Offered Summer	Offered Fall	Offered Winter	Offered Spring
1	Intro to Film Studies	1			x		
2	Intro to Television Studies	1					x
3	Intro to International Cinema	1			x		
4	Intro to Film Genres	1					x
5	Fiction and Film	1	x				
6	Screenplay Analysis	1					x
7	Hist of World Film: Beg - 1960	1			x		
8	Hist of World Film: 1960 - Pres	1					x

Please complete the following questions:

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

Since I am a discipline of one, I have no discipline dialogue to report. Let me report instead on the activities of my informal and unofficial film studies cadre (the good work of Jason Spangler-English discipline and Susan St. Peters-English discipline). Input has also been received from Valarie Zapata-English discipline, Moreno Valley College and fellow teacher of film studies.

At the close of this semester, all eight of the FST courses will have been offered at least once at City College. All of the FST CORs are currently undergoing revision to fine-tune them to the actual teaching of the courses (what in the abstract sounds good on paper all too often reveals to be problematic in practice).

A plan is afoot to have all the COR revisions ready to submit to the Riverside Curriculum Committee in Fall 2011, at that point formal assessment (indirect and direct) will begin.

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

Formal (indirect/direct) assessment of the SLOs has not begun. Informal assessment of SLOs, methods of instruction, and methods of evaluation (mid- and end-of-the semester free-wheeling class "hits and misses" discussions) has revealed:

Regarding FST 7 and 8:
- Scantron type quizzes are ineffective towards achieving SLO 3: the application of college-level methods of analysis and evaluation to writing about film and film history. Weekly reading questions are preferred. (Both methods were employed in 2009/10; only weekly reading questions have been employed in 2010/11). RQs force students to read the material. Another supporting reason for the uptick in research projects from Fall 2009 to Fall 2010, the availability of the Film and Television Literature Index as a LAMP electronic resource.
- The natural break between the two history classes is the immediate post-WWII era not the 1950s (revise SLO 1 for 7/8 and course description).
- Attention to meta-historical questions is more distraction than advantage (SLO 3) to success at SLO 1. (Delete or revise SLO 3 to achieve critical thinking objectives for 7/8)

Regarding FST 2 and 4:
- United State forms of creative expression should be emphasized over international in view of the scarcity of examples available for student research. (Revise SLO 2 for FST 2, and SLO 1 for FST 4)

Regarding FST 1 and 3:
- FST 1's SLO 1 needs to be revised to state clearly the course's international perspective, a new SLO for FST 3 specifying student involvement in film selection should be added (as international research).

I am still fact gathering regarding FST 5 and 6, and I will be conducting a second "hits and misses" discussion with the FST 2 and 8 students as part of our final exam.

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

Aside from asking for an increase in cap that would in turn trigger opportunities to lay claim to a larger classroom (ideally one with curtains, say Quad 216) Film Studies is not making any specific resource requests; it is participating in requests made on behalf of the department of English and Speech Communication.

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

Following revision of the CORs, direct and indirect assessment is planned for

Indirect assessment of FST 1 and 7 will take place in Fall 2011 (student surveys at the beginning and end of the semester) A prototype direct assessment will take place in Fall 2011 for FST 7, including embedded exam questions and portfolios). (Dean Marilyn Martinez Flores has been providing assistance on constructing a portfolio assessment for FST 7). A prototype direct assessment in Fall 2011 for FST 1 is also planned, including embedded exam questions). These pilot assessment procedures will be based on the revised course SLOs for the FST courses.

Assuming the FST 7 direct assessment project proves viable, a similar assessment will be conducted for FST 8 (FST 7 and 8 are the two halves of film history) in Spring 2012. Assuming the prototype FST 1 direct assessment proves viable, it should also prove adaptable for FST 2, 3, 4, 5, and possibly 6. FST 6 is the outlier, where FST 2, 3, 4, and 5 engage and analyze methods for appreciating, understanding, and evaluating the moving image (on film and television), FST 6 studies the craft of the screenplay. For that reason it's likely a separate assessment strategy will need to be developed.

The planned film studies rotation for Fall 2011 to Spring 2013 will allow for the opportunity to conduct direct and indirect assessments of all the FST courses.

Fall 2011	Spring 2012
FST-1 (I/D assessment)	FST-5 (I/D Assessment)
FST-3 (I assessment)	FST-4 (I/D Assessment)
FST-7 (I/D assessment)	FST-8 (I/D Assessment)

Fall 2012	Spring 2013
FST-1 (I/D assessment)	FST-2 (I/D assessment)
FST-3 (I/D assessment)	FST-6 (I/D assessment)
FST-7 (I/D assessment)	FST-8 (I/D assessment)

Following indirect and direct assessment of the courses, the plan is to review and fine-tune the FST CORs.

(It is possible, due to the current budget crisis that FST 2 and 5 may need to be put on a two-year hiatus. In this eventuality, the above rotation

would need to be revised. Regardless, the COR review will take place over the summer, as will the indirect and direct SLO assessments of all FST courses offered over the next two-year cycle.)

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

www.surveymonkey.com/s/TT793LQ

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 (submitted).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.

> Program SLOs are under review as part of the Film Studies AA degree currently undergoing review at the state Chancellor's Office.

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)?

> The film studies program was created and continues to receive advice from a variety of people at work in higher education and the film arts, specifically, from the UCR Culver Center for the Arts and the UCR/California Museum of Photography (Director Jonathan Green), the UCR department of Media and Cultural Studies (Professor Toby Miller, Professor Carole-Anne Tyler), the CSU department of Communications (Professor C. Rod Metts). No formal program assessment has taken place, and therefore no formal results have been shared. Film Studies has yet to have any graduates; the film studies degree pattern is currently under review by the state Chancellor's Office.

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

> Aside from asking for an increase in cap that would in turn trigger opportunities to lay claim to a larger classroom (ideally one with curtains, say Quad 216) Film Studies is not making any specific resource requests; it is participating in requests made on behalf of the department of English and Speech Communication.

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

Pester Marilyn Martinez Flores for additional help. More seriously, what I would like to do is create a type of capstone project, a student run film festival. The students would demonstrate the FST program learning outcomes by curating and operating a film festival that would present student and professional experimental, short-subject, documentary, and feature films. Program assessment would include audience surveys and student participant surveys (indirect measures), as well as examination of supporting festival documentation, such as program notes (direct measures).

Eventual funding for the project would fall upon the student festival creators (grant writing is a key aspect of film programming and would become part of "service learning"). However, I would write seed money public and private grants—I have experience writing grant requests to the NEA and NEH, as well as the California Arts Council, California Council for the Humanities, and the Riverside Arts Council. Currently, I am working with Richard Keeler on developing grant prospects (there is an NEA grant that might be a fit). Obviously, in this era of dwindling state budget dollars, outside funding is an absolute necessity for this project. In the past, I have scored over a quarter million arts and humanities dollars from various granting bodies; I think it's time for me to put on my grant-writer's hat and get to work.

Rather than develop a new course (an FST 9: Film Festival) which would need to be folded into the Film Studies program and thereby increase program unit count (not good), I am working with Professor Jami Brown (as well as Associate Vice Chancellor of Instruction Sylvia Thomas) on adapting (currently undergoing curriculum review) ILA-5, Service Learning and Community Involvement, into suitable curriculum. (Ideally, the curriculum would be open entrance/exit, zero to minimal units). I am also in conversations with faculty in other disciplines to see if they would be interested in creating similar/tandem program assessments (for example, a film festival/poetry slam).

Of course, in addition to serving as program assessment, a student run film festival would also support the mission of the film studies discipline. More to point, in addition to providing an opportunity for program assessment a student-run film festival would also provide students with experience in film programming. Ideally, FST graduates would be able to seek internships (paid/unpaid) at professional film festivals like Palm Springs, Los Angeles, or even Sundance based upon their experience running their student festival. (Admit it—you know this would be super cool—but you should also know I will not comp you tickets.)

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

Instructional Unit Plan Update

C. Human Resource Status

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

2010-2011 Faculty Employed in the Unit		
Teaching Assignment (e.g. Math, English)	Full-time faculty (give number)	Part-time faculty (give number)
Full Time (each semester the 9 unit teaching load is divided among Cynthia, Jason, and/or Susan)	1	
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)

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)
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)

1. **Staff Need**

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	*Tenure-Track Instructor* *Rationale: (All criteria in APC Ranking Rubric must be addressed and included in rationale).*		
1.	**Research and Assessment Specialist** Rationale: 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 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.	N	Range 23 $4,560/ month, plus health
2.	Rationale:		

2. Equipment (excluding technology) Needs <u>Not</u> Covered by Current Budget[1]

None, strategic input 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
1.	Document Cameras for Quad Classrooms 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**	**$1755.29 each + tax + 3% shipping with $500/room installation fee**	**3**	**$5,265.87 + tax and shipping**
2.	Rationale:				

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[1] ***Instr** learning a

Non-Instructional Equipment is defined as tangible district property of a more or less permanent nature that cannot be easily lost, stolen or destroyed; but which replaces, modernizes, or expands an existing instructional program. Furniture and computer software, which is an integral and necessary component for the use of other specific instructional equipment, may be included (i.e. desk for office staff).
** TCO = "Total Cost of Ownership" is the average cost for one year. **Please contact 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 <u>Not</u> Covered by Current Budget: [2]

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

Annual TCO*

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

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[2] 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 <u>Not</u> Covered by Current Building or Remodeling Projects*[3]

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
1.	**Panic Buttons installed in all classrooms and learning centers** Reason: 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 provides a safer teaching and learning environment for instructors and students.	$22,495
2.		
3.	Rationale:	

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[3]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.

Unit Name: _____

5. Professional or Organizational Development Needs Not Covered by Current Budget*[4]

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	*Funding for Associate Faculty to Participate in Workshop for SLO Assessment* *Rationale: Associate faculty members teach a large number of courses in our department, utilize department common assessments, and per ACCJC standards must be included in the dialogue for the improvement of assessment. Since associate faculty are not required or compensated for this work, the department would like to compensate them through a stipend. These workshops are critical for the completion of the assessment cycle and for faculty to use the results in helping students achieve their goals.*	*$100*	*36*	*$3600*
1.	Rationale:			
2.	Rationale:			
3.	Rationale:			
4.	Rationale:			
5.	Rationale:			
6.	Rationale:			

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[4]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	List Student Support Services Needs for the Academic Year. **Please justify and explain each request based on rubric criteria.** These are services needed by your unit over and above what is currently provided by student services at the college. Examples of needs that fall under student support services are provided[5].	Annual TCO*
EX	*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.* *Rationale: 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.*	*$0 if Reassigned Time* *$25,000 for Permanent part-time w/benefits*
1.	Rationale:	
2.	Rationale:	
3.	Rationale:	
4.	Rationale:	
5.	Rationale:	

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[5] *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 <u>Not</u> Covered by Current Library Holdings[6]

RANK	List Library Needs for Academic Year. Please justify and explain each request based on rubric criteria. These library resources are unit needs that are over and above what is currently provided by the library. Please list in order (rank) or importance.	Annual TCO
EX	*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.* <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.*	
1.	<u>Rationale:</u>	
2.	<u>Rationale:</u>	
3.	<u>Rationale:</u>	
4.	<u>Rationale:</u>	
5.	<u>Rationale:</u>	

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[6] 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.[8] If your unit is responsible for running a learning support center such as the Writing and Reading Center, the Math Learning Center, Computer lab or similar learning support center please address those needs here. These do not include laboratory components that are <u>required</u> of a course.	Total Cost of Requests			
		Cost per item	Number Requested	Total Cost	Ongoing (O) or one-time (OT) cost
EX	*Institutionalize the Supplemental Instruction (SI) Program to provide SI leaders for our discipline.* <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.*	*$2400 per semester per SI*	*10 SI's x 2 semesters = 20*	*$48,000*	*O*
1.	Rationale:				
2.	Rationale:				
3.	Rationale:				
4.	Rationale:				

[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.**

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	*Our unit needs money for tournament awards in the form of scholarships to increase participation.* *Rationale: The tournament provides students with an enhanced learning opportunity. This opportunity will increase overall attainment of student learning outcomes (SLOs), increase access and overall persistence. Faculty use the competition an extension of in class learning and to promote their programs.*	*$100*	*5 scholarships per year*	*$500*	*O*
1.	**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.)	None, strategic input	None, strategic input	None, strategic input	None, strategic input

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

Appendix
Instructional Unit Plan Update
Rubrics - Riverside City College

Appendix Table of Contents

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.