

# ANNUAL INSTRUCTIONAL UNIT PLAN

**Unit:** Journalism

*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: Allan Lovelace**

**Due: May 16, 2011**

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

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



*Form Last Revised: March 9, 2011*

**Riverside City College**

Office of Academic Affairs

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

# Instructional Unit Plan

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

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

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

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

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

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

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

## MISSION

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

## GOALS AND STRATEGIES 2009-2014

### **Goal I: Student Access and Support**

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

## **Goal II: Responsiveness to Community**

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

## **Goal III: Culture of Innovation**

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

## **Goal IV: Resource Development**

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

## **Goal V: Organizational Effectiveness**

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

# Instructional Unit Plan Update

## A. Trends and Relevant Data

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

To provide an excellent educational experience that prepares students for entry level careers in a broad range of journalism and related occupations, to transfer to university and college journalism and mass communications programs, and to critically examine the media.

### 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.

No.

### 3. Have there been any significant changes in enrollment, retention, success rates, or environmental demographics that impact your discipline (See Dataset provided to all chairs)? If so, please indicate those changes. If there are no significant changes in your unit's opinion, indicate "None" and skip to question #3.

None. The Journalism 20 Newspaper course, however, has a statistically significant failure rate and dropout rate that will be addressed in a focus group during the spring 2011 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.

Yes. A focus group will meet during the last class meeting of the spring 2011 semester for the Journalism 52 Newspaper Editing class. The purpose of the meeting will be to encourage suggestions from the students and faculty about what could be attempted to increase student success in passing the Journalism 20 Newspaper class and in reducing the dropout rate in the class for the fall 2011 semester. Journalism 20 students will also be invited to participate in the meeting.

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.

**Journalism Discipline Ongoing Goals:**

- a. to offer courses and student media experiences that prepare students to work with professional media and to critically examine mass media;**

The Journalism Discipline created a mobile app so that its students will get experience in creating content and designing pages for the iPad tablet, iPhone, and Android mobile devices. Students enrolled in the newspaper class won four state General Excellence awards, seven state individual awards and a national Best Newspaper award during the 2010-2011 academic year.

- b. to align equipment with media industry standards;**

The Journalism Discipline purchased an iMac computer with the newspaper's advertising funds. All 10 of the Journalism Discipline's 4-year-old obsolete computers must be replaced to align its equipment with industry standards.

- c. to provide learning opportunities that can lead to continued education or immediate employment.**

Students used media and critical thinking skills they acquired while serving with the Journalism Discipline's student media and studying in its lecture classes to successfully transfer to universities and secure employment with print and online newspapers.

- d. to offer students opportunities to work with student-produced campus newspapers, online newspapers, and television newscasts.**

The Journalism Discipline offers 14 issues of the student newspaper in print, online, and on mobile devices each academic year. Its students also enroll in Television classes at RCC and produce sports and entertainment programs shown on the college's cable TV channel.

- e. to move to suitable facilities.**

The Journalism Discipline is located in the Assessment and Journalism building, which is much better than its former facility in the Quad basement. The cramped square footage has not changed, but at least the current facility does not flood or suffer from vermin infestations or mold and mildew. The ideal solution would be for the Journalism Discipline to expand into the remaining space of the Assessment and Journalism building and move Assessment to another building.

## **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.**

Journalism SLO Assessment, Spring 2011

The Journalism Discipline has now assessed SLOs for all of its regularly offered courses, including Journalism 1, 7, 20, and 52.

The Journalism Discipline assessed an SLO in its Journalism 7 course during the spring 2011 semester as follows:

Assess the following SLO:

1. Demonstrate an understanding of the mass communication process.
  - a. Identify mass media terms, models, and theories.

A pop reading quiz was given early in the semester that included a question that would also appear on the midterm test. One purpose of repeating the question on the midterm test was to determine whether students were retaining their understanding of a key concept as the semester progressed to its halfway point. The results of the comparison demonstrated that of the 20 students who completed both the pop quiz and the midterm test, a substantial improvement among students in understanding the key concept occurred in the five weeks between the pop quiz and the midterm test. Ten of the 20 students who completed the quiz understood the key concept early in the semester. Fourteen of the 20 students who completed the midterm test understood the key concept. The improvement may be attributed in part to the instructor returning to the key concept in lectures from time to time during the semester, to the requirement that students keep a journal of their media reading and comment about the presence or absence of the key concept in the stories, and to the students being allowed to keep their pop quiz with the question about the key concept. While it is encouraging to see an improvement in the number of students (from 50% to 70%) who understood the key concept, the goal is to have all of the students understand key concepts. The key concepts are discussed in class lectures, but some students will miss the lectures due to absences. To increase the percentage of students who understand of key concepts, a plan was developed to provide additional opportunities for students to be exposed to them beginning in the fall 2011 semester. Mini homework assignments that can only be completed by students who read the assigned chapter in the textbook will be given as a way to address the problem of students failing to purchase or rent the textbook when they mistakenly decide that the textbook is unnecessary. Handouts listing key concepts will also be provided, but without the definitions. To measure the effectiveness of this plan, the same question about the key concept used in this spring 2011 SLO assessment will be included in the pop quiz early in semester and the midterm test as part of the SLO assessment to be repeated in the fall 2011 semester.

## **I. Course Student Learning Outcome (SLO) Assessment**

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

1. Enter into the CurricUNET assessment module, or

### **Instructions for CurricUNET**

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

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

2. Enter into Survey Monkey at [www.surveymonkey.com/s/P87GBCB](http://www.surveymonkey.com/s/P87GBCB), or

3. E-mail a document in another format (e.g., MS Word) to [sloassessment@rcc.edu](mailto:sloassessment@rcc.edu).

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

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

**Please complete the following questions:**

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

The Journalism Discipline is a one-person discipline. The full-time faculty member, however, met with part-time instructors from Riverside and Moreno Valley to assess an SLO in the Journalism 20 Newspaper class.

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

The results indicated that a majority of students demonstrated in their newspaper work that they understood how to apply the SLO. The goal, however, is for all students to demonstrate understanding of the SLO in their newspaper work. A plan was created to use an online subscription to the Associated Press Stylebook. Preliminary results indicated that more students demonstrated competency with the SLO, but further results indicated that most students did not use the subscription service and so the subscription was not renewed. Workshops were then created early in the next semester to explain the SLO, but these workshops had limited success. A plan to distribute handouts about the SLO will be put into place early in the fall 2011 semester.

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

Ten of the Journalism Discipline's eleven computers are four years old. RCCD's Technology Plan stated that computers must be replaced every three years to avoid obsolescence and that the lifespan of a computer is five years. All of the Journalism Discipline's work by its students and faculty is completed on its 11 computers, and so the ten that are obsolete and continually breaking down must be replaced. Improvement of SLOs: Demonstrate copy editing, page design, photo editing and/or headline writing skills in journalism. Use the computer and software to edit a newspaper. Create effective page designs on the computer.

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

As stated in this Unit Plan, SLOs for the Journalism 7 course and Journalism 20 course will be reassessed this year.

## II. Program Learning Outcome (PLO) Assessment

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

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

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

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

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

## Instructional Unit Plan Update

### C. Human Resource Status

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

<b>2010-2011 Faculty Employed in the Unit</b>		
Teaching Assignment (e.g. Math, English)	Full-time faculty (give number)	Part-time faculty (give number)
Journalism	one	one
<b>2010-2011 Classified Staff Employed in the Unit</b>		
Classified Employee Title (e.g. IDS, Lab Assistant)	Full-time staff (give number)	Part-time staff (give number)
	zero	
Training Technician		One: fall 2010 semester

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

<b>2011-2012 Faculty Employed in the Unit</b>		
Teaching Assignment (e.g. Math, English)	Full-time faculty (give number)	Part-time faculty (give number)
Journalism	one	one
<b>2011-2012 Classified Staff Employed in the Unit</b>		
Classified Employee Title (e.g. IDS, Lab Assistant)	Full-time staff (give number)	Part-time staff (give number)
Journalism Production Specialist (requested)	one	
Journalism Specialist (requested)		one

**1. Staff Needs**

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

Rank	List Faculty or Staff Positions Needed for Academic Year. Please list in order (rank) of importance. Please justify and explain each faculty or staff request based on rubric criteria. (See APC Ranking Rubric for faculty positions.)	Indicate (N) = New or (R) = Replacement	Annual TCP*
EX	<i>Tenure-Track Instructor</i> Rationale: ( <u>All</u> criteria in APC Ranking Rubric must be addressed and included in rationale).		
1.	Journalism Production Specialist (requested) Rationale: 2) <i>Campus Goals</i> – “essential to delivery of instruction— <i>increase successful course completion with supplemental/alternative instruction; persistence; improving student learning outcomes.</i> ” A full-time Journalism Production Specialist is needed to assist the one full-time instructor and one part-time instructor in the student newspaper newsroom as requested since the year 1965. A Journalism Production Specialist is needed to maintain the computers, software, and peripherals and to assist students in using the page design, video editing, and photo editing software and hardware and cameras. The Film, Television, and Video Program has two full-time Production Specialists, although the Journalism Program, which has the same need, does not have even one full-time Production Specialist. The Journalism Production Specialist would not be assigned a teaching load.	New	\$68,000
2.	Journalism Specialist (requested) Rationale: If the full-time Journalism Production Specialist position is not approved, a part-time Journalism Specialist will need to be approved. This position would replace the Training Technician from fall 2010.	New	\$18,000
3.	Rationale:		
4.	Rationale:		
5.	Rationale:		

<sup>1</sup>\* TCP = “Total Cost of Position” for one year is the cost of an average salary plus benefits for an individual. **For costs associated to faculty or staff positions, please contact Michelle Davila with Business Services at (951) 222-8400.** New positions (not replacement positions) also require space and equipment. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position. Please complete this form for “New” Classified Staff only. All replacement staff must be filled per Article I, Section C of the California School Employees Association (CSEA) contract.

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

Rank	List Equipment or Equipment Repair Needed for Academic Year. Please list in order (rank) of importance. Please justify and explain each equipment request based on rubric criteria.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes	Annual TCO**		
			Cost per item	Number Requested	Total Cost of Request
EX	<p><i>Document Camera for Quad Classroom</i>  <i>Rationale: 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>Canon digital SLR camera                      Rationale: The Journalism Discipline’s current video camcorder is four years old and must be replaced. This Canon SLR cameras can take both stills and video. It is essential that students get experience in using multimedia for their success in securing employment and their success in transferring to universities. Improvement of SLO: Use a digital camera to take professional quality photographs for publication. 1) <i>Academic Master Plan: Values – learning environment “to provide and maintain state-of-the-art equipment”</i> 2) <i>Campus Goals – “essential to delivery of instruction—increase successful course completion with supplemental/alternative instruction; persistence; improving student learning outcomes.”</i></p>	I	\$1,800	1	\$1,800
2.	Rationale:				
3.	Rationale:				

**3. Technology (Computers and equipment attached to them)++ Needs Not Covered by Current Budget:** <sup>2</sup>

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

Rank	List Technology Requested for Academic Year. Please list in order (rank) of importance. Please justify and explain each technology request based on rubric criteria.	New (N) or Replacement (R)?	Program: New (N) or Continuing (C)?	Location (i.e Office, Classroom, etc.)	Is there existing Infrastructure?	How many users served?	Has it been repaired frequently?	Annual TCO*		
								Cost per item	Number Requested	Total Cost of Request
EX	Two Network printers for department Rationale: There are more than 20 full-time faculty utilizing this printer to develop instructional materials. Current printer >10 years old and high volume usage causes frequent breakdowns. Functioning equipment is critical to meeting the needs of our students, department goals and course SLOs.	R=1 N=1	C	Work-room	Yes	>20	Y	\$1100	2	\$2200
1.	Macintosh iMac computers w/ 27-inch monitors, i7, 16 RAM, 2 Ghz card, 2 TB. Rationale: The District's new Technology Plan states that computers must be replaced every three years. The Journalism Discipline's computers are four years old and so obsolete that industry standard video editing software cannot run on them and they frequently need to be repaired. Functioning equipment is mission critical to meeting the needs of our students, department goals and course SLOs. Improvement of SLOs: Demonstrate copy editing, page design, photo editing and/or headline writing skills in journalism. Use the computer and software to edit a newspaper. Create effective page designs on the computer. 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.”	R	C	C	Yes	325	Yes	\$3,100	10	\$31,000

<sup>2</sup> TCO = “Total Cost of Ownership” is the average cost for one year. **Please contact Shirley McGraw at (951) 222-8397 for a list of approved vendors and to request quotes.** If equipment needs are linked to a position please indicate.

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

2.	<p>Apple iPad3 with case. The Journalism Discipline needs to purchase a media tablet device so that the students can learn how to present online media content in new formats. It is essential that students get experience in using multimedia for their success in securing employment and their success in transferring to universities. 1) <i>Academic Master Plan: Values – learning environment “to provide and maintain state-of-the-art equipment”</i> and 2) <i>Campus Goals – “essential to delivery of instruction – increase successful course completion with supplemental/alternative instruction; persistence; improving student learning outcomes.”</i></p>	N	C	C	Yes	200		\$900	1	\$900
3.	<p>1. Macintosh laptop computer. 13-inch screen, 4 GB RAM, 256 GB flash drive, 2.7 Ghz processor, wireless card, built in webcam and microphone. Rationale: 1) <i>Academic Master Plan: Values – learning environment “to provide and maintain state-of-the-art equipment”</i> and 2) <i>Campus Goals – “essential to delivery of instruction – increase successful course completion with supplemental/alternative instruction; persistence; improving student learning outcomes.”</i> This laptop would make it possible for student journalists to participate in live webcasting of news and sporting events to the newspaper’s existing website, <a href="http://www.viewpointsonline.org">www.viewpointsonline.org</a>. Currently, the Journalism Program does not have a laptop computer, and so it is impossible to teach live webcasting of news or for students to demonstrate it. It is essential that students get experience in using multimedia for their success in securing employment and their success in transferring to universities.</p>	N	C	C	Yes	200		\$1,700	1	\$1,700

Unit Name: \_\_\_\_\_ Journalism \_\_\_\_\_

**4. Facilities Needs Not Covered by Current Building or Remodeling Projects\*<sup>3</sup>**

RANK	List Facilities Requests for Academic Year. Please list in order (rank) of importance. Please justify and explain each facility request based on rubric criteria. Requests should be for remodels, renovations or added new facilities and not basic repair and maintenance.	Annual TCO*
		Total Cost of Request
EX	<p><i>Roof Replacement</i>  <i>Rationale: The department building roof is in need of replacement. Currently, it leaks directly down the building and into our classrooms and office space. There have been three attempts to repair the roof. Previous leaks have caused damages to computer equipment and work space. The constant need to relocate staff and/or classrooms due to leaks has had a direct impact on the teaching and learning environment.</i></p>	\$2500
1.	<p>Soundproof Office B in the Journalism facility.                      Rationale: The Journalism Discipline produces audio podcasts and video reports for its online newspaper in a room with thin temporary walls. It is essential that students get experience in using multimedia for their success in securing employment and their success in transferring to universities. The room must be soundproofed. 1) <i>Academic Master Plan: Values – learning environment “to provide and maintain state-of-the-art equipment”</i> and 2) <i>Campus Goals – “essential to delivery of instruction – increase successful course completion with supplemental/alternative instruction; persistence; improving student learning outcomes.”</i></p>	\$5,000
2.	Rationale:	
3.	Rationale:	

<sup>3</sup>TCO = “Total Cost of Ownership” is the average cost for one year. **Please contact Ralph Perez, Director of Facilities, Operations and Maintenance at (951) 222-8470 to obtain an accurate cost estimate and to learn if the facilities you need are already in the planning stages.** For basic repair and maintenance, please submit a facilities work order.

**5. Professional or Organizational Development Needs Not Covered by Current Budget\*<sup>4</sup>**

RANK	List Professional Development Needs for Academic Year. Please list in order (rank) of importance. Please justify and explain each professional development request based on rubric criteria. Professional or Organizational development needs may include workshops, guest speakers, training on equipment and/or software, attending conference, training needed to comply with state and/or federal regulations, and ongoing training in the field.	Annual TCO*		
		Cost per item	Number Requested	Total Cost of Request
EX	<i>Funding for Associate Faculty to Participate in Workshop for SLO Assessment</i> <i>Rationale: Associate faculty members teach a large number of courses in our department, utilize department common assessments, and per ACCJC standards must be included in the dialogue for the improvement of assessment. Since associate faculty are not required or compensated for this work, the department would like to compensate them through a stipend. These workshops are critical for the completion of the assessment cycle and for faculty to use the results in helping students achieve their goals.</i>	\$100	36	\$3600
1.	Restore conference funding. The Journalism Discipline attends two conferences every year, but for the past two years its funding has not been listed in its annual budget. While funding has still been provided, it is very difficult and time consuming to attempt to plan and make arrangements to attend conferences without knowing in advance how much funding will be provided. Rationale:	\$5,000	one	\$5,000
2.	Rationale:			
3.	Rationale:			
4.	Rationale:			
5.	Rationale:			

<sup>4</sup>TCO = “Total Cost of Ownership” is the average cost for one year. **Please contact Human Resources and/or the Faculty Development Coordinator to see if your request can be met with their current budget.**

Unit Name: \_\_\_\_\_

## 6. Student Support Services

RANK	<p align="center"><b>List Student Support Services Needs for the Academic Year.</b></p> <p><b>Please justify and explain each request based on rubric criteria.</b> These are services needed by your unit over and above what is currently provided by student services at the college. Examples of needs that fall under student support services are provided<sup>5</sup>.</p>	Annual TCO*
EX	<p><i>Our unit needs either a permanent part-time or reassigned Outreach staff member to assist our discipline with providing course, program and college information to the local community, either through partner high schools, community based organizations and/or non-credit sites.</i></p> <p><i><u>Rationale:</u> Based on enrollment data, the lower level courses in our discipline are typically cancelled due to low enrollment. However, based on our conversations with our community and as evidenced by the demographics, there is a demand and need. Potential students need information on how to enroll, take placement exams, and understanding the sequence of courses and pathways to potential careers. They need this information prior to coming to RCC to increase their likelihood of success.</i></p>	<p><i>\$0 if Reassigned Time</i></p> <p><i>\$25,000 for Permanent part-time w/benefits</i></p>
1.	<u>Rationale:</u>	
2.	<u>Rationale:</u>	
3.	<u>Rationale:</u>	
4.	<u>Rationale:</u>	
5.	<u>Rationale:</u>	

<sup>5</sup> \*Student Support Services include for example: tutoring, counseling, international students, EOPS, job placement, admissions and records, student assessment (placement), health services, student activities, college safety and police, food services, student financial aid, and matriculation. **Please contact Dr. Edward Bush at (951) 222-8837 to obtain an accurate cost estimate and to learn if these services are available or in the planning stages.**

Unit Name: \_\_\_\_\_ *Journalism* \_\_\_\_\_

**7. Library Needs Not Covered by Current Library Holdings<sup>6</sup>**

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

<sup>6</sup> TCO = "Total Cost of Ownership" is the average cost for one year. **Please contact Linda Braiman, Associate Professor of Library Services at (951) 222-8657 for an estimate on databases and/or library resources.**

Unit Name: \_\_\_\_\_

### 8. Learning Support Center Services

RANK	List Learning Support Center Services Needs for Academic Year. Please justify and explain each request based on rubric criteria. <sup>8</sup> If your unit is responsible for running a learning support center such as the Writing and Reading Center, the Math Learning Center, Computer lab or similar learning support center please address those needs here. These do not include laboratory components that are <u>required</u> of a course.	Total Cost of Requests			
		Cost per item	Number Requested	Total Cost	Ongoing (O) or one-time (OT) cost
EX	<p><i>Institutionalize the Supplemental Instruction (SI) Program to provide SI leaders for our discipline.</i></p> <p><i>Rationale: Students in our discipline have benefited greatly from the SI's. In the 2007-2008 academic year, students who participated in SI had a 62.1% success rate in comparison to 24.7% who did not participate in SI, a difference of 37.4% between the two groups. Students need the assistance of SI's to succeed with course student learning outcomes. Faculty with SI's have continuously expressed the benefit of receiving professional development for SI instructional strategies and the in-class and out-of-class support SI provides to their instruction.</i></p>	\$2400 per semester per SI	10 SI's x 2 semesters = 20	\$48,000	O
1.	<u>Rationale:</u>				
2.	<u>Rationale:</u>				
3.	<u>Rationale:</u>				
4.	<u>Rationale:</u>				

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

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

RANK	List Other Needs that do not fit elsewhere. <sup>9</sup> Please justify and explain each request based on rubric criteria. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.	Annual TCO*			
		Cost per item	Number Requested	Total Cost of Request	Ongoing (O) or one-time (OT) cost
EX	<p><i>Our unit needs money for tournament awards in the form of scholarships to increase participation.</i></p> <p><i>Rationale: The tournament provides students with an enhanced learning opportunity. This opportunity will increase overall attainment of student learning outcomes (SLOs), increase access and overall persistence. Faculty use the competition an extension of in class learning and to promote their programs.</i></p>	\$100	5 scholarships per year	\$500	O
1.	<p>Lynx panic button system in <b>all</b> RCC classrooms and learning centers.</p> <p>Rationale: Riverside City College faculty members need a way to instantly signal police in emergencies. This is a departmental request. 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>	\$22,495	1	\$22,495	OT
2.	<u>Rationale:</u>				
3.	<u>Rationale:</u>				
4.	<u>Rationale:</u>				

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

**Appendix**  
**Instructional Unit Plan Update**  
**Rubrics - Riverside City College**

**Appendix Table of Contents**

Ranking Criterion for Faculty Position .....i-iii

Resource Request Common Rubric ..... iv

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

### **Ranking Criterion for Faculty Positions**

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

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

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

b. Part Time FTEF (i. + ii. = \_\_\_\_\_)

i. Hourly FTEF \_\_\_\_\_ + Overload FTEF \_\_\_\_\_ = P/T FTEF

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

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

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

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

Enrollment Load (students served) by the Discipline = \_\_\_\_\_

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

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

a. WSCH/FTEF w/ qualifier

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

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

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

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

3. Program (Discipline) Growth Trends with qualifier **(5 points Total)**
  - a. Enrollments/WSCH/FTES over the last three years **(5 Points. Discipline data (% of growth) will be ranked and points awarded based on ranking.)**
  
4. How a faculty hire supports the Discipline, Department, & College Goals as stated in the Educational Master Plan. **(5 Points Total)**  
**(5 Points. Points will be awarded based on the strength of the argument. See Rubric.)**
  
5. Additional Factors (Job Market & Outlook Data/ Transferability & Matriculation/ **(5 Points Total)**  
Improved Quality of Student Experience {i.e., Puente, Honors, Summer Conservatory, Forensics}/ Other)  
**(5 Points. Points will be awarded based on the strength of the argument. See Rubric.)**

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

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

2a. WSCS/FTEF with qualifier(s)

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

2b. Trends

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

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

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

5. Additional Factors

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

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

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

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

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

