

ANNUAL INSTRUCTIONAL UNIT PLAN

Unit: Mathematics

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: Susan Mills

Due: May 16, 2011

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

Patrick.schwerdtfeger@rcc.edu



Form Last Revised: March 9, 2011

Riverside City College

Office of Academic Affairs

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

Instructional Unit Plan

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

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

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

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

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

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

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

MISSION

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

GOALS AND STRATEGIES 2009-2014

Goal I: Student Access and Support

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

Goal II: Responsiveness to Community

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

Goal III: Culture of Innovation

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

Goal IV: Resource Development

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

Goal V: Organizational Effectiveness

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

Instructional Unit Plan Update

A. Trends and Relevant Data

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

Mathematics Mission Statement:

The Mathematics Department of Riverside City College empowers a diverse community of students to develop mathematical potential to meet their academic, professional, and lifelong learning goals.

Areas Served (aligned with College's Mission):

Transfer – Courses include Trigonometry, College Algebra, Statistics, Survey of Mathematics, Introduction to Symbolic Logic, Precalculus, Calculus - A Short Course, Calculus I, II, and III, Differential Equations, Linear Algebra, Mathematica

Basic Skills – Courses include Arithmetic, Pre-Algebra, College Geometry, Elementary Algebra, Math Modules

Career and Technical Education Programs

- Pre-Algebra is required for Dental Assistant
- Intermediate Algebra and Trigonometry are required for Engineering Technician
- College Algebra and Trigonometry are required for Engineering Technology, Calculus – A Short Course and/or Statistics serve as electives to the Engineering Technology program
- Math is required as a prerequisite to Nursing

AA/AS Graduation Requirement – Intermediate Algebra

General Education – Any math course numbered 1 – 49 may fulfill one of the course requirements for the Language and Rationality (Communication and Analytical Thinking) requirement

Prerequisites

- Intermediate Algebra is prerequisite for Chem 1A & 1AH
- Elementary Algebra is prerequisite for Chem 2A and 3
- Calculus I is prerequisite for Physics 2A and 4A

- Calculus II is prerequisite for Physics 4B and 4C
- Elementary Algebra is prerequisite for Physics 10

STEM – Courses include Trigonometry, Precalculus, Calculus I, II, and III, Differential Equations, Linear Algebra, Statistics, Calculus - A Short Course

2. Has there been any change in the status of your unit? (if not, skip to #2) No
 - a. Has your unit shifted departments?
 - b. Have any new certificates or programs been created by your unit?
 - c. Have activities in other units impacted your unit? For example, a new nursing program could cause greater demand for life science courses.

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

The math department has experienced significant section cuts as detailed below:

Summer 2009 cuts:

1 Math 11, 1 Math 35, 1 Math 52, 1 Math 64 for a total of 16 units

Fall 2009 cuts:

3 Math 11, 2 Math 12, 4 Math 35, 2 Math 52, 1 Math 53, 4 Math 63, 1 Math 64, 2 Math 65 for a total of 74 units

Winter 2010

2 Math 11, 1 Math 12, 4 Math 35, 2 Math 52, 1 Math 63, 1 Math 64 for a total of 45 units

Spring 2010

2 Math 11, 1 Math 12, 5 Math 35, 4 Math 52, 1 Math 53, 1 Math 63, 1 Math 64, 1 Math 90A, 1 Math 90B, 1 Math 90C for a total of 64 units

Summer 2010

1 Math 11, 1 Math 35, 2 Math 52, 1 Math 53, 1 Math 65, 1 Math 90D, 1 Math 90E, 1 Math 90F for a total of 28 units

Fall 2010

1 Math 90A, 1 Math 90B, 1 Math 90C for a total of 3 units

Summer 2011

2 Math 63, 1 Math 52, 2 Math 35, 1 Math 12 for a total of 23 units

Fall 2011

3 Math 63, 3 Math 64, 5 Math 35 for a total of 43 units (Added additional sections of Math 90s for students who would have enrolled in Math 63/64)

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. Not at this time
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.

College Goals	Strategies	Math Dept. Goals	Activities/Resources/Comments
<p>Student Access and Support Our college is an open-access institution inviting our diverse community to the benefits of higher education. We are committed to providing the support necessary for student success. We strive to reduce barriers to services and programs.</p>	<p>1. Explore alternative enrollment processes.</p>	<p>Investigate placement instrument alternatives to Accuplacer (Ongoing)</p>	<p>Committee has been formed and will be meeting to consider options.</p> <p>In our April 5th Riverside Math Department meeting, we agreed to pilot the Early Assessment Program, EAP. for only courses with Math 35 as a prerequisite and for Math 36, with the Department Chair verifying high school transcripts for the Geometry requirement. Thus, the courses we listed are: Math 11, Math 12, Math 5, Math 25, Math 4, and Math 36 (with the added check).</p>
	<p>2. Ensure comprehensive and equitable services exist and are part of institutional planning.</p> <p>a. Ensure learning support services are available for all students (e.g., supplemental instruction, learning center tutors)</p> <p>b. Expand services in learning</p>	<p>Continue/expand use of SIs in math classes (Ongoing)</p> <p>Continue/expand tutoring availability in MLC (Ongoing)</p> <p>Participate in California Math Science Partnership Grant with</p>	<p>Funding for SIs and tutors is needed. See Learning Support Center Services Resource Requests.</p>

	<p>support and transfer centers. c. Promote outreach to K-12 schools.</p>	<p>Riverside Unified School District (Ongoing)</p>	<p>Three RCC faculty members have committed to working on this grant-funded project. The Pythagoras Project will end its first year on 31 May 11. This three year project succeeded in providing mathematics professional development for 80 fifth through ninth grade teachers from RUSD. Beside a two week intensive training session in August of 2010, this group met 4 more times between September 2010 and May 2011 for additional seminars. Current planning for the 2nd year is in progress.</p>
	<p>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, online 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,</p>	<p>Utilize data to modify class schedule to include types of class offerings that will best serve students (Ongoing)</p> <p>Continue to offer modules and to gather data on their effectiveness. (Ongoing)</p> <p>Develop and pilot a Pre-statistics course</p>	<p>Data for distance education offerings from fall 2009 were discussed in the April 20, 2010 department meeting. As a result, the number of online offerings for fall 2010 was not increased from fall 2009. As a result of further analyses of retention and successful completion data, the number of hybrid courses for fall 2011 was reduced from 8 (fall 2010 number) to 1. The 7 courses were converted to face-to-face courses.</p> <p>See next two pages.</p>

	readiness, and rates.	Continue to participate in CAP learning communities. (Ongoing) Increase number of transfers to local universities	Utilize STEM grant funding for tutoring, counseling, field trips, and transfer workshops
	5. Develop student engagement centers.	Continue to provide faculty involvement, mentoring, and tutoring in the STEM Center. (Ongoing)	
	8. Promote learning and effective teaching through ongoing identification of and assessment of student learning outcomes.	Assess all math courses and use data for improvement. (Ongoing)	Funding is needed for associate faculty who participate in rubric-based common final scoring sessions.
Responsiveness to Community Riverside City College is deeply committed to its role as a community resource and to meeting community expectations. The college actively pursues partnerships between our educational and business partners. We also play a role in promoting community service and civic responsibilities.	3. Maintain and strengthen ties with community-based organizations	Encourage faculty to participate in programs such as the Youth Education Motivation Program (YEMP) (Ongoing)	
Culture of Innovation RCC is committed to being an innovative institution working to improve teaching and learning and student support services through the effective delivery and use of technology and by expansion and modernization of our learning environments.	1. Develop a comprehensive professional development plan a. Provide training for faculty in multiple modalities of teaching inclusive of the use of technology	Continue with Math Days and other technology trainings. (Ongoing)	Funding is needed for associate faculty who participate in Math Days.

Across the U.S. students placing at remedial levels of mathematics are failing to reach college level mathematics courses. Indeed, students who place 3 or more levels below a college transferable math class have only a 10% chance of ever passing a “gatekeeper” course (Bailey, Jeong, and Cho, Referral, Enrollment, and Completion in Developmental Education Sequences in Community Colleges (CCRC Working Paper No. 15), 2008).

The problem seems to lie in the number of exit and entrance points along the prerequisite path. At each point, the likelihood that successful students do not enroll in the next course in the sequence needs to be factored in, causing a multiplier effect that lowers the chances of students successfully reaching college level. Data from the Riverside Community College District (Fall 2006 to Spring 2010) support the national findings and are summarized in the chart below:

	Success	NonSuccess	Successful No Progress	Total
MAT-63	331	430	0	761
MAT-64	101	25	205	126
MAT-52	50	15	36	65
MAT-53/35	17	7	26	24
CL	6	1	10	7

	Success	NonSuccess	Successful No Progress	Total
MAT-64	44	45		89
MAT-52	17	6	21	23
MAT-53/35	6	2	9	8
CL	3	2	1	5

	Success	NonSuccess	Successful No Progress	Total
MAT-52	627	557		1184
MAT-53/35	173	60	394	233
CL	77	18	78	95

	Success	NonSuccess	Successful No Progress	Total
MAT-53/35	901	426		1327

One proposed solution to the leaky prerequisite pipeline is “accelerated remediation”. This term has many meanings, but one that the mathematics discipline at RCCD has focused on is an intensive pre-requisite course that is being designed to offer “just in time” learning for concepts that students will need to successfully complete a college-level statistics course. This course will mirror one that was developed by professor Myra Snell at Los Medanos College in California. Data collected by Snell that showed students succeeding at higher rates than through the standard prerequisite path was presented at the math discipline meeting in fall 2010 (shown in the table below). The math discipline voted to allow pilot projects using this model to proceed at any of the campuses.

Placement Level	<u>Statpath</u> Enrollment	<u>Statpath</u> Completion	Traditional Sequence Enrollment	Traditional Sequence Completion
Intermediate Algebra (1 level below transfer)	9	89%	320	29%
Elementary Algebra (2 levels below transfer)	12	50%	292	17%
Arithmetic/Pre-Algebra (3-4 levels below transfer)	8	38%	155 (All <u>PreAlgebra</u>)	5%

Using topics such as exploratory data analysis, data collection, numeracy, algebraic reasoning, mathematical modeling with functions and density curves, and graphical reasoning, a new six-unit course will be developed having no required pre-requisite course. Three district math faculty will participate in a six-month community of practice with faculty from 22 other California Community Colleges to develop a course outline and learning activities for this course. One section of this course will be piloted at Riverside City College during the spring 2012 semester. Institutional Research will assist in recruiting a stratified sample of students placing at various math levels for participation in this pilot. Results of the pilot will be analyzed and used in making decisions on continuing and/or expanding other such course offerings.

B. Outcomes Assessment Summary and Update

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

I. Course Student Learning Outcome (SLO) Assessment

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

1. Enter into the CurricUNET assessment module, or

Instructions for CurricUNET

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

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

2. Enter into Survey Monkey at www.surveymonkey.com/s/P87GBCB, or

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

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

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

Please complete the following questions:

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

The Mathematics Faculty hold discussions on assessment results during Math Days and during departmental and discipline meetings. Assessment results dialogue occurs during the Developmental Math Committee and Calculus Committee meetings. The discussions are documented by minutes or presentations. There are also many informal conversations that occur face-to-face or via e-mail.

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

For developmental math courses, faculty have learned which topics/SLOs are not attained as well as others, particularly for Arithmetic, Prealgebra, Elementary Algebra, and Intermediate Algebra. These results and discussions are documented in detail in the minutes of the Developmental Math Committee. Additional practice has been added to MyMathLab and directed learning assignments have been developed. The Committee will continue to assess and monitor these courses. For other courses, such as Calculus and Statistics, assessments have indicated that particular SLOs may require more emphasis or practice in order for students to attain them to the degree the faculty would like. Faculty members will focus on these topics/ SLOs and reassess.

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

For developmental math courses, assessment results support that students need additional practice, tutoring, one-on-one assistance, and supplemental instruction in some areas in order to be more successful. The results uphold the Math Department's requests for tutors, classroom assistants, and SIs.

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

The assessment timeline for developmental courses is below. We will be focusing on the Math 90 sequence as we are piloting offering additional Math 90s sections instead of Math 63 and Math 64. The department will reassess the Calculus sequence and Statistics. We will analyze results for Geometry and Survey of Mathematics. We will implement assessment for Calculus – A Short Course.

Semester/Intersession	Course Tests 1-4	Common Final Reviews and Assessments	Math Day Presentations
Fall 2009	Math 52 (look at whether changes made last semester made a difference in outcomes)	Math 52 (review) Math 35 (review)	
Winter 2010		Math 52 (assessment of free response)	Math 52
Spring 2010	Math 63 (make necessary changes)	Math 63 (review)	
Summer 2010		Math 52 (assessment of free response) Math 63 (assessment of free response)	Math 52 Math 63
Fall 2010	Math 63 (look at whether changes made a difference) Math 64 (make necessary changes)	Math 64 (review)	
Winter 2011		Math 63 (assessment of free response) Math 64 (assessment of free response)	Math 63 Math 64
Spring 2011	Math 64 (look at whether changes made a difference) Math 65 (make necessary changes)	Math 65 (review) Math 90 (review)	
Summer 2011		Math 64 (assessment of free response) Math 65 (assessment of free response)	Math 64 Math 65
Fall 2011	Math 65 (look at whether changes made a difference) Math 90 (first attempts)	Math 53 (develop some questions)	
Winter 2012		Math 65 (assessment of free response) Math 53 (assessment of free response)	Math 65 Math 53

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.

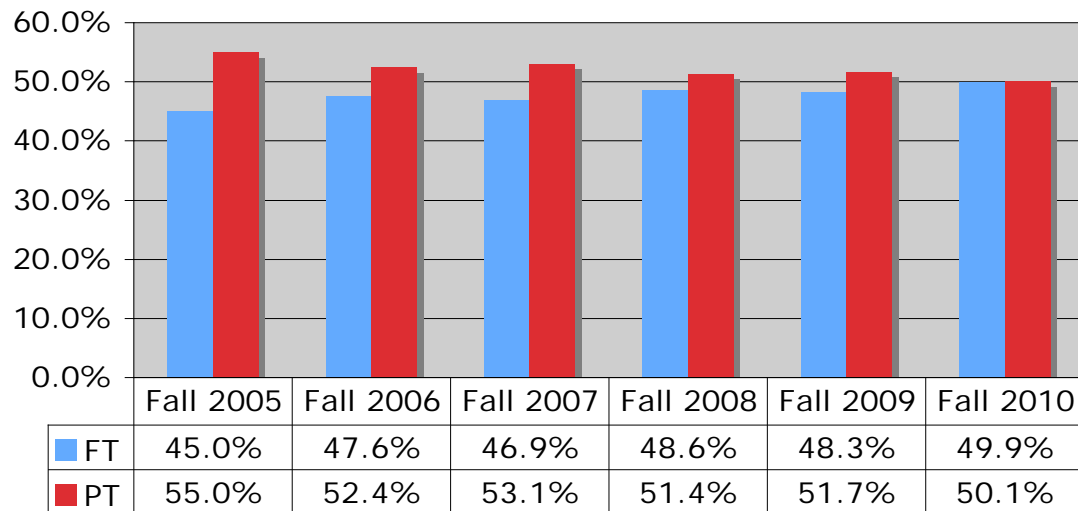
2010-2011 Faculty Employed in the Unit		
Teaching Assignment (e.g. Math, English)	Full-time faculty (give number)	Part-time faculty (give number)
Math	16	approx. 40
	1 one-semester temp for spring 2011	
2010-2011 Classified Staff Employed in the Unit		
Classified Employee Title (e.g. IDS, Lab Assistant)	Full-time staff (give number)	Part-time staff (give number)
	1 IDS	1 30-hour Instructional Support Specialist for MLC

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)
Math	17	approx. 40
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 IDS	1 30-hour Instructional Support Specialist for MLC

For fall 2010, the full-time contract load was 11.74 FTEF, the full-time overload was 5.52 FTEF, and the part-time load was 17.33 FTEF. All combined, the department's FTEF was 34.59, differing by 0.05 FTEF from fall 2009. The part-time load (including full-time overload) was 22.85 FTEF, making up 66.06% of the FTEF. Only 33.94% of math courses were taught by full-time faculty as part of their contract load. The percentages are shown in the tables below. During spring 2011, the department had approximately 3.4 FTEF of reassigned time. (1.0 for Department Chair duties, .4 for MLC coordination, .6 for MLC lead instructor, 1.0 for STEM CCRAA Director, and 0.4 for accreditation/assessment college-wide assignment). About 72% of course offerings (96 out of 133 sections) are pre-collegiate; when headcount is used as the measure, 71.5% of the students (3990 out of 5579) are enrolled in pre-collegiate classes. The department expects the demand for these courses to increase and expects enrollments in college-level courses to remain constant or increase. The department's WSCH/FTEF for fall 2010 was 716.59 (down from 750.70 in fall 2009), well above 525. In fall 2010, the department served 5579 students, up 124 students from fall 2009. The fall 2010 number does not include the math ILA 800 which accounted for 370 students. The increasing demand for math faculty to participate in grant activities, college-wide initiatives, and special programs also provides justification for the need for more full-time faculty. Enrollment for a typical math class is set at 45 students. A math instructor teaching 4 classes during both the fall and spring semesters will serve 360 students as part of their contract load.

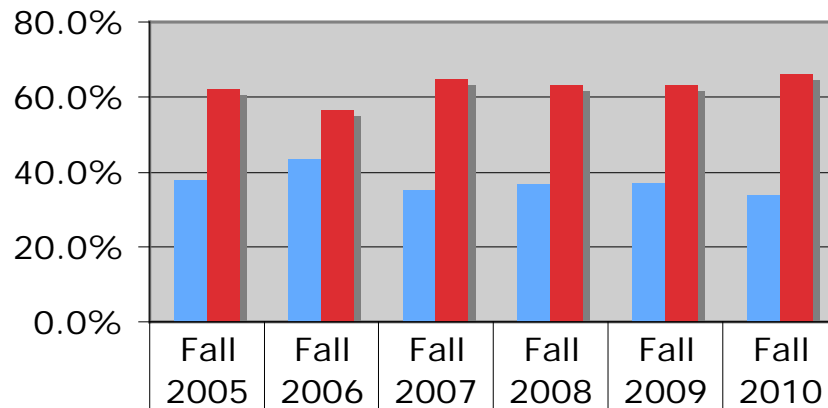
RCC Mathematics Department Percent of FTEF of FT and PT Load



Semester

■ FT ■ PT

RCC Mathematics Department Percent of FTEF of FT Contract Load and of PT/FT Overload

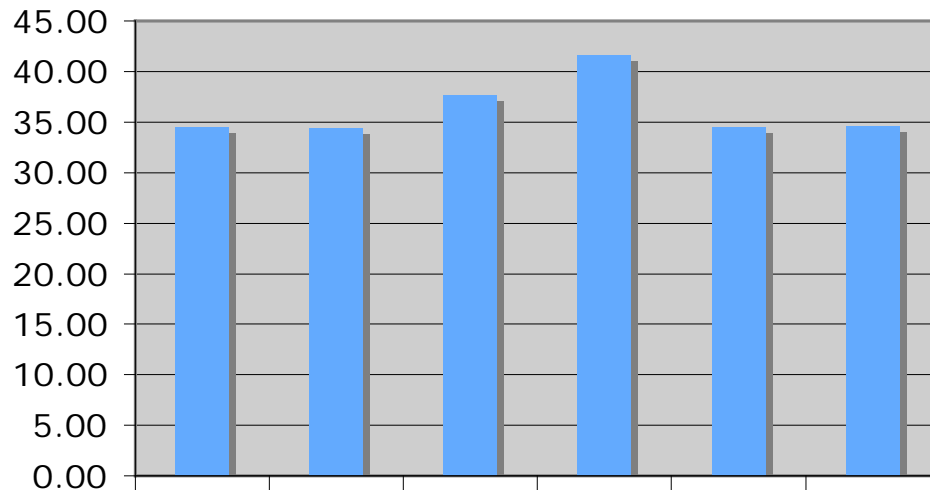


■ FT Contract	37.9%	43.5%	35.1%	36.8%	36.9%	33.9%
■ PT & FT Overload	62.1%	56.5%	64.9%	63.2%	63.1%	66.1%

Semester

■ FT Contract ■ PT & FT Overload

RCC Mathematics Department Total FTEF



	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Total FTEF	34.55	34.37	37.70	41.58	34.54	34.59

Semester

■ Total FTEF

1. Staff Needs

NEW OR REPLACEMENT STAFF (Faculty or Classified)¹

Rank	List Faculty or Staff Positions Needed for Academic Year. Please list in order (rank) of importance. Please justify and explain each faculty or staff request based on rubric criteria. (See APC Ranking Rubric for faculty positions.)	Indicate (N) = New or (R) = Replacement	Annual TCP*
EX	<i>Tenure-Track Instructor</i> <i>Rationale: (All criteria in APC Ranking Rubric must be addressed and included in rationale).</i>		
1.	<p>Tenure-track Mathematics Instructor (Please see charts above.) Rationale: For fall 2010, the full-time contract load was 11.74 FTEF, the full-time overload was 5.52 FTEF, and the part-time load was 17.33 FTEF. All combined, the department’s FTEF was 34.59, differing by 0.05 FTEF from fall 2009. The part-time load (including full-time overload) was 22.85 FTEF, making up 66.06% of the FTEF. Only 33.94% of math courses were taught by full-time faculty as part of their contract load. The percentages are shown in the tables below. During spring 2011, the department had approximately 3.4 FTEF of reassigned time. (1.0 for Department Chair duties, .4 for MLC coordination, .6 for MLC lead instructor, 1.0 for STEM CCRAA Director, and 0.4 for accreditation/assessment college-wide assignment). About 72% of course offerings (96 out of 133 sections) are pre-collegiate; when headcount is used as the measure, 71.5% of the students (3990 out of 5579) are enrolled in pre-collegiate classes. The department expects the demand for these courses to increase and expects enrollments in college-level courses to remain constant or increase. The department’s WSCH/FTEF for fall 2010 was 716.59 (down from 750.70 in fall 2009), well above 525. In fall 2010, the department served 5579 students, up 124 students from fall 2009. The fall 2010 number does not include the math ILA 800 which accounted for 370 students. The increasing demand for math faculty to participate in grant activities, college-wide initiatives, and special programs also provides justification for the need for more full-time faculty. Enrollment for a typical math class is set at 45 students. A math instructor teaching 4 classes during both the fall and spring semesters will serve 360 students as part of their contract load.</p>	N	
2.	<p>Tenure-track Mathematics Instructor Rationale: Please see discussion in number 1 and charts above.</p>	N	

¹* TCP = [Michelle Davina with Business Services at \(951\) 222-6400](#). 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.

3.	<p>One permanent part-time Classroom Assistant for MLC</p> <p>Rationale: The Math 90 courses cannot survive without Classroom Assistants and there is a need for one permanent part-time person for consistency. The model is too dynamic. These courses are self-paced, open/open-exit and web-enhanced. More importantly, the number of students taking these courses has rapidly grown. The enrollment during Fall 2010 and Spring 2011 is 194 and 184 unduplicated students, respectively. The Math 90s are being offered together (in one classroom) to make them more efficient and the hours are being expanded to serve more students while balancing out the offering with fewer Math 63/64/65 courses. Note, that Math 63 and 64 will not be offered during Fall 2011 and possible Spring 2012. Therefore, enrollment of Math 90s will definitely increase during the academic school year. The Classroom Assistant was created to assist instructor(s) by helping them tutor the students using a peer-to-peer learning strategy. In addition, there is a large cost saving opportunity if we offer the Math 90s rather than Math 63/64 in terms of cost per instructor and that we will also be serving more students. If we are to operate correctly, then it is very necessary that every math 90 course have a classroom assistant.</p>	N	<p>\$23,400 +benefits x 2 = \$46,800 +benes</p>
4.	<p>Two permanent part-time Lead Tutors for MLC</p> <p>Rationale: The MLC is expanding and in order to comply with Title 5 regulation with regard to our new non-credit course, we will need to ensure that our tutors are working with the students correctly. Two lead tutors that cover the calendar so that one is always on the clock would be the ideal situation. In addition, with the uncertainty of the STEM grant, we will definitely need more tutors to help with the mathematics that relate to the STEM classes. The number of students using the services of the MLC has increasing year over year, but the budget has been shrinking. Our current budget allows us to pay for receptionists, study group leaders and one office assistant. Thus, we depend heavily on BSI funding to pay for tutors and classroom assistants. Clearly, we cannot depend on BSI funding year over year. What do we do if we do not get BSI funding?</p>	N	<p>\$23,400 +benefits</p>
5.	<p>Convert our permanent 75% ISS position into a permanent 100% position</p> <p>Rationale: The MLC is just as busy as the Writing Center and they have a full-time ISS to support faculty in their teaching and students in their learning. The Computer Science Lab has two full-time ISS's. We have to hire hourly people and train them constantly to cover these additional 10 hours of work. Converting our position from 75% to 100% will also promote safety as the full-time individual is more familiar with lab policies and procedures. Hourly employees should not be doing the ISS's job and they are only a temporary fix for that academic year. Since the number of students who uses the services of the MLC are increasing yearly, it is critical that we convert our ISS to a permanent 100% position as soon as possible.</p>	N	<p>An additional cost of \$11,583</p>

2. Equipment (excluding technology) Needs Not Covered by Current Budget²

Unit Name: _____ Mathematics _____

Rank	List Equipment or Equipment Repair Needed for Academic Year. Please list in order (rank) of importance. Please justify and explain each equipment request based on rubric criteria.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes	Annual TCO**		
			Cost per item	Number Requested	Total Cost of Request
EX	<i>Document Camera for Quad Classroom</i> <i>Rationale: RCC Academic Master Plan: Values – learning environment-- “to provide and maintain state-of-the-art equipment;” 2) Campus Goals – “essential to delivery of instruction—increase successful course completion with supplemental/alternative instruction; persistence; improving student learning outcomes.” Currently, only about one half of the Quad classrooms are equipped with document cameras. All classrooms should contain the same type and quality of equipment to ensure equity in instruction and learning. Document cameras should be replacing the old overhead projectors.</i>	I	\$2500 w/installation	1	\$2500
1.	NA Rationale:				
2.	Rationale:				
3.	Rationale:				
4.	Rationale:				

learning and skills development (i.e. desk for student or faculty use).

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 Not Covered by Current Budget: ³

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

Rank	List Technology Requested for Academic Year. Please list in order (rank) of importance. Please justify and explain each technology request based on rubric criteria.	New (N) or Replacement (R)?	Program: New (N) or Continuing (C)?	Location (i.e Office, Classroom, etc.)	Is there existing Infrastructure?	How many users served?	Has it been repaired frequently?	Annual TCO*		
								Cost per item	Number Requested	Total Cost of Request
EX	Two Network printers for department Rationale: There are more than 20 full-time faculty utilizing this printer to develop instructional materials. Current printer >10 years old and high volume usage causes frequent breakdowns. Functioning equipment is critical to meeting the needs of our students, department goals and course SLOs.	R=1 N=1	C	Work-room	Yes	>20	Y	\$1100	2	\$2200
1.	8 laptops Rationale: Both full-time and part-time faculty members utilize departmental laptops for teaching purposes in the classroom. Current laptops are outdated and not functioning properly. Functioning equipment is important for meeting the needs of our faculty, departmental goals, and course SLOs.	R	C	Instruct or use	Y	At least 8	Current laptops outdated and not functioning properly	2000	8	16,000
2.	Instructional Computers for Math Learning Center and 3rd floor MLK classrooms Rationale: The Math Learning Center serves thousands of students a semester. The instructional computers are utilized by students in developmental courses	R	C	MLK 3 rd Floor	Y	In the thousands	Current computers are >5 years old and need updating for	1600	150	240,000

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

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

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

RANK	List Facilities Requests for Academic Year. Please list in order (rank) of importance. Please justify and explain each facility request based on rubric criteria. Requests should be for remodels, renovations or added new facilities and not basic repair and maintenance.	Annual TCO*
		Total Cost of Request
EX	<p><i>Roof Replacement</i> <i>Rationale: The department building roof is in need of replacement. Currently, it leaks directly down the building and into our classrooms and office space. There have been three attempts to repair the roof. Previous leaks have caused damages to computer equipment and work space. The constant need to relocate staff and/or classrooms due to leaks has had a direct impact on the teaching and learning environment.</i></p>	\$2500
1.	Rationale: Facilities needs will be addressed with new building.	
2.	Rationale:	
3.	Rationale:	
4.	Rationale:	
5.	Rationale:	

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

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

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.	Compensation for part-time faculty attending technology trainings held at start of each semester Rationale: Part-time faculty teach a large number of developmental courses that utilize technology, such as MyMathLab, and work in Math Learning Center where Mathematica and many other math technology products are used. During the “Math Day” not only do we hold technology trainings for professional development, but also we discuss results from SLO assessments. The Math Department uses two required common finals, one for Arithmetic and one for Elementary Algebra. Many part-time faculty teach these courses and need to be included in the dialogue on SLO results and ways to improve our teaching and student success.	\$100	36	\$3600
2.	Rationale:			
3.	Rationale:			
4.	Rationale:			

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

6. Student Support Services

RANK	<p align="center">List Student Support Services Needs for the Academic Year.</p> <p>Please justify and explain each request based on rubric criteria. These are services needed by your unit over and above what is currently provided by student services at the college. Examples of needs that fall under student support services are provided⁶.</p>	Annual TCO*
EX	<p><i>Our unit needs either a permanent part-time or reassigned Outreach staff member to assist our discipline with providing course, program and college information to the local community, either through partner high schools, community based organizations and/or non-credit sites.</i></p> <p><i><u>Rationale:</u> Based on enrollment data, the lower level courses in our discipline are typically cancelled due to low enrollment. However, based on our conversations with our community and as evidenced by the demographics, there is a demand and need. Potential students need information on how to enroll, take placement exams, and understanding the sequence of courses and pathways to potential careers. They need this information prior to coming to RCC to increase their likelihood of success.</i></p>	<p><i>\$0 if Reassigned Time</i></p> <p><i>\$25,000 for Permanent part-time w/benefits</i></p>
1.	<p>NA</p> <p><u>Rationale:</u></p>	
2.	<p><u>Rationale:</u></p>	
3.	<p><u>Rationale:</u></p>	

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

7. Library Needs Not Covered by Current Library Holdings⁷

RANK	<p>List Library Needs for Academic Year. Please justify and explain each request based on rubric criteria. These library resources are unit needs that are over and above what is currently provided by the library. Please list in order (rank) or importance.</p>	Annual TCO
EX	<p><i>The discipline needs for the library databases to be re-established for Access Science, American National Biography, Columbia Grangers World of Poetry, Criminal Justice & Periodicals Index, CQ Weekly, Oxford English Dictionary, ProQuest National Newspaper Core, World News Digest, American Film Scripts Online, ARTstor, Biography Resource Center, Dictionary of Literary Biography, Humanities International Complete, Oxford Art Online, Oxford Music Online, World Book Complete Suite.</i></p> <p><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>Provide reserve textbook copies in library. <u>Rationale:</u> With rising textbook costs, textbook companies may no longer provide these copies for free.</p>	
2.	<p><u>Rationale:</u></p>	
3.	<p><u>Rationale:</u></p>	
4.	<p><u>Rationale:</u></p>	

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

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

List Learning Support Center Services Needs 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. Place items on list in order (rank) or importance.	Total Cost of Requests			
	Cost per item	Number Requested	Total Cost	Ongoing (O) or one-time (OT) cost
<p>1. Reinstate budget for Receptionists and Tutors The MLC initial budget in 2009-2010 was the insignificant amount of \$17,000. Since the MLC could not operate with this amount, \$28,000 was added in the same school year, 2009-2010 totaling \$45,000. In 2010-2011, the MLC suffered major cuts and the current MLC budget is \$26,000. This followed a request in 2009 for a budget increase as \$45,000 was already insufficient to run the MLC in the prior years. Moreover, the total operating budget for the MLC in 2011-2012 is \$62,000. With a budget of only \$28,000, the MLC can only afford to operate in its testing and data capacity, which means only Office Assistants will be hired. There will be no money to hire Tutors or Receptionists. The log-in terminal must be monitored by a Receptionist according to district policy.</p>			\$20,000 added back to the MLC budget	O
<p>2. Classroom Assistants for web-enhanced developmental courses:</p> <ul style="list-style-type: none"> Math 90s <p><u>Reason:</u> The Math 90 courses cannot survive without Classroom Assistants. The model is too dynamic. These courses are self-paced, open-entry/open-exit and web-enhanced. The number of students taking these courses has rapidly</p>	\$10.00 per hour	1659 hours	\$16,590 added to the MLC budget	O

<p>grown this year. For Fall 2010, 192 students (unduplicated) were enrolled in the six unit module program run by the MLC. For Spring 2011, there are 184 students (unduplicated) enrolled in the program. The success and retention rates for these courses are promising when compared to those of Math 63 and Math 64. (Please see attached tables). Moreover, the numbers of students is expected to increase since Math 63 and Math 64 are not going to be offered anymore for Fall 2011. Many DSPS students are served through this course as well. Many students who could not make it through Math 63 are now 3 levels above at Math 35. This is a significant fact, as the AA degree requirement for Math became Math 35 in Fall 2009.</p> <p>The Math 90s are being offered together (in one classroom) to make them more efficient and the hours have been expanded to serve more students while balancing out the offerings with fewer Math 63/64 courses. Rather than hiring more Instructors, we have two Lead Instructors to run the program as well as Classroom Assistants to help the Instructor(s) and students while class is in session. There is a large cost saving by offering Math 90 because more students are served in one classroom and less instructors are hired as a result. The Classroom Assistants are necessary, however to do it this way.</p>				
<p>3. Budget for hourly Classroom Assistants for web-enhanced developmental courses:</p> <ul style="list-style-type: none"> Redesigned courses (Math 52, 65, and 35) <p><u>Reason:</u> The Redesigned courses are seeing a large increase in success rates which we believe is partly due to our assessment model and partly due to the use of Classroom Assistants. As stated in the previous request, it is known that the Supplemental Instruction model works for college level classes because the students are provided with a model of how to succeed in the course and they make a connection with the college. It is very difficult to get students in developmental courses to go to SI and reap these benefits. Bringing a kind of SI to the classroom was our solution to this problem. The Classroom Assistant position was created to help students connect to other students who have succeeded in the course and to see a model of what it is to be a successful student. This position was funded by a grant, and we have seen the success rate in the developmental redesigned courses surpass the traditional courses by a fair amount. The number of students passing a redesigned course is consistently</p>	<p>\$10.00 per hour</p>	<p>360 hours</p>	<p>\$3600 added to the MLC budget</p>	<p>O</p>

<p>higher than the number of students passing all other types of Math 52 courses.</p> <p>In addition, the redesigned courses save the college money because they have higher caps (60 students rather than the usual 45). Every 3 redesigned course saves the college one traditional course, which is the cost of one instructor and the use of a classroom for an entire semester. For the Fall 2010 semester, we have 9 Redesigned sections scheduled. The extra support of a Classroom Assistant is a win-win for the college and the students.</p>				
<p>4. Please institutionalize the DLA Tutoring. Students in the math department have benefited greatly from the DLA tutors. It is an additional assignment that instructors can request their students to do at MLC. This assignment allows the student to work one on one with a tutor which consequently leads to the generation of ILA-800 funds.</p>	<p>12,000</p>	<p>1</p>	<p>\$12,000 added to MLC budget.</p>	
<p>5. Budget for MLC supplies <u>Reason:</u> We need a yearly supply budget of \$2000.00 to cover the costs of pens, pencils, sanitary wipes for keyboards, etc. Currently, we request these supplies from the Math Department, but with a growing Math Department it is putting a strain on the budget.</p>	<p>\$2000.00</p>	<p>1</p>	<p>\$2,000 added to the MLC budget</p>	

*It is recommended that you speak with your college IMC and/or Lab Coordinators to see if your request can be met within the current budget and to get an estimated cost if new funding is needed.

Unit Name: _____ Mathematics _____

9. OTHER NEEDS not covered by current budget

RANK	List Other Needs that do not fit elsewhere. ⁹ Please justify and explain each request based on rubric criteria. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.	Annual TCO*			
		Cost per item	Number Requested	Total Cost of Request	Ongoing (O) or one-time (OT) cost
EX	<p><i>Our unit needs money for tournament awards in the form of scholarships to increase participation.</i></p> <p><i><u>Rationale:</u> 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>NA</p> <p><u>Rationale:</u></p>				
2.	<p><u>Rationale:</u></p>				
3.	<p><u>Rationale:</u></p>				
4.	<p><u>Rationale:</u></p>				
5.	<p><u>Rationale:</u></p>				

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

Appendix

Instructional Unit Plan Update

Rubrics - Riverside City College

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Resource Request Common Rubric	iv

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

Ranking Criterion for Faculty Positions

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

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

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

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

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

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

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

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

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

Enrollment Load (students served) by the Discipline = _____

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

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

a. WSCH/FTEF w/ qualifier

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

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

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

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

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

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

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

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

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

2a. WSCS/FTEF with qualifier(s)

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

2b. Trends

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

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

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

5. Additional Factors

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

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

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

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

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