

# ANNUAL INSTRUCTIONAL UNIT PLAN

## UNIT: The English Discipline

*Please give the full title of the discipline or department.  
You may submit as a discipline or department, as is easiest for your unit.*

**CONTACT PERSON: Tucker Amidon**

**Due: May 23<sup>ish</sup>, 2014**

Please send an electronic copy to:

Interim Vice President, Academic Affairs  
Dr. Susan Mills at [susan.mills@rcc.edu](mailto:susan.mills@rcc.edu)

and send an electronic copy to your divisional dean.



*Form Last Revised: April 7, 2014*

Web Resources: [http://www.rcc.edu/about/academic-affairs/Pages/admin\\_unitplans.aspx](http://www.rcc.edu/about/academic-affairs/Pages/admin_unitplans.aspx)

# 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 at the college 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.

Data sets are available on the Program Review website. Please consult with your Department Chair or Myung Koh [myung.koh@rcc.edu](mailto:myung.koh@rcc.edu) for assistance interpreting the data relevant to your discipline. Also, review the course retention and success data provided at

[http://www.rccdistrict.net/rcc-IE/accreditation2/self\\_study\\_2014/Data/Forms/AllItems.aspx](http://www.rccdistrict.net/rcc-IE/accreditation2/self_study_2014/Data/Forms/AllItems.aspx)

The data are disaggregated by gender, ethnicity, age, socioeconomic status, and delivery method (hybrid, online, face-to-face). Within these categories, course data are further disaggregated by transfer, CTE, and developmental categories. Note that you are only required to mention data relevant to your analysis or requests.

**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. 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 Business Services at 951-222-8307. 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. Please cite the source for the cost estimates and indicate if the costs are one-time or recurring. If the costs are recurring, provide cost of a service contract and length of time needed. Also, please indicate if grant funds have been sought and denied. **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 college mission is available on the RCC home page, and the goals and strategies are available at

[http://www.rcc.edu/about/president/strategic-planning/Documents/Strategic-Planning-Documents/RCCStrategicPlan200914100510\\_001.pdf](http://www.rcc.edu/about/president/strategic-planning/Documents/Strategic-Planning-Documents/RCCStrategicPlan200914100510_001.pdf).

# Instructional Unit Plan Update

## A. Trends and Relevant Data

### 1. What is your unit's mission statement?

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

### 2. Has there been any change in the status of your unit? (if not, skip to #3)

#### a. Has your unit shifted departments?

No.

#### b. Have any new certificates or programs been created by your unit?

We have a Transfer Model Curriculum that has been approved, resulting in the Associate in Arts degree for Transfer (AA-T) in English at RCC. We are also in the process of creating a faculty mentor program for RCC student who have declared themselves English majors.

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

The Completion Counts grant, which includes priority registration and an English composition course as a requirement, has had a significant impact on our discipline as nearly four hundred students have been given priority registration for our classes, typically taking spots in our primetime courses offered between 9am and 2pm. When the college implements such programs (including new programs being considered for as early as next year) without discipline consultation and outside the strategic planning process, the college must increase English composition course offerings commensurate with the enrollment figures of Completion Counts, Lumina, and any other proposed projects so that these students with priority registration do not take a disproportionate number of seats in our preferred class times from the larger RCC student population. The college must serve all its students, not just those in special programs who will be given better resources (priority registration, counseling, and the like) which will increase their chances of success at the cost to the rest of RCC's students—many of whom are as equally likely to succeed had they only been given these benefits too. We must ensure that the primary differentiation between success and lack of success is not simply priority registration and counseling, even though should such a result begin to emerge it perhaps could helpfully expose the need for more counselors and more class sections to ensure that all students who are academically prepared can get out in two years. Alignment with the English Area of Emphasis (AoE) also is likely to affect discipline course offerings.

### 3. How have environmental demographics and external factors affected your discipline's enrollment? If there have been significant changes, please

indicate those changes. If there are no significant changes in your unit's opinion, indicate "None" and skip to question #4.

Data indicates fill ratios for English composition courses to exceed our course caps of 30 or 35 students, with waitlists averaging 10-15 students. This crisis has exacerbated an already problematic limitation in our course offerings. Simply put, we have more students than enrollment spots for them. This increased restriction of access is an issue. With the elimination of offerings of basic skills levels 5 and 6, a significant number of ESL students will choose instead to enroll in English 60A, a course designed for native speakers, even though they are ill-prepared for course. As the restructured state budget has yet to alleviate the admissions backlog at CSU and UC institutions, the English discipline continues to experience a high number of students registering for RCC and needing to take English 1A as part of their transfer requirements. In fall 2008, 14% of students placed in English 1A. By fall 2009 and again in 2010 and 2011, this number jumped to 20% of students placing in English 1A. Since fall 2011, consistently 80% of students place into basic skills courses (English 60A, 60B, and 50). We are still waiting for waitlist data.

4. In reviewing your unit's enrollment data, does your unit have plans to improve any aspects of enrollment management (ex: persistence, scheduling patterns, etc.)? If your plan necessitates resource changes make sure those needs are reflected in the applicable resource request sections.
- The discipline needs to secure data on the most recent placement scores and waitlist figures in case we have the opportunity to allocate additional FTES to make our 2013-2014 course offerings better match current student enrollment trends.
  - In 2006, the English discipline implemented a content-course rotation system to manage its literature and creative writing courses to meet student needs for transfer and graduation. As a result of this system, some courses are offered only every two years, others annually, and a select few every semester (as dictated by student need, not faculty whim). In light of the adoption of the AA-T in English, the English discipline is creating program guidelines to mentor declared future English majors to assist with their progression through our content-area course offerings, and continuing to use our two-year rotation cycle to serve students interested in literature and the needs of those seeking transfer using the AA-T for CSUs or transfer requirements to other or additional institutions. As the discipline has also started to receive restoration FTES as the college and state budgets permit, we have used our content-course rotation system to increase our content-course offerings in alignment with the AA-T.
  - On an ongoing basis, the discipline reviews course its distribution schedule for the academic calendar year to determine how best to meet current and continuing students' needs (e.g., we continue to reassess our course offerings every session to remain flexible to student demand). This has aided us in allocating additional FTES given to the discipline in this academic year as part of its participation in college-wide programs for which our pre-transfer and transfer courses are well suited.
  - We must continue the discipline-, department-, and college-level dialogue on the use and abuse of the priority registration system with hopes to mitigate distorted and disproportionate student groupings in some of our composition courses, as well as the system's deleterious effects on the general student population. We are certainly pleased to see a growing number of faculty becoming aware of and interested in this issue, as anecdotal conversation has moved now to the public campus email forums. And while we understand that some groups have legal requirements for priority registration, we hope that those priority registration students who do not have legal protection to this privilege will not have unfettered access to this benefit with due consideration of those students' persistence and success in their coursework. Increased conversation among faculty about said success and persistence as possible measures for continued priority registration award are intriguing ideas that we hope can be pursued more formally among administrators and faculty towards some kind of solution that helps and protects students while also aiding the institution and its students in achieving greater success and persistence rates

better than the current priority registration system does.

- To improve student retention, success, and persistence, the discipline offers courses in the JumpStart program, which targets students who test into English 60A and Reading 81 to participate in a three-week summer program that will provide them remediation and then the opportunity to retake the Accuplacer test and the English Challenge Exam. Students receive one hour of supplemental instruction per week in both Reading and English prior to their retake. In 2012, of the 45 students in Jumpstart who originally placed in 60A, 84% “jumped” at least one course level: 33% jumped to English 60B, 40% jumped to English 50, and 11% jumped to English 1A. Of the 13 students in Jumpstart who originally placed in English 60B, 85% jumped. 62% jumped to English 50, and 23% jumped to English 1A. Given this demonstrable success, the college needs to allocate additional FTES for English and Reading, financial support for Supplemental Instructors (SI’s), funding to pay for student retake of the Accuplacer exam, and funding to pay English faculty to score the English Challenge Exam.
5. Please report on the progress made on any of your 2013-2014 unit goals, including any goals/strategies to improve student achievement that were included in your Comprehensive Institutional Program Review (CIPR) Targets Addendum.
- The discipline piloted multiple accelerated course pairings in the fall and spring semesters, including a 50/1A learning community, a 60B/50 learning community, and a 60A/60B learning community.
  - The discipline has begun reviewing both composition and literature course CORs in consultation with Norco College and Moreno Valley College as part of its reconceptualization of the English composition course sequence and its consideration of prerequisites for its literature and creative writing courses.
  - In accordance with the English ADT requirements the English discipline revised CORs for ENG 6, 7, 14, 15, and 30 to have a prerequisite of ENG 1A readiness; we also revived a course that had not been offered at RCC in known memory, ENG 16 because of its inclusion on the ADT List B options. We will continue to review other CORs according to C-ID standards.
6. Please indicate your 2014-15 unit goals and/or strategies. You may insert relevant information from your CIPR Targets Addendum and/or your CIPR. Please include the needed support on the resource request forms along with the supporting rationale.
- Work to implement an annual distribution mechanism for its composition courses in alignment with sound pedagogy and student need, using predetermined percentages in the allocation of FTES.
  - Reintroduce literature and creative writing courses that have not been offered recently due to past reductions in allotted FTES. We were able to keep Muse in the Spring 2014 semester with that goal in mind, and make a collective department decision to protect it in future Spring semesters. Also, we were able to restore to our Fall 14 schedule ENG 8 Intro to Mythology and ENG 25 Survey of Latino Literature.
  - Encourage professional development activities to discuss, learn, and review possible methods of accelerated learning to facilitate student pathways, which will require travel funding for attendance at conventions and special projects funds for full- and part-time faculty to coordinate and attend workshops for the dissemination of information (techniques, best practices, etc.) to college discipline faculty.
  - Continue to dialogue with district colleges regarding strategies for maintaining a common curriculum and to discuss innovations in, as well as concerns about, various new and developing modes of course acceleration. Our dialogue regarding changes to ENG 6, 7, 14, 15, 16, and 30 was a district wide conversation that resulted in unanimous\* agreement to the changes for these courses (\*ENG 16 is a

City/MoVal only course).

- Work to assess if CAP student success in content-area courses is due to (implicit) prerequisites or due to the course pairings themselves. This will require data collection and analysis from both participating CAP faculty and college researchers.
  - Assess our current pedagogical delivery methods to identify programs or methodologies that work more efficiently and effectively at promoting student retention, persistence, and success. Once those programs and/or methodologies are identified, the discipline will need funding, release time, and/or additional FTES allocation to expand offerings to meet the college's stated goals.
  - Assess new accelerated fast-track pairings and cohorts across the department (in conjunction with ESL and Reading faculty) to determine best practices for student retention, success, and persistence. Given that current cohorts in which the discipline participates do indeed improve student retention, success, and persistence, the college must allocate additional funding to provide the necessary student services apparatus which will identify and target potential students to participate in those fast-track cohorts (such as the Roots to Routes learning community, which has had difficulty in meeting its enrollment requirements, despite its demonstrated success).
  - Improve dialogue and partnerships with content-area faculty to foster relationships that will increase student success in both skills courses and content area courses, as we have done in the Sociology 1/English 50/Reading 86 learning community, which has shown to foster greater retention and success in both the English and the Sociology courses.
  - Set midrange goals for established programs, such as CAP, Puente, JumpStart, and the like, to determine their degree of efficiency and any additional resources they may require to make the programs more accessible to more of RCC's students.
  - Set short-range goals for new programs in which the discipline currently participates or may participate in the future, such as Completion Counts, the Lumina Foundation's Achieving the Dream project, home-grown block scheduling programs, and the like.
  - Reduce the information gap and the pedagogical inconsistencies that exist between part-time and full-time faculty, which will require stipends for part-time faculty to attend orientation and best practices workshops that help them better understand RCC's curricular requirements and student resources such as the Writing and Reading Center. We likewise would use this as an opportunity to improve pedagogical consistency—assignments, grading practices, rigor, and the like—among full-time faculty, as well.
- a. In the Comprehensive Instructional Program Review (CIPR) Targets Addendum, your discipline developed strategies to improve or maintain students' levels of achievement in course retention, course success, persistence, and program completion. What goals and/or strategies has your discipline set to improve student achievement for the academic year 2014-15?
- In order to meet the needs of RCC's African-American student population, which has the lowest success rate of any ethnic group at the college (52.8% in 2012 and never higher than 59.8% in the last five years) and a transfer course success rate (56.6% in 2012, and never higher than 61.2% in the last five years), the discipline offered the Roots to Routes CAP learning community in 2012 to increase the retention and success rates in Developmental English (English 60A through to English 50). According to last year's action plan, the learning community's success rate was 9% higher in English 60A and 60B than equivalent non-CAP students in that same year. With this demonstrable success, the participating students are much more likely to be prepared for transfer level composition courses, which will thus improve their likelihood of degree completion at RCC and transfer to a four year institution. Since this same learning community was offered again in the 2013-14 academic year, we must now assess the effectiveness of student recruitment to meet the enrollment targets for this this cohort.
  - Though Hispanic students make up 47.3% of RCC's student population, the most recent data indicates that they constitute 67% of

CAP participants. Given this data and the fact that the success rate for CAP students is 66% while the college-wide success rate is 63.1%, the CAP program will help the discipline and college meet their improvement goals. For English, the target goal is an increase of 1.477% in success across all English courses. CAP data indicates that students are 1.3% more successful in English courses than non-CAP students. While that may seem to be below the standard deviation target of 1.477%, when one considers the higher level of student retention in CAP courses (9.8% greater), the extrapolated effect of this successful percentage is larger and will thus help the discipline meet or exceed its student success target. Likewise, a tangential effect of this greater retention and success in CAP English courses is that CAP students in *content area* courses succeed at a significantly higher rate. CAP students in Sociology 1, for example, succeed at 74.6% compared to just 61.2% for non-CAP students enrolled in Sociology 1. Furthermore, in the Humanities 10/English 1A/Reading 86 CAP learning community, students succeeded at a significantly higher rate, 9.7% in the fall and 24.1% in the spring of the 2010-2011 academic year. One can assume that the higher success rate of the CAP Program is due in part to the pairing of content and skills courses, in particular courses that stress the development of both English composition and Reading skills. As part of some cohorts, the discipline will only allow students who test at college-level reading or are concurrently enrolled in Reading 83 to enroll in the learning community. In order to foster student retention and success in English 1A, English 50, and transfer content-area courses, the discipline must be able to pair its content and composition courses with a Reading course. To do so, the college must fund additional sections of Reading courses, additional sections of English 50, and administrative agreement to offer additional sections of content-area general education courses with a reduced cap of 30 students (to align enrollment figures with the Reading and English courses in the cohort). For assessment of these cohorts, the discipline will need access to institutional research data, and academic instructional support to recruit, screen, and enroll students in the cohort. Vital to the success of all of our students is the elimination of the bifurcation of Reading and English coursework and skill development, and by eliminating that bifurcation, the students are better able to comprehend and articulate content area knowledge.

- The discipline participates in the Puente Program, which has been serving the Hispanic student population for over 25 years. Puente is the only program at the college that specifically addresses the Hispanic population on our campus although the program is open to everyone. It has the most successful retention, success, and transfer rate of any program at the college. Given its success, the release time for the instructor should be restored to .2667 FTEF -- the equivalent of one composition class -- from the current .2000 FTEF to which it was cut about nine years ago so that the faculty member can have sufficient time to fulfill the program's requirements, which include significant additional workload commitments, including greater faculty-student interaction and participation at program events, and the like. The discipline should also gather the research necessary to determine if the student population could support two sections of Puente per semester rather than just one.
- As part of our strategy for increasing student persistence, retention, and success in developmental/pre-transfer courses, the discipline organizes and participates in multiple fast-track combinations (English 60A/60B, English 60B/50, and English 50/1A) to capitalize on the demonstrated success of students in CAP. By scheduling multiple fast-track combinations within the same semester, the discipline can accommodate students who have the ability to move quickly through multiple semesters' worth of composition skills in one session. Likewise, to improve student retention, the discipline encourages students who do not succeed in the first course of a given fast-track (here, English 60B or English 50) pairing to re-take that course in the same semester (with a different instructor). Those students will thus not fall behind in their semester-to-semester course progression, which will improve their persistence from one session to the next and enhance their likelihood of degree completion and/or transfer goals. We offered a significant number of fast-track courses in 2013-14, and we must now assess their effectiveness in achieving stated goals.

- To provide more pathways for student success and retention, the discipline worked with the administration to develop equivalency scores for the SAT/ACT/IB tests that will allow students to place into English 1A in lieu of Accuplacer. For incoming RCC students, this will allow them to enter college with, perhaps, fewer remediation requirements, which will help them move more efficiently towards their academic goals of program completion and/or transfer to a university. Now that we've implemented this pathway, we must have sufficient institutional research data to track these students to determine their success and retention in content area transfer courses.
- Discipline faculty are also currently piloting use of the EAP with local school districts (RUSD and AUSD) to provide pathways to English 1A. Furthermore, we strive to improve student persistence and success through our participation in the Completion Counts project, which gives select students the opportunity to complete their graduation and transfer requirements in two academic years.
- After tracking the Completion Counts students from our local school districts, the English discipline analyzed their success rates and compared their Accuplacer scores to their high school recommended placements. The discipline then offered Alvord Unified School District and Riverside Unified School District a 5-year extension to our MOU. This allows students who pass their Senior Year ERWC class with an A or a B to be deemed "college ready" in English and to bypass the Accuplacer test and go directly into English 1A. In accordance with the MOU, the English Department selected a faculty member to work as a liaison with local high schools. That faculty member will receive 0.2 reassign time with a stipend for Winter and Spring sessions to help increase the rigor of local high school composition instruction, which will continue to prepare AUSD and RUSD students to succeed and complete their educational goals at RCC. The discipline will likewise need stipends for faculty members to participate in norming sessions with those local high schools.
- As part of its commitment to exploring alternative pathways, the discipline may participate in the Lumina Foundation's Achieving the Dream project that targets low-income students and students of color to improve their success. If the discipline does participate in the Lumina Foundation's project, faculty will work with college leadership to improve programs and services, to engage all stakeholders across the college, and hopefully systematize institutional improvement.
- To increase student success in composition courses, the discipline will assess if WRC attendance correlates to student success in English and ESL classes with a lab component. To do so, the discipline needs access to data showing whether there is a statistical correlation between the number of hours completed by the students in the WRC and their performance in their English/ESL courses. Should this assumed correlation prove valid, additional faculty, lab aide, and classified staff resources will be required to meet student needs.
- The discipline approved in Spring '14 a new cohort to focus on students who are part of the Ujima Project. This learning community will couple English 50 with Guidance 48. The administration has indicated support of this cohort, and a learning community similar to it is doing well at Moreno Valley College. If it does well here, it could be tied to the Pathways Initiative. We are considering having a Reading 86 course added to the LC. A second proposal for 2015 is an English 80 Ujima cohort, a course similar to one taught at MVC. We decided to revisit this proposal in early fall once more data on the success of English 80 at MVC is available.
- The CAP program in recent years has lost a few English 50 learning communities, which was potentially impacting enrollment in the English 1A communities and certainly set up a scenario in which we wouldn't getting as much flow through from students with previous CAP experience. As a result, the faculty had difficulty getting students to enroll in a learning community with Reading as a required course, and when they did enroll, there wasn't as much "buy in" as the faculty had hoped, resulting in a huge number of

drops (the students really seemed to have no idea what they were getting into). As a direct result of this experience, the discipline has decided to pilot a new learning community pairing English 50 with Reading 3. It will be titled “The Advantages of Success,” and it hopes to build a strong foundation for success in college and life through developing a student’s college-level reading and writing skills by studying theories of success from writers like Malcolm Gladwell (who wrote *Outliers*) and others.

- b. In addition to completion, the college has identified improving student-faculty interaction as a priority. What goals and/or strategies has your discipline set to improve faculty-student interaction for the academic year 2014-15?
- Identify barriers to persistence and success in the online/hybrid courses, which might include surveying students enrolled in online English classes, determining possible causation in the discrepancies between online and face-to-face student retention and success, and collaborating with the Faculty Development Committee and discipline faculty who teach online/hybrid courses to identify, implement, and assess “best practices” for improving instructor-student contact in an online environment, which should improve student retention, success, and persistence.
  - Work with content-area faculty outside the discipline to engage students in content area courses and supplement their instruction via learning communities which pair a composition course with a content course as we have already done in the CAP program with Sociology 1, for example. The discipline will likewise look for more opportunities to have dialogues and partnerships with content-area faculty as a means of improving student-faculty engagement and skill preparedness for content course retention, success, and persistence.
  - Implement more mini-workshops in the Writing and Reading Center to promote student-faculty interaction.
  - As part of the CAP Roots to Routes learning community, the English discipline will collaborate with the Ujima Project, HOMERoom, and athletic programs on campus to improve recruitment in the course, thus fostering greater faculty interaction for our student athletes and, in all likelihood, greater success in developmental English courses. CAP's Roots to Routes learning community will continue; however, it will be essentially separate from Ujima's new learning community (starting with English 50 and history) which has now become part of the larger Umoja program. Both Umoja and Ujima will maintain collaborative efforts with CAP's Roots to Routes when necessary, for example, in student recruitment and workshops. The lead instructor in the LC is actively recruiting a new S.I., as well. Likewise, to improve student success, the institution must fully support the HOMERoom program, which has been running on a shoestring budget and is dependent on the dedication of hard-working faculty who volunteer their time.
  - Improve recruitment of Creative Writing students to participate in and contribute to the Stay Classy Creative Writing Club and English 17 *MUSE*, the department’s student literary production. To promote such faculty-student interaction, the discipline must protect the Spring 2014 offering of English 17 *MUSE*, which involves collaboration among Creative Writing students, discipline faculty, and the college printing facilities, as well as significant out-of-class voluntary joint student-faculty service-learning activities. This will require in recruitment and support from the English discipline, the English & Media Studies Department, ASRCC, and college leadership. These groups have been vital partners in funding MUSE and helping foster student-faculty interaction via planned activities. The relaunch of the publication in Spring 2013 alone involved significant planning, organizing, and rehearsing for two launch events, one on campus and one at a citywide event downtown at Grier Pavilion; managing Facebook and on-ground promotions, classroom visits, and contests; distributing book copies to contributors, donors, and other supporters; designing informational bookmarks for ENG 17; writing thank you notes to donors and advertisers; creating a slide show to document student

work; writing press releases and coordinating interviews for Press-Enterprise video; forming a voluntary "skeleton crew" for tasks and promotions to maintain momentum between now and Spring 2014; hosting established writers on campus such as James Brown and Richard Rodriguez in order to build broader cultural capital. Lastly, the discipline has reserved scholarships for RCC students this year: \$100 each for "best in show" publications in the genres of poetry, fiction, and art.

- Creative Writing English faculty and Honors Program English faculty will continue to offer workshops to assist students with their transfer application essays. These workshops are open to all RCC students and are held in the Honors Study Center; our professors give tips on how to make transfer essays stand out, and they follow up with individual meetings with students to go over drafts. The Honors Program English faculty will also continue to offer workshops, like "What to Expect When You Transfer" for our transferring RCC students, not just honors students. This year, we offered a "What to Expect When You Transfer" Workshop for all English majors, and the Honors Program offered a Q&A session with returning alumni who had transferred to UC Irvine, UC Berkeley, UCLA, UC San Diego, Cal State Northridge, Cal State Long Beach, and Arizona State University. The Honors English faculty also created a series of student skill workshops, working with the Supplemental Instruction office and the Pathways to Excellence grant. These workshops were open to all students, and they covered topics such as time management, research skills, presentation skills, and soft skills to help make college students successful.
- c. Are there other goals aligned to college goals your discipline is pursuing in 2014-15?
- Standardize assessment areas (success, persistence, completion, etc.) across discipline course offerings (developmental education, transfer-level composition, and content-area courses).
  - Determine the logistical, and possibly legal, consequences of alternative pathways to placement, Such as high school transcripts, self-placement, or advisory placement.
  - Gather and analyze data in a more timely and efficient manner to improve the assessment of student retention, success, and persistence in programs in which the discipline participates, as well as to make next year's Unit Plan an easier document to produce in a timely and accurate manner. Likewise, the college needs to improve funding and support for Institutional Research.

## **B. Student Learning Outcomes Assessment Summary and Update**

As a matter of good practice and in alignment with Accrediting Commission of Community and Junior Colleges (ACCJC) standards, RCC faculty participate in ongoing and systematic efforts to assess courses, programs, and degrees. Reports on specific assessment projects undertaken by individual faculty or groups of faculty in your discipline should be referenced here, but the primary purpose of this update is to provide an overview of your discipline's assessment activities (data, responses to data, results, reports, etc.) since your last unit plan update as well as your current plans for assessing student learning. 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-level Student Learning Outcome (SLO) Assessment Report(s)**

The Riverside Assessment Committee and the Office of Institutional Effectiveness developed a process to report and store Course-level SLO assessment information. Upon completion of a Course-level SLO assessment project please utilize one of the two methods listed below for

reporting and/or summarizing your results.

- a. Enter into a Survey Monkey report at [www.surveymonkey.com/s/Student-Learning-Outcomes](http://www.surveymonkey.com/s/Student-Learning-Outcomes) , or
- b. 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)

## **II. Program-level Learning Outcome (PLO) Assessment Reports**

The Riverside Assessment Committee and the Office of Institutional Effectiveness developed a process to report and store Program-level PLO assessment information. Upon completion of a Program-level PLO assessment project (Career Technical Education) please utilize one of the two methods listed below for reporting and/or summarizing your results.

- a. Enter into a Survey Monkey report at [www.surveymonkey.com/s/Program-Learning-Outcomes](http://www.surveymonkey.com/s/Program-Learning-Outcomes) , or
- b. 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).

### III. Course-level Assessment Summary Spreadsheet

Please summarize the current status for assessment of all the courses in your discipline using the Course Assessment Summary spreadsheet. Please indicate for each course on the Course Assessment Summary spreadsheet:

- a. Assessment Status
- b. Most Recent Assessment (Year)
- c. Assessment Method for Most Recent Assessment
- d. Next Planned Assessment (Year)
- e. Faculty Lead (s)

**Please contact Jim Elton at [jim.elton@rcc.edu](mailto:jim.elton@rcc.edu) or (951) 222-8264 for your spreadsheet so that you may simply cut and paste here.**

### IV. Please answer the following Course-level SLO questions:

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

When courses are assessed, the members of the course committee generate and/or collect the data, analyze it, and present a report to the discipline body for discussion. The report may include suggestions for how instruction might be improved, whether through revision and clarification of the course outline of record or through gathering "best practices" for helping students achieve a particular outcome in an in-meeting faculty development activity. There will also be suggestions related to course scheduling, the construction of learning communities, pairings with courses in other disciplines (such as Reading or Guidance), and/or the like. Evidence of this dialogue may be found both in the assessment reports themselves and in the minutes from the discipline meetings at which the reports were presented.

- b. Please summarize what your discipline learned from your assessments. How does your discipline plan to use the results to improve student learning?

We have found these projects to be very helpful for analyzing where either our outlines need revision or our students need interventions to help them achieve the outcomes. For example, a spring 2012 assessment of English 50 resulted in the following analysis: "The study does suggest that students who are part of a learning community had higher levels of achievement, that students with higher reading comprehension levels are more successful, and that students with some direct reading instruction/intervention in a composition class can raise their text-based writing scores." As a result, more pairings of English composition and reading courses have been offered through CAP, and as evident in 6.a. above, this discussion is ongoing.

Our greatest obstacle currently is trying to make the assessment of courses more sustainable since our efforts have often been so labor-intensive—from planning to norming and scoring to data analysis and creating interventions—as to be time/energy/commitment prohibitive. Our current efforts are trying to design assessment projects that still give us useful data for the improvement of courses and student learning without requiring vast quantities of time and effort that our already-dedicated faculty have difficulty providing given the

time-consuming nature of composition instruction and grading.

- V. Please answer the following Program-level PLO questions:
- a. Please explain what steps your program has taken to map and align your PLOs with your course SLOs (Curriculum Mapping Exercise).
  - b. How have you shared and discussed assessment results (e.g., through Community Advisory Committee discussions, discussions with employers, interviews of graduates, program faculty meetings)?
  - c. What are your plans for further Program-level PLO assessments in the upcoming academic year?

If you have any questions regarding Assessment please contact Hayley Ashby at (951) 222-8866, [hayley.ashby@rcc.edu](mailto:hayley.ashby@rcc.edu) , Jim Elton at (951) 222-8264, [jim.elton@rcc.edu](mailto:jim.elton@rcc.edu), or your Riverside Assessment Committee discipline representative

# Instructional Unit Plan Update

## C. Human Resource Status

Complete the Faculty and Staff Employment Grid below based on the 2013-2014 academic year. Please list full and part-time faculty numbers in separate rows, and classified full and part-time staff separately.

<b>2013-2014 Faculty Employed in the Unit</b>		
Teaching Assignment (e.g. Math, English)	Full-time faculty (give number)	Part-time faculty (give number)
Full-time Faculty	21	65
Department IDS	1	
Clerk Typist	0	
<b>2013-2014 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)
Educational Assistant (student employee for spring 2014)		1
WRC Classified Staff	3	0
WRC Student employees		21

Complete the Faculty and Staff Employment Grid below based on any anticipated changes for the 2014-2015 academic year (i.e. retirements, one-year temps). If information is exactly the same, move on to the next page.

<b>2014-2015 Faculty Employed in the Unit</b>		
Teaching Assignment (e.g. Math, English)	Full-time faculty (give number)	Part-time faculty (give number)
Full-time Faculty	21	65
Department IDS	1	
Clerk Typist	0	
<b>2014-2015 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)
WRC Classified Staff	3	0
WRC Student employees		21

## 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*
Examples	<p><i>Tenure-Track Instructor</i> Rationale:</p> <p><i>Clerk Typist</i> Rationale: The department had a full-time clerk typist in the past, but she was transferred to another division. Our IDS works with 2 departments - one with 30 full-time and 65 part-time faculty and one with 13 full-time and 11 part-time faculty. The volume of work produced is enormous. This request fulfills the rubric criteria of "supporting faculty in their teaching"----We are the largest department and generate enough work to support an additional person to help with the department workload.</p>	R	Range 13 \$2675- 3600
1.	<p><b>AS PER THE VP OF ACADEMIC AFFAIRS, THIS REQUEST WILL BE SUBMITTED LATER.</b></p> <p>Rationale:</p>		
2.	<p><b>Clerk Typist for English and Media Studies Department – reinstatement of this position</b>  <u>Rubric Criteria:</u> "Supporting Faculty in Their Teaching" and "Supporting Students in Their Goals."  <u>Rationale:</u> The department had a full-time clerk typist in 2009-10, but she was temporarily transferred to the Humanities Division when their IDS went on sick leave; this situation continues currently. Our IDS works with 2 departments—English &amp; Media Studies (28 full-time and 68 part-time faculty) and World Languages (13 full-time and 5 part-time faculty)—serving 114 total faculty. The volume of work produced by and required of this number of faculty is unreasonable for one IDS to manage. The English discipline is the largest discipline in the largest department and generates enough work to support an additional person to help with the IDS’s extensive clerical workload. The clerk will be able to help the IDS serve faculty and students more fully and efficiently.</p>	R	Range 13 \$2852- 3837

<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 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" or "Replacement" Classified Staff. 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<sup>2</sup>**

Rank	List Equipment or Equipment Repair Needed for Academic Year. Please list in order (rank) of importance. Please justify and explain each equipment request based on rubric criteria.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes	Annual TCO**		
			Cost per item	Number Requested	Total Cost of Request
1.	<p><b>The computers in faculty offices need to be updated significantly or replaced.</b>  <u>Rubric Criteria:</u> “Supporting Faculty in Their Teaching” and “Obsolescence.”  <u>Rationale:</u> Computers in faculty offices are a staple means of completing all work expected of tenured faculty, including instruction, curriculum development, institutional service, and communication. As an example, while the current hardware and software allow for basic computing operations if the obsolete machines are given sufficient time to boot up and stabilize, they are unstable and prone to temporary but time-consuming failures. The computer hard-drive speed and capacity, the minimal RAM memory, the video processor, and the CPU are already at least 5 years old and insufficient to run more than one program at a time, and even then they struggle to remain stable and functional. The Riverside City College goal to develop and maintain a culture of innovation in compliance with its strategic planning goals requires that the faculty computer equipment meet the recommendations of the Technology Advisory Group.</p>	I and N	\$1013	21	\$21,273
2.	<p><b>Document Cameras for Quad Classrooms</b>  <u>Rubric Criteria:</u> “Supporting students in their goals,” “Supporting faculty in their teaching [...] to provide and maintain state-of-the-art equipment [...] essential to delivery of instruction,” and “Obsolescence.”  <u>Rationale:</u> Currently, only 12 of the 42 Quad classrooms are equipped with document cameras. All classrooms should contain the same type and quality of equipment to ensure equity in instruction and learning. Document cameras should be replacing the current overhead projectors: 1) there is a limited # of overhead</p>	I	\$1755.29	15 (for the classrooms allotted the English discipline)	\$26,329.35 + tax + 3% shipping +\$500/room for installation

<sup>2</sup> \* **Instructional Equipment** is defined as equipment purchased for instructional activities involving presentation and/or hands-on experience to enhance student 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).

<sup>2</sup> \* See Appendix for guidelines distinguishing between equipment and supplies

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

	<p>projectors with no plans to purchase new ones; 2) despite semester-long faculty requests for overhead projectors in classrooms, other instructors spontaneously remove the overhead projectors for use in their own classrooms without returning them to the original classroom; 3) IMC is faced with budget issues as well and replacement parts for overhead projectors is limited or non-existent.</p>				
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**3. Technology (Computers and equipment attached to them)++ Needs Not Covered by Current Budget:<sup>3</sup>**

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

								Annual TCO*		
Rank	List Technology Requested for Academic Year. Please list in order (rank) of importance. Please justify and explain each technology request based on rubric criteria.	New (N) or Replacement (R)?	Program: New (N) or Continuing (C)?	Location (i.e Office, Classroom, etc.)	Is there existing Infrastructure?	How many users served?	Has it been repaired frequently?	Cost per item	Number Requested	Total Cost of Request
EX	<i>Two Network printers for department</i> <i>Rationale: There are more than 20 full-time faculty utilizing this printer to develop instructional materials. Current printer &gt;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.</i>	R=1 N=1	C	Work-room	Yes	>20	Y	\$1100	2	\$2200
1.	Computer for Department IDS. Rubric Criteria: "Obsolescence," "Supporting faculty in professional development," <u>Rationale:</u> The IDS received her current computer in 2007, but there is no indication that it was <i>new</i> upon its arrival to the department. The IDS works with two departments—English and Media Studies (28 full-time faculty and 68 part-time faculty) and World Languages (13 full-time faculty and 5 part-time faculty). The IDS’s job description involves scheduling, budget item processing, evaluation packets for full and part-time faculty, student	N	C	Office	Yes	114 faculty + nearly 5000 students in 13 disciplines	Yes	\$1013	1	\$1013

<sup>3</sup> TCO = "Total Cost of Ownership" is the average cost for one year. **Please contact Microcomputer Support 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.**

	and faculty issues. The majority of the work of discipline’s IDS involves use of the computer, which requires speed, reliability, and functionality, all three of which are currently lacking.									
2.	<p><b>The computers in Quad classrooms need to be updated significantly or replaced.</b></p> <p><u>Rubric Criteria:</u> “Supporting Faculty in Their Teaching,” “Supporting Students in Their Goals,” and “Obsolescence.”</p> <p><u>Rationale:</u> Computers in Quadrangle classrooms have become a staple of most courses taught for the faculty and for the students. As an example, while the current hardware and software are minimally sufficient for basic computing operations if the antiquated devices are given enough time to boot up and stabilize, they are nearly obsolete. The computer hard-drive speed and capacity, the minimal RAM memory, the video processor, and the CPU are already at least 5 years old and insufficient to run more than one program at a time, and even then they struggle to remain stable and functional. The Riverside City College goal to develop and maintain a culture of innovation in compliance with its strategic planning goals requires that the college Quad classroom follow the recommendations by Technology Advisory Group.</p>	R	C	C	Yes	119 faculty + thousands of students		None – Strategic Input	None – Strategic Input	None – Strategic Input

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

RANK	List Facilities Requests for Academic Year. Please list in order (rank) of importance. Please justify and explain each facility request based on rubric criteria. Requests should be for remodels, renovations or added new facilities and not basic repair and maintenance.	Annual TCO*
		Total Cost of Request
EX	<p><i>Roof Replacement</i></p> <p><i>Rationale: The department building roof is in need of replacement. Currently, it leaks directly down the building and into our classrooms and office space. There have been three attempts to repair the roof. Previous leaks have caused damages to computer equipment and work space. The constant need to relocate staff and/or classrooms due to leaks has had a direct impact on the teaching and learning environment.</i></p>	\$2500
1.	<p><b>Panic Buttons installed in all classrooms and learning centers</b></p> <p><u>Rubric Criterion:</u> “Safety and Compliance” with OSHA regulations to address “hazards or issues that cause unfit conditions requiring mitigation from potential danger.”</p> <p><u>Rationale:</u> In its 1999 report “The Appropriate and Effective Use of Security Technologies in U.S. Schools,” the National Institute of Justice describes that some form of “duress alarm devices” is crucial to crisis management in any situation of “extreme urgency or discretion (because of an intimidating situation) or because of the vulnerable location of the person summoning help.” Because classrooms are enclosed and therefore vulnerable spaces, faculty, and students require an immediate alert system for situations involving harassment or violence. This request provides a safer teaching and learning environment for instructors and students.</p>	<p><b>Rapid Alert/Duress Alarm System--Lynx Systems (vendor)</b>  <b>\$22,495</b></p>

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

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

RANK	<p><b>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.</b> Professional or Organizational development needs may include workshops, guest speakers, training on equipment and/or software, attending conference, training needed to comply with state and/or federal regulations, and ongoing training in the field.</p>	Annual TCO*		
		Cost per item	Number Requested	Total Cost of Request
EX	<p><i>Funding for Associate Faculty to Participate in Workshop for SLO Assessment</i>  <i>Rationale: Associate faculty members teach a large number of courses in our department, utilize department common assessments, and per ACCJC standards must be included in the dialogue for the improvement of assessment. Since associate faculty are not required or compensated for this work, the department would like to compensate them through a stipend. These workshops are critical for the completion of the assessment cycle and for faculty to use the results in helping students achieve their goals.</i></p>	\$100	36	\$3600
1.	<p><b>Stipends for Associate Faculty to attend an hour-long WRC orientation prior to the semester's beginning.</b>  <u>Rubric Criteria:</u> "Supporting faculty in their teaching" and "Supporting faculty in professional development."  <u>Rationale:</u> Since the vast majority of course sections in our discipline are taught by associate faculty and all such courses have a mandatory WRC component, associate faculty must know how the WRC requirement aligns with classroom instruction and thus would improve student achievement of course SLOs, yet associate faculty are not required—nor are they paid—to participate in any WRC orientation. A modest stipend would help to compensate associate faculty, encourage their voluntary participation, and produce greater consistency across all composition sections.</p>	\$50	30	\$1500
2.	<p><b>Stipends for Associate Faculty to participate in holistic scoring and norming sessions for the purposes of course assessment.</b>  <u>Rubric Criteria:</u> "Supporting faculty in their teaching" and "Supporting faculty in professional development."  <u>Rationale:</u> Since the vast majority of course sections in our discipline are taught by associate faculty, associate faculty involvement in course assessment is vital for a thorough understanding and improvement of student achievement of course SLOs, and ACCJC requires that they be included in the dialogue on assessment, yet associate faculty are not required—nor are they paid—to participate in assessment. A modest stipend would help to compensate associate faculty, encourage their voluntary participation, and effect greater dissemination of assessment results.</p>	\$50	30	\$1500

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

## 6. Student Support Services

RANK	<p style="text-align: center;"><b>List Student Support Services Needs for the Academic Year.</b></p> <p><b>Please justify and explain each request based on rubric criteria.</b> These are services needed by your unit over and above what is currently provided by student services at the college. Examples of needs that fall under student support services are provided<sup>6</sup>.</p>	Annual TCO*
EX	<p><i>Our unit needs either a permanent part-time or reassigned Outreach staff member to assist our discipline with providing course, program and college information to the local community, either through partner high schools, community based organizations and/or non-credit sites.</i></p> <p><i><b>Rationale:</b> 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><b>Supplemental Instruction Leaders (SIs)</b></p> <p><u>Rubric Criteria:</u> “Supporting students in their goals” and “Supporting faculty in their teaching.”</p> <p><u>Rationale:</u> Supplemental Instruction (SI) at Riverside City College has been in existence since 2007 and was primarily funded through Title V. The program has expanded to multiple areas based on the source of categorical funding, such as the Basic Skills Initiative and CCRRA (STEM) grants. Programs that are typically initiated through grants, such as SI, are created with the intent of institutionalization. As part of the JumpStart program, SI’s have proven effective in increasing student success and helping students “jump” courses so that they have to take fewer classes on their way to completing transfer level composition courses. Financial support of SI’s will also help African-American students improve in retention, success, and persistence in the Roots to Routes learning community.</p> <p>According to “Report on the Evaluation of the Supplemental Instruction (SI) Program At Riverside City College (Spring 2011-Fall 2011)” conducted by Dr. Koh, supplemental instruction leaders (SI) and student group leaders (SGL) have been effective in improving students’ persistence, retention, and success. For example, students who spent time with SIs in English, ESL, and Reading sections were significantly more successful than students who did</p>	<p><b>One SI/section = approx. \$2700</b></p> <p><b>Dept. request is for Ten (10) SI’s = \$27,000 x 2 semesters = \$54,000</b></p>

<sup>6</sup> \*Supplemental Instruction requests should be in Table 8 – Learning Support Services.

\*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 Student Services at (951) 222-8837 to obtain an accurate cost estimate and to learn if these services are available or in the planning stages.**

not access SI or SGL services:

Table 10. Comparison of the Spring 2011 and Fall 2011 SI and Non-SI subgroup success rates by course

	Course	2011 Spring			2011 Fall			Total		
		SI Subgroup	NON-SI Subgroup	Percentage Of difference	SI Subgroup	NON-SI Subgroup	Percentage Of difference	SI Subgroup	NON-SI Subgroup	Percentage Of difference
ENG	ENG-60A**	54.1%	34.1%	20.0%	58.7%	37.0%	21.7%	56.1%	35.7%	<b>20.4%</b>
	ENG-60B*	67.3%	51.7%	15.6%	69.8%	47.1%	22.8%	68.6%	56.1%	<b>12.5%</b>
ESL	ESL-53				88.9%	86.4%	2.5%	88.9%	86.4%	<b>2.5%</b>
	ESL-54	47.4%	44.4%	2.9%	62.9%	50.0%	12.9%	57.4%	48.0%	<b>9.4%</b>
	ESL-55	63.5%	63.2%	0.3%	90.5%	55.6%	34.9%	75.5%	61.7%	<b>13.8%</b>
REA	REA-81	65.6%	56.7%	9.0%	54.3%	52.0%	2.3%	59.0%	53.8%	<b>5.2%</b>
	REA-83	81.8%	57.1%	24.7%	94.1%	62.5%	31.6%	87.2%	60.9%	<b>26.3%</b>

Providing Supplemental Instruction in courses aligns to the following:

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

2. Join Statewide Umoja Consortium as a fully developed and cohesive program. We have most of the parts already in the Ujima Program; however, we do not have the resources to make it a cohesive whole. Joining the Consortium will require the College to commit to providing the resources to support the Ujima program, which serves under-represented and typically under-prepared African American students.

**\$1000 per year**

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

<b>RANK</b>	<p><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.</p>	<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>  <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.	<u>Rationale:</u>	
2.	<u>Rationale:</u>	
3.	<u>Rationale:</u>	
4.	<u>Rationale:</u>	
5.	<u>Rationale:</u>	

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

## 8. Learning Support Center Services

RANK	List Learning Support Center Services Needs for Academic Year. Please justify and explain each request based on rubric criteria. <sup>8</sup> If your unit is responsible for running a learning support center such as the Writing and Reading Center, the Math Learning Center, Computer lab or similar learning support center please address those needs here. These do not include laboratory components that are <u>required</u> of a course.	Total Cost of Requests			
		Cost per item	Number Requested	Total Cost	Ongoing (O) or one-time (OT) cost
EX	<p><i>Institutionalize the Supplemental Instruction (SI) Program to provide SI leaders for our discipline.</i></p> <p><i>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.	<p><b>Staff: Student Employees (increase in budget line item 2430)</b></p> <p><u>Rationale:</u> Since the 2007-2008 academic year, the Writing and Reading Center has seen its budget cut by 51%. To continue operating the WRC, management was forced to reduce the pay and hours of our student lab aides as well as reduce the WRC's hours of operation. Student tutors were also lost, nearly decimating our tutoring program. At the same time, the WRC is seeing approximately 4,300 students every week during Fall and Spring semesters. To effectively serve our large student population, we need three lab aides on duty every hour the WRC is open except the first and last hours, when two lab aides would be enough. Additionally, we need funds to increase our student tutor pool from three tutors currently to six. Therefore, we are requesting a return to the budget from the 2007-2008 academic year.</p> <p><u>Goal I: Student Access and Support:</u> Learning center tutors are mentioned specifically in RCC's Goals and Strategies 2009-2014. Tutors "ensure learning support services are available for all students," while lab aides "ensure comprehensive and equitable services" are a part of the WRC's day-to-day operation.</p> <p><u>Academic Master Plan:</u> Providing funding for additional floor coverage and tutors will help the WRC fulfill the Academic Master Plan's goal of "provid[ing] ... support services which are responsive to student ... needs" and "maximiz[ing] the use of instructional</p>			\$48,662	O

	<p>resources” (p. 5, 7).</p> <p><u>Rubric Criteria:</u> “Supporting students in their goals” and “Supporting faculty in their teaching.”</p> <p><u>Rationale:</u> First, lab aides and peer tutors support students in their goals of course completion and success. The WRC’s College Reading and Learning Association-certified peer tutors work one-on-one with students on writing and grammar, providing individualized instruction that has been shown in studies to increase student persistence, retention, and satisfaction. Second, peer tutors support faculty in their teaching. Since the WRC is an extension of the classroom for RCC’s composition classes, the availability of well-trained peer tutors and lab aides allows instructors to assign individually-prescribed lessons to their students. Third, the presence of lab staff ensures that the WRC is in compliance with Chancellor’s Office regulations related to TBA hours. The WRC has a staff member who logs students in and out for their mandatory 18-hour lab requirement, checks syllabi to make sure students in the lab are enrolled in an appropriate class, and troubleshoots when problems arise. Finally, the presence of trained lab aides at all hours the WRC is open is a safety and compliance issue. Lab staff are needed to monitor the lab, ensure the safety of students, evacuate students or call for safety/medical personnel in case of emergency, and otherwise provide support to the faculty on duty during an emergency.</p>				
2.	<p><b>Staff: ESL Tutors</b></p> <p><u>Rationale:</u> The goal of the ESL discipline is to help students with limited English ability successfully gain more language proficiency for mainstream college classes and employment. Tutors in grammar, writing, and reading skills are provided in the WRC and must complete specialized training. It is essential that these tutors continue to be funded to provide the support necessary for non-native speakers as they matriculate into college-level courses.</p>	New 20 hours/ week \$10/ hour 44 weeks		<b>\$8,800</b>	
3.	<p><u>Technology:</u> CrossTec SchoolVue Classroom Management Software</p> <p><u>Rationale:</u> This software, to be installed on WRC computers would give WRC management control of all technology in the WRC. This software, according to the company’s Web site (<a href="http://crosstecsoftware.com/educational/schoolvue.html">crosstecsoftware.com/educational/schoolvue.html</a>), would give WRC management and instructors “the ability to instruct, monitor, and interact with students” working on all WRC computers. This software is designed to increase student time on task and to control what applications and Web sites students use, thus ensuring student safety and compliance with district acceptable use and harassment policies. Of the total cost, \$3,935.00 would be a one-time cost for set up, and \$787.00 would be a yearly cost for support and upgrades.</p>	\$39.35  \$787.00	<b>100</b>  <b>1</b>	<b>\$4,722.00</b>	

<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 Academic Support Department at (951) 222-8434 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>The English discipline needs a significant increase in FTES to service the matriculation requirements of RCC's general student population as well as the priority registration students who participate in various programs, including Completion Counts, CAP, JumpStart, EOPS, other priority registration projects, among others.</p> <p><u>Rationale:</u> English represents 50% of the Golden Four (English 1A, English 1B, Speech 1, Math 11) for graduation, transfer, and degree-applicable certificate completion. If our current matriculation agreements are to be upheld, we need to fulfill the inherent promise of our "open access" institution by providing the incoming students with the courses they need to graduate, transfer, or complete a certificated program.</p>	\$3392.64- \$5086.80 per section based on the hourly salary schedule	10 sections at 30 students per section (equaling ~100 FTES at 10 FTES per section)	\$33,926.40- 50,868.00	O

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

### 10. MID-RANGE FINANCIAL PLAN

The Resources Council and Institutional Effectiveness Council have asked for information that will make it easier for us to complete and update our Mid-Range Financial Plan. This information will help us to plan and to meet ACCJC requirements.

YEAR	ITEM NAME	Staff	Equipment	Technology	Facilities	Prof Development	Student Support	Library	Learning Support	Other
	Is the item referenced in another planning document? If so, where? If no, where do you plan on putting this item? (i.e. Facilities Master Plan, Comprehensive Instructional Program Review)									
Ex 2015	<i>The department requires an updated facility with state of the art equipment to meet industry standards and train students on the most current equipment. This information is included in the CIPR from 2011.</i>		X		X					
	The English & Media Studies Department requires additional classroom space to facilitate course offerings and to ensure its continued participation in college-wide programs such as the Pathways Initiative, block scheduling, CAP, and more. In the past three years, with the departure of Speech Communication from our department, we had to give up three of our then 21 classrooms. With the conversion of the Lovekin Complex, we lost an additional three classrooms, resulting in a 30% reduction in classrooms assigned to the English & Media Studies Department, which is significant. That 30% becomes even more stark and problematic since the departure of Speech Comm only resulted in a 15% reduction in course sections, department-wide. As a result, the department has insufficient classroom space to meet the demands the College Administration has placed upon the department to participate in and grow its pre-transfer and transfer course offerings as part of the Pathways Initiative, Completion Counts, CAP, Ujima, Puente, Honors, and the like. Given the understanding that restoration funding will be coming to RCC, and with that an increase in FTES for fundamental course offerings which the department provides, a commensurate increase in classroom space is not only logical but absolutely necessary. We cannot offer more classes if we do not get more classroom space.				X					

# Appendix

## Instructional Unit Plan Update

### Rubrics - Riverside City College

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Guidelines for Distinguishing between Equipment and Supplies 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**

TO BE PROVIDED FROM HPC

## Resource Request Common Rubric

*These criteria and rubric apply to requests in Tables 2-9*

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

30 Point Scale: 30 = Superior 23 = Above Average 15 = Average 8 = Below Average 0 = No Effort/Non Applicable

25 Point Scale: 25 = Superior 19 = Above Average 13 = Average 6 = Below Average 0 = No Effort/Non Applicable

15 Point Scale: 15 = Superior 11 = Above Average 8 = Average 4 = Below Average 0 = No Effort/Non Applicable

10 Point Scale: 10 = Superior 8 = Above Average 5 = Average 3 = Below Average 0 = No Effort/Non Applicable

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

**Guidelines for Distinguishing Between Supplies and Equipment**

Whether an item should be classified as equipment or as supplies is determined on the basis of the length of time the item is serviceable and on its contribution to the value of the college. For example, supplies are constantly being consumed and replaced without increasing the value of the physical properties of the district. Equipment has relatively permanent value, and its purchase increases the value of the physical assets of the district.

Supplies are items of expendable nature that are consumed or worn out, deteriorate in use, or are easily broken, damaged or lost. Examples include glassware, reagents, paper, and pencils, cleaning materials, nails, scissors, test tubes and keys. Items that have a relatively short service life (less than one year) and that, therefore, must be replaced frequently are charged as supplies.

Equipment on the other hand are items that usually last more than two years and cost at least \$ 200 and where repairs are more economical than replacement. Repair parts and accessories to equipment are however classified as supplies regardless of cost.

## Appendix – Action Plans

### Roots to Routes CAP Learning Community:

Year	Key Performance Indicator	Discipline Strategy	Link to Assessment and Data	Planned Activity	Timeline	Leads	Performance Indicator	Resources Needed	Status/Evidence
1-2	Course Retention and Successful Completion	Increase the retention and success rates of African-American students in Developmental English (Eng 60A-60B)	From 2007 to 2012, the mean of African-American students' success rate in developmental English was 55.28%, the lowest of any ethnic group. In an effort to increase this, the success of students in the CAP program can be considered as a model target. According to Dr. Koh's evaluation report of the CAP program in Fall 2010 and Spring 2011, the CAP subgroup student success rate was much higher than the Non-CAP subgroup overall by 10.4%, higher by 1.3% in the English discipline, by 1.4% in Eng 60B, and by 7.6% in Eng 60A. The CAP retention rate was also higher than Non-CAP (Eng 60A by 9.8%, and 60B by 12.6%). The goal here is for similar success and retention to be achieved by African-American students through specifically designed CAP learning communities. In light of data from the 2005 & 2009 Student Equity Report, a task force recommended the creation of such a learning	<p><i>Recruitment for Roots to Routes CAP Learning Community:</i></p> <ol style="list-style-type: none"> <li>1. Develop methods to ensure enough enrollment of target population in this learning community for sufficient data collection</li> <li>2. Collaborate with local high school Black Student Unions for in-coming freshmen recruitment</li> <li>3. Obtain placement records from Assessment Center &amp; extend invitations to students within target population</li> <li>4. Collaborate with athletic programs on campus for recruitment</li> </ol>	Fall 2013- Fall 2014	Miguel Reid  Daniele Ramsey	Full enrollment of target population in Eng 60A over multiple terms	Data from Assessment Center (David Lee)  Authorization from Admissions & Records (Joy Chambers)  Cooperation from athletic programs (Director Derrick Johnson)	

			community in Fall 2011 and suggested an ENG 60A/GUI 48 cohort as a start.						
1-2			<p>CIPR Section A6b encourages Student/Faculty Interaction:</p> <p>The HOMERoom CI-Track Location Report shows between 8/27/12 and 5/16/13 there were 1622 student visits logged in for Ujima Project activities, mentoring, tutoring and academic advising.</p> <p>Dr. Koh's report on the Supplemental Instruction (SI) program for Spring 2011-Fall 2011 shows that students were 20.4% more successful in Eng 60A and 12.5% more successful in 60B with an SI than in the same courses without an SI. Retention rate was also higher in 60A by 21.8% and in 60B by 6%.</p> <p>The HOMERoom CI-Track Location Report shows there were 185 student visits logged in to see in-house counselor Gertia Lopez between 8/27/12 and 12/13/12.</p>	<p><i>Increase the level of African-American student engagement with faculty, staff, and administrators:</i></p> <ol style="list-style-type: none"> <li>1. Collaborate with the Ujima Project and the HOMERoom: Automatic membership as part of Learning Community</li> <li>2. Actively recruit an SI Leader for the Roots to Routes Learning Community, ideally from the Ujima Project student population.</li> <li>3. Fund Counselor Gertia Lopez as academic advisor in the HOMERoom to provide more hours of counseling to students</li> </ol>	Fall 2013-Spring 2015	HOMERoom and Ujima Project co-advisors, counselor, mentors, members, and staff	Data reflecting amount of student visits to be obtained from HOMERoom/Ujima CI-Track Location Report and SI Report	<p>Maintained support of HOMERoom</p> <p>S.I. Leader: \$6180 for Fall 2013 through Spring 2015 (\$1545 per each 16-week term for 4 terms)</p> <p>In-House Counselor: \$38,400 for Fall 2013 through Spring 2015 (\$60/hr @ 10 hours/wk @ 64 weeks)</p>	

1				<p>Launch CAP English 60A paired with Guidance 48 in Fall 2013</p> <p>Continue CAP English 60B paired with Guidance 47 in Spring 2014</p> <p>Assess results from course final grades</p>	Fall 2013- Spring 2014	<p>Miguel Reid</p> <p>Daniele Ramsey</p>	<p>Raise success rate from 55.8% to 61.3%</p> <p>Raise retention rate from 84.58% to 86.9%</p>		
2			<p>Average success rate for African-American students in Eng 50 from summer 2007 to spring 2012 was 62.45%.</p> <p>Dr. Koh's report shows the CAP retention rate for Eng 50 was higher than Non-CAP by 3.4%.</p>	<p>Launch a CAP English 50 paired with History 14 (African-American History I) in Fall 2014</p> <p>Assess results from course final grades</p>	Fall 2014	<p>Miguel Reid</p> <p>Kristi Woods</p>	<p>Raise success rate to 74.74% (based on prototype data)</p> <p>(no data available for retention of African-American students in Eng 50)</p>		
2	Increase the success rate of African-American students in transfer-level English (ENG 1A)	<p>Average success rate for African-American students in Eng 1A from summer 2007 to spring 2012 was 58.02%.</p> <p>Dr. Koh's report shows the CAP retention rate for Eng 1A was higher than Non-CAP by 10.2% and the success rate was higher by 1.2%.</p>	<p>Launch a CAP English 1A paired with History 15 (African-American History II) in Spring 2015</p> <p>Assess results from course final grades</p>	Spring 2015	<p>Miguel Reid</p> <p>Kristi Woods</p>	<p>Raise success rate from 58.02% to 60.5%</p> <p>Maintain retention rate at 76% or higher</p>			
3				<i>Identify additional resources to expand existing programs targeting African-American students.</i>	2016				

				<i>Encourage and provide professional development for faculty teaching gatekeeper courses around issues related to the specific learning modalities of African-American students</i>					
4				Revisit efforts toward a service learning component tied to the learning community as attempted by the task force in 2011, an endeavor which originally faltered unfunded	2017	Miguel Reid  Ajene Wilcoxson?			

**Pathways/SI/etc.:**

Year	Key Performance Indicator	Discipline Strategy	Link to Assessment and Data	Planned Activity	Timeline	Leads	Performance Indicator	Resources Needed	Status/Evidence
1	Reduce need for remediation	Work with local high schools to increase rigor	Completion Counts data RCC data shows that students who arrive at RCC better prepared have a much stronger chance of completing	Continue norming and working with local high schools in accordance with our temporary MOU	Fall 2013	English and Media Studies Department, High School Liaisons	Placement numbers of local high school students	English Department High School Liaison at .2 reassign time with a stipend for Winter and Spring  Stipends for faculty members to periodically participate in the norming sessions.	
1	Increase Student Success in English 50 and 1A	Provide professional development for text-based writing assignments for full-time and part-time faculty	English 50 Norming Session data that shows the lack of text-based writing skills of our English 50 and 1A students	Professional development to explain and create text-based assignments and evaluate approved textbooks for their text-based assignments	Fall 2013	English discipline	Norming will show a larger number of students performing as "college ready" according to the CSU rubric.	FLEX time and special project stipends for our part-time faculty.	

**Literature Assessment:**

Year	Key Performance Indicator	Discipline Strategy	Link to Assessment and Data	Planned Activity	Timeline	Leads	Performance Indicator	Resources Needed	Status/Evidence
1	Regular discussion and, as necessary for improvement, revision of literature CORs	Revise CORs as necessary in response to AA-T / C-ID and other state transferability needs	As course descriptors for specific literature courses become available at the state level, we may need to revise or consider revising aspects of our CORs for continued inclusion in the AA-T.	Discussion and possible revision of CORs for a new pre-req and methods of evaluation based on available C-ID descriptors for the AA-T courses	ENG 40 and 41 were not updated because of inconsistent information from C-ID. The English discipline needs to return to the discussion in 14-15.	Kelly Douglass, Literature Courses Subcommittee Lead	English 6, 7, 14, 15, and 30 were revised and approved in Fall 2013 to add a pre-requisite to meet C-ID requirements. ENG 16 was revised in Spring 2014 and scheduled for Fall 2014 and is in discussion to be a part of our permanent literature course rotation, in response to the ADT requirements.	Faculty participation	
2-4	Regular discussion and, as necessary for improvement, revision of literature CORs	Assess literature courses on a (roughly) 4 year cycle	Fall 2012 and Spring 2013 reports on single-course student survey assessments from 2011-12 suggest a need to return to a artifact (essay) based assessment of success in specific SLOs.	Future assessment of common SLO(s) using essay artifacts from of as many literature courses as possible from offerings in one two-year cycle.	Fall 2014 and/or Spring 2015: Choose SLOs to assess and design essay assessment instrument  Fall 2015-2017: Collect artifacts from as many lit courses as possible in our 2 year cycle for later assessment  (Spring ?) 2017: essay reading assessment of designated SLOs / report to follow	Kelly Douglass, Literature Courses Subcommittee Lead	Revised CORs	Essay artifacts; faculty participation	

2-4	Assess Program Learning Outcomes of Transfer Model Curriculum courses.	This assessment should parallel the assessment of literature CORs (and perhaps a few representative sections of ENG 1B); the PLOs align with literature course SLOs, so assessment of the TMC courses is an assessment of the PLOs if the project is designed with that goal in mind.	This is a new degree; there is no data yet being used for AA-T; assessment should include all that are available as options.	PLO assessment component as part of larger all-literature course 4 year assessment cycle for 2014-2017	(Same as above): Fall 2014 and/or Spring 2015: Choose PLOs that can be assessed in conjunction with literature course SLOs that have been selected and design essay assessment instrument  Fall 2015-2017: Collect artifacts from as many lit courses as possible in our 2 year cycle for later assessment (with particular focus on those in List A for the AA-T); Consider inclusion of some artifacts from 1B as this is the “core” course for the AA-T.  (Spring ?) 2017: essay reading assessment of designated SLOs and PLO(s) / report to follow	Kelly Douglass, Literature Courses Subcommittee Lead	Assessment of PLOs for AA-T in English; discussion of further action as needed  We did not work on this action plan in 2013-14 as we weren’t scheduled to, but other meaningful improvements to ADT success have been made including the beginnings of an advising program (discussed below) as well as inclusion of ENG 34 in the ADT, a newer class in our roster that had not been previously included and should be to provide students with the full range of credit options for work in the discipline.	Faculty participation	
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1-4	Knowledgeable advisement of students seeking the AA-T	Consider methods and organizational strategies <b>once</b> students have been identified and clear directive on our charge of students has been provided by VP of Academic Affairs	List of students supplied by VP of Academic Affairs (and/or Institutional Research?)	Create formal faculty advising program for students seeking the AA-T in English	This is an idea in its nascent state, as is the TMC itself. It will certainly develop as a need over the next year or so (and has already been done in very informal ways) but a more formal program and timeline will follow directive from VP of Academic Affairs.	-Administrative: VP of Academic Affairs -English Faculty - Kathleen Sell	Strategy for advising students; materials for students	Administrative support; faculty participation / time	
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**CAP Developmental Courses Learning Communities:**

Year	Key Performance Indicator	Discipline Strategy	Link to Assessment and Data	Planned Activity	Timeline	Leads	Performance Indicator	Resources Needed	Status/Evidence
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<p>1</p>	<p>Increase student retention and success developmental/pre-transfer courses</p>	<p>1. Continue CAP learning communities paired with ENG-60A, ENG-60B, and ENG-50                  2. Continue fast-track CAP combinations (ENG-60A/60B; ENG-60B/50; and ENG-50/1A)                  3. Schedule fast-track CAP combinations in such a way that students who do not succeed in the first course of the combination can re-take the course the same semester with a different instructor (relevant only to students who do not successfully complete either 60B or 50)</p>	<p><u>RETENTION:</u>                  In a comparative study of CAP and non-CAP courses* ENG 60A, ENG 60B, and ENG 50 CAP classes all demonstrated improved retention rates over the non-CAP sections:                  ENG-60A CAP courses demonstrated a 9.8% improvement in retention (87.2% CAP to 77.4% non-CAP);                  ENG-60B CAP courses showed a 13% difference (98.3% CAP to 85.6% non-CAP);                  ENG-50 CAP courses showed a 3.4% difference (83.5% CAP to 80.1% non-CAP)                  *Report on the Evaluation of the CAP Program at Riverside City College, 2010-2011 (p. 14, Table 16)  <u>SUCCESS:</u>                  The same study indicates that CAP ENG students are 1.3% more successful than their non-CAP peers. (The rate may be more significant than at first it appears, however, due to the significantly higher</p>	<p>1. Faculty in the existing learning community will continue to collaborate                  2. Work closely with CAP facilitators to ensure adequate advertisement of and recruitment for the program                  3. Conduct a comparative analysis of retention and success rates for CAP developmental courses and traditional courses                  4. Conduct a comparative analysis of retention and success rates for fast-track CAP developmental courses and traditional (16 week) developmental courses</p>	<p>1. Summer (advertising and recruitment) Fall, Spring (collect and analyze data)                  2. Fall 2014 submit data requests for 2013-14 academic year</p>	<p>Brit Osgood-Treston, Lani Kreitner, Tammy Kearn</p>	<p>1. Retention in the CAP class cohorts would be 10% or more higher than in traditional classes                  2. Retention in the fast-track CAP courses would be 10% or more higher than in the traditional 16-week courses                  3. Success in the fast-track CAP cohorts would be 5% or more higher than in the 16-week CAP courses                  4. Success in the fast-track CAP courses would be 5% or more higher than in the traditional 16-week courses</p>	<p>1. READING INSTRUCTORS / reading classes for the reading component of the CAP learning communities                  2. Support of institutional research to get data to CAP and others in a timely fashion</p>	
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			retention in the CAP courses than the non-CAP.)						
			*Report on the Evaluation of the CAP Program at Riverside City College, 2010-2011 (p. 7, Table 4.						
2	Increase student retention and success in developmental/pre-transfer composition courses.  Increase enrollment and student buy in for Reading courses in CAP LCs	1. Pair English 50 with Reading 3.	The CAP program in recent years has lost a few English 50 learning communities, which was potentially impacting enrollment in the English 1A communities and certainly set up a scenario in which we wouldn't getting as much flow through from students with previous CAP experience. As a result, the faculty had difficulty getting students to enroll in a learning community with Reading as a required course, and when they did enroll, there wasn't as much "buy in" as the faculty had hoped, resulting in a huge number of drops.	Pilot a new learning community pairing English 50 with Reading 3. It will be titled "The Advantages of Success," and it hopes to build a strong foundation for success in college and life through developing a student's college-level reading and writing skills by studying theories of success from writers like Malcolm Gladwell (who wrote <i>Outliers</i> ) and others.	Fall 2014	Kathleen Sell and Victor Sandoval	Increased retention and success of students over the course in both the composition <i>and</i> the Reading courses.	1. READING INSTRUCTORS / reading classes for the reading component of the CAP learning communities  2. Support of institutional research to get data to CAP and others in a timely fashion	

**Online Courses:**

Year	Key Performance Indicator	Discipline Strategy	Link to Assessment and Data	Planned Activity	Timeline	Leads	Performance Indicator	Resources Needed	Status/Evidence
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1	Increase student retention and success in online courses.	<p>1. Re-label and advertise all online English 1A and English 1B courses as hybrid to ensure students are aware of the weekly face-to-face lab component.</p> <p>2. Facilitate discussion between online instructors (both part-time and full-time) regarding strategies for improving and systematizing instructor-student contact in online English 1A, English 1B, and specialty classes.</p> <p>3. Explore scheduling strategies for hybrid offerings that include a face-to-face component (including English 50, English 1A, English 1B, and specialty classes), for instance, offering a hybrid 50 that meets Mondays and another hybrid 50 taught by the same instructor that meets</p>	<p>According to Appendix E in the district's 2012 Substantive Change Proposal for Distance Education, success and retention data from 2006 to 2011 shows a lower success rate but a higher retention rate for online English 1A classes than for traditional face-to-face English 1A and a lower success rate and retention rate for online English 1B classes than for traditional face-to-face English 1B classes.</p> <p>For traditional 1A classes, the success rate was 65.7% and the retention rate was 82.3% while for online 1A classes, the success rate was 63.5% and the retention rate was 83.2%.</p> <p>For traditional 1B classes, the success rate was 72.1% and the retention rate was 83.7% while for online 1B classes, the success rate was 64% and the retention rate was 78.9%.</p> <p>Anecdotal evidence</p>	<p>1. Discipline will follow up with Department to ensure clarity among all constituents concerning the renaming of online English 1A and online English 1B to hybrid English 1A and hybrid English 1B.</p> <p>2. Discipline members who teach online courses will form a workgroup to identify barriers to persistence and success in the online environment. This might include surveying students enrolled in online English classes and comparing the discipline's persistence and success rates with other disciplines' persistence and success rates.</p> <p>3. Discipline members who teach online courses will additionally collaborate with each other and with Faculty Development to identify, implement, and assess "best</p>	<p>1. Spring 2013 Approve and institute changes in the labeling of online English 1A and English 1B classes.</p> <p>2. Summer 2013 Reword catalog and schedule descriptions to clearly indicate to students that all composition classes—even those with no classroom component—require scheduled weekly attendance in MLK 119.</p> <p>3. Fall 2013 Form workgroup to study persistence and success in online English offerings.</p>	Brit Osgood-Treston, Tammy Kearn	1. Retention and success in online English classes would match retention and success in traditional face-to-face classes.	1. Support of institutional research to get data to the discipline in a timely fashion.	
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		Wednesdays, and allowing students who miss their “regular” day to attend the other day as a make-up (or attend both days as reinforcement).	suggests that one reason for such a discrepancy is the mandatory face-to-face weekly lab requirement for all English 1A and English 1B classes, regardless of delivery mode.  State and institutional mandates also urge improved instructor-student contact as a way of better engaging (and retaining) online students.	practices” for improving instructor-student contact in an online environment.					
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**ESL Student Persistence to English 50**

<b>Year</b>	<b>Key Performance Indicator</b>	<b>Discipline Strategy</b>	<b>Link to Assessment and Data</b>	<b>Planned Activity</b>	<b>Timeline</b>	<b>Leads</b>	<b>Performance Indicator (of planned activity)</b>	<b>Resources Needed</b>	<b>Status/Evidence</b>
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1	Course Persistence	Improve student persistence from ESL 55 to English 50	<b>SLO results indicate problem areas are:</b> Program Review Data indicate that students are completing ESL 55 successfully (73.04%), which is higher than average classes. However, Chancellor's office data indicate that students are not choosing to progress from ESL 55 to English 50 (66.3%). Those who progress to English 50 have an acceptable rate of success (73.9%, Fall 2011-Fall 2012).	Assess why students are not progressing to English 50 by survey.	Fall 2013	ESL Faculty	Results from surveys	<ul style="list-style-type: none"> <li>• Participation of faculty</li> <li>• Access to Survey Monkey</li> <li>• Access to student email</li> </ul>	Results from surveys
1				Evaluate results of survey to determine causes of drop off in persistence and develop strategies to address causes	Fall 2013-Spring 2014	ESL Faculty	Discussion documented and updated action plan indicating implementation strategy	TBD	TBD
2,3				Implement approaches to improving student progression	Fall 2014-Fall 2016	ESL Faculty Supplemental Instructors English Faculty Counseling	Approaches implemented	TBD	TBD
4				Reassess student progression and evaluate effectiveness of strategies implemented	Fall 2016-Spring 2017	ESL Faculty	Increase student persistence from 66.22% to 71.4512%	TBD	TBD

**CAP English 1A/Humanities 10/Reading 86:**

Year	Key Performance Indicator	Discipline Strategy	Link to Assessment and Data	Planned Activity	Timeline	Leads	Performance Indicator	Resources Needed	Status/Evidence
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1	Increase student retention and success in challenging transfer level classes	<p>1. Continue learning community—Eng 1A, Hum 10, Rea 86</p> <p>2. Identify one to two other content area classes with faculty willing to team up through CAP with Reading/English faculty</p>	<p>Our college success score card indicates that in 2011-2012, our success rate for students less than 20 years old was 27.9 % and for 20-24 years 39.2 % across the college. The success rate for Hispanic students across the college was between 58% and 64.3%; Internal college data shows that in a standard GE class, Hum 10, success rates over 5 years (2008-2012) in these age ranges was between 64.7 and 73 % and for Hispanic students between 69.7 and 64.4 %.</p> <p>CAP data from the last available report indicates that in 2010-2011 over 67% of students in CAP were Hispanic and over 76% were under 25. But the success data for the Hum class (which was paired with Eng 1A and Rea 86 was 80% in the fall and 90% in the spring of that year. A huge difference with overall college rates for those groups and an improvement of 9.7 and 24.1 % of non-cap students also enrolled in Hum 10. Data in the CAP report show that the Eng 1A students success was about the same CAP/ non-cap. Course level data is not available to see college-wide what the success for students under 25 or for Hispanic students in English 1A is to see if that might offer more insight.</p> <p>Retention in Eng 1A, though, was significantly higher than in the non-cap population.</p> <p>The reasons for such improved success in the content area class are probably many, but certainly the readiness for college level work and the reading/ writing support played a role.</p>	<p>1. Faculty in the existing learning community will continue to collaborate</p> <p>2. Identify and meet with faculty in content areas to find two more willing to work in paired learning communities.</p> <p>3. Gather the data at the course level for English 1A; analyze more recent CAP data once that is available and make sure additional CAP data is gathered and analyzed</p>	<p>1. Fall, Spring</p> <p>2. Identify and meet with faculty fall and hopefully offer at least one more learning community spring 2014 that has three components: content area class, Eng 1A, Reading 86</p> <p>3. Fall 2013 put in data requests (and these requests are ongoing—needed each year!)</p>	Kathleen Sell and Victor Sandoval	<p>1. Success and Completion in the transfer general ed class would be 12% or more higher than in the stand alone class</p>	<p>1. Willingness to reduce the course cap for two more content area classes.</p> <p>2. Reading faculty member to teach the Reading 86</p> <p>3. Support of institutional research to get data to CAP and others in a timely fashion</p>	
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Year	Key Performance Indicator	Discipline Strategy	Link to Assessment and Data	Planned Activity	Timeline	Leads	Performance Indicator	Resources Needed	Status/Evidence
1	Course Retention and Successful Completion	<p>1. Continue learning community –English 50, Sociology 1 and Reading 86</p> <p>2. Identify two other content area classes to team with English/Reading 86</p>	<p>The most recent CAP data states that in 2010-2011 over 67% of CAP participants were Hispanic and over 76% of the students were under the age of 25. However, the success rate for Hispanic students RCC-wide was 47.3% In CAP classes, the success rate is 66.%, while, in contrast RCC-wide the rate is 55.2%.</p> <p>Also, success in Sociology 1 is also significant. CAP Soc. 1 courses is 74.6%, while for the non-CAP group success drops off at 61.2%, clearly showing the advantage of pairing the content area with Reading 86.</p>	<p>1. The faculty of the learning community will collaborate continually</p> <p>2. Identify receptive content area teachers who are willing to participate in a learning community with an English 50 and Reading 86.</p> <p>3. Collect and analyze data for Success rates for English 50 and Sociology 1 and compare to the success data for those students who are not in a Learning community.</p>	<p>1. Fall and Spring 2013/2014</p> <p>2. Meet with faculty in the fall to offer one more learning community in the spring 2014 and one more in fall 2014 to pair with English 50 and Reading 86</p>	<p>Kristine Anderson and Victor Sandoval (or Reading Faculty designee)</p>	<p>Discussion and conversations between LC members and the CAP community.</p> <p>An increase in the success and completion of the Individual and Society by one standard deviation.</p> <p>Since there is evidence regarding success and persistence of students in this learning community, there is a need to grow Reading 86 by two courses by the Fall 2014</p>	<p>1. Ability to reduce the course cap for two or more content area classes</p> <p>2. Willingness to hire more full time Reading Faculty.</p> <p>3. Readiness by Institutional Effectiveness to research and collect requested data and return that data in a timely manner.</p>	

Year	Key Performance Indicator	Discipline Strategy	Link to Assessment and Data	Planned Activity	Timeline	Leads	Performance Indicator	Resources Needed	Status/Evidence
1	Course Retention and Successful Completion	<p>Student Acceleration through Developmental Education Courses (Pre-Collegiate)</p> <p>Target students who test into English 60A and Reading 81 for 3-weeks to remind students what they may have forgotten to retake AccuPlacer and the English Challenge Essay</p> <p>Students have 1 hour of Supplemental Instruction per week for both English and Reading.</p>	<p>The completion rate according to the college success score card shows for students in developmental education classes is 36.1%. In contrast, the completion rate for students who are college prepared is 65.5%. Also, Students coming to RCC directly from high school are having a hard time adjusting to the college environment. In addition, the success rate for students younger than 20 years of age is 27.9%.</p>	<p>Coordinate with Student Services and Pathways/2 &amp; 3 year contract to organize and staff JumpStart program for summer 2013</p> <p>Track student placement upon Retake of AccuPlacer</p> <p>Track student success after placement in English/Reading/Mathematics Classes</p>	Summer 2013-Spring 2014	<p>Reading and English Faculty</p> <p>Supplemental Instruction Coordinator</p> <p>Completion Counts/Pathways Coordinator</p> <p>Institutional Effectiveness</p>	<p>Examine results of JumpStart summers 2009 – 2012</p> <p>Track student success/persistence from 2- year contract summer 2012</p> <p>Results Analyzed from Completion Counts /Pathways 3-years contract</p>	<p>With the Expansion of Jumpstart RCC needs additional Reading Faculty</p> <p>Salary for 3 English and 3 Reading Faculty</p> <p>Financial Support for Supplemental Instruction</p> <p>Funding to pay for student retake of AccuPlacer exam</p> <p>Funding to pay English faculty to score English Challenge</p>	

2			<p>Coordinate with Student Services and Pathways/2 &amp; 3 year contract to organize and staff JumpStart program for summer 2013</p> <p>Track student placement upon Retake of AccuPlacer</p> <p>Track student success after placement in English/Reading/Mathematics</p> <p>Assess the Results\Success/Retention of Students enrolled in Contract</p> <p>Track students who do not qualify for 3-year contract</p>	Summer 2014 – Spring 2015	<p>Reading and English Faculty</p> <p>Supplemental Instruction</p> <p>Pathways/3 year Contract Coordinator</p> <p>Institutional Effectiveness</p>	<p>Results Analyzed from Completion Counts /Pathways 3-years contract</p>	<p>With the Expansion of Jumpstart RCC needs additional Reading Faculty</p> <p>Salary for 3 English and 3 Reading Faculty</p> <p>Financial Support for Supplemental Instruction</p> <p>Funding to pay for student retake of AccuPlacer exam</p> <p>Funding to pay English faculty to score English Challenge</p>	
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3				<p>Develop ways to support students who qualify for the contract and those who do not qualify</p> <p>Continue to track student success/retention of contract students through completion and transfer.</p> <p>Compare success/retention of students who do not qualify for contract.</p>	Summer 2015- Spring 2016	<p>Reading and English Faculty</p> <p>Supplemental Instruction</p> <p>Pathways/3 year Contract Coordinator</p> <p>Institutional Effectiveness</p>	<p>Analyze Student Completion /transfer statistics for CC 2-year contract</p> <p>Examine persistence and success of JumpStart students 2014</p> <p>Increase student completion / transfer by 5% From Summer 2014</p>	<p>With the Expansion of Jumpstart RCC needs additional Reading Faculty</p> <p>Salary for 3 English and 3 Reading Faculty</p> <p>Financial Support for Supplemental Instruction</p> <p>Funding to pay for student retake of AccuPlacer exam</p> <p>Funding to pay English faculty to score English Challenge</p>	
4				Implement	Summer 2016 –Spring 2017	<p>Reading and English Faculty</p> <p>Supplemental Instruction</p> <p>Pathways/3 year Contract Coordinator</p>	<p>Analyze Student Completion /transfer statistics for CC 2-year contract</p> <p>Examine persistence and</p>	<p>With the Expansion of Jumpstart RCC needs additional Reading Faculty</p> <p>Salary for 3 English and 3</p>	

						Institutional Effectiveness	<p>success of JumpStart students 2015</p> <p>Increase student completion / transfer by 5% From Summer 2014</p>	<p>Reading Faculty</p> <p>Financial Support for Supplemental Instruction</p> <p>Funding to pay for student retake of AccuPlacer exam</p> <p>Funding to pay English faculty to score English Challenge</p>	
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**English 17 - MUSE**

Year	Key Performance Indicator	Discipline Strategy	Link to Assessment and Data	Planned Activity	Timeline	Leads	Performance Indicator	Resources Needed	Status/Evidence
1	ENG 17 MUSE: Improve recruitment, and maintain current retention rate	Protect Spring offering of ENG 17 in Spring 2014 for successful production of RCC MUSE	Course last offered in Spring 2010 (due to cuts/questions about relevance). No idea when course was last assessed.	ASRCC budget appeal in April 2012 and April 2013; student recruitment Fall/Winter 2012 and through Fall 2013; MUSE publicity (on and off-campus) prior to, during, and after course.	Fall 2012-Fall 2013	CRWT committee and ENG 17 instructor (Jo Scott-Coe)	Exit resumé for students; Exit survey for students; Hours of out-of-class voluntary student activity; Diversity profile of current students (ethnicity, age, college pathways, gender)	ENG 17 course offering for SP 2014; department and campus participation in recruitment	2010 enrollment vs. current enrollment; spring 2013 issue of MUSE w/ submissions stats; campus and community evidence of support for RCC MUSE (Mayor's office, admin, faculty, local arts spaces, Press-Enterprise, etc.)
2, 3		Protect Spring offering annually, starting 2015; course also leveled for repeatability	MUSE will compete in Community College Humanities Association literary magazine competition.	Job description for MUSE coordinator drafted to ensure continuity; MUSE literary event scheduled for Fall with Richard Rodriguez	Spring 2014-Spring 2015	CRWT committee and ENG 17 instructor (Jo Scott-Coe); also MUSE staff "at large" in off-season	Department approval; exit resumé and surveys; continued production/next issue	Dept. and campus recruitment; physical space for MUSE staff work off-season	2013 and 2014 mark two consecutive successful publishing cycles, with two new editions of the journal

## Alternative Placement Pathways

Year	Key Performance Indicator	Discipline Strategy	Link to Assessment and Data	Planned Activity	Timeline	Leads	Performance Indicator	Resources Needed	Status/Evidence
1-4	Find, implement, and track alternate pathways for student placement to increase student success and retention	Develop scores for the SAT/ACT/IB tests for placement into English 1A in lieu of Accuplacer	Articles and studies indicate a need for alternate placement pathways beyond standardized tests (e.g., Accuplacer) to help students enter community college and move successfully towards academic goal completion. The department recommends that data be gathered using English 1A instructors surveying student readiness at the beginning of the course – along the lines of the cut score validation we have done in the past for Accuplacer goals.	--Review SAT/ACT/IB tests for norming  --Review SAT/ACT/IB scores used for placement by other community colleges  --Recommend scores to Riv and District English discipline.  --Report findings and discipline decisions to the Alternate Pathways to Placement Committee	Approval completed.  Tracking will be ongoing for the length of the pilot (fall 2014 to spring 2016).	-Tom Allen -RCC English Discipline Faculty	Students with qualifying SAT/ACT/IB scores should successfully place into English 1A and maintain the standards and rigors of the course to achieve course success and completion.	Institutional Research Data: --# of students who apply to RCC and use SAT/ACT/IB scores for placement  --track this cohort to determine success and retention in content area transfer courses	Discipline approved the following scores to be used for placement in English 1A: SAT Critical Thinking (SAT-CR) score of 500, SAT Writing (SAT-W) score of 500, ACT English score of 21, ACT Reading score of 22.

## Writing and Reading Center

Year	Key Performance Indicator	Discipline Strategy	Link to Assessment and Data	Planned Activity	Timeline	Leads	Performance Indicator	Resources Needed	Status/Evidence
1, 2	Course Retention and Successful Completion	See if WRC attendance correlates to student success in English, Reading, and ESL classes with a lab component.	Problem Area: Reduced funding has reduced WRC hours of operation and student access to the WRC.	<p>Collect and analyze data from Fall 2012 and Spring 2013, share with the WRC Advisory Committee and the department.</p> <p>Construct and implement a student survey to track student perception of WRC effectiveness in improving their performance and grades.</p>	Ongoing	Denise Kruiuzenga-Muro and the WRC Advisory Committee	<p>Student survey constructed, disseminated, and analyzed.</p> <p>Results analyzed from data</p>	<p>Data showing whether students who complete their required hours do better in their English/ESL courses than those who do not complete their 18 hours.</p> <p>A viable student survey instrument that helps the WRC AC determine student perceptions of WRC usefulness.</p>	Waiting on quantitative and qualitative data.

## Data for the five-year extension of the RUSD MOU

### I. Common Final

When looking just at the writing portion from the RUSD high schools, there were 1022 students who took the writing portion, and 439 of them passed. That's 43%. These are mostly students who did not pass the Junior Year EPT, and they are considered at-risk in their Senior year.

### II. Success Rates at RCC

We looked at the RUSD student success rates once they came to RCC. Of the 703 students who took the ERWC class and were included in our data collection, only 118 scored an A or B, and it's only those students who were eligible for our MOU; that's only 17%. 42 ended up taking an English class at RCC so far (36% of the 17%). Of those 42, 79% successfully completed whatever English class that they took.

When we break that down by class:

Of the 11 RUSD students who took English 60A, 7 passed. That's a 64% success rate.

Of the 3 RUSD students who took English 60B, 3 passed. That's a 100% success rate.

Of the 16 RUSD students who took English 50, 13 passed. That's an 81% success rate.

Of the 12 RUSD students who took English 1A, 10 passed. That's a 83% success rate.

Comparing this to the general population, we find that these students have done significantly better than our general population, which at RCC succeeds at a 65.9% rate over the past 3 semesters.

### III. Accuplacer

Another way to compare these students to the general population is to look at how well they score on Accuplacer. All 118 students took our Accuplacer. Out of the 118, 28 tested into English 1A (28%), 32 tested into English 50 (27%); 8 tested into English 60B (7%), and 50 tested into English 60A (42%).

Compare this to our general populations 1/1/2013 through 12/31/2013

(8,495 students)

60A	46%
60B	9%
50	29%
1A	16%

Course Number	English Courses	Assessment Status					Not Offered 2013-2014	Most Recent Assessment (Year)	Assessment Method	Next Planned Assessment (Year)	Faculty Lead (s)
		2010	2011	2012	2013	2014					
1A	English Composition	5	5	5	5			2011	Student Survey	2012	Kreitner
1B	Critical Thinking and Writing	5	5	5	5			2011	Student Survey	2013	Acharya
4	Writing Tutor Training	0	1	4	5			2012	Student Survey	2015	Kruzienga-Muro
6	British Lit I: Anglo-Sax - 18th	0	0	5	3			2011	Student & Instructor Survey	F14-2017	Douglass
7	British Lit II: Rom - Post Mod	5	5	5	5			2012-13	Instructor Survey	F14-2017	Douglass
8	Intro to Mythology	4	4	5	3			2011	Student & Instructor Survey	F14-2017	Douglass
9	Intro to Shakespeare	4	4	5	5			2012-13	Instructor Survey	F14-2017	Douglass
10	Special Studies in Literature	0	0	NA	NA		x		not offered		
11	Creative Writing	5	5	5	5			2010	Student Survey	2014	Anderson
12	Special Studies in Creat Write	0	0	NA	NA		x		not offered		
13	Intro to Playwriting	0	0	NA	NA		x		not offered		
14	Amer Lit I: Pre-Contact - Civil	5	5	5	3			2011	Student & Instructor Survey	F14-2017	Douglass
15	Amer Lit II: 1860 - Present	5	5	5	5			2012-13	Instructor Survey	F14-2017	Douglass
16	Introduction to Language	0	0	NA	NA		x		not offered		
17	Literary Magazine Production	0	0	NA	0				not offered		
18	Survey of Native Amer Lit	5	0	NA	NA		x		not offered		
20	Survey of African Amer Lit	0	0	5	3			2011	Student & Instructor Survey	F14-2017	Douglass
23	The Bible as Literature	5	2	3	3			2011	Essay, Exam, & Writing	F14-2017	Bendshadler
25	Latino Lit of the United States	0	0	NA	NA		x		not offered		
26	The Lit of Mys, Med, and Mad	0	0	NA	NA		x		not offered		
30	Children's Literature	5	5	5	5			2011	Student & Instructor Survey	2015	Douglass
35	Images of Women in Lit	5	5	5	5			2012	Instructor Survey	F14-2017	Douglass
38	Intro to Screenwriting	5	5	5	5			2010	Student Survey	2014	Anderson
39	Screenwriting II	5	5	5	5			2008	Student Survey	2012	St. Peters
40	World Lit I: Anc Lit - 1650	5	5	5	3			2011	Student & Instructor Survey	F14-2017	Douglass
41	World Lit II: 1650 - Present	5	5	5	5			2012	Instructor Survey	F14-2017	Douglass
44	Poetry: 20th Cent - Present	0	4	4	NA		x	2008	Writing Assignment		
45	Modern Drama	4	0	NA	NA		x		not offered		
47	Inlandia: Regional Writing	3	4	4	5		x	2010	Student Survey	2014	Anderson
48	Short Story and Novel	4	4	4	NA		x	2006	Student Survey		
49	Intro to the One-Hour Teleplay	0	0	NA	NA		x		not offered		
50	Basic English Composition	4	4	5	5			2012	Essay Exam	2013	Allen
57	Basic Literature and Comp	2	2	2	NA		x	2010	Writing Assignment	2014	Kreitner

60A	English Fund: Sent - Para	4	4	4	5			2009	Writing Assignment	2013	Spangler
60A1	English Fund: Sent	4	4	4	5			2009	Writing Assignment	2013	Spangler
60A2	English Fund: Grammer	4	4	4	5			2009	Writing Assignment	2013	Spangler
60A3	English Fund: Mechanics	4	4	4	5			2009	Writing Assignment	2013	Spangler
60A4	English Fund: Paragraph	4	4	4	5			2009	Writing Assignment	2013	Spangler
60B	English Fund: Para - Essay	4	4	4	5			2009	Writing Assignment	2013	Spangler
85	Writing Clinic (English)	0	0	1	3					2012	Kruzienga-Muro
885	Writing Clinic	0	0	1	3					2012	Kruzienga-Muro
90B	Spec Topics in English	0	0	NA	NA		x		not offered		

<b>Assessment Status</b>	
No Course Assessment	0
Assessment Designed - Not Implemented	1
Assessment Data Collected	2
Assessment Data Analyzed	3
Data Used to Improve Instruction (If Needed)	4
Assessment Cycle Continuous and Ongoing	5

<b>Examples of Direct Assessment Methods</b>	
Exams	
Pre/Post Testing	
Writing Assignment	
In-class Presentation	
Homework Assignment	
Portfolio	
Video	
Culminating Project	
Other	

<b>Examples of Indirect Assessment Methods</b>	
Survey/Self-reported Learning	
Student Interviews	
Focus Group	
Anecdotal Data	
Other	

Course Number	English as a Second Language Courses	Assessment Status					Not Offered 2013-2014	Most Recent Assessment (Year)	Assessment Method	Next Planned Assessment (Year)	Faculty Lead (s)
		2010	2011	2012	2013	2014					
51	Basic Writing and Grammar	4	4	4	NA		x	Fall 11	Exam		
52	Low-Inter Writing and Gram	3	4	4	4		x	Fall 12	Writing		
53	Inter Writing and Grammar	3	3	3	3			Sp 13	Writing	Sp 14	C. Reible
54	High-Inter Writing and Gram	4	4	4	4			Sp 13	Exam	Sp 14	M. Reid
55	Adv Writing and Grammar	5	5	5	5			Fall 12	Common Final w/ Writ	Fall 13	M. Tjandra
65	American Classroom Culture	0	3	3	3			Sp 13	Survey	Sp 14	T. Rublaitus
71	Basic Reading and Vocab	3	3	3	NA		x	Sp 12	Exam		
72	Inter Reading and Vocab	0	3	3	3		x	Sp 12	Exam		
73	High-Inter Reading and Vocab	3	3	3	3			Sp 13	Exam	Sp 14	M. Tjamdra
90A	Spec Top: Note Taking	0	0	NA	NA		x				
90C	Spec Top: Preposition Review	0	0	NA	NA						
90D	Spec Top: Verb Tense Review	0	0	NA	NA						
90E	Spec Top: Acad Vocab	0	0	NA	NA		x				
90G	Spec Top: Mst Art:A, An, The	0	0	NA	NA						
90H	Spec Top: Phrase and Clause	0	0	NA	NA						
90I	Spec Top: Punctuation Review	0	0	NA	NA						
90J	Spec Top: Spelling Review	0	0	NA	NA						
90K	Spec Top: Intro to Internet	0	0	NA	NA		x				
91	Oral Skills I: Beg Oral Comm	0	3	3	NA		x	Fall 11	Exam		
92	Oral Skills II: Int Oral Comm	3	3	3	NA		x	Sp 12	Exam		
93	Oral Skills III: Adv Oral Comm	3	3	3	3			Fall 12	In-class Presentation	Fall 13	M. Reid
95	Pronunciation and Accent	0	0	3	3			Sp 13	In-class Presentation	Sp 14	M. Reid

<b>Assessment Status</b>	
No Course Assessment	0
Assessment Designed - Not Implemented	1
Assessment Data Collected	2
Assessment Data Analyzed	3
Data Used to Improve Instruction (If Needed)	4
Assessment Cycle Continuous and Ongoing	5

<b>Examples of Direct Assessment Methods</b>
Exams
Pre/Post Testing
Writing Assignment
In-class Presentation
Homework Assignment
Portfolio
Video
Culminating Project
Other

<b>Examples of Indirect Assessment Methods</b>
Survey/Self-reported Learning
Student Interviews
Focus Group
Anecdotal Data
Other

Course Number	Film Studies Courses	Assessment Status					Not Offered 2013-2014	Most Recent Assessment (Year)	Assessment Method	Next Planned Assessment (Year)	Faculty Lead (s)
		2010	2011	2012	2013	2014					
1	Intro to Film Studies		yes		1			D SLO 2	F2013	Morrill	
2	Intro to Television Studies		yes	NA	2		S 2013	D SLO 2	S2015	Morrill	
3	Intro to International Cinema		yes		3		F 2012	D SLO 2	F2015	Morrill	
4	Intro to Film Genres		yes		NA			D SLO 2	F2013	Morrill	
5	Fiction and Film				NA			D SLO 2	S2014	Morrill	
6	Screenplay Analysis			NA	1	x		I SLO 1	S2013	Morrill	
7	Hist of World Film: Beg - 1950		yes		3	x	F 2012	D SLO 2	F2014	Morrill	
8	Hist of World Film: 1960 - Pre		yes		3	x	S 2011	D SLO 2	S2015	Morrill	

<b>Assessment Status</b>	
No Course Assessment	0
Assessment Designed - Not Implemented	1
Assessment Data Collected	2
Assessment Data Analyzed	3
Data Used to Improve Instruction (If Needed)	4
Assessment Cycle Continuous and Ongoing	5

<b>Examples of Direct Assessment Methods</b>	
Exams	
Pre/Post Testing	
Writing Assignment	
In-class Presentation	
Homework Assignment	
Portfolio	
Video	
Culminating Project	
Other	

<b>Examples of Indirect Assessment Methods</b>	
Survey/Self-reported Learning	
Student Interviews	
Focus Group	
Anecdotal Data	
Other	

Course Number	Reading Courses	Assessment Status					Not Offered 2013-2014	Most Recent Assessment (Year)	Assessment Method	Next Planned Assessment (Year)	Faculty Lead (s)
		2010	2011	2012	2013	2014					
2	Rapid Reading	0	0	NA	NA		x		not offered		
3	Reading for Aca Success	0	0	0	0						
4	Crit Reading as Crit Thinking	0	0	0	0						
81	Reading, Level I	5	5	5	5			2012	Common Final	2013	Ogata, Nyrop
82	Reading, Level II	5	5	5	5			2012	Common Final	2013	Ogata, Nyrop
83	Reading, Level III	5	5	5	5			2012	Common Final	2013	Ogata, Nyrop
86	Reading Strategies for Texts	2	3	5	5			2012	Writing Journals, C	2013	V. Sandoval
87	Reading Tutorial	0	0	NA	NA						
95	Special Topics in Reading	0	0	NA	NA		x				
887	Reading Clinic	0	0	4	4			2012	Student Survey	2013	Cerwin-Bates