

# ANNUAL INSTRUCTIONAL UNIT PLAN

## **UNIT: LIFE SCIENCE DEPARTMENT** **(AMY, HES, BIOL, and MIC)**

*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: Dr. Heather Smith**

**Due: May 23, 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 Life Science Department of Riverside City College empowers a diverse community of students to develop their scientific skills and potential to meet their academic, professional and lifelong learning goals.**
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? **NO**
  - c. Have activities in other units impacted your unit? For example, a new nursing program could cause greater demand for life science courses. **NO**
3. 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. **NONE**
4. In reviewing your unit's enrollment data, does your unit have plans to improve any aspects of enrollment management (ex: persistence, scheduling patterns, etc.)? If your plan necessitates resource changes make sure those needs are reflected in the applicable resource request sections. **Yes. In 2012, the Enrollment Management Taskforce (EMT) which was created to provide a responsive, flexible, educationally and financially sound, research-based approach to enrollment management determined that the department's current course offerings currently account for 8.5% of the FTES at RCC required for CSU/IGETC. However the EMT indicated Life Sciences needs to offer 8.98% of the FTES RCC offers to meet the demand for CSU/IGETC transfer students (Table 1). We have been asked to add classes, but need new personnel to do so. All of our classes are full with the current student-friendly distribution of classes for both day and night students.**
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.

**Weekly Study Hall – a place where students can talk to faculty about coursework, classes and career plans – Study Hall now is done on a class by class basis. Nearly every faculty member sets time aside each week to meet with students in an open lab situation.**

**Institutionalization of the STEM center including support for tutors and other academic resources.** – Tutors and other academic resources have not been funded at the STEM Center. However, a 0.2 release time has been granted to the STEM Center Director. We continue to work towards institutionalization of the center and the associated services.

**Discussions with Chemistry Faculty on the content of Chemistry prerequisite classes for Bio-11 and Micro.** – Discussions with Bio 11 and Micro 1 faculty have taken place with chemistry faculty.

**Add QR codes to Biological specimens and slides allowing student access to a searchable data base with comprehensive scientific information.** – This has yet to be completed. Please see below.

**Written proposal in progress to the District asking for funding of an educational assistant to establish the aforementioned scientific database.** – We obtained funding for an educational assistant (Colomba Sanchez) who has been working on cataloging our specimens and creating the database. Once the database is finished, we can begin work on the QR codes.

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.
- 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 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?
  - Are there other goals aligned to college goals your discipline is pursuing in 2014-15? **No**

**Goal 1: Have the MTSC building completed.**

- Biosafety Hoods** are still not working correctly. These biosafety hoods cost 10-20K each. Because of the ventilation problems, it is causing the hoods to use the filters at a rate nearly 20X what is anticipated with normal use. Each filter costs 5-10K to replace. We anticipate needing replacement of these filters years ahead of schedule.
- Instructor station controls** continue to be problematic in several rooms, including 305. The volume of the sound system is variable (and unreliable). There continues to be trouble operating the projector, screen, and DVD players with the instructor controls. Significant delays occur from when you push a button until that command is executed. Various attempts to remedy this have been made, but the problems continue.
- A greenhouse** was a part of the original MTSC building project. After much discussion and negotiation it was decided to place the greenhouse on the roof of the new MTSC building. This was not the first choice of the LS department. During the course of construction the greenhouse was eliminated from the project without consultation with the LS department. It is still unclear whether the greenhouse was eliminated by the state or the district. In September 2011, Dr. Azari assured us that a greenhouse would be built, although no one is sure about the location. After months of delays, planning meetings to design and construct the greenhouse have begun. Administrators and faculty have met with one design firm and have requested pricing and

information from several others. Several sites are under consideration. Ultimate location and cost decisions will be dependent on the type of structure to be constructed. Without the greenhouse, the curriculum of several courses is restricted due to lack of space for research and collection holdings. As noted earlier in this report, a greenhouse is a necessary part of our work in the department.

- **The lecture rooms in the MTSC building were not built as requested.** From an efficiency standpoint, 402 is too small to be used for more than 24 students, but our lab rooms accommodate 32 at a time. To be able to use that room, we'd need to only teach classes that have no lab component. Historically, those classes (Anatomy 10, Human Genetics, HES) have had high enrollment and need the large classroom space. We propose renovation of 401, 402, and the vestibule into a larger classroom so that 401 has increased usability. Furthermore, the lecture and laboratory rooms were constructed with impaired sightlines such that students have an obstructed view of white boards and/or the projection screen. Moreover, the acoustics in lecture rooms and labs are not appropriate, even with amplification! In their current configuration, these rooms do not promote student success and, in fact, present a situation which impairs the educational experience for those students stuck "in the bad seats". Appropriate, functional, classrooms are the foundation of successful instruction and are essential to the mission of the college and the Life Sciences Department.
- **The ventilation in the building continues to be an issue.** There are numerous rooms in the building that are so noisy that instructors must use microphones to be heard (though this means that students cannot easily ask questions, and most certainly that other students cannot hear when a question is asked). The volume of air delivered to rooms varies significantly. This makes it impossible to use the fume hoods and biosafety cabinets, and has caused filters in these pieces of equipment to be exhausted at an alarming rate. Various odors have been noted around the building, as well. At least one room that was found to have an odor does not have a sink, an eyewash, or a screen (which have been blamed for the odors in the building). Another room was found to have numerous chemicals in the air after an air sample was taken. The results of these issues include contracting with P2P to assess the ventilation system installation and quality, and contracting with Forensic Analytical to examine air quality. The results of these examinations are not yet available. Faculty, staff, and students continue to work despite these issues.
- **We have requested a metal key to allow faculty and staff through doors when the keycard system is not operating.** Just this week, the keycard system has left many doors unlocked that should not be, and others rendered impossible to unlock. The keycard system is not yet reliable, and a metal key should be available in the department for circumstances when the system is not operating properly.
- **Building Safety Issues:** In December 2012, a meeting with department faculty and staff, college administrators, and college safety personnel took place. Building safety procedures were discussed. Subsequent to the meeting, the faculty and staff of the Life Sciences presented the administration with a list of requests to improve the safety in our workspace. There has been no progress meeting those requests. We requested detailed evacuation maps to be posted in each classroom indicating the path of egress for that room, evacuation drills that are monitored by safety professionals, direct communication of emergency situations to the fire department, evaluation of chemical and specimen storage facilities within the department, and fire blankets for the labs using open flame. None of these requests has been addressed in the intervening months.

- **FIRE - Wooden Shelves in Microbiology Lab** : In May 2014, a fire was caused by microbiology students where the wooden shelves above the microbiology work stations in lab (Rooms MTSC 339 and 343). These wooden shelves need to be replaced or this will occur again. Wooden shelving should have never been placed in a lab where open flames are used each lab.

**Goal 2: Uniform Numbering of Courses** - For consistency, we are renumbering our courses so that instead of AMY, BIO, and MIC prefixes, all courses offered by our department will have the same BIO prefix.

**Goal 3: Community Garden Manager** – a RCC Community Manager is needed to facilitate the activities within the garden. A proposal has been submitted by Preston Galusky to the administration. Please see the proposal below.

**Goal 4: Community Garden Food Management** – Food produced in the RCC Community Garden needs to be given away to students in need. A pipeline needs to be established.

**Goal 5: Environmental Scan** – Employment and internship opportunities in the Inland Empire for should be assessed so faculty can properly inform and prepare students.

**In order to increase student participation, interest, and success in the Life Sciences through the following activities:**

- Attendance of scientific meetings & talks at RCC, UCR and other scientific institutions in the Inland Empire,
- Attendance at professional conferences such as American Association of Cancer Research, Cell Biology Meetings, etc.
- Presentation of posters at regional professional conferences and undergraduate research conferences such as Southern California Conference on Undergraduate Research (SCCUR).
- Department sponsored student club activities through ASRCC.
- Involvement with the new RCC Community Garden, including the appointment of a Garden Manager with appropriate release time.
- To honor the academic achievements of our students by establishing a “Hall of Fame” showing personal successes including transfers in the hallways of the MTSC third floor.

## **A Proposal to Sustain the RCC Community Garden:**

The RCC Community Garden has been fully functional for almost 1 year and is proving to be an exemplary contributor to the mission of RCC. Organized and managed primarily by students and staff, the space provides experimental areas for 2 courses and cultivation space for approximately 20 students, staff, and community members. In addition, the space has been used to host free workshops about local food production and foster awareness about health and sustainability issues facing the Riverside area.

For the last 3 years, a volunteer governing board of faculty, students, administrators, classified staff, and community members has made policy and design decisions. Board decisions have primarily been implemented by a full-time faculty member serving as garden manager with the help of a student assistant. The duties carried out by the manager include:

- 1) Coordinating volunteer maintenance sessions (2-5 hrs ea) every weekend since December 2012.
- 2) Organizing and marketing workshops and outreach activities.
- 3) Attending monthly Riverside garden council meetings.
- 4) Distributing, organizing, and otherwise managing member applications, member rosters, and plot assignments.
- 5) Acquiring materials and plans for garden features and amenities.
- 6) Requisitioning funds and managing budgets through ASRCC and the RCCD Foundation.
- 7) Constructing or otherwise coordinating construction of garden features.

In addition, the manager has prepared and delivered several presentations on behalf of the garden, including a presentation for the RCC Associates luncheon, the microscope on nutrition program for the Riverside Community Health Foundation, and the recent Leadership Conference at RCC. Conservatively, the efforts of the garden manager have included well over 300 hours of volunteer service with an additional 250 hours provided by the primary student assistant over the last 18 months.

Aside from the contributions already being made toward the mission of RCC, the garden has tremendous potential. Among many other possible applications, garden functions may include:

- 1) Developing food safety and handling protocols that legally and effectively provide fresh, local food to needy students directly from the garden.
- 2) Experimenting with small-scale gardening techniques that apply directly to Riverside's climate and available resources.
- 3) Providing service-learning opportunities focusing on small-scale agriculture, management issues, or marketing/outreach coordination.
- 4) Continuing to host community oriented workshops.
- 5) Developing sustainable best practices for community based agriculture. In addition to the possibilities listed above, the garden is still missing some key elements. In particular, the space is in need of a shed to protect equipment and tools from the weather. A grape arbor

over the main entrance was part of the original design and would add both aesthetics and additional growing opportunities. The garden is also in need of expanding its web presence to make information sharing, event marketing, and fund raising more modern and convenient. Additional tables and benches are needed as well.

As the first year of official existence comes to a close, the current manager will be looking for a replacement and relief from duties that have been defined over the past year and a half. Ultimately, to sustain the garden in its current state of appeal and move forward toward achieving more of its potential, the future garden manager must do the following:

- 1) Organize and ensure maintenance and improvement workdays, including management of volunteer activities every weekend throughout the year. Personal attendance at such workdays should be required 40 of the 52 calendar weeks in the year and last at least 2 hours.
- 2) Organize and market at least 4 workshops per year on a topic that relates directly to local, sustainable food production.
- 3) Ensure aesthetic of the space by watering and weeding unattended plots as needed. Enforce garden by-laws as necessary to maintain aesthetic.
- 4) Manage plot allotments, applications, and in-coming orientations for new members.
- 5) Source and procure materials to support the activities of the garden.
- 6) Coordinate as needed with the Facilities Manager to maintain irrigation, keyed access, and adherence to infrastructure code.
- 7) Report to the college President, or V P of Academic Affairs, or V P of Student Services, or V P of Business Services as requested or necessary on the state of the garden and to ensure compliance to the above.

The current management model is based solely on volunteerism and has little chance of securing competent recruits or ultimately sustaining the garden. As such, the current manager proposes that, fulfilled in good faith and consistently throughout the entire year, the manager position should afford full-time faculty a course release of 0.1 FTE per Fall or Spring semester and an additional 0.05 FTE for Winter or Summer inter-sessions. For one full year of service, the acting manager should thus receive a total of 0.3 FTE in course release, accounting for a minimum of 250 hours devoted to garden stewardship. In addition, monies should be made available to employ a student worker for 3 to 5 hours per week (up to 200 hrs per year) to assist the manager as described above.

Receiving praise and support from all levels within RCC, the City of Riverside (especially the neighboring community), and the Mayor of Riverside, the RCC Community Garden has been a valuable and well-received addition to fulfilling the mission of Riverside City College. Continued investment in this community-based, knowledge-building venture will bring even more pride to RCC and serve as a tangible symbol of RCC's commitment to sustainability.

<b>Garden manager accumulated personal hours since 12/2012</b>	ea	hrs	total
Weekend workdays - general maintenance and volunteer coordination.	55	3	165
Bench and Gazebo Construction			30
Membership Records and Orientations			40
Grand Opening/Open House - planning, coordination, ceremony m.c., marketing			20
Garden Council - monthly meeting of Riverside Community Garden organizers; City supported	8	2.5	20
Soil Workshop - amendment application, coordination, marketing			15
Presentations - RCCD Foundation, Riverside Community Health Foundation, RCC Leadership Conference, Walk w/ Mayor	4	3	12
Material Acquisition - irrigation, manure, trees, raised bed/composter, benches			12
Board Meetings - Scheduling, Agenda, Coordinating	4	2.5	10
Tree Workshop - coordination, tree research			8
Insect Workshop - coordination and marketing			5
Treasury duties			5
Total			342
<b>Volunteer Hrs Coordinated - directing individual volunteers</b>			
Weekend Workdays (2-5 people ea)			660
Student Asst. - assisted in most duties listed above; acquired funds/donations/supplies; designed/printed orientation packets; web design			250
Workshop and Open House Volunteers			40
Total			950
<b>Projected Manager Hours - 2014-2015</b>			
Weekend workdays - general maintenance and volunteer coordination.	40-45	3.5	140-157.5
Open House			15
Workshop Coordination/Budgeting	4	10	40
Garden Council Meetings	8	2.5	20
Tool Shed/Grape Arbor			35

Board Meetings	4	2.5	10
Orientations/Membership Records			20
Treasury duties			5
Total			285- 302.5

## **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?

**There is no formal discussion of assessment results among the entire department, but discussions among the faculty members who teach a particular subject are common. In courses with multiple sections, the assessments are typically designed as a group and results are discussed prior to submission of the results to Survey Monkey. As such, the only evidence of this communication is the assessments themselves (uniform assessments offered in multiple sections instructed by various faculty members) and the changes to the course that result from those assessments. For example, Biology 1 uses a common assessment during our common lab exams. We assess the students' answers to questions covering topics included in one or more of the course SLOs. The SLOs assessed are chosen by the group, and the exam is written and assembled by the group. Typically, the data on student answers are sent to one faculty member who assembles it together for further analysis. Based on the results, if there are changes to the course that are necessary, the edits to the lab manual are discussed as a group. There is no formal documentation of this process, but the process would not be possible without the cooperation of the group.**

**In courses without multiple sections, there is typically only one faculty member who teaches that course. As such, they simply make any adjustments to the course that is warranted based on their assessment results. This is not overseen by the remainder of the faculty.**

- b. Please summarize what your discipline learned from your assessments. How does your discipline plan to use the results to improve student learning?
- **In Anatomy 2A and 2B, for example, it was determined that the SLOs that were assessed were being adequately covered. The students improved significantly on SLO related topic questions from a pretest at the beginning of the semester to a posttest at the end of the semester.**

In 2A the success rate for answering the questions went from 17% to 79% at the end of the semester, and in 2B from 21% to 87%. In both cases, a reasonable percent of the students were able to correctly answer questions related to the chosen SLOs.

- In Biology 1, it was determined that students fell below the acceptable level for answering questions regarding evolution. However, after discussion between the faculty members who teach the course, it was determined that the success rate was adequate given the uneasiness some of our students have regarding evolution as a topic. It was not clear what percentage of the answers were wrong because the students did not know the material and what percentage were wrong because the students were opposed to the teaching of evolution in general. As such, no changes were made to the curriculum at this time. However, subsequent assessments will attempt to address evolution in other ways in order to see if there is a clearer way to interpret the data. Additionally, assessments of SLOs that deal with kingdom identification and cell reproduction were successful as these SLOs were determined to be covered adequately. However, it should be noted that both topics rely on resources such as slides and preserved specimens. We have recently moved into a new building, and while new equipment was budgeted, no new supplies budget was allotted. As such, when labs are run concurrently (as they are), resources are cut in half. It is not clear if these assessments were to be repeated, if the success rates on these topics would remain adequate.
- Health Science assessments of environmental health and identifying healthy lifestyles were deemed successful, as well. To assess the students' knowledge of environmental health, 10 relevant questions from the final exam were selected. In all but one case, more than 70% of respondents selected the correct answer. Similar results were obtained when assessing the students' abilities to identify healthy lifestyle factors by selecting 11 relevant final exam questions. Again, only 1 question had fewer than 70% of students responding correctly. Specific activities to address these two weaknesses will be implemented in the course.
- In Microbiology 1, five SLOs were examined. The students improved significantly on the majority of SLO related topic questions with the success rate increasing between the pre-test and the post-test from 2% of the class achieving a "B" grade or higher than 64% achieving a "B" grade or higher. By the end of the semester, between 80 – 89% of students were able to correctly select the right answer for the majority of the SLO-related questions. However in one area – where students had to select and interpret a biochemical test and be able to perform a medium functionality analysis, only 35.5% of the students actually understood the concept. This was considered to be an unacceptable level of competency and in direct response to this result, the lab manual was rewritten so as to include specific exercises which addressed this weakness. The lab manual continues to be rewritten and updated each academic year.
- In Biology 11, two SLOs were assessed. One was found to be covered adequately and one was found to be in need of improvement. The SLO needing improvement deals with photosynthesis and cellular respiration. Neither of these topics has a corresponding laboratory exercise currently. Both are among the most difficult concepts for students to understand, so adding a laboratory exercise would be beneficial. However, the equipment necessary to do so is quite expensive. In order to improve the assessment results for this SLO, resource and equipment budget monies must be identified to purchase the necessary supplies to implement laboratory exercises. Until these funds are identified, improvement on this SLO is unlikely.
- In each case, results were obtained by faculty teaching in the particular course, and those faculty members will implement improvements. In the case of Bio 1, numerous faculty members participate in teaching the lab sections, so changes will be instituted in the lab manual to ensure continuity between lab sections.

V. Please answer the following Program-level PLO questions:

- Please explain what steps your program has taken to map and align your PLOs with your course SLOs (Curriculum Mapping Exercise).
- How have you shared and discussed assessment results (e.g., through Community Advisory Committee discussions, discussions with employers, interviews of graduates, program faculty meetings)?
- 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

Course Number	Anatomy Courses	Assessment Status					Not Offered 2013-2014	Recent Assessment (Year)	Assessment Method	Planned Assessment (Year)	Faculty Lead (s)
		2010	2011	2012	2013	2014					
2A	Anatomy and Physiology 1	0	5	5	5	5		2013	Pre/Post	2016	J Rosario/M Cryder
2B	Anatomy and Physiology 2	3	5	5	5	5		2013	Pre/Post	2016	J Rosario/M Cryder
10	Surv of Human Ana and Phys	0	1	1	1	1					J Rosario/M Cryder

Assessment Status	
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

Course Number	Biology 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	Gen Biology	5	5	5	5	5		Fall 2011	Pre-Post Test	Fall 2014	V White
2A	Gen Zoology 1, Invertebrates	NA	NA	NA	NA	NA	x		not offered		
2B	Gen Zoology 2, Vertebrates	NA	NA	NA	NA	NA	x		not offered		
3	Field Botany	NA	NA	NA	NA	NA	x		not offered		
5	Gen Botany	0	0	1	5	5			Exam	Fall 2014	K Brooks
6	Intro to Zoology	0	0	2	4	5					
7	Marine Biology	0	1	1	5	5		2012	Pre-Post Test, Exams	Spring 2013	T Huff
8	Principles of Ecology	0	3	1	4	5		Fall 2012	Exam	Fall 2013	P Galusky
9	Intro to the Nat Hist of So Cal	NA	NA	NA	NA	NA	X		not offered		
10	Principles of Life Science	NA	NA	NA	NA	NA	x		not offered		
11	Intro to Mole and Cell Bio	1	3	5	5	5		Fall 2011	Pre-Post Test	Fall 2014	Herrick
12	Intro to Organ and Pop Biology	0	0	5	5	5		Fall 2011	Pre-Post Test	Spring 2012	V White
14	Soil Science and Mngmnt	NA	0	5	NA	NA	x	Fall 2011	Pre-Post Test, Exams	Spring 2012	H Smith
15	Soil Science and Mngmnt Lab	NA	0	5	NA	NA	x	Fall 2011	Pre-Post Test, Exams	Spring 2012	H Smith
17	Human Biology	NA	NA	NA	NA	NA	x		not offered		
30	Human Repro and Sex Behav	NA	NA	NA	NA	NA	x		not offered		
31A	Reg Field Biology Studies	NA	NA	NA	NA	NA	x		not offered		
31B	Reg Field Biology Studies	NA	NA	NA	NA	NA	x		not offered		
34	Human Genetics	NA	NA	NA	NA	NA		Fall 2014	pre-post test	2014	L Thompson-Eagle
36	Environmental Science	0	0	1	5	5		2012	Pre-Post Test, Exams	2013	T Huff

Course Number	Health Science 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	Health Science	3	5	5	5	5		2012	PRE/POST	2013	Huff

Course Number	Microbiology 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	Microbiology	0	5	5	5	5		2011	Pre-Post Test	2015	L Thompson-Eagle

## 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)
BIOLOGY (BIO)	6.0	0.6
ANATOMY AND PHYSIOLOGY (AMY)	3.0	0.6
HEALTH SCIENCE (HES)	1.0	0.6
MICROBIOLOGY	1.0	0.6
<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)
LAB TECHNICIAN	1.0	.75

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)
<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)

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

**1. Staff Needs**

<b>Rank</b>	<b>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.)</b>	<b>Indicate (N) = New or (R) = Replacement</b>	<b>Annual TCP*</b>
	<b>TO BE SUBMITTED LATER</b>		

2. Equipment (excluding technology) Needs Not Covered by Current Budget<sup>1</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.	<b><u>Autoclave Service Contract</u></b> <i>Rationale: Safety. The autoclave is essential for the operation of the microbiology program. It cannot be eliminated or reduced without becoming a safety hazard to both students and staff. Lack of fully operable autoclaves will necessitate the cancellation of the courses dependent on this equipment.</i>	I	\$6000	2	\$12,000
2.	<b><u>Compound Microscope Service Contract</u></b> <i>Rationale: Lack of servicing results in inoperable microscopes and will necessitate the cancellation of courses dependent on said microscopes.</i>	I	\$35	340	\$11,900
3.	<b><u>Dissecting Microscope Service Contract</u></b> <i>Rationale: Lack of servicing results in inoperable microscopes and will necessitate the cancellation of courses dependent on said microscopes.</i>	I	\$30	160	\$4,800
4.	<b><u>Spectrophotometer Service Contract</u></b> <i>Rationale: Lack of servicing results in unacceptable operational problems that prevent the use of the equipment in labs requiring use. Lack of fully operable spectrophotometers will necessitate the cancellation of the courses dependent on this equipment.</i>	I			
5.	<b><u>Balance Service Contract</u></b> <i>Rationale: Lack of servicing results in unacceptable operational problems that prevent the use of the equipment in labs requiring use. Lack of fully operable spectrophotometers will necessitate the cancellation of the courses dependent on this equipment.</i>	I	\$55	38	\$2100
6.	<b><u>Environmental Growth Chamber Service Contract</u></b> <i>Rationale: Lack of servicing results in unacceptable operational problems that prevent the use of the equipment in labs requiring use. Lack of fully operable growth chambers will necessitate the cancellation of the courses dependent on this equipment.</i>	I			
7.	<b><u>Centrifuge Service Contract</u></b> <i>Rationale: Lack of servicing results in unacceptable operational problems that prevent the use of the equipment in labs requiring use. Lack of fully operable centrifuges will necessitate the cancellation of the courses dependent on this equipment.</i>	I			

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

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

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

<sup>2</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.

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

RANK	List Facilities Requests for Academic Year. Please list in order (rank) of importance. Please justify and explain each facility request based on rubric criteria. Requests should be for remodels, renovations or added new facilities and not basic repair and maintenance.	Annual TCO*
		Total Cost of Request
1.	<p><b>Replacement of flammable wooden Microbiology shelves on laboratory student benches in MTSC 339 and 343 with a material that is that is non-flammable.</b></p> <p><b>Rationale</b> The shelves above the student Bunsen burners on the student benches should never have been constructed of wood in the first place given their specific location above multiple naked flames and gas outlets. The wooden shelves currently pose a fire hazard &amp; have been almost set alight numerous times. This is a safety issue which needs to be rectified as soon as possible before there is a fire.</p>	UNKNOWN
2.	Rationale:	
3.	Rationale:	
4.	Rationale:	
5.	Rationale:	

<sup>3</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>4</sup>**

RANK	List Professional Development Needs for Academic Year. Please list in order (rank) of importance. Please justify and explain each professional development request based on rubric criteria. Professional or Organizational development needs may include workshops, guest speakers, training on equipment and/or software, attending conference, training needed to comply with state and/or federal regulations, and ongoing training in the field.	Annual TCO*		
		Cost per item	Number Requested	Total Cost of Request
EX	<i>Funding for Associate Faculty to Participate in Workshop for SLO Assessment Rationale: Associate faculty members teach a large number of courses in our department, utilize department common assessments, and per ACCJC standards must be included in the dialogue for the improvement of assessment. Since associate faculty are not required or compensated for this work, the department would like to compensate them through a stipend. These workshops are critical for the completion of the assessment cycle and for faculty to use the results in helping students achieve their goals.</i>	\$100	36	\$3600
1.	Rationale:			
2.	Rationale:			
3.	Rationale:			
4.	Rationale:			
5.	Rationale:			
6.	Rationale:			

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

## 6. Student Support Services

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

<sup>5</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.**

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

RANK	<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>	Annual TCO
EX	<p><i>The discipline needs for the library databases to be re-established for Access Science, American National Biography, Columbia Grangers World of Poetry, Criminal Justice &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>6</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.	<u>Rationale:</u>				
2.	<u>Rationale:</u>				
3.	<u>Rationale:</u>				
4.	<u>Rationale:</u>				

<sup>8</sup> TCO = "Total Cost of Ownership" is the average cost for one year. **Please contact Lab Coordinators for a specific lab question or 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
1.	<u>Clear-for-Life 55-gallon acrylic aquarium tank</u> <u>Rationale:</u> <i>This tank will provide Biology 1(General Biology), 7 (Marine Biology), and 11-13 (Majors Series) students with access to live animals for observation and research. It is extremely beneficial for these students to see and interact with live marine life and directly supports SLO's in all the above courses. We currently do not have a salt water tank. Assessed SLOs in Biology 1 and 12 indicate that students currently perform well with the use of the current tank. A new tank will continue this success and further will support persistence and success in the majors course series, success after transfer to a four-year school. Each of these outcomes is in direct alignment with the college and department mission of empowering students to develop scientific skills to meet their academic and professional goals. Please see "Other Tank Requirements" below (#2-19).</i>	\$320	1	\$320	OT
2.	<i>PetCo metal aquarium stand</i> <i>Rationale: Please see "Aquarium Tank Requirement" above (#1).</i>	\$80	1	\$80	OT
3.	<i>PetCo 60lb black aquarium stand</i> <i>Rationale:</i> <i>Please see "Aquarium Tank Requirement" above (#1).</i>	\$45	1	\$45	OT
4.	<i>Aquarium Arts, 35 lb curved live rock</i> <i>Rationale: Please see "Aquarium Tank Requirement" above (#1).</i>	\$400	1	\$400	OT
5.	<i>EShopp's PSK-75H Hango on Protein Skimmer</i> <i>Rationale: Please see "Aquarium Tank Requirement" above (#1).</i>	\$140	1	\$140	OT
6.	<i>Nova Extreme 48" T5 Light Fixture</i> <i>Rationale: Please see "Aquarium Tank Requirement" above (#1).</i>	\$300	1	\$300	

7.	<i>Jager 200W Aquarium Heater</i> <i>Rationale: Please see "Aquarium Tank Requirement" above (#1).</i>	\$200	1	\$200	OT
8.	<i>Maxi-jet submersible pump</i> <i>Rationale: Please see "Aquarium Tank Requirement" above (#1).</i>	\$90	1	\$90	OT
9.	<i>Koralia water pump</i> <i>Rationale: Please see "Aquarium Tank Requirement" above (#1).</i>	\$70	2	\$140	OT
10.	<i>API saltwater test kit</i> <i>Rationale: Please see "Aquarium Tank Requirement" above (#1).</i>	\$28	1	\$28	O
11.	<i>Kent Kalkwasser (calcium hydroxide)</i> <i>Rationale: Please see "Aquarium Tank Requirement" above (#4).</i>	\$12	1	\$12	OT
12.	<i>Instant Ocean, 50 gal</i> <i>Rationale: Please see "Aquarium Tank Requirement" above (#4).</i>	\$32	2	\$64	O
13.	<i>Cleaning supplies (bucket, tubing, scraper, magnet, tarp)</i> <i>Rationale: Please see "Aquarium Tank Requirement" above (#4).</i>	\$50	1	\$50	OT
14.	<i>Snails and Hermit Crabs to clean tank</i> <i>Rationale: Please see "Aquarium Tank Requirement" above (#4).</i>	\$30	1	\$30	OT
15.	<i>Hitching post for sea horses</i> <i>Rationale: Please see "Aquarium Tank Requirement" above (#4).</i>	\$50	1	\$50	OT
16.	<i>Mushroom Polyp Coral</i> <i>Rationale: Please see "Aquarium Tank Requirement" above (#4).</i>	\$40	1	\$40	OT
17.	<i>Star Polyp Coral</i> <i>Rationale: Please see "Aquarium Tank Requirement" above (#4).</i>	\$40	1	\$40	OT
18.	<i>Zoanthid Coral</i> <i>Rationale: Please see "Aquarium Tank Requirement" above (#4).</i>	\$40	1	\$40	OT
19.	<i>Seahorses</i> <i>Rationale: Please see "Aquarium Tank Requirement" above (#4).</i>	\$95	6	\$570	OT

20.	<p><i>Autoclave Service Contract</i>  <i>Rationale: The autoclave is essential for the operation of the microbiology program. It cannot be eliminated or reduced without becoming a safety hazard to both students and staff. Lack of fully operable autoclaves will necessitate the cancellation of the courses dependent on this equipment.</i></p>	\$6000	2	\$12000	O
21.	<p><i>Compound Microscope Service Contract</i>  <i>Rationale: Lack of servicing results in inoperable microscopes and will necessitate the cancellation of courses dependent on said microscopes.</i></p>	\$35	340	\$11900	O
22.	<p><i>Dissecting Microscope Service Contract</i>  <i>Rationale: Lack of servicing results in inoperable microscopes and will necessitate the cancellation of courses dependent on said microscopes.</i></p>	\$30	160	4800	O
23.	<p><i>Spectrophotometer Service Contract</i>  <i>Rationale: Lack of servicing results in unacceptable operational problems that prevent the use of the equipment in labs requiring use. Lack of fully operable spectrophotometers will necessitate the cancellation of the courses dependent on this equipment.</i></p>		1		O
24.	<p><i>Balance Service Contract</i>  <i>Rationale: Lack of servicing results in unacceptable operational problems that prevent the use of the equipment in labs requiring use. Lack of fully operable spectrophotometers will necessitate the cancellation of the courses dependent on this equipment.</i></p>	\$55	38	2100	O
25.	<p><i>Environmental Growth Chamber Service Contract</i>  <i>Rationale: Lack of servicing results in unacceptable operational problems that prevent the use of the equipment in labs requiring use. Lack of fully operable growth chambers will necessitate the cancellation of the courses dependent on this equipment.</i></p>		1		O
26.	<p><i>Centrifuge Service Contract</i>  <i>Rationale: Lack of servicing results in unacceptable operational problems that prevent the use of the equipment in labs requiring use. Lack of fully operable centrifuges will necessitate the cancellation of the courses dependent on this equipment.</i></p>	\$	1		O
27.	<p><i>Food for live animal specimens</i>  <i>Rationale: Faculty have been covering these expenses to the tune of \$3000, this is not acceptable. In future, classes will be cancelled if specimens are not available for courses. Specimens assist in achieving SLOs in numerous courses. Live specimens provide the students the opportunity for observation and educational investigation of kingdom Animalia. This aligns well with the</i></p>	\$800	1	\$800	O

	<i>College and Department mission of empowering students to develop scientific skills. Please see other animal requirements below.</i>				
<b>28.</b>	<i>Housing equipment for live specimens Rationale: Please see other animal requirement above (#27).</i>	\$500	1	\$500	O
<b>29.</b>	<i>Veterinary care for live specimens Rationale: Please see other animal requirement above (#27).</i>	\$200	1	\$200	O
<b>30.</b>	<i>Salt and Fresh Water Aquarium Tank Cleaning and Maintenance Rationale: Please see other animal requirement above (#27).</i>	\$100	4	\$400	O
<b>31.</b>	<i>Biology DVDs for lab courses</i>	\$200	1	\$200	O
<b>32.</b>	<i>Lab course supplies</i>	\$250	1	\$250	O

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



# **Appendix**

## **Instructional Unit Plan Update**

### **Rubrics - Riverside City College**

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*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*

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

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

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

### **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.