

# Academic Master Plan

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# Academic Master Plan

## Executive Summary

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In fall 2003, a process began that would update the “Educational Master Plan of the District, 1997-2005 and Beyond,” a document that included unit plans for the future. The new process was guided by certain principles, among these were a belief that the process should consist of an open dialogue among department chairs throughout the District with key academic administrators and internally among members of departments. The intent of the process was to build upon a learner-centered curriculum framework, focusing on planning that would help shape the direction of the emerging colleges.

The AMP is based on Riverside Community College District’s 2003-2004 strategic plan directing the academic community to utilize the curriculum-centered strategic planning model and the learner-centered curriculum framework. The AMP is built on two planning surveys completed by academic departments, begun in September 2003, updated in March 2004 and again in June 2005 and a facilities survey, conducted in spring 2004.

This AMP, which is an aggregation of academic department plans, will serve as the foundation for additional and ongoing planning at the campus/college and District levels. It is intended to be flexible in adjusting to changing times, capable of responding to internal and external challenges and opportunities and dynamic in meeting the educational goals of students.

# Academic Master Plan

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# Academic Master Plan

## Section 1 – Introduction

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Section 1 - Table of Contents
Purpose
District Profile
Authority
Governing Board

### Purpose of the Academic Master Plan

The academic master plan (AMP) for Riverside Community College District (RCCD) is based upon its 2003-2004 strategic plan directing the academic community to utilize the curriculum-centered strategic planning model and the learner-centered curriculum framework (both adopted by the Board of Trustees March 7, 2002). The AMP establishes a focus on curriculum developed by departments and disciplines, and thus provides an alignment of strategic planning with curriculum and program development. It informs strategies, goals, and objectives for District decision making.

This AMP also builds on a meta-analysis of two District-wide department planning surveys, one begun in September 2003, completed in March 2004, and a second survey with updates in November 2004 and June 2005. In anticipation of a bond initiative, the District conducted a survey of facilities needs in spring 2004. The insights gleaned from this meta-analysis add to the information from Institutional Effectiveness about the students, the environment and the curriculum that the District provides.

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Thus, the AMP is an aggregation of plans developed by the academic departments throughout the District. These plans address curriculum and programmatic needs, future development, strategic enrollment, facility, technological and human resource needs. It is intended that the AMP be as dynamic as the District in responding to internal and external challenges and opportunities. To that end, the AMP is a fluid document, undergoing regular department review, update and change.

### District Profile

Riverside Community College has been committed to serving the educational needs of its community for 89 years. In September 1916, the new junior college formally opened using fourteen Poly High School classrooms for 110 students who were taught by 16 faculty members. Since then, RCCD's enrollment has grown to over 31,000 students who take classes at three primary locations, Riverside City College, Moreno Valley and Norco campuses as well as Ben Clark Training Center, March Dental Education Center and various community venues. RCCD is an integral and valued part of the community, responding to changing needs and committed to supporting the learning of its students.

The District encompasses the Alvord, Corona/Norco, Jurupa, Moreno Valley and Riverside Unified School Districts, and the Val Verde School District, as well as, surrounding communities and the military installation of March Air Reserve Base. In recent years, the population of Riverside County has increased dramatically. Between 1980 and 1990, the population grew by over 76% making Riverside the fastest growing county in California. In 2003, the Country's population was estimated to be 1, 782,650 and was projected to grow another 58.23% by 2010. The District's service area, comprised of a wide range of social, economic and ethnic diversity, is over 440 square miles and includes densely populated metropolitan communities and outlying rural areas. Serving this diverse population continues to be a challenge and a major goal for the District.

In 2004-2005, RCCD had an annual budget of \$231,000,000 which included restricted and unrestricted funds along with special revenue, Internal Service and capital projects. Each year more than 50,000 students attend classes at one of the District's campuses or at a community site where curriculum is delivered across more than 50 subject areas through 2500 courses involving nearly 1000 faculty and another 1000 staff.

The District's students, various constituencies and community have demonstrated an increased expectation for accountability. Through flex days and professional development activities, the institution is raising the level of awareness and sensitivity to student learning outcomes and assessment. Emphasis is placed on the results of the educational process and the extent to which the institution uses assessment information and student learning outcomes to re-evaluate goals, make essential improvements and plan for the future. The passage of the Measure C Bond in 2004 has placed an even greater emphasis on good stewardship over the budget and funds spent to produce outcomes. As RCCD approaches its 90<sup>th</sup> anniversary, it looks forward to future expansion and a continued commitment to serve a diverse population that has embraced its mission and presence in the community.

### **Authority**

The Riverside Community College District is officially recognized by the California Postsecondary Education Commission and the California Community Colleges Board of Governors. Since 1916, Riverside Community College has offered educational opportunities to the citizens of its community under various statutes and in accordance with the standards of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. In addition to its campus in the City of Riverside, since April 1991 the District has operated a center at Norco and another at Moreno Valley. In the ensuing years, these two campuses have grown and developed in response to the needs of their respective communities and are now prepared to become independent colleges within the Riverside Community College District. Consistent with the District's accreditation cycle and scheduled site visit in fall 2007, Riverside City College, Moreno Valley and Norco campuses are conducting separate self studies in preparation for status as independent colleges.

## **Governing Board**

The Riverside, Norco, and Moreno Valley campuses are governed by a five-member Board of Trustees which is responsible to the constituent public interest of the District for the quality, integrity, and financial stability of the college district. Quarterly reports to the Board of Trustees, required by the Curriculum-Centered Strategic Planning Model (CCSPM) adopted by the Board of Trustees on March 7, 2002, will guide the planning at the three campuses to ensure that all processes – educational, facilities, financial, human resources – are congruent with the District and college mission statements. The Board of Trustees is elected at large and can efficiently fulfill its responsibilities.

# Academic Master Plan

## Section 2 – Key Planning Elements

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Mission, Vision and Values  
Alignment with the Strategic Planning Process  
Linking Strategic Planning to Accreditation  
Institutional Effectiveness and Strategic Planning  
Program Review  
Assumptions, Challenges and Opportunities

### **Mission**

The current mission statement adopted by the Board of Trustees in June 1994 and published in the district catalog states:

The Riverside Community College District is an accessible, comprehensive community college committed to providing an affordable post-secondary education, including student services and community services, to a diverse student body. The District provides transfer programs paralleling the first two years of university offerings, pre-professional, career preparation, and occupational and technical programs leading to the associate of arts degree, the associate of science degree, and a variety of certificates. In the tradition of general education, the liberal arts and sciences and the occupational and technical programs and courses prepare students for intellectual and cultural awareness, critical and independent thought, and self-reliance. Consistent with its responsibility to assist those who can benefit from post-secondary education, the District provides pre-college, tutorial and supplemental instruction for under-prepared students. The District works in partnership with other educational institutions, business, industry, and community groups to enhance the quality of life and the internal harmony of the communities it serves. The District serves Western Riverside County from three interrelated campuses in the cities of Riverside, Norco and Corona, and Moreno Valley.

### **Vision**

To be a leader among community colleges, highly regarded for our commitment to students; respected for excellence in teaching; and recognized as responsive to the communities we serve.

### **Values**

*Student Centeredness:* To serve the best educational interest of the students, to offer a comprehensive and flexible curriculum together with programs and services according to diverse and evolving student needs; to treat each other with a sincere, caring attitude and to respond to suggestions and constructive criticism from students; to counsel and advise

students to help them plan for and progress toward their individual educational goals; and to recognize outstanding student performance.

*Teaching Excellence:* To communicate to students a body of knowledge in a creative, stimulating, and challenging manner; to work to establish student and instructor rapport; to maintain the highest standard of professional performance and recognize teaching excellence; to promote the exchange of ideas among colleagues and provide opportunities for professional development; to define for students course goals, objectives and grading standards, making clear the expectation of high achievement; to encourage students to think critically and analytically, applying learned principles, concepts, and skills; and to inspire independence of thought and self-discipline.

*Learning Environment:* To create an atmosphere in which students and staff find satisfaction in their work and feel pride in achievement; to provide comfortable, functional, and aesthetically pleasing facilities and grounds; to provide and maintain state-of-the art equipment and ample supplies; to provide programs and support services which are responsive to student and community needs; and actively to support academic and social activities which take place outside the classroom.

*Tradition:* To further the traditions of prides, quality, innovation, and professionalism found in this institution; to share our heritage by making the Riverside Community College District the educational and cultural center of the communities it serves; and to build for the future on the foundations of our past.

### **Alignment with the Strategic Planning Process**

The Strategic Planning Process was developed in response to critical observations and assessments made during the 2000-2001 Accrediting Commission for Community and Junior Colleges (ACCJC) self-study process, which indicated that the size and complexity of the District had outgrown its planning architecture. The new planning process focuses attention on the learner, the learning process, and support given to the learner across the District with professional development and Program Review processes. Through this process the District has developed a plan that articulates the direction that should be taken to achieve its mission and vision for the future.

In 2001 an annual planning cycle with quarterly assessments was established and the Strategic Planning Document was updated in September 2004. (Document 2.1).

Within the planning framework, strategies are revisited, updated and published annually as the District assesses and responds to its rapidly changing internal and external environments. Annual assessment of the plan is presented at the Spring Board of Trustees Planning Retreat. The Board of Trustees approves District strategies and authorizes revisions of the District Strategic Plan and related tactical plans. District personnel, faculty, and members of the Board of Trustees are able to access and review tactical plans using the District's website.

The Academic Master Plan aligns with the Strategic Planning Process by providing detail and direction in meeting the educational goals of the District, the students and the communities the District serves. Thus, the alignment of the AMP and the Strategic Planning Process ensures that resources will be utilized efficiently and effectively.

### **Linking Strategic Planning to Accreditation**

Recently, the structure and process for strategic planning has been reordered and aligned with the current accreditation standards. (Document 2.2) A Strategic Planning Committee (SPC) brings together the key stakeholders on each campus. The SPC is supported by sub-committees focused on specific planning elements, like educational programs, human resources, facilities, and technological resources that are aligned with the current accreditation standards. The SPCs take action and make recommendations on campus-specific planning issues to the District Strategic Planning Executive Committee (SPEC). From 2005 to 2007 a major focus for the SPCs will be the accreditation self study process.

### **Institutional Effectiveness and Strategic Planning**

The strategic planning process is supported and informed by a comprehensive institutional effectiveness (IE) program. The IE program ensures that student learning outcomes, learner assessments, program review, and a wide variety of other assessments and evaluations are systematically utilized to improve the educational processes of the District. The RCCD curriculum architecture has been built to enable a comprehensive overview of the curriculum and its component parts to ensure that the institutional mission directs an action plan that supports student learning and teaching excellence.

The strategic planning process aligns programs and services to meet learner needs through learning outcomes assessment and program review, an on-going process that integrates planning, development, implementation, and evaluation with curriculum and program improvement.

### **Program Review**

Instructional Program Self-Study, Program Review, is part of RCCD's planning and Institutional Effectiveness process. The District has long engaged in program review; however, during spring 2000 and fall 2001, the process was revised to include a growing concentration on student learning outcomes and assessment. (Document 2.3) Program review is a collaborative goal setting and assessment process designed to assist faculty, staff, and administrators across the three campuses with improving and refining college services. Disciplines, departments, and interdisciplinary programs undergo self-study as part of a five-year process that results in a comprehensive assessment of their role in the District's overall effectiveness. The District Program Review Committee, composed of faculty from various disciplines and administrators, and the Office of Academic Affairs review the self-studies to determine how the departments or District may best contribute to ensure the success of each program.

The review process necessitates internal dialogue within the instructional units (disciplines) and requires disciplines to clarify and achieve goals within the overall context of the District's mission, vision, and strategic goals. In addition, the process seeks to:

- Strengthen programs within and across instructional units;
- Foster improvement within instructional units;
- Strengthen the links between instructional units, institutional goals, and strategic planning;
- Strengthen the bonds within the college community and foster cooperation among instructional and non-instructional units;
- Provide systematic feedback on student learning;
- Stimulate and encourage ongoing dialogue on improving student learning outcomes through program and service improvements; and
- Maximize the use of institutional resources.

The self-study process asks instructional units to assess:

- *Current status.* Who is/isn't being served?
- *Mission and goals.* What are the short and long term goals for the unit?
- *Strategies.* What strategies are in place or will be developed for addressing the mission and meeting the unit's goals?
- *Data and Research.* What evidence is needed to monitor and track progress?
- *Evaluation.* How can the self-study process be improved?

Each year, a number of disciplines volunteer to undertake the self-study process which is conducted with the guidance and supervision of the Associate Vice President of Institutional Effectiveness and a faculty member who receives reassigned time to serve as an Assessment Coordinator. Additionally, other faculty who serve on the Program Review Committee act as mentors/trainers and provide support to disciplines undergoing review. Typically the program review is facilitated by a lead faculty member along with a team or one or more additional faculty co-leaders from the discipline. All discipline faculty are highly encouraged to participate in the dialogue. To date, eleven disciplines have completed the process, twenty-one are in progress, and at least thirteen remain to be scheduled. (Document 2.4)

### **Assumptions, Challenges and Opportunities**

1. The majority of students entering RCCD will continue to require pre-collegiate academic remediation, especially in math and English in order to be successful in college-level and university-transferable courses.
2. RCCD will be expected to provide more remedial and basic skills instruction for under-prepared high school graduates, UC and CSU-bound students, reverse university transfers, and the local work force.
3. RCCD is charged with formally aligning curriculum and programs with emerging needs of the community.

4. The AMP and PR will be utilized to identify needs and the Strategic Planning Process will prioritize the emerging needs and facilitate their actualization.
5. Given changes in technology, delivery modes and instructional methodology, it will be necessary to provide modern facilities with updated infrastructure that supports teaching and student learning.
6. The institution will continue to serve a significant number of students who are economically challenged, first-generation college students, non-native English speakers and individuals working full or part-time.
7. Student learning outcomes assessment, intended to systematically improve student learning at institutions of higher education, will be increasingly emphasized at the course, program and degree levels.
8. While enrollment in AA/AS Degree, certificate and vocational programs will continue to grow, there will be an increasing demand by employers for individuals who are “workforce ready and competent” and who possess competency in interpersonal communication and the basic skills areas of computation, reading, writing, critical thinking, conflict resolution and problem solving.
9. Fluctuating and uncertain funding levels will continue to impose fiscal restraints that demand both strategic planning and accountability.
10. Virtually all departments expressed a desire to keep pace with the evolving enrollment demands of their disciplines which, in most cases, will require additional resources (human, technological and physical).

# Academic Master Plan

## Section 3 – Students and Learning

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Learner-Centered Curriculum Framework  
Learner Populations  
Learner Centered Support Services

### **Learner-Centered Curriculum Framework**

The Learner-Centered Curriculum Framework (LCCF) provides a comprehensive and structured view of RCCDs curriculum. The structure details the programs of study and describes the key components and underlying philosophies used to build courses, certificate patterns and programs of study that constitute the District's curriculum. The design and deployment of curriculum is described in Section 5.

### **Learner Populations**

The foundation of the Learner-Centered Curriculum approach is dependent upon a complete understanding of the learning demands and needs of the population the institution serves and the community at large. Who are the learners the institution now serves? Why are they here? What do they seek? Many come with the intent of obtaining an Associates Degree. In 2003-2004, two thousand six students obtained an AA or AS degree. This was a 9.6% increase over the previous year. (Document 3.1) Another group are here for upgrades of skills or to complete an occupational program certificate. Eight hundred and ten students completed certificates in the 2003-2004 academic year in a variety of occupational areas. (Document 3.2, 3.3) Still others attend to complete requirements for transfer to four-year institutions. In 2004, one thousand twenty-five students transferred to either a UC or CSU campus; an unspecified number transferred to private colleges or institutions out of state. (Document 3.4)

But, are there others the institution could or should be serving? Understanding who the learners are is an essential component of shaping the curriculum. The learner population characteristics including preferred venues and delivery formats, are all key to this understanding. (Documents 3.5, 3.6, 3.7, 3.8)

### **Learner-Centered Support Services**

Learner-Centered Support services are an integral component of a learner-centered curriculum. The curriculum alone is insufficient. It must be supported by an effective and efficient student services division that provides services that are required to admit, enroll, assess, advise, and place students. Each year more than fifteen thousand students

are assessed in English, English as a Second Language, Math, and Reading. Accurate placement is another key to student success. (Document 3.9) Additional services like counseling, financial aid, tutorial services, and Disabled Student Program and Services (DSP&S) are all critical to the process of creating and supporting student success. Providing ease of access to these services is an essential part of the learner-centered curriculum model.

# Academic Master Plan

## Section 4 – Data and Research

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Internal Scan of Riverside City College
Internal Scan of Moreno Valley Campus
Internal Scan of Norco Campus

A critical component of the AMP includes aligning institutional strengths to meet external opportunities and challenges. Secondly, the identified objectives and goals of the learners are a fundamental component of the overall structure and intent of an institution’s curriculum. Understanding learners’ objectives is an important element for structuring curriculum, developing programs and maintaining currency. What do the learners seek? What are their objectives? How does the institution change to meet the changing needs of the learner? It is incumbent on the institution to provide programs and services that are developed and delivered in an environment that supports student success.

**Enrollment:** The overall enrollment for the District has grown by 52% in the last ten years and is composed of students who are new to the college, returning after one or more terms away from college and continuing students. (Documents 4.1, 4.2, 4.3, 4.4, 4.4)

<i>Fall 2004 Census</i>	
Total Enrollment	31,193

<i>Enrollment Status</i>	<i>Count</i>	<i>Percentage</i>
First-Time Students	6,326	20.3
First-time Transfer Stud.	2,592	8.3
Returning Students	4,959	15.9
Continuing Students	16,168	51.8
Not Applicable	730	2.3
Unknown	418	1.3

**Educational Background:** RCCD students have varied backgrounds and different levels of preparation.

<i>Highest Prior Education</i>	<i>Count</i>	<i>Percentage</i>
Special Admit (K-12)	730	2.3
Not a HS Graduate	1,275	4.4
High School Grad or Equivalent	26,481	84.9

Received an AA Degree	957	3.1
Received a BA or higher	1,568	5
Unknown	82	0.3
Total	31,193	100

**Gender:** Overall, the majority of students at RCCD are women. (Documents 4.5, 4.6, 4.7))

<i>Gender</i>	<i>Count</i>	<i>Percentage</i>
Men	12,599	40.4
Women	18,454	59.2
Unknown	140	0.4

**Ethnicity:** The racial/ethnic distribution of RCCD students is similar to the diversity in the community it serves. (Document 4.8, 4.9, 4.10)

<i>Ethnicity</i>	<i>Count</i>	<i>Percentage</i>
Caucasian	11,777	37.8
Hispanic	10,618	34
African American	3,769	12.1
Asian/Pacific Islander	2,859	9.2
Native American	245	0.8
Other	1,925	6.2

**Age:** Although the student body is composed of students from all age groups, the majority, 61%, are between the ages of 18 and 24 with the highest percentage of students in the 20 to 24 year range. (Documents 4.11, 4.12, 4.13)

<i>Age</i>	<i>Count</i>	<i>Percentage</i>
17 and Under	457	1.5
18 or 19	7,997	25.6
20 to 24	11,270	36.1
25 to 34	5,839	18.7
35 to 54	4,737	15.2
55 and Over	861	2.8
Unknown	32	0.1

**Student Load:** Over two-thirds of the students at RCCD are part-time. (Documents 4.14, 4.15, 4.16)

<i>Unit Load</i>	<i>Count</i>	<i>Percentage</i>
1 to 5.9	10,078	32.3
6.0 to 11.9	11,755	37.7
12.0 and Up	9,360	30

**Educational Goals:** Although a large percentage of students self identify as being undecided or having a goal that is unknown, a significant percentage of students list transfer as their educational goal.

<i>Educational Goals</i>	<i>Count</i>	<i>Percentage</i>
Transfer after AA	8,549	27.4
AA without Transfer	1,288	4.1
Vocational Degree without Transfer	510	1.6
Vocational Certificate	642	2.1
Explore Career Options	731	2.3
New Career/Job	1,194	3.8
Advance in Job	1,020	3.3
Maintain Certificate or License	323	1
Personal Development	895	2.9
Improve Basic Skills	442	1.4
Obtain GED	864	2.8
Undecided	6,380	20.5
Unknown	6,368	20.4

**FTES/WSCH:** The Full Time Student Equivalents and Weekly Student Contact Hours have increased steadily. Overall, student enrollments are greater during the fall and summer terms as compared to spring and winter.

<i>RCCD</i>	<i>FTES</i>	<i>WSCH</i>
Summer 2004	2,222.95	71,598.01
Fall 2004	10,621.48	342,103.03
Winter 2005	2,018.25	65,004.98
Spring 2005	9,803.47	315,755.81
Total	24,666.15	794,461.83

*Statistical information prepared by Institutional Effectiveness, David Torres, Raj Bajaj*

# Academic Master Plan

## Section 5 – Instructional Program

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Section 5 – Table of Contents
Curriculum Design and Deployment
Academic Organizational Structure
Faculty Hiring Plan

### **Curriculum Design and Deployment**

The District’s mission statement shapes institutional action. For the District to meet the educational goals of its students and the training needs of the workforce, it is essential that all processes be aligned through adequate and thorough planning. RCCD is charged with formally aligning curriculum and programs with emerging needs of the community. The Learner Centered Curriculum Framework (LCCF), formally and systematically does this and reaffirms the Districts’ focus on student learning.

The AMP extends the college’s strategic plan by providing further detail and direction in meeting the educational goals of the institution through the plans of each academic department. On the pages that follow, departments on each of the campuses define more completely their current status, vision, resource needs and future plans.

The curriculum process is well defined and includes both district wide discipline and campus departmental approval. Curriculum, both new and revised for single courses, certificates and programs is presented to the Curriculum Committee, a standing committee of the Academic Senate. The Curriculum Committee, meeting twice a month, is chaired by an elected faculty member and co-chaired by the Associate Vice President of Instruction. Elected representatives from each department as well as administrators on all three campuses, an ASRCC student and the articulation officer serve as members of the committee. Business is conducted twice a month on the Riverside City campus with video conference participation available for Moreno Valley and Norco members. Assistance with pre-requisites, co-requisites, advisories and limitations on enrollment is provided by a standing sub-committee of the Curriculum Committee.

### **Academic Organizational Structure**

Academic disciplines across the district are organized into departments composed of either single or multi-disciplines. The department is an academic unit of the college and has the responsibility for the academic disciplines under its jurisdiction. Under the convening and representative authority of a department chair, each department functions as a community of teachers and scholars working collegially. To ensure consistency, all departments establish a guideline for departmental operations. Individual departmental structure may vary, but typically each department is led by a department chair, elected by the full-time faculty in the department, and supported by an instructional department

specialist (IDS). Larger departments may have one or more elected assistant chairs or co-chairs. Departmental reassigned time allocations are determined annually by the faculty headcount (full and part time) for the fall, winter and spring terms. (RCCD/CTA Agreement 2004-2007, Appendix F, 5, Page 78, Document 5.1)

As the largest of the three campuses, Riverside has 20 departments including Public Safety (Ben Clark Center). As a result of growth, a reorganization of disciplines occurred at both Norco and Moreno Valley in fall 2004 increasing the number of departments from 3 to 5 with additional department(s) expected as the campuses expand. A few departments like Library, Counseling, Nursing, Physical Education, Early Childhood Studies, and Education have both a department chair and a dean. With the exception of nursing, these departments have some district-wide responsibilities or functions. In addition, there has been a recent trend toward the naming of “schools” within the District and thus The School of Nursing and The School of Education and more recently, The School of Business have been so designated. Irrespective of nomenclature, these entities continue to operate as departments -- scheduling classes, assigning faculty, developing and revising curriculum and programs.

As the District continues to grow, it is likely that additional restructuring of the academic departments will be necessary. Departments with multiple disciplines may separate and/or reorganize as course offerings increase and enrollments grow.

### **Faculty Hiring Plan**

With consideration for academic planning and in light of growth and retirements, departments submit requests for new and replacement faculty. A process for prioritizing position requests is being refined and a new faculty hiring plan has been developed for the hiring of new faculty for the 2005-06 academic year. (Document 5.2) Since 1990, as a result of growth, expansion of programs, Partnership for Excellence and the District’s commitment to increase the number of full-time faculty, 303 faculty have been hired. They join 65 other faculty whose hire dates span the years from 1958 to 1989 bringing the total number of full time faculty on all three campuses to 368 as of Fall 2005. Over the years, the make up of the faculty has become more diverse with an increasing number of individuals who have doctoral degrees. As the Norco and Moreno Valley campuses have grown, the number of full-time faculty at each has also increased to 63 and 60 respectively. Additionally, a highly qualified contingent of more than 900 adjunct faculty teach throughout the District.

# Academic Master Plan

## Section 6 - Methodology

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### Section 6 – Table of Contents Departmental Planning Surveys Facilities Survey

The AMP builds on a meta analysis of two planning surveys completed by academic departments district wide and a facilities survey. The intent of the planning questions is to guide departments through a modified self study leading to a discussion about the vision, five-year goals, expected learning outcomes, and resources needed to achieve the individual department's vision. (Documents 6.1, 6.2) Begun in September 2003, the first planning surveys were completed in March 2004 and updated in November 2004 and again in June 2005. They are largely focused on resources, both human and physical, needed to support current and emerging curriculum and programs.

To determine RCCDs future facilities needs and establish a tentative prioritization of modernization projects as well as new construction, a facilities survey was completed by faculty, administrators and staff district-wide during Spring 2004. (Document 6.3) The results of that survey have been used by the Strategic Planning Committees on each campus and by the Executive Strategic Planning Committee as projects are proposed for consideration. (Document 6.4) This information is used as part of the facilities planning process is defined by Title 5 of the California Code of Regulations, Sections 57000-57003, which prescribes standards for the utilization and planning of most educational facilities in public community colleges. In 1955, California adopted space standards for higher education based upon enrollment and space capacity allocations in existence at that time.

# Academic Master Plan

## Section 7 – Riverside City College

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Department Plans

### **Introduction**

Riverside City College, established in 1916, is strategically located in the metropolitan area of the City of Riverside. The Riverside Campus is situated on 90+ acres surrounded by historic neighborhoods and a middle school. Located in close proximity to downtown, Riverside City College is charged with the responsibility of utilizing existing facilities at full capacity and carefully planning future building. The college emphasizes a liberal arts education combined with a rich array of occupational programs. Each semester more than 19,000 students take classes during the day and evening, creating a stimulating atmosphere for learning and personal success. Known for its innovative education, community and business partnerships, Riverside City College prepares students for transfer to four-year institutions and success and readiness in the workplace. The Campus enjoys the active support of the local community and business leaders, many of whom are alumni or have family members who are RCC students and graduates.

In 2003, the District opened a Digital Library and Learning Resource Center on the campus, which provides access to technology and worldwide research information for students and the community. The campus is also home to the RCC Alumni House, which is operated by the RCCD Foundation. Strong community support has led to the establishment of early college awareness programs like Passport to College, Middle College High School and the Early College High School Program, Gateway to College.

The District's Community Education program which serves more than 11,000 people a year through non-credit classes, including the College for Kids summer program, is located at Riverside. Likewise, the District's office for Open Campus on the Riverside campus. It is also home to acclaimed programs in dance, theatre and music, including the Marching Tigers band known around the world for its award-winning performances and appearances in the Tournament of Roses, commercials and films. Most of RCCDs athletic teams are based in Riverside, including the three-time state championship men's baseball team and women's water polo and basketball league champions. In the academic arena, the Model United Nations team which has placed first in national competitions

against such teams as Harvard and Yale and the Forensic team that consistently places in national competition are both located at City Campus.

During 2005-2007, RCC will be undertaking a self study which will be completed in spring 2007 and will culminate with a visit by an ACCJC team in fall 2007. It is expected that the college's accreditation status will be reaffirmed.

### **Mission**

The mission statement for the District has served as the mission statement for Riverside City College guiding its institutional action and program development. Currently, a sub-committee of the Strategic Planning Committee (SPC) has introduced a process for the development of a mission statement for Riverside City College. The process is expected to take several months.

### **Operational Status**

Since 1965, when the District separated from the city school system, the primary operations for the District have been located on the Riverside campus. The offices of the Chancellor, two Vice Chancellors and the majority of the managers and administrators in the District can all be found at Riverside. Aside from the Deans of Instruction and Student Services, several of the administrators located at Riverside City College have district-wide responsibilities. In 2003, the Human Resources office, Planning and Facilities operations along with some other district wide operations were moved to the Systems Office located nearby in downtown Riverside. The eventual move of other district offices to the Systems Office is expected to take place over time. A Transition Team charged with the responsibility of identifying and addressing issues inherent in the move to three independent colleges has been exploring the possibility of moving some district-wide functions from Riverside to Norco, Moreno Valley or alternative locations. A search for the eighth President for Riverside City College was completed in June 2005. The conclusion of this process marked another important milestone in the progression to a three-college system. Riverside City College is home to 220 full time and 660 part time faculty.

### **Learner Population**

The student body is an eclectic mix of new high school graduates from the area's three unified school districts, Riverside, Alvord and Jurupa, continuing students, re-entry college students and older adults taking classes for personal enrichment, transfer or career advancement. The campus serves an ethnically diverse student body, possessing various career, personal and transfer goals and a variety of educational backgrounds. (Document 7.1)

According to assessment results for September 2004 through February 28, 2005, of the students tested across the District, Riverside had the higher percentage of students placing into English 1A and college-level math than the other two campuses. At the

same time, the majority of students tested at City Campus, placed into a remedial English, reading or math class. Thus, remediation in all areas of basic skills is both a District and campus issue. (Document 7.2)

### **Department Configuration – Total of 20**

Applied Technology  
Art  
Behavioral Sciences  
Chemistry  
CIS, Business, CAT (Computer Applications, Office Technologies)  
Cosmetology  
Counseling  
Early Childhood Studies, Education  
Economics, Geography, Political Science  
English, ESL, Speech Communication, Reading, Journalism  
History, Humanities, Philosophy  
Library  
Life/Natural Sciences  
Mathematics  
Nursing  
Performing Arts (Theatre, Music, Dance)  
Physical Education  
Physical Sciences  
Public Safety (Fire and Police Science)  
World Languages

### **Riverside City College programs**

The Riverside Campus offers comprehensive liberal arts and science programs. Students can earn an associate degree or career certificates in more than 70 different programs or complete transfer requirements for a four-year university or college. Classes are offered in a variety of flexible scheduling patterns and delivery formats including traditional and online distance education formats. The following are among Riverside's programs.

- Administration of Justice
- Air Conditioning and Refrigeration
- Art
- Automotive Technology (Ford, Toyota, General Motors)
- Business Administration
- Computer Applications and Office Technology
- Computer Information Systems
- Construction Technology
- Cosmetology
- Culinary Arts
- Early Childhood Studies

- Fire Technology
- Geographic Information Systems
- Graphics Technology
- Law Enforcement, Public Safety & Fire Technology (Ben Clark Training Center)
- Music
- Nursing
- Paralegal
- Photography
- Physical Education/Sports & Wellness
- Sign Language Interpreting
- Telecommunications
- Welding Technology

**Department Academic Plans**

<b>Applied Tech at Riverside</b>	
History	<p>The Applied Technology Department provides accessible and affordable post secondary education for career preparation and for transfer education in direct response to the changing needs of the Riverside community in a highly technological society.</p> <p>The certificate and associate degree programs in the Applied Technology Department provide specialized training and education leading to college transfer, immediate employment and professional development or skills enhancement for individuals who are already employed. Our programs are developed to meet the needs of the diverse range of educational and career goals reflected in the students and are planned with the ongoing input and assistance of industry advisory committees from each of the occupational disciplines.</p> <p>Air-conditioning and refrigeration:</p> <ul style="list-style-type: none"> <li>▪ A certificate and associate degree program preparing students for employment in the fields of residential and commercial air conditioning repair.</li> </ul> <p>Automotive Technology:</p> <ul style="list-style-type: none"> <li>▪ A program preparing students for careers in a variety of automotive industries, including corporate automotive certificate and associate degree programs.</li> </ul> <p>Graphics/Multimedia:</p> <ul style="list-style-type: none"> <li>▪ Certificate and associate degree program preparing</li> </ul>

	<p>students for a broad range of careers in graphics, production printing and multimedia.</p> <p>Culinary Arts:</p> <ul style="list-style-type: none"> <li>▪ Certificate and associate degree program preparing students for careers in the food service industry.</li> </ul> <p>Construction Technology:</p> <ul style="list-style-type: none"> <li>▪ Certificate and associate degree program preparing students for construction management and inspection with a primary focus on building codes and other legal requirements.</li> </ul> <p>Photography:</p> <ul style="list-style-type: none"> <li>▪ Certificate and associate degree program preparing students for entry level positions in photojournalism, advertising, studio photography and multimedia production.</li> </ul> <p>Telecommunications:</p> <ul style="list-style-type: none"> <li>▪ Certificate and associate degree program preparing students for entry level positions in a broad range of production areas including news and entertainment for broadcast and cable television; special event, and court and legal videography; and interactive multimedia.</li> </ul> <p>Welding Technology:</p> <ul style="list-style-type: none"> <li>▪ Certificate and associate degree programs preparing students for a variety of welding methods including arc, semi automatic, and gas tungsten arc welding, and certification for licensing classes for individuals already working in the field.</li> </ul>
5 year Goals	<ul style="list-style-type: none"> <li>▪ Increase the number of students getting jobs in industry relative to their training</li> <li>▪ Increase the number of students enrolled in the classes offered</li> <li>▪ Expand course capacity and improve technical training facilities</li> <li>▪ Develop and implement a plan to share facility and equipment resources among related disciplines</li> <li>▪ Work with departments offering A.S. general education classes to develop a more flexible range of course offerings for applied technology students</li> <li>▪ Conduct program review on all applied technology disciplines</li> <li>▪ Achieve a system of budget planning that allows for the reasonable upgrade, maintenance and purchase of equipment.</li> <li>▪ Success in the Applied Tech programs is measured</li> </ul>

	<p>by the number of students who complete the programs and the level of technical competence they achieve. There is a need to track the department's progress in achieving these goals. The following quantitative data should be gathered:</p> <ul style="list-style-type: none"> <li>▪ The number of certificates issued in each of the certificate patterns</li> </ul>
Human Resources	<p>Increase full-time faculty by 35% and part-time faculty by 15%</p> <ul style="list-style-type: none"> <li>▪ 2 new full-time in photography</li> <li>▪ 1 new full-time in alternative fuels</li> <li>▪ 1 new full-time in auto body</li> <li>▪ 1 new part-time in hospitality</li> <li>▪ 1 new part-time in telecom/motion graphics</li> <li>▪ 1 new full-time applied technology Director</li> <li>▪ 1 new full-time culinary and hospitality administrative clerical support</li> </ul>
Physical Resources	<ul style="list-style-type: none"> <li>▪ The disciplines of Applied Technology are widely dispersed and occupy facilities located in a variety of buildings on the Riverside City Campus and in off campus locations like the Culinary Academy on Spruce St. and construction technology at March Education Center. The wide dispersal of the disciplines and the lack of proximity of related disciplines create a challenge for sharing the physical and human resources. All disciplines face a shortage of space that impacts their ability to grow. We would like to co-locate related disciplines into applied technology work groups. For example: <ul style="list-style-type: none"> <li>▪ Auto technology, welding, air conditioning, auto body, auto upholstery and construction</li> <li>▪ Photography graphics, multimedia and telecom</li> </ul> </li> <li>▪ Relocate auto technology to a location near Riverside Auto Plaza</li> </ul>
Technology Resources	<ul style="list-style-type: none"> <li>▪ A real-time virtual set and 3/D motion graphics equipment</li> </ul>
Instructional Programs	<p>Some of the fastest growing occupations identified by the Department of Economic Development include automotive technicians, structural steel workers, construction supervisors, restaurant cooks and air conditioning repair techs. Because of this the demand for programs in these areas already exceeds capacity. Thus to</p>

	<p>keep pace with growth the Department needs to increase all offerings, particularly those offered during the weekend.</p> <ul style="list-style-type: none"> <li>▪ Revise and expand auto body program</li> <li>▪ Transition from wet lab to digital photography</li> <li>▪ Work with the Art Department to develop an art/sculpture and ornamental iron component for welding</li> <li>▪ Develop a motion graphics emphasis as part of telecom</li> <li>▪ Expand the construction technology program to serve more students</li> <li>▪ The number of applicants to the culinary programs is 2-3 times the capacity of the program</li> <li>▪ In disciplines that have a two-year course rotation schedule in place it is difficult to adhere to the schedule as a result of curricular changes and fiscal concerns</li> </ul> <p>New Program Goals:</p> <ul style="list-style-type: none"> <li>▪ Develop a hospitality program which is an interdisciplinary program including culinary, business and marketing</li> <li>▪ Develop an alternative fuels program: a model program for the state of California that may capitalize on existing relationships with major automotive dealers</li> <li>▪ Explore the opportunity to serve new motorcycle industries in the Inland Empire through a motorcycle technician program.</li> </ul>
Instructional equipment	
Library and Learning Support Services	
Student Support Services	<ul style="list-style-type: none"> <li>▪ 1 new full-time student success counselor/academic facilitator</li> <li>▪ Applied Technology disciplines serve continuing education needs of working adults; as a result many of the classes are offered at non-traditional times and use non-traditional delivery methods. Classes are conducted on Saturdays, evenings and at office campus facilities. There is a special need to provide these students with access to the same student services that are routinely provided for traditional students.</li> <li>▪ A student success center for Applied Technology students that would provide counseling, tutoring, basic skills development and computer lab.</li> </ul>

Financial Resources	<ul style="list-style-type: none"> <li>▪ Aggressively seek outside grant funding to support innovative and emerging programs</li> <li>▪ Acquire general fund budget line items for new and replacement equipment</li> </ul>
Other	<ul style="list-style-type: none"> <li>▪ Build collaboration between art and welding</li> <li>▪ Work in collaboration with English, math and reading disciplines to develop technical reading, writing and applied math courses that could meet A.S. graduation requirements.</li> <li>▪ 100% AOC for Applied Tech Students (Assessment/Orientation/Counseling)</li> </ul>

<b>Art Department at Riverside</b>	
History	
5 year Goals	<ul style="list-style-type: none"> <li>▪ Increase communication</li> <li>▪ Increase emphasis on community networking</li> <li>▪ Develop student apprentice opportunities</li> <li>▪ Keep abreast of current trends in the fine arts industry</li> <li>▪ Develop an informative and current website</li> <li>▪ Improve the gallery space, increase its staffing, strengthen its presence, reputation and professionalism</li> <li>▪ Incorporate photography classes into the arts program</li> <li>▪ Reassess certificates</li> </ul>
Human Resources	<ul style="list-style-type: none"> <li>▪ Full-time studio art instructor: Animation plus digital</li> <li>▪ Permanent full-time art gallery director</li> <li>▪ Permanent full-time lab aid for ceramics</li> <li>▪ Permanent full-time lab aid for art</li> <li>▪ Fine art photography instructor</li> <li>▪ Part-time instructors (including digital media expertise) and Animation instructors (specialized training needed)</li> </ul>
Physical Resources	<p>Teaching, viewing, creating, developing, and exhibiting creative art requires extensive space, specialized equipment, budget, staff and skill. Currently the facilities and equipment constraints limit expansion of the program. As a result improvement is needed in the following areas:</p> <ul style="list-style-type: none"> <li>▪ Internet connection</li> <li>▪ Remodel the ceramics building to include a loading dock</li> <li>▪ Add outside staircase</li> <li>▪ Expand storage (shelving and lockers)</li> <li>▪ Expand and remodel the indoor/outdoor kiln</li> <li>▪ Remodel the art gallery with expanded storage and reception spaces</li> <li>▪ Improve the fine art photography dark room</li> <li>▪ Create a tool room in ceramics basement (make it into usable space)</li> </ul>
Technology Resources	<ul style="list-style-type: none"> <li>▪ Integrate computers and internet into all classrooms with a Digital Projection System</li> <li>▪ Add Lap tops or Power books for all classrooms</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Enhance the oversize printing capability</li> <li>▪ Develop the website</li> </ul>
Instructional Programs	<p>Art classes continue to be in high demand filling rapidly with an increase in enrollment from 530 to nearly 1800 in the last 10 years resulting in a need to increase both day and evening offering to meet student growth demands in all modes of delivery including the following:</p> <ul style="list-style-type: none"> <li>▪ Crafts: create programs in glass blowing, foundry sculpture, weaving and woodworking</li> <li>▪ Media fine arts: fine art photography, experimental techniques, computer art and animation</li> <li>▪ Museum curation: matting and framing, exhibition design and art restoration</li> <li>▪ Expand multicultural offerings: non western, Asian, Mexican, African, etc.</li> </ul>
Instructional equipment	<ul style="list-style-type: none"> <li>▪ Potters wheels</li> <li>▪ Kiln</li> <li>▪ Power tools for ceramics</li> <li>▪ Easels</li> <li>▪ Tables</li> </ul>
Library and Learning Support Services	<p>Update ceramic and sculpture books and periodicals Add art related materials such as books and DVDs</p>
Student Support Services	<p>Improve communication for both parents and students about important dates, enrollment procedures and fees</p>

<b>Behavioral Science at Riverside</b>	
History	
5 year Goals	All disciplines would like to update and modernize the delivery of instruction through the use of technology and laboratory support, as well as utilize cluster learning, computer modules and increased hands on lab activities.
Human Resources	<ul style="list-style-type: none"> <li>▪ Add one additional psychologist</li> <li>▪ Need student help for proposed computer lab</li> </ul>
Physical Resources	<ul style="list-style-type: none"> <li>▪ All four disciplines have one significant need: a workable reconfigured classrooms with computer lab</li> <li>▪ CIS lab</li> <li>▪ Rooms for large group lectures</li> <li>▪ Computer lab for courses in social science research methods and statistics</li> <li>▪ Lab space for physical anthropology</li> </ul>
Technology Resources	<ul style="list-style-type: none"> <li>▪ Computers for lab</li> </ul>
Instructional Programs	<p>Maintain the existing ratio of day/evening traditional courses, while increasing the number of hybrid and online courses.</p> <ul style="list-style-type: none"> <li>▪ Add private security and homeland security courses and/or certificates to administration of justice</li> <li>▪ In anthropology develop lecture/lab combination courses in order to utilize more skeletons, fossils, etc.</li> <li>▪ In psychology and sociology add more large group lectures</li> <li>▪ Develop courses in social science research methods and statistics</li> </ul>
Instructional equipment	<ul style="list-style-type: none"> <li>▪ Equipment is needed to support forensic studies/crime scene investigation</li> <li>▪ Anthropology materials</li> </ul>
Library and Learning Support Services	<ul style="list-style-type: none"> <li>▪ Develop supplemental instruction course to pair with lecture class that assists students in learning how to study for the class</li> </ul>
Student Support Services	
Financial Resources	
Other	<ul style="list-style-type: none"> <li>▪ Work with English Department to develop a body of written assignments</li> </ul>

**Business Administration, CIS, Computer Applications and Office  
Technology at Riverside**

History

**Business:**

- The current department configuration is not appropriate to achieve our goals. The department is too large and business needs to be its own department. As the Dean of Business position is filled there should be an improvement in coordination and growth. The evolving departments should be identified and configured according to faculty needs, advisory committee recommendations and professional accreditation standards. In the past the department has had up to 4000 declared business majors and could increase to that level if more sections are offered. Additional factors, indicating faster growth include that the Inland Empire is the second fastest growing economy and the most “business friendly” area in the United States. Local employers will soon be short of qualified employees and managers. Faster paced growth and an increased demand for college business graduates are anticipated.

**CIS:**

- It is imperative that we create a Computer Science discipline and align with CSUSB and UCR. The CIS discipline will be closely aligned with Information and Decision Science Department at CSUSB. The department must increase the level of scholarships offered to upcoming transfer students and build better alliances with CSUSB and UCR. This can be accomplished by emphasizing a transfer path to 4 year institutions. The department must expand its market-driven curriculum on server side programming technologies, including Perl CGI programming, Java programming, database management, and ECommerce. Using Active Server Page (ASP) to create dynamic Web applications. Business today needs Web developers to create a new type of business application for the Web called Web Services. Web applications needed to become more dynamic. A dynamic Web application

	<p>enables the user to interact with the Web application in ways that change the appearance or the content of the Web page. Examples of dynamic Web applications include shopping carts, membership data bases, online catalogs, and personalized Web sites. Local internships can be offered and alliances can be built with business partners. Research predicts that the majority of Internet activities in the future will be business-to-business transactions, which are often referred to as e-business and CIS has to adjust to this change. This can be accomplished by increasing offerings in Web related curriculum to give students greater access to Web development tools. This curriculum will supplement and augment current offerings in CIS, Office and Business.</p>
<p>5 year Goals</p>	<p><b>CIS:</b></p> <ul style="list-style-type: none"> <li>▪ Create computer science discipline and align with four year institutions</li> <li>▪ Increase all curriculum and offerings for web development.</li> <li>▪ Develop local internships and alliances with business partners would benefit students</li> <li>▪ Create a Computer Science Department with its own compliment of classes, faculty and facilities</li> <li>▪ It is imperative that we create a Computer Science discipline and align with CSUSB and UCR. The CIS discipline will be closely aligned with Information and Decision Science Department at CSUSB.</li> <li>▪ The department must increase the level of scholarships offered to upcoming transfer students and build better alliances with CSUSB and UCR. This can be accomplished by emphasizing a transfer path to 4-year institutions.</li> <li>▪ The department must expand its market-driven curriculum on server side programming technologies including Perl CGI programming, Java programming, database management, and Ecommerce, using Active Server Page (ASP) to create dynamic Web applications. Business today needs Web developers to create a new type of business application for the Web called Web Services. Web applications need to become more dynamic. A dynamic Web application enables the user to interact with the Web application in ways</li> </ul>

	<p>that change the appearance or the content of the Web page. Examples of dynamic Web applications include shopping carts, membership data bases, online catalogs, and personalized Web sites. Local internships can be offered and alliances can be built with business partners. Researchers predict that the majority of Internet activities in the future will be business-to business transactions, which are often referred to as e-business and CIS has to adjust to this change. This can be accomplished by increasing offerings in Web related curriculum to give students greater access to Web development tools. This curriculum will supplement and augment current offerings in CIS, Office and Business.</p> <p>Office Administration discipline:</p> <ul style="list-style-type: none"> <li>▪ The OFC discipline has several “revitalization” goals. First, approximately two years ago, the discipline considered changing the discipline name from Office Administration to Computer Applications and Office Technology. This primary goal has been nearly met and is the cornerstone the changes proposed for the discipline in the next 5 years. The name change has been approved by curriculum and is due to become effective beginning summer 2005. The discipline name change arose from the need to keep pace with discipline changes with other community colleges.</li> <li>▪ In addition, the discipline addresses the changing software applications needs of the clerical/administrative/office professions. Historically (approximately 25-30 years ago) the discipline taught typewriting on typewriters, bookkeeping with paper ledgers, and filing with file folders. Recent technology changes have shaped what we teach and how we teach in the discipline. Most clerical/administrative workplace skills are now performed on a computer using computer applications.</li> <li>▪ Lastly, many Office Administration courses are cross-listed with Computer Information Systems. However, because of this association Office Administration FTES is difficult to accurately ascertain as many students will automatically enroll in a cross-referenced CIS/OFC course under</li> </ul>
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	<p>the CIS section—even if students are enrolled for an Office Administration certificate or returning to update skills for the workplace. The OFC and CIS disciplines maintain a cooperative, mutually beneficial relationship. The OFC discipline wishes to maintain that symbiotic balance. However, updating the OFC discipline name should help us make a more accurate determination of our FTES.</p> <ul style="list-style-type: none"> <li>▪ The second discipline goal is to review curriculum, particularly cross-listed courses. The MIS data should be closely analyzed if it is to be used as the sole measure for calculating discipline needs in Office Administration.</li> <li>▪ A third discipline goal is to offer certificate courses on a regular basis so as to ensure student completion within 1 to 2 semesters. The previous three years saw a reduction in the number of times courses could be offered in an academic year. A critical component for students needing quick occupational training choices is the ability to complete a certificate (or obtain a series of skills) within a short amount of time.</li> <li>▪ A fourth goal is to expand the Microsoft Office Specialist (MOS) course offerings. The Riverside Campus is an Authorized Microsoft testing center. The “center” was comprised of seven testing workstations and one administrative machine which were housed in a small section of the computer lab. Due to lack of space and funding for required hardware to continue testing the testing center has been unable to offer the exams to faculty or students. We are currently waiting for space in the refurbished MLK library. The discipline is responsible for offering seven Microsoft Exam preparation courses. Five of these courses are included in the discipline’s Administrative Assistant occupational certificate.</li> <li>▪ A fifth goal is to develop an internship course and program with local employers. Opportunities for an internship program exist within various industries. However, due to the maximum allocation of current full-time faculty responsibilities (1 faculty member is responsible for overseeing certificate courses, scheduling, and planning) a new faculty member is needed to assist with the development of the internship program.</li> </ul>
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	<p>Additional faculty members are also need to assist with related activities which include regular meetings with advisory committee members and high school counselors.</p> <ul style="list-style-type: none"> <li>▪ A sixth goal is to closely track MIS data in response to the discipline name change and curriculum revisions.</li> <li>▪ A seventh, critical goal is to hire 4 new faculty members for all disciplines in the department. The department must rely less on VTEA and more on District funded equipment and software. Beginning summer 2005 the Office Administration Discipline will change its name to Computer Applications and Office Technologies. Our three letter acronym will change from OFC to CAT. This name change updates our discipline name with what we are actually teaching. Nine other community college Office Administration disciplines in California have made this change. Our name change was approved by the department and our discipline as well as by the curriculum committee.</li> </ul> <p><b>CAT Summary:</b></p> <ul style="list-style-type: none"> <li>▪ Review curriculum particularly the cross-listed courses</li> <li>▪ Analyze MIS data to see if it should be the sole measure for calculating discipline needs</li> <li>▪ Offer certificate courses on a regular basis to ensure student completion within one to two semesters</li> <li>▪ Expand Microsoft Office Specialist (MOS) course offerings</li> <li>▪ Develop an internship course and program with local employers</li> </ul>
Human Resources	<p><b>Business:</b></p> <ul style="list-style-type: none"> <li>▪ 1 additional full-time faculty in accounting</li> <li>▪ 1 to 1 additional tenure track faculty for introduction to business</li> <li>▪ 6 additional dedicated tenure track faculty in marketing, paralegal, real estate, operations management, finance, and human resources management</li> <li>▪ Dean of the College of Business needs to be in place, along with an administrative assistant</li> <li>▪ An accreditation coordinator</li> </ul>

	<ul style="list-style-type: none"> <li>▪ A business school articulation coordinator</li> <li>▪ Increase part-time faculty by 75 – 100%</li> </ul> <p><b>CAT:</b></p> <ul style="list-style-type: none"> <li>▪ Additional full-time faculty are needed to meet Ed code 87482.6 mandates that 75% of credit hour instruction should be taught by full-time faculty. Approximately 25% of credit instruction within the discipline is taught by full-time faculty.</li> <li>▪ Need an additional 2 full-time faculty members as replacements for retired faculty and to accommodate current needs and projected growth.</li> <li>▪ A clerical person to be hired for the business and information systems for the evening program</li> </ul> <p><b>CIS:</b></p> <ul style="list-style-type: none"> <li>▪ The CIS department is consistently changing to meet the demands of industry. Approximately 30% of the course outlines have to be revised each year justifying the addition of 2 tenure track CIS faculty.</li> </ul> <p><b>CIS and CAT:</b></p> <ul style="list-style-type: none"> <li>▪ Increase part-time faculty by 20%</li> </ul>
Physical Resources	<p><b>Business:</b></p> <ul style="list-style-type: none"> <li>▪ Add three additional dedicated classrooms and two computerized classrooms. Within five years three more will be needed.</li> <li>▪ Add office space for faculty</li> </ul> <p><b>CAT:</b></p> <ul style="list-style-type: none"> <li>▪ Need space for the MOS center as the Riverside campus is an authorized Microsoft testing center, but due to lack of space the testing center has been unable to offer the exams.</li> </ul>
Technology Resources	<p>Need computers in every classroom and all rooms should be smart classrooms. Cutting edge software should be available on all computers.</p> <p><b>Business:</b></p> <ul style="list-style-type: none"> <li>▪ 72 computer work stations, 5 smart classrooms with one room capable of teleconferencing</li> </ul> <p><b>CAT:</b></p> <ul style="list-style-type: none"> <li>▪ Need the required hardware for the MOS testing</li> </ul>
Instructional Programs	<p><b>CIS and CAT:</b></p> <ul style="list-style-type: none"> <li>▪ Increase day and evening classes by 35%</li> <li>▪ Increase hybrids by 15%, online by 30% and increase the percentage of telecourses</li> <li>▪ Substantially increase weekend offerings.</li> <li>▪ Identify certificate completions and encourage</li> </ul>

	<p>more certificate completions</p> <p><b>Business:</b></p> <ul style="list-style-type: none"> <li>▪ Department needs to expand by offering additional sections of lower division transfer courses required by business majors at CSU system.</li> <li>▪ Expand by offering more certificate and degree patterns for vocational students. With over 2000 declared majors in business there are not enough classes for students to make acceptable progress through the certificate and degree options.</li> <li>▪ Additional certificate patterns are being investigated and developed: human resources, banking and finance, hospitality management (in cooperation with applied technology), Entrepreneurship (including a center for entrepreneur development), service management and governmental accounting</li> <li>▪ Transfer courses and programs will change significantly to comply with professional accreditation standards</li> <li>▪ Increase day classes by 25%, evening classes by 50%, and substantially increase weekend classes</li> <li>▪ Increase traditional courses by 10 – 25%, hybrid courses by 5 – 10%, online by 10 – 20%</li> </ul>
Instructional equipment	
Library and Learning Support Services	<p><b>Business:</b></p> <ul style="list-style-type: none"> <li>▪ The library has done an excellent job of keeping adequate titles for our program</li> <li>▪ New programs will need to be evaluated by library staff for expanded holdings</li> </ul>
Student Support Services	<p><b>Business:</b></p> <ul style="list-style-type: none"> <li>▪ A better way of dealing with student adds would be helpful</li> <li>▪ Student retention should be systematically addressed</li> </ul> <p><b>CIS and CAT:</b></p> <ul style="list-style-type: none"> <li>▪ Admissions should advise students that faculty are not obligated to add students to the course, even if the time to add still exists</li> </ul>
Financial Resources	Increase funds for faculty conference attendance.
Other	<p>Additional support is needed from marketing to promote programs and courses within the disciplines both to students on campus to employers and community members.</p> <p><b>Business:</b></p> <ul style="list-style-type: none"> <li>▪ As new growth occurs in program areas all GE</li> </ul>

	<p>courses will be effected</p> <ul style="list-style-type: none"><li>▪ More professional development opportunities</li></ul> <p><b>CIS and CAT:</b></p> <ul style="list-style-type: none"><li>▪ Inconsistent or changing minimum enrollments from semester to semester make planning for a long term course offerings difficult</li></ul>
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<b>Chemistry Department at Riverside</b>	
History	
5 year Goals	
Human Resources	Need two new faculty positions Need additional support personnel
Physical Resources	<ul style="list-style-type: none"> <li>▪ Remodel PS 208 to increase student capacity from 24 to 34</li> <li>▪ Replace fume hoods in PS 203, 205, 206, &amp; 207</li> <li>▪ Convert PS 203 to a laboratory</li> <li>▪ Acquire four lecture rooms with seating capacity for 70 -80 students and demonstration tables with utilities and hood</li> <li>▪ Need small prep room/stock room with fume hood and utilities to service lecture rooms</li> <li>▪ Equip solvent room and stock room with new hoods including acid and base cabinets under the hood</li> <li>▪ Improve lighting in classrooms</li> </ul>
Technology Resources	<ul style="list-style-type: none"> <li>▪ One Lab Work station for every two students in PS 203</li> <li>▪ Projection DVD and VCR capability for each room</li> </ul>
Instructional Programs	<p>Chemistry serves three primary areas: health professions, engineering and the physical sciences. Growth in chemistry offerings is expected to increase significantly due to the anticipated growth in the nursing program and the expected addition of chemistry as a prerequisite for many life science classes. This is going to result in an increased need for Chemistry 1A, 2A and 2B</p> <ul style="list-style-type: none"> <li>▪ Increase evening offerings</li> </ul>
Instructional equipment	<ul style="list-style-type: none"> <li>▪ Three walls of hoods in PS 206</li> <li>▪ Reagent shelving down the center of the bench in all labs</li> <li>▪ Install new eye washes and safety showers with drainage, including in the stock room</li> <li>▪ Install faucets with hot water in every lab</li> <li>▪ Purchase stools with back rests</li> </ul>
Library and Learning Support Services	
Student Support Services	

## Community Service at Riverside

History	<p>For approximately 15 years the District has offered non-credit classes designed to meet the needs of the senior citizen population through a program called Senior Citizen Education (SCE). The program managed by Community Education is commonly known as the Young-at-Heart program. This FTES generating program is designed to offer free non-credit classes that promote life-long learning to individuals aged 55 or older. The number of students taking both community education and senior citizen education (SCE) classes has grown steadily in the past five years. Statistics indicate that this growth will continue and increase especially as the over 55 population increases in the Corona-Norco and Moreno Valley areas.</p>
5 year Goals	<p>An increase in not-for-credit classroom services by large organizations over extended periods of time is anticipated, as is an increased need for senior citizen programs all of which necessitate:</p> <ul style="list-style-type: none"> <li>▪ Purchase of web-based software designed to manage all aspects of adult education</li> <li>▪ Growth of the Senior Citizen Education program in Corona-Norco and Moreno Valley</li> <li>▪ Development of local business sponsors to off set marketing costs</li> <li>▪ Development of larger ticket price programs to offset the cost of less profitable smaller programs</li> <li>▪ Work with the mayor's commission on aging and the office on aging to determine specific course needs</li> <li>▪ Development of an advisory committee</li> </ul>
Human Resources	<p>The program is currently staffed by 10% of an administrative position, 50% of a clerical position and 16 adjunct faculty who teach the SCE classes. All program development, advertisement, schedule development and input, instructor interaction and support and student registration is provided in the Community Education office without an IDS or the use of Admissions staff. We need to:</p> <ul style="list-style-type: none"> <li>▪ Increase staffing for the program to one full-time practitioner</li> <li>▪ Add adjunct faculty to teach SCE classes</li> <li>▪ Add one additional full-time program development position for Community Education</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Add hourly employees as needed</li> </ul>
Physical Resources	<p>Facilities are a challenge. The student population often has difficulty walking distances to class and dealing with parking frustrations. As a result an attempt is made to locate facilities that have easy access to classroom space. Currently there are 18 facilities located in Corona-Norco, Riverside and Moreno Valley. The classroom space on campuses is utilized when it is available. Space needs include:</p> <ul style="list-style-type: none"> <li>▪ A Community Education Center that would house both Community Education and Senior Citizen Education.</li> <li>▪ One computer lab</li> <li>▪ One art room</li> <li>▪ One to two class rooms</li> <li>▪ Two large activity class spaces</li> <li>▪ Or, access to these same facilities on one of the campuses</li> </ul>
Technology Resources	<ul style="list-style-type: none"> <li>▪ Computers for a computer lab and accompanying instructor work station</li> <li>▪ A digital overhead projector</li> <li>▪ Internet access and server connection for a dedicated CE computer lab</li> </ul>
Instructional Programs	<p>Due to anticipated growth in the senior population, there should be an expansion of offerings in the SCE program to accommodate this population. Approximately 200 classes each year, excluding winter intercession, are offered to 4000 students. Programs include: Drawing, Painting, Ceramics, Photography, Arts &amp; Crafts, Calligraphy, Yoga, Walking, Tai Chi, Dynamic Exercise, Water Aerobics, Mature Driver Improvement, Writing, Topics on Aging, Music. Goals include:</p> <ul style="list-style-type: none"> <li>▪ Review and redesign current courses, develop additional courses in the areas of finance and health</li> <li>▪ Find additional locations for classes</li> <li>▪ Offer additional sections of courses each term</li> <li>▪ Hire additional instructors</li> <li>▪ Develop more opportunities for students to display their work</li> <li>▪ Research grant opportunities</li> </ul>
Instructional equipment	<ul style="list-style-type: none"> <li>▪ Registration software system</li> <li>▪ Several small color printers</li> <li>▪ One large mass quantity printer</li> <li>▪ Computer phone and desk for additional staff member</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Mats and mirrors for activity room</li> </ul>
Library and Learning Support Services	
Student Support Services	
Financial Resources	The program needs funding for an off-campus site that can be used for senior citizen classes and credit classes that would include several classrooms, a computer lab and a teaching kitchen.
Other	

<b>Cosmetology Department at Riverside</b>	
History	The Cosmetology Department was created in the 1950's and since its induction has maintained its status as California's champion and leader in Cosmetology Programs. The passing rate for the California Barbering & Cosmetology State Board exam has consistently been over 90% since the founding of the Program.
5 year Goals	<p>General goals:</p> <ul style="list-style-type: none"> <li>▪ New facilities that address current demands for student enrollment, classroom environments and instructional needs</li> <li>▪ To address demand from the community for an expanded Cosmetology program</li> <li>▪ To develop additional course work to address continuing education/professional growth post graduation and extension courses in advanced/post state mandated work</li> <li>▪ Develop programs on other campuses to meet demands from the community</li> </ul>
Human Resources	<ul style="list-style-type: none"> <li>▪ 1 to 2 new full-time faculty members are needed to support the program and meet increased enrollment (increase by 33%)</li> <li>▪ Additional part-time faculty are needed (increase by 33%)</li> <li>▪ 1 to 2 additional staff are needed to facilitate community and program needs</li> </ul>
Physical Resources	<p>The Department presently turns away two to three students for everyone one that is accepted.</p> <ul style="list-style-type: none"> <li>▪ Additional instructional space is needed to meet the demand for enrollment in the program; larger classroom and "lab" spaces</li> <li>▪ Current facilities need additional requirements for student success</li> <li>▪ Alternative sites could be developed at Moreno Valley or Norco</li> </ul>
Technology Resources	<ul style="list-style-type: none"> <li>▪ Computer stations require modern spatial issues and updated applications are needed to help prepare students to meet industry standards for record keeping, inventory, appointments and analysis</li> <li>▪ Internet access for research purposes and to keep abreast with current state requirements</li> </ul>
Instructional Programs	<ul style="list-style-type: none"> <li>▪ Develop program extension course of 330-350</li> </ul>

	<p>hours in advanced/post state mandated course work</p> <ul style="list-style-type: none"> <li>▪ Develop brush up and/or licensing courses for out-of-state transfer student</li> <li>▪ Develop advanced post-graduate course work for professional growth (continuing education)</li> </ul>
Instructional equipment	<ul style="list-style-type: none"> <li>▪ Department needs to incorporate modern equipment to meet industry standards with an annual review process</li> <li>▪ Department needs to incorporate a 5 year replacement cycle of standard instructional equipment to handle student load</li> </ul>
Library and Learning Support Services	<ul style="list-style-type: none"> <li>▪ Department is implementing online resources and support services</li> </ul>
Student Support Services	<ul style="list-style-type: none"> <li>▪ Department is collaborating with Student Services</li> <li>▪ Create in house and online support to address student schedules</li> </ul>
Financial Resources	<ul style="list-style-type: none"> <li>▪ Budget needs to reflect continual replacement costs of standard instructional equipment</li> <li>▪ Budget needs to increase to reflect current department demands to ensure student success</li> <li>▪ When new student enrollment increases the budget will need to increase accordingly.</li> </ul>
Other	<ul style="list-style-type: none"> <li>▪ The Cosmetology Department requires new facilities and budget revisions.</li> <li>▪ Since the programs development in the 1950's, equipment has advanced requiring loads that the current building cannot suffice.</li> <li>▪ The enrollment has increased in excess of the original intended capacity and space is now an issue impacting effective instruction</li> <li>▪ The department's budget is currently 26% lower than in previous years, yet the budget has never been revised to reflect the increase in full enrollment of day, night and weekend courses.</li> </ul>

<b>Counseling at Riverside</b>	
History	
5 year Goals	<ul style="list-style-type: none"> <li>▪ Serve underrepresented and underserved populations by providing appropriate courses and counseling services based on an understanding of the differences among the populations served. (District Goal 6)</li> <li>▪ Increase knowledge and skills of counseling staff through continuous collaboration amongst faculty, feedback, and offering adequate professional development opportunities for all counselors. (District Goals 1, 2, and 3)</li> <li>▪ To ensure program effectiveness the Department must develop a continuous cycle of monitoring and evaluating our guidance courses through collection and compilation of data in collaboration with RCCD Research Department. (District Goal 2)</li> <li>▪ Become a valued department throughout RCCD and the community and be recognized as an integral factor in student retention and success. (District Goal 2 and 4)</li> <li>▪ Stay abreast of current and changing technologies to improve effectiveness of instruction, services, and counseling practices. (District Goal 3)</li> <li>▪ Increase the number of current guidance classes</li> <li>▪ Determine methods to reach more students</li> <li>▪ Establish a computer generated program to create and update student educational plans</li> <li>▪ Develop new guidance classes</li> <li>▪ Develop a computerized online orientation presentation</li> <li>▪ Develop a computerized online presentation on academic or progress probation</li> <li>▪ Define methods to deal with and track passport to college students</li> <li>▪ Increase articulation efforts with four year universities and colleges</li> <li>▪ Find methods to deal with the anticipated surge of enrollment created by cut backs in the UC and CSU systems</li> <li>▪ Lobby to move counseling faculty on the instructional side of the 50-50 law</li> </ul>
Human Resources	The increase in the student population necessitates additional staffing for assessing, planning and

	<p>implementing student education plans and the collaboration and incorporation of a counseling component into a number of programs (Puente, first year experience, Title V, Passport to College and so forth). Currently the counselor student ratio on the Riverside City Campus is one counselor to 2,769 students (the statewide counseling task force determined that one counselor to 1,918 students is the statewide average and still found it to be inadequate)</p> <ul style="list-style-type: none"> <li>▪ 3 additional counselors are needed to meet the needs of the student population</li> <li>▪ 1 new counseling clerk II, 1 counseling records clerk, 1 secretary and 1 educational advisor</li> <li>▪ Increase full-time staff by 30% and part-time staff by 20%</li> </ul>
Physical Resources	<ul style="list-style-type: none"> <li>▪ Additional space is needed to meet provide for the expansion of staff and services</li> <li>▪ All offices are currently being utilized and, given the need to increase faculty space, this becomes a significant issue</li> <li>▪ There are limited areas where confidential sessions can be held with students <ul style="list-style-type: none"> <li>▪ There is very limited space in the transfer and career center</li> <li>▪ Counseling counter staff area is very crowded with 4 full-time clerks, 8 part-time clerks and the Puente clerks</li> </ul> </li> </ul>
Technology Resources	
Instructional Programs	<ul style="list-style-type: none"> <li>▪ The department does not foresee the creation of new programs, but does foresee an increase in the number of sections and expansion of the current curriculum</li> <li>▪ To better serve students the department needs to increase the number of day and evening classes, and online courses with no change to the current number of hybrid and telecourses</li> </ul>
Instructional equipment	
Library and Learning Support Services	
Student Support Services	
Financial Resources	<ul style="list-style-type: none"> <li>▪ Funding needs to be increased to accommodate the hiring of additional faculty and staff</li> </ul>
Other	

<b>Early Childhood Studies – District Wide</b>	
History/Background	<p>The demand for college coursework and training in ECS continues to increase. Most courses fill before registration is complete. Enrollments exceed 50 students in many of the department’s classes. It is anticipated that the need to expand will continue to increase to with the addition of the Early Childhood Assistant Certificate and Associate of Science Degree. Additionally, many instructional aides within the unified school districts must take coursework to meet requirements of “No Child Left Behind Act.” Another factor that contributes to program growth is the implementation of pre-school for all.</p> <p>The ECS Department has found that the existing configuration at the Riverside City Campus works well. As faculty members are added at Moreno Valley and Norco, it is important that ECS Studies remain a cohesive discipline across the District to ensure scheduling of classes is in best interest of students. ECS currently has an Associate Dean housed at the Riverside City Campus who collaborates with department chairs at Moreno Valley and Norco on scheduling.</p>
5 year Goals	<ul style="list-style-type: none"> <li>▪ To hire additional faculty to ensure that 75% of classes are taught by full-time instructors.</li> <li>▪ To explore development of certificates in the areas of Infant/Toddler, School Age Vocational, and Early Childhood Administration.</li> <li>▪ To develop new courses requested by Advisory Committees and community organizations.</li> <li>▪ To continue with faculty team meetings for course revision and text book review.</li> <li>▪ To assist the Child Development Centers in their continued pursuit of a high quality child development program</li> <li>▪ To assist Child Development Centers in pursuing NAEYC (National Association Education of Young Children) Accreditation</li> <li>▪ To obtain for each full-time faculty member, a .2000FTE reassigned time to be used to perform supervision, curriculum development and evaluation functions in the Child Development Center.</li> </ul>
Human Resources	<ul style="list-style-type: none"> <li>▪ Hire 2 full-time faculty at all three locations</li> </ul>

	<p>(Norco, Moreno Valley and Riverside)</p> <ul style="list-style-type: none"> <li>▪ Hire at least 2 full-time Master Teachers for Child Development Centers at Moreno Valley and Norco and 3 at Riverside</li> </ul>
Physical Resources	<ul style="list-style-type: none"> <li>▪ Riverside – New carpet in the classroom, better lighting, heating and air conditioning</li> </ul>
Technology Resources	<ul style="list-style-type: none"> <li>▪ Moreno Valley and Norco – Internet access, LCD projectors</li> <li>▪ Video equipment in laboratory school classrooms with live feed to instructional classrooms on all three campuses and La Sierra</li> </ul>
Instructional Programs	<p>The ECS program is currently impacted. Current trends, public policies, and community needs all indicate that there is a strong need for the program to expand its capacity.</p> <ul style="list-style-type: none"> <li>▪ To increase course offerings on all three campuses</li> <li>▪ To expand evening and weekend offerings to meet student needs</li> <li>▪ To increase the percentage of traditional and hybrid courses in the program</li> </ul>
Instructional equipment	<ul style="list-style-type: none"> <li>▪ Moreno Valley and Norco – Mounted video monitors</li> <li>▪ All three campuses need mounted audio speakers</li> <li>▪ Photocopier for all three locations</li> </ul>
Library and Learning Support Services	
Student Support Services	<ul style="list-style-type: none"> <li>▪ Consistent “late add” policy is needed district-wide</li> </ul>
Financial Resources	
Other	

<b>Economics, Political Science and Geography Department</b>	
History	
5 year Goals	Retain the current department configuration with additional faculty, lecture halls, computer room and online and hybrid courses to accommodate growth.
Human Resources	<ul style="list-style-type: none"> <li>▪ 2 faculty members for political science</li> <li>▪ 1 faculty member for economics</li> <li>▪ 1 faculty member for geography</li> <li>▪ 2 student workers for Model United Nations</li> <li>▪ Computer technician to support the labs</li> </ul>
Physical Resources	<ul style="list-style-type: none"> <li>▪ Reconfigured classrooms to allow for both lecture and lab activities</li> <li>▪ Two lecture halls</li> </ul>
Technology Resources	<ul style="list-style-type: none"> <li>▪ Computer lab</li> <li>▪ One smart classroom for each discipline</li> </ul>
Instructional Programs	<ul style="list-style-type: none"> <li>▪ More diverse online and television offerings</li> <li>▪ More diverse offerings</li> <li>▪ Assistance from the English Department to develop a body of written assignments</li> </ul>
Instructional equipment	<ul style="list-style-type: none"> <li>▪ Weather equipment for geography</li> </ul>
Library and Learning Support Services	
Student Support Services	

**English, English as a Second Language, Reading and Speech  
Communication at Riverside**

History	
5 year Goals	<p>ESL:</p> <ul style="list-style-type: none"> <li>▪ Expand avenues of access/matriculation to non native speakers</li> <li>▪ Develop strong discipline-based curriculum and norming to maintain standards across the discipline</li> <li>▪ Computerized PTESL test to allow more effective placement of students</li> <li>▪ Expand student enrollment to accurately reflect the community demographics</li> <li>▪ Increase success rate of students moving through the ESL program</li> <li>▪ Research development of an ESL certificate, expand access through hybrid courses, increase ESL offerings to provide an accessible intensive 12 unit schedule</li> <li>▪ Develop campus based ESL special topics courses based on needs of other disciplines (e.g. vocational ed and nursing)</li> <li>▪ Continue to build ESL student resources</li> </ul> <p>Journalism:</p> <ul style="list-style-type: none"> <li>▪ Develop a Journalism certificate and associates degree.</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>▪ Develop paired courses for multiple section content area courses</li> <li>▪ Develop learning (reading) modules for single section content area courses</li> </ul> <p>Speech Communication:</p> <ul style="list-style-type: none"> <li>▪ Keep pace with estimated growth and enrollment</li> <li>▪ Meet changing student needs by assessing ability levels (entry and exit) and availability and scheduling of classes (types, number, places and times)</li> <li>▪ Orchestrate collaboration of campuses to meet student needs respective of location and demographics</li> <li>▪ Maintain academic integrity: quality of instruction and consistency among instructors and courses</li> <li>▪ Address student needs while maintaining integrity of the program</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Consider ways of integrating speech communication across the curriculum</li> <li>▪ Assess ways to serve the communities we represent and encourage civic responsibility</li> </ul>
Human Resources	<p>English:</p> <ul style="list-style-type: none"> <li>▪ Need at least 2 more tenure track positions to meet student enrollment needs and patterns</li> </ul> <p>ESL:</p> <ul style="list-style-type: none"> <li>▪ An ESL Director compensated with a minimum of .5 reassigned time</li> <li>▪ Double the number of faculty from 5 to 10</li> </ul> <p>Journalism:</p> <ul style="list-style-type: none"> <li>▪ Additional part-time faculty and staff to support a journalism certificate program</li> <li>▪ Full-time journalism production specialist. Funding for this position was approved but withdrawn in 2000. This position will help students use computers, related equipment and software while working in the Viewpoints newsroom.</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>▪ Additional full-time faculty will be needed as well as part-time faculty in order to meet enrollment needs as paired courses are developed</li> <li>▪ Should reading become a prerequisite for any academic program a significant increase in enrollment would be expected, resulting in a need for a 50% increase in full-time faculty and 200% increase in part-time faculty</li> </ul> <p>Speech Communication:</p> <ul style="list-style-type: none"> <li>▪ The discipline consists of 4 full-time faculty and 12 part-time instructors. An additional full-time tenure track position will be hired for fall 2005.</li> <li>▪ With a projected growth of 20 – 25% of enrollment in the next 5 years that would require the addition of 2 – 3 full-time instructors and 8 part-time instructors</li> </ul>
Physical Resources	<p>ESL</p> <ul style="list-style-type: none"> <li>▪ An adequate language lab facility with listening, pronunciation, writing and grammar programs.</li> </ul> <p>Journalism:</p> <ul style="list-style-type: none"> <li>▪ Journalism needs a 2000 sq foot facility for the Viewpoints newsroom and an additional 2400 square foot facility as a classroom for journalism 1, 7 and 2 classes</li> </ul> <p>Speech Communication</p>

	<ul style="list-style-type: none"> <li>▪ Require additional classroom space that includes practice rooms and computers for the forensics program.</li> </ul>
Technology Resources	<p>Journalism:</p> <ul style="list-style-type: none"> <li>▪ To take advantage of existing internet infrastructure the Journalism discipline needs new computers. Specific infrastructure needs include access to digital cable television and broadcast analog radio reception.</li> <li>▪ Journalism students at RCC cannot even view their own weekly television newscast. Because breaking news of extreme importance often is reported first on radio the journalism discipline needs access to clear radio broadcast analog reception on AM and FM frequencies.</li> </ul> <p>Speech Communication</p> <ul style="list-style-type: none"> <li>▪ Incorporate video streaming and internet access</li> </ul>
Instructional Programs	<p>ESL:</p> <ul style="list-style-type: none"> <li>▪ Expand and coordinate the courses offerings for 91, 92, 93 and 95 or 71, 72, 73 and 74 to provide for an intensive ESL program. This would allow students to become immersed in English which results in improved acquisition.</li> <li>▪ Onsite ESL testing at Riverside adult education and at high schools</li> <li>▪ Field trips to RCC from Riverside adult education</li> <li>▪ Help or training for non-native speakers to use WebAdvisor for registration</li> <li>▪ Identify student goals upon entering the ESL program, and evaluate student success based upon those identified goals</li> <li>▪ Devise and implement a plan to improve ESL student success</li> <li>▪ Research curriculum of local area college ESL certificate programs</li> </ul> <p>Journalism:</p> <ul style="list-style-type: none"> <li>▪ The Journalism discipline has grown in size and has developed an excellent reputation among media professionals. There is a need to develop and offer a certificate and degree in Journalism.</li> </ul> <p>Speech Communication:</p> <ul style="list-style-type: none"> <li>▪ In fall 2004 there were 39 sections of Speech Communication, 18 of which were taught by full-time faculty. Approximately 40 sections were held in spring 2005. Full-time to part-time ratio is 46%.</li> <li>▪ Need to increase the sections in Speech 1 and</li> </ul>

	<p>Speech 9, develop a wider range of elective courses that could be offered more frequently and work to articulate more elective courses to meet transfer requirement.</p> <ul style="list-style-type: none"> <li>▪ Work to develop student learning outcomes and ongoing assessment.</li> <li>▪ Develop alternative modes of delivery</li> <li>▪ Continue the dialogue on prerequisites for speech courses</li> <li>▪ Integrate student DVD/Videos as part of the learning lab and forensic workshops</li> <li>▪ Revise course outlines of record</li> <li>▪ Work to be included as part of the basic skills acquisition programs such as Title V</li> </ul>
Instructional equipment	<p>Journalism:</p> <ul style="list-style-type: none"> <li>▪ A two-year replacement schedule needs to be instituted for computers and monitors. The journalism discipline needs to replace all 10 computers in the Viewpoints newsroom with units suitable for page design. Need 36 computers in an adjacent classroom for instructional purposes.</li> </ul> <p>Speech Communication:</p> <ul style="list-style-type: none"> <li>▪ Classrooms should have TV/VCR/DVD</li> </ul>
Library and Learning Support Services	
Student Support Services	<p>ESL:</p> <ul style="list-style-type: none"> <li>▪ Outreach personnel dedicated to visiting and promoting RCC's ESL program at high school and adult education sites</li> <li>▪ A dedicated ESL counselor</li> <li>▪ Personnel to give onsite tests</li> <li>▪ A registration system that is more accessible to non-native speakers, for example Tiger Talk with Spanish translation</li> <li>▪ Create a wait list option on WebAdvisor and Tiger Talk to monitor enrollment</li> </ul>
Financial Resources	<p>ESL:</p> <ul style="list-style-type: none"> <li>▪ A dedicated budget and adequate resources to pay faculty and adjunct faculty for norming sessions and development of common finals and materials and resources</li> <li>▪ Funding for development and implementation of computerized PTESL testing</li> </ul> <p>Journalism:</p> <ul style="list-style-type: none"> <li>▪ Funding needs to be restored to levels provided in the 2000-2001 academic year. Journalism's</li> </ul>

	<p>funding has been reduced every year with a 15% cut in the 2003-2004 year. These reductions have caused hardships for the journalism discipline resulting in reducing the number of students that can attend the JACC convention, eliminating plans to purchase equipment and supplies, such as digital cameras and non renewal of maintenance contracts for computer peripherals not maintained by RCC's support staff.</p>
Other	<ul style="list-style-type: none"> <li>▪ ESL:</li> <li>▪ Track the number of transfers from 60A to ESL courses</li> <li>▪ Cross reference PTESL and Acuplacer English scores to determine a cut off</li> </ul>

<b>History, Humanities, Philosophy and Ethnic Studies Department at Riverside</b>	
History	
5 year Goals	<p>General goals:</p> <ul style="list-style-type: none"> <li>▪ Expansion of curriculum and faculty</li> <li>▪ To maintain the current faculty-student ratios</li> <li>▪ To maintain the current ratio of student's served by the department as compared to the enrollment of the campus</li> <li>▪ Develop a department brochure</li> </ul> <p>Ethnic Studies</p> <ul style="list-style-type: none"> <li>▪ Formalization of the ethnic studies concentration or development of an ethnic studies program</li> </ul> <p>History</p> <ul style="list-style-type: none"> <li>▪ An expansion of overall offerings</li> <li>▪ Increase the number of sections taught by full-time faculty in world history</li> <li>▪ Develop courses in the history of Africa, Asia and Eastern Europe</li> </ul> <p>Humanities and Philosophy</p> <ul style="list-style-type: none"> <li>▪ Develop non western themed courses</li> <li>▪ Expand the number of sections to reflect the globally-interdependent world</li> <li>▪ Expand the curriculum to include the study of world views</li> </ul>
Human Resources	<p>Overall increase in both full-time and part-time faculty by 25 %</p> <ul style="list-style-type: none"> <li>▪ 3 additional full-time faculty members (priority to world history instructor)</li> <li>▪ 5 – 8 more adjunct faculty</li> </ul> <p>Other staff</p> <ul style="list-style-type: none"> <li>▪ Additional secretarial help</li> <li>▪ Funding for student work study assistants</li> </ul>
Physical Resources	<ul style="list-style-type: none"> <li>▪ More and larger offices for faculty</li> <li>▪ Shared office space with storage, computers, printers and copies for adjunct faculty</li> <li>▪ Work room/Conference room that could be shared with other departments</li> <li>▪ Increased writing lab space</li> <li>▪ Additional classrooms</li> </ul>
Technology Resources	<ul style="list-style-type: none"> <li>▪ Update the website</li> <li>▪ Department laptops for new smart classrooms</li> <li>▪ White board system in classrooms</li> </ul>

Instructional Programs	<ul style="list-style-type: none"> <li>▪ Create non-transferable courses which support the remediation needs of some students</li> <li>▪ Reinstate prerequisite requirements for transfer courses, particularly the IGETC courses</li> <li>▪ Create new courses to allow for greater diversity of offerings in world and ethnic studies</li> <li>▪ Offer more concentrated studies courses in each of the department's disciplines</li> <li>▪ Develop writings based courses in collaboration with English that would also fulfill the English 1A requirement</li> <li>▪ Enrollment management needs to be handled at the department level</li> </ul>
Instructional equipment	<ul style="list-style-type: none"> <li>▪ Up-to-date wall map sets</li> <li>▪ Video projectors, DVD/VHS systems in the classrooms</li> </ul>
Library and Learning Support Services	<ul style="list-style-type: none"> <li>▪ Develop library holdings</li> <li>▪ Journal and periodical subscriptions</li> <li>▪ Develop great collection of microfilm and microfiche</li> <li>▪ Make the writing lab available as a resource for all students</li> </ul>
Student Support Services	Need process for rapid adds for online courses
Financial Resources	<ul style="list-style-type: none"> <li>▪ Increased instructional equipment, material and supply budget</li> <li>▪ Increased allocation for faculty development and travel</li> </ul>
Other	<ul style="list-style-type: none"> <li>▪ Reinstate on campus duplicating and mail service</li> <li>▪ Additional full size copiers for self-copying in the copy center</li> <li>▪ Quicker turn around of copy services</li> </ul>

<b>Library for the District</b>	
History	The library IMC has experienced a tremendous increase in usage as enrollment has increased especially since the opening of the new Digital Library and Learning Resources Center. This trend is expected to continue as the District grows. Increased library services will be needed to support student success.
5 year Goals	<p>The Library/Learning Resources Department, which includes the libraries and instructional media centers for the entire District, needs to be reconfigured to achieve its goals and objectives.</p> <ul style="list-style-type: none"> <li>▪ The District must add new equipment to the DLLRC state of the art. An equipment replacement plan needs to be developed and technology funds need to be identified and allocated in the yearly budget.</li> <li>▪ The library will need additional instructional faculty to increase course offerings in a variety of formats to meet the information competency needs of students.</li> <li>▪ The department needs to increase the amount of space and maximize work flow efficiency by expanding the facilities for the Libraries and IMCs at the Moreno Valley and Norco campuses.</li> <li>▪ Increase staffing and funding to meet the need for additional services and increase hours of operation.</li> <li>▪ Increase weekend hours</li> <li>▪ Extend hours during winter and summer sessions</li> </ul>
Human Resources	<ul style="list-style-type: none"> <li>▪ The library needs instructional faculty to staff the information/reference desk, to conduct orientations, and to teach information competency courses. One additional reference librarian is needed for winter and summer sessions on each campus. One computer technician at the Riverside City Campus is needed to maintain the District library network.</li> <li>▪ Two additional classified staff are needed at the Riverside campus, one at Moreno Valley and 50% at Norco.</li> <li>▪ The IMC requires two additional technicians at Riverside, one each at Moreno Valley and Norco.</li> </ul>
Physical Resources	<ul style="list-style-type: none"> <li>▪ The Riverside library facility is adequate for future growth in the next 10 years, but both Moreno Valley and Norco's facilities have limited space.</li> </ul>

	<p>The Norco Campus library does not have an orientation room for hands on instruction and the public access area is small. Shelving is inadequate which limits any expansion of the collection. The limitations inherit in the Norco Campus library design are significant barriers in keeping pace with the growth. Similarly the Moreno Valley Campus library facility is limited and needs an additional 1,500 sq feet of space and some internal remodeling.</p> <ul style="list-style-type: none"> <li>▪ The IMC at Riverside is adequate for the next ten years. The space for the IMC at Norco is limited and does not provide adequate room to store equipment, which results in an awkward and inefficient work flow. The IMC at Moreno Valley will be receiving new space as part of phase III construction. As a result, the space for the IMC will be sufficient to serve the campus needs for 5 – 7 years.</li> </ul>
Technology Resources	<ul style="list-style-type: none"> <li>▪ Various technological devices including LCD projectors, screens, TVs, VCR/DVD players, desk top PCs, network infrastructure, servers, routers and switches need to be updated on a five year cycle. All equipment will need to be replaced five years from now. The library can develop a replacement plan for the District.</li> </ul>
Instructional Programs	<ul style="list-style-type: none"> <li>▪ In 2004 the library initiated a new information competency program, Library 1. This program will be expanded in terms of format and numbers of sessions offered and will be made available on all three campuses. The department needs to increase the number of day classes offered and move into the hybrid and online environment.</li> </ul>
Instructional equipment	
Library and Learning Support Services	
Student Support Services	
Financial Resources	<ul style="list-style-type: none"> <li>▪ Funds are needed for equipment replacement, training and software upgrades and an equipment replacement plan needs to be developed and technology funds needs to identified and allocated in the yearly budget.</li> </ul>
Other	

<b>Life Sciences at Riverside</b>	
History	
5 year Goals	<ul style="list-style-type: none"> <li>▪ Based on existing wait lists for courses and the anticipated future increase in demand for courses expansion is necessary in the area of majors in biology, botany, and zoology.</li> <li>▪ Increase the number of sections in the area for biology majors</li> <li>▪ Increase the technology resources and update equipment for lab courses</li> <li>▪ Develop course offerings in the natural history of California</li> <li>▪ Initiation of construction of a new science complex</li> </ul>
Human Resources	<ul style="list-style-type: none"> <li>▪ Increase the pool of adjunct professors</li> <li>▪ If nursing is to double the number of students enrolled in its program then the number of faculty should increase in the areas that support the nursing program (although increased offerings are limited by space)</li> <li>▪ Addition of .5 to 1.0 FTE lab tech</li> <li>▪ An increase in full- time faculty with increased space and course offerings</li> </ul>
Physical Resources	<ul style="list-style-type: none"> <li>▪ Need to double the lab space (new building) and add at least one more large lecture hall (preferably 2-3 additional lecture rooms) – The proposed science building will move us in the appropriate direction</li> </ul>
Technology Resources	<ul style="list-style-type: none"> <li>▪ Update existing computers and laboratory equipment</li> </ul>
Instructional Programs	<ul style="list-style-type: none"> <li>▪ Increase course offerings in the areas of anatomy and physiology, microbiology (nursing) and biology 11 and 12 (for majors)</li> <li>▪ Develop course offerings in the natural history of California (this has been accomplished)</li> <li>▪ Increase the number of day and evening classes</li> <li>▪ Expand into weekends when more field studies courses are in place</li> <li>▪ Add Biology courses that will provide a diverse biology curriculum, for example evolution and field courses</li> </ul>
Instructional equipment	<ul style="list-style-type: none"> <li>▪ Add instructional equipment to support the growth that we are experiencing as the result of the enrollments in nursing, dental hygiene, physician assistant, etc.</li> <li>▪ Add instructional equipment to support the growth of courses for majors</li> </ul>
Library and Learning Support Services	<ul style="list-style-type: none"> <li>▪ Develop enhanced tutorial services for students in the sciences, perhaps by employment of UCR/CSU</li> </ul>

	students
Student Support Services	
Financial Resources	<ul style="list-style-type: none"><li>▪ Increase financial resources to purchase new equipment and replace worn out and aging equipment</li><li>▪ Continue support of equipment maintenance contracts</li></ul>
Other	

## Math at Riverside

### History

The major developments, activities and projects in the Mathematics Department over the past 5 years have been:

- 1) experimentation with alternative methods of delivery,
- 2) collaboration with Student Services to improve student retention/success,
- 3) use of technology,
- 4) learning communities,
- 5) redesign of Elementary Algebra and Arithmetic
- 6) remaining current in mathematics/mathematics education field.

In the area of experimentation with alternative methods of delivery, the Mathematics Department has developed online courses for Math 50 – Prealgebra, Math 52 – Elementary Algebra, Math 35 – Intermediate Algebra, and Math 11 – College Algebra. In addition for Math 51 – Elementary Arithmetic, a telecourse is offered. To serve the needs of workforce preparation, Math 62A, B, and C – Mathematics in the Workplace modules were created. A committee is presently working on the creation of developmental mathematics modules to (at least initially) serve the needs of students who earn a borderline score on the computerized placement test, Accuplacer. The Mathematics Department has also begun to assess through an online survey students' learning styles. Components of the Elementary Algebra redesign course were developed with regard to students' differing learning styles, and faculty members have continued to explore learning styles in this course.

In the area of collaboration with Student Services, the Mathematics Department has worked very actively and effectively with the Office of Matriculation in choosing the computerized placement test, Accuplacer. The Mathematics department is participating in an ongoing validation of the cut scores established for Accuplacer. The Mathematics Department also volunteered to be the first pilot discipline for Early Alert. In cooperation with the Counseling Department, the Mathematics Department has been coordinating and offering mathematics study skills workshops and implemented a successful First-Year

	<p>Experience program.</p> <p>In the area of use of technology, the Mathematics Department has continued to offer a laboratory in conjunction with the first and second semester calculus lecture courses. Software, such as Mathematica, and graphing calculators are used with calculus courses. In cooperation with the Physics discipline, a mathematics course based exclusively on the Mathematica software was developed and is offered. As part of the Elementary Algebra redesign, the use of a technology-based learning tool, MyMathLab, was introduced. MyMathLab is a web-based program that generates testing, tutorials, course management, video instruction, homework problems and web resources.</p> <p>In the area of learning communities, the Mathematics department has participated for seven years in the QUEST program at Cal Poly Pomona. QUEST – “Quality Unites Engineering and Science Teams” – is a month-long summer residential program in which Latino, African American, and Native American students showing interest in mathematics-based majors are immersed in an integrated curriculum of chemistry, mathematics, and engineering.</p> <p>In Summer 2000 the Mathematics discipline was awarded a grant from the Pew Charitable Trust to redesign the Elementary Algebra course. The redesign planning involved the entire discipline and, in particular, involved a “Pew Team” and four committees – Lab Planning, Common Final, Common Syllabus, and Assessment. The math department had five faculty members that were very involved throughout the process. Mathematics faculty spent fall 2000 preparing for the pilot of the course redesign. Activities included establishing lab facilities, lab activities, a common syllabus, and common midterm and final examinations. As a part of the redesign, class size was increased from 45 students to 75 students. The discipline was thus able to serve 1,836 students (with 26 sections) in fall 2001 as opposed to 1,352 students (with 34 sections) in fall 2000. During fall 2000, one course section piloted the web-based software ALEKS, a major redesign component. A week prior to the beginning of the spring 2001 semester, ten faculty members attended a two-day training session on the redesign and the ALEKS</p>
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	<p>system. During spring 2001, nine sections (two on the Norco campus, three at Moreno Valley, and four at Riverside City) piloted the redesign with approximately 300 students. During fall 2001 all Elementary Algebra course sections were taught in the redesigned format – altogether 26 sections with an enrollment of over 1800 students. Extensive assessments were performed for the spring and fall 2001 courses.</p> <p>In the area of remaining current in the mathematics/mathematics education field, members of the Mathematics Department are actively involved in organizations such as the American Mathematical Society (AMS), the Mathematical Association of America (MAA), and the California Mathematics Council for Community Colleges (CMC<sup>3</sup>). Department members have attended the AMS/MAA joint mathematics meetings and a contingent attends CMC<sup>3</sup>-South each year. Mathematics Department members have also presented at several District Flex workshops.</p>
5 year Goals	<p>The primary goal of the Mathematics Department is to offer sufficient sections to meet demand in an efficient manner. The department plans to develop strategies to reduce the number of students who repeat courses. The development of the math center will require at least the equivalent of six full-time staff.</p> <p>The Mathematics Department would like to address the following issues in the next five years:</p> <ol style="list-style-type: none"> <li>1) Remediation issues       <ol style="list-style-type: none"> <li>a. Should Math 50 and Math 51 be combined as one course?</li> <li>b. Are enough sections of remedial math being offered?</li> <li>c. How effective are current course formats for remedial courses?</li> <li>d. How can the math lab be used to better serve our students who are taking remedial courses?</li> </ol> </li> <li>2) Communication and course offerings       <ol style="list-style-type: none"> <li>a. How can the department effectively and efficiently maintain one curriculum?</li> <li>b. What transferable courses should be offered each semester and is there a need to introduce more liberal arts math courses?</li> </ol> </li> </ol>

	<ul style="list-style-type: none"> <li>c. How can the department prioritize projects and get more faculty involved?</li> <li>3) Successful completion rates <ul style="list-style-type: none"> <li>a. Will Early Alert help to decrease the number of F's seen in the math grade distributions?</li> </ul> </li> <li>4) Dissemination of information <ul style="list-style-type: none"> <li>a. How can the department more effectively disseminate information from conferences?</li> <li>b. How can the department motivate more faculty members to participate in professional development activities?</li> <li>c. How can the department more effectively disseminate information to adjunct faculty?</li> </ul> </li> <li>5) Facilities <ul style="list-style-type: none"> <li>a. What are the possibilities of constructing a math building?</li> <li>b. What are the possibilities that the Nursing and Life Science departments will move to a new building and the Mathematics Department will move to the Life Science Building?</li> </ul> </li> </ul>
Human Resources	<ul style="list-style-type: none"> <li>▪ 3 tenure track positions for fall 2005</li> <li>▪ Need for 3 additional positions by fall 2006</li> <li>▪ The lab coordinator reassigned time will need to be reevaluated as more courses are added</li> </ul>
Physical Resources	<p>The Mathematics Department is very much in need of classroom space. Only four classrooms are dedicated to mathematics, two of which are not adequate for the math class sizes. The large majority of math classes are presently capped at 45; holding classes with 45 or more students in Life Sciences 204 and 205 does not create an optimal learning environment as the classrooms become very crowded. The department shares two classrooms with chemistry, two with geology, and two with physics. The department also uses the Board Room for the Math 52 redesign classes which are capped at 75 students. Room PS-102 was converted from a math lab used for calculus and arithmetic labs to a regular classroom. Calculus and arithmetic labs were moved to the redesign lab. Plans for the renovation of the existing MLK Library include the use of the third floor as computer laboratories for mathematics, sciences and nursing with the understanding that nursing will eventually move to a new building</p> <ul style="list-style-type: none"> <li>▪ The redesigned math lab has been converted to the</li> </ul>

	<p>math lab for students enrolled in Math 52, 96, 97 and 1A courses. As a result of the math lab being impacted, it has been necessary to extend the math lab hours.</p>
Technology Resources	<ul style="list-style-type: none"> <li>▪ Continue to expand the math lab and keep the lab upgraded with the latest technology</li> </ul>
Instructional Programs	<p>Prior to July 1, 2001, approximately 17% of students tested placed into college-level math and over 80% of students placed into developmental mathematics. Since July 1, 2001, 96% of students tested have placed into developmental mathematics classes (Math 50, Math 51, Math 52, Math 53 and Math 35). The Mathematics Department is working with the Office of Matriculation and the Office of Institutional Research to validate the current placement scheme.</p> <p>The remedial issue is also compounded by the one-year rule of the California State System. Students with remedial needs who begin at a California State University have one year to complete these remedial needs. Many of the students who do not meet the Cal State requirement may matriculate to community colleges to take remedial courses.</p> <p>The implications of growth within the District and the increase in remedial needs of students are significant. The Mathematics Department will be hiring three new faculty members for fall 2005. Using the growth figure, the Mathematics Department projects a need for a minimum of three additional tenure-track positions by fall 2006. These three need to be new hire positions in addition to any replacement positions.</p> <p>The increasing needs for remediation will require the Mathematics Department to continue to explore creative and innovative ways to meet these needs. The department has already begun these explorations with the Elementary Algebra redesign. The department is presently working on the concept of math modules and has plans to redesign the pre-algebra and the elementary arithmetic courses. Resources needed to continue exploring modes of delivery to accommodate the increasing numbers of remedial students will be discussed under Topic III. Despite the glaring placement test results, the Mathematics Department resolves to hold constant the transfer function and meet the needs of students both placing into or</p>

	<p>progressing through the system into college-level courses.</p> <ul style="list-style-type: none"> <li>▪ Increase the number of math sections especially in pre algebra, intermediate algebra, survey of math, statistics, and college algebra</li> <li>▪ Maintain the cohesion of the curriculum within the three campuses</li> <li>▪ Modify delivery techniques in Math 51, 50 and 35</li> <li>▪ Continue to work on modules</li> <li>▪ Add a lab component to statistics and survey of math</li> <li>▪ Offer a study skills course and workshops related to various mathematical topics</li> <li>▪ Increase day, evening and weekend classes</li> <li>▪ Increase traditional, hybrid and online classes</li> <li>▪ With the modification to the AA, AS degree requirements the Mathematics Department may be expected to develop a new course having elementary algebra as the prerequisite. Math will be expected to grow at a faster rate than projected college growth because of special program such as passport to college and dual enrollment.</li> <li>▪ Future Additional Math Lab Services <ul style="list-style-type: none"> <li>○ VCRs and DVD players available for student viewing of textbook lectures – currently available in the library</li> <li>○ Math 51 and Math 50 web-enhanced classes similar to the current Math 52 class</li> <li>○ Math 51 and Math 50 self-paced, computer-based classes (late start or open entry)</li> <li>○ Math review courses available for students who have been away from math for a while or those that are not passing early in the semester (computer-based, late start or open entry)</li> <li>○ Separate testing room for web-enhanced classes and makeup testing for all math classes</li> <li>○ Math 1C and Math 2 Lab component</li> <li>○ Math 62A, B, and C in this lab</li> <li>○ Math 12 Lab</li> <li>○ Tutorial software for all math courses available to Math 96/97 students</li> <li>○ Online textbook availability for all math courses to students in Math 96/97</li> </ul> </li> <li>▪ Increase day, evening, and weekend classes</li> </ul>
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	<ul style="list-style-type: none"> <li>▪ Increase traditional, hybrid, and online courses</li> </ul>
Instructional equipment	<ul style="list-style-type: none"> <li>▪ Classrooms are in need of updating with projection systems, etc.</li> <li>▪ New student desks are needed</li> </ul>
Library and Learning Support Services	
Student Support Services	<ul style="list-style-type: none"> <li>▪ Continue to interface with the Office of Matriculation on early alert</li> <li>▪ Continue work with offices of Matriculation and Institutional Research on placement validation</li> </ul>
Financial Resources	
Other	<ul style="list-style-type: none"> <li>▪ Hold brown bags and additional FLEX opportunities</li> </ul>

<b>Nursing at Riverside</b>	
History	
5 year Goals	<ul style="list-style-type: none"> <li>▪ Expand career ladder to include CNA to LVN to ADN to BSN to MSN</li> <li>▪ Increase enrollment to meet community needs Offer extension of program at an off-site facility</li> <li>▪ Expand curriculum to include part-time evening ADN program</li> <li>▪ Use technology to provide flexible distance education LVN to ADN program</li> <li>▪ Gain state approval to grant baccalaureate degree</li> <li>▪ Collaborate to provide MSN on-campus program</li> <li>▪ Maintain current retention and NCLEX pass rates and full approval by all accrediting bodies</li> </ul>
Human Resources	<p>Both the full-time and part-time faculty must be increased by 25% in order to adequately address student needs and to create and support the new programs mentioned under the instructional program section.</p> <ul style="list-style-type: none"> <li>▪ Faculty: 5 Full-time (2 full-time faculty for the part-time evening ADN program; two full-time faculty for distance learning LVN to ADN program, and one full-time faculty for Human Patient Simulator Lab)</li> <li>▪ Staff: 6 Full-time and 4 Part-time positions (Full-time learning lab coordinator (new), Nursing Lab Technician, Nursing Enrollment Technician, IDS, Secretary I (new) and IV and maintain 4 part-time classified hourly positions)</li> </ul>
Physical Resources	<p>A new facility is needed to accommodate an expanded School of Nursing and to keep pace with student demand and address the nursing shortage that exists nationwide.</p> <ul style="list-style-type: none"> <li>▪ New building with state of the art classrooms, laboratories, virtual hospital, and admission/ counseling area</li> <li>▪ Human Patient Simulator Lab</li> </ul>
Technology Resources	<ul style="list-style-type: none"> <li>▪ 70 to 100 computer lab stations for testing and use of instructional programs</li> <li>▪ Updated classrooms that include Smart Board</li> <li>▪ LCD projectors</li> <li>▪ Instructor computer with internet access/wireless technology</li> <li>▪ Video-streaming and/or teleconferencing capabilities</li> </ul>

Instructional Programs	<ul style="list-style-type: none"> <li>▪ CNA to LVN to ADN to BSN to MSN</li> </ul>
Instructional equipment	<ul style="list-style-type: none"> <li>▪ Hospital/medical equipment, i.e., pumps, beds, IVs, Hoyer lift, ventilator, oxygen, suction, EKG monitor, defibrillator, etc.</li> </ul>
Library and Learning Support Services	<ul style="list-style-type: none"> <li>▪ Expanded library/resource collection</li> <li>▪ Digitalization of existing videos so that students can view them in the computer lab</li> </ul>
Student Support Services	<ul style="list-style-type: none"> <li>▪ Dedicated Nursing counselor on-site in department</li> <li>▪ Coordination with other departments such as Life Sciences , English, Chemistry to increase the number of Anatomy/Physiology, Microbiology, English 1A and Chemistry sections that are offered</li> </ul>
Financial Resources	<ul style="list-style-type: none"> <li>▪ As student enrollment increases and program expands, the budget will need to increase accordingly.</li> <li>▪ Increased staff development funds so that instructors can remain current in specialized fields</li> </ul>
Other	<ul style="list-style-type: none"> <li>▪ Expanded clinical sites and hours</li> <li>▪ Technology training for faculty in the use of all equipment (i.e., Human Patient Simulators, Smart boards, etc.)</li> <li>▪ Continued support for grant procurement</li> </ul>

## **Physical Education at Riverside**

### **History**

In the last five years, the Physical Education Department has developed, gained state approval and started the implementation of the Exercise, Sport and Wellness Certificate Program. The prerequisites, co-requisites, advisories, and limitations on enrollment for all courses in the certificate program were reviewed as part of the certificate approval process and are currently being updated again as part of our current program review of the discipline. The course outlines for the certificate program including the updating of learning objectives and entry and exit skills (content review) for courses in a sequence have been revised.

The department has also established an ongoing Advisory Committee for the ESW Certificate Program. Current advisors on the committee give us advice concerning current trends and needs of the employers of our students in the school districts (part-time coaches), city parks and recreation departments, sport medicine clinics, community sports organizations and clubs, athletic training businesses, fitness clubs, and the corporate fitness industry. New lecture and activity courses have also been developed that were not part of the ESW Certificate Program.

The Physical Education Department has used technology to improve classroom instruction, increased faculty and student access to information, and improved communication between faculty and students. Faculty members have developed power point presentations for several lecture courses. Each full-time instructor has a computer with internet access. Faculty and students can communicate through email and voicemail. We added the number of faculty and course sections that are taught online or through telecourse offerings.

The Physical Education Department is in the process of developing and implementing a new course combining our physical fitness and weight training courses. These are our most popular courses and are the largest generators of FTES in the department. The new course would be offered with flexible scheduling and would include an in-depth fitness evaluation for the students. Other activity and

lecture classes in our department could also use the assessment equipment.

#### Programs and Curriculum

The Physical Education Department provides lower division transfer courses for students majoring in the disciplines of Physical Education. The majority of our students are working on an A.A. degree with the idea of transferring and earning a B.S./B.A. degree. Another large group of our students are undecided about their educational goals. The department offers a wide variety of activity classes to meet the diverse needs of our students. Many of the activity classes are sequenced for skill improvement in a series of classes starting with beginning and progressing through intermediate and advanced levels.

#### 5 Year Goals

The Physical Education Department is committed to expanding and improving the existing curriculum and improving instruction to better meet the students' needs in the next five years. We must be more responsive, offer a more diverse curriculum and be flexible in the way classes are scheduled.

The Physical Education Department has a vision to continue to provide a wide variety of classes that are responsive to both student and community needs. These classes provide opportunities for the general student body to receive current knowledge about physical fitness, healthful living practices, leisure time pursuits, and stress management techniques. In addition, students develop motor skills and healthy lifestyles, and participate in activities that can be enjoyed throughout life. Also, we need to serve our physically challenged students better by surveying their needs and creating new curriculum for them. We need to hire a faculty member who specializes in adaptive physical education.

The Exercise, Sport and Wellness Certificate and A.S. degree program in Physical Education are just getting off the ground as a new exciting program and need time and effort to make it a successful program for students.

The biggest challenge is to improve our learning environment for students, to acquire additional capacity to offer more class sections with larger class sizes for lecture and activity classes, to train current faculty in the use of

new technology, and to hire additional qualified faculty.

Curriculum changes will require new facilities, new equipment and additional full-time staff.

Goals

- Incorporate technology to improve classroom instruction and increase faculty/student access to information.
- Expand offerings in the area of adaptive physical education
- Develop new curriculum that will implement pre and post fitness evaluations and develop individualized fitness programs.
- Develop new course offerings for the Exercise, Sport and Wellness Certificate Program.

Human Resources

Increase full-time faculty by 25% and part-time faculty by 10%. Adjunct instructors teach approximately 50% of the FTES in the department. Currently, eight varsity sports are coached by part-time faculty.

Goals

- One full-time faculty position with emphasis on the development of curriculum for the Fitness and Wellness Center.
- One full-time faculty position to develop adaptive PE courses
- One full-time faculty position specializing in the development of the Exercise, Sport and Wellness Program.
- Site manager to oversee and maintain facilities

Physical Resources

Office space in the department is inadequate with many staff members including head coaches sharing office space with other staff and part-time instructors.

- Construction of a Fitness and Wellness Center
- Wheelock and Huntley Gym renovation
- Multi-purpose rooms for yoga, aerobics and karate
- Renovation of men's and women's locker rooms
- Storage space for equipment
- Upgrades to the men and women coaches' locker rooms

Technology Resources

- Attendance tracking equipment
- LCD, laptops and wireless capability in the classrooms and the Fitness and Wellness Center
- TVs wired with cable or dish network, DVD and video recorders in the multipurpose rooms and the

Instructional Programs	<p style="text-align: center;">wellness center</p> <p>The PE department anticipates extensive growth in all areas if technology, facility and staffing needs are met. The fact that obesity is a close rival to tobacco as the number one preventable cause of death in the US indicates that our students must become more aware of the importance of regular physical activity and a healthy diet. The PE program provides an opportunity for students of all ages to assume responsibility for their own level of fitness.</p>
Instructional equipment	<p>Wheelock/Huntley Classrooms</p> <ul style="list-style-type: none"> <li>• LCD projectors and computers wired for internet access</li> <li>• Television with videotape and DVD capabilities</li> </ul> <p>Fitness Room</p> <ul style="list-style-type: none"> <li>▪ Fitness evaluation equipment</li> <li>▪ Attendance tracking equipment</li> <li>▪ Fitness, free weight, cardiovascular and adaptive equipment</li> <li>▪ Video and Stereo equipment</li> </ul> <p>Student Locker Rooms</p> <ul style="list-style-type: none"> <li>▪ Men's and women's half lockers in both Wheelock and Huntley Gyms.</li> <li>▪ Benches, Stools and Whiteboards.</li> </ul> <p>Athletic Training and Equipment Rooms</p> <ul style="list-style-type: none"> <li>▪ Taping Bench and Utility Sinks</li> <li>▪ Muscle stimulating machines</li> <li>▪ Additional treatment tables and whirlpools</li> <li>▪ 50 lb washers and dryers</li> </ul> <p>Athletic Strength Training Facility</p> <ul style="list-style-type: none"> <li>▪ Video and Stereo equipment</li> <li>▪ Olympic Bars, Dumbbells and Racks</li> <li>▪ Elite Stations/Squat Power Racks</li> <li>▪ Platforms/Bumper Plate Sets</li> <li>▪ Flat Benches, Incline Benches, Olympic Plates and Racks.</li> </ul> <p>Pool</p> <ul style="list-style-type: none"> <li>▪ Flagpole, bleachers and scoreboard</li> <li>▪ Goals and lane lines</li> <li>▪ Sound System</li> </ul> <p>Soccer Field</p> <ul style="list-style-type: none"> <li>▪ No equipment at this time. Will be used for swing space for construction projects.</li> </ul> <p>Wheelock/Huntley Tennis Courts</p> <ul style="list-style-type: none"> <li>▪ New tennis ball machines</li> </ul>

Library and Learning Support Services	<ul style="list-style-type: none"> <li>▪ Bleachers</li> </ul> <p>Portable 3</p> <ul style="list-style-type: none"> <li>▪ Yoga/Karate/Aerobics/Kick Boxing mats</li> <li>▪ Mirrors and sound system</li> <li>▪ Staff training in the areas of assessment and the use of technology</li> <li>▪ Library books, periodicals and DVDs on fitness, wellness and so forth</li> <li>▪ Software on nutrition and assessment</li> </ul>
Student Support Services	<p>The Physical Education Department works closely with the financial aid, counseling and tutoring departments in regards to our students. The department communicates regularly with Disabled Student Services to better meet the needs of students in our adapted physical education courses.</p>
Financial Resources	<p>Development of Fitness and Wellness Center would be a resource to students, faculty/staff and the community. The center could attract funding through police and fire departments, small businesses and large corporations who have a need to employ personnel who must attain and maintain a particular level of fitness.</p> <p>Partnerships or sponsorships with businesses, corporations and the City Park and Recreation Department to improve existing facilities or build new facilities.</p> <p>Sport camps and clinics are other possible sources of funding that establishes positive relations between the college and the community.</p>
Other	

## Performing Arts at Riverside

History	<p>Given the demographics, the performing arts expect more demand than current staffing and operating budgets can handle. We expect demand for the transfer courses to increase in the next five years, because we are already seeing increased demand. We anticipate demand for online and hybrid classes and the demand for classroom space to increase. We expect performing groups to grow and to outgrow current facilities, as the Marching Band, Wind Ensemble, and Pilates programs have already demonstrated. Faculty in the performing arts already recruit students into their programs from area high schools. They seek to attract talented students from good quality high school programs. As the high schools grow, so will these programs.</p> <p>The certificate programs in music have already generated an increase in students seeking those certificates. When the “music major” is approved and “fully articulated,” students will seek the RCC transfer program for its value and quality. Associate degrees in dance and musical theatre will bring similar increases. The community expects the college to provide arts programming and performers for its functions on a regular basis already. As city planning focuses more and more on Riverside as an <i>Arts Destination</i>, RCC’s arts programs will grow concomitantly.</p> <p>The faculty at all three campuses would like to see the District’s financial resources used efficiently to maximize the opportunities for students to participate in arts programs either as performers or as members of the audiences. The faculty would like to see appropriate, adequate, and dedicated space for instruction in the arts available on all three campuses. As such, the Performing Arts Department would like to function as a District-wide department for dance, music, and theatre during the next five years, working together with the Riverside School for the Arts and the Norco, Moreno Valley, and Riverside City campuses to offer the Inland Empire performing arts instruction and a cultural environment that will be the envy of Los Angeles!</p>
5 year Goals	<ul style="list-style-type: none"> <li>▪ Complete Program Review in all three disciplines by spring of 2005.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Cooperate with the District to develop a District-wide plan for the development of performing arts programs.</li> <li>▪ Increase financial resources to a level adequate for maintaining the current high quality of programs/performances/ensembles.</li> <li>▪ Identify adequate, appropriate, dedicated space for teaching, studying, and performing.</li> <li>▪ Upgrade computers for faculty and student use in labs, classrooms, and offices.</li> <li>▪ Hire a full-time marketing and promotions staff person to design season brochures, flyers, posters, and websites; arrange for performance venues; handle paperwork associated with contracts and consultants; and assist in fund raising.</li> <li>▪ Launch with Public Affairs an “RCC Live” marketing campaign to promote the arts activities on all three campuses. (Plan is on hold pending on appropriate funding.)</li> <li>▪ Cooperate with the Riverside School for the Arts in providing specialized arts instruction to students selected for the Core Studio Course, beginning in fall 2005.</li> <li>▪ Increase awareness of the critical need for the arts in contemporary life with both students and members of the community.</li> <li>▪ Complete the redesign of the RCC Performing Arts website, including information from all three campuses.</li> <li>▪ Coordinate fund-raising activities with the RCCD Foundation to supplement current scholarship programs for students and operating budgets for programs.</li> </ul>
Human Resources	<ul style="list-style-type: none"> <li>▪ Need orchestral strings position (currently vacant)</li> <li>▪ New technical theater position</li> <li>▪ New Pilates instructor and a new music technology position, new piano/theory position in music</li> <li>▪ Additional technical staff for technical theater, conversion of 6 – 8 casual hourly positions to part-time permanent positions, and the continuation of 46 – 50 hourly employees who assist with all aspects of producing arts events</li> </ul>
Physical Resources	<ul style="list-style-type: none"> <li>▪ The ideal would be a dedicated, modern, state-of-the-arts facility housing all of the performing arts in a single performing arts center.</li> <li>▪ A classroom/rehearsal space for the 250 member</li> </ul>

	<ul style="list-style-type: none"> <li>▪ marching band.</li> <li>▪ A black box theater space for rehearsal, classes and performances</li> <li>▪ Renovation of Landis Auditorium for acoustics and various audience configurations</li> <li>▪ Computer lab for music theory, composition and MIDI</li> <li>▪ Expanded dance rehearsal and performance space</li> <li>▪ A recording studio in conjunction with telecom</li> </ul>
Technology Resources	<ul style="list-style-type: none"> <li>▪ Dance: LCD and DVD players, video and audio equipment</li> <li>▪ Music: DVD and CD players and burners, expansion of the MIDI lab, permanent computer installation in Stover 100, audio assistance in the Digital Library Auditorium for sound reinforcement during live musical performances, and digital audio recording capabilities</li> <li>▪ Theater: Sound, digital recording equipment for video and audio</li> </ul>
Instructional Programs	<ul style="list-style-type: none"> <li>▪ Develop a Pilates certification program and a technical theater position</li> <li>▪ Develop an A.A. degree in technical theater</li> </ul>
Instructional equipment	<p>The performing arts require expensive, discipline specific equipment</p> <ul style="list-style-type: none"> <li>▪ Dance: flooring, matte, bar, mirrors, piano, drum set, lighting, additional Pilates equipment and risers for informal dance performance</li> <li>▪ Music: Instruments of all kinds (upwards of \$8000 for a single instrument) pianos, audio equipment, locking cabinets, cables, recording devices and software</li> <li>▪ Theater: equipment for building sets</li> </ul>
Library and Learning Support Services	<ul style="list-style-type: none"> <li>▪ The development of a Pilates library</li> </ul>
Student Support Services	<ul style="list-style-type: none"> <li>▪ Priority registration for students who are planning to transfer and participate in performing ensembles, outreach programs, national and international events and ensembles which travel. These students have tremendous time restrictions because of their service to the college and need the opportunity to register early for the required GE courses.</li> </ul>
Financial Resources	
Other	<ul style="list-style-type: none"> <li>▪ Special parking accommodations for community participants and attendees to performing arts</li> </ul>

	<p>events</p> <ul style="list-style-type: none"><li>▪ Professional development for all full-time and part-time instructors who teach Pilates to facilitate the creation of a certificate program</li><li>▪ Work with Institutional Effectiveness to gather data on the success of their core students to be able to track these students to UC and Cal State (particularly those that do not get AA degrees)</li><li>▪ Performing arts has begun an investigatory dialogue with Institutional Effectiveness to develop substantial and meaningful documentation that adequately reflects the multi faceted needs of performing arts.</li><li>▪ Conducting exit polls of students who view live performances as a possible avenue for documenting the effect of live performance as a means to enhance student understanding and appreciation of the arts.</li></ul>
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<b>Physical Science at Riverside</b>	
History	
5 year Goals	
Human Resources	<ul style="list-style-type: none"> <li>▪ Hire one to two full-time faculty in the areas of metrology/physics, physical oceanography/physics, or planetary geology/astronomy/geology</li> <li>▪ Convert the 1000 hour physical science technician position to permanent full-time position</li> <li>▪ Increase full-time faculty by 50% and part-time faculty by 50%</li> </ul>
Physical Resources	<ul style="list-style-type: none"> <li>▪ Modernize the Physical Sciences Building first floor</li> <li>▪ Extend and modernize the Robert Dixon Planetarium with a lecture hall, laboratory and science museum</li> <li>▪ Build large lecture facilities for the sciences</li> </ul>
Technology Resources	<ul style="list-style-type: none"> <li>▪ LCD projectors in all of the classrooms and internet access</li> <li>▪ Laptop computers</li> </ul>
Instructional Programs	<p>The demand for the Physics 4A sequence has exceeded the available space for the lecture/lab offerings. Additional dedicated space is needed to meet current demand. Space limitations impact the physical science department's ability to increase day and evening offerings in physical science, Astronomy 1 A, and in geology lecture and labs. The department needs to work with other departments to develop a sequence of courses for majors intending to transfer to UC and CSUs.</p> <ul style="list-style-type: none"> <li>▪ Develop a physics course for health professions.</li> <li>▪ Redesign the oceanography course</li> <li>▪ Expand the Physics 4 sequence</li> <li>▪ Explore the expansion of the physics 2 sequence</li> <li>▪ Create a new geology course covering earthquakes and other natural disasters</li> <li>▪ Increase day and evening offerings</li> <li>▪ Create dedicated lab rooms to give flexibility in terms of scheduling for mornings, evenings and afternoons</li> <li>▪ Add telecourses in astronomy, (Coast Learning Systems)</li> <li>▪ Increase the percentage of hybrid courses and develop a geology of national parks and</li> </ul>

	<p>monuments course</p> <ul style="list-style-type: none"> <li>▪ Increase Physics 11 and possibly Physics 4A</li> </ul>
Instructional equipment	<ul style="list-style-type: none"> <li>▪ Additional lab equipment is needed to meet current course offerings <ul style="list-style-type: none"> <li>○ Labs are being offered for 24 students with only 6 complete sets of equipment</li> </ul> </li> </ul>
Library and Learning Support Services	
Student Support Services	
Financial Resources	Increase department operating budget and equipment. We are at 1/3 the budget that the department had 10 years ago.
Other	

**Public Safety Education & Training at Riverside**

History	
5 year Goals	<p>Law Enforcement/Public Safety</p> <ul style="list-style-type: none"> <li>▪ Expand all existing programs to maintain the growing needs of Law Enforcement agencies specific to the growing populations in California.</li> <li>▪ Develop a Homeland Security Training Program (Hazardous Materials, Weapons of Mass Destruction, Terrorism)</li> <li>▪ Develop a Cyber Crime Investigation course</li> <li>▪ Develop a program in terrorism/dispatchers</li> <li>▪ Develop a community-based policing Programs</li> <li>▪ Develop a program in parolee awareness</li> <li>▪ Develop a Citizen/Youth Outreach Program to fulfill VTEA requirements for outreach to youths</li> <li>▪ Develop a Pre-Academy program to expand opportunities for non-traditional students in Public Safety</li> <li>▪ Develop a Deputy Leadership Institute</li> </ul> <p>Fire Technology</p> <ul style="list-style-type: none"> <li>▪ Expand all existing programs to maintain the growing needs of Fire Agencies</li> <li>▪ Develop Fast Track Associate Degree and Certificate Programs and implement the programs at the Ben Clark Training Center.</li> <li>▪ Develop online education specific to the needs of public safety personnel</li> <li>▪ Expand and/or develop offerings in the areas of:             <ul style="list-style-type: none"> <li>○ Hazardous materials (Technical Specialist)</li> <li>○ Weapons of mass destruction</li> <li>○ Terrorism</li> <li>○ Advanced technical rescue (Rescue Systems II and Structural Collapse Specialist)</li> </ul> </li> </ul>
Human Resources	<p>Law Enforcement/Public Safety: To maintain the existing program and to support expansion and development of additional/new programs the following resources are needed:</p> <ul style="list-style-type: none"> <li>▪ Faculty – 3 full-time faculty in the following programs             <ul style="list-style-type: none"> <li>○ Basic and Reserve Modular Academies</li> <li>○ Probation and Correctional Core Courses</li> <li>○ Supervisory Core Courses</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Deputy Leadership Institute</li> <li>▪ Staff</li> <li>○ Supervisory Department Chair/Director of Law Enforcement position to develop and maintain continuity of delivery of all Law Enforcement course scheduling</li> <li>○ Administrative Assistant for Law Enforcement</li> <li>○ Two clerical assistants for the Law Enforcement office</li> </ul> <p>Fire Technology: To maintain existing program and to support future growth the following human resources are required:</p> <ul style="list-style-type: none"> <li>▪ 1 full-time faculty to teach degree and certificate programs</li> <li>▪ 2 full-time faculty to instruct in Basic Academy and distance learning courses</li> <li>▪ 2 part-time support staff</li> </ul>
Physical Resources	<p>Law Enforcement/Public Safety Need:</p> <ul style="list-style-type: none"> <li>• A 30,000 square foot learning resource facility on the property at the Ben Clark Training Center. The facility will include classrooms and laboratories that will facilitate learning in Law Enforcement, Fire Technology, Emergency Medical Services, and Paramedic programs</li> <li>▪ A physical training area with gymnasium (locker rooms, mat areas, circuit training area) fitness center and on-site obstacle course</li> <li>▪ A Scenario Village</li> <li>▪ An emergency vehicle operations track</li> <li>▪ A chemistry and hazmat laboratory</li> <li>▪ Simulators</li> <li>▪ A Dispatch Center</li> <li>▪ A Canine Training Complex</li> </ul> <p>Fire Technology Needs:</p> <ul style="list-style-type: none"> <li>▪ A burn tower on site</li> <li>▪ More classroom space</li> </ul>
Technology Resources	<ul style="list-style-type: none"> <li>▪ Computers for all faculty and staff member</li> <li>▪ Computer laboratory for students</li> <li>▪ Computer technology upgrades for instructional purposes</li> </ul>
Instructional Programs	<p>In order to address the scheduling needs of working professionals in Law Enforcement and Fire Technology and to increase the opportunities to complete an AS degree, a “Fast Track” Program will be developed.</p> <ul style="list-style-type: none"> <li>▪ Provide GE requirements at BCT</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Offer courses in weekend patterns (Sat/Sun in four-week intervals during all four terms)</li> </ul> <p>Other areas of development</p> <ul style="list-style-type: none"> <li>▪ Middle College High School program in both Law Enforcement and Fire Technology</li> <li>▪ Homeland Security</li> <li>▪ Additional HazMat courses</li> </ul>
Instructional equipment	<ul style="list-style-type: none"> <li>▪ Additional, current equipment specific to instructional areas</li> </ul>
Library and Learning Support Services	<ul style="list-style-type: none"> <li>▪ Library services and LAMP accessibility for students and faculty</li> </ul>
Student Support Services	<ul style="list-style-type: none"> <li>▪ Admission, counseling, matriculation, assessment services on site</li> </ul>
Financial Resources	<ul style="list-style-type: none"> <li>▪ As student enrollment increases and program expands, budgets will need to increase accordingly.</li> </ul>
Other	

<b>World Languages at Riverside</b>	
History	
5 year Goals	<ul style="list-style-type: none"> <li>▪ Develop level five and six Spanish courses</li> <li>▪ Develop Vietnamese, Tagalog and/or other Pacific Rim languages and Hebrew</li> <li>▪ Expand all languages, hybrid and telecourses</li> <li>▪ Lower the caps on courses</li> <li>▪ Develop honors courses</li> <li>▪ Develop emersion weekends</li> <li>▪ Develop A.A. programs in the most popular and needed languages</li> <li>▪ Better standardization of language instruction</li> </ul>
Human Resources	<p>The addition of a minimum of one full-time faculty member per language</p> <ul style="list-style-type: none"> <li>▪ Full-time faculty member in Spanish, Arabic, Greek, Latin, Chinese, Portuguese, and German/other language</li> <li>▪ Full-time faculty member in ASL/interpreting</li> <li>▪ Full-time lab coordinator</li> <li>▪ Additional adjunct instructors</li> </ul>
Physical Resources	<p>Currently the department has four classrooms to accommodate 69 sections. The ability to expand, particularly in the evening, is limited by classroom availability. The addition of two dedicated classrooms would allow for expansion to meet demand.</p>
Technology Resources	<ul style="list-style-type: none"> <li>▪ Smart classroom</li> <li>▪ Video conference camera</li> </ul>
Instructional Programs	<ul style="list-style-type: none"> <li>▪ Increase day and evening offerings and increase the percentage of hybrid and online courses</li> <li>▪ Reduce the cap on classes from 33 to 25 and 27 for level one and level two courses respectively and to 20 for level 3, level 4 and conversational classes</li> </ul>
Instructional equipment	<ul style="list-style-type: none"> <li>▪ New ASL lab materials (DVDs and CDROM)</li> <li>▪ Video cameras, TV with remote controls, webcams</li> </ul>
Library and Learning Support Services	<ul style="list-style-type: none"> <li>▪ Transfer the video library to DVD</li> <li>▪ Workshops on technology for language instructors</li> <li>▪ More library books and more realia</li> <li>▪ Subscriptions to SCOLA, and other satellite educational programs</li> </ul>
Student Support Services	
Financial Resources	
Other	

# Academic Master Plan

## Section 8 – Moreno Valley Campus

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Introduction
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### **Introduction**

Moreno Valley has been preparing for the status change from campus to college for a number of years. Much of this preparatory work has been discussed in recent documents – the Institutional Self-Study of 2001, the Interim Report of 2002, and the Mid-Term Report of 2003. The Board of Trustees Resolution 53-01/02, adopted on March 20, 2002, formally supported the move from a three-campus district to a three-college system. Subsequent actions on this resolution included letters of intent to the California Community College Board of Governors and Chancellor’s Office, the California Postsecondary Education Commission, the Western Association of Schools and Colleges, the California Board of Education, the United States Department of Education, and other agencies. At its March 26, 2004 meeting, the California Postsecondary Education Commission approved proposals from the District to convert the Moreno Valley educational center to full college status. This notice was sent to the Governor, Members of the Legislature, and other agencies. In July 2004, an Eligibility Report affirming the campuses’ readiness to become an independent college was approved by the Accrediting Commission. Presently, Moreno Valley has been organizing in preparation for an accreditation self study report, a process which is expected to be completed in Fall 2007. Acceptance of this report by the Accrediting Commission for Community and Junior Colleges (ACCJC) will be the final step to independent college status.

The Moreno Valley Campus opened its doors in spring of 1991 to 3,000 students. Today, the campus serves over 7,000 students on a 140 acre site, 16 miles east of the Riverside campus in the city of Moreno Valley. Located near the Riverside County Regional Medical Center, the Moreno Valley Campus is identified by its strong emphasis on Health, Human and Public Services Programs. One such program, which educates future Physician Assistants, is the only fully accredited community college-based program in the western United States. Moreno Valley is also home to the district’s first Middle

College High School program which targets at-risk high school students who are able to complete their high school diplomas while simultaneously earning college credit. Expansion is underway as the Moreno Valley Campus has recently opened a new Early Childhood Center/Lab School and planning is underway for additional buildings and Phase IV construction.

Moreno Valley is the second largest city in Riverside County with a service area population of over 250,000. Two out of every five residents are 18 years of age and younger and yet the area has one of the lowest college-going rates in California. As the only postsecondary institution in the city, the Moreno Valley Campus is positioned to respond to a growing student enrollment that has been increasing at the rate of 15% a year.

### **Learner Population**

The Moreno Valley Campus, serving two unified school districts enrolling over 45,000 students in its service area, is the most ethnically diverse of the three RCCD campuses and has the largest percentage, 64%, of women enrolled in classes. (Document 8.1) Both of its unified school districts have a high percentage of Hispanic students. Over 50% of Moreno Valley Unified School District and nearly 70% of Val Verde Unified School District students are Hispanic. A considerable percentage of students from the feeder school districts use English as a second language. In 1995, the 15<sup>th</sup> Air Force re-located out of March Air Force Base, many of the servicemen and their families abandoned their homes. At the same time, families from Los Angeles county continued to relocate to the area. Many of these families have children who are, or will become, first generation college-bound students. The diversity in the campus make up is recognized in initiatives such as the successful Puente Program and Community Interpretation in Spanish, a program that prepares students to work in bilingual professional venues in the business, medical and legal fields.

Although assessment results indicate that some incoming Moreno Valley students qualify for English 1A and college level math, based on course placement results for September 2004 through February 2005, Moreno Valley Campus has the highest percentages of students needing basic skills remediation. (Document 8.2) Thus, meeting the needs of under-prepared students is essential.

### **Mission**

In preparation for independent college status, Moreno Valley has developed the following mission statement:

The Moreno Valley Campus provides for the educational, economic, and social needs of its community. It offers quality programs in remedial education, baccalaureate transfer, health sciences, human and public services (including applied language and culture), and business technologies for its diverse student body.

## **Operational Status**

Moreno Valley has been operational since April, 1991, when it opened for a concentrated short spring semester. By fall 1991, the enrollment was 3,325, in fall 1997 it was 4,479, and in spring 2002 it was 6272. Current enrollment is over 7,000. Information from an environmental scan indicates that demand for space at the Moreno Valley campus will continue to increase. The staff has the appropriate professional preparation and experience needed to fulfill all responsibilities for overseeing campus operations. Sixty full-time faculty, fifty-six full-time staff and managers, and 258 part time instructors provide service to students.

## **Department Configuration**

Communications

Health, Human and Public Services

Humanities and Social Sciences

Math, Sciences and Physical Education

Business and CIS

The educational program at Moreno Valley is designed to lead students to associate degrees, transfer to four-year institutions, or certificates. In addition, Moreno Valley campus offers classes in pre-collegiate remedial or developmental improvement and general education. Open Campus courses, including distance education, telecourses, hybrid and on-line courses, are offerings at Moreno Valley designed to provide options for students in alternative delivery modes. The campus also offers classes on Friday evenings and Saturdays to accommodate the working students. Moreno Valley special programs focus in the areas of Health Sciences, Human and Public Services, Business Technologies, and Baccalaureate Transfer Programs. Current certificate or degree programs include:

### **Current Certificate/Degree Programs:**

Dental Hygiene	Phlebotomy Technician
Dental Technology	EKG Monitor Technician
Physician Assistant	Unit Secretary
Human Services	Sterile Processing and Distribution Technician
Community Interpretation in Spanish	Sequential Degree in Public Health in Wellness Management
Medical Assisting	Certified Home Health Aid
Medical Transcription	Computer Information Systems
Medical Insurance/Coding Technician	Office Administration
Biotechnology	Certified Nursing Assistant
Emergency Medical Technician	Baccalaureate Transfer Programs
Paramedic Program	

### **Programs Currently in Development:**

- Dental Assisting
- Gaming Simulation
- Pharmacy Technician
- U.S.-Mexico Border Studies
- Sequential Degree in Advanced Computer Technology
- SAMET Program (Shortage Area Medical Education Training)
- Sequential Degree in Teacher Preparation
- Sequential Degree in Computer Technology
- Sequential Degree in Public Health (Biomedical Data Management)

### **Academic Plans**

#### **Communications at Moreno Valley**

##### **History**

The new Communications Department, formed in June 2004, was originally part of the Humanities and Social Sciences Department, which has been involved in the college's strategic planning process. Since its inception the department immediately began planning to create a more balanced and expanded curriculum in four of the five disciplines: English, English as a Second Language (ESL), Reading, and Speech Communication. The department has not yet begun to focus on journalism. For the fall and spring terms 2004-2005, the department expanded course sections in English, ESL, Reading, and Speech Communication to accommodate the increased enrollment. In addition, the department offered two literature courses, one in Latino Literature and the other in African American literature in the morning schedule; it also offered an advanced grammar course in the evening as a part of planning the Language and Culture Institute.

For the academic year, the Communications Department has had nine full-time faculty, one of whom has a one-year temporary assignment. Out of the eight full-time, contract faculty, only one has a full FTE. Because of the varied responsibilities needed to be addressed by the department and the college campus, everyone else has some reassignment. As a result, the department does not possess a full-time reading instructor nor a full-time ESL instructor who could serve as Assistant Chair of each discipline.

The most serious facilities need confronted by the department is the Writing and Reading Center (WRC). While classroom space is extremely limited for adding new course sections, the space in the WRC is inadequate to accommodate both writing and reading needs of students. As the course sections in English and Reading continue to expand, the WRC does not possess any additional computer nor work space to accommodate the increased enrollment. In addition, the thirty-three computers in the WRC need to be upgraded and new computer stations need to be added to the existing number to accommodate the students who do not have space to work.

For the department to consider programmatic expansion, it needs to have additional space. It is difficult to plan, for example, hybrid and short term courses because of the lack of available space. (The department, however, realizes that this problem of space will be resolved with the building of Phase III, as programs in the Humanities building vacate existing space.) In addition, either the department or the library needs funding to order instructional media materials.

In the next five years, the department anticipates that an increased number of students with basic oral, reading, and writing needs will enroll at the Moreno Valley campus. As a result of this anticipated increase, the department would like to create an integrated basic skills program to address those needs. The department would also like to increase its course offerings in all of the disciplines, especially in English and ESL, and Reading. Part of this increase will involve expanding its honors course offerings. Currently, the department has moved in these planned directions: it will add a tenure-track reading instructor; offer a curriculum-approved course in American literature; re-arrange the ESL curriculum to offer more course sections in the morning to attract more students; and provide a greater variety of course offerings to students in speech communication. The department will offer a certificate for students interested in a language and culture program. Finally, the department would like to have an expanded space and full-time staff for the WRC.

## 5 year Goals

- To develop an integrated basic skills program, the department will need to write a proposal for funding or use Title V resources. The development of this proposal will include faculty across the disciplines within the department.
- The department will develop or schedule other literature courses, such as Ethnic or Multi-cultural literature, Asian American literature, Native American literature and additional course sections of literature courses offered already to meet the growing demand of new students. The department will also expand its course offering in Reading to include Reading 2, Rapid Reading; Reading 3, Reading for Academic Success; Reading 87, Reading Tutorial; and Reading 95, Special Topics in Reading.
- The department will seek to add new faculty with expertise in basic skills and transfer-level courses.
- The department will create and implement strategies to recruit new ESL students.
- The department will develop and implement a certificate program in language and culture.

## Human Resources

- 4 additional English instructors are needed to teach existing and new course sections in basic skills and degree credit programs
- 1 ½ new ESL instructors to teach classes both on and off campus
- 1 speech communication instructor
- 1 full-time reading instructor
- 1 full-time journalism instructor
- 1 part-time theater arts instructor
- Other staffing
- 1 full-time IDS
- 1 full-time writing and reading center coordinator
- A half time staff position for multicultural resource center to collect and manage a repository of materials on language and culture

## Physical Resources

- Classroom space for expansion of new course section offerings within the department
- Additional space for students in the WRC
- Space for a journalism lab

## Technology Resources

- 20 new computers and 33 upgraded computers for WRC
- 5 smart boards for internet use
- E-solution type equipment to inform instructor's

- pedagogical practices and test taking activities by students.
- Instructional Programs
- Language and culture program – the language and cultural institute designed to integrate both English language and social science programs to provide an educational options for students interested in ethnic studies, humanities, child development and health sciences and a journalism program
  - As space becomes available, increase day, evening and weekend classes including Sundays; increase the percentage of traditional courses by 5 % each term. Increase the percentage of hybrid courses in reading and English and increase the percentage of online courses in English.
  - The challenge encountered with enrollment management is trying to expand course sections in all of the disciplines except journalism. Offering new course sections is based upon classroom availability, and frequently odd times exist in which to arrange a new course section. This challenge is especially difficult for potential ESL students who tend to be parents with school age children. When phase III is built, some of these challenges will be resolved.
- Instructional equipment
- Furniture and equipment for expansion of the WRC
  - Upgraded overhead projectors
  - Books for the multicultural resources center
- Library and Learning  
Support Services  
Student Support Services  
Financial Resources
- Funding of a proposal to develop an integrated basic skills program
- Other

## Health, Human and Public Services (HHPS) at Moreno Valley

### History

#### 5 year Goals

#### Accreditation

- To obtain the highest possible accreditation, when available, for all department programs
- To introduce new programs with conditional accreditation implicit in the program proposals

#### Mentoring of new faculty

- To develop a mentoring protocol that includes the identification of potential mentoring relationships and activities

#### Integration of Programs

- To assess each program to determine ways to share faculty knowledge
- To assess each program's long-term goals to identify similar areas of interest and design projects that meet program goals

#### Central Information Bank

- To establish a centralized information bank consisting of curricula information, accreditation self-studies and program review documents

#### Program Outreach Specialist

- Develop a cohesive community outreach program for the purpose of promoting careers and professions in the HHPS Department

#### Web Page for each program on the RCCD website

- To coordinate efforts at developing a website that is current and helpful for all users

### Human Resources

#### Obtaining accreditation will require the following additional positions

- Dental hygiene, dental assisting, medical assisting, human services, emergency medical services, physician assistant, health care technician and community interpretation

#### Support staff:

- At least one additional clerical support person in the following areas: dental, medical assisting, health care technician, emergency medical services and physician assistant
- A person to develop, design and maintain the department's website
- A designated college laboratory space for the medical assisting clinical assistant program
- Possible move to larger central operating center for

### Physical Resources

the department

Technology Resources

Instructional Programs

Instructional equipment

Library and Learning

Support Services

Student Support Services

Financial Resources

Other

- Current hardware and software to support instruction in all program areas
  - A number of programs are in the master plan and should be enacted within the next five years, including dental assistant, phlebotomy technician, health information technician, pharmacy technician, and radiologic technician
  - Increase the number of all courses: traditional, hybrid, online and telecourses
  - The department could work to have programs become more integrated with each other to perform more efficiently and pool resources
  - Enrollment management: the faculty are concerned with enrollment management and continuously offer sections at times most likely to draw students.
  - Update and replacement of broken and out-of-date equipment
  - Computerized microscope
  - Laptop computer and portable LCD
  - Portable computer lab to be used on a shared basis
- 
- Support for professional development and use of expert consultants to develop new programs
  - Additional life and physical science course offerings
  - Additional behavioral science offerings
  - Spanish for health care professionals
  - Vocational English as a second language
  - Applied mathematics for health care situations

## Humanities and Social Sciences Department at Moreno Valley

History	<p>The Humanities and Social Sciences Department is a continuing part of the original Communications, Humanities and Social Sciences Department, which was formed when the Campus began separation from the City and Norco Campuses in 1997. In the Fall Semester of 2005, we are served by 18 full-time Faculty, Counselors, a Director of Student Activities. We are further assisted by 57 adjunct faculty.</p>
5 year Goals	<ul style="list-style-type: none"><li>▪ We intend to enhance existing programs and introduce new programs to give a full expression to the Liberal Arts and Sciences taught on this campus.</li><li>▪ The Humanities faculty, in conjunction with other disciplines, is developing an Honors program which will enable students to transfer to US and other schools with an Honors designation on their records as well as by refining their research and critical thinking skills.</li><li>▪ The Art program can be further expanded to include instruction in computer generated art, figure drawing, and ceramics.</li><li>▪ The Music program, currently consisting of RCC Gospel Singers, Moreno Valley Master Chorale, guitar, and music theory classes) will be further developed by the addition of a Piano Lab, Guitar ensemble, a “midi-lab” consisting of computerized musical composition, and the development of a weekly public recital on campus.</li><li>▪ The Modern languages Program will be further developed by the addition of instruction in other languages, (eg. French, Latin) and additional higher level courses in languages currently taught in the District (e.g. Spanish 4).</li><li>▪ The HSS faculty will continue to develop and teach other lower level undergraduate courses beyond the first year introductory surveys. Recent new courses to this Campus provide examples of such a project to be further developed: Women’s History, Sociology of the Black Community, Spanish 3, Ancient Greek History, International Relations.</li><li>▪ Integration of HSS subjects in applied areas at the Moreno Valley Campus (e.g. Spanish and Health Sciences; Geography, and Border Studies.)</li></ul>
Human Resources	<ul style="list-style-type: none"><li>▪ An additional IDS</li></ul>

- Physical Resources
  - Additional faculty are needed in the areas of where we currently have no full time faculty, e.g. Economics, and Administration of Justice. Additional faculty in areas already in possession of one full time faculty will need to be added to meet the growing number of sections, (e.g. Psychology, Counseling, Modern Languages.)
  - The addition of temporary classrooms as well as the long awaited Phase Three building project will enable a vastly greater service to the education needs of the Moreno Valley community by opening the doors to many needed sections of classes.
  - Remodeling work is needed for the counters and cabinets in the art lab
- Technology Resources
  - The continued expansion of the internet and other computer resources will enable faculty and students to do research and study. Access to original sources in art, literature, music and photography is essential in the liberal arts.
- Instructional Programs
  - As our academic programs grow and evolve, it will soon be necessary to divide the HSS Department into smaller departments along discipline lines, perhaps dividing the Humanities from the Social Sciences, after appropriate consultation with the Academic Senates.
- Instructional equipment
  - DVD players, expansion of the basic equipment for art composition (e.g. easels), more sophisticated computer terminals and office space are essential.
- Library and Learning Support Services
  - The expansion of academic programs will require additional funding for the Library on the Moreno Valley Campus, for books, music, journals, art and other media.
- Student Support Services
  - As the campus population grows, the HSS Department is mindful of the increased need for office, secretarial, and other support staff to compliment our current priceless workers.
- Financial Resources
- Other

## Math, Sciences and Information Systems Department at Moreno Valley

### History

#### 5 year Goals

- Explore the development of a certificate program or area of concentration in computer gaming and computer security/forensics.
- Expand the faculty pool both full-time and adjunct in the various disciplines within the department.
- Become more independent from the city campus in terms of offering advanced courses in math.
- Split the department into two departments with a possible math, sciences and physical education and business and CIS in the other department.
- Expand the laboratory facilities in math, the life sciences, chemistry and CIS/office
- Keep abreast of student enrollment needs
- Establish and cultivate direct links to the work forces
- Establish a dialogue with appropriate four year college and universities regarding transfer requirements
- Engage in staff development that will result in more expertise in the curriculum process

### Human Resources

#### Math:

- Increase the number of full-time math faculty to staff the increased number of sections in math and also to coordinate the math lab. A 100% increase is needed.

#### Sciences:

- Addition of 1 Biology faculty member to reduce the current number of sections being taught by adjunct faculty, which is currently 75%.
- 1 full-time health science instructor to replace Bill Vincent
- 1 full-time anatomy position
- Additional faculty for Chem 2A and B, probably adjunct faculty initially, plus 1 additional full-time faculty position in Chemistry

#### CIS:

- Additional faculty address the increased number of course offerings

#### Office Administration

- 1 -2 new full-time faculty members

- Additional part-time lab technician to support additional sections in chemistry and other sciences most likely assigned to the evening program.
  - A part-time lab tech for Physics and physical science
  - CIS – additional lab techs to handle increasing enrollments
  - Office administration – at least one part-time to assist the IDS
  - Physical Education – 1 new full-time faculty member with specialty in areas of the discipline that will expand and enhance our physical education options.
- Physical Resources
- The west facing classrooms in the HM building need proper maintenance of the ventilation/air conditioning. Construction of a larger microbiology lab to accommodate more than 24 students per section.
  - Conversion of the current micro lab into a class/lab room.
  - Installation of a new thermostat, heating and air conditioning system in the science building.
  - Installation of a new ventilation system in the science building for fumes and proper ventilation.
  - Conversion of the current micro prep room into an additional specimen room.
  - The addition of a large lecture room to accommodate expansion in chemistry.
  - Add specialized lab facilities including a stock room and instrument room to support chemistry
  - Add new classroom facilities to accommodate additional class offerings in office administration.
- Technology Resources
- The addition of Physical Education facilities.
  - Upgrade computers in math faculty offices.
  - Upgrade computers in Science labs/ faculty offices.
  - Lap top computer station for lecturing
  - Expansion of the computer lab with additional computers including both Macs and PCs for CIS
  - New computers and up to date software for Office
  - Over head LCD projection systems
  - A smart classroom with wireless computer equipment.
- Instructional Programs      Math

- Expand the facilities in the math lab and increase the number of advanced courses offered
- Increase the percentage of day, evening and weekend classes

Sciences

- Offer more anatomy and physiology, more biology and more chemistry

CIS

- Develop a program in gaming and explore other high interest job fields for course development
- Increase the number of evening, hybrid and online courses
- Office
- Increase both day and evening offerings and consider a high school/employment needs survey to gather information about future course offerings
- Increase the percentage of online courses and decrease the number of telecourses

Physical Education

- Development of Fitness and Wellness program.

Strategic Enrollment

- The department experiences major problems with enrollment issues every semester. A large number of students attempt to add and become frustrated. The use of an accurate waiting list would be helpful.
- Need equipment to fully stock lab facilities for chemistry and other sciences
- Need equipment to support Fitness and Wellness.

Instructional equipment

Library and Learning

Support Services

Student Support Services

Financial Resources

Other

- The institution needs to develop budgets that fund replacement and upgrades of equipment in an orderly and predictable manner
- Additional faculty parking spaces in the south parking lot

# Academic Master Plan

## Section 9 – Norco Campus

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Introduction
Mission
Operational Status
Learner Population
Department Configuration
Programs
Department Plans

### **Introduction**

Norco, like Moreno Valley, has been preparing to be an independent college for a number of years. The preparatory work has been discussed in recent documents – the Institutional Self-Study of 2001, the Interim Report of 2002, and the Mid-Term Report of 2003. The Board of Trustees Resolution 53-01/02, adopted on March 20, 2002, formally supported the move from a three-campus district to a three-college system. Subsequent actions on this resolution included letters of intent to the California Community College Board of Governors and Chancellor’s Office, the California Postsecondary Education Commission, the Western Association of Schools and Colleges, the California Board of Education, the United States Department of Education, and other agencies. At its March 26, 2004 meeting, the California Postsecondary Education Commission approved proposals from the District to convert the Norco educational center to full college status. This notice was sent to the Governor, Members of the Legislature, and other agencies. At its January 2005 meeting, the Accrediting Commission of Community and Junior Colleges approved the Eligibility Report for the Norco campus to become an independent college. The final step in the process to independent status will be the preparation and approval of an accreditation self study report which is planned for completion in Fall 2007.

The Norco Campus, situated on a 141 acre site south of Riverside, offers courses that meet the transfer program requirements paralleling the first two years of university offerings and pre-professional, career preparation, occupational and technical programs leading to the associate of arts and the associate of science degrees and a variety of certificates. The curriculum and programs create a learning environment, that develops the learner’s knowledge, critical thinking skills, independent thought, cultural awareness, self-reliance and personal growth. In support of this mission, it provides services required to maintain learning programs as well as the basic skills that equip students to complete transfer and/or occupational objectives. In response to changing needs, Norco Campus focuses on the theme of technology in the 21<sup>st</sup> Century and is best known for its cutting edge programs in technology and manufacturing, reflecting partnerships with industry and community groups.

The city of Norco has a population of 25,250 while the population of the nearby community of Corona is 137,000. Located in the most western tip of the Riverside Community College District, along the Interstate 15 and 91 freeway corridors, the Norco Campus is a gateway to the engineering, manufacturing and warehousing companies serving the counties of Riverside, Orange, and San Bernardino. With its emphasis on academic programs that prepare graduates to work in the business sectors of manufacturing, technology and distribution, the Norco Campus has kept pace with the surrounding growth of its communities and is ready to meet the future.

### **Learner Population**

Norco is Riverside Community College District's fastest growing campus, offering students a dynamic, state-of-the-art learning environment. Its student body is culturally diverse, representing the communities of western Riverside County and commuters living in Orange County. Although a significant number of Norco's students are enrolled in less than 12 units, over a third are full-time, and 70% take more than 6 units. (Document 9.1) As is true across the District, the majority of Norco students who took assessment tests between September 2004 and February 2005, placed into basic skills classes in reading, math and English. (Document 9.2) Thus, in addition to the general education/transfer classes and career-focused occupational programs, Norco offers classes to meet the needs of under-prepared students.

### **Mission Statement**

In preparation for independent college status, the Norco Campus has developed the following mission statement:

Norco Campus, as part of the Riverside Community College District, is an accessible and comprehensive educational center committed to providing an affordable post-secondary education, including student services, to a diverse student body.

### **Organizational Status**

Norco has been operational since April, 1991, when it opened for a concentrated short spring semester. By fall 1991, the enrollment was 3,755, in fall 1997 it was 5,012, and in spring 2002 it was 6,619. Current enrollment is over 8,500. All projections indicate that this area of the Inland Empire will continue to experience rapid growth from Orange County overflow and the I-15 corridor housing expansion. In fact, Norco is the most rapidly growing campus in the district, experiencing a 28.4% increase in enrollment since 2002. The staff has the appropriate professional preparation and experience needed to fulfill all responsibilities to oversee the operation of the campus. Currently, there are 60 classified staff, 63 full-time faculty and approximately 221 part-time faculty.

**Department Configuration**

Business, Engineering, and Information Technologies  
 Communications  
 Mathematics and Science  
 Arts, Humanities and World Languages  
 Social and Behavioral Sciences

The educational program at Norco is designed to lead students to associate degrees, transfer to four-year institutions, or certificates. In addition the campus offers programs in pre-collegiate remedial or developmental improvement and for general education. Open Campus courses encompassing distance education, telecourses, hybrid and on-line courses are offerings at Norco designed to provide options for students in alternative delivery modes. Workshop courses and cooperative work experience classes are also offered. Norco’s special programs focus in the areas of Engineering, Drafting, Architecture, Logistics, Manufacturing Technology, and the Competitive Applied Technology Center. In addition Norco offers the “Weekend College” for 1,107 working adults who are able to complete certificate and general education requirements attending classes scheduled on Friday evening, Saturday and Sunday and is preparing to initiate an Afternoon College beginning in Fall 2006. (Document 9.3)

**Current Certificate/Degree Programs:**

- |                                   |                              |
|-----------------------------------|------------------------------|
| Architecture                      | Accounting                   |
| Art-Commercial                    | Business Administration      |
| Computer Information Systems      | Computer Applications        |
| Computer Programming              | Drafting Technology          |
| Early Childhood Studies           | Electronics Computer Systems |
| Electronics Technology            | Engineering Aide             |
| Engineering Software Applications | Engineering Technology       |
| Logistic Management               | Manufacturing Technology     |
| Mechatronics                      | Marketing                    |
| Office Administration             | Real Estates                 |

**Programs Currently in Development:**

- |                                |                                |
|--------------------------------|--------------------------------|
| Advanced Plastics Technologies | Environmental Science          |
| Civil Engineering Technician   | Composite Materials Technician |
| Manufacturing Management       | Human Resources                |

**Department Academic Plans**

<b>Arts, Humanities and World Languages at Norco</b>	
History	
5 year Goals	The current configuration of the department is not

	<p>conducive to growth and meeting student needs. The department should be split and new departments should be created. The present department has 17 disciplines which includes: administration of justice, anthropology, art, English, ESL, guidance, history, humanities, music and dance, philosophy, political science, psychology, reading, sociology, world languages, speech and theater (since this plan was submitted a realignment of departments has occurred that includes communications; social and behavioral science; and arts, humanities and world languages).</p> <p>Overarching goal: To increase the number of hybrid and online courses in all areas. Additional goals are:</p> <ul style="list-style-type: none"> <li>▪ To increase the number of modern languages offered at Norco and include levels 1, 2 and 3 for each language. The department began offering French and Sign Language in fall of 2005.</li> <li>▪ Establish better communication across the District through the chairs and members of the disciplines.</li> <li>▪ Add full-time faculty in areas where there are no full-time faculty members or only one – AJ and anthropology do not have full-time faculty; political science, psychology and sociology only have one.</li> <li>▪ Develop better orientation and skills development/workshops for part-timers.</li> <li>▪ Develop honors classes</li> <li>▪ Increase cross-discipline collaboration between creative artists from Norco and other campuses</li> </ul>
Human Resources	<p>The Department needs to add:</p> <ul style="list-style-type: none"> <li>▪ a full-time faculty in world languages, anthropology, administration of justice, music, sociology, psychology and political science</li> <li>▪ A full-time writing lab coordinator and assistant</li> <li>▪ A full-time read lab assistant/coordinator</li> <li>▪ One full-time instructor in English every third semester to meet growth</li> <li>▪ An IDS to support growth and newly formed departments</li> </ul>
Physical Resources	<p>Facilities needs include:</p> <ul style="list-style-type: none"> <li>▪ A photo lab and art room</li> <li>▪ Additional classrooms and faculty office space</li> <li>▪ An art gallery or exhibition space</li> <li>▪ At least one or two smart classrooms</li> <li>▪ Enclose ATEC 119 patio to become a classroom</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Innovation Technology Center for Faculty</li> <li>▪ Full Service Cafeteria and Student Center</li> <li>▪ Collaborative relationship with the John F Kennedy Middle College to begin utilizing their 35 classrooms in fall 2006.</li> </ul>
Technology Resources	<p>The department needs more:</p> <ul style="list-style-type: none"> <li>▪ DVD players</li> <li>▪ LCD projectors</li> <li>▪ Set up of smart rooms</li> </ul>
Instructional Programs	<ul style="list-style-type: none"> <li>▪ Competition from the large City Campus has had an impact on Norco enrollments in low-enrollment, specialized courses. To ameliorate this concern a greater level of awareness within disciplines and better communication is needed.</li> <li>▪ A more comprehensive theater program is needed.</li> <li>▪ Dance class offerings should grow.</li> <li>▪ More music classes should be added with offerings at the Fender facility</li> <li>▪ Photography and digital media should be offered in conjunction with art</li> <li>▪ 3-D modeling and animation classes are needed</li> <li>▪ Continue development of speech class offerings</li> <li>▪ Revise and expand art discipline</li> <li>▪ Further develop the Journalism program</li> <li>▪ Develop interdisciplinary offerings and/or honors classes in history and continue growth in the humanities</li> <li>▪ Add more traditional classes to the late afternoon and evening schedule</li> <li>▪ Add more online courses in more subject areas</li> <li>▪ Add more hybrid courses in more subject areas</li> <li>▪ Develop telecourses that are up to date using CD and DVD capabilities or decrease their number if that is not available</li> </ul>
Instructional equipment	<ul style="list-style-type: none"> <li>▪ New maps</li> <li>▪ Equipment for photography lab</li> </ul>
Library and Learning Support Services	<ul style="list-style-type: none"> <li>▪ Professional Development Books</li> </ul>
Student Support Services	
Financial Resources	
Other	

<b>Business, Engineering and Information Technologies at Norco</b>	
History	
5 year Goals	<p>Engineering, architecture, design/drafting, electronics, and manufacturing goals are:</p> <ul style="list-style-type: none"> <li>▪ Improved articulation with UC/CSU and local high school districts</li> <li>▪ Course integration between the areas of engineering, design/drafting, manufacturing and electronics</li> <li>▪ Architecture – develop a full-time day and evening program</li> <li>▪ Electronics – develop a full evening and partial day program</li> <li>▪ Engineering – provide a transfer program that offers ENE 17, 35, and 45 at least one semester per year</li> <li>▪ Manufacturing – develop a full day and evening program</li> </ul> <p>Business, Logistics, accounting, marketing, and real estate goals are:</p> <ul style="list-style-type: none"> <li>▪ Improved articulation, establish effective advisory counsels, increase informational seminars for students and the community and a closer coordination with the business community</li> </ul>
Human Resources	<p>Engineering, architecture, design/drafting, electronics, and manufacturing</p> <ul style="list-style-type: none"> <li>▪ 100% increase in full-time faculty and 70 – 100% increase in part-time</li> <li>▪ Manufacturing – 1 full-time, 2 to 4 part-time faculty</li> <li>▪ Architecture – 1 full-time, 2 – 3 part-time</li> <li>▪ Electronics – 1 full-time, 2 – 3 part-time</li> </ul> <p>Business, Logistics, accounting, marketing, and real estate</p> <ul style="list-style-type: none"> <li>▪ 75% increase in full-time faculty over four years</li> <li>▪ Accounting – 1 full-time</li> <li>▪ Business – 1 full-time</li> <li>▪ Other staffing: <ul style="list-style-type: none"> <li>▪ Outreach coordinator: a full-time faculty member reassigned with .65 FTE to focus on recruitment, meeting advisory committees, new articulation and upgrades, placement, advising, marketing and advertising for all occupational areas on the Norco Campus</li> <li>▪ A full-time secretary to support the</li> </ul> </li> </ul>

	<p>outreach coordinator and IDS</p> <ul style="list-style-type: none"> <li>▪ Tool room attendant for manufacturing</li> <li>▪ Lab Technician for electronics</li> </ul>
Physical Resources	<ul style="list-style-type: none"> <li>▪ With the addition of phase three building facilities will be adequate</li> </ul>
Technology Resources	<ul style="list-style-type: none"> <li>▪ Computer upgrades are necessary in three year cycles with 30 new computers for the advanced CAD lab rotating the older ones out to engineering or drafting labs</li> <li>▪ Maintenance and upgrade dollars must be available for rapid-prototyping (3D printing equipment)</li> </ul>
Instructional Programs	<p>Engineering, architecture, design/drafting, electronics, and manufacturing</p> <ul style="list-style-type: none"> <li>▪ No anticipated new programs are expected to be developed within the next five years.</li> <li>▪ Specific focus will be concentrated on growing architecture, manufacturing, electronics and transfer engineering programs</li> <li>▪ Increase day and evening offerings, traditional, hybrid, and look at possibly developing some online courses</li> </ul> <p>Business, Logistics, accounting, marketing, and real estate</p> <ul style="list-style-type: none"> <li>▪ Developing new programs in occupational business skills for managers/partners/sole operators and their staffs and in human resources</li> <li>▪ Implement Human Resources Certificate</li> <li>▪ Increase evening and weekend classes and the percentage of hybrid and online courses and eliminate telecourses</li> </ul>
Instructional equipment	<ul style="list-style-type: none"> <li>▪ Phase three should address equipment needs for the next five years.</li> </ul>
Library and Learning Support Services	
Student Support Services	
Financial Resources	<ul style="list-style-type: none"> <li>▪ A significant repair/replacement budget is needed to support the manufacturing program (\$10,000.00).</li> <li>▪ A supply budget is needed to support manufacturing (\$8,000.00)</li> <li>▪ Approximately \$25,000.00 is needed annually to maintain engineering and design software upgrades</li> <li>▪ Increased budgets in engineering, architecture and electronics are necessary to accommodate</li> </ul>

	technology changes and inflation
Other	

## Communications Department at Norco

History	<p>The Department is concluding its first year as a department after leaving behind the Department of Arts, Humanities, and Social Sciences. The Department “houses” the disciplines of English, English As a Second Language, Journalism, Reading, and Speech. During this year, we have:</p> <ul style="list-style-type: none"> <li>▪ increased class sections by 16%,</li> <li>▪ increased faculty by 33%,</li> <li>▪ continued to work with Puente program by introducing a new team,</li> <li>▪ worked with Title V in English and Reading to develop new methods of delivery, and</li> <li>▪ introduced a one-unit classes to help students acquire specific college-level skills outside a “typical” classroom environment.</li> </ul>
5 year Goals	<p>The department’s five-year goals include:</p> <ol style="list-style-type: none"> <li>1. Continuing to hire full-time, tenure track faculty to achieve a minimum of 25% of all sections being taught by full-time faculty, and to make sure each of our five disciplines has at least one, full-time faculty (Journalism does not.).</li> <li>2. Developing a strong ESL program through community outreach and dialogue with admissions staff and counseling.</li> <li>3. Participating in campus leadership and strategic planning for accreditation and separation into our own college.</li> <li>4. Building programs and projects with JFK Middle College High School when it opens in fall 2006.</li> <li>5. Continuing assessment of student learning outcomes and program reviews to ensure programs, courses, seminars, and workshops are responding to students’ needs.</li> <li>6. Modifying the Writing/Reading Center to fit evolving and changing student needs and pedagogical needs.</li> <li>7. Working to expand course offerings in all disciplines to continue to meet student needs.</li> <li>8. Researching and using alternative methods of instructional delivery.</li> <li>9. Developing Senior Class Preparation classes for students at JFK Middle College.</li> </ol>

Human Resources	<p>The department continues to need</p> <ol style="list-style-type: none"> <li>1. Full-time faculty to achieve a minimum of 25% of sections taught by full-time. In addition, Journalism is still taught by 100% part-time faculty;</li> <li>2. A dedicated, full-time IDS; and</li> <li>3. A full-time Reading Paraprofessional, as Norco is the only campus without this staff person.</li> </ol>
Physical Resources	<p>The department needs:</p> <ul style="list-style-type: none"> <li>▪ Dedicated classrooms to facilitate classroom utilization and provide permanent homes for video and audio equipment currently being shuttled between classrooms;</li> <li>▪ Faculty offices;</li> <li>▪ More classrooms,</li> <li>▪ ESL classes on campus not at NOHS</li> </ul> <p>The Norco Campus needs</p> <ul style="list-style-type: none"> <li>▪ More classrooms,</li> <li>▪ Conference rooms,</li> <li>▪ Student activity center/cafeteria</li> <li>▪ Cyber café.</li> </ul>
Technology Resources	<p>As the technology campus, Norco has wireless access everywhere on campus. This is terrific but other technological resources will need to be updated in:</p> <ul style="list-style-type: none"> <li>▪ Most department classrooms where video equipment is outdated and most classrooms do not have a computer;</li> <li>▪ Most department faculty offices where computers are +6 years old and printers are old;</li> <li>▪ In the Writing/Reading Center where software and hardware will need updating in 2006-07.</li> </ul> <p>Special technological resources such as digital video equipment and computers to record and play back student performances for improvement in disciplines such as Speech should be considered.</p>
Instructional Programs	<p>The department is currently involved with</p> <ul style="list-style-type: none"> <li>▪ Puente with English</li> <li>▪ Title V with English, Reading, and soon with ESL and Speech,</li> <li>▪ Weekend College with English, Reading, and Speech</li> <li>▪ Night courses with English, ESL, Reading and</li> </ul>

	Speech.
Instructional equipment	Classrooms used by the department are generally well-equipped unless otherwise indicated in this report.
Library and Learning Support Services	The department enjoys an excellent relationship with Celia Brockenbrough and her staff; their support of all of our disciplines is excellent.
Student Support Services	The department continues to work with Student Support Services to develop clear matriculation and placement responses to student needs. This is especially true in the areas of English, ESL, and Reading.

<b>Math, Science and Information Systems at Norco</b>	
History	Since this plan was submitted, a realignment of departments has occurred. Information Technology has been placed in a separate department.
5 year Goals	Department goals: <ul style="list-style-type: none"> <li>▪ To expand the pre-nursing/science offerings</li> <li>▪ Offer enough classes for a science major to transfer</li> <li>▪ Develop new certificates in physical education</li> <li>▪ Offer an integrated math 52 and 35</li> <li>▪ Development of a dedicated math lab</li> </ul>
Human Resources	Full-time faculty: <ul style="list-style-type: none"> <li>▪ 2 life science instructors to teach anatomy and physiology and microbiology</li> <li>▪ 3 additional math instructors</li> <li>▪ 2 additional PE instructors</li> <li>▪ 1 additional chemistry instructor</li> <li>▪ 1 additional physics instructor</li> </ul> Classified positions: <ul style="list-style-type: none"> <li>▪ 2 full-time science lab technicians</li> <li>▪ 1 IDS/assistant</li> </ul>
Physical Resources	<ul style="list-style-type: none"> <li>▪ 1 more physics or chemistry lab</li> <li>▪ 1 more micro lab</li> <li>▪ 1 more anatomy and physiology lab</li> <li>▪ 1 more PE classroom</li> <li>▪ Dedicated math lab</li> </ul>
Technology Resources	<ul style="list-style-type: none"> <li>▪ 50 graphics calculators</li> <li>▪ 5 replacement data projectors</li> <li>▪ 2 new data projectors</li> </ul>
Instructional Programs	<ul style="list-style-type: none"> <li>▪ Increase the number of day and evening classes and increase the percentage of hybrid and online courses with no change to telecourses</li> <li>▪ Offer more pre-nursing science classes</li> <li>▪ Add math courses to meet remedial needs and address the anticipated change in the AA degree requirement</li> <li>▪ Develop new certificates in PE in the area of stress reduction and rehabilitation therapy</li> <li>▪ Add Biology 11 and Biology 12 classes for transferring students</li> </ul>
Instructional equipment	<ul style="list-style-type: none"> <li>▪ Equipment to fully stock new labs (physics, chemistry, micro, and A&amp;P)</li> <li>▪ Weight training and aerobics equipment for</li> </ul>

	physical education
Library and Learning Support Services	
Student Support Services	
Financial Resources	
Other	

# Academic Master Plan

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