

Mission Statement:

The Office of Academic Affairs is dedicated to the core college values of student success, equity, and completion achieved through a guided pathways model featuring integrated academic support. The Office is responsible for the strategic integration of goals of the five academic divisions and the collaborative alignment of Academic Affairs integrated planning with that of other college units; Student Services, Planning & Development, and Business Services. The office (1) promotes and ensures academic excellence through guardianship of academic freedom, support of faculty engagement in academic inquiry, and support of innovative approaches to teaching and learning; (2) supports integrity of academic leadership through collaborative shared governance; (3) and provides leadership in matters of academic planning including, enrollment management, developmental education, dual enrollment, and development of master scheduling. The Office works collaboratively with other college units to set academic policies, implement academic strategic plans and initiatives, provide budgetary oversight and supports the mission of the college.

To review the full VPAA Prioritization Nuventive plan [click here](#).

VPAA 1:

Educational Partnerships -Expand access to and increase success rates of underserved and historically underrepresented students within CCAP and dual enrollment

- Strategically expand access to and success within dual enrollment classes for disproportionately impacted students, especially Black, Latinx, American Indian or Alaska Native, Native Hawaiian and Pacific Islanders, and foster youth, and historically underrepresented first generation, and low-income students.
- Decrease equity gaps in both enrollment and success rates for disproportionately impacted students.
- Increase demand for CCAP and dual enrollment at partnership school sites leading to the increase of number of sections offered and number of high school students enrolling in courses.
- Create sense of belonging and provide calculated, deliberate and intrusive academic supports.
- Particularly for first generation, students of color, and low-income students, having early positive experiences and early success in college courses supports their understanding that they belong in college.

Resources Needed	Resource Category	Funding Source	Amount
Additional funding for outreach to support recruitment. Includes collateral, promotional materials, translation services, and potential special project funding.	Staff Development	General Fund	\$10,000
Educational Advisor – shared between Educational Partnerships and Honors Program	HR - Classified	General Fund	\$135,396
Peer Mentors	HR - Classified	General Fund	\$10,000
TOTAL			\$155,396

Goal Mapping

1.0 Student Access	2.0 Student Success	3.0 Institutional Effectiveness	4.0 Resource Development and Allocation	5.0 Community Engagement
1.1, 1.2, 1.4	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8	3.1, 3.6		5.1, 5.2, 5.3, 5.4

VPAA 2:

Increased support for Faculty – Glenn Hunt Center and Academic Senate

Current administrative support for this position is 1/2 time. We would like to expand the position to a full time position. This would allow the Glenn Hunt Center to be more fully staffed. Additionally, this position could provide additional support to faculty development -- helping with documenting existing support for equity-based classroom engagement activities, help to coordinate training, and improve the ability to support RCC's Academic Senate.

Resources Needed	Resource Category	Funding Source	Amount
Increase classified professional position from 1/2 time to full time – Administrative Assistant I	HR - Classified	General Fund	\$72,608
TOTAL			\$72,608

Goal Mapping

1.0 Student Access	2.0 Student Success	3.0 Institutional Effectiveness	4.0 Resource Development and Allocation	5.0 Community Engagement
		3.1, 3.4	4.2	

VPAA 3:

Staff – Increase equity-minded Journalism Program Support Specialist from part-time to full time

Increase from pt to ft the position of Journalism Program Support Specialist; with only one full time faculty member, the program cannot grow without the much needed support by this program support position which guides the production aspects of the newspaper. This limits the program's ability to serve students. The program wants to expand its web presence and venture into podcasting, expanding the experience and skills of our student journalists. RCC's students are largely first-generation and students from disproportionately affected groups. This additional capability will enable the program to help more of RCC's students. Full time staff member to maintain equipment, train students on equipment, be present in the newsroom when faculty member is in class or doing institutional service.

Resources Needed	Resource Category	Funding Source	Amount
Journalism Program Support Specialist from part-time to full-time	HR – Classified	General Fund	\$117,472
TOTAL			\$117,472

Goal Mapping

1.0 Student Access	2.0 Student Success	3.0 Institutional Effectiveness	4.0 Resource Development and Allocation	5.0 Community Engagement
	2.1, 2.4, 2.8,	3.5	4.1	

VPAA 4:

Life Sciences & Chemistry Equipment Replacement and Repair/Service Contracts

Improve Student Success by providing instruction with more modern equipment and updated service contracts to extend the life of essential teaching equipment for Life Science and Chemistry.

The following resources have been funded and do not need additional prioritization	Resource Category	Funding Source	Amount
Repair Growth Chamber Humidity Sensors (\$3033) Growth Chamber Service Contract (including tax) (\$2940)	Equipment	General Fund	\$5,973
TOTAL			\$5,973

Goal Mapping

1.0 Student Access	2.0 Student Success	3.0 Institutional Effectiveness	4.0 Resource Development and Allocation	5.0 Community Engagement
	2.1, 2.2, 2.3, 2.4, 2.5, 2.8			

VPAA 5:

Active/Collaborative Learning Furniture

Create two flexible teaching and learning classrooms (one in Quad for LHSS and one in MTSC for math) by furnishing with movable furniture (to facilitate culturally-relevant, innovative, active, and collaborative teaching methods). Furniture selected must NOT reduce current classroom capacities.

Resources Needed	Resource Category	Funding Source	Amount
3 person whiteboard tabletop desks in half moon, trapezoid, boomerang or wave shape = \$350-\$400 each ; 1 person adjustable trapezoid or half round desks = \$150-\$275 each large overhead Video display monitors for classroom walls - \$2500 each Adjustable height, mobile dry-erase boards = \$300-\$400 each charging stations storage cabinets	Physical Resource	General Fund	\$35,000
TOTAL			\$35,000

Goal Mapping

1.0 Student Access	2.0 Student Success	3.0 Institutional Effectiveness	4.0 Resource Development and Allocation	5.0 Community Engagement
	2.8		4.2	

Joint Initiative A: VPAA and VPPD

Academic Support Augmentation

Additional funds requested to increase academic support for the following areas: CIS (\$20K for tutors), AUT (\$10K for SI leaders), Math (\$25K for Math Learning Center tutors & extended hours of service), and LHSS: WRC, CCE & EC (\$30K). Total request: \$85K academic support augmentation.

Resources Needed	Resource Category	Funding Source	Amount
Budget augmentation for CTE (\$20,000 for tutors), AUT (\$10,000 for SI leaders)	Staff Development	General Fund	\$30,000
Budget augmentation for equity-minded student staffing in LHSS	Staff Development	General Fund	\$30,000
Increase MLC days/hours of operation	HR - Classified	General Fund	\$25,000
TOTAL			\$85,000

Goal Mapping

1.0 Student Access	2.0 Student Success	3.0 Institutional Effectiveness	4.0 Resource Development and Allocation	5.0 Community Engagement
	2.1, 2.2, 2.3, 2.4, 2.5, 2.8			

This initiative is for information only and does not require prioritization Develop and Implement Associate Faculty Academy

Faculty Training

The following resource is being researched for future prioritization

Funding for Associate Faculty Participation

Goal Mapping

1.0 Student Access	2.0 Student Success	3.0 Institutional Effectiveness	4.0 Resource Development and Allocation	5.0 Community Engagement
1.1, 1.2, 1.3, 1.4	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8	3.1, 3.2, 3.3, 3.4, 3.5, 3.6	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7	

This joint initiative is for information only and does not require prioritization
Equity-Minded Learning Institute

Continue creating and implementing an Equity-Minded Learning Institute (EMLI). This program will be faculty led, but the Director of Institutional Research will be involved in the planning and implementation process and will regularly provide the necessary data. The planning body will consist of the faculty lead, Director of Institutional Research, Student Equity Committee co-chairs, Director of Academic Support, and Professional Development chairs (Classified Professional and Faculty). The EMLI program is based off the existing program at Cuyamaca College. The implementation team at Cuyamaca College will be used as a resource during the development of our program. The program is designed to provide a structured framework to provide faculty with resources to start closing student equity gaps within the classroom. Initially the EMLI will focus solely on faculty. However, an additional component will be an Equity Institute focused on providing consistent equity training for our students will also be instituted. Expansion of the EMLI will include additional tracks for classified professionals and administrators.

Through its Equity Plan, FLEX activities, Equity Committee, Strategic Planning Councils, Communities of Practice, and many other college-wide, area, department, and discipline activities, RCC has offered a great deal of equity training. This project seeks to create institutional change by reaching more faculty to acknowledge, understand, and dismantle root causes of systemic barriers to student engagement and achievement, to address deficit thinking and promote validating students, to develop inclusive pedagogical practices, and to create racial equity agendas.

Additionally, RCC's student employees will participate in EMLI training as part of Academic Support's efforts to include student-equity focused training for these groups.

The following resources have been funded in alignment with this initiative
Faculty Special Projects to assess and provide feedback on student modules of EMLI - Summer 2022
Salary for students who participate in Student Employee Training (PIMC, EMLI)

Goal Mapping

1.0 Student Access	2.0 Student Success	3.0 Institutional Effectiveness	4.0 Resource Development and Allocation	5.0 Community Engagement
	2.0	3.4, 3.5		

This initiative is being researched for future prioritization

Multi-Cultural Student Center

Discussions surrounding a new facility (or modification of existing facility) to include Student Activities and Equity Programs. This multi-purpose space will include rooms and spaces to support a variety of meetings, events and campus activities associated with equity programs. The Multi-cultural Student Center will be housed in a central location to increase access, enhance engagement and create a sense of belonging for the entire RCC community. Discussions surrounding location, functionality and funding will take place in the first year, with funding identification in year two and/or year three, and implementation soon after. This initiative is aligned with the Facilities Master Plan.

Goal Mapping

1.0 Student Access	2.0 Student Success	3.0 Institutional Effectiveness	4.0 Resource Development and Allocation	5.0 Community Engagement
	2.4, 2.8	3.5		