



Vice President of Academic Affairs

2023-2024 Program Review Summary

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.

Updated 09/18/2023

VPAA #1

Active/Collaborative Learning Furniture

To review the full nuventive plan for this initiative click [here](#).

Create two flexible teaching and learning classrooms 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.

Replace smaller sleigh desks (possible classrooms: MTSC 101, 105, or 106) with larger desks similar to the ones in MTSC 107. The number of desks depends on classroom capacity (Krystin Mendez and Robert Beebe). Also, increase white boards in these classrooms.

Purchase request: 76 Koi desks (20" D x 33" W) and chairs. Cost (from quotes received by Krystin Mendez and Robert Beebe) estimated at \$51,000 - \$55,000 for both classrooms. Platinum Visual Systems white boards (cost estimate ~\$10,000 for 6)

Resources Needed	Resource Category	Funding Source	Amount
Collaborative furniture & white boards for Math Department	Facilities/Space	General Fund	\$65,000
TOTAL			\$65,000

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	

VPAA #2

Active/Collaborative Learning Furniture

To review the full nuventive plan for this initiative click [here](#).

Taboret Tables for Art Studio, Quantity 20 x DBF 16x16-32H-FT16X16 Taboret with Flush Top Art tables for collaborative teaching and student engagement. These are mobile tables that can be used in different ways.

Resources Needed	Resource Category	Funding Source	Amount
Taboret Tables for Art	Facilities/Space	General Fund	\$35,333
TOTAL			\$35,333

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	

VPAA #3

Math Learning Center

To review the full nuventive plan for this initiative click [here](#).

Research on the MLC indicates that students who spend more than 18 hours per semester in the MLC have a greater success rate in their courses. The MLC needs enough tutors to meet the demands of students. The MLC needs to extend hours during the week and on Saturdays to provide equitable access to evening and working students, parents, and students who don't have a place to study on weekends. MLC's current budget is \$45,820 (down from \$62,000). For MLC to provide equitable access to RCC's students the budget needs to be increased to \$130,500.

Increase Learning Center Assistant's position to 75% or 100%. Increase MLC's hours of operation and budget. MLC's current budget is \$45,820. Learning Center Assistant (Sandra Rosas) is at 19.5 hours per week. MLC is open MTWTh 9 am - 5 pm, F 9 am - 2 pm and closed on Sat and Sun.

Resources Needed	Resource Category	Funding Source	Amount
Learning Center Assistant - from .475 to 1.0	Classified Position	General Fund	\$99,878
TOTAL			\$99,878

Goal Mapping

1.0 Student Access	2.0 Student Success	3.0 Institutional Effectiveness	4.0 Resource Development and Allocation	5.0 Community Engagement
1.2	2.1			

VPAA #4

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

To review the full nuventive plan for this initiative click [here](#).

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. Fifty percent (50%) of the funding has been secured for this position, an additional fifty percent (50%) is needed.

This position continues to be a priority for the division. Viewpoints is a consistently awarded college newspaper. With the retirement of long-time, and lone, journalism professor, Allan Lovelace, the program has been carried by the Journalism Program Support Specialist who has continued the tradition of excellence with high awards at JACC in Spring 21 and the pursuit and receipt of a prestigious Journalism fellowship award from California Foundation for several journalism students. The Journalism program support specialist position as a full time position allows the journalism faculty to devote time to institutional service, teaching, contractual commitments without distraction.

Resources Needed	Resource Category	Funding Source	Amount
Full Time Journalism support	Classified Position	General Fund	\$111,527
TOTAL			\$111,527

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	

Information Only - No Prioritization Needed:

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

To review the full nuventive plan for this initiative click [here](#).

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.

Examine, analyze and explore current College and Career Access Pathways (CCAP) and Dual Enrollment program offerings, opportunities, challenges and partnerships.

- Work with faculty and VPAA to understand course offerings and identified pathways.
- Work with Outreach to leverage current relationships for student outreach in feeder high schools.
- Facilitate understanding of current CCAP and identify potential opportunities for new pathways.
- Review student course taking patterns.
- Recruit and hire educational advisor to provide student support structure, including but not limited to academic advising, matriculation, and integrated academic supports.
- Create specific “warm hand offs” from high school to UMOJA, La Casa, and Puente.
- Expand CCAP course offerings.
- Improve on-boarding process for all students while providing timely, informative and relevant support to high school personnel.
- Increase number of high school students participating by creating opportunities for outreach and strengthening student understanding of college-going opportunities.
- Recruit and hire educational advisor to provide student support structure, including but not limited to academic advising, matriculation, and integrated academic supports.
- Coordinate Dual Enrollment Student Success Day where all CCAP and RECHS students are invited to visit RCC to interact with faculty and current RCC students, gain exposure to college campus, and increase sense of belonging.

- Includes campus tour, student panel, laboratory visits, etc. (2022 - Pending vaccination mandate)
- Monitor, assess, and report on CCAP and RECHS students' progression to and through college (RCC and other colleges), including enrollment, transfer and degree/certificate completion.
- Fully integrate UMOJA, La Casa, and Puente into CCAP and RECHS programming.
- Fully integrate academic support mechanisms within CCAP, including peer mentoring and tutoring options.

FTE has been hired. This process is going well and dual enrollment is growing. Budget augmentation TBD.

- Monitor, evaluate, and assess student enrollment, disaggregated by race/ethnicity, gender and other identification markers.
- Monitor, evaluate, and assess effectiveness of services, programming and academic support mechanisms.
- Monitor, evaluate, and assess current CCAP pathways.
- Monitor, evaluate, and assess current relationships with partnerships schools and other stakeholders within the region.
- Expand CCAP and other dual enrollment opportunities to additional LEA's within the region. (2022)
- Strengthen relationships with co-curricular support units (UMOJA, La Casa, EOPS, TRIO, etc.).
- Strengthen relationships with community-based organizations to explicitly connect career pathways to CCAP pathways.

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		2.1, 5.2, 5.3, 5.4

Information Only - No Prioritization Needed:

Expand access to and increase success rates of carceral impacted students through the Rising Scholars Program - Planning

To review the full nuventive plan for this initiative click [here](#).

In alignment with RCC's mission to serve a diverse community of learners in achieving their educational and career goals by meeting students where they are, the Office of Educational Partnerships developed a formal program to serve currently and formerly incarcerated and detained students. This program is designed to provide support to carceral-impacted youth directly on the RCC campus as well as within Riverside County juvenile facilities. The goals are to help program participants to successfully transition into the college and back into society, complete their degree and/or certificate program, transfer and graduate, have a meaningful and rich student experience, and secure living wage employment.

- Examine, analyze and explore potential dual enrollment program offerings, opportunities, challenges and partnerships.
- Formalize board-approved memorandums of understanding between RCC and our region's juvenile justice agencies and facilities.
- Provide case-management support to students in Rising Scholars program.
- Develop a pipeline of referrals and support for youth transitioning out of custody and into on-campus classes, such as Department of Rehabilitation, RCC Disability Resource Center, Guardian Scholars, EOPS, and others.
- Create advisory council to aid in the development of effective and structured relationships that will facilitate connection of program participants to post-incarceration services, employment opportunities, and other rehabilitative efforts.
- Create professional learning opportunities for college personnel regarding system-impacted students' mental health concerns, stigma reduction, and academic and social barriers faced by this population.
- Provide informational workshops for probation officers within Riverside and San Bernardino counties regarding college matriculation processes.
- Review student course offerings and course taking patterns and adjust as needed.
- Review on-boarding process for all students as well as support to LEA personnel for its timeliness and informational relevance.
- Monitor, evaluate, and assess student enrollment, success and integration of academic support mechanisms.
- Monitor and evaluate on-going professional learning opportunities for RCC and juvenile justice personnel.
- Collaborate with advisory council to monitor and strengthen relationships with co-curricular support units, community-based organizations, industry partners, and student advocacy efforts.
- Hire the Program Coordinator to assist with the development of the on-campus Rising Scholars and strengthening the support to local juvenile facilities.

As required by a number of grants (those received and those for which we plan to apply) designed to serve carceral- and system-impacted students, dedicated space (with an address) must be provided on-campus.

- Creates a sense of belonging and a safe, equitable space for like-minded students of similar backgrounds to bond and support each other.
- Provides space for service-delivery, one-on-one and small group meetings, guest speakers and credible messengers to monitor and motivate students toward successful outcomes.
- Identifies a location for those who are exiting carceral facilities to know what physical location on campus provides support carceral-impacted students.
- Increases visibility of carceral- and system-impacted students to reduce stigma related to incarceration and detention.

Resources Needed	Resource Category	Funding Source	Amount
Physical Space / Location for Rising Scholars Program	Facilities/Space	General Fund	Planning Phase
TOTAL			Unknown

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, 2.8		4.2	5.3

