

Rancho Santiago Community College District
District Services and Operations Plan
2024-2028



Building the Future Through Quality Education

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Message from the Vice Chancellor for Educational Services

I am pleased to introduce the inaugural long-range plan for the District Services and Operations (DSO) Unit at Rancho Santiago Community College District (RSCCD). As the Vice Chancellor of Educational Services and Project Lead for the DSO, I am excited to share how this plan aligns seamlessly with the new long-range Comprehensive Educational Plans of Santa Ana College and Santiago Canyon College, marking a significant step forward in providing Higher Education services to the RSCCD region and beyond.

This plan, being the first of its kind, works hand in hand with the long-range Comprehensive Educational Plans of Santa Ana College and Santiago Canyon College. Together, these three plans provide an integrated approach to fulfilling the Mission and Vision of RSCCD, positioning us as a leader in Economic and Workforce Development for the Orange County Region.

The DSO Plan not only focuses on local needs but also reflects the leadership role played by RSCCD in providing fiscal oversight for various statewide initiatives through the California State Community College Chancellor's Office. This recognition underscores our commitment to statewide educational excellence.

Developed through a comprehensive analysis of District needs and the long-range plans of RSCCD's Colleges and their respective centers, the DSO Plan is a result of thorough consideration of both internal and external factors shaping our educational landscape. The DSO Goals and Objectives are not just aspirations; they are data-informed and crafted with the engagement, expertise, and talents of DSO Leadership and staff. Collaborative sessions with teams from both colleges have strengthened the DSO Plan, ensuring it aligns seamlessly with theirs.

The DSO Plan addresses three critical areas: (a) Operations to support RSCCD and its Board of Trustees in fiscal accountability, asset protection, compliance with State and Federal regulations, and remaining current and relevant to regional needs; (b) Services to support the Colleges and their centers in fulfilling their long-range Comprehensive Educational Plans; and (c) Regional and Statewide Leadership for Economic and Workforce Development, statewide initiatives, and ongoing and future-focused regional projects and grants.

As you read and engage in these plans, we recognize the importance of everyone's continued support and collaboration. Together, we will shape the future of RSCCD, ensuring that our District Services and Operations play a pivotal role in advancing our mission and vision.

Thank you for being an essential part of our journey.

Sincerely,

Enrique Perez, J.D.
Vice Chancellor of Educational Services
Rancho Santiago Community College District

Acknowledgements

While the development of the District Services and Operations Plan incorporates numerous perspectives, notable recognition is extended to the Chancellor's Cabinet, DSO Leadership Team, and all departmental colleagues for their invaluable contributions. We are grateful for their willingness to share their time, knowledge, expertise, and vision in this endeavor.

Chancellor's Cabinet

Enrique Perez, J.D., Vice Chancellor, Educational Services

Iris Ingram, Vice Chancellor, Business Services

Alistair Winter, Acting Vice Chancellor, Human Resources

Annebelle Nery, Ph.D., President, Sant Ana College

Jeannie G. Kim, Ph.D., President, Santiago Canyon College

Chi-Chung Keung, Ed.D., Chief Communications Officer

District Services and Operations Leadership Team

Name	Title
Alex Davis	Assistant Vice Chancellor, Economic and Workforce Development
Debra Gerard	Executive Assistant to the Chancellor
Jesse Gonzalez	Assistant Vice Chancellor, Information Technology Services
Iris Ingram	Vice Chancellor, Business Services
Sil Han Jin	Assistant Vice Chancellor, Human Resources, Learning Innovation, Wellness and Equity
Chi-Chung Keung	Chief Communications Officer
Andrew Lim	Director, Contracts Management
Janneth Linnell	Executive Director, Child Development Services
Carri Matsumoto	Assistant Vice Chancellor, Facilities Planning, Construction, Support Services
Don Maus	Director, Workplace Safety and Risk Management
Linda Melendez	Director, Purchasing
Adam O'Connor	Assistant Vice Chancellor, Fiscal Services
Enrique Perez	Vice Chancellor, Educational Services
Nga Pham	Executive Director, Research, Planning and Institutional Effectiveness
Sarah Santoyo	Assistant Vice Chancellor, Educational Services
David Waters	Interim Chief, District Safety and Security
Alistair Winter	Interim Vice Chancellor, Human Resources

Executive Summary

In September 2023, the Rancho Santiago Community College District embarked on an ambitious effort to revise and enhance its planning process by creating an eight-year integrated planning cycle. As part of this endeavor, four key plans were developed and approved by the Board of Trustees by the conclusion of Spring 2024:

- The RSCCD Comprehensive Plan (CP): This plan encompasses the Strategic Directions adopted by the Board of Trustees at its February 12, 2024 meeting, and serves as the foundational framework for districtwide planning.
- Comprehensive Educational Plans (CEPs) for Santa Ana College and Santiago Canyon College: These plans outline specific goals and objectives to operationalize the Strategic Directions set forth in the CP for each college's service region.
- The inaugural RSCCD District Services & Operations (DSO) Plan: This plan works in concert with the two college CEPs to operationalize the Strategic Directions set forth in the CP. The DSO divisions and departments ensure federal, state, and local compliance mandates through their four key roles and functions: Centralized Services; District Operations; Board of Trustees and Board Committee Support; and Regional, State, and External Roles.

The development of the district's four plans commenced with the RSCCD Comprehensive Plan (CP). The CP involved an extensive review and analysis of national, state, regional, and local data and trends, along with hosting 122 listening sessions involving nearly 700 internal and external stakeholders. Subsequently, the Planning and Organizational Effectiveness Committee, representing a districtwide participatory governance group, collaborated with the Chancellor's Cabinet to formulate the CP Strategic Directions. These Strategic Directions were reviewed by the District Council and the Board Institutional Effectiveness Committee, and later adopted by the Board of Trustees on February 12, 2024.

The District Services and Operations (DSO) Plan included three phases of development. Phases I and II comprised 47 listening sessions with 140 participants structured around a Strengths, Weaknesses, Opportunities, and Threats (SWOT) model, coupled with a comprehensive examination of the District Office Division Planning Portfolios and District Services Satisfaction Surveys. The listening sessions consisted of Board of Trustee members, RSCCD Foundation members, the Office of the Chancellor, the Vice Chancellors representing the four divisions of the District Office, as well as departmental colleagues, District governance committees, and campus leadership. The quantitative and qualitative data obtained were analyzed and synthesized, leading to the identification of emergent themes, challenges, and opportunities.

During Phase III of the project, the DSO Leadership Team had the opportunity to review DSO division and department priorities, services, and operations; districtwide trends and planning assumptions; and the five overarching listening session themes: *Roles and Functions of the DSO*; *Collaboration, Communication and Marketing*; *Community Connections and Partnerships*; *Systems and Processes*; and *Human, Fiscal and Physical Assets of the District*. Synthesizing this information, and working with division and department colleagues, the DSO Leadership Team developed the below set of goals to frame the DSO's plan of work for the next four years.

District Services and Operations (DSO) Plan Goals

The resulting six goals below serve as a framework for the work of the DSO over the next four years. These goals align with the Board-adopted *RSCCD Strategic Directions 2024 – 2032* and work in tandem with the two colleges' Comprehensive Educational Plans to fulfill the mission of the Rancho Santiago Community College District. The objectives under each goal are provided later in this plan, along with information about next steps for plan implementation.

DSO Plan Goal 1

Ensure collaborative, integrated, and effective institutional planning.

DSO Plan Goal 2

Support a values-based, equitable Rancho Santiago Community College District environment that is conducive to innovation and flexibility.

DSO Plan Goal 3

Promote successful programs and pathways to elevate Rancho Santiago Community College District's reputation as a leader in regional economic and workforce development to attract students, employers, employees, and community members.

DSO Plan Goal 4

Develop an integrated data system to be utilized for operational evaluation to maximize efficiency and effectiveness.

DSO Plan Goal 5

Maximize revenue streams and demonstrate resilient financial stability and stewardship of District fiscal, facility, and technology resources.

DSO Plan Goal 6

Create an administrative infrastructure to support new Rancho Santiago Community College District programs and initiatives and develop processes that facilitate executive decisions.

Following the development of goals and objectives for the DSO Plan and both colleges' CEPs, the DSO Leadership Team joined a team of eight representatives from each college's CEP Task Force in a five-hour session to review all three plans and gain insight into how the three plans could work in concert. Throughout the process, a significant insight emerged: the power of synergy in the District's planning processes. It became evident that by working collaboratively, the combined efforts of all District employees could yield outcomes greater than the sum of individual endeavors. This underscores how a unified and collaborative approach can significantly enhance the achievement of the District's Strategic Directions and fulfillment of its mission to the RSCCD region and beyond.

(Note: A list of acronyms used in this report is included as Appendix A)

Rancho Santiago Community College District Overview

The Rancho Santiago Community College District (RSCCD) is part of the California Community College system — the largest system of higher education in the US, with 116 colleges organized into 73 districts serving a total of 1.9 million students.

This multi-college district is in Orange County, an urban county of 793 square miles in Southern California, with one of the densest populations in the State. Orange County is surrounded by the ocean to the west, Los Angeles County to the north, San Bernardino and Riverside Counties to the east, and San Diego County to the south. In 2020, Orange County had a population of 3,186,989.

RSCCD is surrounded by five other community college districts: Coast Community College District to the west, South Orange County Community College District to the south, Riverside Community College District to the east, Mt. San Jacinto Community College District to the northeast, and North Orange County Community College District to the north. Given the proximity of these six districts, there is considerable free flow because students have many community college options within a reasonable driving distance.

Today RSCCD is one of the largest community college districts in California. RSCCD includes two colleges, one of the state's oldest community colleges, Santa Ana College, and one of its newest, Santiago Canyon College.

History

In 1915, Santa Ana College began as a department of Santa Ana High School with 26 students and 11 teaching faculty. It was the second junior college founded in Orange County and is the fourth oldest in all of California.

The earthquake of 1933 forced the college to relocate to a site on North Main Street, where it served 803 students with thirty-four teaching faculty. In 1947, it moved to a permanent campus at 17th and Bristol. The college continued to expand at this site and added sites across the community to increase student access. In 1971, Santa Ana College formally separated from the Santa Ana Unified School District. Shortly thereafter, the territory of the Orange Unified School District and portions of the Garden Grove Unified School District were added, and the new organization was named the Rancho Santiago Community College District (RSCCD).

In 1980, RSCCD began the development of a center on 30 acres in East Orange, and in the fall of 1985, the Orange Campus began its first semester, offering a variety of general education, transfer, and vocational education courses to more than 2,500 students. By 1996, enrollment at the Orange Campus had more than doubled. In 1997, the Board voted unanimously to change the name of the Orange Campus to Santiago Canyon College. The college was independently accredited in 2000, thereby resulting in RSCCD becoming a multi-college district.

As a multi-college district, RSCCD now comprises the District Office (District Services and Operations), Santa Ana College, and Santiago Canyon College. This conversion created numerous changes for the District. Three of the most important of these changes were: (1) a new organizational structure and accompanying participatory governance structure for the District, (2) a different funding model from the State Chancellor's Office and the need for a Budget Allocation Model among the three District components, and (3) a Delineation of Functions map, required by the accrediting commission, identifying

centralized, decentralized, and shared functions across the District with designations of primary, secondary, and shared functions assigned to each District component.

In 2022-23, RSCCD increased enrollments to over 172,000 and reached a headcount of over 50,000 students. Centered in a growing and dynamic area, the district boundaries encompass 193 square miles, or 24% of Orange County. The portion of Orange County that includes RSCCD is densely populated. A little over one million residents live within RSCCD boundaries in the cities of Anaheim, Garden Grove, Orange, Santa Ana, and Tustin.

District Mission

The mission of the District is reviewed on a regular basis. The current mission statement was approved by the Board of Trustees on June 13, 2022 and states:

The Rancho Santiago Community College District aspires to provide equitable, exemplary educational programs and services in safe, inclusive, and supportive learning environments that empower our diverse students and communities to achieve their personal, professional, and academic goals.

District Strategic Directions 2024-2032

The four Strategic Directions outlined below were officially adopted by the Rancho Santiago Community College District Board of Trustees at its meeting on [February 12, 2024](#). These broad statements provide long-range vision and direction for the District as a whole and are operationalized through the Goals and Objectives of the two colleges' Comprehensive Educational Plans (CEPs), and the District Services and Operations (DSO) Plan.

Rancho Santiago Community College District	
Strategic Directions	
Strategic Direction 1	Advance the Rancho Santiago Community College District as a proactive and future-focused institution of educational excellence that is equitable, student-centered, and outcomes-focused for the student of today and tomorrow.
Strategic Direction 2	Forge strategic partnerships to create innovative pathways, ensuring relevance, equity, and quality of life enhancement for students through intentional outreach and collaborative initiatives.
Strategic Direction 3	Develop streamlined, data-informed, innovative systems and processes that utilize cutting-edge technology and collaboration to support both the employee experience and student access and success.
Strategic Direction 4	Leverage diverse funding streams, provide comprehensive professional development, and support accessible virtual spaces and physical facilities to increase student success in an ever-changing educational environment.

National Higher Education Context

Nationally, college enrollment declined during the COVID-19 pandemic but began to rebound in 2023. According to the Research Center at the National Student Clearinghouse ([reported October 26, 2023](#)) students are gravitating to shorter-term credentials rather than longer-term degrees. Enrollment growth is attributed to increased dual enrollment and increased enrollment by Black, Latinx and Asian students. White student enrollment continues to decrease.

EDUCAUSE, whose mission is to advance higher education focusing on technology, has identified these current national trends in their [2023 Horizon Report: Teaching and Learning](#).

Social

- Student demand for more flexible and convenient learning modalities is increasing
- The focus on equitable and inclusive teaching and learning has expanded and intensified
- Microcredentialing programs are gaining momentum and maturity

Technological

- The potential for AI to become mainstream is growing
- The online versus face-to-face dichotomy is being disrupted
- Low- and no-code technologies that simplify complex processes are enabling more people to create digital content

Economic

- Affordability and “Return on Investment” are impacting potential students’ decisions to enroll in postsecondary education
- As funding for public education declines, institutions are expected to do more with less
- The needs and demand for lifelong, workplace learning are increasing

Environmental

- Climate Change is increasingly impacting our daily lives
- Environmental issues are being integrated into academic programs and institutional operations

California Community Colleges Context

The California Community Colleges have a long-standing history of working to meet the needs of their students and communities, while partnering with businesses and industries to deliver a prepared workforce. In 1907, Fresno Junior College opened its doors as California's first community college and second in the nation.¹ In 1915, Santa Ana College opened its doors, marking a significant milestone in the region's educational history. Later, in 1971, the Rancho Santiago Community College District was established. In 1997, the Rancho Santiago Community College District Board of Trustees made the pivotal decision to transition into a multi-college district, expanding educational opportunities for the community.²

Pursuant to [Board Policy 1100](#),³ the Rancho Santiago Community College District comprises:

- 1) Santa Ana College
- 2) Santa Ana College Centennial Education Center
- 3) Santa Ana College/Orange County Sheriff's Regional Training Academy
- 4) Santa Ana College Digital Media Center
- 5) Santiago Canyon College
- 6) Santiago Canyon College Orange Education Center

Today, the California Community College system of higher education consists of [73 Districts and 116 community colleges](#), each governed by a locally elected Board of Trustees. Collectively, these institutions serve 1.9 million students, making it the largest system of higher education in the country. California community colleges remain dedicated to advancing the state's economic growth and global competitiveness through education, training, and services that enhance workforce development.⁴

California's community colleges are also notable for attracting the most diverse student body in public higher education, with 69% of students representing varied ethnic backgrounds. Furthermore, 51% of California State University graduates and 29% of University of California graduates embarked on their academic journey at a community college.⁵ The Rancho Santiago Community College District significantly contributes to these statistics, emphasizing its commitment to serving its communities. Through its open admission policy, focus on affordability, and accessibility, the District provides opportunities for career technical education, facilitates seamless transfer pathways, engages with the community, and fosters lifelong learning.⁶

¹ <https://www.sccd.edu/business-and-community/measure-c/project-information/fresno/index.html#:~:text=About%20Fresno%20City%20College,and%20two%20student%20service%20divisions>

² <https://rscdd.edu/Discover-RSCCD/Pages/RSCCD-History.aspx#:~:text=1915%20to%201999,college%20districts%20in%20the%20state.&text=In%201915%2C%20Santa%20Ana%20Junior,college%20founded%20in%20Orange%20County>

³ <https://rscdd.edu/Trustees/Documents/Board%20Policies/BPs%20Chapters%201%20and%202/BP%201100%20The%20Rancho%20Santiago%20Community%20College%20District.pdf>

⁴ https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=66010.4

⁵ <https://www.cccco.edu/About-Us/Key-Facts>

⁶ <https://rscdd.edu/Trustees/Pages/Mission-Goals.aspx>

Participation in Local Decision Making

This section provides an abbreviated historical perspective on the impact of [Assembly Bill AB 1725](#), Vasconcellos. California Community Colleges. In 1988, Governor George Deukmejian signed Assembly Bill AB 1725 authored by Assemblymember John Vasconcellos. This landmark legislation made California the only state in the United States to statutorily mandate participatory governance for its public community colleges.⁷ The bill encompassed provisions addressing the community college mission, finances, programs and services, employment, accountability, affirmative action, and appropriations.

The passage of AB 1725 introduced marked changes by adding, amending, and repealing sections of the [California Education Code](#) and thereby impacting the Board of Governors adopted [California Code of Regulations](#). It is important to note that provisions of AB 1725 concerning the governance structure and the roles of the statewide and local academic senates continues to draw significant attention.⁸

AB 1725 introduced California Education Code, [Section 70901 \(b\)\(1\)\(E\)](#), and mandated for the first time that local governing boards adopt minimum standards governing procedures to ensure faculty, staff, and student participation in district and college governance:

*California Education Code, Section 70901 (b)(1)(E) reads: Minimum standards governing procedures established by governing boards of community college districts to ensure **faculty, staff, and students** the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.*

While the term “participatory governance” is not mentioned in law or regulation, AB 1725 underscores the importance of faculty, staff, and student involvement and delineates their respective responsibilities within the governance structure. As noted by Boggs and Galizio (2021), in practice, AB 1725 “provide[s] the sector the means for effective leadership, management, and accountability. Governance responsibilities were identified and designated, and governance processes were defined with specific roles given to the state board, locally elected boards, CEOs, faculty, staff, and students” (p. 8)⁹

The Role of the Academic Senate – Title 5, Section [53200](#)

AB 1725, Section 61 (a), directs the Board of Governors to, “Develop policies and guidelines for strengthening the role of the academic senate with regard to the determination and administration of academic and professional standards, course approval and curricula and other academic matters. In 1990, the Board of Governors adopted Title 5, Sections [53200-53204](#) that requires district governing boards to adopt policies for the appropriate delegation of authority to its college and/or district senates.¹⁰

The Board or its designee will engage in collegial consultation with the District’s duly constituted Academic Senate(s) regarding academic and professional matters as defined by law. In Title 5, Section [53200](#), Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters.

⁷ Boggs, G. R., & Galizio, L. (2021). A College for All Californians. Teachers College Press

⁸ Ibid.

⁹ Ibid.

¹⁰[https://www.boarddocs.com/ca/sdccd/Board.nsf/files/9QEUN37809F7/\\$file/COMMUNITY%20REFORM%20ACT%20OF%201988.pdf](https://www.boarddocs.com/ca/sdccd/Board.nsf/files/9QEUN37809F7/$file/COMMUNITY%20REFORM%20ACT%20OF%201988.pdf)

Furthermore, Title 5, Section 53200 (c) states that “Academic and professional matters” means the following policy development and implementation matters, also referred to as the “10+1”:

1. Curriculum, including established prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in the accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate

The Academic Senate for California Community Colleges (ASCCC) states that it is the “official voice of California community college faculty in academic and professional matters” and additional information is accessible at [link](#). ASCCC provides a “10 + 1 carrying card,” depicted below, for faculty and others to easily recall the role of the Academic Senate as described in Title 5 per the authorization of AB 1725.

Academic Senate for California Community Colleges (ASCCC) “10 + 1 Carrying Card”

The graphic is a vertical rectangular card with a dark teal header. On the left side of the header is a colorful geometric pattern. The text in the header reads "ACADEMIC SENATE for California Community Colleges". Below the header, there is a paragraph of text defining the Academic Senate according to Title 5 §53200 (b) and (c). The main body of the card is a list of 11 items, each with a number in a grey box on the left and the corresponding text to its right. The items are: 1 Curriculum including establishing prerequisites and placing courses within disciplines; 2 Degree and certificate requirements; 3 Grading policies; 4 Educational program development; 5 Standards or policies regarding student preparation and success; 6 District and college governance structures, as related to faculty roles; 7 Faculty roles and involvement in accreditation processes, including self-study and annual reports; 8 Policies for faculty professional development activities; 9 Processes for program review; 10 Processes for institutional planning and budget development; +1 Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

ACADEMIC SENATE
for California Community Colleges

Title 5 §53200 (b): Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters. In Section 53200 (c), “Academic and professional matters” means the following policy development and implementation matters:

- 1** Curriculum including establishing prerequisites and placing courses within disciplines
- 2** Degree and certificate requirements
- 3** Grading policies
- 4** Educational program development
- 5** Standards or policies regarding student preparation and success
- 6** District and college governance structures, as related to faculty roles
- 7** Faculty roles and involvement in accreditation processes, including self-study and annual reports
- 8** Policies for faculty professional development activities
- 9** Processes for program review
- 10** Processes for institutional planning and budget development
- +1** Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

Source: https://www.asccc.org/10_1

The Role of Staff – Title 5, Section [51023.5](#)

Pursuant to Title 5, Section 51023.5, “the governing board of a community college shall adopt policies and procedures that provide district and colleges staff the opportunity to participate effectively in district and college governance.”¹¹ District and college staff includes classified, confidential, supervisory, and management professionals, and AB 1725 specifies that their opinions and recommendations shall be extended at every reasonable consideration in decision-making processes.

The Role of Students – Title 5, Section [51023.7](#)

Title 5, Section 51023.7, mandates that community college districts must establish policies and procedures enabling students to engage meaningfully in district and college governance. This provision ensures that students have a voice in shaping policies and procedures that affect them. According to Title 5, Section 51023.7 (b), policies and procedures deemed to have a "significant effect on students" include:

1. Grading policies
2. Codes of student conduct
3. Academic disciplinary policies
4. Curriculum development
5. Courses or programs which should be initiated or discontinued
6. Processes for institutional planning and budget development
7. Standards and policies regarding student preparation and success
8. Student services planning and development
9. Student fees within the authority of the district to adopt
10. Any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students

RSCCD Board of Trustees – Board Policy [2410](#)

The Rancho Santiago Community College District (RSCCD) locally elected Board of Trustees (Board) holds ultimate decision-making authority in areas designated by state and federal laws and regulations. In fulfilling this responsibility, the Board is dedicated to ensuring that faculty, staff, and students within the District actively participate in the formulation of proposed policies for Board consideration and administrative regulations for Chancellor oversight, which govern and manage the District's affairs. The Board's internal governance processes are accessible through the RSCCD website [link](#), and Board Policies (BP) and Administrative Regulations (AR), which are organized across seven chapters as noted below are available at [BP/AR link](#).

¹¹ [T5, Section 51023.5](#)

Board Policies and Administrative Regulation Chapters

Chapter	Board Policies and Administrative Regulations
1	The District
2	Board of Trustees
3	General Institution
4	Academic Affairs
5	Student Services
6	Business and Fiscal Affairs
7	Human Resources

The meaningful engagement of faculty, staff, and students in the development of policies and procedures in these BP and AR chapters promotes transparency, inclusivity, and participatory governance within educational institutions. It is essential for fostering a collaborative and supportive campus environment where all stakeholders feel valued and empowered to contribute to institutional success.

The Rancho Santiago Community College District Office steadfastly champions the role of the locally elected Board of Trustees, unwavering in its support and commitment to upholding compliance with directives outlined in California Education Code and Title 5, Code of Regulations, as well as pertinent federal and state laws. This unwavering dedication seeks to strengthen and enhance support for its colleges and centers, directly impacting the student journey and the District’s employee experience.

Vision 2030 – Guided by the Vision for Success and the Governor’s Roadmap

The [Vision 2030](#) plan for California's community colleges, released by the California Community College Chancellor's Office as approved by the Board of Governors, extends the principles set forth in the [Vision for Success](#), [Vision for Success Update](#), and the [Governor's Roadmap](#) plans. Together, these plans establish systemwide community college priorities and stipulate that, “every college should make sure they have goals that address systemwide priorities.”¹²

Vision for Success and Guided Pathways

The [Vision for Success](#), launched in 2017, focused on a commitment to ensure, “that students from all backgrounds succeed in reaching their goals and improving their families and communities, eliminating gaps once and for all.”¹³ In 2021, the California Community College Chancellor’s Office renewed its dedication to the *Vision for Success* plan through the issuance of the [Vision for Success – Reaffirming Equity in a Time of Recovery Update](#). The report emphasized that the overarching goal for the state's community colleges remains unchanged: to achieve the systemwide targets outlined in the *Vision for Success*, including completion, transfer, efficiency, workforce attainment, and, most importantly, equity. It underscored the critical importance of Goal 5, Equity, especially considering the disproportionate impact of the multiple pandemics on communities of color.¹⁴

It is important to highlight that *Vision for Success* utilizes the *Guided Pathways* framework to enhance student access, persistence, retention, and goal completion. Districts and colleges can seize the opportunity to integrate and align key plans encompassing diverse student learning programs such as Adult Education, Student Equity and Achievement Program, College and Career Access Pathways,

¹² Vision for Success plan, pg. 3

¹³ Vision for Success, <https://www.cccco.edu/About-Us/Vision-for-Success>

¹⁴ Vision for Success – Reaffirming Equity in a Time of Recovery <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/vision-for-success-update-2021-a11y.pdf>

learning communities, categorical programs and services, among others. This integration within the *Guided Pathways* framework aims to address the diverse needs of current and prospective students.

The Guided Pathways framework is grounded in four pillars of the student experience, described in part as follows:

Guided Pathway Pillars	
1. Clarify the Path	Create clear curricular program of study pathway maps to employment or transfer, simplify student choices, and establish detailed transfer pathways and expected learning outcomes with transfer institutions
2. Enter the Path	Help students choose and select a pathway, redesign developmental education, and course placement
3. Stay on the Path	Support students through strong advising and counseling, embed proactive support services throughout the student journey, strengthen clarity about transfer and career opportunities, ensure academic planning with predictable course scheduling
4. Ensure Learning	Ensure learning is occurring with intentional outcomes, establish program of study level of outcomes in employment or transfer, integrate group projects, internships, and other applied learning experiences to enhance instruction and improve student success

Source: American Association of Community Colleges (2015), Redesigning America's Community Colleges (2015)

Guided Pathways aims to:

Advance Equity: Removing barriers that today's students face, particularly students of color, first-generation students, students from low-income backgrounds, and working adults.

Transform Institutions: A highly structured, comprehensive approach to systemic change to improve students' attainment of skills, credentials, and socioeconomic mobility. It is founded on the principle that everything can and should change.

Redefine Readiness: Fundamentally shifting the conversation about what it means to put students first, encouraging colleges to focus on their readiness for students rather than students' readiness for college.

Redesign Supports: Recognizing that students need more than financial support and resources to be successful. It allows colleges to recognize and holistically support students' academic and non-academic needs.

It is critical to emphasize that both the [Vision for Success](#) and the [Guided Pathways](#) frameworks are not merely plans, but are codified in law. Guided Pathways is further codified in the [Student Equity and Achievement Program](#) mandate.

Governor's Roadmap and California Community College System

The [Governor's Roadmap](#), released in 2022, is an agreement with the California Community College system and builds upon the system's *Vision for Success* goals to close equity gaps and to promote student success, expand opportunities for transfer students, increase intersegmental collaboration to benefit students, and support workforce preparedness and high-demand career pipelines. The "roadmap" includes new goals and expectations and "represents an unwavering commitment to continue to increase support and socialize existing reforms such as Guided Pathways, equitable [student] placement, the Student Centered-Funding Formula, and competency-based education, among others –

aimed at improving student success and making sure that success equitable for all students served by the CCCs.”¹⁵

Additionally, the roadmap outlines essential goals and expectations, such as fostering increased collaboration across segments and sectors to facilitate timely transfer, enhancing completion rates with a reduction in excess units, addressing equity gaps, and aligning the system more effectively with K-12 and workforce needs.¹⁶

The *Governor's Roadmap* mandates an annual systemwide progress report. This report encompasses college-level data showcasing progress achieved for each performance metric, a summary of crucial implementation strategies and contributions to advancing performance outcomes, as well as a synopsis of strategic collaborations with intersegmental partners. Annual reporting also includes a systemwide budget request aimed at supporting the achievement of the goals outlined in the roadmap based on systemwide progress.¹⁷

Vision 2030 – a Roadmap for California Community Colleges

Vision 2030, a roadmap for California Community Colleges, envisions a more inclusive higher education system for all Californians. The vision aims to provide access points for every learner, regardless of race, ethnicity, region, class, or gender. It emphasizes tailored support and exit points, allowing students to transition to transfer programs, complete a community college baccalaureate, or secure employment with family-sustaining wages.¹⁸ Furthermore, *Vision 2030* serves as a framework for urgent action in the field. It provides guidance for practice, the development of systems to eliminate barriers, resource development for fiscal sustainability, and policy reform aimed at unlocking potential.¹⁹

Dr. Sonya Christian, Chancellor, California Community Colleges, explains that *Vision 2030* affirms, “...the drive to improve completion, transfer, and employment, and to make equity gains has not changed. *Vision 2030* incorporates critical data-informed updates to meet the needs of today’s students and to double down on innovative and promising strategies.”²⁰ *Vision 2030* is centered on prioritizing the well-being of our students, communities, and the planet.²¹

¹⁵ Governor’s Roadmap, pg. 5, <https://dof.ca.gov/serp/?q=california+community+college+roadmap>

¹⁶ Governor’s Roadmap, pg.2, <https://dof.ca.gov/serp/?q=california+community+college+roadmap>

¹⁷ Governor’s Roadmap, pg.11, <https://dof.ca.gov/serp/?q=california+community+college+roadmap>

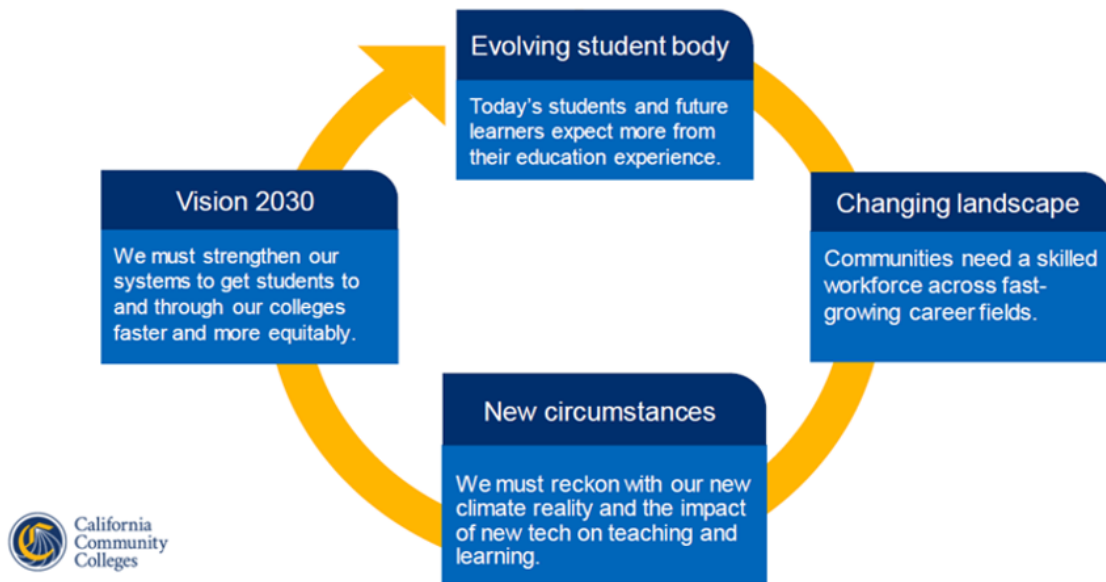
¹⁸ Vision 2030, PowerPoint, October 16, 2023

¹⁹ Vision2030, PowerPoint, July 24, 2023

²⁰ <https://www.cccco.edu/-/media/CCCCO-Website/docs/presentation-slides/Vision-2030-PowerPoint-10162023.pdf?la=en&hash=CF0291AB56BB24B831BBB367E4F76ACFFEA785AA>

²¹ Vision2030, PowerPoint, July 24, 2023

Vision 2030 Meeting the Needs of Today and Opportunities of Tomorrow



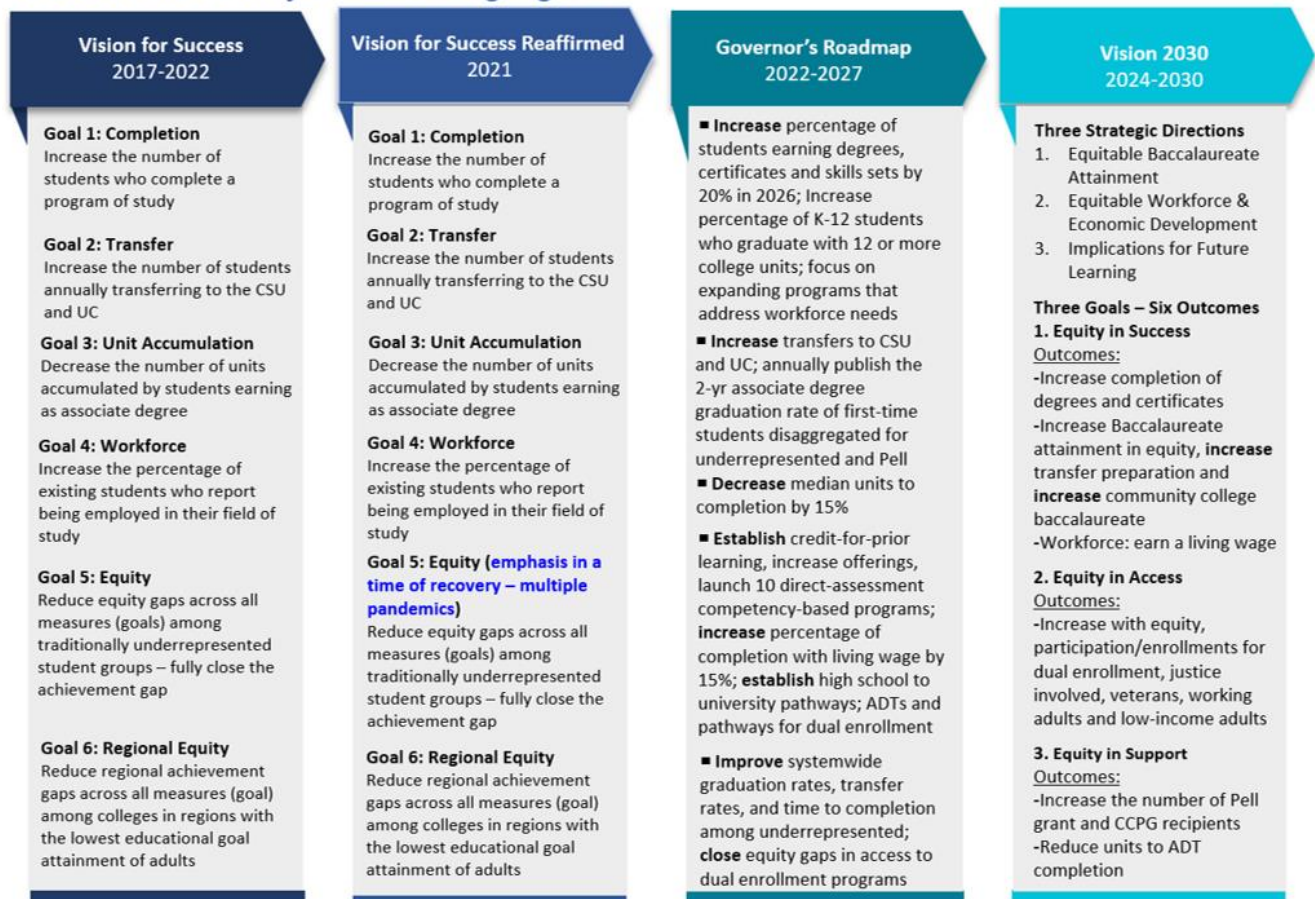
Source: California Community Colleges Chancellor's Office, Vision 2030, October 16, 2023

Vision 2030 Alignment with the Vision for Success, Vision for Success Reaffirmed, and the Governor's Roadmap

As noted, *Vision 2030* extends and builds upon the Vision for Success, Vision for Success Update, and the Governor's Roadmap plans. It further incorporates and extends the principles outlined in these planning documents to guide community college practices towards meeting systemwide goals. The illustration below depicts key directives and demonstrates the uniformity of statewide adopted plans.

Key Directive Highlights of [Vision for Success](#), [Vision for Success Reaffirmed](#), [Governor’s Roadmap](#) and [Vision 2030](#) – for comprehensive details, please consult each respective plan.

CCC Context: Key Directive Highlights



Source: Graphic created by CBT as adapted from reports of the California Community Colleges Chancellor’s Office.

Statement on Diversity, Equity, and Inclusion in the California Community Colleges

A primary emphasis throughout the statewide adopted plans is equity. *Vision 2030* centers around three primary goals: Equity in Success, Equity in Access, and Equity in Support. The *Equity in Higher Education Act* (EDC, Sections [66250-66293](#)) contains various provisions focused on fostering diversity, equity, and inclusion among students, faculty, and staff. Furthermore, Title 5, Section [51201](#), Statement on Diversity, Equity, and Inclusion reflects a comprehensive commitment by the California Community Colleges to actively work towards creating an educational environment that values and respects diversity, equity and inclusion among students, faculty and staff. The focus on equity underscores the recognition that every individual deserves fair and equal access to opportunities, resources, and support necessary for their success. By prioritizing equity, educational institutions strive to dismantle systemic barriers, address disparities, and create environments where all learners can thrive and reach their full potential.

Title 5, Section [51201](#)

§51201. Statement on Diversity, Equity, and Inclusion in the California Community Colleges.

(a) With the goal of ensuring the equal educational opportunity of all students, the California Community Colleges embrace diversity among students, faculty, staff and the communities we serve as an integral part of our history, a recognition of the complexity of our present state, and a call to action for a better future.

(b) Embracing diversity means that we must intentionally practice acceptance, anti-racism, and respect towards one another and understand that racism, discrimination, and prejudices create and sustain privileges for some while creating and sustaining disadvantages for others.

(c) In order to embrace diversity, we also acknowledge that institutional racism, discrimination, and biases exist and that our goal is to eradicate these from our system. Our commitment to diversity requires that we strive to eliminate those barriers to equity and that we act deliberately to create a safe, inclusive, and anti-racist environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community.

(d) To advance our goals of diversity, equity, inclusion, and social justice for the success of students and employees, we must honor that each individual is unique and that our individual differences contribute to the ability of the colleges to prepare students on their educational journeys. This requires that we develop and implement policies and procedures, encourage individual and systemic change, continually reflect on our efforts, and hold ourselves accountable for the results of our efforts in accomplishing our goals. In service of these goals, the California Community Colleges are committed to fostering an anti-racist environment that offers equal opportunity for all.

(e) As a collective community of individual colleges, we are invested in cultivating and maintaining a climate where equity, anti-racism, and mutual respect are both intrinsic and explicit by valuing individuals and groups from all backgrounds, demographics, and experiences. Individual and group differences can include, but are not limited to the following dimensions: race, ethnicity, national origin or ancestry, citizenship, immigration status, sex, gender, sexual orientation, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, political beliefs, religion, creed, military or veteran status, socioeconomic status, and any other basis protected by federal, state or local law or ordinance or regulation.

Student-Centered Funding Formula

The [Student-Centered Funding Formula](#) (SCFF) was included in the 2018-19 state budget as an innovative method to allocate funding to community college districts. Based on the California Community College Chancellor's Office, the formula is designed to support the goals and commitment set by the *Vision for Success* plan and is aligned with the *Guided Pathways* student success metrics. SCFF is based on three primary calculations:²²

- A base allocation – largely reflects enrollment.
- A supplemental allocation based on the numbers of students receiving a College Promise Grant, students receiving a Pell Grant and students covered by AB 540.
- A student success allocation based on outcomes that include:
 - the number of students earning associate degrees and credit certificates.
 - the number of students transferring to four-year colleges and universities.
 - the number of students who complete transfer-level math and English within their first year.
 - the number of students who complete nine or more career education units.
 - the number of students who have attained a regional living wage.

Of note, the California Community College Chancellor's Office has developed Student Centered Funding Formula ([CCCCO SCFF Dashboards](#)) dashboards, enabling Districts to analyze key performance metrics and SCFF implications. Additionally, a SCFF estimator is available. Please note that these resources may require a passcode for access and require coordination with District and college Chief Business Officers.

²² Student-Centered Funding Formula: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula>

Regional Trends and Planning Assumptions

During the Integrated Planning Project, data were gathered to compile the following key highlights of regional trends and planning assumptions. For more detailed information, please refer to the comprehensive Districtwide Data Profile, accessible at

<https://www.rccd.edu/Departments/Research/Pages/Environmental-Scans.aspx>.

Demographic (Source: US Census and California Department of Education)

- The population of Orange County is expected to increase slightly in the next decade, but the growth will come from older adults (aged 50+) with the population of typical college-aged students (20-35) shrinking slightly
- Enrollment in local K-12 school districts has been trending downward over the past five years, and the number of high school graduates is projected to decrease in the next decade
- Approximately 40% of the population of Orange County has less than “some college or Associate Degree”
- While Orange County is relatively affluent compared to the state, nation, and neighboring counties, the cost of living is higher and per capita income is below the Living Wage
- Within Orange County, there is great variation by city in terms of demographics and income & poverty, with RSCCD serving some of the largest cities with the lowest socioeconomic status

Economic (Source: Orange County Community Services Division)

- Technological advances are disrupting many traditional industries
- Surging housing market indicates economic growth while simultaneously creating affordability concerns for many residents
- Very low unemployment rates and significant employment growth in traditional and emerging industries

Labor Market Trends: Five emerging technology industries (Source: Orange County Business Council)

- Cybersecurity
- Artificial Intelligence
- Computer and Video Gaming
- Ophthalmic/Vision
- Drones

Labor Market Trends: Four Priority Industries (Source: CCCCCO and the Orange County Regional Consortium)

- Advanced Manufacturing
- Health Care
- Information Technology
- Hospitality & Tourism

Districtwide Trends and Planning Assumptions

During the Integrated Planning Project, data were gathered to compile the following key data trends and planning assumptions for the Rancho Santiago Community College District as a whole. For more detailed information, please refer to the comprehensive Districtwide Data Profile, accessible at <https://www.rscgd.edu/Departments/Research/Pages/Environmental-Scans.aspx>.

Students (Source: RSCGD Internal Data, CCCC LaunchBoard)

- RSCGD has much larger than average apprenticeship programs (at SCC) and Academy/Public Safety programs (at SAC). Due to enrollment in these programs, the majority of students enrolled in the RSCGD are male (59%, compared to 45% statewide)
- Noncredit students are predominantly female (61%)
- Male students earn the majority of Certificates of Achievement (52%)
- Female students earn the majority of Associate degrees (59%)
- Female students are also the majority of Bachelor degree earners (81% of the 13 degrees awarded to date)
- Awards are distributed roughly equally by ethnicity
- In metrics important to the Student-Centered Funding Formula, RSCGD, compared to all other Orange County community college districts, enrolls a higher number of AB540 students, but a lower number of Promise Grant recipients and a much lower number of Pell Grant recipients

Special Populations (Source: CCCC DataMart)

- The largest special populations enrolled in the RSCGD are first generation college students, CCAP (College and Career Access Pathways), Special Admit, Incarcerated, and work-based learning participants

Enrollment (Source: RSCGD Internal Data)

- In recent years, FTES peaked in 2015-2016, then slowly trended downward with a noticeable drop during the COVID-19 pandemic, but increased in 2022-2023
- The COVID-19 pandemic, which peaked in 2020-2021, forced most all courses to be taught online; in 2022-2023 41% of courses were online

Outcomes -- Student Success Metrics (Source: CCCC LaunchBoard)

- Outcomes are lower than average for RSCGD with some exceptions, primarily in noncredit/ESL and post-enrollment earnings
- Areas of concern (low outcomes) include:
 - Transfer
 - Average number of units accumulated by degree earners
 - Associate degree completion
 - Completing transfer level math and English in the first year (at SAC)

Rancho Santiago Community College District Office Overview

The RSCCD District Office is composed of both District Services and Operations (DSO). The DSO is structured into four distinct Divisions, and carries out four distinct roles and functions integral to supporting the Board of Trustees, the District, and its colleges (Santa Ana College and Santiago Canyon College), including their respective centers. An overview of both the DSO Structure and its roles and functions is provided in the sections that follow.

District Services and Operations (DSO) Divisions and Departments

The RSCCD comprises four Divisions: Executive Division, Business Services Division, Educational Services Division, and Human Resources Division. The Executive Division is overseen by the Office of the Chancellor, which also provides support for and is accountable to the Board of Trustees. Each of the other three divisions is overseen by its respective Office of the Vice Chancellor, accountable to the Chancellor. The diagram below displays the list of Divisions along with their corresponding departments.

Executive Division Office of the Chancellor and Support for the Board of Trustees		
Business Services Division	Educational Services Division	Human Resources Division
Office of the Vice Chancellor	Office of the Vice Chancellor	Office of the Vice Chancellor
Division Departments	Division Departments	Division Departments
<ul style="list-style-type: none"> ▪ Contract Management Services ▪ Facility Planning, Construction, and District Support Services ▪ Fiscal Services ▪ Purchasing Services, Warehouse and Mailroom ▪ Safety and Security Services 	<ul style="list-style-type: none"> ▪ Child Development Services ▪ Communication Services ▪ District Institutional Research, Planning, and Institutional Effectiveness ▪ Economic and Workforce Development ▪ Information Technology Services ▪ Resource Development 	<ul style="list-style-type: none"> ▪ Civil Rights and Title IX ▪ Human Resources Operations ▪ Office of Diversity, Equity, and Inclusion ▪ Risk Management and Employee Benefits (Workplace Safety)

The following section provides a concise overview of the four DSO divisions. For a more comprehensive review of each division and its departments' priorities, services, and operations, please refer to Appendix B: *Comprehensive District Office DSO Plan Division and Department Priorities, Services and Operations*.

Executive Division - Office of the Chancellor and Support for the Board of Trustees

The Office of the Chancellor supports the Board of Trustees and oversees major operations of the District. This office also serves in a liaison function with the community.

Business Services Division

This division provides central business services for transactions between the district, its constituents and vendors. It is also responsible for fiscal planning, establishing annual budgets, and assuring safe, accessible environments conducive to learning and work.

Educational Services Division

To ensure that the college district's services and operations are responsive to the needs of its students and community, this division provides leadership and assistance to staff throughout the district and to the businesses throughout the region. Among its services are:

- Assisting the Board of Trustees to plan for future education needs.
- Securing additional funding to implement programs.
- Facilitating accreditation of the colleges.
- Conducting research about the success of our students.
- Addressing the needs of the local economic development.
- Supporting districtwide technology and protecting the District's digital assets.

Human Resources Division

The mission of the Human Resources Division is to provide high-quality professional assistance and human resources services to our colleges and district in the areas of employee relations, recruitment, compliance and professional development opportunities. A goal is to effectively develop, implement, and communicate sound and principled policies and procedures that contribute to the well-being and core values of the District, which include fair and equitable treatment of all our employees, open and transparent communications, trust, integrity, and mutual respect.

District Services and Operations (DSO) Roles and Functions

The DSO serves as the administrative backbone of the District, providing both operational and support services to the Board, all RSCCD sites, and the District as a whole to ensure an effective and efficient organization. The roles and functions of the DSO significantly influence districtwide initiatives aimed at bolstering the student journey and enhancing the employee experience. Additionally, the DSO provides services to the greater Orange County region and beyond, providing leadership in numerous areas, such as workforce development, apprenticeship, and serving as the fiscal agent for many statewide initiatives. An analysis of all the services and operations of the DSO revealed that they serve four key Roles and Functions at RSCCD. These four roles and functions, along with examples of many of the key activities, are displayed in the chart below, and include the following:

- Board of Trustees and Board Committee Support
- District Operations
- Centralized District Services for all RSCCD Sites
- Regional, State, and External Roles

District Services and Operations (DSO) Roles and Functions



People, Systems, Policy, and Resources

The state Chancellor's Office is prioritizing the recognition of the intricate interplay among people, systems, resources, and policies in planning to drive organizational effectiveness, innovation, and sustainability. To that end, an implementation protocol for the DSO Plan should include the following components: an analysis and investment in employees and staffing needs; optimization of systems and processes driving services and operations; robust policy development and compliance measures; and the establishment of a predictable resource allocation model that provides stability and resource alignment that empowers proactive and effective planning.

Integrated Districtwide Planning

In September 2023, RSCCD embarked on a robust and complex Integrated Planning project to develop and align the following four plans across the District:

- RSCCD Comprehensive Plan (CP) 2024-2032
- Santa Ana College Comprehensive Educational Plan (CEP) 2024-2028
- Santiago Canyon College Comprehensive Educational Plan (CEP) 2024-2032
- District Services and Operations (DSO) Plan 2024-2028

The project encompassed an in-depth Discovery Phase in Fall 2023, during which internal and external scans were conducted, along with the analysis of workforce data and planning documents across the region, to craft a Comprehensive Data Profile for the District. In addition, a comprehensive set of 122 interviews and listening sessions were held districtwide with nearly 700 participants to provide important qualitative data to complement the Data Profile. The Comprehensive Data Profile and accompanying qualitative data provided a foundation for the development of all four plans.

DSO Plan Development Process

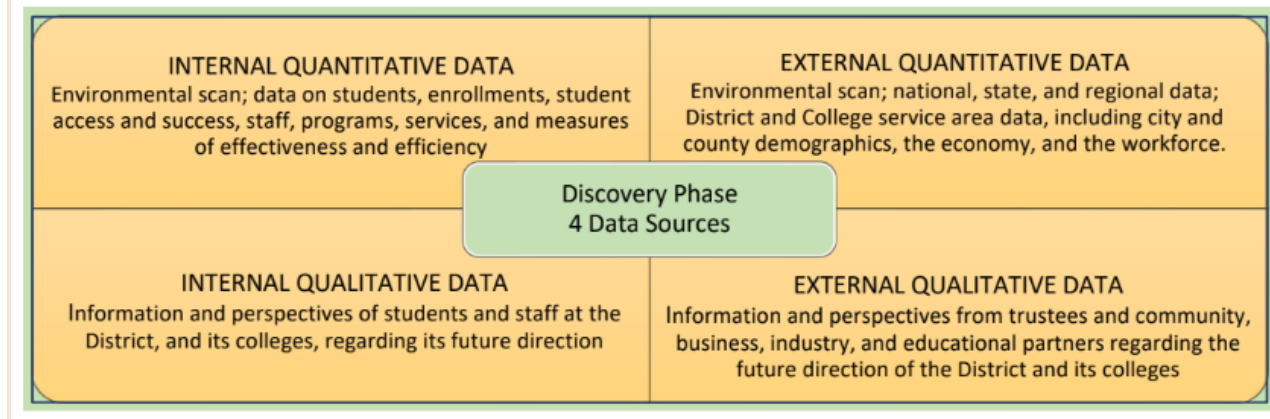
This inaugural District Services and Operations (DSO) Plan was developed in conjunction with the RSCCD Comprehensive Plan (CP). The CP is an eight-year plan which contains the Board-adopted Strategic Directions for the District. The DSO Plan and the two college Comprehensive Educational Plans (CEPs) operationalize the CP Strategic Directions through their respective Goals and Objectives.

Phases I and II: Discovery Phase, Data Collection, Analysis, and Synthesis

For development of the DSO Plan, Phases I and II comprised an extensive analysis of internal and external data, resulting in a set of trends and planning assumptions. Specifically for the development of the DSO Plan, the listening session process involved 47 sessions engaging 140 participants, including members of the Board of Trustees, RSCCD Foundation members, the Chancellor, Vice Chancellors, and departmental colleagues from across the District Office's four divisions: Executive, Business Services, Educational Services, and Human Resource Services. Results from the listening sessions were synthesized, and emergent themes identified.

Analysis was structured around a Strengths, Weaknesses, Opportunities, and Threats (SWOT) model. These analyses were coupled with a comprehensive examination of the DSO Planning Portfolios and District Services Satisfaction Surveys, as well as a review of centralized and decentralized services. An examination of the trends, planning assumptions, and emergent listening session themes revealed a set of districtwide challenges and opportunities for planning.

The infographic below displays the four data sources for these first two project Phases:



The implications of Phases I and II were substantive, represented extensive data analysis, and reflected the many voices of internal and external stakeholders. The results informed the DSO Phase III Goal Setting process.

Phase III: Goal Setting- Establishing Goals and Objectives

During Phase III of the project, the DSO Leadership Team had the opportunity to review the districtwide trends and planning assumptions, themes that emerged from the listening sessions; and challenges and opportunities facing RSCCD for the future. Priorities, services and operations identified by DSO Divisions and departments were also examined. From this extensive, rich information and dialogue with departmental colleagues, the DSO Leadership Team identified a set of long-range goals and objectives, aligned with the RSCCD Board-adopted Strategic Directions, to serve as the framework for the *RSCCD DSO Plan 2024-2028*.

DSO Listening Sessions and Themes

As described previously, during the Discovery Phase, the Collaborative Brain Trust team conducted listening sessions with both internal and external stakeholders of the District Office. These sessions were well-attended and provided robust and informative insights. Results from these sessions, as well as sessions held at the Colleges and in the community, were reviewed and emerging themes were identified. A summary of the sessions and emergent themes are provided in the next sections.

DSO Listening Sessions Participation Summary

The listening sessions encompassed Board of Trustee and RSCCD Foundation members, the Chancellor, Vice Chancellors, and department staff representing the four divisions of the District Office, as summarized below.

DISTRICT SERVICES AND OPERATIONS LISTENING SESSIONS SUMMARY		
Individuals and Groups	# Sessions	Approx. # Participants
Board of Trustees	5	5
Chancellor and Vice Chancellors	7	7
Communications, Marketing, and Public Relations	2	7
Child Development Services	1	9
Facilities Planning and Support	1	6
Purchasing	1	7
Human Resources, Risk Management and Employee Benefits	2	8
Safety and Security	1	6
Information Technology Services	1	17
District Research, Planning and Institutional Effectiveness	1	3
Resource Development / Grants	1	5
Fiscal Services	1	24
Economic and Workforce Development	1	8
Title IX and Office of DEI	1	6
RSCCD Foundation	1	2
DSO Leadership Team	2	28
Site-based sessions for Integrated Planning and Centralized / Decentralized Services (i.e., among DSO, SAC, and SCC)	18	69
Total Number of Listening Sessions and Participants	47	140

DSO Listening Session Themes

Five overarching themes emerged from the listening sessions. The input provided was instrumental in shaping the development of the DSO Plan's prioritized goals and objectives and is summarized below, grouped into the five identified themes.

Roles and Functions of the DSO

- Employees of the District are not fully aware of the multiple roles of the District offices and departments; the perception is that the District Office's sole role is "to serve the colleges"; while this is an important role, it is not the only role
- The title "District Services and Operations (DSO)" more appropriately reflects the variety of roles of the various divisions and departments
- DSO provides centralized services to *all* sites across RSCCD, including the colleges
- DSO provides the infrastructure and framework for operating the Rancho Santiago CCD across 4 divisions and approximately 15-20 departments
- DSO leadership provides support for the Board of Trustees and its subcommittees; ensures implementation of and compliance with state and federal regulations; and assists the Board with policy development
- DSO also serves as the fiscal agent for several State of California initiatives from the California Community College Chancellor's Office

- DSO plays a critical role in workforce development, overseeing the Orange County Regional Consortium
- DSO provides leadership for the Orange County region in a variety of areas, including Child Development Services, apprenticeship, educational pathways K-12 to higher education, noncredit and continuing education, and expanded educational opportunities for new immigrants, returning adults, and those impacted by the justice system, to name a few
- Strengthen the cohesion among entities by acknowledging the District as a unified entity, inclusive of the District Office, SAC and its Centers, SCC and its Centers - shared objective is to collaboratively support both current and future students and surrounding communities

Collaboration, Communication, and Marketing

- More collaboration is needed between and among the various RSCCD sites (both colleges, DSO, Continuing Education Centers, Child Development, etc.)
- Communication across the District has been lacking; community outreach and marketing to the external public and prospective students needs improvement; the website is out of date in some areas and inconsistencies in terminology, etc. exist across website pages; with the addition of a Chief Communications Officer, it is hoped these areas will be strengthened
- Community outreach to various service area populations needs improvement

Community Connections and Partnerships

- DSO leadership works with many other leaders, local elected officials (LEOs), Chambers of Commerce, etc. ensuring that RSCCD is a recognized leader in the region and state
- Feedback from the public is generally very positive; community awareness of all that RSCCD does, all it has to offer, and the role it can play in improving quality of life in the region could be expanded
- RSCCD needs to increase the “ease of doing business” for students and the community; improve marketing, web site, and use of social media
- RSCCD needs to expand active engagement in the community, including disadvantaged populations and ethnic communities (Latino, Asian, Arab, etc.); be known and be relevant; to be known as the place one can always come back to for advancement, career change, improving wage earnings and/or quality of life
- Additional opportunities exist for partnerships with local business and industry, and philanthropic organizations

Systems and Processes

- There is a need to strengthen systems, processes, and practices: clarity, training, consistency, and collegial dialogue and collaboration for refining timelines and resolving compliance issues between DSO and the Colleges
- Streamline and align systems, processes, and technology across the district; eliminate redundancy and duplication of systems, and those that don’t work well together; consider “total cost of ownership” when purchasing technology
- Automate manual processes; employ technology solutions and minimize the inefficiency of duplicative systems which require more training, support, and the ability to interface
- Consider outsourcing some processes (e.g., schedule production, marketing, etc.)
- Pursue emerging and future technologies (e.g., AI) to strengthen systems and processes
- Continue efforts to align and integrate planning, and streamline work processes

- Data Integrity is an issue; need uniform, standardized data dictionary (i.e., data definitions), and then ensure data accuracy internally and in MIS reporting; also need more disaggregated data for better-informed decision making

Human, Fiscal, and Physical Assets of the District

- Assessment of the Budget Allocation Model (BAM) to determine what changes, if any, are needed to meet the CP Strategic Directions
- RSCCD needs to invest more in human capital: stronger recruitment and retention through onboarding and ongoing professional development
- Support timely recruitment, onboarding, retention, and professional development of a talented RSCCD workforce with the competencies needed for the future; include technology and DEI professional development training
- Improve Human Resources processes – especially job descriptions, classifications, timely hiring, and employee evaluation and continuous improvement plans
- Management meetings need to return to an agenda of updates on regulations and procedures, training on new and upgraded technologies and technology systems, etc. vs. college reports/updates
- RSCCD needs to develop a districtwide set of core values, including DEI, and provide orientation and professional development around these values and DEI content
- Include core values and DEI statement on job announcements and webpages – public facing documents
- Organizational culture needs work to create a more respectful culture and tone across the district; consider a districtwide culture/climate survey for continuous improvement and training in professional conduct in the workplace – “lead by example”
- Long-range staffing plans (as opposed to annual prioritization processes) are needed that align with planning efforts of the new four plans under development, and that support effective, efficient District services and operations
- Consistent DSO leadership is important for the DSO to be effective
- Procure and align resources with short and long-range plans; optimize fiscal operations and resources; explore a new budget allocation model
- Support effective and efficient use of existing and expanded facilities for contemporary and future needs; ensure campus safety and ADA compliance and security of facilities; align facilities’ plans with the new CEPs and DSO Plan

Districtwide Listening Sessions and Emerging Themes

Similar to the DSO listening sessions, listening sessions were held also at both colleges with individuals and groups of internal and external stakeholders, including students, throughout the Rancho Santiago Community College District. A summary of the *districtwide* listening sessions and themes that emerged is provided below.

Districtwide Listening Sessions Summary

Districtwide, nearly 700 individuals provided input at the 122 listening sessions held in 2023 for development of the four plans, as summarized in the chart below.

INTERNAL STAKEHOLDER LISTENING SESSIONS			
Session Categories	Individuals and Groups	# Sessions	Approx. # Participants
Internal Stakeholders	<ul style="list-style-type: none"> ○ Executives (Vice Chancellors; Presidents) ○ College Presidents' Cabinets ○ Assistant Vice Chancellors; Vice Presidents ○ Administrators and Managers (SAC, SCC, DSO) ○ Faculty and Classified Professionals (SAC, SCC, DSO) ○ Deans, Directors, Department Chairs ○ Student Services & Equity ○ DSO Departments <ul style="list-style-type: none"> ○ Business & Fiscal Services; Contract Management ○ Purchasing/mailroom/warehouse ○ Human Resources; Risk Management; Benefits ○ Title IX and DEI ○ Resource Development and Grants ○ Information Technology ○ Research, Planning, Institutional Effectiveness ○ Facilities Planning/construction/support services ○ Safety and Security ○ Child Development Services ○ Communications, Marketing, and Public Relations ○ Continuing Education/Noncredit Programs ○ Math and Writing Centers ○ Career Technical Education Programs; Workforce ○ Orange County Regional Consortium ○ Regional Economic and Workforce Development ○ College Councils and Committees <ul style="list-style-type: none"> ○ Guided Pathways ○ Institutional Effectiveness and Assessment ○ Program Review / Data ○ Strategic Enrollment Management ○ Student Success and Equity ○ Dual Enrollment ○ Information Technology ○ Curriculum ○ Facilities ○ General Groups and Open / Drop-in Sessions 	87	492
Student Groups	<ul style="list-style-type: none"> ○ Associated Student Government; Inter Club Council ○ Student Classes 	7	131
Total Number of Internal Listening Sessions and Participants		94	623

EXTERNAL STAKEHOLDER LISTENING SESSIONS			
Session Categories	Individuals and Groups	# Sessions	Approx. # Participants
Trustees	○ RSCCD Trustees	5	5
Foundations	○ RSCCD Foundation ○ SAC Foundation ○ SCC Foundation	3	10
Government & Community Partners/ Organizations	○ City of Santa Ana ○ City of Orange ○ Water District ○ County Department of Education ○ Economic Development ○ Chambers of Commerce ○ Fire and Rescue Services ○ Community Organizations and Nonprofits	10	20
Business, Industry & Healthcare	○ Business and Auto Industry ○ Banking and Credit Unions ○ California Restaurant Foundation ○ Healthcare ○ Land Surveyors; Director of Apprenticeship Program/Carpenters	5	11
Educational Partners	○ K-12 Schools ○ Adult Education ○ University of California Irvine ○ California State University, Fullerton ○ Whittier College	5	20
Total Number of External Listening Sessions and Participants		28	66
GRAND TOTAL (Internal and External Sessions)		122	689

Districtwide Listening Session Themes

A wide array of themes emerged from the listening sessions held across the entire District to inform the Integrated Planning Project, where individuals and groups provided their perspectives and viewpoints about the future direction of the Rancho Santiago Community College District and its colleges in serving the Orange County region.

These districtwide themes informed development of the broad Strategic Directions for the District as a whole for the *RSCCD Comprehensive Plan 2024-2032*. Overall, the districtwide themes fell into two major categories:

- Those themes that reflect a public-facing, external, future focus on programs, services, and approaches in higher education that meet the needs of today’s and tomorrow’s students, communities and employers in the RSCCD service region.
- Those themes that reflect attention to the internal RSCCD environment to strive for quality, effectiveness, and efficiency in support of employees, systems, processes, technologies, and fiscal and physical resources to further strengthen District services, operations, and the two colleges and their respective educational delivery sites.

Examining the districtwide themes in more depth revealed the following four overall areas of focus essential for consideration by the District. High-priority, districtwide perspectives expressed during internal and external listening sessions are delineated under each focus area.

Focus Area 1: Core Higher Education Services, Future Direction, and How RSCCD Will Be Viewed

RSCCD is an institution of academic excellence: student-centered; outcomes-focused – achieving Vision 2030 goals; future-focused; flexible; nimble; providing programs and services to meet regional needs

- RSCCD is a higher education institution of academic excellence
- Forward-thinking and nimble to meet current and future needs
- Align plans with California’s Vision 2030, serving the Orange County region and beyond
- Continue to improve student success indicators outlined in California’s Vision 2030 not only for student success, but also for increased funding
- Embrace change; serve all populations; do the work other colleges are not doing
- Provide exemplary, student-centered programs and services
- Expand dual enrollment, apprenticeship, transfer, and RSCCD bachelor’s degrees
- Expand noncredit and improve bridges from noncredit to credit
- Expand educational opportunities for new immigrants, returning adults, and those impacted by the justice system
- Expand microcredentials, stacked credentials, internships and workplace learning
- Provide more online options; embrace change; develop “digital dexterity” and pursue emerging technologies (e.g., AI)
- Strengthen collaboration between and among the various RSCCD sites (both colleges, DSO, Continuing Education Centers, Child Development, etc.)

Focus Area 2: Community Outreach and Strategic Partnerships

Engage in strategic and intentional outreach and partnerships to support economic and workforce development, be relevant, and enhance quality of life in the region

- Expand community outreach and strategic engagements with K-12 and university partners; business and industry; and public, private, community-based, and philanthropic organizations.
- Leverage strategic partnerships to increase educational opportunities, support economic and workforce development for the region and beyond, and contribute to enhanced quality of life for the region
- Actively engage in the community, including disadvantaged populations and ethnic communities (Latino, Asian, Arab, etc.); be known and be relevant
- Increase the “ease of doing business” for students and the community; improve marketing, web site, and use of social media
- Be the place one can always come back to for advancement, career change, improving wage earnings and/or quality of life

Focus Area 3: Districtwide Systems and Processes

Strengthen systems, processes, and technology solutions across the district; pursue emerging and future technologies in all operations; exercise “digital dexterity”

- Improve communication and collaboration across the district
- Strengthen systems and processes: clarity, training, consistency, and collegial dialogue and collaboration for refining timelines and resolving compliance issues between DSO and the Colleges
- Streamline and align systems, processes, and technology across the district; eliminate redundancy and duplication of systems, and those that don’t work well together; consider “total cost of ownership” when purchasing technology
- Automate manual processes; employ technology solutions and minimize the inefficiency of duplicative systems which require more training and support and don’t interface well
- Consider outsourcing some processes (e.g., schedule production, marketing, etc.)
- Pursue emerging and future technologies (e.g., AI) to strengthen systems and processes
- Continue efforts to align and integrate planning, and streamline work processes
- Data Integrity is an issue; need uniform, standardized data dictionary (i.e., data definitions), and then ensure data accuracy internally and in MIS reporting; also need more disaggregated data for better-informed decision making

Focus Area 4: Human, Fiscal, and Physical Assets of the District

Invest in human capital; develop institutional core values; maximize acquisition and use of fiscal and physical resources; strengthen organizational quality, effectiveness, and efficiency

- Advance organizational culture; develop a set of districtwide core values, including DEIA, and create a more respectful culture/tone across the district; consider a districtwide culture and climate survey for continuous improvement
- Develop consistent leadership for RSCCD
- Design a long-range staffing plan to support effective, efficient District services and operations, and the long-range plans of the district and its colleges
- Support timely recruitment, onboarding, retention, and professional development of a talented RSCCD workforce with the competencies needed for the future; include technology and DEIA training and professional development
- Improve Human Resources processes – especially job descriptions, classifications, timely hiring, and employee evaluation and continuous improvement plans
- Procure and align resources with short and long-range plans; optimize fiscal operations and resources; explore a new budget allocation model
- Support effective and efficient use of existing and expanded facilities for contemporary and future needs; ensure campus safety and ADA compliance and security of facilities

Districtwide Challenges and Opportunities

A review of all four planning processes underway in the Integrated Planning Project revealed a set of *districtwide* challenges and opportunities for RSCCD for the next eight years and beyond. This set of challenges and opportunities, delineated below, informed the RSCCD Comprehensive Plan's Strategic Directions, as well as the Goals and Objectives of the two colleges' CEPs and the DSO Plan.

Challenges

External Environmental and Economic Challenges

- Changing economic and political landscape at state and national level
- Environmental issues; issues related to climate change and sustainability
- Rapid change and advancements in technology; AI becoming mainstream
- Financial uncertainty and constraints that impact staffing, services, technology, and facilities
- Student Centered Funding Formula (SCFF), fully implemented, and its ongoing / future transition
- Unfunded mandates, with institutions expected to do more with less
- The vast number (and changing landscape) of California Initiatives requiring time and institutional capacity for effective implementation (e.g., new SCFF, Guided Pathways, Vision for Success, Governor's Roadmap for Community Colleges, Vision 2030, etc.)
- RSCCD serves some of the largest cities with the lowest socioeconomic indicators
- Very low unemployment rates, with many fast-growing industries offering low-wage jobs
- Decline in student enrollment in postsecondary education coupled with a new societal belief that education is neither worth the cost, nor a value-added asset to gainful employment

Districtwide Operational Challenges

- Lack of an articulated, common set of core values districtwide
- Leadership turnover and additional employee turnover at all levels; inadequate staffing levels in key support areas (e.g., IT, public safety, Human Resources, etc.)
- Lack of consistent, reliable data (i.e., data integrity); lack of uniform, standardized data definitions; incomplete/inaccurate data uploaded to the Chancellor's Office MIS
- Lack of a cohesive, systems-thinking approach across RSCCD sites; outdated and inconsistent processes, procedures, and job descriptions; need for a new RSCCD resource allocation model
- Lack of consistent and effective internal communication
- Rapid change and advancements in technology impacting RSCCD operations at all sites

Student Success

- Full implementation of Vision for Success initiatives (Student Equity, Guided Pathways, etc.) amidst the new Vision 2030 goals (equity in access, success, and support) and Directions
- Low degree completion and transfer rates at RSCCD compared to statewide average
- Pursuing enrollment growth in a planned, intentional, and efficient manner (vs. "chasing FTES") to achieve access, success, and equity goals with efficient resource management

Enrollment, Program, and Service Challenges

- The projected decrease in the next decade of the traditionally-aged, college-going population in Orange County, coupled with modest growth in the 50+ age group
- Rapid change and advancements in technology impacting programs and services
- Managing dual enrollment to address K-12 students' needs while balancing with other District priorities for achieving Vision 2030 goals and achieving outcomes for funding
- Balancing online, hybrid, and in-person delivery methods in course scheduling to meet student demand while maintaining productivity/efficiency and achieving student success metrics
- Outreach and provision of appropriate services to non-traditional students who are more likely to be Adult Ed/English Language Learners (ELL) and have short-term career goals

Opportunities

District Operational Opportunities

- Continued focus on shared vision, the development of core values, and the adoption of a “synergy in practice” approach to RSCCD’s work across colleges and the DSO will benefit all areas
- Strengthened recruitment, onboarding, and investing in employee training, professional development, and career advancement can enhance a more stable RSCCD workforce
- The recently convened RSCCD data solutions task force with its plan to address data integrity issues and provide disaggregated data is positive; a districtwide commitment will be needed to create and sustain accurate, usable data to inform decisions at various organizational levels
- Efficiencies can be gained by strengthened intra-district communication and collaboration; the elimination of manual and duplicative processes; and investing in technology solutions

Enrollment Growth Opportunities

RSCCD could realize enrollment growth via:

- Providing relevant courses, microcredentials, and lifelong learning to more older adults
- Increasing dual enrollment; noncredit training; work-based learning; and credit for prior learning
- Outreach to the 40% of Orange County residents who have less than an associate degree
- Creating nimble programs to address changing technology and labor market demands in Information Technology, Cybersecurity, Drones and Artificial Intelligence (AI)
- Intentional recruitment for achieving program-level gender equity
- Expanding apprenticeship and RSCCD bachelor’s degrees where appropriate
- Expanding university partnerships for increased transfer agreements (and transfer rates)
- Developing more stackable credentials and programs based on high wage, high growth jobs
- Integrating environmental / sustainability issues into microcredentials and programs

Funding Opportunities

- RSCCD could realize additional funding by increasing outcomes in the below areas:
- Pell Grant and California Promise Grant recipients (especially since RSCCD serves some of the lowest socioeconomic areas of Orange County)
- Students who complete transfer level math and English (at SAC)
- Students who earn an Associate degree
- Students who transfer
- There is strong support from area partners and the three District Foundations for funding

- The demographics and socioeconomic status of RSCCD's students and the service area, as well as the district's reputation as a strong state fiscal agent, support the acquisition of grants and other funding streams

Partnership and Workforce Opportunities

- Enhanced educational partnerships can ensure clear pathways high school to college completion
- There is a desire by business and industry to expand partnerships, internships, workplace learning, and apprenticeship programs
- Strong emerging technology industries exist in the region
- There is significant employment growth in traditional and emerging industries; RSCCD has academic programs supporting high priority growth industries in the region: Advanced Manufacturing, Health Care, Informa/on Technology, and Hospitality and Tourism
- RSCCD has name recognition as a leader in Regional Economic and Workforce Development

RSCCD Strategic Directions

A districtwide, eight-year RSCCD Comprehensive Plan was developed, outlining four Strategic Directions for RSCCD to meet the needs of students, communities and employers across the District’s Orange County service region as follows:

Rancho Santiago Community College District	
Strategic Directions	
Strategic Direction 1	Advance the Rancho Santiago Community College District as a proactive and future-focused institution of educational excellence that is equitable, student-centered, and outcomes-focused for the student of today and tomorrow.
Strategic Direction 2	Forge strategic partnerships to create innovative pathways, ensuring relevance, equity, and quality of life enhancement for students through intentional outreach and collaborative initiatives.
Strategic Direction 3	Develop streamlined, data-informed, innovative systems and processes that utilize cutting-edge technology and collaboration to support both the employee experience and student access and success.
Strategic Direction 4	Leverage diverse funding streams, provide comprehensive professional development, and support accessible virtual spaces and physical facilities to increase student success in an ever-changing educational environment.

These Strategic Directions provide a framework for the *RSCCD Comprehensive Plan 2024 - 2032* and are operationalized in the DSO Plan and Colleges’ Comprehensive Educational Plans through their respective Goals and Objectives. As a collective, these four plans are designed to fulfill the RSCCD Mission.

The relationship of the four plans is illustrated below.



Ongoing Planning Efforts and New Initiatives

Each service area of the District has a wide array of planning efforts that are ongoing, as well as new initiatives that emerge each year to meet the changing needs of the region. These ongoing efforts and emerging priorities are integrated into each of the plans in order to align activities and provide a collective, effective and efficient approach to meeting regional needs.

The new districtwide eight-year planning cycle allows for all major plans to be developed in a sequence that supports the overall planning cycle. For example, Program Review precedes Comprehensive Educational Plans (CEPs), as CEPs should draw upon the information from Program Review. Similarly, plans such as Facilities, Technology, and other plans follow CEPs, as the CEPs should set the priorities for their development. Appendix C presents the new *RSCCD Eight-Year Integrated Planning Cycle and Timetable*, illustrating how the timing of plan development supports overall district planning.

District Services and Operations Framework

The District Services and Operations (DSO) Leadership Team met in a half-day session to review DSO division and department priorities, services, and operations; districtwide trends and planning assumptions; listening session themes; and the identified challenges and opportunities for RSCCD. A set of DSO Goals and Objectives were then developed in alignment with the Board-adopted Strategic Directions. These goals and objectives provide a framework for the DSO to develop action plans for carrying out its plan of work over the next four years in alignment with the RSCCD Comprehensive Plan's Strategic Directions.

Follow-up Implementation Plans at the division and department level will be needed to translate these goals and objectives into action-oriented activities with timelines, outcomes, targets, and measures, and with responsible individuals identified. Additionally, the District Services and Operations and the two colleges have affirmed that to achieve their respective and aligned goals and objectives, they will collaborate to maximize opportunities to serve the needs of RSCCD's diverse students, employees, community partners, and the Orange County region as a whole. The DSO four-year goals and objectives are outlined in the chart below.

Rancho Santiago Community College District – Strategic Directions	
District Services and Operations (DSO) Goals and Objectives	
Strategic Direction 1	Advance the Rancho Santiago Community College District as a proactive and future-focused institution of educational excellence that is equitable, student-centered, and outcomes-focused for the student of today and tomorrow.

Goal 1. Ensure collaborative, integrated, and effective institutional planning

Objectives

- 1.1 Implement a process to assess the total cost of ownership and give equal consideration and weight to the fiscal, physical and human resource consequences of decisions.
- 1.2 Include all DSO service areas in institutional planning with colleges.
- 1.3 Implement a technology solution to monitor progress on the RSCCD Comprehensive Plan (CP) and the three plans (DSO Plan and two College CEPs) that collectively operationalize the CP Strategic Directions.
- 1.4 Develop and implement a districtwide strategic enrollment management plan.
- 1.5 Guide legislative direction and direct legislative advocacy in support of the District’s Strategic Directions.

Goal 2. Support a values-based, equitable RSCCD environment that is conducive to innovation and flexibility.

Objectives

- 2.1 Implement a new Communications Plan and strategy for promoting RSCCD’s innovative and flexible options for students and stakeholders
- 2.2 Implement strategies to inspire innovative ideas.
- 2.3 Explore and procure alternative sources of funding and partnerships in support of RSCCD’s programs and initiatives.
- 2.4 Create a set of RSCCD core values through an inclusive, collaborative process; align with Board Policies on Code of Ethics (BP 7001) and Civility (BP 7002).
- 2.5 Foster a districtwide collaborative and equitable environment through employee education and training.

Rancho Santiago Community College District – Strategic Directions	
District Services and Operations (DSO) Goals and Objectives	
Strategic Direction 2	Forge strategic partnerships to create innovative pathways, ensuring relevance, equity, and quality of life enhancement for students through intentional outreach and collaborative initiatives.

Goal 3. Promote successful programs and pathways to elevate RSCCD’s reputation as a leader in regional economic and workforce development to attract students, employers, employees, and community members.

Objectives

- 3.1 Develop an RSCCD districtwide brand with themes and messages reflecting the brand’s promises and promote the positive image of the campus safety department as part of RSCCD’s reputation.
- 3.2 Organize and provide districtwide economic and workforce development information, resources, and training opportunities
- 3.3 Provide ecosystem partners with comprehensive technical support.
- 3.4 Serve as a convener to strengthen existing partnerships and cultivate new partners to RSCCD.

Rancho Santiago Community College District - Strategic Directions	
District Services and Operations (DSO) Goals and Objectives	
Strategic Direction 3	Develop streamlined, data-informed, innovative systems and processes that utilize cutting-edge technology and collaboration to support both the employee experience and student access and success.

Goal 4. Develop an integrated data system to be utilized for operational evaluation to maximize efficiency and effectiveness.

Objectives

- 4.1 Create a holistic system for the contract lifecycle and contract retention.
- 4.2 Implement user-friendly and innovative resources and technology tools for business services, technology planning, and institutional research to create districtwide effectiveness and provide user training.
- 4.3 Develop a districtwide data dictionary and institutional dashboard to ensure common data metrics, understanding, and consistent representation of accurate data for quality decision making.
- 4.4 Develop a comprehensive onboarding process and ongoing professional development and training plan for all employees and employee groups.

Rancho Santiago Community College District – Strategic Directions	
District Services and Operations (DSO) Goals and Objectives	
Strategic Direction 4	Leverage diverse funding streams, provide comprehensive professional development, and support accessible virtual spaces and physical facilities to increase student success in an ever-changing educational environment.

Goal 5. Maximize revenue streams and demonstrate resilient financial stability and stewardship of District fiscal, facility, and technology resources.

Objectives

- 5.1 Maintain required compliance in all areas of fiscal management and build a six-month cash flow reserve.
- 5.2 Support a General Obligation bond for state-of-the-art facilities.
- 5.3 Align grant seeking efforts with RSCCD’s Strategic Directions and the goals and objectives of the College CEPs and DSO Plan and provide grant management training.

Goal 6. Create an administrative infrastructure to support new RSCCD programs and initiatives and develop processes that facilitate executive decisions.

Objectives

- 6.1 Institutionalize a process to support decisions that impact operations by reassessing the Budget Allocation Model (BAM) and implementing an equitable and predictable model that aligns resource allocations with districtwide planning efforts.
- 6.2 Create an administrative structure to support the consistent implementation of national, state, and regional initiatives across the District.
- 6.3 Expand capacity to effectively track and report on the broader impact of grant awards beyond total funds received.
- 6.4 Standardize documents and develop consistent, streamlined, and user-friendly RSCCD human resources operations and processes.
- 6.5 Promote professional development programs across all employee groups to expand and enhance performance and measure success.

RSCCD Integrated Planning Framework

Following completion of all the goal-setting sessions for the Integrated Planning Project, the DSO Leadership Team, and a team of eight from each college’s CEP Task Force met in a five-hour joint session. Participants shared their respective plans to ensure the Goals and Objectives of the three, as a collective, effectively and efficiently operationalize the four broad Strategic Directions adopted by the Board of Trustees, and support the State’s Vision 2030 over the next eight years. The following chart displays the alignment of college mission statements, DSO roles and functions and all four plans’ goals with the Board-adopted RSCCD Mission Statement and Strategic Directions 2024 – 2032.

Rancho Santiago Community College District

Alignment of Four Plans 2024

Board-Adopted CP Strategic Directions
Alignment of DSO Plan and CEP Goals and Objectives

RSCCD Mission		
The Rancho Santiago Community College District aspires to provide equitable, exemplary educational programs and services in safe, inclusive, and supportive learning environments that empower our diverse students and communities to achieve their personal, professional, and academic goals.		
RSCCD Strategic Directions 2024 - 2032		
<ol style="list-style-type: none"> 1. Advance the Rancho Santiago Community College District as a proactive and future-focused institution of educational excellence that is equitable, student-centered, and outcomes-focused for the student of today and tomorrow. 2. Forge strategic partnerships to create innovative pathways, ensuring relevance, equity, and quality of life enhancement for students through intentional outreach and collaborative initiatives. 3. Develop streamlined, data-informed, innovative systems and processes that utilize cutting-edge technology and collaboration to support both the employee experience and student access and success. 4. Leverage diverse funding streams, provide comprehensive professional development, and support accessible virtual spaces and physical facilities to increase student success in an ever-changing educational environment. 		
SAC Mission Santa Ana College inspires, transforms, and empowers a diverse community of learners.	SCC Mission Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth.	DSO Roles and Functions Centralized Services District Operations Board / Board Committee Support Regional, State, & External Roles

<p>RSCCD Strategic Direction 1</p> <p>Advance the Rancho Santiago Community College District as a proactive and future-focused institution of educational excellence that is equitable, student-centered, and outcomes-focused for the student of today and tomorrow.</p>		
<p>Plan Goals</p>		
<p>Santa Ana College CEP Goals</p>	<p>Santiago Canyon College CEP Goals</p>	<p>District Services and Operations (DSO) Plan Goals</p>
<ul style="list-style-type: none"> • Ensure equitable access to innovative educational programs and comprehensive support services fostering student success in achieving workforce readiness, successful transfer opportunities and personal developmental goals. 	<ul style="list-style-type: none"> • Strengthen student support services and program offerings to increase educational excellence, transfer, and economic and career advancement. 	<ul style="list-style-type: none"> • Ensure collaborative, integrated, and effective institutional planning. • Support a values-based, equitable RSCCD environment that is conducive to innovation and flexibility.
<p>RSCCD Strategic Direction 2</p> <p>Forge strategic partnerships to create innovative pathways, ensuring relevance, equity, and quality of life enhancement for students through intentional outreach and collaborative initiatives.</p>		
<p>Plan Goals</p>		
<p>Santa Ana College CEP Goals</p>	<p>Santiago Canyon College CEP Goals</p>	<p>District Services and Operations (DSO) Plan Goals</p>
<ul style="list-style-type: none"> • Expand partnerships to optimize educational options and opportunities through innovative services and equitable practices. 	<ul style="list-style-type: none"> • Build academic and workforce partnerships to provide premium educational and training opportunities for the community. • Partner with the community to guide the promotion of campus and educational opportunities and services. 	<ul style="list-style-type: none"> • Promote successful programs and pathways to elevate RSCCD’s reputation as a leader in regional economic and workforce development to attract students, employers, employees, and community members.

RSCCD Strategic Direction 3		
Develop streamlined, data-informed, innovative systems and processes that utilize cutting-edge technology and collaboration to support both the employee experience and student access and success.		
Plan Goals		
Santa Ana College CEP Goals	Santiago Canyon College CEP Goals	District Services and Operations (DSO) Plan Goals
<ul style="list-style-type: none"> • Cultivate equitable campus culture to support student, faculty, and staff belonging and success. 	<ul style="list-style-type: none"> • Evaluate and implement processes in support of employee experience and optimize student access and success. 	<ul style="list-style-type: none"> • Develop an integrated data system to be utilized for operational evaluation to maximize efficiency and effectiveness.
RSCCD Strategic Direction 4		
Leverage diverse funding streams, provide comprehensive professional development, and support accessible virtual spaces and physical facilities to increase student success in an ever-changing educational environment.		
Plan Goals		
Santa Ana College CEP Goals	Santiago Canyon College CEP Goals	District Services and Operations (DSO) Plan Goals
<ul style="list-style-type: none"> • Strengthen supportive infrastructure that facilitates equity, a sense of belonging, and trust among faculty, staff, and students. 	<ul style="list-style-type: none"> • Maximize funding streams to develop accessible and adaptable facilities and support the continuous improvement of all programs and services to elevate Santiago Canyon College as the premier community college. 	<ul style="list-style-type: none"> • Maximize revenue streams and demonstrate resilient financial stability and stewardship of District fiscal, facility, and technology resources. • Create an administrative infrastructure to support new RSCCD programs and initiatives and develop processes that facilitate executive decisions.

An important outcome of the Integrated Planning Project, and the above RSCCD Integrated Planning Framework, was the dialogue and collaborative work done among representatives from the DSO Leadership team and the two College CEP Task Forces. All agreed to continue to work together to maximize opportunities to best serve students, employees, and community partners across the Orange County region as a whole. Together, the Board-adopted RSCCD Strategic Directions, and the aligned Goals and Objectives outlined in the DSO Plan and two College CEPs, provide a Blueprint for Action for RSCCD in fulfilling its mission in serving the Orange County region and beyond.

Summary and Next Steps

This inaugural DSO Plan is one of four plans developed in the Integrated Planning Project to provide a framework and blueprint for action for RSCCD to realize its mission in serving the District, the Orange County region, and beyond. Several next steps, as described in the sections that follow, will be important to complete this process.

Delineation of Functions Map

The Delineation of Functions (DoF) map is required by ACCJC in the accreditation of RSCCD's two colleges. Of even greater importance is that the DoF map is a useful tool for orienting new employees and providing a written documentation of those functions carried out primarily by the DSO, primarily by the Colleges, or by both as a shared responsibility. All employees must be aware of the delineation of functions and the respective responsibilities and accountabilities that accompany this map. It should be reviewed both on a regular basis throughout the accreditation cycle, and at any time there is administrative turnover in the District and/or one of its colleges. It should be noted that a review and update of RSCCD's Board Policies and Administrative Regulations, and revision of position descriptions should accompany the process.

During the Integrated Planning Project, it was discovered that the Delineation of Functions map is not well-known and is inconsistent with practice in some areas across the District and its colleges. With the new state Vision 2030, the many changes in RSCCD organizational structure and function, and the turnover in administration, faculty, and staff in recent years, this is to be expected. Additionally, the DoF map is lengthy and not user-friendly. At this time, a conscientious review and discussion by the Chancellor's Cabinet, with input from faculty and staff, is needed to update and simplify the DoF map.

DSO Plan Implementation

Another important next step is the development of a detailed DSO Implementation Plan. The plan should provide a timeline for activities and tasks over the next four years, outline accountable and responsible parties, identify measurable outcomes and targets, serve as an administrative "program review" process, and be tied to employee job descriptions and evaluation processes. Job descriptions will need to be updated consistent with the direction of the District, changes in the Delineation of Functions map, advances in technology, and practices across DSO divisions and departments related to their overarching four areas of roles and functions: Services; Operations; Board Support; and Regional, State, and External Roles.

Accountability and Monitoring Process

An accountability and monitoring process is needed to oversee progress on the plan. It is recommended that the following actions be considered for this process:

- Explore a technology solution to support this process for efficiency, transparency, and reporting purposes
- Develop the process holistically in order to monitor all four plans concurrently and consistently toward accomplishment of the Board's Strategic Directions and Vision 2030
- Establish benchmarks and a regular review cycle (at least twice annually)
- Establish a process for revision of Goals and Objectives as needed across the plan(s) based on plan review, current environmental scans, and changing socio-economic factors

Districtwide Considerations

During the Integrated Planning project, several districtwide considerations were recommended to be addressed as the eight-year RSCCD Comprehensive Plan is initiated. These include the following:

- Review and revise the Budget Allocation Model (BAM); the current model, while being implemented with fidelity, allows for neither the alignment of resources with industry standards for effectiveness and efficiency, nor with the Goals and Objectives of the new College CEPs and DSO Plan. An exploration of alternative allocation models that ensures equitable and predictable resources is critical for aligning resources with districtwide planning efforts.
- Update Board Policies, Administrative Regulations, organizational structures, job descriptions, websites, and the RSCCD Planning Design Manual consistent with the new eight-year Comprehensive Plan, DSO Plan, and College Comprehensive Educational Plans.
- Review and revise the Delineation of Functions map collaboratively among DSO, SAC, and SCC leadership to clarify primary, secondary and shared areas of responsibility and to streamline the document to be more concise and user-friendly.
- Collaboratively develop a set of RSCCD Core Values within which all employees work and to which all new employees are oriented.
- Implement formal onboarding for all new employees, a comprehensive districtwide professional development and training plan for existing employees, and a process for regulatory updates and training for the Management Council.
- Develop a long-range staffing plan and data-informed prioritization process, utilizing industry standards, that gives DSO accountable managers authority over the staffing of their respective areas of responsibility for existing functions, emerging needs, and new initiatives consistent with the new plans.
- Collaboratively streamline systems and processes among DSO, SAC, and SCC leadership to eliminate duplicative systems and establish shared timelines that meet regulatory requirements. Consider convening small project-specific work groups, with DSO and College representatives, to resolve issues and proactively address local, regional, and state initiatives.
- Update the recently developed Facilities Plan as needed to support the four new plans.

Appendix A: List of Acronyms Used in This Report

AB	Assembly Bill
AI	Artificial Intelligence
AR	Administrative Regulations
ASCCC	Academic Senate of the California Community Colleges
BAM	Budget Allocation Model
BIEC	Board Institutional Effectiveness Committee
BP	Board Policy
CBT	Collaborative Brain Trust
CCAP	College and Career Access Pathways
CCC	California Community Colleges
CCCCO	California Community Colleges Chancellor's Office
CP	Comprehensive Plan
DEI	Diversity, Equity, and Inclusion
DEIA	Diversity, Equity, Inclusion and Accessibility
DSO	District Services & Operations
EDC	Educational Code of California
ELL	English Language Learners
CEP	Comprehensive Educational Plan
FTES	Full Time Equivalent Students
MIS	Management & Information Services (CCCCO Data)
POE	Planning & Organizational Effectiveness Committee
RSCCD	Rancho Santiago Community College District
SAC	Santa Ana College
SCC	Santiago Canyon College
SCFF	Student-Centered Funding Formula

Appendix B. Comprehensive DSO Plan Division and Department Priorities, Services and Operations

Executive Division			
Office of the Chancellor and Support for the Board of Trustees			
Administrator	Priorities	Services	Operations
Chancellor	<ul style="list-style-type: none"> • Provide guidance and direction to the District and its Colleges. • Support and provide guidance to the board of trustees. • Provide direction on legislative matters on behalf of RSCCD. • Raise awareness and understanding of RSCCD in the external community. • Ensure policy and procedural compliance. • Oversee the work of the Board General Counsel. 	<ul style="list-style-type: none"> • Oversees and directs the work of District Operations and the Colleges through the Vice Chancellors and College Presidents. • Ensures requests from members of the board of trustees are addressed. • Ensures priorities of the board of trustees are considered and carried out. • Counsels members of the board of trustees on district-related matters. • Works with the board of trustees to set legislative direction for RSCCD and carries out that direction. • Works to bring outside funding and partnerships to RSCCD in support of district programs and initiatives. • Engages and serves as liaison with the external community on all levels (local, regional, state and national) on behalf of RSCCD. • Manages and directs the work of the Board General Counsel. 	<ul style="list-style-type: none"> • Supports and facilitates the meetings of Chancellor’s Cabinet. • Supports and facilitates the meetings of the district’s primary governance body (District Council). • Supports and facilitates all meetings of the Board of Trustees – regular, special, permanent board committees, etc. • Responds to all requests from members of the board of trustees. • Ensures members of the board of trustees are informed about district-related events, matters, issues, etc. • Provides guidance and direction for all legislative activities of RSCCD. • Directs and manages legislative advocacy for RSCCD. • Pursues external funding and partnerships for RSCCD. • Represents RSCCD in the external community. • Coordinates updates to board policies and administrative regulations. • Coordinates responses to public record requests.

Business Services Division			
Office of the Vice Chancellor			
Administrator	Priorities	Services	Operations
Vice Chancellor, Business Services	<ul style="list-style-type: none"> • Ensure RSCCD conforms to and maintains minimum conditions in compliance with the CCCCCO Board of Governors Title 5 and Education Code. • Assist campuses and centers by providing services in daily business operations. • Ensure policy and procedural compliance. • Develop and maintain effective operations. • Ensure the allocation of resources sufficient to fulfill Business Services functions and operations. 	<ul style="list-style-type: none"> • Reviews and executes all contracts and agreements for legal compliance with Terms & Conditions and to minimize liability risks. • Procurement of all goods and services for campuses, centers, and District Operations Center. • Processes all financial transactions for campuses and centers in the following areas: payroll, accounts payable, general accounting, and internal control functions. • Provides all capital planning and construction management for campuses, centers, and District Operations Center. • Provides all security and protection for both campuses, all centers, and District Operations Center. 	<ul style="list-style-type: none"> • Prepares, monitors, and evaluates annual RSCCD budget. • Communicates to internal and external audiences on RSCCD budget and fiscal matters. • Responsible for all fiscal and facilities reporting on behalf of RSCCD; CCFS 311, CCFS 320, 5-Year Capital Plan, FUSION, Sustainability, etc. • Serves as fiscal agent for the State Chancellor’s Office grant programs. • Manages all aspects of the general obligation bond process. • Engages in financial advocacy and coordination on behalf of RSCCD with external agencies. • Prepares and delivers the RSCCD annual financial audit to the State of California. • Manages the annual financial audits of the RSCCD, SAC, and SCC foundations. • Ensures compliance with external control agencies: CCCCCO, OCDE, DSA, DOF, OC Treasurer, AQMD, SWRB, OC Health, OC Registrar, DIR, SFTB, IRS, SEC, etc. • Supports and staffs the following Board Committees: Facilities, Safety & Security, and Fiscal/Audit. • Provides support and information as needed to the following Board Committees: Policy, Legislative, and Institutional Effectiveness • Staffs and supports the District Fiscal Resources Committee.

Business Services Division			
Contract Management Services Department			
Administrator	Priorities	Services	Operations
Director, Contract Management Services	<ul style="list-style-type: none"> Mitigate and minimize legal risk to the District through standardization of processes, terms and conditions, and contracts analytics. Support growth of District contracting through scalable contracts tools and processes. Reduce the internal administrative costs of contract review. Reducing the District’s legal risk and potential liability through negligence by proactive review of all agreements. 	<ul style="list-style-type: none"> Provide contract review, negotiation with Suppliers and partners, and advisement of contract tools, resources, and processes. Provide a repository for contracts negotiated and finalized for history, data retention, and analysis. Draft template contracts as needed for risk mitigation, growth support, and legal compliance. Maintain template contracts for legal compliance and efficiency. Create and provide resources for departments regarding contracting best practices. Escalate contract language and approval, as necessary. Advise and provide alternative solutions to bring the contract in compliance with the District’s risk threshold. Advise end users on contract tools, processes, resources, and best practices. 	<ul style="list-style-type: none"> Draft, implement, review, and maintain District’s standard terms and conditions. Stay current with legal requirements from federal, state, and local entities. Update regulations and best practices to comply as needed. Maintain contracts in compliance with federal, state, and local requirements. Interact with departments to ensure appropriate issuance and maintenance of contracts. Coordination with outside legal as needed. Serve as subject matter expert on Terms and Conditions.

Business Services Division			
District Safety and Security Services Department			
Administrator	Priorities	Services	Operations
Chief, District Safety and Security	<ul style="list-style-type: none"> • Increase Staffing to fully staff each site: Campuses, Centers, and District Operations Center. • Restore the Parking Fund to its pre-COVID level to fund operations. • Continue to enhance the public image of the department through Procedural Justice. 	<ul style="list-style-type: none"> • Patrolling Campuses, Centers, and District Operations Center. • Taking Reports • Lock/Unlock doors. • Monitoring Security Cameras • Parking Enforcement • Access Control • Testing and maintenance of Blue Emergency Phones • Public Safety Alerts (Rave Guardian) • Safety Escorts • New Student & Staff Orientation • Emergency response 	<ul style="list-style-type: none"> • Compiling Clery and Title IX data and publishing the Annual Security Report • Coordination with outside law enforcement entities i.e., Santa Ana PD and Orange PD • Parking Management (Permits, Fees) • Develop and Maintain Emergency Response Plans • Manage emergency events; natural and human caused. • Coordination of the District Safety Advisory Committee • Provide Security at the District Operations Center and Board Meetings.

Business Services Division			
Facilities Planning, Construction, and District Support Services Department			
Administrator	Priorities	Services	Operations
Assistant Vice Chancellor, Facility Planning, Construction, and District Support Services	<ul style="list-style-type: none"> • Complete Update to Sustainability Master Plan BP/AR 6012 to align with new State Chancellor’s Office Goals. • Complete the 2024 addendum to the 2022 Facility Master Plan. • Create a Stormwater Management Plan to comply with new MS4 Permit • Maintain and manage all capital improvement projects (ADA, Bond, Scheduled Maintenance, key and access control projects, and campus requested projects). • Maintain and manage Fire Life Safety in compliance with State and Federal laws including corrective repair work. 	<ul style="list-style-type: none"> • Capital planning, design, and development (BP/AR 6600 Capital Construction) • Construction Management (BP/AR 6600 Capital Construction). • Agency Approvals DSA, CCCCOC, State Water Resources Board, CEC, AQMD, and regional water quality control board, OC Health Department, and local agencies (BP/AR 6601 Facility Modification and New Construction). • Facility Construction Standards (BP/AR 6602 Facility Construction Standards). • Code Compliance (BP/AR 6601 Facility Modification and New Construction and BP/AR 6602 Facility Construction Standards). • Districtwide Building Systems Management (fire life safety) and Related Software Management. • Support for the colleges’ facilities and safety committees. 	<ul style="list-style-type: none"> • Develop, implement, manage, and oversee all related capital planning, design, and construction contracts (BP/AR 6600 Capital Construction, BP/AR 6601 Facility Modification and New Construction, BP/AR 6602 Facility Construction Standards, BP/AR 6012 Sustainable Practices, BP/AR Energy and Water Conservation, BP 6340 Contracts). • Develop, implement, manage, and oversee all related RFQs and RFPs for professional consultants (BP/AR 6605 Selection of Architects and BP/AR Informal Bidding Procedures Under the Uniform Public Construction Cost Accounting Act, BP 6340 Contracts). • Develop, implement, manage, and oversee all related capital construction bids and solicitation of quotes including any change order requests (BP/AR 6605 Selection of Architects and BP/AR Informal Bidding Procedures Under the Uniform Public Construction Cost Accounting Act). • Develop, manage, and track all related fiscal budgets and expenditures (BP/AR 6303 Fiscal Accountability, BP 6400 Financial Audits, BP 6740 Citizens Oversight Committee). • Input all purchase requisitions for any related contracts and related purchases of goods and services including change orders (BP/AR 6332 Competitive Bidding and Quotation Policies, BP/AR Informal Bidding Procedures Under the Uniform Public Construction Cost Accounting Act).

			<ul style="list-style-type: none"> • Manage, oversee, process all related invoices (<i>BP/AR 6303 Fiscal Accountability</i>). • Respond to Public Records Act Requests. • Develop, manage, prepare all agency reports (including FUSION database management). • Manage project building and construction records, including title property records (<i>BP/AR 6600 Capital Construction, BP/AR 6601 Facility Modification and New Construction, BP/AR 6602 Facility Construction Standards</i>). • Perform and procure necessary software upgrades for Districtwide building management systems (Tridium BMS HVAC, ONUMA Maintenance Work Order System, DACTrak (ADA Transition Plan database) Energy Portfolio (CA Energy Commission required database), Dabblefox (Astra Scheduling and Use database), FUSION (State Chancellor’s Office required database for – Space Inventory, 5-year Scheduled Maintenance Plan, 5-year Capital Outlay Plan, Energy Calculator Report, Conditions, etc.) (<i>BP/AR 6600 Capital Construction, BP/AR 6601 Facility Modification and New Construction, BP/AR 6602 Facility Construction Standards, BP/AR 6012 Sustainable Practices, BP/AR Energy and Water Conservation</i>)) • Create and maintain the five-year capital construction plan. • Create and maintain the five-year scheduled maintenance plan. • Manage and maintain the District space inventory. • Manage and maintain the utility use databases for the entire District.
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			<ul style="list-style-type: none">• Support Board Facilities Committee• Support for Physical Resources Committee• Support the ad hoc RSCCD Sustainability Committee.• Maintain local hire and local business labor data for capital improvement projects (BP 6610)• Facilities support for general obligation bonds.• Assist and comply with annual audit requests.• Compliance with GASB requirements.• Registration of projects with the Department of Industrial Relations (DIR).• Prepare Capital Asset Depreciation Report.• Notarize and file notices of completion with County Recorder Office.• Assist with fiscal year-end closing.
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Business Services Division			
Fiscal Services Department			
Administrator	Priorities	Services	Operations
Assistant Vice Chancellor, Fiscal Services	<ul style="list-style-type: none"> • Demonstrate resilient financial stability and appropriate stewardship of District resources. • Maintain required compliance in all areas of fiscal management. 	<ul style="list-style-type: none"> • Timely responses, availability of assistance, and updated and streamlined processes. • Continue to offer Districtwide training to help address recurring complaints and lessen the frustration with misunderstandings of how to utilize our services. • Review and process all Districtwide budget change forms and transfers of expenditure. 	<ul style="list-style-type: none"> • Maintain the accuracy, completeness and appropriateness of all financial activity and reporting, payroll to employees, and payments to vendors. • Maintain compliance with Governmental Accounting Standards Board, Education Code, Government Code, Federal, state, and local regulations and laws, labor laws, State Chancellor’s Office requirements, County Office of Education, and District Board Policies and Administrative Regulations. • Prepare various required forms, documents and reports including Tentative and Adopted Budgets, CCFS-311 report, CCFS-320 report, Faculty Obligation Number report, financial statements for external audit, Federal and state filings including 1098-Ts, 1099s, W-2s and Tax-Sheltered Annuities, etc. • Support Board Fiscal/ Audit Review Committee. • Support for Fiscal Resources Committee. • Fiscal support for general obligation bond. • Manage and complete fiscal year-end closing.

Business Services Division			
Purchasing Services, Warehouse, and Mailroom Services Department			
Administrator	Priorities	Services	Operations
Director, Purchasing Services	<ul style="list-style-type: none"> • Procurement of all goods and services for the District to meet its mission. • Management of the California Uniform Public Construction Cost Accounting Act (CUPCCAA). • Implementation of PlanetBids. • Migrate to the procurement of sustainable products Districtwide e.g., electric scooters, golf carts and bikes, minimize use of paper to reduce carbon footprint. 	<ul style="list-style-type: none"> • Provides training and communicates with faculty, staff, and vendors. • Create and maintain online resources, e.g., purchasing handbook, contract templates, procedures manuals and guidelines, etc. • Reports to regulatory compliance entities related to procurements practices. • Provide guidance related to procurement procedures, laws, codes, and processes. • Negotiations for best value contracts. • Manage from inception to award: Bids, RFPs, RFQ, SOQs. • Review and submittal of cooperative contracts for Board of Trustees approval. • Assist divisions with local, state, and federal audits to ensure compliance with all awarding agency pronouncements and codes of federal regulation. • Receive, log, and distribute goods daily. • Aid faculty, staff and students with procedures related to Mailroom operations. 	<ul style="list-style-type: none"> • Maintain compliance with Public Contracting Code, Education Code, Government Code, Labor Code, Federal, State and Local regulations and laws, State mandates, State Chancellor’s Office requirements Code of Federal Regulations (CFR), USPS regulations, and District Board Policies and Administrative Regulations. • Assist and comply with annual audit requests. • Capitalize and post depreciation loads for all capital assets and prepare Capital Asset Depreciation Report. • Perform fixed asset physical inventory bi-annually. • Respond to Public Records Act requests. • Tag and maintain all physical assets. • Maintain inventory records of all capital assets throughout their life cycle. • Provide mail services., i.e., collection, sorting, logging, and distribution of incoming and outgoing parcels. • Compliance with GASB requirements. • Registration of projects with the Department of Industrial Relations (DIR). • Purchasing support for general obligation bonds. • Notarize required official documents. • Assist with fiscal year-end closing. • Collect, inventory, transfer and destruction of Districtwide documents housed at an off-site records storage facility per BP/AR 3310 – Records Retention and Destruction. • Maintain records and process surplus property per statute. • Process and receive acceptance of gifts/donations on behalf of the District.

Educational Services Division			
Office of the Vice Chancellor			
Administrator	Priorities	Services	Operations
Vice Chancellor, Educational Services	<ul style="list-style-type: none"> Assess progress and ensure implementation of the RSCCD Comprehensive Plan, District Services and Operations Plan, Santa Ana College Comprehensive Educational Plan and Santiago Canyon College Comprehensive Educational Plan. Ensure integrity and security of institutional data. Ensure district-wide information and learning technologies for instruction, student services and administrative and operational systems. Raise awareness of RSCCD in the community. Support legislative advocacy for RSCCD. Pursue external funding and partnerships to support district-wide programs and services. Support and assist colleges with educational services and their enrollment management plans. Provide leadership and support for district-wide workforce development programs and services and serve as a liaison to the business community. 	<ul style="list-style-type: none"> Oversees and directs the work of the Educational Services Division through the Assistant Vice Chancellors and Executive Directors. Works with both colleges and DSO to ensure effective district-wide institutional effectiveness. Pursues external funding and strategic public and private partnerships. Represents RSCCD and serves as liaison in the community. Supports RSCCD legislative priorities and works with the district's legislative advocates. Develops and directs effective and responsive internal and external communications for RSCCD. 	<ul style="list-style-type: none"> Monitors progress of RSCCD Comprehensive Plan, District Services and Operations Plan, Santa Ana College Comprehensive Educational Plan and Santiago Canyon College Comprehensive Educational Plan. Ensures the accuracy and accessibility of data sources district-wide. Develops and directs data governance practices and processes. Serves as fiscal agent for state Chancellor's Office regional and statewide grants. Supports and staffs the Planning and Organizational Effectiveness committee. Supports colleges with educational services and their enrollment management plans. Provides leadership and support for district-wide workforce development programs and services. Provides support and staffs the Board of Trustees' Institutional Effectiveness Committee and Legislative Committee. Engages in legislative advocacy on behalf of RSCCD. Develops and manages external public and private partnerships. Engages in governmental relations and public affairs on behalf of RSCCD.

Educational Services Division			
Child Development Services Department			
Administrator	Priorities	Services	Operations
Executive Director, Child Development Services	<ul style="list-style-type: none"> • Ensure responsiveness to the evolving field of Child Development and the needs of the colleges and students. • Ensure the child development centers/lab schools provide quality educational experiences to college students. • Ensure the child development centers/lab schools provide high-quality care and education to our students, employees, and community. • Ensure continued collaborative work with the colleges' Child Development and Education Studies departments. • Ensure maintained compliance with all Child Development Funding Terms and Conditions. • Ensure the child development centers/lab schools maintain compliance with all health and safety regulations. • Ensure effective operation of the Child Development Services department. 	<ul style="list-style-type: none"> • Provide essential hands-on learning and observation opportunities for college students pursuing majors such as Child Development and Education Studies, Nursing, Physical Therapy, and other related fields. • Provide over 10,000 hours per year of practical experience to Child Development and Education Studies students from both colleges that complete the programs' capstone practicum class in our lab schools with the support of our Master Teachers. • Provide subsidized and free high-quality care and education services for the children of our college students, enabling them to persist and achieve their educational goals. • Provide high-quality care and education services to employees and community members, as capacity permits. • Collaborate with colleges in all aspects of the implementation of the Child Development Teacher Apprenticeship Programs (including program design, compliance, and apprentice placement). • Collaborates with colleges to help design college classes and curriculum to meet the needs of practitioners and childcare providers. • Represent the District and Colleges throughout the Community. • Provide employment for over 100 student workers from both colleges. 	<ul style="list-style-type: none"> • Implement, manage, and oversee all aspects of Child Development grants (Federal, State and Local funding). • Ensure strict adherence to Health and Safety guidelines and State Licensing requirements at Child Development Centers/Lab Schools. • Manage and direct the work of a diverse team of 150-200 employees, including Master Teachers, Classified Staff, Managers, Short-Term Staff, Student Workers and Apprentices. • Prepare, monitor, and execute the Fund 33-- Child Development Services budget. • Collaborate with Human Resources to bargain, negotiate, and maintain compliance with the CSEA 888 Bargaining Unit.

Educational Services Division			
Communication Services Department			
Administrator	Priorities	Services	Operations
Chief Communications Officer	<ul style="list-style-type: none"> Establish a fully-staffed strategic communications team to meet Districtwide needs and innovative demands. Create and establish a New Media presence for the District where videos and social media become the norm in our outreach and communications. An integrated District marketing communications plan that shares a common vision and messaging with our colleges in presenting a cohesive and unifying brand to our internal and external audiences. 	<ul style="list-style-type: none"> Share the Chancellor’s perspective on critical issues and topics with our faculty and staff. Position RSCCD as an innovative leader in transfers and workforce development with community leaders and elected officials locally, statewide, and at our nation’s capital. Ensuring the integrity of the District and College’s brands in our graphics, advertisement, website, and all visual communications. Develop key messaging on Districtwide topics and issues pertaining to students, staff, and faculty. Provide direction for Districtwide news coverage. 	<ul style="list-style-type: none"> Provide timely and professional printing and production of flyers, brochures, posters, and other publication needs at the District, Colleges, and Centers. Serve as the official spokesperson on crisis-related issues to key stakeholders. Centralized communications on all key topics and issues related to the District.

Educational Services Division			
District Research, Planning, and Institutional Effectiveness (DRP&IE) Department			
Administrator	Priorities	Services	Operations
Executive Director, Research, Planning, and Institutional Effectiveness	<ul style="list-style-type: none"> • Coordinate the implementation of new Districtwide Comprehensive Plan, District Services & Operations Plan, and the colleges' Comprehensive Educational Plan to ensure integration, alignment and transparency in District/college planning. • Implement robust data collection methods to gather accurate and comprehensive information. • Ensure the integrity and security of institutional data through proper protocols and systems. • Identify trends, patterns, and areas for improvement through data analysis inform decision-making and improve institutional processes. • Continue to create data visualizations to assist administration and faculty in determining the most comprehensive and variety of course offerings. • Continue to manage the centralized RSCCD Research Data Warehouse so that all researchers have the appropriate data needed, as well as an understanding of all data elements, to assess program effectiveness. • Measure and analyze short/long term indicators to feed into the CAEP's 3-year plan and its decision-making. Build additional data tools 	<ul style="list-style-type: none"> • Engage in the creation, execution, and dissemination of statistical studies to support RSCCD's policy formulation and program development. • Design, execute, and publish distinctive studies tailored to address departmental, institutional, community, and state/federal requirements. • Assist departments in their compliance reporting by compiling data and/or conducting surveys. • Assist colleges in accreditation self-studies. • Conduct and maintain reports in institutional effectiveness assessment, community and K-12 enrollment demographics, student outcomes analyses (including retention, persistence, graduation, and transfer statistics), matriculation evaluation, assessment practices validation, student demographics, enrollment trends, and surveys of current and former students. • Coordinate some District and college reporting requirements, such as Student-Right-to-Know, Integrated Postsecondary Education Data System (IPEDS), and Solomon Amendment. • Review and manage requests to conduct research using RSCCD students and/or staff as subjects and other data inquiries. • Coordinate Districtwide planning activities, including Comprehensive Plan, technology plan, educational plans, and Board of Trustees planning and self-evaluation 	<ul style="list-style-type: none"> • Conduct studies to identify opportunities for enhancing District services to constituents such as students, employees, and education/business/community partners. • Maintain comprehensive and current documentation related to institutional research, planning, and accreditation. • Ensure the accuracy and reliability of data sources throughout the District and the colleges. • Implement strategies to improve the District's services based on research findings and stakeholder feedback. • Collaborate with various departments to streamline data collection processes and enhance overall data quality. • Develop, implement, and document data governance practices/processes to maintain data integrity and consistency. • Provide training and support to staff members involved in data collection and reporting processes. • Monitor and adhere to industry best practices for research, planning, and accreditation activities. • Foster a culture of continuous improvement by regularly evaluating and refining research and planning processes.

	<p>to support local marketing initiatives and measure key performance indicators for the ELL Healthcare Pathways Plan and their impact.</p> <ul style="list-style-type: none"> • Collaborate with ITS in the development of the new Districtwide data lake for all users, creation of data dictionary, learning new software to perform queries, conduct data validation, gap analysis and performing case testing, as well as documentation of the process recommendations. • Explore geospatial approaches to managing enrollment, outreach/recruitment, marketing, equity, and employment. • Continue to work with the California Adult Education Program to accomplish consortia goals. 	<p>processes, as well as District services planning portfolios.</p> <ul style="list-style-type: none"> • Assist in coordination of Board Committees and Districtwide governance committee activities. • Provide data/information for media/public affairs, grants, outreach, and advocacy efforts. • Coordinate research activities for the Rancho Santiago Adult Education Consortium to serve the surrounding cities. 	
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Educational Services Division			
Economic and Workforce Development Department			
Administrator	Priorities	Services	Operations
Assistant Vice Chancellor, Economic and Workforce Development	<ul style="list-style-type: none"> Onboarding apprenticeship pathways for region. Focus on AI Generative professional development activities for region. Credit for prior learning focus for community colleges. Competency-Based Education for region. 	<ul style="list-style-type: none"> Scale regional career pathways. Provide colleges with employer engagement opportunities for students. Provide paid and unpaid internships for students. Organize professional development for community college career education professionals. Provide ecosystem partners with comprehensive technical supports. 	<ul style="list-style-type: none"> Provide DSO with administrative and indirect cost funding for hosting regional consortium. Serve as convener to develop and bring partnerships to Districts. Leverage DSO expertise to achieve common objectives and goals. Serve as an intermediary for career pathway related District initiatives. Professional development and growth activities for staff.

Educational Services Division			
Information Technology Services Department			
Administrator	Priorities	Services	Operations
Assistant Vice Chancellor, Information Technology	<ul style="list-style-type: none"> Advocate for budgetary and human resources required to adequately fulfill goals and initiatives from the Strategic Technology Plan. Continue to complete projects in support of established initiatives on the Strategic Technology Plan. Continue to work with the Technology Advisory Group to accomplish committee goals established for every Academic Year. 	<ul style="list-style-type: none"> APPLICATION SUPPORT SERVICES is responsible for support and integration of Ellucian Colleague products as well as third party and custom developed software such as ImageNow, Attendance Tracking, and Canvas; monitoring the performance of systems, services and processes to maintain system stability, acting as technical liaison between campus and District departments for evaluating technology solutions based on strategic initiatives and needs, providing project implementation and post implementation support for applications and enhancements to existing systems, and providing State and Federal reporting support and services. ACADEMIC AND END USER SUPPORT SERVICES is responsible for all classrooms and offices Districtwide (including SAC, SCC and approved satellite locations); installing software and hardware and providing technical expertise, providing procurement quotes, guidelines and standards to help ensure accessibility compliance, responding to technical service requests, handling the computer and audio/visual replacement programs through technology asset management, and supporting mediated classrooms and numerous events that require mediation. ITS HELP DESK is the central hub for receiving all customer technical service and project requests for staff and faculty Districtwide (including SAC, SCC, DO and approved satellite locations). The Help Desk 	<ul style="list-style-type: none"> COMPUTER REPLACEMENT FUNDING: Information Technology Services funds the computer replacement program for the District Office and District Office employees to ensure end user computing technology remains current and updated. BOARD OF TRUSTEES MEETINGS SUPPORT: Information Technology Services provides mediation support for Board of Trustee regular and committee meetings. This includes support for live streaming, audio and video technology, and technical support. ORANGE COUNTY REGIONAL CONSORTIUM SUPPORT: Information Technology Services provides mediation support for events hosted by the Orange County Regional Consortium. FISCAL YEAR-END CLOSING SUPPORT: Information Technology Services provides technical support to ensure Fiscal Services can perform year-end closing processes without system issues

		<p>is responsible for assigning all incoming requests (including hardware, software, network, and phones) to technicians through the ticketing system.</p> <ul style="list-style-type: none"> • TECHNOLOGY INFRASTRUCTURE AND SUPPORT SERVICES is responsible for supporting core IT infrastructure Districtwide (including SAC, SCC, DO and approved satellite locations); providing internet and network connectivity at all locations, supporting and maintaining the email system, servers, enterprise storage and telecommunication systems, the wireless network, video surveillance, performing backups and recovery of enterprise data, and developing and supporting mechanisms to provide a secure and reliable network (e.g. firewalls, antispam, antivirus, intrusion detection systems, conducting risk assessments and responding to security threats). Support services staff are also responsible for providing end user support at the District Office. • WEB DEVELOPMENT is responsible for implementing and managing the Enterprise Web Content Management System (SharePoint), maintaining the main public websites Districtwide (SAC, SCC, DO and approved satellite locations) as well as the intranet. Web development is also responsible for implementing mobile-ready responsive design layouts and maintaining web accessibility standards. 	
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Educational Services Division			
Resource Development Department			
Administrator	Priorities	Services	Operations
Assistant Vice Chancellor, Educational Services	<ul style="list-style-type: none"> • Provide grant management training Districtwide for project administrators, directors and staff. • Improve alignment of grant-seeking with District and college goals and objectives. • Develop capacity to report on impact of grant awards beyond total funds received. • Improve the efficiency of the resource development department by leveraging technology and reducing redundancies in compliance processes. 	<ul style="list-style-type: none"> • Identify funding opportunities that support college and District goals and objectives related to program development and student success. • Competitive grant proposal development and submission. • Post-award grant management technical assistance: set up the budget; process grant agreement paperwork, assist project directors with responses to funders' inquiries or directives, and related support. • Provide project administrators, directors and staff with guidance on compliance with District policies and procedures and grant terms and conditions. • Review and sign status change forms, transfer of expenditure forms, budget change forms, reorganization request forms. • Provide reports to the District and college leadership on total grant funds, categorized by type (competitive, entitlement, financial aid, sub-award, program income); new and carryover; and site, college and noncredit. • Develop budget projections and cost scenarios to assist project administrators and directors with planning, upon request. • Provide fiscal agent services at the regional and state level. • Provide grant management training to project directors and staff. • Develop sub-grant agreements with external partners for BOT approval. 	<ul style="list-style-type: none"> • Internal controls function by ensuring the budgets developed for proposals and created in the electronic accounting system are compliance with grant terms and conditions and District policies and procedures. • Monitor expenditures on a mid-year and end-of-year or quarterly basis to identify issues to be addressed: errors in expenditures (charges to the wrong accounts, to projects that have ended), and under- and over-expenditures. • Update grant database that is used by the fiscal, human resources and purchasing offices as a reference. • Coordinate with fiscal services to develop processes and procedures for managing grant funds and fiscal agent funds.

Human Resources Division			
Office of the Vice Chancellor			
Administrator	Priorities	Services	Operations
Vice Chancellor, Human Resources	<ul style="list-style-type: none"> • Using a data-driven approach become a unit that effectively addresses and monitors workflow, recruitment, and diversity priorities through analytics and metric-based strategies: <ul style="list-style-type: none"> - Develop Comprehensive Data Collection Framework – Collection of data through standardization to ensure accuracy & consistency. - Create online dashboards to provide insights on trends relevant to recruitment and regularly review to identify priorities and equity gaps. - Utilize key performance indicators to measure effectiveness of said process improvements. - Stay current with HR technology trends and implement updates as appropriate. • Ensure RSCCD conforms to and maintains minimum conditions in compliance with the CCCCCO Board of Governors Title 5 regulations and Education Code and other legal provisions. • Standardize processes and procedures by creating standard operating procedures in Administrative Regulations or in Management training guides. 	<ul style="list-style-type: none"> • Provide comprehensive recruitment services to all colleges and centers, including but not limited to advertising, applicant tracking and EEOC compliance. • Effective hire and onboarding of all employees ensuring legal compliance for minimum qualifications. • Provide salary placement for all employees in accordance with collective bargaining agreements and administrative regulations. • Provide advice and guidance to all employees on contract compliance for all employee groups. • Manage all leave requests ensuring legal compliance with both Federal and State laws. • Provide employment and classification services for employees in accordance with collective bargaining agreements and administrative regulations. 	<ul style="list-style-type: none"> • Maintain employee profiles in HRIS system (salary, salary tables, contact information, employment status updates, etc.) • Process and maintain personnel and medical files for all employees. • DOJ clearance and subsequent arrest monitoring. (Ed Code compliance.) • TB/I9/eVerify compliance • Negotiate Collective Bargaining Agreements with all unions. • Process Status Change Forms to make sure that employees are positioned, paid and terminated correctly. • Foster positive labor relations in collaboration with employee unions or associations • Address and resolve employee relations issues in a fair and consistent manner.

	<ul style="list-style-type: none">• Develop a robust Professional Development and onboarding programs to align with District strategic goals:<ul style="list-style-type: none">- Implement leadership development programs for current and emerging leaders.- Create a Management training program that will create a suite of training materials for existing and new management employees on key human resource subjects.- Create more comprehensive onboarding programs to provide more information and training to our new employees based on their classification.		
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Human Resources Division			
Civil Rights/Title IX Department			
Administrator	Priorities	Services	Operations
Assistant Vice Chancellor, Human Resources	<ul style="list-style-type: none"> • To become a data-driven unit that efficiently and effectively addresses and monitors investigations and complain processing through analytics and metric-based strategies: <ul style="list-style-type: none"> - Develop Comprehensive Data Collection Framework – Collection of data through standardization to ensure accuracy & consistency. - Create dashboards to provide insights on trends relevant to complaints and investigations, and regularly review to identify patterns, inefficiencies, and areas for process improvement. - Utilize key performance indicators to measure effectiveness of said process improvements. • Enhance Awareness and Understanding of Anti-Discrimination Laws, Title IX Regulations, and the complaint resolution process. <ul style="list-style-type: none"> - Create accessible resources and guides that clearly explain the laws, regulations, and the complaint process. - Develop communication strategies to keep employees and administrators informed about policies, initiatives, and changes related to equity and inclusion. 	<ul style="list-style-type: none"> • Address inquires, reports, or complaints against RSCCD’s employees regarding non-discrimination and non-harassment policies, as well as Title IX regulations involving dating violence, domestic violence, sexual assault, and stalking. • Oversee all District investigations of complaints of discrimination, EEOC/DFEH responses, and State Chancellor’s affairs. • Prepare annual statistical reports (Clery) and develop metrics for Chancellor’s cabinet to guide strategy. 	<ul style="list-style-type: none"> • Provide guidance and provide recommendations to managers and employees regarding employee administrative policies, practices, and procedures in employee relations, performance management, investigations, and discipline. • Prepare, develop, and administer training programs to prevent, enforce, and comply with applicable Civil Rights and Title IX regulations, as well as guide best practices involving organizational development and well-being of employees.

	<ul style="list-style-type: none">- Engage with external parties and experts to stay updated with best practices and develop further strategies.- Regularly assess effectiveness of trainings and workshops through feedback surveys and participation rates.• Implement Effective Remedial Actions<ul style="list-style-type: none">- Develop a standardized approach to disciplinary actions following investigations, ensuring fairness and compliance with legal standards.- Provide a broad array of remedial and alternative dispute resolutions for effected employees.		
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Human Resources Division			
Risk Management and Employee Benefits Department			
Administrator	Priorities	Services	Operations
Director, Workplace Safety and Risk Management	<ul style="list-style-type: none"> • Ensure compliance with laws, regulations, and industry standards by conducting regular compliance audits and assessments. • Establish a systematic process to identify and assess potential risks. • Foster a risk-aware culture throughout the organization by providing ongoing training to employees on risk management principles. • Establish mechanisms for ongoing monitoring and reporting of risks by implementing risk dashboards and reporting tools. 	<ul style="list-style-type: none"> • Manage the District’s property, liability, auto, fine arts, student accident insurance and workers’ comp insurance programs. • Manage the District’s hazardous waste program. • Manage the District’s OSHA compliance programs including: bloodborne pathogens, respiratory protection, hazard communication, lock-out/tag-out, heat illness prevention, powered industrial trucks, automated external defibrillators, COVID-19, etc. • Manage the District’s employee/retiree health benefits programs including medical, dental, vision, life insurance, health advocacy, employee assistance program and flexible spending accounts. 	<ul style="list-style-type: none"> • Provide safety training to all employees during new-hire orientations and provide supervisors with training resources so they can ensure their employees are properly trained. • Provide expert guidance and recommendations to managers and employees regarding risk management practices and procedures in various activities such as field trips and student club activities, including the proper waivers/hold harmless forms to use. • Assist managers in identifying the hazards in common tasks employees are asked to do and then assessing the risks associated with the program or activity with the selected risk controls or transfers in place. Determine whether to modify or proceed with the program or activity based on the risk assessment. • Assist departments who need Certificates of Liability insurance issued to outside entities. • Review and approve the District driver approval process and manage the DMV Pull Notice program. • Provide contract review services for insurance and indemnification clauses. • Receive and process subpoenas and lawsuits for the District. • Provide guidance and support for COVID-19 questions. • Provide workstation ergonomic reviews to employees and provide training in the proper set-up/use of equipment. • Conduct facility inspections to identify hazards and then work with department supervision to correct those hazards.

Human Resources Division			
Office of Diversity, Equity, and Inclusion (Department)			
Administrator	Priorities	Services	Operations
Assistant Vice Chancellor	<ul style="list-style-type: none"> Foster a culture that values and embraces diversity and inclusion by providing programming and training on pertinent subjects. Decrease diversity gaps in our faculty employees through targeted recruitment and hiring efforts particularly through Rancho Academy Create dashboards to provide insights on trends relevant to DEI and regularly review to identify equity gaps, or inefficiencies, and areas for improvement. 	<ul style="list-style-type: none"> Offer ongoing diversity and inclusion training programs. Facilitate workshops and programming on cultural awareness and sensitivity. Provide resources to employees to educate themselves on different cultures and perspectives. Coordinate recruitment fairs for colleges and continuing education centers to hire part-time faculty. 	<ul style="list-style-type: none"> Create and develop the Equal Employment Opportunity plan for the District. Monitor targets and report findings and progress to leadership and the District.

Appendix C: RSCCD 8-Year Planning Cycle Alignment Chart

Plan & Cycle	Current Cycle						NEW EIGHT YEAR CYCLE															
	2024-2025		2025-2026		2026-2027		Year 1 2027-2028		Year 2 2028-2029		Year 3 2029-2030		Year 4 2030-2031		Year 5 2031-2032		Year 6 2032-2033		Year 7 2033-2034		Year 8 2034-2035	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
CMP (8-yr)	CMP	CMP	CMP	CMP	CMP	CMP	CMP	CMP	CMP	CMP	CMP	CMP	CMP	CMP	CMP	CMP	CMP	CMP	CMP	CMP	CMP	CMP
SAC EMP (4-yr)	SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP
SCC EMP (8-yr)	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP
DSO Plan (4-yr)	DSO Plan (New)	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan
TMP (4-yr)	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP
FMP (8-yr)	FMP In-progress	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP
Sust Plan (8-yr)	Sust Plan In-progress	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan
Program Review (4-yr)	PR In-progress	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR

KEY	
	Plan Name
	Development Period
	Implementation Period
	Final Semester of Cycle

PLANNING ASSUMPTIONS	
Program Review Completes in time to inform EMPs & DSO Plan	
EMPs & DSO Plan follow CMP; All other plans follow next	
All plans have two full semesters for development; FMP has three semesters	
Data Profiles to be updated mid-cycle in 8-yr CMP and FMP cycles	
ACCJC Visits occur in Colleges' EMP mid-cycles (Spring 2029...2037... etc.)	

Plan	Full Name	Cycle	Plan	Full Name	Cycle
CMP	Comprehensive Master Plan (move from 10-yr to 8-yr cycle)	8-yr	TMP	Technology Master Plan (move from 5 to 4-yr)	4-yr
SAC EMP	Santa Ana College Educ. Master Plan (move from 5yr to 4-yr cycle)	4-yr	FMP	Facilities Master Plan (move from 10 to 8-yr)	8-yr
SCC EMP	Santiago Canyon College Educ. Master Plan (moves to 8-yr w/ mid-cycle review)	8-yr	Sust Plan	Sustainable RSCCD Plan (move from 2 to 8-yr)	8-yr
DSO Plan	District Services and Operations Plan (New; replaces 2-yr Planning Portfolios)	4-yr	PR	Program Review (stay on 4-yr cycle)	4-yr

