Rancho Santiago Community College District

District Council Meeting

May 6, 2024

1:30 p.m.

Via Zoom

https://us06web.zoom.us/j/89917699306

669-444-9171 / 899 1769 9306

Passcode is required and provided to District Council members in separate email.
Contact Debra Gerard at gerard_debra@rsccd.edu to obtain passcode.

Agenda

1. Call to Order/Update — Martinez

2. Approval of April 8, 2024 District Council Meeting Minutes - **ACTION** — Martinez

3. Approval of Administrative Regulation Updates – **ACTION** — Ingram
   a. AR 3502 Networked Video Cameras (NEW)
   b. AR 3505 Emergency Response Plan
   c. AR 3515 Reporting of Crimes
   d. AR 3516 Registered Sex Offender Information
   e. AR 6100 Delegation of Authority, Business & Fiscal Affairs
   f. AR 6200 Budget Preparation
   g. AR 6250 Budget Management
   h. AR 6300 Fiscal Management
   i. AR 6303 Fiscal Accountability
   j. AR 6305 Reserves
   k. AR 6320 Investments
   l. AR 6400 Financial Audits
   m. AR 6450 Wireless or Cellular Telephone Use
   n. AR 6750 Vehicle Operation and Parking
   o. AR 7600 Campus Security Officers (NEW)

4. RSCCD Comprehensive Master Plan 2024-2032 – **ACTION** — Perez

5. RSCCD District Services & Operations (DSO) Plan 2024-2028 **ACTION** — Perez

6. Committee Reports – **INFORMATION**
   a. Planning & Organizational Effectiveness Committee — Perez
   b. Human Resources Committee — Winter
   c. Fiscal Resources Committee — Ingram
   d. Physical Resources Committee — Ingram
   e. Technology Advisory Group — Gonzalez

7. Constituent Representative Reports - **INFORMATION**
    a. Academic Senate - SAC — Coyne
    b. Academic Senate - SCC — Rutan
    c. Classified Staff — Johnson
    d. Student Government - SAC — Esquivel
    e. Student Government – SCC — Lopez

8. 2024-2025 Meeting Schedule – **INFORMATION** — Martinez

Next Meeting:
June 3, 2024

Rancho Santiago Community College District
District Council Meeting

MINUTES
April 8, 2024

Members:	Marvin Martinez	Present
	Enrique Perez	Present
	Iris Ingram	Present
	Alistair Winter	Present
	Annebelle Nery	Present
	Jeannie Kim	Present
	Dane Clacken for Jesse Gonzalez	Present
	Claire Coyne	Present
	Craig Rutan	Present
	Matthew Beyersdorf	Present
	Corinna Evett	Absent
	Adam Morgan	Present
	Sarah Salas for Tyler Johnson	Present
	Zina Edwards	Present
	Ambar Nakagami	Present
	Luigi Esquival	Present
	Gabriel Lopez	Absent
Guests:		
	Chief Dave Waters	Frank Prado
	Vaniethia Hubbard	Jennifer De La Rosa
	Kennethia Vega	

1. Call to Order/Update
    a. Chancellor Marvin Martinez convened the meeting via Zoom Conference at 1:32 p.m.

2. Approval of Minutes
    a. It was moved by Ms. Edwards, seconded by Mr. Morgan and carried unanimously, with abstentions by Dr. Hubbard, Ms. Salas and Mr. Esquival, to approve the minutes of the March 4, 2024 meeting. Matthew Beyersdorf was not present at the vote.

3. Approval of HR Items
    a. Reorg #1405 – DO/Facilities: It was moved by Ms. Ingram and seconded by Mr. Perez to approve Reorg #1405. Mr. Winter and Ms. Ingram presented the reorganization. Discussion ensued and District Council members received clarification on the information provided. The motion carried unanimously with abstentions by Mr. Clacken and Mr. Esquival.
    b. Job Description – Energy & Sustainability Manager: It was moved by Ms. Ingram and seconded by Ms. Edwards to approve the job description. Mr. Winter and Ms. Ingram presented the job description. Discussion ensued and District Council members received clarification on the information provided. The motion carried unanimously with a nay by Ms. Coyne and abstentions by Mr. Clacken and Mr. Esquival.

4. Approval of Board Policy Updates
    a. BP 1200 District Mission: It was moved by Ms. Ingram and seconded by Mr. Winter to recommend the update to the Board Policy Committee. Discussion ensued and District Council members received clarification on the information provided. It was recommended that current Accreditation Standard 1 be reflected in the "Reference" section. With this revision the motion carried unanimously with abstentions by Mr. Clacken and Mr. Esquival.
    b. BP 3502 Networked Video Cameras (NEW): It was moved by Ms. Ingram and seconded by Dr. Hubbard to recommend the update to the Board Policy Committee. Discussion ensued and District Council members received clarification on the information provided. It was recommended that the last sentence be changed to: : "The District Safety & Security Chief is responsible for the use of this system in accordance with existing agreements, laws and policies." With this revision the motion carried unanimously with abstentions by Mr. Clacken, Mr. Beyersdorf and Mr. Esquival.
    c. BP 3515 Reporting of Crimes: It was moved by Dr. Nery and seconded by Dr. Kim to recommend the update to the Board Policy Committee. Discussion ensued and District Council members received clarification on the information provided. The motion carried unanimously with abstentions by Mr. Clacken and Mr. Esquival.
    d. BP 5500 Standards of Student Conduct: It was moved by Ms. Ingram and seconded by Mr. Winter to recommend the update to the Board Policy Committee. Discussion ensued and District Council members received clarification on the information provided. It was recommended that current Accreditation Standard 1 be reflected in the "Reference" section. With this revision the motion carried unanimously with abstentions by Mr. Clacken and Mr. Esquival.

5. Approval of Administrative Regulation Updates
    a. AR 3500 Campus Safety: It was moved by Ms. Edwards and seconded by Dr. Nery to approve the update. Discussion ensued and District Council members received clarification on the information provided. It was agreed that "….to the Chancellor and Board…." be deleted from midway down the second page. The motion carried unanimously with abstentions by Mr. Clacken and Mr. Esquival.

5. Approval of Administrative Regulation Updates (continued)
    b. AR 5500 Standards of Student Conduct (NEW): It was moved by Ms. Ingram and seconded by Ms. Salas to approve the new AR. Discussion ensued and District Council members received clarification on the information provided. The motion carried unanimously with abstentions by Mr. Clacken and Mr. Esquival.
    c. AR 5520 Student Discipline Procedures (NEW): It was moved by Mr. Rutan and seconded by Dr. Nery to approve the new AR. Discussion ensued and District Council members received clarification on the information provided. The motion carried unanimously with a nay by Mr. Morgan and abstentions by Mr. Clacken and Mr. Esquival.
    d. It was requested by SAC to postpone action on the other ARs until the June meeting due to incomplete college review. It was decided that the following ARs would be placed on the May 6, 2024 District Council meeting for action:
        i. AR 3502 Networked Video Cameras (NEW)
        ii. AR 3505 Emergency Response Plan
        iii. AR 3515 Reporting of Crimes
        iv. AR 3516 Registered Sex Offender Information
        v. AR 6100 Delegation of Authority, Business & Fiscal Affairs
        vi. AR 6200 Budget Preparation
        vii. AR 6250 Budget Management
        viii. AR 6300 Fiscal Management
        ix. AR 6303 Fiscal Accountability
        x. AR 6305 Reserves
        xi. AR 6320 Investments
        xii. AR 6400 Financial Audits
        xiii. AR 6450 Wireless or Cellular Telephone Use
        xiv. AR 6750 Vehicle Operation and Parking
        xv. AR 7600 Campus Security Officers (NEW)

6. Committee Reports
    a. Planning and Organizational Effectiveness Committee (POEC)
    Vice Chancellor Perez reported on the March 27, 2024 meeting. The next meeting will be held April 24, 2024.
    b. Human Resources Committee (HRC)
    Acting Vice Chancellor Winter reported on the March 20, 2024 meeting.
    c. Fiscal Resources Committee (FRC)
    Vice Chancellor Ingram reported on the March 20, 2024 meeting. The next meeting will be held on April 17, 2024.
    d. Physical Resources Committee (PRC)
    Vice Chancellor Ingram reported there on March 6, 2024 meeting.
    e. Technology Advisory Group (TAG)
    Mr. Clacken reported on the April 4, 2024 meeting. The next meeting will be held on May 2, 2024.

7. Constituent Representative Reports
    a. Academic Senate/SAC: Ms. Coyne reported on the SAC Academic Senate activities.
    b. Academic Senate/SCC: Mr. Rutan reported on the SCC Academic Senate activities.
    c. CSEA: Ms. Salas provided a report on CSEA activities.
    d. Student Government/SAC: Mr. Esquival reported on SAC ASG activities.
    e. Student Government/SCC: No report.

8. Next Meeting
    a. The next meeting be held on Monday, May 6.

Next Meeting:	The next meeting will be held on Monday, May 6, 2024
Meeting Adjourned:	2:47 p.m.
Approved:	May 6, 2024

AR 3502 Networked Video Cameras (NEW)

Reference(s)
Education Code Section 32280

The Rancho Santiago Community College District operates a public safety video camera system for the purpose of creating a safer environment for all District students, employees and visitors. The purpose of this document is to provide a district wide policy for the use of video security cameras. All recordings shall be done with recognition of the reasonable expectation of privacy among members of the college community. Public safety video security cameras may be used in conjunction with campus access control and two-way communications to enhance access to buildings and emergency notification.

District Safety & Security and Information Technology Services personnel involved in management of the video monitoring system will be appropriately trained and supervised.

Video monitoring will be conducted in a professional, ethical, and legal manner. The public safety camera system will not be used to invade the privacy of individuals, nor to look into private areas or areas where the reasonable expectation of privacy exists. This camera system is not intended for use in classrooms or private offices. Video monitoring shall not be used to harass, intimidate, or discriminate against any individual or group. Personnel are prohibited from viewing or distributing images unless authorized to do so by the Chief of District Safety.

Public areas that are covered by public safety cameras shall be marked in a conspicuous manner with appropriate signs to inform the public that the college has video surveillance. Signs shall be well lit to ensure visibility. Confidential investigations may require the use of unmarked camera locations; however, use will be limited to the duration of the investigation.

All media will be stored in a secure area with access restricted to authorized persons. Recordings not otherwise needed for official reasons shall be retained for a period not more than sixty days and thereafter shall be automatically erased with the video recording system. Any recordings needed as evidence in a criminal or civil proceeding shall only be copied by authorized campus safety personnel to a suitable medium and secured in accordance with current procedures.

The review or the release of video images shall be done only with the authorization of the Chief of District Safety & Security or his/her designee and only with a properly documented request.

Requests for recorded video images from other government agencies or by the submission of a court order or subpoena shall be promptly submitted to the Chief of District Safety & Security and Human Resources, who will submit to District legal counsel for further handling. Every reasonable effort will be made to preserve the data requested until the request has been fully processed by District legal counsel. Video images captured by public safety cameras that are requested by the public or media will be made available only to the extent required by law. Except as required by a valid court order or other lawful process, video images requested under the Public Records Act will generally not be disclosed to the public when such video images are evidence in an ongoing criminal investigation in which a disposition has not been reached.

The Chief of District Safety & Security or designee will conduct an annual review of the public safety camera system. The annual review will include an inventory of video monitoring installations, date of installation, summary of the purpose, adherence to this AR and any proposed policy or AR changes. The results of each review will be documented and maintained by the Chief of District Safety & Security or designee and other applicable advisory bodies. Any concerns or deviations from this regulation will be addressed promptly and effectively.

Responsible Manager: Chief, District Safety & Security

Adopted: **xxxxx, 2024**

Rancho Santiago Community College District
ADMINISTRATIVE REGULATION
Chapter 3
General Institution

AR 3505 Emergency Response Plan

References

Education Code Sections 32280 et seq. and 71095
Government Code Sections 3100 and 8607(a)
Homeland Security Act of 2002
National Fire Protection Association 1600
Homeland Security Presidential Directive-5
Executive Order S-2-05
California Code of Regulations Title 19, Sections 2400-2450
34 Code of Federal Regulations Section 668.46(b)(13) and (g)

EMERGENCY RESPONSE AND EVACUATION PROCEDURES

The District shall have emergency response and evacuation procedures for notifying the campus community in the event of a significant emergency or dangerous situation involving an immediate threat to the health or safety of students or employees occurring on the campus.

The Chancellor shall establish procedures that ensure that the District implements a plan to be activated in the event of an emergency or the occurrence of a natural disaster or hazardous condition. This plan must comply with the National Incident Management System (NIMS), the Standardized Emergency Management Systems (SEMS) and should incorporate the functions and principles of the Incident Command Systems (ICS), the Master Mutual Aid Agreement (MMAA), and any other relevant programs. The plan must incorporate NIMS and SEMS to facilitate the coordination between and among agencies in the event of an emergency or natural disaster.

General information about the emergency response and evacuation procedures for the District are publicized each year as part of the District's Clery Act compliance efforts and that information is available on the District web site at www.rsccd.edu and on the employee intranet at the following link: https://intranet.rsccd.edu/Safety-Risk-Management/Emergency-Operations-Plan/Pages/default.aspx .

All members of the campus community are notified on an annual basis that they should call 9-1-1 or the District Safety & Security Department of any incident on campus that involves a significant emergency or dangerous situation that may involve an immediate or ongoing threat to the health and safety of students or employees on campus. The District Safety & Security Department has the responsibility of responding to, and summoning the necessary resources, to mitigate, investigate, and document these types of incidents and to determine if the situation does in fact, pose a threat to the community. If so, federal law requires that the institution immediately notify the campus community or the appropriate segments of the community that may be affected by the situation.

The District will determine the content of the message and will use some or all of the systems described below to communicate the threat to the appropriate segments of the campus community, unless issuing a notification will, in the judgment of the first responders (including, but not limited to: District Safety & Security Department compromise the efforts to assist a victim or to contain, respond to, or otherwise mitigate the emergency.

The District has various systems in place for communicating emergency information quickly. These methods of communication include; e-mail, text messaging, phone announcements, public address system, and social media platforms such as Facebook and Twitter. The District will post updates during a critical incident on the District web site, and via the other forms of emergency notifications. The District uses ~~BlackBoard Connect~~ RAVE Guardian for the issuing of emergency messages. ~~and~~ All staff, faculty and currently enrolled students are automatically included in any emergency messages.

The District's ~~Director Communications and Publications,~~ Chief Communications Officer will be responsible for the dissemination of emergency information to the larger community through press releases, website updates, and social media updates.

TESTING EMERGENCY RESPONSE AND EVACUATION PROCEDURES

An evacuation drill is coordinated by the District Safety & Security Department at least twice a year for all facilities on campus. These drills are scheduled to take place in the Fall and Spring semesters. Students and staff learn the locations of the emergency exits in the buildings and are provided guidance about the direction they should travel when exiting each facility for a short-term building evacuation. Each campus has pre-designated locations for evacuation and publishes these on their website and in other emergency plans. These locations can be affected by time of day, location of the building being evacuated, and other factors such as the location and nature of the threat. In both cases, the District Safety & Security Department and District staff on the scene will communicate information to students regarding the developing situation or any evacuation status changes.

Evacuation drills are monitored by the District Safety & Security Department and District administration to evaluate egress and behavioral patterns. Reports are prepared by participating departments which identify deficient equipment so that repairs can be made immediately. Recommendations for improvements are also submitted to the appropriate departments and offices for consideration.

PURPOSE

The Emergency Response Plan is the District's planned response to all hazards on or affecting the campus or surrounding community. The plan will be activated by the District Chancellor or ~~his/her~~ their delegated representative. The emergency response plan details actions and responsibilities for all employees of the District including those on the Emergency Operations Center (EOC) staff.

RESPONSIBILITY

Government Code Sections 3100-3101 state that all employees of the District are declared Disaster Service Workers during emergencies, subject to such activities as may be assigned to them. Federal and state regulations further state that all employees of the District must be trained and qualified in specified Federal Emergency Management Agency (FEMA) courses depending on an employee's emergency response responsibilities.

EMERGENCY OPERATIONS CENTER (EOC)
Each campus has an Emergency Operations Center (EOC) that can be activated during emergency situations. The EOC may be staffed by one or more key administrators, depending on the situation, and the EOC staff will direct the campus response to the emergency, coordinating with first responders for outside support. The Campus EOC's will communicate directly with the District EOC and the District EOC will be responsible to update the County EOC of the status of our emergency and to coordinate with them with requests for outside support.

The EOC is composed of key administrators and their function is to coordinate emergency efforts including:

- Assess the overall disaster based on reports from area managers
- Initiate the emergency notification chain (call back of employees)
- Mobilize any additional staff to heavily damaged areas
- Determine the "All-Clear" when the disaster is over

All press releases will be prepared by the ~~Director Communications and Publications~~ Chief Communications Officer. In absence of this person, the key administrator will designate an individual responsible for this function.

PREPAREDNESS
The District's preparedness is based on pre-staged supplies, training and awareness, emergency drills, and support agreements with outside agencies. All employees of the District ~~will~~ receive training in responding to and managing emergency situations according to federal and state laws and regulations. The best response to emergency situations is preparedness.

EMERGENCY CHAIN OF COMMAND
All emergency situations should be notified to District Safety & Security who will make the notifications necessary to the key administrators. District Safety & Security is available 24-hours a day/seven days a week at 714 564 6330.

INSTRUCTORS: RESPONSIBLITIES
1. Assess overall situation in classroom
2. Coordinate evacuation with assistance from Building Captains and Floor Wardens from classroom if necessary.
3. Assist disabled individuals out of buildings without use of elevators.
4. Initiate first aid if qualified individual is available.
5. Take a roll call once your students are out of the building and report, to the Floor Wardens or Building Captains.
6. Assist area managers as necessary.

Remember, in the event of a major disaster, ***every*** community college employee automatically becomes a Disaster Service Worker under Government Code Sections 3100-3101.

OTHER EMPLOYEES: RESPONSIBILITIES
1. Follow survival instructions.
2. Evacuate area if necessary.
3. Assess immediate problems if possible.
4. Report to area assembly point when safe.
5. Assist area manager, as needed:
    a. Performing first aid (if qualified)

b. Serving as a communication runner, etc.
c. Conducting record keeping and note taking

EARTHQUAKE: RESPONSIBILITIES IN CASE OF EARTHQUAKE
Earthquake Survival Instructions – Drop, Cover and Hold On!
During the earthquake:

- Keep calm—do not run or panic.
- Remain where you are - indoors or outdoors.
- If indoors, stay indoors. Take cover under desk, table, or bench or in doorways, halls, or against inside walls. Stay away from glass windows or sky lights. Do not use elevators. Do not run outdoors! You may be hit by falling debris or live electrical wires. Be aware that furniture moves in an earthquake.
- If outdoors, get away from buildings. Go to clear areas and stay away from walls, utility poles, and downed wires that could cause serious injury or death.
- Do not run through or outside buildings. The greatest point of danger is just outside doorways and close to outer walls.
- Protect yourself FIRST, then after shaking stops protect and/or help others.

After the earthquake

- If qualified, give first aid to anyone who is injured. If not, assure that first aid is given by qualified person.
- Wear shoes (flat heeled, preferable) in areas near fallen debris and broken glass.
- Clean up debris, glass, and spilled medicines as well as any flammable liquids, bleaches, and gasoline.
- Restrict phone use to emergencies only.
- Be prepared for aftershocks. These are usually smaller than the main quake, but some may be large enough to do additional damage to structures weakened during the main shock.

EXPLOSIONS: RESPONSIBILITIES IN CASE OF EXPLOSION
In the event of an explosion in the building, employees should:

- Take cover under tables, desks, or other such objects that will give protection against flying glass and debris.
- Set off fire alarm. Stay at the fire alarm, if safe to do so.
- Call for help. Dial 9-1-1, 714 564 6330 or dialing 333 from campus phone.
- After the effects of the explosion have subsided, determine if evacuations are necessary.
- If evacuation is necessary, exit building as directed. Seek out any disabled persons and provide assistance. Assign blind students a guide. Assist wheelchair students or assign them a guide to get them to lobby near elevator.
- Upon leaving the building, proceed to designated emergency assembly areas and await further instructions.

FIRE: RESPONSIBILITIES IN CASE OF FIRE.

- Pull the Fire Alarm.
- Call for help. Dial 911
- If fire can be easily extinguished, attempt to do so if you have been trained, you have called for help, people have started evacuating and it is safe to do so.
- Seek out and assist disabled persons in the area.
- Evacuate the building if necessary, closing fire doors.
- If evacuated, proceed to designated emergency area for further instructions.

EVACUATION: RESPONSIBILITIES IN CASE OF EVACUATION

The purpose of any evacuation will be to empty a building or area of all occupants as quickly and safely as possible.

- Building Evacuation: Occupants should proceed to a clear or safe area near the evacuated building as shown on emergency evacuation route posted in classrooms.
- Key administrators, building captains, floor wardens or other emergency personnel will be available to direct evacuees to clear or safe areas.
- Evacuation of disabled persons will be given the highest priority. They should be evacuated by the most expeditious and safe means available. Turn lights on and off to alert hard of hearing to the emergency. Assign a guide to blind students. Carry pencil and paper to write messages, if necessary.
- Wheelchair students should be assisted to safe area, such as the top of the stairs, Notifications should be made to District Safety & Security, building captains or floor wardens to make arrangements to have the individual safely evacuated.
- When evacuating building, occupants should walk, remain quiet, grasp handrails, and follow all other emergency instructions.
- Occupants will gather in the emergency assembly area and await further instructions.
- Do not re-enter the building until instructed to do so by Command Post personnel.

BOMB THREATS: RESPONSIBILITIES IN CASE OF BOMB THREATS

Employees receiving a bomb threat or discovering a bomb or similar device should immediately notify District Safety & Security at 714 564 6330 or 911.

- Take the caller seriously, but remain calm,
- Get as much information from the caller as possible,
- Tell a nearby co-worker, to contact District Safety & Security at 714 564 6330,
- Do not discuss the threat in public,
- If a bomb threat is received by phone, ask lots of questions, such as:
    - When is the bomb going to explode?
    - Where is the bomb right now?
    - What kind of bomb is it?
    - What does it look like?
    - Why did you place the bomb?

- Keep the caller on the phone as long as possible. Record the following information for emergency personnel:
    - Time of call
    - Date of call
    - Exact words of person
    - Sex, age
    - Speech pattern
    - Background noises

- If a bomb threat is received by mail, employees should:
    - Not handle the envelope or package
    - Leave the immediate area
    - Notify the District Safety & Security at 714 564 6330 or 911 and stop anyone from entering the area or handling the written note.
- If a suspicious object is discovered, the employee should:
    - Not attempt to touch or move the object or use any radio equipment.

- Evacuate immediate area only.
- Notify District Safety & Security at 714 564 6330 or 911 and await further instructions from operator.

CHEMICAL SPILL: RESPONSIBILITIES IN CASE OF CHEMICAL SPILL

- If this is an emergency or if anyone is in danger CALL 9-1-1 or Campus Safety.
- Notify Campus Safety for any spills over 5-gallons, or if the spill is from an unknown chemical, or a spill of any quantity of a highly toxic substance.
- If possible and it is safe to do so, stop the spill, warn others, isolate the area, and minimize exposure.
- Follow the instructions of emergency personnel.
- Notify emergency personnel if you have been exposed or if you have information about the release.
- Attempt to clean the spill only if you feel safe, the spill is small, you are familiar with the properties of the chemical, you have had proper training, and you have the proper personal protective equipment (PPE) such as gloves and goggles.
- If directed to evacuate the building, once outside, move to a clear area at least 50 feet away from the affected building. If fumes are present, move cross wind, not upwind. Keep the walkways clear for emergency vehicles.
- Do not return to a building until told to do so or until it is announced that all is clear.

ACTIVE SHOOTER – RUN, HIDE, OR FIGHT!

- If outdoors, **RUN** away from gunshots and find a place of safety.
- If you are in a classroom or office, assess the closeness of the shots. Run away from the shots if safe.
- If not safe to run, **HIDE**. Remain in location and secure all doors. ~~Throw~~ Place furniture or other heavy objects in front of door(s) to form a barricade if possible. Turn off the lights and silence your phones. Stay quiet and stay put until police officers give further Instructions.
- As a last resort, **Fight**!
- You may choose to fight back instead of being a passive target. An individual must use ~~his/her~~ their own discretion about when ~~he or she~~ they must engage a shooter for survival.

REPORTING EMERGENCIES NOT PREVIOUSLY COVERED:

- The quickest and easiest way to obtain professional help for any type of emergency not specifically covered by these procedures is to phone the operator for assistance. Dial District Safety & Security at 714 564 6330 or 911.
- When calling, stay calm and carefully explain the problem and location to the dispatcher or Safety Officer.
- Quickly notify the dean or immediate supervisor of the emergency and begin to take the appropriate action warranted by the situation.
- If a sign language interpreter is needed to facilitate communication between off-campus hospital personnel and an injured deaf person, arrangements can be made by calling District Safety & Security at 714 564 6330 or COMMEND - Communication Medical Emergency Network for the deaf at 1-800-422-7444 or LIFESIGNS at 1-800-633-8883.

REMAIN CALM – HELP OTHERS REMAIN CALM.

For additional information about emergency preparedness, refer to the RSCCD Employee Intranet under Safety and Risk Management:

https://intranet.rsccd.edu/Safety-Risk-Management/Pages/default/aspx

Responsible Manager: **Chief, District Safety & Security**

Adopted: **August 31, 2015**
Revised: **xxxxx, 2024**

Rancho Santiago Community College District
ADMINISTRATIVE REGULATION
Chapter 3
General Institution

AR 3515 Reporting of Crimes

Reference(s):

Education Code Section 212, 67380, 67383, and 87014
Penal Code Sections 245 and 422.55
Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998
20 U.S.C. § 1232g;
34 C.F.R. 668.46
34 C.F.R. 99.31(a)(13), (14) and 668.46
Campus Security Act of 1990

Individuals who are witnesses or victims of a crime, should immediately report the crime to the District Safety & Security Department.

In the event anyone is assaulted, attacked, or menaced by another person on district property, a supervisor or instructor shall be notified as soon as practical after the incident. The supervisor/Instructor shall assist the victim to promptly report the incident to District Safety & Security and/or to the local police department. The supervisor/instructor shall make the report if the victim is unwilling or unable to do so. ~~an employee is assaulted, attacked or menaced by a student, the employee shall notify his or her supervisor as soon as practical after the incident. The supervisor of any employee who is attacked, assaulted or menaced shall assist the employee to promptly report the attack or assault to the District Safety & Security Department and /or local police department depending on site location. The supervisor himself or herself shall make the report if the employee is unable or unwilling to do so.~~

The District, in accordance with Clery Act requirements, shall publish timely warnings to the campus community about crimes that are considered to represent a continuing threat to other students and employees in a manner that is timely and will aid in the prevention of similar crimes. The information shall be disseminated by the ~~Director~~ Chief of District Safety & Security, in a manner that aids the prevention of similar crimes.

Depending on the circumstances of the crime, especially in all situations that could pose an immediate threat to the community and individuals, the ~~Director~~ Chief of Safety & Security may also post notices on the RSCCD websites, send out mass communication via text message, email or on social media, providing the community with a more emergency notification. This should be immediately accessible by all faculty, staff and students. Anyone with information warranting a timely warning should report the circumstances to the District's Safety & Security Department, by phone (714 564 6330) or in person at the District's Safety & Security Department's office.

The District shall not be required to provide a timely warning with respect to crimes reported to a pastoral or professional counselor.

If there is an immediate threat to the health and safety of students or employees occurring on campus, the District shall follow its emergency notification procedures.

The District shall annually collect and distribute statistics concerning crimes on campus. All college staff with significant responsibility for student and campus activities are considered campus security officials under the federal Clery Act and shall report crimes about which they receive information.

The District shall publish an Annual Security Report every year by October 1 that contains statistics regarding crimes committed on campus and at affiliated locations for the previous three years. The Annual Security Report shall also include policies pertaining to campus security; alcohol and drug use; crime awareness and prevention; crime alerts and timely warnings; the reporting of crimes; sexual assault and victims' assistance program; and emergency response and evacuation procedures. The District shall make the report available to all current students and employees. The District will also provide prospective students and employees with a copy of the Annual Security Report upon request. A copy of the Annual Security Report can be obtained by contacting the District Safety & Security Department or by accessing it on the District website:

https://rsccd.edu/Departments/BusinessServices/Security-and-Public-Safety/Pages/crime-statistics.aspx

The District may disclose the final results of disciplinary proceedings to a victim of an alleged ~~a~~ crime of violence or a non-forcible sex offense, regardless of the outcome. The District may also disclose to anyone, the final results of a disciplinary proceeding in which it concludes that a student violated school policy with respect to a crime of violence or non-forcible sex offense. The offenses that apply to this permissible disclosure are:

- Arson;
- Assault offenses;
- Burglary;
- Criminal homicide – manslaughter by negligence;
- Criminal homicide – murder and non-negligent manslaughter;
- Destruction, damage, or vandalism of property;
- Kidnapping or abduction;
- Robbery;
- Forcible sex offenses

The disclosure may only include the final result of the disciplinary proceeding with respect to the alleged criminal offense. The District shall not disclose the name of any other student, including a victim or witness, unless the victim or witness has waived his or her right to confidentiality.

TO REPORT A CRIME

Contact District Safety & Security department at (714) 564 6330 or 333 from a campus landline, emergency blue phone or in the event of an emergency dial 911. Any suspicious activity or person seen in the parking lots or loitering around vehicles or inside buildings should be reported to ~~the~~ District Safety & Security ~~Dept.~~ In addition, you may report crime to any

administrator on campus through the RAVE Guardian app..

The District Safety & Security Department encourages anyone who is the victim or witness to any crime to promptly report the incident to them or police. If you are the victim of a crime and do not want to pursue action within the District's system or the criminal justice system, you may still want to consider making a confidential report. With your permission the ~~Director~~ Chief of District Safety & Security or his appointee can file a report on the details of the incident without revealing your identity. The purpose of a confidential report is to comply with your wish to keep the matter confidential, while taking steps to ensure the future safety ~~or~~ of yourself and others. With such information, the District can keep an accurate record of the number of incidents involving students; determine where there is a pattern of crime with regard to particular locations, method, or assailant, and alert campus community to potential danger. Reports files in this manner are counted and disclosed in the annual campus statistics for the institution. Because police records are public records under state law, the police cannot hold reports of crime in confidence.

REQUIRED REPORTS TO LOCAL LAW ENFORCEMENT AGENCY

Any report of willful homicide, forcible rape, robbery, aggravated assault, sexual assault (rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery, or the threat of any of these), or hate crime (means any offense as described in Section 422.55 of the CA Penal Code), committed on or off campus, that is received by a campus security authority and made by the victim for the purposes of notifying the institution or law enforcement must be immediately, or as soon as practicably possible, disclosed to the local law enforcement agency. The report shall not identify the victim, unless the victim consents to being identified after the victim has been informed of ~~his/her~~ their right to have ~~his/her~~ personally identifying information withheld. If the victim does not consent to being identified, the alleged assailant shall not be identified in the information disclosed to the local law enforcement agency unless otherwise required by law. Because the District does not have a campus law enforcement agency, the report shall be forwarded to the appropriate local law enforcement agency.

Responsible Manager: Chief, District Safety & Security

Revised: August 10, 2015 (Previously AR 3521)
Revised: xxxxxxxxxxxx 2024

Rancho Santiago Community College District
ADMINISTRATIVE REGULATION
Chapter 3
General Institution

AR 3516 Registered Sex Offender Information

Reference(s):

Penal Code 290, 290.01 and 290.95
34 CFR Part 668
42 U.S.C., 14071j
20 U.S. Code Sections 1092[f][1][I] and 1232g[b][7][A] (Campus Sex Crimes Prevention Act)

The District shall include in its Annual Security Report a statement advising the campus community where information pertaining to registered sex offenders may be obtained.

Sex offenders are required to register with the police in the jurisdiction in which they reside and at the local police agency having jurisdiction over the campus and at institutions of higher learning if they are students there or if they work there as employees, contractors, or volunteers. ~~Sex offenders who are required to register should do so at the Santa Ana Police Department if attending Santa Ana College or Centennial Education Center and at the Orange Police Department if attending Santiago Canyon College or Orange Education Center~~.

Santa Ana Police Department: 60 Civic Center Plaza, Santa Ana, CA 92701 (714) 245-8665

Orange Police Department: 1107 N. Batavia Street, Orange, CA 92867 (714) 744-7444

A sex offender who applies for or who accepts a position as ~~is~~ an employee or volunteer in the District must disclose ~~his/her~~ their status as a registrant upon ~~his/her~~ their application or acceptance of the position if ~~he/she~~ they:

1) would be working directly and in an unaccompanied setting with minor children on more than an incidental and occasional basis or have supervision or disciplinary power over minor children or
2) would be working directly and in an accompanied setting with minor children and ~~his/her~~ their work would require touching minor children on more than an incidental basis.

A sex offender who must register for committing a crime against a minor victim under the age of 16 is prohibited from serving as an employer, employee, contractor, or volunteer in any capacity in which the sex offender would be working directly and in an unaccompanied setting with minor children on more than an incidental and occasional basis or involving having supervision or disciplinary power over minor children.

Information concerning registered sex offenders can be obtained from the Santa Ana Police Department and the Orange Police Department.

A campus police department is a POST-certified police department that is staffed by peace officers. California State Universities, University of California, and community colleges are authorized by statute to maintain campus police departments. (See Ed. Code 72330, 89560, 92600; see also Penal Code 13507). Additionally, other institutions of higher learning within California may contract with local law enforcement agencies to provide sworn officers who provide campus police services. If these institutions of higher learning have an on-campus police department, the registration form may be sent to the campus police department. If the institution of higher learning does not have a campus police department, you must submit this form to the local law enforcement agency having jurisdiction over the campus. Campus police departments do not include contracted security services. **Security Officers are not authorized to conduct registration or to accept registration forms.**

Responsible Manager: Chief, District Safety & Security

Revised: **August 11, 2014 (Previously AR 3542)**
Revised: **xxxxxxxxxx 2024**

Rancho Santiago Community College District
ADMINISTRATIVE REGULATION
Chapter 6
Business and Fiscal ~~Services~~ Affairs

AR 6100 Delegation of Authority, Business and Fiscal Affairs

Reference(s):
Education Code Sections 70902(d), 81644, 81655, and 81656
Public Contract Code Sections 20651, 20658, and 20659

The Vice Chancellor, ~~of~~ Business ~~Operations and Fiscal~~ Services is delegated authority from the Chancellor to supervise budget preparation and management; oversee fiscal management of the District; and contract for, purchase, sell, lease, or license real and personal property, in accordance with Board policy and law. Responsibility for the development of internal policies and procedures consistent with the provision of this regulation remains with the Vice Chancellor, ~~of~~ Business ~~Operations and Fiscal~~ Services. This delegated authority is subject to the condition that certain of these transactions be submitted to the Chancellor for review and approval from time to time as determined by the Chancellor.

When transactions do not exceed the dollar limits established in the Public Contracts Code, the Education Code or other laws pertaining to the taking of competitive bids, the Vice Chancellor, ~~of~~ Business ~~Operations/Fiscal~~ Services may contract for goods, services, equipment and rental of facilities so long as the transactions comply with law and any limitations or requirements set forth therein. Furthermore, the Vice Chancellor, ~~of~~ Business ~~Operations/Fiscal~~ Services may amend the terms and conditions of any contractual arrangement so long as the total expenditure of funds and period of contract do not exceed the limitations set forth in applicable law or regulation.

No employee of the District, member of the Board, or other agent of the District, is authorized to enter into oral or written agreements on behalf of the District. If an individual representing the District is alleged to have made an oral or written agreement involving the District, that agreement will be without force and will not be recognized as a valid agreement by the District. Discussion concerning agreement terms must be in writing and presented for approval by the Board of Trustees.

Responsible Manager: Vice Chancellor, Business Services

Adopted: **November 2, 2015**
Revised: **XXX, 2024**

Rancho Santiago Community College District
ADMINISTRATIVE REGULATION
Chapter 6
Business and Fiscal ~~Services~~ Affairs

AR 6200 Budget Preparation

Reference(s)

Education Code Section 70902(b)(5)
Title 5 Sections 58300 et seq.
ACCJC Accreditation Standard III.D

Budget planning supports institutional goals and is linked to other institutional planning efforts. The budget is a financial plan for the operation of the District for the fiscal year, developed in accordance with Board-adopted educational goals and objectives and fiscal standards.

In accordance with Title 5 Sections 58305 subdivision (a) and 58305 subdivision (c), the Chancellor shall have prepared and shall submit to the Board of Trustees by no later than July 1 a tentative budget for the ensuing fiscal year and the proposed Adopted Budget no later than September 15. ~~Two copies of the adopted budget will be submitted to the State Chancellor's Office on or before September 30.~~ In accordance with Title 5 Section 58305 subdivision (d), on or before the 30th day of September, each district shall complete the preparation of its adopted annual financial and budget report. Once completed, this report and its supporting documentation is considered a public record pursuant to Section 6250 et seq. of the Government Code. On or before the 10th day of October, each district shall submit a copy of its adopted annual financial and budget report to the California Community College Chancellor's Office. The district shall also file copies of the report with the appropriate county officers for information and review.

Development of the subsequent year budget shall begin early in the calendar year in order to provide ample opportunities for the Board, staff and constituencies to consider all relevant data, parameters, and issues in accordance with state law, the district Planning Design Manual, Board Policies and Administrative Regulations prior to Board adoption. The district-wide participatory governance committee charged with developing the district budget process calendar, reviewing and evaluating the district Budget Allocation Model, and developing budget assumptions is the Fiscal Resources Committee (FRC). The FRC website at ~~https://www.rsccd.edu/Departments/Business-Operations/Pages/Fiscal-Resources-Committee.aspx~~ https://www.rsccd.edu/Departments/BusinessServices/Pages/Fiscal-Resources-Committee.aspx includes the committee responsibilities, calendar, membership along with agendas and minutes. The District Council serves as the primary participatory governance body responsible for district-wide planning and final budgetary recommendations to the Chancellor. The District Council website is found at https://www.rsccd.edu/Discover-RSCCD/Pages/District-Council.aspx. The District's Budget Allocation Model (BAM) documents the District's budgeting and revenue allocation process and can be found at the Budget Summary website at https://www.rsccd.edu/Departments/BusinessServices/Pages/Budget.aspx.

In accordance with Title 5 regulations, the budget shall include estimated income and proposed expenditures in sufficient detail to permit comparisons between the proposed budget and the

actual revenues and expenses in the current year. In addition, the Board shall be presented with a quarterly report showing the financial and budgetary conditions of the District. These quarterly reports will be submitted on form CCFS-311 to the State Chancellor's Office.

Responsible Manager: Assistant Vice Chancellor, Fiscal Services

Adopted: **November 2, 2015**
Revised: **XXX, 2024**

AR 6250 Budget Management

Reference(s)
Title 5 Sections 58305, 58307, and 58308

Total amounts budgeted as the proposed expenditure for each major classification of expenditures shall be the maximum expended for that classification for the school year, except as specifically authorized by the Board. All Board authorized personnel positions must be properly budgeted, including appropriate salary and all related benefit costs.

Transfers may be made from the reserve for contingencies to any expenditure classification and must be approved by a two-thirds vote of the members of the Board.

Transfers may be made between expenditure classifications and may be approved by a majority of the members of the Board.

Except as identified in the District's Budget Allocation Model, excess funds must be added to the general reserve of the District, and are not available for appropriation unless approved by the Board setting forth the need according to major classification.

Responsible Manager: Assistant Vice Chancellor, Fiscal Services

Adopted: **November 2, 2015**
Revised: **XXX, 2024**

Rancho Santiago Community College District
ADMINISTRATIVE REGULATION
Chapter 6
Business and Fiscal Affairs

AR 6300 Fiscal Management

References:
Education Code Sections 84040(c)
Title 5 Section 58311
ACCJC Accreditation Standard III.D.9 ~~(formerly III.D.2)~~
2 Code of Federal Regulations Parts 200.302(b)(6)-(7), 200.305, and 200.400 et seq.

The accounting system and procedures related to revenue and expenditure classification, chart of accounts and general ledger maintenance, financial record keeping and reporting shall be in accordance with the Budget and Accounting Manual for California Community Colleges and are updated by changes brought about by new Governmental Accounting Standards Board (GASB) statements and legislative action.

The Orange County Department of Education, Rancho Santiago Community College District Board of Trustees, Chancellor's Office of the California Community Colleges, and other federal, state and local agencies for the categorical and specially funded programs set reporting requirements and timelines which directly affect the accounting system and procedures.

The District is committed to principles of sound fiscal management and to provide for responsible stewardship of available resources. The District adheres to commonly accepted accounting and auditing standards as criteria for fiscal management to:

- Provide for safeguarding and managing District assets to ensure ongoing effective operations; maintenance of adequate cash reserves; implementation and maintenance of effective internal controls; determination of sources of revenues prior to making short-term and long-term commitments; establishment of a plan for the repair and replacement of equipment and facilities.
- Provide for an organizational structure that incorporates a clear delineation of fiscal responsibilities and staff accountability.
- Provide that appropriate administrators keep the Board current on the fiscal condition of the District as an integral part of policy and decision-making.
- Provide for development and communication of fiscal policies, objectives and constraints to the board, staff and students.
- Provide for an adequate management information system that gives timely, accurate and reliable fiscal information for planning, decision making and budgetary control.
- Provide for appropriate fiscal policies and procedures and adequate controls to ensure that established fiscal objectives are met.
- Provide a process to evaluate significant changes in the fiscal environment and make necessary, timely, financial and educational adjustments.

- Provide both short-term and long-term goals and objectives, utilizing multi-year projections of revenues and expenditures, and broad-based input coordinated with District educational planning.
- Provide a method for determining allowability of costs in accordance with ~~EDGAR Second Edition~~ 2 CFR Part 200 Subpart E Cost Principles.
- Implement the requirements of 2 Code of Federal Regulations Part 200.305 governing payments.

As approved by California law, and in accordance with the California Community Colleges Budget and Accounting Manual, the district shall have a Revolving Cash Fund at the maximum level of one hundred thousand dollars ($100,000).

The Vice Chancellor, ~~of~~ Business ~~Operations/Fiscal~~ Services and the Assistant Vice Chancellor, ~~of~~ Fiscal Services are the designated custodians of said fund. The signature of one of the custodians is required on claims for replenishment of said fund.

The Vice Chancellor, Business ~~Operations/Fiscal~~ Services and staff are responsible for the development, implementation, and review of Rancho Santiago Community College District's accounting system and procedures.

Responsible Manager: Assistant Vice Chancellor, Fiscal Services

Revised: **November 2, 2015 (Previously AR3200)**
Revised: **July 10, 2017**
Revised: **XXX, 2024**

Rancho Santiago Community College District
ADMINISTRATIVE REGULATION
Chapter 6
Business and Fiscal ~~Services~~ Affairs

AR 6303 Fiscal Accountability

Reference(s)
Education Code Section 85266

Rancho Santiago Community College District ~~RSCCD~~, as a fiscally accountable ~~D~~district, processes its own commercial checks, ensures proper internal controls for those payments, and audits the payments. The District follows the Education Code requirements and assumes these responsibilities from the Orange County Department of Education (OCDE). The District shall notify OCDE of payments to update their records and the County Treasury. The District shall adhere to the implementation plan, as approved by the Board of Trustees and OCDE.

As a fiscally accountable ~~D~~district, the following procedures and regulations apply:

I. The Assistant Vice Chancellor, Fiscal Services serves as the District Disbursing Officer. The duties and responsibilities assigned to this position include:

a. Determine that funds are available to cover the payment of the claim:
b. Determine that adequate documentation exists to substantiate the appropriateness and authenticity of financial transactions;
c. Determine that there has been compliance with budgetary, legal, procedural and specially funded program requirements;
d. Certify that the foregoing review has been performed by signing check registers;
e. Maintain a record of all transactions reviewed together with notations regarding rejected check requests;
f. Issue checks in accordance with procedures prescribed by OCDE and County Auditor;
g. Ensure organizational independence between operating, custodian accounting and auditing functions;
h. Ensure that the segregation of duties is properly controlled;
i. Ensure that the handling of receipts and disbursement of funds are separated from the accounting function;
j. Ensure a degree of independence of the District Disbursing Officer sufficient to maintain positive integrity of responsibilities;
k. Ensure internal controls between Purchasing and Accounts Payable departments;
l. Ensure the control of checks and signatures and immediately notify OCDE when an authorized custodian leaves the district;
m. Ensure the adherence to Board rules and policies;

n. Provide financial information to the Governing Board and County Superintendent;
o. Ensure that Budget controls and procedures are reasonable in accordance with good business and management practices;
p. Prepare financial statements and cost analysis reports;
q. Ensure that there are adequate audit trails through operational data processing systems;
r. Process replacement checks, stop payments, cancelled checks;
s. Detect, account for, and recover monies lost due to forged checks.

II. Check Control – Check stock is stored in a secured room in the Accounting Department and ~~currently used~~ stock currently being used is ~~locked in a safe~~ secured in Accounts Payable. Access ~~to both the room and safe~~ is limited to designated staff.

III. Signature Security and Control – Electronic signatures of the Disbursing Officer and check signers will be maintained in a secure manner with access limited to designated staff.

IV. Record Retention and Accessibility to the Public:

a. The District follows the record retention guidelines as outlined in AR 3310 – Records Retention and Title 5 section 59020-59029

b. Records shall be available for public inspection pursuant to AR3300 – Public Records.

Responsible Manager: Assistant Vice Chancellor, Fiscal Services

Revised: **June 16, 2014 (Previously AR 6305)**
Renumbered: **June 30, 2016 (Previously AR 6301)**
Revised: **XXX, 2024**

Rancho Santiago Community College District
ADMINISTRATIVE REGULATION
Chapter 6
Business and Fiscal ~~Services~~ Affairs

AR 6305 Reserves

Per the Board of Trustees and Board Policy 6250, the district has established a goal for its fund balance to be maintained at a minimum two months of total general fund operating expenditures reserve for contingencies which may occur in the course of the fiscal year. This reserve shall be known as the Board Policy Contingency.

Once this goal is met, the Vice Chancellor, ~~of~~ Business Services and the Assistant Vice Chancellor, ~~of~~ Fiscal Services shall monitor the reserves so that it maintains a minimum two months of total general fund operating expenditures, but in no case will the reserve become less than 12.5%.

In the event the Board of Trustees determine a need to allocate a portion of the Board Policy Contingency and this reserve becomes less than two months of total general fund operating expenditures, the Chancellor shall, within 120 days, present a plan to replenish the one-time draw down of the reserve to at least two months of total general fund operating expenditures. This replenishment plan will be discussed through the normal participatory governance process and will include details on the amount required and timeline for replenishing the reserve.

The Board of Trustees must approve utilization of monies from the reserve for contingencies (Board Policy Contingency) by a two-third majority vote.

Responsible Manager: Assistant Vice Chancellor, ~~of~~ Fiscal Services

Revised: **November 2, 2015 (Previously AR 6200)**
Revised: **August 1, 2016**
Revised: **April 1, 2019**
Revised: **December 5, 2022**
Revised: **XXX, 2024**

Rancho Santiago Community College District
ADMINISTRATIVE REGULATION
Chapter 6
Business and Fiscal ~~Services~~ Affairs

AR 6320 Investments

Reference(s):
Government Code Sections 53600 et seq.

The Vice Chancellor, Business ~~Operations/Fiscal~~ Services is responsible for investing the funds of the District that are not required for the immediate needs of the District. Funds so invested shall follow the investment policy approved by the Governing Board in accordance with the Government Code Sections cited above and the following:

- Funds that are not required for the immediate needs of the District shall be prudently invested in order to earn a return on such investment.
- The preservation of principal is of primary importance. Each transaction shall seek to ensure that capital losses are avoided, whether from securities or erosion of market value.
- The investment program should remain sufficiently flexible to enable the District to meet all operating requirements that may be reasonably anticipated in any fund. After preservation of principal, liquidity is the objective.
- In managing District investments, District officials should avoid any transactions that might impair public confidence.
- Investments should be made with precision and care, considering the probable safety of the capital as well as the probable income to be derived. (See Government Code Section 53600.6 regarding solvency and creditworthiness.)

District funds maintained by the County Treasurer that are not required for the immediate needs of the District may be invested as follows:

- County Treasurer's Investment Pool. Investment of District funds may be delegated to the County Treasurer. In accordance with county procedures, District funds may be pooled with other local agencies and invested by the County Treasurer in accordance with the investment guidelines specified by Government Code Section 53635 and investment policies adopted by the County Board of Supervisors.
- State's Local Agency Investment Fund (Government Code Sections 16429.1-16429.3). District funds not required for immediate needs of the District may be remitted to the State Local Agency Investment Fund (LAIF) for the purpose of investment (Government Code Section 16429.1). District funds deposited with the LAIF shall be invested by the State Treasurer in securities prescribed by Government Code Section 16430, or the Surplus Money Investment Fund and as determined by the Local Investment Advisory Board (Government Code Section 16429.2).

- Other Investments - Other investments as permitted by Government Code Sections 53600 et seq., and in particular Government Code Sections 53601, 53601.8, 53635, and 53635.8 may be made by the Vice Chancellor, Business ~~Operations/Fiscal~~ Services subject to prior approval of the Governing Board. *(**NOTE:** Government Code Sections 53601, 53601.8, 53605, and 53635.8 permit many very specific investments. Questions should be referred to financial advisors or legal counsel.)*

Responsible Manager: Vice Chancellor, Business Services

Adopted: **November 2, 2015**
Revised: **XXX, 2024**

Rancho Santiago Community College District
ADMINISTRATIVE REGULATION
Chapter 6
Business and Fiscal ~~Services~~ Affairs

AR 6400 Financial Audits

Reference(s):
Education Code Section 84040(b), 84040.5, and 81644;
Title 5 Section 59102
ACCJC Accreditation Standard III.D.7

On or before April 1 of the fiscal year, the Board shall approve the selection of an auditor who shall be a certified public accountant licensed by the California State Board of Accountancy.

An auditing firm's contract shall be renewable in one-year increments. The audit shall include all funds under the control or jurisdiction of the District. The audit shall identify all expenditures by source of funds and shall contain:

- A statement that the audit was conducted pursuant to standards and procedures developed in accordance with Education Code Section 84040.5, and
- a summary of audit exceptions and management recommendations.

Separate audits for district and college Foundations and Proposition 39 Revenue Bond Construction Funds Financial and Performance audits shall also be conducted.

Audit reports for the preceding fiscal year must be presented to the Board and ~~submitted to the State Chancellor's Office by December 31.~~ the District shall file an audit report with the California Community Colleges Chancellor's Office and with other agencies specified in the Chancellor's Contracted District Audit Manual, for the preceding fiscal year no later than December 31, unless this date is extended by the California Community Colleges Chancellor's Office.

Responsible Manager: Assistant Vice Chancellor, Fiscal Services

Approved: **November 2, 2015**
Revised: **August 8, 2016**
Revised: **XXX, 2024**

AR 6450 Wireless or Cellular Telephone Use

References:
Vehicle Code Sections 12810.3, 23123, and 23124;
26 U.S. Code Sections 274(d)(4) and 280F(d)(4)

The Chancellor shall determine if it is in the best interests of the District to provide a cellular or wireless telephone to employees at District expense.

Cellular telephones provided by the District for compensatory reasons are classified by the Internal Revenue Service as a fringe benefit, the value of which must be included in an employee's gross income.

The value of a cellular telephone provided by the District primarily for non-compensatory business purposes is excludable from an employee's income. Employees will generally not be required to keep notes of business and personal use of District-issued cellular telephones when the telephones are issued for non-compensatory business reasons.

The value of the business use of a District-provided cellular telephone is excludable from an employee's income as a working condition fringe benefit to the extent that, if the employee paid for the use of the cellular telephone themselves, such payment would be allowable as a deduction under Income Tax Regulations Section 162 for the employee.

The District will be considered to have provided an employee with a cellular telephone primarily for non-compensatory business purposes if there are substantial reasons relating to the District's business, other than providing compensation to the employee, for providing the employee with a cellular telephone.

When the District provides an employee with a cellular telephone primarily for non-compensatory business reasons, the IRS will treat the employee's use of the cellular telephone for reasons related to the employer's trade or business as a working condition fringe benefit, the value of which is excludable from the employee's income and, will treat the value of any personal use of a cellular telephone provided by the employer primarily for non-compensatory business purposes as excludable from the employee's income as a de minimis fringe benefit.

These rules do not apply to wireless or cellular telephones owned by employees. Any reimbursements to employees for use of their own wireless or cellular telephones may be excluded from wages if the employee accounts for the expense pursuant to the Internal Revenue Service regulations.

Motor vehicle drivers may not use wireless or cellular telephones while operating their vehicles without a hands-free listening device. Drivers may use a wireless or cellular telephone to

contact a law enforcement agency or public safety entity for emergency purposes. Drivers of motor trucks or truck-tractors, tow trucks, or a commercial vehicle, used in commercial agricultural operations may use a digital two-way radio service that utilizes a wireless or cellular telephone.

There is no expectation of privacy when using a District-issued cellular telephone for District business.

Responsible Manager: Vice Chancellor, Business Services

Adopted: **July 10, 2017**
Revised: **xxxxx, 2024**

AR 6750 Vehicle Operation and Parking

References:

Education Code 76360 and 67301
California Vehicle Code 165, 21113, 21458, 40215, 40230 and 40220

These procedures are intended to promote the safe and orderly movement of traffic on all District and College properties for vehicles and bicycles. All applicable provisions of the California Vehicle Code are expressly applicable to the traffic upon the highways, roadways, driveways, paths, parking facilities and grounds of the District and Colleges.

Parking of motor vehicles is limited to specially designated areas. Fee permits are required. Vehicles parked or left standing in violation of the provisions of this regulation are subject to fines, towing, or impoundment. The District provides parking facilities for vehicles for the sole purpose of conducting college business. Persons park on District property at their own risk. The District assumes no liability for damages or loss to any vehicle or its contents.

All persons operating, driving, parking, or leaving a vehicle standing on District property are required to adhere to these provisions. All persons who enter on District and/or College property are charged with knowledge of the provisions of this regulation and are subject to the penalties for violations of such provisions.

DEFINITIONS

Every word or phrase relating to traffic and parking used in this procedure shall have the same meaning as defined in Division 1 of the California Vehicle Code, unless otherwise defined in this procedure.

1. District – ~~Means the~~ Rancho Santiago Community College District

2. Governing Board – ~~Means the~~ Rancho Santiago Community College District Governing Board of Trustees

3. SAC – Santa Ana College

4. SCC – Santiago Canyon College

5. Authorized Service Vehicle – Means any of the following:
    a. A District owned, leased or operated vehicle when operated in an authorized manner
    b. An authorized emergency vehicle as defined by the California Vehicle Code 165

6. 'Leave standing' – ~~is~~:
   ~~a. The stopping of a vehicle,~~
   ~~b. whether occupied or not,~~
   ~~c. otherwise than temporarily for the purpose of and while actually engaged in receiving or discharging passengers~~
   The stopping of a vehicle, whether occupied or not, other than temporarily for the purpose of and while engaged in receiving or discharging passengers.

VEHICLE OPERATION

These procedures are intended to promote safe and orderly movement of traffic within District property and for the safe and orderly parking of vehicles.

1. All persons who enter on District property are charged with knowledge of the provisions of this regulation and are subject to the penalties for violations of such provisions.

2. No vehicles shall be operated on the grounds or facilities of the District outside the scope of BP 3501.

3. All persons operating a vehicle on District property in areas not designated for vehicle operation shall have effective proof of insurance on file with the District prior to bringing the vehicle on the property. Notification and approval by ~~campus~~ District Safety & Security is required prior to operating a vehicle in these areas.

4. The speed limit of vehicles used in areas other than roads and parking lots is 15 MPH.

5. All persons have the right-of-way over vehicles. Drivers shall use extreme care in operation of vehicles on the property and not operate the vehicle in any manner that may cause personal or property damage.

6. Vendors parking vehicles on the premises to provide service shall first obtain specific permission to do so. The Administrative Services Office and ~~Campus~~ District Safety & Security staff shall provide the vehicle operator direction on best path and acceptable parking locations.

7. All vehicles other than those owned and operated by the District shall have an appropriate parking permit ~~displayed~~. All students, visitors and employees, except non-credit students at the non-credit centers and part-time non-credit faculty, ~~must~~ pay parking fees. District parking permits are virtual and registered by a vehicle's license plate number. Annual and semester permits are available online for staff and students. Also available online are daily, weekly, monthly, and 16-week guest passes. Daily parking permits are available for purchase at ~~the~~ any parking permit dispenser located in the parking lots of each campus. In ~~some~~ certain instances, a parking permit can be paid for at the cashier's office ~~on~~ of each campus. Vehicles not ~~displaying~~ registered with a current permit may be cited and/or towed from the property at the owner's expense.

8. The driver and/or owner of a vehicle operated on District property shall be responsible for any personal and/or property damage caused by such operation. The District accepts no liability for any loss or damage caused to a vehicle when it is parked on District property.

9. The current citation bail amounts are as follows:
    - $45 for most violations
    - $100 for red curb violation
    - $350 for Disabled Parking (R204) violation
10. The District Safety and Security Department will enforce parking regulations 24/7 on District property, pursuant to California Vehicle Code section 21113, and may issue parking citations to vehicles parked in violation of these regulations.

11. Motorcycles may park for free in designated motorcycle parking zones. Motorcycles parked in regular spaces on campus must ~~pay and display~~ purchase a valid permit.

PARKING REGULATIONS

The District parking regulations are as follows:

R101: No person shall fail to obey any sign or signal erected to carry out these regulations or the California Vehicle Code.

R102: No person shall operate a vehicle, motorcycle, bicycle or any other mechanical vehicle on District property at a speed greater than 15 MILES PER HOUR, except for emergency vehicles.

R103: The driver of a vehicle, motorcycle, bicycle or any other mechanical vehicle shall yield the right of way to a pedestrian crossing any roadway or parking areas or walkways.

R104: No person shall operate a vehicle, motorcycle, bicycle or any other mechanical vehicle on any walkway, field, or landscaped area. Authorized Service vehicles are exempt.

R201: All vehicles parked on ~~Campus shall clearly display a current parking permit, with the number of the permit clearly visible, on the driver's side of the windshield. Daily parking permits shall be displayed on the driver's side dashboard so the information on the permit is clearly visible. A permit or receipt in any other area of the vehicle is a violation and subject to citation~~ District property must purchase a valid permit and the vehicle license plate number must be registered in the system. See the Campus Safety & Security Department for further details.

R202: No parking is allowed in any area that does not have a clearly marked parking stall.

R203: Vehicles parked within a parking stall shall not overlap the lines that designate the parking stall. No vehicle shall be parked outside of the designated parking stall. ~~Doing so negatively impacts other vehicles around you. Any vehicle that impinges negatively on the adjacent stall or is parked excessively outside the boundary lines of the parking stall will be cited.~~

R204: No person shall park in an area posted or marked for "Disabled Parking Only" unless that person has with them a valid Department of Motor Vehicles issued Disabled Persons placard or displays a valid Disabled Person's license plate which refers to the occupant of the vehicle. The vehicle must also display a valid college parking permit.

R205: No student or staff member or visitor shall park a vehicle in an area posted "Visitors" or "Vendors" for more than the 30 minute posted time. Exceptions are persons with disabilities as referenced in Education Code 67301.

R206: No ~~student or visitor~~ person shall park in an area posted or marked "Staff Parking" unless a valid staff permit was issued to the vehicle. ~~a vehicle or motorcycle in parking lots, parking areas or parking spaces designated for "Staff Only" except as posted. Violators will be cited immediately.~~

R207: When signs or markings prohibiting or limiting parking are posted, no person shall park or leave standing a vehicle in violation of such sign or marking. This includes reserved parking spaces, or temporary parking restrictions for an event or construction.

R208: No person shall park or leave standing a vehicle on any walkway, landscaped area, driveway, road, or field without prior approval of the District Safety and Security Department ~~and display of a valid Temporary Parking Permit~~. Authorized service vehicles are exempt.

R209: Motorcycles must be parked in designated motorcycle parking areas, and are exempt from the required parking permit, if parked in designated areas. Motorcycles that park in a normal stall must ~~display~~ purchase a valid parking permit.

R210: Painted curbs are an indication of restricted parking and the color denotes the type of parking allowed per California Vehicle Code 21458(a):

RED – indicates no stopping, standing or parking, whether the vehicle is attended or unattended, except that a bus may stop in a red zone marked or signposted as a bus loading zone.

YELLOW – indicates stopping only for the purposes of loading and unloading passengers or freight for the time as may be specified by local ordinance.

GREEN – Indicates time limit parking specified by local ordinance.

BLUE – indicates parking limited exclusively to the vehicles of disabled persons and disabled veterans.

R211: All vehicles parked in the Auto-Diesel Complex must display a valid work order.

R212: All vehicles parked in the Auto-Diesel Complex over 24 hours must ~~display~~ purchase a current parking permit.

R213: All vehicles shall be parked heading into a slanted / diagonal parking stall. Maneuvering into a slanted / diagonal parking stall so that the front-end of the vehicle is at the stall opening can disrupt the flow of traffic in parking aisles and can cause accidents or inconvenience to other road users. In parking lots or on sites (like District Office) where the parking stalls are at 90 degrees to each other, vehicles can park either head in or head out.

R214: No person shall park or leave unattended a motor vehicle or motorcycle blocking traffic lanes on Campus or any other District properties.

R215: No person shall sleep in, or remain overnight in any vehicle parked on Campus or any other District properties.

R216: No person shall leave any animals or minor children unattended in a vehicle on Campus or any other District properties.

R217: No person shall abandon, or leave standing, any vehicle or motorcycle on the District premises for 72 or more consecutive hours without advanced permission of the District Safety and Security Department. Violations will result in vehicle removal and storage under authority of Section 21113 of the California Vehicle Code.

SKATEBOARDS, SCOOTERS AND BICYCLES

No person except authorized District personnel shall drive or ride a motor driven scooter, motorcycle, bicycle or similar devices on any District property sidewalk or landscaped area.

No person except authorized District personnel shall ride a skateboard, roller blades, self-propelled scooter, hover-board or similar devices on any District property sidewalk or landscaped area. These devices shall be stored in areas that do not obstruct pathways of travel.

Persons utilizing electric powered devices designed to assist with mobility are ~~not~~ to be operated in ~~an unsafe~~ a safe manner ~~or~~ and at speeds no greater than the speed of pedestrian traffic.

Bicycles shall be parked in designated bike racks throughout ~~campus and~~ District property so as not to obstruct pathways of travel.

Unattended items above may be confiscated by District Safety & Security if they present a hazard to ~~the campus or~~ District property.

OVERNIGHT DISTRICT PROPERTY PARKING/FACILITY USE

Overnight parking between 11:00 p.m. and 6:00 a.m. is prohibited on all district property unless approved by District Safety & Security. Only authorized personnel assigned to work a schedule shift for District related business may park a vehicle or remain on District property when facilities are closed.

CITATIONS

Consistent with California Vehicle Code, the procedures for contesting or paying an RSSCD parking citation are:

1. To pay a parking citation send payment to the RSSCD parking administration (address below), OR pay for the citation online at ~~www.paymycite.com/rsccd~~ https://.citationportal.com You may also pay by phone at 877-800-1901
   Address for payment by mail:
   Enforcement Solution Center
   P.O. Box 610188
   San Jose, CA 95161-0188

2. ~~To contest a citation, request an Initial Review by telephone (888) 300-9915 or online at www.paymycite.com/rsccd or by mail as described on the citation~~ You may contest a citation online within 21 calendar days of issuance or 14 calendar days from the Notice of Parking Violation mailing date by visiting https://rsccd.citationportal.com/ You must provide the reason you feel the citation was issued in error and attach applicable documentation relating to your appeal. There is no charge for this hearing and you do not pay the citation penalty prior to this hearing.

3. The Parking Administration forwards the Initial Review ~~form~~ to Chief, District Safety & Security or their designee.

4. The Chief, District Safety and Security or their designee reviews the ~~form~~ information and either upholds or dismisses the citation based upon available information. The result is updated online and a ~~results~~ letter is forwarded to the person notifying them of the dispostion.

5. A dismissed citation requires no further action. An upheld citation requires the person to forward a deposit in the amount of the citation penalty to the Parking Administration. ~~RSCCD fee schedule is set at $45 ($100 for Red curb violations and $350 for violation of Disabled Persons regulations).~~

6. If the person is dissatisfied with the results of the Initial Review, the person may request an Administrative Hearing no later than 21 calendar days following the results of the issuing agency's review. The person requesting the Administrative Hearing shall pay the amount of the parking penalty. ~~A person can request an Administrative Hearing without payment of the parking penalty upon satisfactory proof of an inability to pay the amount due (you must complete the form online at www.paymycite.com/rsccd to qualify).~~

~~7. A college Hearing Examination Committee will meet for in-person hearings and reviews. This committee will be managed by an external parking processing company. Within 90 days an in-person hearing or written declaration is scheduled.~~

7. A Hearing Administrator will meet for in-person hearings and reviews. The parking processing company manages the hearing. Per California Vehicle Code 40230~~(a)~~, within 30 calendar days after the mailing or personal deliver of the final decision, the person may seek review by filing an appeal to be heard by the Superior Court.

8. A parking citation payment plan is available for individuals with multiple unpaid parking citations pursuant to Vehicle Code Sections 4760, 21107-8, 40215 and 40220.

9. Address for parking administration is:
   Request for Citation Review Hearing
   Parking Citation Service Center
   Post Office Box 11923
   Santa Ana, CA 92711

ELECTRIC VEHICLE CHARGING ZONE

The Electric Vehicle Charging Zone identifies restricted use of electric parking/charging at each college. Parking in the Electric Vehicle Charging Zone is restricted to electric vehicles actively charging. Charging time is not to exceed four hours maximum per day. Charging stations are not to be used as parking locations. Valid parking permits are required for vehicles in the Electric Vehicle Charging Zone. Parking citations will be issued for violations.

The colleges may establish fees for electric vehicle charging stations to recover the costs of vendor services, electricity services, periodic maintenance and other costs. Individuals may contact the District Safety and Security Department for information and locations to these charging stations.

ENFORCEMENT

The Board of Trustees authorizes the Rancho Santiago Community College District - District Safety and Security Department to issue traffic and parking citations within the boundaries of District properties pursuant to:

1. Traffic and parking regulations established by the Board of Trustees of the District.

2. California Vehicle Code, California Education Code and California Penal Code.

The ultimate goal of enforcement is to gain voluntary compliance with this regulation, through fair, equitable, and consistent enforcement of the policy itself. Safety & Security staff charged with enforcing this regulation are encouraged to gain compliance through verbal and written warnings, citations, and whatever other tools available to encourage students, employees, and visitors to comply with these regulations.

Responsible Manager: Chief, District Safety and Security

Revised: **June 16, 2014 (Previously AR3501)**
Revised: **August 21, 2017**
Revised: **June 7, 2021**
Revised: **xxxxxxxxxxxx 2024**

AR 7600 Campus Security Officers (NEW)

Reference:

Education Code Sections 72330.5
California Code of Regulations ("CCR") sections 59700-59704 (formally sections 51028, 51100, 51102 and 59700)
Penal Code Sections 832 et seq.
Title 5 Sections 51028, 51100, 51102, and 59700 et seq.

The Chancellor has established the District Safety & Security department under the supervision of the Chief of District Safety & Security, who shall report directly to the Vice Chancellor, Business Services. The purpose of the department is to deter and/or report criminal activity while providing safety and security on or near the campuses and other grounds or properties owned, operated, controlled or administered by the District, acting on behalf of the District. Their duties include, but are not limited to protecting persons or property, preventing the theft of District property, and reporting any unlawful activity to the District and local law enforcement.

Campus Safety officers shall be employed as members of the classified service but shall also be licensed by the Bureau of Security and Investigative Services (BSIS) of the Department of Consumer Affairs as required by Education Code Sections 72330.5. Prior to employment, they shall also satisfy the training requirements set out in Penal Code Sections 830 et seq and comply with the following:

- Submission of one copy of his or her fingerprints which shall be forwarded to the Federal Bureau of Investigation.
- A Department of Justice inquiry and background to determine that the employee is not a person prohibited from employment by a California community college district; and
- If the employee is required to carry a firearm, is not a person prohibited from possessing a firearm.

The Vice Chancellor, Business Services, in cooperation with the Chief of District Safety & Security, shall issue such other regulations as may be necessary for the administration of the District Safety & Security Department.

The Chief of District Safety & Security shall issue all regulations as may be necessary for the administration of District Safety & Security.

- Schedules and shifts
- Weapons practices, and qualifications
- Use of Force
- Use of vehicles
- Training

The District recognizes that Campus Safety officers play a particularly important role in fostering inclusion, forging cultural awareness, and promoting mutual understanding and respect. The District is committed to employing and supporting qualified Campus Safety officers who are dedicated to eradicating racism, discrimination, and biases from our campuses.

The District Safety & Security Department personnel must adhere to principles of diversity, equity, inclusion, and accessibility. The District Safety & Security Department must advance access to education, educational equity, and opportunities for student success by creating safe, secure, peaceful, and inclusive campus environments in which all persons may fully develop their individual potential without fear or undue risk of physical or emotional harm.

District Safety & Security personnel shall also comply with new regulations applicable to Title 5 of the California Code of Regulations that are commonly referred to as the Campus Climate and Public Safety Regulations.

These regulations require Campus Safety personnel to participate in training on community policing principles including anti-bias, cultural responsibility, conflict avoidance, and de-escalation. It also requires Campus Safety to revise their hiring and promotion practices to ensure officers exhibit a "*guardian v. warrior"* mentality as set forth in California Code of Regulations ("CCR") sections 59700-59704 (formally sections 51028, 51100, 51102 and 59700).

Responsible Manager: Chief, District Safety & Security

Adopted: xxxxxxxxxx, 2024

Rancho Santiago Community College District
Comprehensive Master Plan
2024-2032

DRAFT

March 22, 2024

RANCHO SANTIAGO
Community College District

Building the Future Through Quality Education

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Message from Chancellor Martinez

I am thrilled to share the exciting developments within the Rancho Santiago Community College District (RSCCD) as we embark on a transformative journey with our new Comprehensive Master Plan. Representing the Board of Trustees' Strategic Directions, this eight-year plan is designed to shape the future of RSCCD, outlining our commitment to serving the region and beyond in the most impactful and meaningful ways.

Our master plan is more than a roadmap; it is a manifestation of our commitment to the community. It unveils the Board of Trustees' Strategic Directions that will guide RSCCD through its next era of service to the region.

Rooted in opportunities, our plan is dedicated to realizing educational pursuits, fostering career advancement, and enhancing the quality of life for the residents of the RSCCD region and beyond. We believe in the power of education to transform lives.

The plan is not just a vision; it is a product of in-depth analysis. Through a comprehensive review of national, state, regional, and local data, we have examined trends to make informed decisions that will shape the educational landscape for the next eight years and beyond.

Our journey involved engaging in over 100 conversations and "listening sessions." We connected with students, RSCCD trustees, faculty, staff, administrators, and external education partners, government, the community, and business and industry. Your insights have been invaluable in shaping our collective vision.

Recognizing our multiple roles, the plan envisions RSCCD as a leader in economic and workforce development, a provider of local opportunities for bachelor's degrees and university transfers, and a contributor to the enhanced quality of life for the region.

To bring our vision to life, the Comprehensive Master Plan is operationalized through three new plans for Santa Ana College, Santiago Canyon College, and the District's Services and Operations. These plans are crafted to accomplish the mission and vision of RSCCD, ensuring a holistic approach to our educational services.

As we unveil this Comprehensive Master Plan, I extend my gratitude for your continued support and partnership. Together, we can build a future where education stands as a symbol of hope, and the RSCCD community thrives. Thank you for being a vital part of this transformative journey.

Sincerely,

Marvin Martinez
Chancellor
Rancho Santiago Community College District

Message from Vice Chancellor Perez

As the Vice Chancellor of Educational Services, I am pleased to share with you the new Comprehensive Master Plan—a pivotal strategy that reflects our commitment to excellence at the Rancho Santiago Community College District (RSCCD). Aligned with the Board of Trustees' Strategic Directions, this plan signifies a purposeful evolution in our collective pursuit of community-driven education.

This comprehensive effort is complemented by the inaugural long-range plan for the District Services and Operations (DSO) Unit, working in tandem with the long-range Educational Master Plans of Santa Ana College and Santiago Canyon College. Together, these plans unfold as a synchronized initiative, shaping Higher Education services that extend beyond the confines of the RSCCD region.

The integrated approach of these plans, aligned with the Comprehensive master Plan as a guidepost, serve to fulfill the mission and vision of RSCCD. As a collective, these four plans provide educational services to the community, position us as leaders in Economic and Workforce Development for the Orange County Region, and emphasize RSCCD's role in providing leadership and fiscal oversight for statewide initiatives, recognized by the California State Community College Chancellor's Office.

Developed through a meticulous analysis of District needs and the long-range plans of RSCCD's Colleges and their respective centers, this plan reflects our commitment to foresight and adaptability. It forms a crucial component of our overarching strategy, ensuring our educational services remain responsive to both present needs and future dynamics.

As we embark on this journey, I invite each member of our community to engage actively, contributing to the ongoing narrative that defines RSCCD's role as a steadfast leader in education, workforce development, and community enrichment. Together, we will shape the future of RSCCD.

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 hundreds of voices are reflected in the work of developing this plan, a special acknowledgement goes to the members of the Rancho Santiago Community College District Chancellor's Cabinet, and the districtwide Planning & Organizational Effectiveness (POE) Committee.

Chancellor's Cabinet

Marvin Martinez, Chancellor
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

Planning & Organizational Effectiveness Committee

Enrique Perez, Chair
Craig Rutan, Co-Chair
Matthew Beyersdorf, J.D.
Claire Coyne
Dr. Vaniethia Hubbard
Iris Ingram
Dr. James Kennedy
Dr. Chi-Chung Keung
Dr. Jeannie Kim
Tara Kubicka-Miller
Dr. Jeffrey Lamb
Dr. Daniel Martinez
Veronica Munoz
Dr. Annebelle Nery
Dr. Jason Parks
Nga Pham
Roxana Pleitez
Kristen Robinson, J.D.
Dennise Rusk
Sarah Santoyo
Christopher Sweeten
Aaron Voelcker
Alistair Winter

Executive Summary

In October 2023, the Rancho Santiago Community College District embarked upon an ambitious effort to revise its planning process by developing an eight-year integrated planning cycle. In addition, and to inaugurate this new planning process, four plans were developed and adopted by the Board of Trustees by the end of Spring 2024: The RSCCD Comprehensive Master Plan (CMP), which sets broad strategic directions for the District; Educational Master Plans (EMPs) for both Santa Ana College and Santiago Canyon College, mapping out goals and objectives in support of student success and to operationalize the Strategic Directions outlined in the CMP; and the first ever RSCCD District Services and Operations (DSO) Plan, delineating goals and objectives to operationalize the district Strategic Directions and in support for the colleges' respective EMPs and the Districtwide CMP.

The first step was development of the districtwide Comprehensive Master Plan, setting the strategic direction for the district. After conducting an extensive Discovery Phase, where national, state, regional, and local data and trends were analyzed and listening sessions were held with nearly 700 internal and external stakeholders, the Planning & Organizational Effectiveness (POE) Committee, a districtwide participatory governance group, met with the Chancellor's Cabinet to draft districtwide Strategic Directions. These Strategic Directions were then reviewed and endorsed by the Board Institutional Effectiveness Committee and the District Council, and finally, presented to the Board of Trustees for its consideration and adoption. Once adopted, the Strategic Directions were used by the two colleges as the guiding framework for their Educational Master Plans, and by District Services and Operations to inform their goals and objectives in support of the colleges and district operations.

On February 12, 2024, the Rancho Santiago Community College District Board of Trustees adopted the following 2024-2032 Strategic Directions:

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.

(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. 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, Chaffey 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 52,000. 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 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.

Approved by the Board of Trustees on June 13, 2022

Districtwide Integrated Planning

This Comprehensive Master Plan is one of four plans developed as part of an integrated planning project in the Rancho Santiago Community College District (RSCCD). 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 Master Plan (CMP) 2024-2032
- Santa Ana College Educational Master Plan (EMP) 2024-2028
- Santiago Canyon College Educational Master Plan (EMP) 2024-2032
- District Services and Operations Plan (DSO) 2024-2028

It was determined that goal-related language needed to be clarified to avoid confusion among the plans. As the Comprehensive Master Plan establishes the Board's direction for the District, "Strategic Directions" are identified in the CMP. Goals and objectives to operationalize the districtwide Strategic Directions are included in the DSO Plan and the Colleges' EMPs. Greater detail about RSCCD's new planning process will be posted on the District's Research website and should be included in a revised district planning manual.

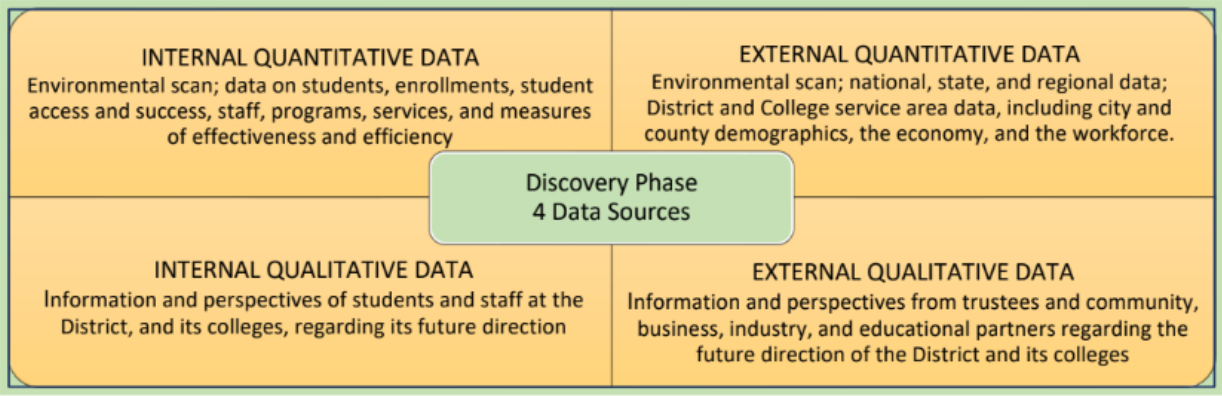
The relationship of the four plans is illustrated below.

All four plans (CMP, DSO Plan, and Colleges' EMPs) followed the same development process, divided into three phases:

Phase I: Discovery (Data Collection, Analysis, and Synthesis)
Phase II: Comprehensive District Data Profile Development and Planning Assumptions
Phase III: Goal-Setting – Strategic Directions (CMP) and Goals and Objectives (DSO Plan and College EMPs)

The project involved an extensive Discovery Phase in Fall 2023 during which internal and external scans were conducted, along with analyses of workforce data and planning documents across the region to formulate a Comprehensive Data Profile for the District. Additionally, an extensive set of 122 interviews and listening sessions were held with internal and external stakeholders, including students and trustees, to provide important qualitative data to support development of the plans.

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



Following the Discovery Phase, trends and planning assumptions were identified, listening session themes that emerged were examined, and challenges and opportunities for the District and its colleges were explored. The trends and planning assumptions and challenges and opportunities are presented later in this report.

For the Comprehensive Master Plan, the Chancellor's Cabinet and districtwide Planning & Organizational Effectiveness (POE) committee drafted Strategic Directions which were then sent to the Board Institutional Effectiveness Committee, District Council, and then the Board of Trustees for consideration and adoption. For the DSO Plan and college EMPs, they met with their respective planning groups to draft goals and objectives to operationalize the district's Strategic Directions and advance ongoing initiatives.

Ongoing Planning Efforts

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 singular, 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 Educational Master Plans (EMPs), as EMPs should draw upon the information from Program Review. Similarly, plans such as Facilities, Technology, and other plans follow EMPs, as the EMPs should set the priorities for their development. Appendix B presents the new RSCCD 8-Year Planning Cycle Alignment Chart, illustrating how the timing of plan development supports overall district planning.

Development of the RSCCD Comprehensive Master Plan

The districtwide, eight-year Comprehensive Master Plan was developed to set the strategic direction for Rancho Santiago Community College District as a whole, including Santa Ana College, Santiago Canyon College, and District Services and Operations. Each developed its own plan to operationalize the district's Strategic Directions. In other words, the RSCCD Strategic Directions are operationalized in the DSO Plan

and the College Educational Master Plans through their respective high priority Goals and Objectives. The development of all four plans followed the same three-phase process: Discovery, Data Profile Development and Planning Assumptions, and Goal-Setting.

To inform the development of RSCCD Strategic Directions, various information and input was gathered, including national, state, and regional trends, information on California State Community College Initiatives, internal data on students and programs, and input from internal and external stakeholders. The Comprehensive Districtwide Data Portfolio available online at:
https://www.rsccd.edu/Departments/Research/Pages/Environmental-Scans.aspx
and is summarized in Appendix C.

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 (Artificial Intelligence) 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, and focus on affordability and accessibility, the District provides opportunities for academic and career technical education, facilitates seamless transfer pathways, engages with the community, and fosters lifelong learning.[6]

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

[1] https://www.scccd.edu/business-and-community/measure-c/project-information/fresno/index.html#:~:text=About%20Fresno%20City%20College,and%20two%20student%20service%20divisions
[2] https://rsccd.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://rsccd.edu/Trustees/Documents/Board%20Policies/BPs Chapters%201%20and%202/BP%201100%20The%20Rancho%20Santiago%20Community%20College%20District.pdf
[4] https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=66010.4.
[5] https://www.cccco.edu/About-Us/Key-Facts
[6] https://rsccd.edu/Trustees/Pages/Mission-Goals.aspx

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 for 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]

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 duly constituted Academic Senate(s) of the District 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. 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

[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

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"

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 "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.

Board Policies and Administrative Regulation Chapters

Chapter	Board Policies and Administrative Regulations
1	The District
2	Board of Trustees
3	General Institution

[11] T5, Section 51023.5

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]

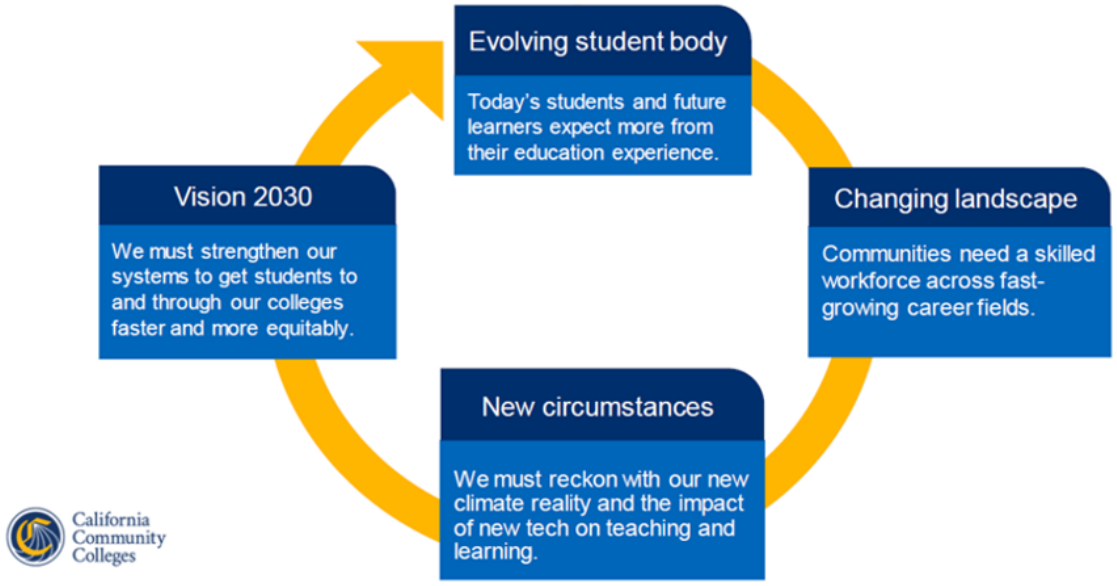
Vision 2030 – a Roadmap for California Community Colleges

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] Vison 2030, PowerPoint, October 16, 2023
[19] Vison2030, 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] Vison2030, PowerPoint, July 24, 2023

Vision 2030 Meeting the Needs of Today and Opportunities of Tomorrow

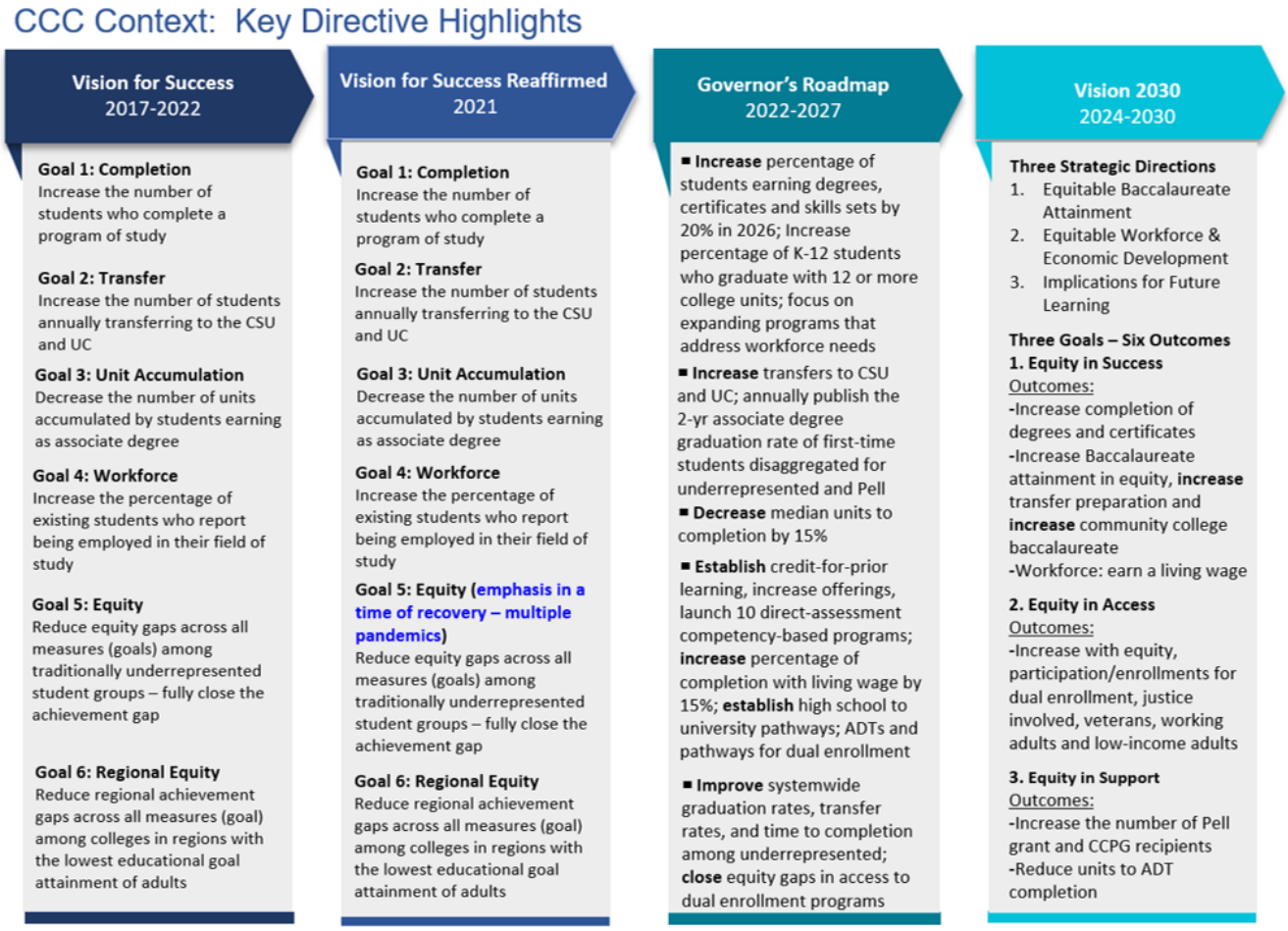


Source: California Community Colleges Chancellor's Office, Vision 2030, October 16, 2023

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.



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. As outlined by 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.

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

- 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.

Regional Trends and Planning Assumptions

Below is a listing of the highlights gleaned from data presented in Appendix C, and available in more detail in the comprehensive Districtwide Data Profile, located at:
https://www.rsccd.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 cites 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: CCCCO and the Orange County Regional Consortium)

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

Districtwide Trends and Planning Assumptions

A review of extensive data for RSCCD was conducted, which is available in greater detail in the comprehensive Districtwide Data Profile, located here:
https://www.rsccd.edu/Departments/Research/Pages/Environmental-Scans.aspx

The following emerged as the key data trends and highlights.

Students (Source: RSCCD Internal Data, CCCCO LaunchBoard)

- RSCCD 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 RSCCD 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, RSCCD, 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: CCCCO DataMart)

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

Enrollment (Source: RSCCD Internal Data)

- In recent years, FTES (Full Time Equivalent Students) peaked in 2015-2016, then slowly trended downward with a noticeable drop during the Covid-19 Pandemic, but increased in 2022-2023
- In 2023 41% of courses were offered online

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

- Outcomes are lower than average for RSCCD 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)

Districtwide Listening Sessions and Themes

During the Discovery Phase, listening sessions were held by CBT with individuals and groups of internal and external stakeholders, including students and Trustees, throughout the Rancho Santiago Community College District. A summary of the listening sessions and emerging themes is provided below.

Districtwide Listening Sessions Summary

Nearly 700 individuals provided input at the 122 listening sessions held in Fall 2023. A summary showing the individual and group listening sessions is provided in the chart below.

INTERNAL STAKEHOLDER LISTENING SESSIONS			
Session Categories	**Individuals and Groups**	**# Sessions**	**Approx. # Participants**

Internal Stakeholders	○ 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
	  ○ 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/Non-credit Programs
	○ Math and Writing Centers
	○ Career Technical Education Programs; Workforce
	○ Orange County Regional Consortium
	○ Regional Economic and Workforce Development
	○ College Councils and Committees
	  ○ 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	○ 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 & Nonprofit Organizations	10	20
Business, Industry & Healthcare	○ Business and Auto Industry ○ Banking and Credit Unions ○ California Restaurant Foundation ○ Healthcare o 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**

All Listening Sessions	**# Sessions**	**Approximate # Participants**
GRAND TOTAL	**122**	**689**

Districtwide Listening Session Themes

A wide array of themes emerged from the listening sessions held across the 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 service region.

These districtwide themes informed development of the broad Strategic Directions for the District as a whole for the RSCCD Comprehensive Master 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. They helped to inform the development of Strategic Directions for the Comprehensive Master Plan.

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; design 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

Following a review of trends and planning assumptions derived from the analysis of quantitative data, and themes that emerged from qualitative data in the project, challenges and opportunities for the Rancho Santiago Community College District for the next eight years were identified, and are delineated in the sections below.

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 California 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 California 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

District Strategic Directions

On January 17, 2024, the RSCCD Planning & Organizational Effectiveness Committee and the Chancellor's Cabinet held a joint retreat to collaboratively develop Strategic Directions to guide the District into the future. The final Strategic Directions were crafted after the group collectively reviewed the trends, planning assumptions, themes from listening sessions, and the challenges and opportunities presented in this report. Below are the four broad Strategic Directions identified by the participants at the session.

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 were reviewed by the Board Institutional Effectiveness Committee (BIEC) and the District Council, and were then approved by the Board of Trustees on February 12, 2024.

Districtwide Considerations

During the Integrated Planning project, several districtwide considerations were recommended to be addressed as the eight-year Comprehensive Master 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 EMPs and DSO Plan. An exploration of alternative allocation models that ensure 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 Master Plan, DSO Plan, and College Educational Master 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.

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 EMP 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 CMP Strategic Directions
Alignment of DSO Plan and EMP Goals and Objectives

<table>
<tr><td colspan="3">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.</td></tr>
<tr><td colspan="3">RSCCD Strategic Directions 2024 - 2032</td></tr>
<tr><td colspan="3">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.</td></tr>
<tr><td>SAC Mission
Santa Ana College inspires, transforms, and empowers a diverse community of learners.</td><td>SCC Mission
Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth.</td><td>DSO Roles and Functions
Centralized Services
District Operations
Board / Board Committee Support
Regional, State, & External Roles</td></tr>
</table>

RSCCD 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.		
Plan Goals		
Santa Ana College EMP Goals	**Santiago Canyon College EMP Goals**	**District Services and Operations (DSO) Plan Goals**
• 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.	• Strengthen student support services and program offerings to increase educational excellence, transfer, and economic and career advancement.	• Ensure collaborative, integrated, and effective institutional planning. • Support a values-based, equitable RSCCD environment that is conducive to innovation and flexibility.
RSCCD 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.		
Plan Goals		
Santa Ana College EMP Goals	**Santiago Canyon College EMP Goals**	**District Services and Operations (DSO) Plan Goals**
• Expand partnerships to optimize educational options and opportunities through innovative services and equitable practices.	• 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.	• 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 EMP Goals	**Santiago Canyon College EMP Goals**	**District Services and Operations (DSO) Plan Goals**
• Cultivate equitable campus culture to support student, faculty, and staff belonging and success.	• Evaluate and implement processes in support of employee experience and optimize student access and success.	• 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 EMP Goals	**Santiago Canyon College EMP Goals**	**District Services and Operations (DSO) Plan Goals**
• Strengthen supportive infrastructure that facilitates equity, a sense of belonging, and trust among faculty, staff, and students.	• 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.	• 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.

The District Services and Operations and the Colleges affirmed that to achieve their respective and aligned goals and objectives, they would collaborate to maximize opportunities to serve the needs of diverse students, employees, and community partners across the Orange County region. Together, this set of RSCCD Strategic Directions, and the aligned Goals and Objectives outlined in the DSO Plan and two College EMPs, provide a Blueprint for Action for RSCCD in fulfilling its mission in serving the Orange County region and beyond.

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
CMP	Comprehensive Master 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
EMP	Educational Master 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: RSCCD 8-Year Planning Cycle Alignment Chart

RSCCD New Eight-Year Integrated Planning Cycle and Timetable

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	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	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 Mid-Cycle Review		SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP						
DSO Plan (4-yr)							DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan						
	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
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	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	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	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.)

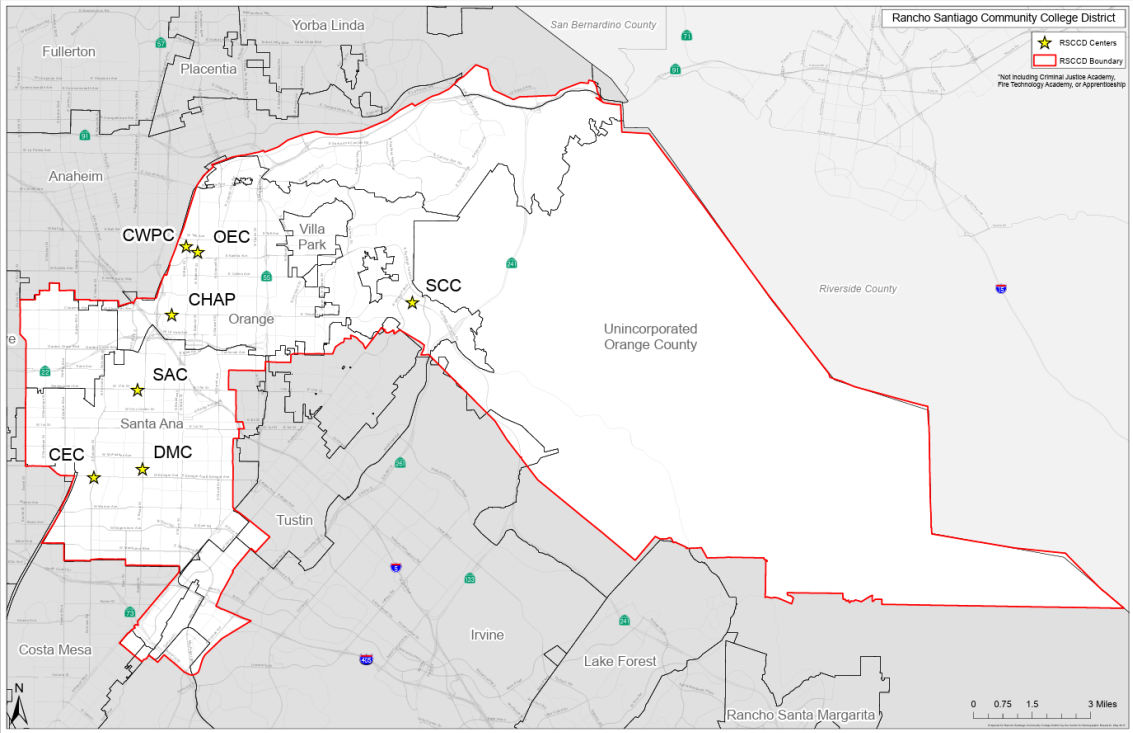
Plan	Full Name	Cycle	Plan	Full Name	Cycle
CMP	Comprehensive Master Plan (move from 10-yr to 8-yr cycle)	8-yr	TMP	Technology Master Plan (move from 5 to 4-yr)	4-yr
SAC EMP	Santa Ana College Educ. Master Plan (move from 5yr to 4-yr cycle)	4-yr	FMP	Facilities Master Plan (move from 10 to 8-yr)	8-yr
SCC 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

Appendix C: Comprehensive Districtwide Data Profile, External Scan

Key data points and important trends impacting the Rancho Santiago Community College District are highlighted below. Sources for national, state, and regional trends, including labor market information, can be further explored on the RSCCD Research Website:

https://www.rsccd.edu/Departments/Research/Pages/Environmental-Scans.aspx

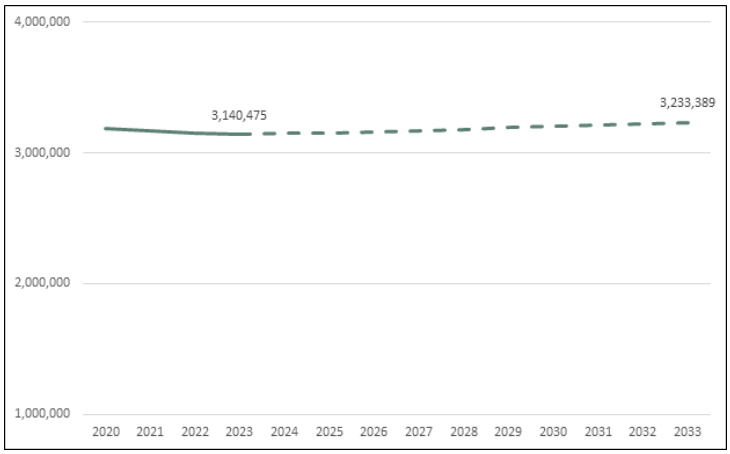
District Map



- The Rancho Santiago Community College District service area includes Santa Ana, Orange, Garden Grove, Villa Park, parts of Anaheim and Tustin, and unincorporated areas of Orange County.
- Fewer than half of RSCCD students reside within the designated service area, but approximately 80% reside within Orange County *(Source: RSCCD Research Data Warehouse)*

Orange County

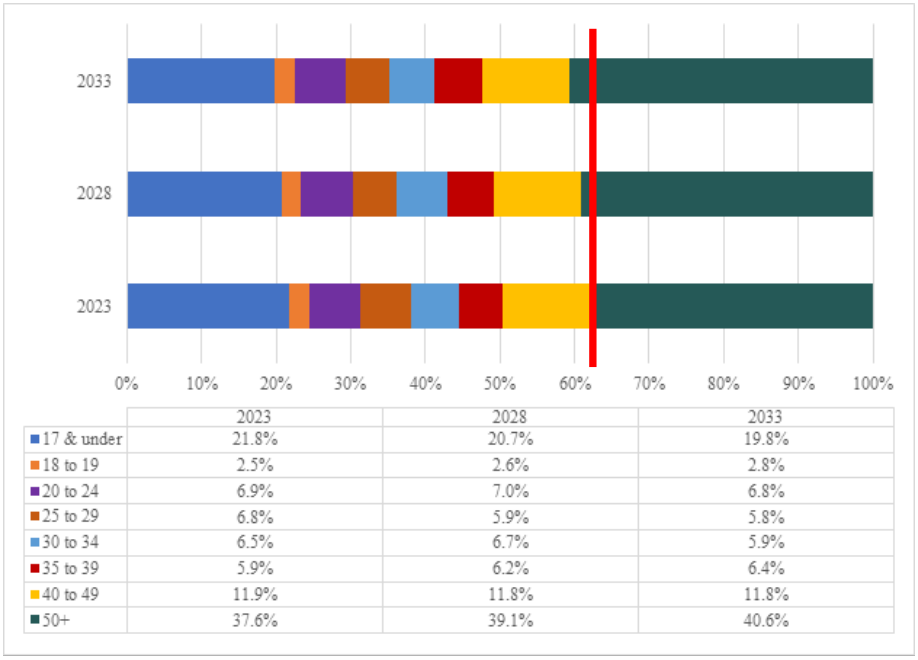
Orange County Population Projections, 2020-2030



Source: California Department of Finance

- The population of Orange County is expected to increase slightly (3%) in the next decade

Orange County Population Projections by Age, 2020-2030

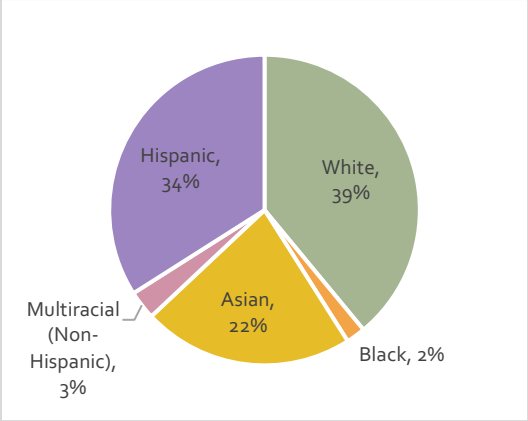


	2023	2028	2033
17 & under	21.8%	20.7%	19.8%
18 to 19	2.5%	2.6%	2.8%
20 to 24	6.9%	7.0%	6.8%
25 to 29	6.8%	5.9%	5.8%
30 to 34	6.5%	6.7%	5.9%
35 to 39	5.9%	6.2%	6.4%
40 to 49	11.9%	11.8%	11.8%
50+	37.6%	39.1%	40.6%

Source: California Department of Finance

- The 3% projected population growth in Orange County (referenced in the prior chart) will come from Older Adults
- The proportion of typical college-aged students (20-35) is projected to slightly shrink

Orange County Population Projections by Ethnicity, 2020-2030



Source: California Department of Finance

- In Orange County, the proportion of various ethnic groups is projected to remain the same over the next decade
- There is no majority ethnic group in Orange County

Orange County Population Compared

	Anaheim, CA	Santa Ana, CA	Garden Grove, CA	Orange (city), CA	Tustin, CA	Villa Park, CA	Orange County, CA	California	United States
Population									
Population Estimates, July 1, 2022, (V2022)	344,461	308,189	169,254	136,178	78,418	5,731	3,151,184	39,029,342	333,287,557
Population per square mile, 2020	6,899	11,347	9,576	5,451	7,193	2,813	4,020	254	94

Source: US Census Bureau, Quick Facts

- Anaheim is the largest city served by RSCCD, followed by Santa Ana, Garden Grove, Tustin, and Villa Park
- The population of Orange County, and its cities, is extremely dense compared to the state and the nation
- According to US Census data, Orange County is the sixth most populous county in the nation, and the third most populous in California (after Los Angeles and San Diego)

Orange County Demographics: Ethnicity

	Anaheim, CA	Santa Ana, CA	Garden Grove, CA	Orange (city), CA	Tustin, CA	Villa Park, CA	Orange County, CA	California	United States
Black or African American alone, percent	2.7%	1.0%	1.0%	1.5%	2.8%	0.4%	2.3%	6.5%	13.6%
American Indian and Alaska Native alone, percent	0.7%	0.9%	0.6%	0.9%	0.6%	0.0%	1.1%	1.7%	1.3%
Asian alone, percent	17.3%	11.9%	41.9%	13.0%	24.3%	14.4%	23.3%	16.3%	6.3%
Native Hawaiian and Other Pacific Islander alone, percent	0.4%	0.2%	0.3%	0.4%	0.3%	0.0%	0.4%	0.5%	0.3%
Two or More Races, percent	12.3%	8.8%	7.2%	10.5%	9.2%	6.9%	3.9%	4.3%	3.0%
Hispanic or Latino, percent	54.0%	76.7%	36.9%	39.1%	40.0%	15.9%	34.0%	40.3%	19.1%
White alone, not Hispanic or Latino, percent	23.2%	9.5%	18.1%	41.5%	29.6%	67.3%	38.0%	34.7%	58.9%

Source: US Census Bureau, Quick Facts

- Orange county is far more ethnically diverse (with no majority ethnic group) than the nation
- There is great variation in ethnicity by cities within Orange County
    - Santa Ana is 77% Latino
    - Anaheim is 54% Latino
    - Garden Grove is 42% Asian
    - Villa Park is 67% White

Orange County Demographics: Population Statistics

	Anaheim, CA	Santa Ana, CA	Garden Grove, CA	Orange (city), CA	Tustin, CA	Villa Park, CA	Orange County, CA	California	United States
Demographics									
Persons under 18 years, 2020	23.4%	25.0%	21.6%	20.7%	25.2%	21.7%	20.8%	21.8%	21.7%
Persons 65 years and over, 2020	11.8%	10.0%	14.1%	13.7%	12.0%	28.6%	16.4%	15.8%	17.3%
Foreign born persons, 2017-2021	35.0%	41.7%	43.9%	21.8%	30.8%	12.9%	29.4%	26.5%	13.6%
Language other than English spoken at home, persons age 5 years+, 2017-2021	59.4%	78.5%	67.2%	38.7%	50.2%	15.7%	45.1%	43.9%	21.7%
Bachelor's degree or higher, percent of persons age 25 years+, 2017-2021	27.1%	17.3%	23.0%	39.0%	45.5%	53.6%	42.1%	35.3%	33.7%
Mean travel time to work (minutes), workers age 16 years+, 2017-2021	28.7	25.3	29.5	26.3	24.5	24.1	27.6	29.5	26.8

Source: US Census Bureau, Quick Facts

- Orange County has a slightly lower proportion of children than the state or nation
- Orange County has a slightly higher rate of foreign born than the state or nation, and a higher percentage of a language other than English spoken at home
- Orange County has a higher rate of persons with a Bachelor degree or higher than the state or nation

Orange County Demographics: Income & Poverty

	Anaheim, CA	Santa Ana, CA	Garden Grove, CA	Orange (city), CA	Tustin, CA	Villa Park, CA	Orange County, CA	California	United States
Income & Poverty									
Median household income (in 2021 dollars), 2017-2021	$81,806	$77,283	$78,046	$102,125	$93,901	$172,375	$100,485	$84,097	$69,021
Per capita income in past 12 months (in 2021 dollars), 2017-2021	$32,053	$24,766	$28,391	$44,157	$43,933	$87,948	$46,099	$41,276	$37,638
Persons in poverty, percent, 2017-2021	13.0%	12.3%	13.3%	10.3%	10.2%	7.6%	9.9%	12.2%	11.5%

Source: US Census Bureau, Quick Facts

- Both Medan Household and Per Capita Income are higher in Orange County than the state or nation
- Orange County has lower poverty rates than the state or nation
- There is great variation by city, with Villa Park showing the greatest affluence and Santa Ana the least
- According to the MIT Living Wage calculator, an adult would need to earn an hourly wage of $23.66 in Orange County to support his or herself
    - Only Villa Park shows a per capita income greater than the Living Wage for Orange County

Orange County Demographics: Housing

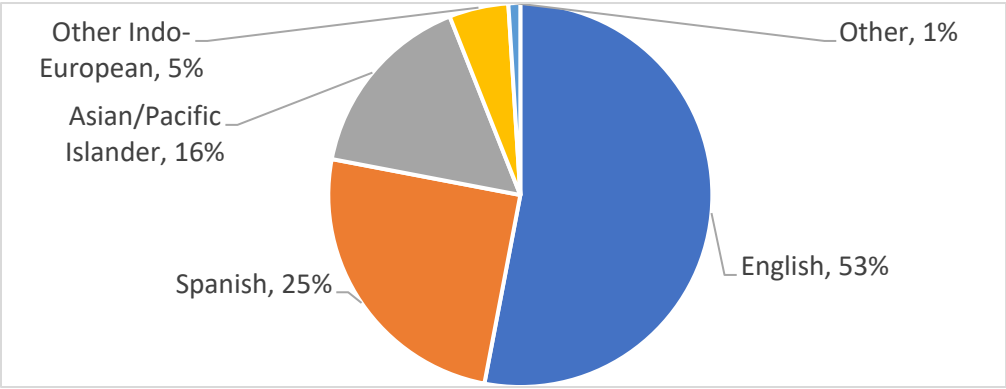
	Anaheim, CA	Santa Ana, CA	Garden Grove, CA	Orange (city), CA	Tustin, CA	Villa Park, CA	Orange County, CA	California	United States
Housing									
Owner-occupied housing unit rate, 2017-2021	46.50%	45.70%	53.70%	59.30%	50.40%	92.40%	57.00%	55.50%	64.60%
Median value of owner-occupied housing units, 2017-2021	$623,300	$556,300	$601,000	$712,500	$735,400	$1,287,100	$738,100	$573,200	$244,900
Persons per household, 2017-2021	3.32	4.04	3.54	3.03	2.97	2.96	2.97	2.92	2.6
Households with a computer, percent, 2017-2021	95.30%	95.30%	94.40%	96.70%	97.70%	94.00%	96.80%	95.20%	93.10%
Households with a broadband Internet subscription, percent, 2017-2021	90.40%	87.40%	89.40%	93.90%	94.80%	94.00%	92.90%	90.40%	87.00%

Source: US Census Bureau, Quick Facts

- Orange County, and each of the cities listed, have more persons living per household than the state or national average
- Similar patterns of affluence by city emerge in the Housing statistics, with Villa Park showing the most affluence and Santa Ana the least
- Households in Orange County have greater access to computers, and broadband internet, than the state or national average, although there are variations by city

Orange County Demographics: Language Spoken at Home

2022 Estimates of Languages Spoken at Home



Source: US Census Bureau, ACS, 2022 estimates

- Just over half of Orange County residents report English as their primary language spoken at home
- One quarter of Orange County residents speak Spanish at home, with an additional 16% speaking an Asian/Pacific Islander language

Orange County Demographics: Primary Language of K-12 English Language Learner Students

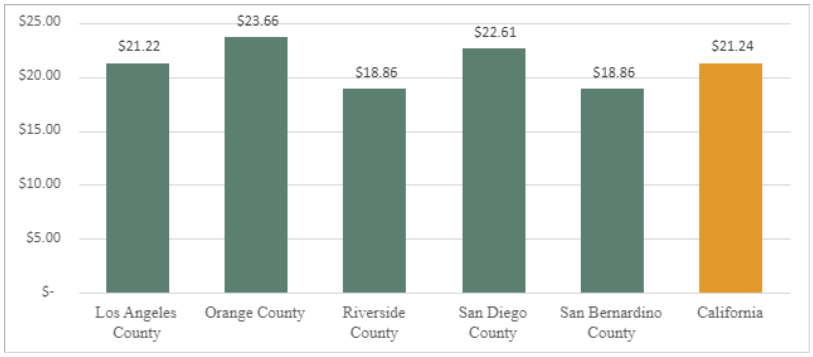
Top 5 Primary Languages Spoken by Orange County K-12 English Language Learners 2022-2023
1. Spanish (79% of ELL students)
2. Vietnamese (8%)
3. Korean (3%)
4. Mandarin (2%)
5. Arabic (2%)

Source: California Department of Education, DataQuest

- The vast majority of English Language Learner (ELL) students enrolled in Orange County public K-12 schools speak Spanish as their primary language
- Vietnamese, Korean, Mandarin, and Arabic post single digit percentages of ELL enrollments
- All other languages are 1% or less

Socioeconomic Data: Living Wage

Living Wage for Local Counties, and the State of California, 2023

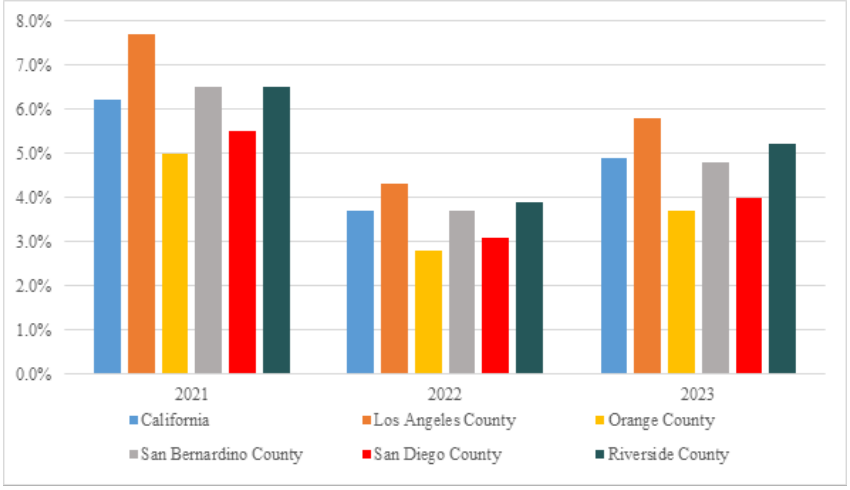


Source: https://livingwage.mit.edu/

- Orange County has the highest per capita living wage of local counties
- Orange County's living wage is higher than the state's
- (Note: Per capita living wage is defined as the hourly rate an individual within a household must earn to live comfortably in their region)

Socioeconomic Data: Unemployment

Unemployment Rates for Local Counties and California

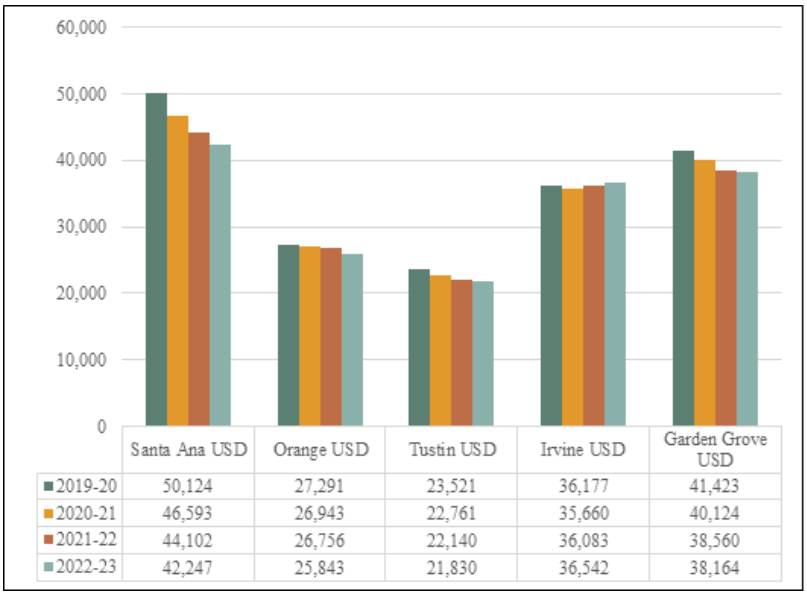


Source: California Employment Development Department

- Orange County has the lowest unemployment rate of local counties
- Orange County's unemployment rate is lower than the state's

Local School Districts

K-12 Enrollment in Local School Districts



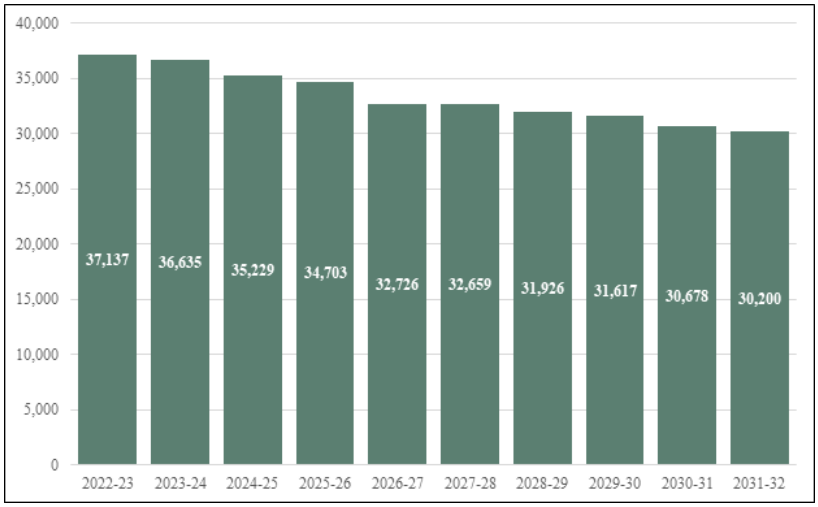
	Santa Ana USD	Orange USD	Tustin USD	Irvine USD	Garden Grove USD
2019-20	50,124	27,291	23,521	36,177	41,423
2020-21	46,593	26,943	22,761	35,660	40,124
2021-22	44,102	26,756	22,140	36,083	38,560
2022-23	42,247	25,843	21,830	36,542	38,164

Source: California Department of Education, DataQuest

- Enrollment in school districts local to Santa Ana College has been trending downward, particularly in the Santa Ana Unified School District
- This mirrors population trend projections, which show the proportion of Orange County residents aged 17 and under decreasing between 2023 and 2033 (source: California Department of Finance)

Local High School Graduate Projections

Projection, Graduates of Orange County Public High Schools



Source: California Department of Finance

- The number of Orange County high school graduates is projected to decrease in the next decade
- This trend mirrors the decline in K-12 enrollment, and the projected decline in the population aged 17 and younger

Labor Market Information

Fastest Growing Industries in Orange County

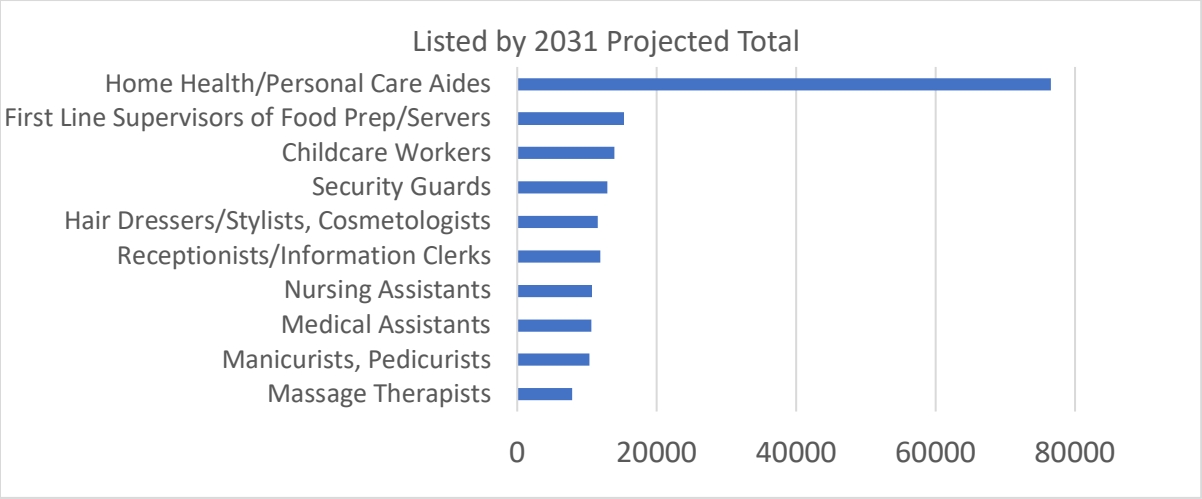
Top by Volume:	Top by percent growth:
1. Services for the Elderly/Disabled	1. Promoters of Performing Arts/Sports/etc.
2. Amusement/Theme Parks	2. Motion Picture Theaters
3. Hotels/Motels*	3. Sports & Recreation Instruction
4. Electronic Shopping/Mail Order Houses*	4. Outpatient Care Centers*
5. Security Guards/Patrol Services*	5. Amusement Arcades
6. Hospitals*	6. Theater Companies/Dinner Theater
7. Mental Health Practitioners	7. Solar Electric Power Generation*
8. Sports & Recreation Instruction	8. Parking Lots and Garages
9. Civic & Social Organizations	9. Amusement and Theme Parks
10. Drinking Places (Alcoholic Beverages)	10. Electronic Computer Manufacturing

Source: Orange County Center of Excellence, Labor Market Data from 2021 projected to 2031
** Indicates average earnings are above the Living Wage for Orange County*

- Few of the projected fastest growing industries in Orange County pay average earnings above the Living Wage

Fastest Growing Jobs for Middle Skills Occupations in Orange County

Projected Jobs Requiring less than a Bachelor Degree

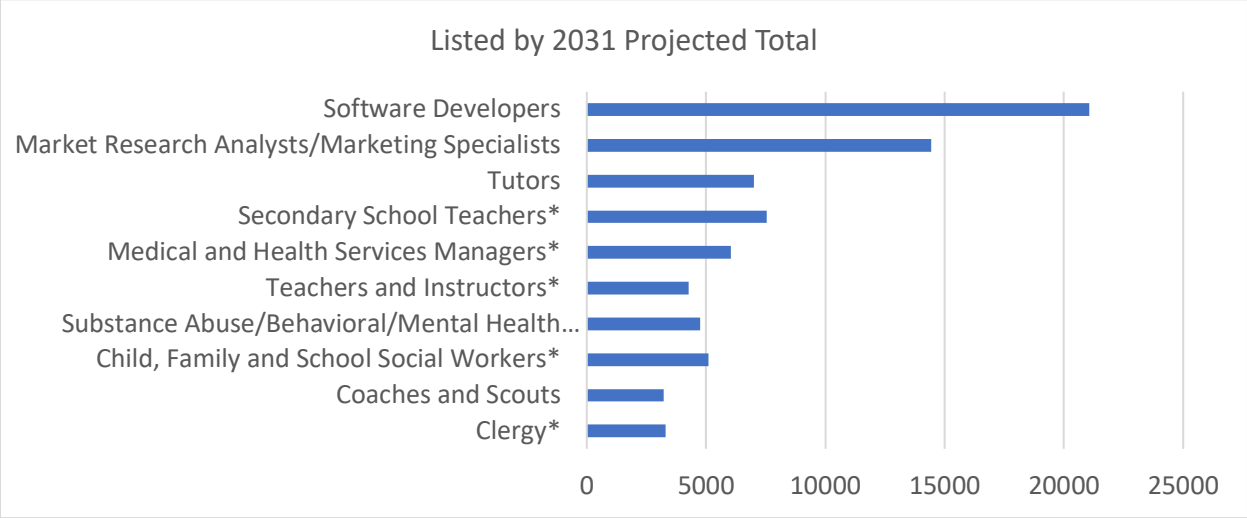


Source: Orange County Center of Excellence, Labor Market Data from 2021 projected to 2031
** Indicates average earnings are above the Living Wage for Orange County*

- None of the fastest growing jobs for middle school occupations pay average earnings above the Living Wage

Fastest Growing Jobs for Above Middle Skills Occupations in Orange County

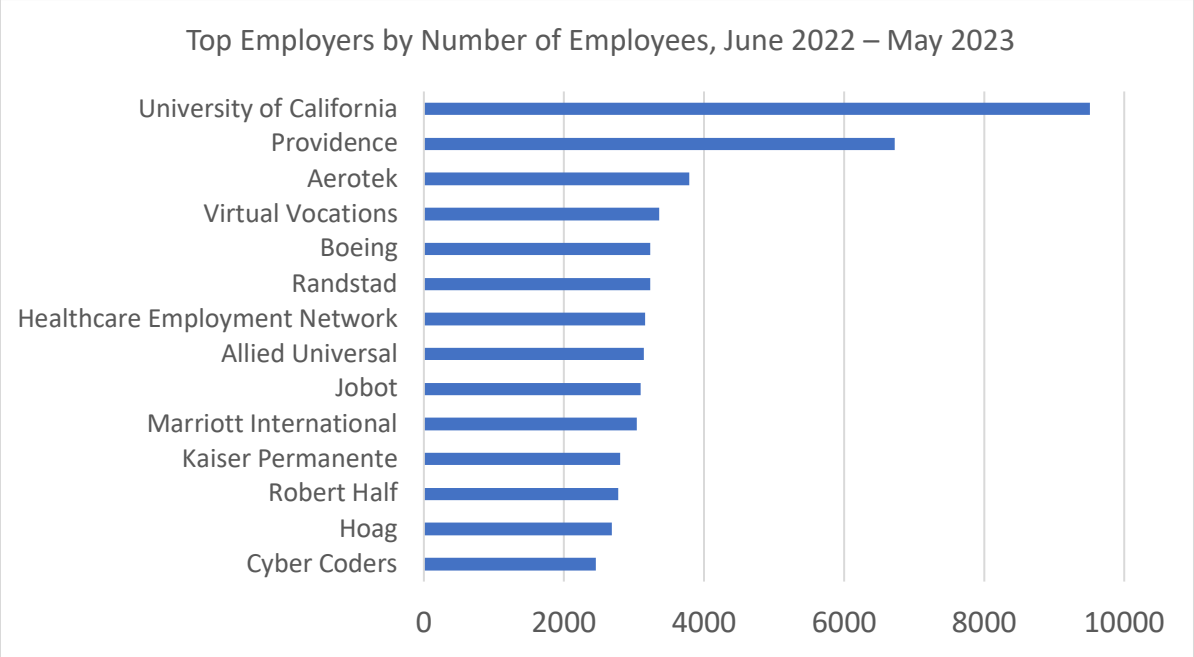
Projected Jobs Requiring a Bachelor Degree or Higher



Source: Orange County Center of Excellence, Labor Market Data from 2021 projected to 2031
** Indicates average earnings are above the Living Wage for Orange County*

- Five of the fastest growing jobs for middle school occupations (requiring a Bachelor Degree or higher) pay average earnings above the Living Wage

Top Employers in Orange County



Source: Orange County Center of Excellence

- The University of California is projected to be the top employer in the next decade, followed by Providence (healthcare)

Rancho Santiago Community College District

District Services and Operations Plan

2024-2028

DRAFT

March 22, 2024

RANCHO SANTIAGO
Community College District

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 Educational Master 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 Educational Master 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 their Educational Master Plans.

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 Educational Master 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 Master Plan (CMP): 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.

- Educational Master Plans (EMPs) for Santa Ana College and Santiago Canyon College: These plans outline specific goals and objectives to operationalize the Strategic Directions set forth in the CMP for each college's service region.

- The inaugural RSCCD District Services & Operations (DSO) Plan: This plan works in concert with the two college EMPs to operationalize the Strategic Directions set forth in the CMP. 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 Comprehensive Master Plan (CMP). The CMP 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 CMP 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' Educational Master 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' EMPs, the DSO Leadership Team joined a team of eight representatives from each college's EMP 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, Chaffey 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' Educational Master Plans (EMPs), 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]

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

[2] https://rsccd.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://rsccd.edu/Trustees/Documents/Board%20Policies/BPs Chapters%201%20and%202/BP%201100%20The%20Rancho%20Santiago%20Community%20College%20District.pdf

[4] https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=66010.4.

[5] https://www.cccco.edu/About-Us/Key-Facts

[6] https://rsccd.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.

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[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

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"

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]

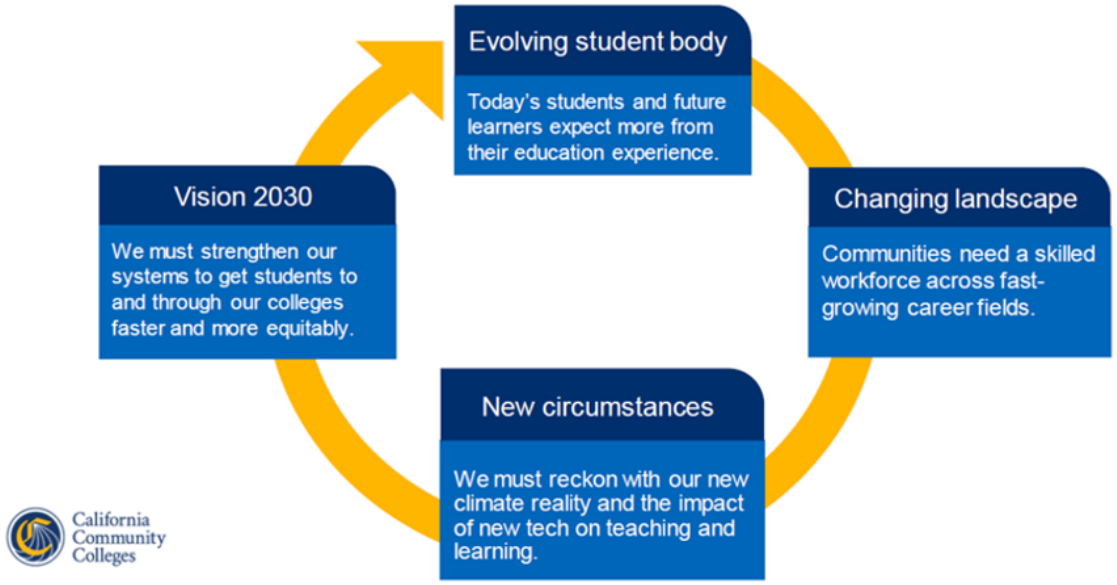
Vision 2030 – a Roadmap for California Community Colleges

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] Vison 2030, PowerPoint, October 16, 2023
[19] Vison2030, 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] Vison2030, 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

Vision for Success 2017-2022

Goal 1: Completion
Increase the number of students who complete a program of study

Goal 2: Transfer
Increase the number of students annually transferring to the CSU and UC

Goal 3: Unit Accumulation
Decrease the number of units accumulated by students earning as associate degree

Goal 4: Workforce
Increase the percentage of existing students who report being employed in their field of study

Goal 5: Equity
Reduce equity gaps across all measures (goals) among traditionally underrepresented student groups – fully close the achievement gap

Goal 6: Regional Equity
Reduce regional achievement gaps across all measures (goal) among colleges in regions with the lowest educational goal attainment of adults

Vision for Success Reaffirmed 2021

Goal 1: Completion
Increase the number of students who complete a program of study

Goal 2: Transfer
Increase the number of students annually transferring to the CSU and UC

Goal 3: Unit Accumulation
Decrease the number of units accumulated by students earning as associate degree

Goal 4: Workforce
Increase the percentage of existing students who report being employed in their field of study

Goal 5: Equity (emphasis in a time of recovery – multiple pandemics)
Reduce equity gaps across all measures (goals) among traditionally underrepresented student groups – fully close the achievement gap

Goal 6: Regional Equity
Reduce regional achievement gaps across all measures (goal) among colleges in regions with the lowest educational goal attainment of adults

Governor's Roadmap 2022-2027

- **Increase** percentage of students earning degrees, certificates and skills sets by 20% in 2026; Increase percentage of K-12 students who graduate with 12 or more college units; focus on expanding programs that address workforce needs
- **Increase** transfers to CSU and UC; annually publish the 2-yr associate degree graduation rate of first-time students disaggregated for underrepresented and Pell
- **Decrease** median units to completion by 15%
- **Establish** credit-for-prior learning, increase offerings, launch 10 direct-assessment competency-based programs; **increase** percentage of completion with living wage by 15%; **establish** high school to university pathways; ADTs and pathways for dual enrollment
- **Improve** systemwide graduation rates, transfer rates, and time to completion among underrepresented; **close** equity gaps in access to dual enrollment programs

Vision 2030 2024-2030

Three Strategic Directions
1. Equitable Baccalaureate Attainment
2. Equitable Workforce & Economic Development
3. Implications for Future Learning

Three Goals – Six Outcomes
1. Equity in Success
Outcomes:
-Increase completion of degrees and certificates
-Increase Baccalaureate attainment in equity, **increase** transfer preparation and **increase** community college baccalaureate
-Workforce: earn a living wage

2. Equity in Access
Outcomes:
-Increase with equity, participation/enrollments for dual enrollment, justice involved, veterans, working adults and low-income adults

3. Equity in Support
Outcomes:
-Increase the number of Pell grant and CCPG recipients
-Reduce units to ADT completion

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.rsccd.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 cites 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: CCCCO 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.rsccd.edu/Departments/Research/Pages/Environmental-Scans.aspx.

Students (Source: RSCCD Internal Data, CCCCO LaunchBoard)

- RSCCD 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 RSCCD 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, RSCCD, 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: CCCCO DataMart)

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

Enrollment (Source: RSCCD 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: CCCCO LaunchBoard)

- Outcomes are lower than average for RSCCD 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
▪ Contract Management Services ▪ Facility Planning, Construction, and District Support Services ▪ Fiscal Services ▪ Purchasing Services, Warehouse and Mailroom ▪ Safety and Security Services	▪ Child Development Services ▪ Communication Services ▪ District Institutional Research, Planning, and Institutional Effectiveness ▪ Economic and Workforce Development ▪ Information Technology Services ▪ Resource Development	▪ 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 Master Plan (CMP) 2024-2032
- Santa Ana College Educational Master Plan (EMP) 2024-2028
- Santiago Canyon College Educational Master Plan (EMP) 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

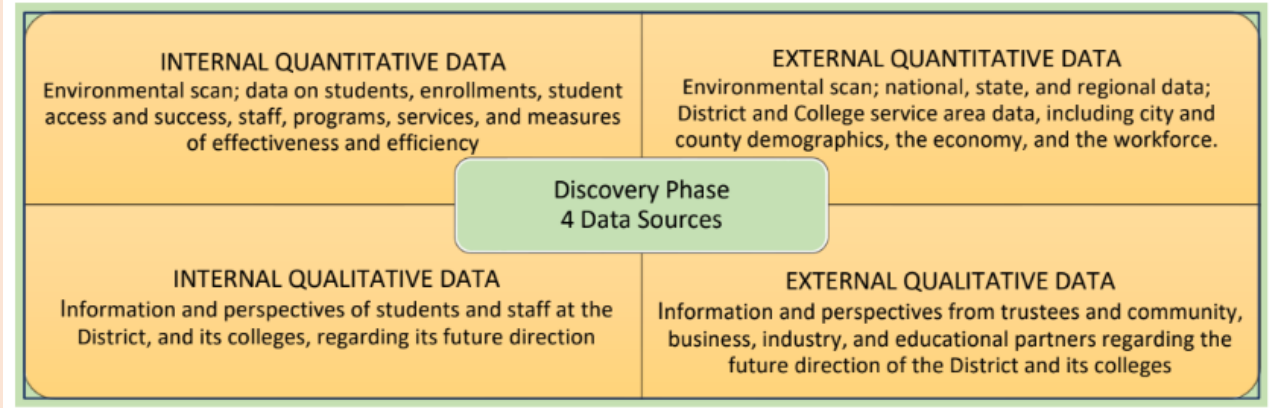
This inaugural District Services and Operations (DSO) Plan was developed in conjunction with the RSCCD Comprehensive Master Plan (CMP). The CMP is an eight-year plan which contains the Board-adopted Strategic Directions for the District. The DSO Plan and the two college Educational Master Plans (EMPs) operationalize the CMP 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 CMP 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; design 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 EMPs 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	○ 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
	  ○ 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
	  ○ 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	○ 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 o 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 Master 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; design 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 Comprehensive Master Plan's Strategic Directions, as well as the Goals and Objectives of the two colleges' EMPs 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 Comprehensive Master 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 Master Plan 2024 - 2032* and are operationalized in the DSO Plan and Colleges' Educational Master 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 Educational Master Plans (EMPs), as EMPs should draw upon the information from Program Review. Similarly, plans such as Facilities, Technology, and other plans follow EMPs, as the EMPs 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 Comprehensive Master 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 Master Plan (CMP) and the three plans (DSO Plan and two College EMPs) that collectively operationalize the CMP 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 convenor 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 EMPs 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 EMP 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 CMP Strategic Directions
Alignment of DSO Plan and EMP Goals and Objectives

<table>
<tr><td colspan="3">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.</td></tr>
<tr><td colspan="3">RSCCD Strategic Directions 2024 - 2032</td></tr>
<tr><td colspan="3">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.</td></tr>
<tr><td>SAC Mission
Santa Ana College inspires, transforms, and empowers a diverse community of learners.</td><td>SCC Mission
Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth.</td><td>DSO Roles and Functions
Centralized Services
District Operations
Board / Board Committee Support
Regional, State, & External Roles</td></tr>
</table>

RSCCD 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.		
Plan Goals		
Santa Ana College EMP Goals	**Santiago Canyon College EMP Goals**	**District Services and Operations (DSO) Plan Goals**
• 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.	• Strengthen student support services and program offerings to increase educational excellence, transfer, and economic and career advancement.	• Ensure collaborative, integrated, and effective institutional planning. • Support a values-based, equitable RSCCD environment that is conducive to innovation and flexibility.
RSCCD 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.		
Plan Goals		
Santa Ana College EMP Goals	**Santiago Canyon College EMP Goals**	**District Services and Operations (DSO) Plan Goals**
• Expand partnerships to optimize educational options and opportunities through innovative services and equitable practices.	• 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.	• 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 EMP Goals	**Santiago Canyon College EMP Goals**	**District Services and Operations (DSO) Plan Goals**
• Cultivate equitable campus culture to support student, faculty, and staff belonging and success.	• Evaluate and implement processes in support of employee experience and optimize student access and success.	• 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 EMP Goals	**Santiago Canyon College EMP Goals**	**District Services and Operations (DSO) Plan Goals**
• Strengthen supportive infrastructure that facilitates equity, a sense of belonging, and trust among faculty, staff, and students.	• 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.	• 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 EMP 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 EMPs, 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 wholistically 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 Comprehensive Master 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 EMPs 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 Master Plan, DSO Plan, and College Educational Master 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
CMP	Comprehensive Master 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
EMP	Educational Master 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	• 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.	• 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.	• 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	• Ensure RSCCD conforms to and maintains minimum conditions in compliance with the CCCCO 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.	• 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.	• 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: CCCCO, 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	• 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.	• 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.	• 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	• 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.	• 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	• 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	• 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.	• Capital planning, design, and development *(BP/AR 6600 Capital Construction)* • Construction Management *(BP/AR 6600 Capital Construction).* • Agency Approvals DSA, CCCCO, 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.	• 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).*

			• Manage, oversee, process all related invoices *(BP/AR 6303 Fiscal Accountability).* • 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 (*BP/AR 6600 Capital Construction, BP/AR 6601 Facility Modification and New Construction, BP/AR 6602 Facility Construction Standards).* • 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.) *(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)* • 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.

			• 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.

Business Services Division			
Fiscal Services Department			
Administrator	**Priorities**	**Services**	**Operations**
Assistant Vice Chancellor, Fiscal Services	• Demonstrate resilient financial stability and appropriate stewardship of District resources. • Maintain required compliance in all areas of fiscal management.	• 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.	• 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	• 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.	• 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.	• 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	• Assess progress and ensure implementation of the RSCCD Comprehensive Master Plan, District Services and Operations Plan, Santa Ana College Educational Master Plan and Santiago Canyon College Educational Master 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.	• 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.	• Monitors progress of RSCCD Comprehensive Master Plan, District Services and Operations Plan, Santa Ana College Educational Master Plan and Santiago Canyon College Educational Master 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	• 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.	• 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' cap-stone 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.	• 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	• 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.	• 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.	• 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	• Coordinate the implementation of new Districtwide Comprehensive Master Plan, District Services & Operations Plan, and the colleges' Educational Master 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	• 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 master plan, technology plan, educational plans, and Board of Trustees planning and self-	• 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.

	to support local marketing initiatives and measure key performance indicators for the ELL Healthcare Pathways Plan and their impact. • 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.	evaluation processes, as well as District services planning portfolios. • 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.	

Educational Services Division			
Economic and Workforce Development Department			
Administrator	**Priorities**	**Services**	**Operations**
Assistant Vice Chancellor, Economic and Workforce Development	• 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.	• 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.	• 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	• 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.	• **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	• **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

		is responsible for assigning all incoming requests (including hardware, software, network, and phones) to technicians through the ticketing system. • **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.	

Educational Services Division			
Resource Development Department			
Administrator	**Priorities**	**Services**	**Operations**
Assistant Vice Chancellor, Educational Services	• 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.	• 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.	• 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	• Using a data-driven approach become a unit that effectively addresses and monitors workflow, recruitment, and diversity priorities through analytics and metric-based strategies: - 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 CCCCO 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.	• 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.	• 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.

	• Develop a robust Professional Development and onboarding programs to align with District strategic goals: - 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.		

Human Resources Division			
Civil Rights/Title IX Department			
Administrator	**Priorities**	**Services**	**Operations**
Assistant Vice Chancellor, Human Resources	• To become a data-driven unit that efficiently and effectively addresses and monitors investigations and complain processing through analytics and metric-based strategies: - 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. - 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.	• 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.	• 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.

	- 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 - 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.		

Human Resources Division			
Risk Management and Employee Benefits Department			
Administrator	**Priorities**	**Services**	**Operations**
Director, Workplace Safety and Risk Management	• 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.	• 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.	• 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	• 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.	• 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.	• 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	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	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 Mid-Cycle Review		SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP						
DSO Plan (4-yr)							DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan						
	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
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	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	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	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

Rancho Santiago Community College District
2024 - 2025 District Council Meetings

District Council meetings are generally held on the first Monday of the month from 1:30 to 3:00 p.m. Meeting participants include Chancellor's Cabinet members, Presidents of the district governance groups, and the Chairs and Co-Chairs of the district's five participatory governance committees. The Executive Assistant to the Chancellor provides administrative support to the committee.

Fall 2024

July 15

August 26

October 7

November 4

December 2

Spring 2025

January 27

March 3

April 14

May 5

June 2

Note: Spring 2025 meeting dates subject to change after 2025 Board Meeting calendar is approved