Rancho Santiago Community College District
District Council Meeting
June 3, 2024
1:30 p.m.
Via Zoom

https://us06web.zoom.us/j/xxxxxxxxxxx
669-444-9171 / xxx xxxx xxxx
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 May 6, 2024 District Council Meeting Minutes - **ACTION**   Martinez

3. Approval of Revised Budget Allocation Model Language **– ACTION**   Ingram

4. Approval of 2024-2025 Tentative Budget – **ACTION**   Ingram

5. Approval of RSCCD Comprehensive 2024-2032 – **ACTION**   Perez

6. Approval of RSCCD District Services & Operations Plan 2024-2028 – **ACTION**   Perez

7. Approval of Job Descriptions – **ACTION**   Winter
   a. AVC – Human Resources
   b. AVC – Investigations and Equity

8. Approval of Administrative Regulations – **ACTION**
   a. AR 6250 Budget Management   Ingram
   b. AR 3550 Drug Free Environment and Drug Prevention Program   Kim
   c. AR 5010 Admissions   Kim
   d. AR 5011 Admission and Concurrent Enrollment   Kim
   e. AR 5015 Residence Determination   Kim
   f. AR 5030 Fees   Kim
   g. AR 5040 Student Records   Kim
   h. AR 5055 ~~Registration~~ Enrollment Priorities   Kim

9. 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

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

Next Meeting:
July 15, 2024

Rancho Santiago Community College District
District Council Meeting

MINUTES
May 6, 2024

Members:	Marvin Martinez	Present
	Enrique Perez	Present
	Iris Ingram	Present
	Alistair Winter	Present
	Annebelle Nery	Present
	Jeannie Kim	Present
	Jesse Gonzalez	Present
	Steve Bautista for Claire Coyne	Present
	Craig Rutan	Present
	Amberly Chamberlain for Matthew Beyersdorf	Present
	Corinna Evett	Present
	Adam Morgan	Present
	Tyler Johnson	Present
	Zina Edwards	Present
	Ambar Nakagami	Present
	Kevin Ortiz for Luigi Esquival	Present
	Gabriel Lopez	Absent
Guests:		
	Adam O'Connor	Frank Prado
	Nga Pham	

1. Call to Order/Update
   a. Chancellor Marvin Martinez convened the meeting via Zoom Conference at 1:34 p.m.

2. Approval of Minutes
   a. It was moved by Mr. Winter, seconded by Mr. Morgan and carried unanimously, to approve the minutes of the April 8, 2024 meeting.

3. Approval of Administrative Regulation Updates
    a. AR 3502 Networked Video Cameras (NEW): It was moved by Ms. Edwards and seconded by Mr. Winter to approve the AR. Discussion ensued. Concern was raised about the duration of the use of unmarked cameras for investigations and it was suggested that the language instead read "use will be limited in duration to meet a specific objective." It was explained this change would limit administrative authority during investigations. It was agreed that "….& Security…." would be added to the end of the third paragraph and "….for a period not more than sixty days and thereafter shall be automatically erased with the video recording system…." would be removed from the fifth paragraph. The motion carried with nays from Ms. Chamberlain, Mr. Bautista, Mr. Morgan, Mr. Johnson and Ms. Edwards.
    b. AR 3505 Emergency Response Plan: It was moved by Ms. Edwards, seconded by Mr. Johnson and carried unanimously to approve the AR.
    c. AR 3515 Reporting of Crimes: It was moved by Mr. Rutan, seconded by Mr. Johnson and carried unanimously to approve the AR.
    d. AR 3516 Registered Sex Offender Information: It was moved by Ms. Evett, seconded by Mr. Bautista and carried unanimously to approve the AR.
    e. AR 6100 Delegation of Authority, Business and Fiscal Affairs: It was moved by Ms. Evett, seconded by Mr. Winter and carried unanimously to approve the AR.
    f. AR 6200 Budget Preparation: It was moved by Mr. Morgan and seconded by Mr. Gonzalez to approve the AR. Discussion ensued. It was agreed that additional language relating to the public hearing be added to the AR. The motion carried unanimously.
    g. AR 6250 Budget Management: It was moved by Ms. Evett and seconded by Mr. Rutan to approve the AR. Discussion ensued. It was agreed that this AR will be brought back to the June 3, 2024 to allow for further research and revision if needed.
    h. AR 6300 Fiscal Management: It was moved by Mr. Perez, seconded by Mr. Rutan and carried unanimously to approve the AR.
    i. AR 6303 Fiscal Accountability: It was moved by Ms. Evett, seconded by Mr. Morgan and carried unanimously to approved the AR.
    j. AR 6305 Reserves: It was moved by Mr. Rutan and seconded by Mr. Gonzalez to approve the AR. Discussion ensued. It was agreed that "….(funds 11, 12 and 13)…" would be added to the second paragraph to provide more clarity. The motion carried unanimously.
    k. AR 6320 Investments: It was moved by Mr. Winter, seconded by Ms. Evett and carried unanimously to approve the AR.
    l. AR 6400 Financial Audits: It was moved by Mr. Rutan, seconded by Mr. Bautista and carried unanimously to approve the AR.
    m. AR 6450 Wireless or Cellular Telephone Use: It was moved by Ms. Ingram, seconded by Mr. Perez and carried unanimously to approve the AR.
    n. AR 6750 Vehicle Operation and Parking: It was moved by Mr. Morgan, seconded by Mr. Johnson and carried unanimously to approve the AR.
    o. AR 7600 Campus Security Officers (NEW): It was moved by Mr. Winter, seconded by Mr. Perez and carried unanimously to approve the AR.

4. RSCCD Comprehensive Master Plan 2024-2032
    a. Vice Chancellor Perez presented the RSCCD Comprehensive Master Plan 2024-2032 that was approved and recommended by the Planning and Organizational Effectiveness Committee. It was moved by Mr. Rutan, seconded by Mr. Perez and carried unanimously to approve the RSCCD Comprehensive Master Plan 2024-2032.

5. RSCCD District Services & Operations (DSO) Plan 2024-2028
    a. Mr. Perez presented the first ever RSCCD District Services & Operations Plan 2024-2028 that was approved and recommended by the Planning and Organizational Effectiveness Committee. It was moved by Mr. Rutan, seconded by Ms. Chamberlain and carried unanimously to approve the RSCCD District Services & Operations Plan 2024-2028.

6. Committee Reports
    a. Planning and Organizational Effectiveness Committee (POEC)
        Mr. Perez reported on the April 24, 2024 meeting. The next meeting will be held May 22, 2024.
    b. Human Resources Committee (HRC)
        Acting Vice Chancellor Winter reported on the April 17, 2024 meeting. The next meeting will be held May 8, 2024.
    c. Fiscal Resources Committee (FRC)
        Vice Chancellor Ingram reported on the April 17, 2024 meeting. The next meeting will be held on May 15, 2024.
    d. Physical Resources Committee (PRC)
        Ms. Ingram reported on the May 1, 2024 meeting.
    e. Technology Advisory Group (TAG)
        Asst. Vice Chancellor Gonzalez reported on the May 2, 2024 meeting. The next meeting will be held in the fall of 2024.

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

8. 2024-2025 Meeting Schedule
    a. The 2024-2025 District Council meeting scheduled was provided to members for their information.

Next Meeting: The next meeting will be held on Monday, June 3, 2024
Meeting Adjourned: 2:38 p.m.
Approved: June 3, 2024

Rancho Santiago Community College District
Budget Allocation Model
Based on the Student Centered Funding Formula

The *"Rancho Santiago Community College District Budget Allocation Model Based on the SCFF"* was recommended at the November 18, 2020 Fiscal Resource Committee meeting, updated on April 20, 2022, ~~and updated again~~ on March 15, 2023 and again on May 15, 2024.

Introduction

In February of 2012, the Rancho Santiago Community College District approved and adopted a revenue allocation formula, based on SB 361, in order to provide the greatest amount of flexibility for each of the campuses. The change was initiated by the district Budget Allocation and Planning Review Committee (BAPR) and a technical subgroup of BAPR who was then delegated the task of reviewing the model that the District had been using for the previous ten years. The BAPR workgroup proceeded to review and evaluate approximately 20 other California community college multi-campus budget allocation models. Following the review of other models, the BAPR workgroup ultimately decided on a revenue allocation model as opposed to the expenditure allocation model that had been in effect in the District. On July 1, 2018, the Student Centered Funding Formula (SCFF) was adopted by the State of California marking one of the biggest changes to California Community College funding yet. The SCFF is based on three allocations:

1) Base Allocation (70% of state funding) is based on the number of colleges and comprehensive centers in the community college district and total FTES generation

2) Supplemental Allocation (20% of state funding) is based on the number of low-income students.

3) Student Success Allocation (10% of state funding) is based on student progress such as transfer, completion, and wage earnings.

RSCCD's Fiscal Resource Committee (FRC), as the current participatory governance body in charge of reviewing and evaluating the RSCCD revenue allocation model, determined that based on the new

1

distribution of funds from the State, the District's current budget model needed to be reviewed and revised to be in accordance with the Student Centered Funding Formula.

Noncredit and Career Development and College Preparation (CDCP) funding are considered fully funded in the base allocation and do not qualify for supplemental and success funding. See Appendix A - Definition of Terms for enhanced descriptions.

The goal of the BAM is to create a documented revenue allocation process that provides financial stability and encourages fiscal accountability at all levels in times of either increasing or decreasing revenue streams. It is also intended to be transparent, fair, predictable and consistent, using quantitative, verifiable factors with performance incentives. District Council should conduct a review(s) during each fiscal year to assess if the operation of the budget allocation model is meeting the goal. FRC will annually review the BAM language.

Under State law, the District is the legal entity and is ultimately responsible for actions, decisions and legal obligations of the entire organization. The Board of Trustees of the Rancho Santiago Community College District has clear statutory authority and responsibility and, ultimately, makes all final decisions. Likewise, the Chancellor, under the direction of the Board of Trustees, is responsible for the successful operation, reputation, and fiscal integrity of the entire District. The funding model does not supplant the Chancellor's role, nor does it reduce the responsibility of the District Services staff to fulfill their fiduciary role of providing appropriate oversight of the operations of the entire District. It is important that guidelines, procedures and responsibility be clear with regard to District compliance with any and all laws and regulations such as the 50% Law, full-time/part-time faculty requirements, Faculty Obligation Number (FON), attendance accounting, audit requirements, fiscal and related accounting standards, procurement and contract law, employment relations and collective bargaining, payroll processing and related reporting requirements, etc. The oversight of these requirements is to be maintained by District Services, which has a responsibility to provide direction and data to the colleges to assure they have appropriate information for decision making with regard to resource allocation at the local level, thus, assuring District compliance with legal and regulatory requirements.

All revenue is considered District revenue because the district is the legal entity authorized by the State of California to receive and expend income and to incur expenses. However, the majority of revenue is provided by the taxpayers of California for the sole purpose of providing educational services to the communities and students served by the District. Services such as classes, programs, and student services are, with few exceptions, the responsibility of the colleges. It is the intent of the Revenue Allocation Model to allocate the majority of funds to the colleges in order to provide those educational services. The model intends to provide an opportunity to maximize resource allocation decisions at the local college level. Each college president is responsible for the successful operation and performance of his/her college as it relates to resource allocation and utilization. The purpose and function of the District Services in this structure is to maintain the fiscal and operational integrity of the District and its individual colleges and centers and to facilitate college operations so that their needs are met and fiscal stability is assured. District Services is responsible for providing certain centralized functions, both to provide efficient operations as well as to assist in coordination between District Services and the colleges. Examples of these services include: human resources, business services, fiscal and budgetary oversight, procurement, construction and capital outlay, district safety and security and information technology. On the broadest level, the goal of this partnership is to encourage and support collaboration between the colleges and District Services.

This BAM should be reviewed on an annual basis by the FRC to evaluate any changes in the SCFF as updates are signed into law and recommend any related changes to the BAM to District Council.

College and District Services Budgets and Expenditure Responsibilities

Since the RSCCD BAM is a revenue allocation model, all expenditures and allocation of revenues under the model are the responsibilities of the colleges and centers. Revenue responsibilities for the colleges, District Services and Institutional Costs are summarized in Table 1.

Expenditure responsibilities for the colleges, District Services and Institutional Costs are summarized in Table 2.

	TABLE 1 Revenue and Budget Responsibilities	Santa Ana College & CEC ☑	Santiago Canyon College & OEC ☑	District Services ☑	Institutional Cost ☑
Federal Revenue- (81XX)					
1	Grants Agreement	✓	✓	✓	
2	General Fund Matching Requirement	✓	✓	✓	
3	In-Kind Contribution (no additional cost to general fund)	✓	✓	✓	
4	Indirect Cost (overhead)	✓	✓	✓	
State Revenue- (86XX)					
1	Base Funding	✓	✓	✓	
	Supplemental Funding	✓	✓	✓	
	Student Success Funding	✓	✓	✓	
2	Apportionment	✓	✓		
3	COLA or Negative COLA	✓	✓	✓ subject to collective bargaining	
4	Growth, Work Load Measure Reduction, *Negative Growth*	✓	✓	✓	
5	Categorical Augmentation/Reduction	✓	✓	✓	
6	General Fund Matching Requirement	✓	✓	✓	
7	Apprenticeship	✓	✓		
8	In-Kind Contribution	✓	✓	✓	
9	Indirect Cost	✓	✓	✓	

TABLE 1 Revenue and Budget Responsibilities		Santa Ana College & CEC ☑	Santiago Canyon College & OEC ☑	District Services ☑	Institutional Cost ☑
State Revenue- (86XX)					
10	Lottery				
	- Unrestricted (abate cost of utilities)	✓	✓	✓	
	- Restricted-Proposition 20	✓	✓		
11	Instructional Equipment Matches (3:1)	✓	✓		
12	Scheduled Maintenance Matches	✓	✓	✓	
13	Part-time Faculty Compensation Funding	✓	✓	✓ subject to collective bargaining	
14	State Mandated Cost	✓	✓	✓	
Local Revenue- (88XX)					
1	Contributions	✓	✓	✓	
2	Fundraising	✓	✓	✓	
3	Proceed of Sales	✓	✓	✓	
4	Health Services Fees	✓	✓		
5	Rents and Leases	✓	✓	✓	
6	Enrollment Fees	✓	✓		
7	Non-Resident Tuition	✓	✓		
8	Student ID and ASB Fees	✓	✓		
9	Parking Fees			✓	

TABLE 2 Expenditure and Budget Responsibilities	Santa Ana College & CEC ☑	Santiago Canyon College & OEC ☑	District Services ☑	Institutional Cost ☑
Academic Salaries- (1XXX)				
1	State required full-time Faculty Obligation Number (FON)	✓	✓	✓	
2	Bank Leave	✓	✓	✓	
3	Impact upon the 50% law calculation	✓	✓	✓	
4	Faculty Release Time	✓	✓	✓	
5	Faculty Vacancy, Temporary or Permanent	✓	✓	✓	
6	Faculty Load Banking Liability	✓	✓	✓	
7	Adjunct Faculty Cost/Production	✓	✓		
8	Department Chair Reassigned Time	✓	✓		
9	Management of Sabbaticals (Budgeted at colleges)	✓	✓	✓	
10	Sick Leave Accrual Cost	✓	✓	✓	
11	Administrator Vacation	✓	✓	✓	
Classified Salaries- (2XXX)				
1	Classified Vacancy, Temporary or Permanent	✓	✓	✓	
2	Working Out-of-Class	✓	✓	✓	
3	Vacation Accrual Cost	✓	✓	✓	
4	Overtime	✓	✓	✓	
5	Sick Leave Accrual Cost	✓	✓	✓	
6	Compensation Time taken	✓	✓	✓	
Employee Benefits-(3XXX)				
1	STRS Employer Contribution Rates, Increase/(Decrease)	✓	✓	✓	
2	PERS Employer Contribution Rates, Increase/(Decrease)	✓	✓	✓	
3	OASDI Employer Rates, Increase/(Decrease)	✓	✓	✓	

TABLE 2 Expenditure and Budget Responsibilities	Santa Ana College & CEC ☑	Santiago Canyon College & OEC ☑	District Services ☑	Institutional Cost ☑
Employee Benefits-(3XXX)				
4 Medicare Employer Rates, Increase/(Decrease)	✓	✓	✓	
5 Health and Welfare Benefits, Increases/(Decrease)	✓	✓	✓	
6 SUI Rates, Increase/(Decrease)	✓	✓	✓	
7 Workers' Comp. Rates, Increase/(Decrease)	✓	✓	✓	
8 Retiree Health Benefit Cost				
-OPEB Liability vs. "Pay-As-You-Go"				✓
9 Cash Benefit Fluctuation, Increase/(Decrease)	✓	✓	✓	
Other Operating Exp & Services-(5XXX)				
1 Property and Liability Insurance Cost				✓
2 Utilities				
-Gas	✓	✓	✓	
-Water	✓	✓	✓	
-Electricity	✓	✓	✓	
-Waste Management	✓	✓	✓	
-Water District, Sewer Fees	✓	✓	✓	
3 Audit			✓	
4 Board of Trustee Elections				✓
5 Scheduled Maintenance	✓	✓	✓	
6 Copyrights/Royalties Expenses	✓	✓	✓	
Capital Outlay-(6XXX)				
1 Equipment Budget				
-Instructional	✓	✓	✓	
-Non-Instructional	✓	✓	✓	
2 Improvement to Buildings	✓	✓	✓	
3 Improvement to Sites	✓	✓	✓	

The revenue allocations will be regularly reviewed by the FRC. In reviewing the allocation of general funds, the FRC should take into consideration all revenues, including restricted revenues, available to each of the Budget Centers less any apportionment deficits, property tax shortfalls or uncollected student fees or shortfalls. If necessary, the FRC will recommend adjustments to District Council for submission to the Chancellor.

The expenditures allocated for District Services and for Institutional Costs will be developed based on the projected levels of expenditure for the prior fiscal year, taking into account unusual or one-time anomalies, reviewed by the FRC and the District Council and approved by the Chancellor and the Board of Trustees. Any transfers made between District departments during a fiscal year are one-time in nature and do not increase the overall District budget. If any permanent transfers are made at Tentative or Adopted budget, one department is reduced and another increased by the same amount and also do not increase the overall District budget.

DISTRICT SERVICES – Examples are those expenses associated with the operations of the Chancellor's Office, Board of Trustees, Public Affairs, Human Resources, Risk Management, Educational Services, Institutional Research, Business Services, Internal Auditing, Fiscal Services, Payroll, Purchasing, Facilities Planning, ITS and Safety Services. The Publications Department operates on a chargeback system in Fund 13 and therefore their funds carryover from year to year to operate the enterprise. Economic Development expenditures are to be included in the District Services budget and ~~but~~ clearly delineated from other District expenditures. An annual report of Economic Development activities and related costs will be presented to FRC.

INSTITUTIONAL COSTS – Examples are those expenses associated with State and Federal regulatory issues, property, liability and other insurances, board election, interfund transfers and Retiree Health Benefit Costs. As the board election expense is incurred every other year, it will be budgeted each year at one-half of the estimated cost. In the off years, the funds will remain unspent and specifically carried over to the next year to be used solely for the purpose of the election expense. If there is insufficient budget, the colleges will be assessed the difference based on the current SCFF split. If any funds remain unspent in an election year, it will be allocated to the colleges based on the current SCFF split for one-time uses.

An annual review of District Services and Institutional Costs will be conducted by the District Council each fall in order to give time to complete the evaluation in time to prepare for the following fiscal year budget cycle and implement any suggestions. The review will include an evaluation of the effectiveness of the services provided to assure the District is appropriately funded. If the District Council believes a change to the allocation is necessary, it will submit its recommendation to the FRC for funding consideration and recommendation to the Chancellor.

District Reserves and Deficits

The Board of Trustees will establish a reserve through board policy, state guidelines and budget assumptions.

The Chancellor reserves the right to adjust allocations as necessary.

The Board of Trustees is solely responsible for labor negotiations with employee groups. Nothing in this budget model shall be interpreted to infringe upon the Board's ability to collectively bargain and negotiate in good faith with employee organizations and meet and confer with unrepresented employees.

College Budget and Expenditure Responsibilities

Colleges will be responsible for funding the current programs and services that they operate as part of their budget plans within the revenues each generate. There are some basic guidelines the colleges must follow:

- Allocating resources to achieve the maximum state funded level of FTES and other SCFF metrics is a primary objective for all colleges.

- Requirements of the collective bargaining agreements apply to college level decisions.

- To ensure that the District complies with the State required full-time Faculty Obligation Number (FON), the District Chancellor will establish a FON for each college. Each college is required to fund at least that number of full-time faculty positions. Any financial penalties imposed by the state due to FON non-compliance will be borne proportionately by the college(s) not in compliance unless a districtwide strategic decision is made to fall below FON and other funding sources are identified.

- In making expenditure decisions, the impact upon the 50% law calculation must be considered and budgeted appropriately. Any financial penalties imposed by the state due to 50% law non-compliance will be borne proportionally (by SCFF split) by both campuses.

- With unpredictable state funding, the cost of physical plant maintenance is especially important. Lack of maintenance of the operations and district facilities and grounds will have a significant impact on the campuses and therefore needs to be addressed with a detailed plan and dedicated budget whether or not funds are allocated from the state.

Budget Center Reserves and Deficits

At the Adopted Budget each college shall set aside a contingency reserve in the Unrestricted General Fund equal to a minimum of 1% of its total current year budgeted Fund 11 expenditures to handle unforeseen expenses. If the contingency reserve is unspent by fiscal year end, the college reserve rolls over into the colleges' beginning balance for the following fiscal year. The District Services and Institutional Cost allocations are budgeted as defined in the model for the appropriate operation of the district and therefore are not subject to carryover, unless specifically delineated. The Chancellor and Board of Trustees reserve the right to modify the budget as deemed necessary.

If a college incurs an overall deficit for any given year, the following sequential steps will be implemented:

The college reserve shall first be used to cover any deficit (structural and/or one-time). If reserves are not sufficient to cover the deficit, then the college is to prepare an immediate expenditure reduction plan that covers the amount of deficit along with a plan to replenish the 1% minimum reserve level. Once the college reserve has been exhausted, in circumstances when any remaining deficit is greater than 1.5% of budgeted Fund 11 expenditures, and a reduction plan has been prepared up to the 1.5% level, the college may request a temporary loan from District Reserves. The request, including a proposed payback period, should be submitted to the FRC for review. If the FRC supports the request, it will forward the

recommendation to the District Council for review and recommendation to the Chancellor who will make the final determination.

Revenue Modifications

Apportionment Revenue Adjustments

It is very likely each fiscal year that the District's revenues from state apportionment could be adjusted after the close of the fiscal year in the fall, but most likely at the P1 recalculation, which occurs eight months after the close of the fiscal year. This budget model therefore will be fluid, with changes made throughout the fiscal year (P-1, P-2, P-annual) as necessary. Any increase or decrease to prior year revenues is treated as a one-time addition or reduction to the colleges' current budget year and distributed in the model based on the most up to date SCFF apportionment split reported by the District and funded by the state.

The apportionment includes funded FTES, basic allocations for colleges and centers, supplemental, and student success allocations.

An example of revenue allocation adjustment:

$100,000,000 is originally split 70% Santa Ana College ($70,000,000) and 30% Santiago Canyon College ($30,000,000) based on the SCFF split at the time of budget adoption. At the final SCFF recalculation for that year, the District earns an additional $500,000 based on the total funded apportionment. In addition, the split of apportionment changes to 71% / 29%. The total revenue of $100,500,000 is then redistributed $71,355,000 to Santa Ana College and $29,145,000 to Santiago Canyon College which would result in a shift of $855,000 between the colleges. A reduction in funding will follow the same calculation.

It is necessary in this model to set a base level of FTES for each college. Per agreement by the Chancellor and college Presidents, the base FTES split is determined by the prior year final FTES total. Similar to how the state sets a base for district FTES, this will be the beginning base level for each college. Each year through the planning process there will be a determination made if the district has growth potential for the coming fiscal year. Each college will determine what level of growth they believe they can achieve and targets will be discussed and established through Chancellor's Cabinet. For example, if the district believes it has the opportunity for 2% growth, the colleges will determine the level of growth they wish to pursue. If both colleges decide to pursue and earn 2% growth and the district is funded for 2% growth, then each college's base would increase 2% the following year. In this case the split would still remain 70.80% / 29.20% as both colleges moved up proportionately (Scenario #1).

	Base FTES	% split	Scenario #1	New FTES	% split
SAC	19,824	70.80%	2.00%	20,220.48	70.80%
SCC	8,176	29.20%	2.00%	8,339.52	29.20%
	28,000		2.00%	28,560.00	

If instead, one college decides not to pursue growth and the other college pursues and earns the entire district 2% growth, all of these FTES will be added to that college's base and therefore its base will grow more than 2% and the split will then be adjusted (Scenario #2).

	Base FTES	% split	Scenario #2	New FTES	% split
SAC	19,824	70.80%	0.00%	19,824	69.41%
SCC	8,176	29.20%	6.85%	8,736	30.59%
	28,000		2.00%	28,560.00	

Using this same example in which the district believes it has the opportunity for 2% growth, and both colleges decide to pursue 2% growth, however one college generates 3% growth and the other generates 2%, the college generating more FTES would have unfunded over cap FTES. The outcome would be that each college is credited for 2% growth, each base increases 2% and the split remains (Scenario #3).

	Base FTES	% split	Scenario #3	New FTES	% split
SAC	19,824		3.00%	20,418.72	
unfunded				(198.24)	
SAC	19,824	70.80%	2.00%	20,220.48	70.80%
SCC	8,176	29.20%	2.00%	8,339.52	29.20%
	28,000		2.00%	28,560.00	

If instead, one college generates 3% and the other college less than 2%, the college generating the additional FTES can earn its 2% target plus up to the difference between the other college's lost FTES opportunity and the total amount funded by the district (Scenario #4).

	Base FTES	% split	Scenario #4	New FTES	% split
SAC	19,824		3.00%	20,418.72	
unfunded				(136.92)	
SAC	19,824	70.80%	2.31%	20,281.80	71.01%
SCC	8,176	29.20%	1.25%	8,278.20	28.99%
	28,000		2.00%	28,560.00	

All of these examples exclude the effect of statewide apportionment deficits. In the case of any statewide deficits, the college revenues will be reduced accordingly. In addition, the Chancellor reserves the right to make changes to the base FTES as deemed necessary in the best interest of the district as a whole.

Hold Harmless

This model includes several hold harmless mechanisms in alignment with the SCFF. The chart below describes the various methods the State Chancellor's Office uses to fund districts in the event apportionments are reduced from year to year. Hold Harmless funding currently is extended through 2024/25.

In any given year, a district's funding under the new Student Centered Funding Formula (SCFF) would be the highest of the amounts included in the lines below:

Line	Statutory Reference	2018-19	2019-20	2020-21	2021-22
1	Education Code section (ECS) 84750.4(b), 84750.4(c), 84750.4(d), 84750.4(e), and 84750.4(f) [STUDENT-CENTERED FUNDING FORMULA (SCFF)]	SCFF calculation	SCFF calculation	SCFF calculation	SCFF calculation
2	ECS 84750.4(g)(1)	2017-18 TCR. [1]	2017-18 TCR. [1]	N/A	N/A
3	ECS 84750.4(g)(2)	N/A	N/A	2017-18 credit, noncredit, and CDCP noncredit rates, multiplied by 2020-21 FTES, with basic allocation. [1]	2017-18 credit, noncredit, and CDCP noncredit rates, multiplied by 2021-22 FTES, with basic allocation. [1]
4	ECS 84750.4(g)(4)	N/A	Greater of lines 1 or 2 as calculated in **2018-19.**	Greater of lines 1 or 2 as calculated in **2019-20.**	Greater of lines 1 or 3 as calculated in **2020-21.**
5	ECS 84750.4(h)	2017-18 TCR adjusted by 2018-19 COLA.	2017-18 TCR adjusted by 2018-19 and 2019-20 COLAs.	2017-18 TCR adjusted by 2018-19, 2019-20, and 2020-21 COLAs.	N/A

[1] Special provisions for San Francisco Community College District and Compton Community College District.
TCR = Total Computational Revenue

Stability

There remains one year of stabilization under SCFF following Hold Harmless. If a district drops below the prior year total apportionment, they are stabilized at the prior year apportionment amount for that year, giving the district the following year to regain the funding or be reduced to the actual amount earned.

Allocation of New State Revenues

Growth Funding: A college seeking the opportunity for growth funding will utilize its own carryover funds to offer a schedule to achieve the desired growth. Once the growth has been confirmed as earned and funded by the state and distributed to the district, the appropriate allocation will be made to the college(s) generating the funded growth back through the model. Growth/Restoration Funds will be allocated to the colleges when they are actually earned.

Revenues which are not college specific (for example, student fees that cannot be identified by college), will be allocated based on total funded SCFF percentage split between the campuses.
After consultation with district's independent audit firm, the implementation team agreed that any unpaid, uncollected student fees will be written off as uncollectible at each year end. This way, only actual collected revenues are distributed in this model. At P-1, P-2 and P-annual, uncollected fee revenues will be adjusted.

Due to the instability of revenues, such as interest income, discounts earned, auction proceeds and vendor rebates (not including utility rebates which are budgeted in Fund 41 for the particular budget center), revenues from these sources will **not** be part of the revenue allocation formula. Income derived from these sources will be deposited to the institutional reserves. The-ongoing state allocation for the Mandates Block Grant will be allocated to the colleges through the model. Any one-time Mandates allocations received from the state will be discussed by FRC and recommendations will be made for one-time uses.

Cost of Living Adjustments: COLAs included in the tentative and adopted budgets shall be distributed to the three budget centers pro rata based on total budgeted salary and benefits expenses and sequestered and not allocated for expenditure until after collective bargaining for all groups have been finalized.

Lottery Revenue: Income for current year lottery income is received based on the prior fiscal year's FTES split. At Tentative Budget, the allocation will be made based on projected FTES without carryover. At Adopted Budget, final FTES will be used and carryovers will be included.

Other Modifications

Salary and Benefits Cost

All authorized full-time and ongoing part-time positions shall be budgeted with corresponding and appropriate fixed cost and health and welfare benefits. Vacant positions will be budgeted at the beginning of the fiscal year or when newly created at the level Class VI, Step 11~~12~~ for full-time faculty and at the mid-level for other positions (ex. Step 3 for CSEA, Step 4 for Management, and AA step 6 for teachers and BA step 6 for master teachers in child development), with the district's average cost for the health and welfare benefits by employee group. The full cost of all positions, regardless of the budgeted amount, including step and column movement costs, longevity increment costs and any additional collective bargaining agreement costs, will be charged to the particular Budget Center. The colleges are responsible for this entire cost, including any increases or adjustments to salary or benefits throughout the year. If a position becomes vacant during a fiscal year, the Budget Center has the discretion to move unused and available budget from the previous employee's position for other one-time costs until filled or defunded. Any payoffs of accrued vacation, or any additional costs incurred at separation from employment with the district, will be borne by the particular Budget Center. When there is a vacancy that won't be filled immediately, Human Resources should be consulted as to how long it can remain vacant. The colleges should also consult Human Resources and Fiscal Services regarding the FON when recommending to defund faculty positions.

Grants/Special Projects

Due to the timeliness issues related to grants, approvals rest with the respective Chancellor's Cabinet member, through established processes, in all cases except for Economic Development grants in which a new grant opportunity presents itself which requires an increase to the District Office budget due to match or other unrestricted general fund cost. In these cases, the grant will be reviewed by Chancellor's Cabinet with final approval made by the Chancellor.

Certain grants and special categorical programs are specifically allocated at the college level. In those

cases, the specific college would receive the related funding. In other cases, certain grants and special categorical programs are allocated at the district level for both colleges based on particular criteria. In these cases, the allocation would be split pro rata to the colleges based on the same criteria used to allocate funding to the district, unless the two college presidents agree to some other split arrangement.

Some grants allow for charges of indirect costs. These charges will accumulate by Budget Center during each fiscal year. At fiscal year-end, once earned, each college will be allocated 100% of the total indirect costs earned by that college and transferred into Fund 13 the following year to be used for one-time expenses. The indirect costs earned by district projects will roll into the institutional ending fund balance with the exception of the District Educational Services grants. In order to increase support services and resources provided to the colleges and to acknowledge the additional costs associated with administering grants, any accumulated indirect costs generated from these grants will be distributed as follows: 25% will roll into the institutional ending fund balance, 25% will offset the overall District Services expenditures in that given year, and 50% will carryover specifically in a Fund 13 account to be used at the discretion of the Chancellor.

It is the district's goal to fully expend grants and other special project allocations by the end of the term; however, sometimes projects end with a small overage or can be under spent. For any overage or allowable amount remaining, these amounts will close into the respective Budget Center's Fund 13 using 7200 transfers.

Banked LHE Load Liability

The liability for banked LHE is accounted for in separate college accounts. The cost of faculty banking load will be charged to the college during the semester the course is taught and added to the liability. When an instructor takes banked leave, they will be paid their regular salary and District Fiscal Services will make a transfer from the liability to the college 1300 account to pay the backfill cost of teaching the load. A college cannot permanently fill a faculty position at the time someone takes their final year or semester off before retirement. Filling a vacancy cannot occur until the position is actually vacant. In consultation with Human Resources and Fiscal Services, a college can request to swap another faculty vacancy they may have in another discipline or pay the cost differential if they determine programmatically it needs to be filled sooner.

This method will appropriately account for the costs of each semester offerings and ensure an appropriate liability. Although the liability amounts will be accounted for by college, only District Fiscal Services will be able to make transfers from these accounts. Each year end a report will be run to reconcile the total cost of the liability and to determine if any additional transfers are required. The college will be charged or credited for the differences.

Other Possible Strategic Modifications

Summer FTES

The 3-year average used under SCFF for credit FTES funding has severely reduced the effectiveness of the "summer shift," nevertheless, there may be times when it is in the best financial interest of the District to

shift summer FTES between fiscal years. When this occurs, the first goal will be to shift FTES from both colleges in the same proportion as the total funded FTES for each of the colleges. If this is not possible, then care needs to be exercised to ensure that any such shift does not create a disadvantage to either college. If a disadvantage is apparent, then steps to mitigate this occurrence will be addressed by the FRC.

Borrowing of summer FTES is not a college-level decision, but rather it is a District-level determination. It is not a mechanism available to individual colleges to sustain their internal FTES levels.

Long-Term Plans

Colleges: Each college has a long-term plan for facilities and programs. The District Chancellor, in consultation with the Presidents, will evaluate additional funding that may accrue to the colleges beyond what the model provides. The source of this funding will also have to be identified.

Santa Ana College (SAC) utilizes the Educational Master Plan in concert with the SAC Strategic Plan to determine the long-term plans for the college. Long-term facilities plans are outlined in the latest Facilities Master Plan, and are rooted in the Educational Master Plan. SAC links planning to budget through the use of the SAC Comprehensive Budget Calendar, which includes planning milestones linked to the college's program review process, Resource Allocation Request (RAR) process, and to the District's planning and budget calendar. As a result of the Program Review Process, resource allocation needs are requested via the RAR process, which identifies specific resources required to achieve specific intended outcomes. The budget augmentation requests are then prioritized at the department, division, and area level in accordance with established budget criteria. The college's Planning and Budget Committee reviews the prioritized RARs, and they are posted to the campus Planning and Budget web page for the campus community to review. As available resources are realized, the previously prioritized RAR are funded.

At Santiago Canyon College (SCC), long-term plans are developed similarly to short-term plans, and exist in a variety of interconnected processes and documents. Program Reviews are the root documents that form the college's Educational Master Plan and serve to align planning with resource allocation. The allocation of resources is determined through a formal participatory governance process. The Planning and Institutional Effectiveness (PIE) committee is the participatory governance committee that is charged with the task of ensuring resource allocation is tied to planning. Through its planning cycle, the PIE committee receives resource requests from all college units and ensures that each request aligns with the college mission, college goals, and program reviews. All requests are then ranked by the PIE committee, placed on a college-wide prioritized list of resource requests, and forwarded to the college budget committee for review. If the budget committee identifies available funds, those funds are noted on the prioritized list, and sent back to the PIE committee. The PIE committee then forwards the prioritized list, along with the budget committee's identification of available funds, to College Council for approval of the annual budget.

District Services: District Services and Institutional Costs may also require additional funding to implement new initiatives in support of the colleges and the district as a whole. POE will evaluate budget augmentation requests and forward a recommendation to District Council. District Council may then refer such requests to FRC for funding ~~consideration~~implementation.

Budget Input

Using a system for Position Control, Fiscal Services will budget 100% of all regular personnel cost of salary and benefits, and notify the Budget Centers of the difference between the computational total budget from the Budget Allocation Model and the cost of regular personnel. The remaining line item budgets will roll over from one year to the next so the Budget Centers are not required to input every line item. The Budget Centers can make any allowable budget changes at their discretion and will also be required to make changes to reconcile to the total allowable budget per the model.

Rancho Santiago Community College District
Budget Allocation Model Based on the SCFF
Appendix A – Definition of Terms

AB 1725 – Comprehensive California community college reform legislation passed in 1988, that covers community college mission, governance, finance, employment, accountability, staff diversity and staff development.

Accreditation – The review of the quality of higher education institutions and programs by an association comprised of institutional representatives. The Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) accredits California's community colleges.

Apportionments – Allocations of State or federal aid, local taxes, or other monies among school districts or other governmental units. The district's base revenue provides most of the district's revenue. The State general apportionment is equal to the base revenue less budgeted property taxes and student fees. There are other smaller apportionments for programs such as apprenticeship and EOPS.

Augmentation – An increased appropriation of budget for an intended purpose.

Bank Leave – Faculty have the option to "bank" their beyond-contract teaching load instead of getting paid during that semester. They can later request a leave of absence using the banked LHE.

BAM – Budget Allocation Model

BAPR – Budget and Planning Review Committee.

Base Allocation (Funding) – The base allocation represents approximately 70% of the statewide funding for CCC's. The base allocation includes the Basic Allocation and FTES in Traditional Credit, Special Admit Credit, Incarcerated Credit, Traditional Noncredit, CDCP, and Incarcerated Noncredit. A district's base funding could be higher or lower than the 70% statewide target depending on FTES generation as a comparison to overall apportionment.

Base FTES – The amount of funded actual FTES from the prior year becomes the base FTES for the following year. For the tentative budget preparation, the prior year P1 will be used. For the proposed adopted budget, the prior year P2 will be used. At the annual certification at the end of February, an adjustment to actual will be made.

Basic Allocation – Funding based on the number of colleges and comprehensive educational centers in the community college district. Rates for the size of colleges and comprehensive educational centers were established as part of SB 361 and henceforth are adjusted annually by COLA. The district receives a basic allocation for CEC, OEC, SAC, and SCC. Current year FTES is used to determine the basic allocation.

Budget Center – The three Budget Centers of the district are Santa Ana College, Santiago Canyon College, and District Services.

Budget Stabilization Fund – The portion of the district's ending fund balance, in excess of the 12.5% Board Policy Contingency, budget center carryovers and any restricted balances, available for one-time needs at the discretion of the chancellor and Board of Trustees.

Cap – An enrollment limit beyond which districts do not receive funds for additional students.

Capital Outlay – Capital outlay expenditures are those that result in the acquisition of, or addition to, fixed assets. They are expenditures for land or existing buildings, improvement of sites, construction of buildings, additions to buildings, remodeling of buildings, or initial or additional equipment. Construction-related salaries and expenses are included.

Categorical Funds – Money from the State or federal government granted to qualifying districts for special programs, such as Student Equity and Achievement or Career Education. Expenditure of categorical funds is restricted to the fund's particular purpose. The funds are granted to districts in addition to their general apportionment.

Career Development and College Preparation (CDCP) - Noncredit courses offered in the four distinct categories (instructional domains) of English as a Second Language (ESL), Elementary and Secondary Basic Skills, Short-term Vocational, and Workforce Preparation are eligible for "enhanced funding" when sequenced to lead to a Chancellor's Office approved certificate of completion, or certificate of competency, in accordance with the provisions of the California Education Code governing Career Development and College Preparation (CDCP) programs.

CCCCO – California Community College Chancellor's Office

Comprehensive Educational Center – An off-campus site administered by a parent college that offers programs leading to certificates or degrees that are conferred by the parent institution. The district comprehensive centers are Centennial Education Center (CEC) and Orange Education Center (OEC).

COLA – Cost of Living Adjustment allocated from the State calculated by a change in the Consumer Price Index (CPI).

College Reserve – College-specific one-time funds set aside to provide for estimated future expenditures or deficits, for working capital, economic uncertainty, or for other purposes.

Credit FTES – Credit FTES include traditional credit, special admit and incarcerated populations. Traditional credit FTES are funded based on a simple three-year rolling average of the current year and prior two years. Special admit and incarcerated FTES are funded based on the current year production.

Decline – When a District (or college internally) earns fewer FTES than the previous year. (please see Stabilization and Restoration)

Defund – Eliminating the cost of a position from the budget.

Ending Fund Balance – Defined in any fiscal year as Beginning Fund Balance plus total revenues minus total expenditures. The Ending Fund Balance rolls over into the next fiscal year and becomes the Beginning Fund Balance. It is comprised of College Reserves, Institutional Reserves and any other specific carryovers as defined in the model or otherwise designated by the Board.

Fifty Percent Law (50% Law) – Section 84362 of the Education Code, commonly known as the 50% Law, requires each community college district to spend at least half of its "current expense of education" each fiscal year on the "salaries of classroom instructors." Salaries include benefits and salaries of instructional aides.

Fiscal Year – Twelve calendar months; in California, it is the period beginning July 1 and ending June 30. Some special projects use a fiscal year beginning October 1 and ending September 30, which is consistent with the federal government's fiscal year.

FON – Faculty Obligation Number. The minimum number of full-time faculty the district is required to employ as set forth in title 5, section 53308.

FRC – Fiscal Resources Committee.

FTES – Full-Time Equivalent Students. The number of students in attendance as determined by actual count for each class hour of attendance or by prescribed census periods. Every 525 hours of actual attendance counts as one FTES. The number 525 is derived from the fact that 175 days of instruction are required each year, and students attending classes three hours per day for 175 days will be in attendance for 525 hours (3 x 175 = 525). FTES are separated into the following categories for funding; traditional credit, special admit, incarcerated, traditional noncredit and CDCP.

Fund 11 – The unrestricted general fund used to account for ongoing revenue and expenditures.

Fund 12 – The restricted general fund used to account for categorical and special projects.

Fund 13 – The unrestricted general fund used to account for unrestricted carryovers and one-time revenues and expenses.

Growth – Funds provided in the State budget to support the enrollment of additional FTES.

In-Kind Contributions – Project-specific contributions of a service or a product provided by the organization or a third-party where the cost cannot be tracked back to a cash transaction which, if allowable by a particular grant, can be used to meet matching requirements if properly documented. In-kind expenses generally involve donated labor or other expense.

Indirect Cost – Indirect costs are institutional, general management costs (i.e., activities for the direction and control of the district as a whole) which would be very difficult to be charged directly to a particular project. General management costs consist of administrative activities necessary for the general operation of the agency, such as accounting, budgeting, payroll preparation, personnel services, purchasing, and centralized data processing. An indirect cost rate is the percentage of a district's indirect costs to its direct costs and is a standardized method of charging individual programs for their share of indirect costs.

Institutional Reserve – Overall districtwide one-time funds set aside to provide for estimated future expenditures or deficits, for working capital, economic uncertainty, or for other purposes. The Institutional Reserve consists of the Board Policy Contingency, the Budget Stabilization Fund, and any other contingency fund held at the institutional level over and above the College Reserves.

Mandated Costs – District expenses which occur because of federal or State laws, decisions of federal or State courts, federal or State administrative regulations, or initiative measures.

Modification – The act of changing something.

Noncredit – Noncredit coursework consists of traditional noncredit and CDCP. CDCP is eligible for enhanced funding. Current year FTES are used to determine funding.

POE – Planning and Organizational Effectiveness Committee.

Proposition 98 – Proposition 98 refers to an initiative constitutional amendment adopted by California's voters at the November 1988 general election which created a minimum funding guarantee for K-14 education and also required that schools receive a portion of State revenues that exceed the State's appropriations limit.

Reserves – Funds set aside to provide for estimated future expenditures or deficits, for working capital, economic uncertainty, or for other purposes. Districts that have less than a 5% reserve are subject to a fiscal "watch" to monitor their financial condition.

Restoration – A community college district is entitled to restore any reduction of apportionment revenue related to decreases in total FTES during the three years following the initial year of decrease if there is a subsequent increase in FTES.

SB 361 – The Community College Funding Model (Senate Bill 361), effective October 1, 2006 through July 1, 2018, included funding-based allocations depending on the number of FTES served, credit FTES funded at an equalized rate, noncredit FTES funded at an equalized rate, and enhanced noncredit FTES funded at an equalized rate. The intent of the formula was to provide a more equitable allocation of system-wide resources, and to eliminate the complexities of the previous Program-Based Funding model while still retaining focus on the primary component of that model instruction. In addition, the formula provided a base operational allocation for colleges and centers scaled for size.

SCFF – The Student Centered Funding Formula was adopted on July 1, 2018 as the new model for funding California community colleges. The SCFF is made up of three parts: Base Allocation, Supplemental Allocation, and Student Success Allocation. The aim of the SCFF is to improve student outcomes as a whole while targeting student equity and success.

Seventy-five/twenty-five (75/25) – Refers to policy enacted as part of AB 1725 that sets 75% of the hours of credit instruction as a goal for classes to be taught by full-time faculty.

Stabilization – If a district drops below the prior year total apportionment, they are stabilized at the prior year apportionment amount for that year, giving the district the following year to regain the funding or be reduced to the actual amount earned.

Student Success Allocation (Funding) – Consists of approximately 10% of the statewide budget. Apportioned to districts based on a variety of metrics that measures student success. Some examples of the metrics used include associate degrees and certificates awarded, transfers, nine or more CTE units, number of students successfully completing transfer level Math and English in their first academic year and number of students achieving a regional living wage. The student success allocation is based on a simple three-year rolling average which uses the prior year; prior, prior year; and prior, prior, prior year outcome metrics. Students contributing to fully funded FTES populations (special admit and incarcerated) are not included for funding.

Supplemental Allocation (Funding) – Consists of approximately 20% of the statewide budget. Apportioned to districts based on districts students that are Pell Grant Recipients, AB540 students and/or California Promise Grant Recipients. Prior year data is used for funding.

Target FTES – The estimated amount of agreed upon FTES the district or college anticipates the opportunity to earn growth/restoration funding during a fiscal year.

Three-year Average – Traditional credit FTES data for any given fiscal year is the average of current year, prior year and prior, prior year. Special Admit and Incarcerated FTES are not included in the three-year average. A three-year average is also utilized for student success metrics. For student success, the three-year average uses the prior year; prior, prior year; and prior, prior, prior years to determine funded outcomes.

Title 5 – The portion of the California Code of Regulations containing regulations adopted by the Board of Governors which are applicable to community college districts.

1300 accounts – Object Codes 13XX designated to account for part-time teaching and beyond contract salary cost.

7200 Transfers – Intrafund transfers made between the restricted and unrestricted general fund to close a categorical or other special project at the end of the fiscal year or term of the project.

Appendix B – History of Allocation Model

In 2008, both colleges were visited by ACCJC Accreditation Teams in the normal accreditation cycle. The Teams noticed that the district's budget allocation model that was in place for approximately ten years had not been annually reviewed as to its effectiveness as stated in the model documents. The existing revenue allocation model was developed when the district transformed into a multi-college district. The visiting Team recommended a review of the existing budget allocation model and recommended changes as necessary.

The Budget Allocation and Planning Review Committee (BAPR) charged the BAPR Workgroup, a technical subgroup of BAPR, with the task of reviewing the ten-year-old model. In the process, the Workgroup requested to evaluate other California Community College multi-campus budget allocation models. Approximately twenty models were reviewed. Ultimately, the Workgroup focused on a revenue allocation model as opposed to an expenditure allocation model. A revenue allocation model allocates revenues (state and local) generated in a budget year to the college campuses in the district based on the state funding model that allocates state apportionment revenues to districts. An expenditure allocation model allocates, by agreed upon formulas, expenditure appropriations for full-time faculty staffing, adjunct faculty staffing, classified and administrative staffing, associated health and welfare benefit costs, supply and equipment budgets, utility costs, legal and other services. The BAPR Workgroup ultimately decided on a revenue allocation formula in order to provide the greatest amount of flexibility for the campuses.

Senate Bill 361, passed in 2006, changed the formula of earned state apportionment revenues to essentially two elements, 1) Basic Allocations for college/center base funding rates based on FTES size of the college and center and 2) Full Time Equivalent Students (FTES) based on earned and funded FTES. The BAPR Workgroup determined that since this is how our primary funding comes from the state this model should be used for distribution on earned revenues to the colleges. The colleges and centers are the only entities in the district that generates this type of funding. Revenue earned and funded by the state will be earned and funded at the colleges.

In the Spring of 2019, Rancho Santiago Community College District began the process of developing a new budget allocation model (BAM) to better align with the newly adopted Student Centered Funding Formula. On November 18, 2020 the Fiscal Resource Committee (FRC) finished their work and recommended a new BAM.

The following committee members participated in the process:

Santa Ana College	Santiago Canyon College	District
Bart Hoffman	Steven Deeley	Morrie Barembaum (FARSCCD)
Vanessa Urbina	Cristina Morones	Noemi Guzman
William Nguyen	Craig Rutan – Co-Chair	Adam O'Connor – Chair
Roy Shahbazian	Arleen Satele	Thao Nguyen
		Enrique Perez
Vaniethia Hubbard (alternate)	Syed Rizvi (alternate)	Erika Almaraz (alternate)

The Budget Allocation Model (BAM) described in this document provides the guidelines, formulas, and basic steps for the development of an annual district budget including the allocation of budget expenditure responsibilities for Santa Ana College, Santiago Canyon College, and District Services referred to as the three district Budget Centers. The budget is the financial plan for the district, and application of this model should be utilized to implement the district's vision, mission statement, district strategic plan and the technology strategic plan as well as the colleges' mission statements, educational master plans, facilities master plans and other planning resources. The annual implementation of the budget allocation model is to be aligned with all of these plans. To ensure that budget allocation is tied to planning, it is the responsibility of District Council to review budget and planning during the fiscal year and, if necessary, recommend adjustments to the budget allocation model to keep the two aligned for the coming year. The Chancellor and the Board of Trustees are ultimately responsible for the annual budget and the expenditures associated with the budget. In February of 2013, the Board of Trustees adopted a new planning design manual. This document eliminated BAPR and created the Fiscal Resources Committee (FRC). The FRC is responsible for recommending the annual budget to the District Council for its recommendation to the Chancellor and Board of Trustees. FRC is also responsible for annual review of the model for accreditation and can recommend any modifications to the guidelines.

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
UNRESTRICTED GENERAL FUND
2024/25 Tentative Budget Assumptions
May 15, 2024

I. State Revenue

A. The District's earned revenue is projected to be greater than hold harmless in 2023/24. Budgeting for 2024/25 will use the Student Centered Funding Formula (SCFF) at the full calculated revenue less estimated deficit factor.

B. FTES Workload Measure Assumptions:

Year	Base	Actual	Funded		Actual Growth	Funded Growth
2016/17	28,901.64	27,517.31	28,901.64	a	-4.79%	0.00%
2017/18	28,901.64	29,378.53	29,375.93	b	1.65%	1.64%
2018/19	Recal	25,925.52	28,068.86	c	-11.75%	-4.45%
2019/20	Recal	27,028.98	26,889.30		4.26%	-4.20%
2020/21	Recal	25,333.74	26,993.32		-6.27%	0.39%
2021/22	Recal	26,202.98	27,208.25		3.43%	0.80%
2022/23	Recal	27,294.07	26,783.85		4.16%	-1.56%
2023/24	P2	29,372.40	28,908.60	P1	7.61%	7.93%

a - based on submitted P3, District went into Stabilization in FY 2016/17
b - based on submitted P3, the district shifted 1,392.91 FTES from summer 2018
c - To maintain the 2015/16 funding level and produce growth FTES in 2017/18, the district borrowed from summer 2018 which reduced FTES in 2018/19.

The governor's state budget proposal includes .5% systemwide growth funding and 1.07% COLA. The components remain at 70/20/10 split with funded COLA added to all metrics each year. Any changes to our funding related to the SCFF will be incorporated when known.

Projected COLA of 1.07%	$2,409,837
Projected SCFF Base Increase	$0
Projected Growth/Restoration/SAC Large College	$15,428,960
Deficit Factor (3.55%)	($8,395,559)
2024/25 Potential Growth at 0.5%	29,519 FTES

C. Education Protection Account (EPA) funding estimated at $47,040,103 based on 2023/24 @ Advance. These are not additional funds. The EPA is only a portion of general purpose funds that offsets what would otherwise be state aid in the apportionments. We intend to charge a portion of faculty salaries to this funding source in compliance with EPA requirements.

D. Unrestricted lottery is projected at $177 per FTES ($5,274,395). Restricted lottery at $72 per FTES ($2,145,516). (2023/24 @ P1 of resident & nonresident factored FTES, 29,798.84 x $177 = $5,274,395 unrestricted lottery; 29,798.84 x $72 = $2,145,516 restricted lottery)

E. Estimated reimbursement for part-time faculty compensation is estimated at $597,489 (2023/24 @ Advance).

F. Categorical programs will continue to be budgeted separately; self-supporting, matching revenues and expenditures. COLA is being proposed on certain categorical programs. Without COLA, other categorical reductions would be required to remain in balance if settlements are reached with bargaining groups. The colleges will need to budget for any program match requirements using unrestricted funds.

G. College Promise Grants (BOG fee waivers 2% administration) funding estimated at 2023/24 @ Advance of $245,695.

H. Mandates Block Grant estimated at a total budget of $905,577 ($35.37 x 25,602.96 FTES @ P2). COLA of 0.76%. No additional one-time allocation proposed.

II. Other Revenue

I. Non-Resident Tuition budgeted at $3,700,000. (SAC $2,400,000, SCC $1,300,000). Increase of $700,000.

J. Interest earnings estimated at $3,000,000. Increase of $2,100,000.

K. Other miscellaneous income (includes fines, fees, rents, etc.) is estimated at approximately $404,737.

L. Apprenticeship revenue estimated at $5,227,354. (Corresponding expenses are also budgeted for apprenticeship course offerings.)

M Scheduled Maintenance/Instructional Equipment allocation - no new allocation is proposed at this time.

N Full-time Faculty Hiring Allocation - no new allocation is proposed at this time.

III. Appropriations and Expenditures

A. As the District's budget model is a revenue allocation model, revenues flow through the model to the colleges as earned. The colleges have the responsibility, within their earned revenue, to budget for ALL necessary expenditures including but not limited to all full time and part time employees, utilities, instructional services agreements, multi-year maintenance and other contracts, supplies, equipment and other operating costs.

B. Salary Schedule Adjustments - estimated at 4% for unrestricted general fund = $5,143,388 (FARSCCD approximate cost $2,162,512, CSEA approximate cost $1,778,207, Management/Other approximate cost $1,202,669) The colleges will need to budget for bargained increased costs in Salaries and Benefits for part-time employees. The estimated cost of a 1% salary increase is $2.27 million for all funds. The estimated cost of a 1% salary increase is $1.67 million for the unrestricted general fund.

C. Step and column movement is budgeted at an additional cost of approximately $2.26 million including benefits for FD 11 (FARSCCD approximate cost $1,103,900 CSEA approximate cost $614,327, Management/Other approximate cost $546,372) For all funds, it is estimated to = $3.07 million (FARSCCD = $1,333,640, CSEA = $1,002,446, Management/Others = $733,435) In addition, the colleges would need to budget for step/column increases for P/T faculty.

D. Health and Welfare benefit premium cost increase as of 1/1/2025 is estimated at 3.0% for an additional cost of approximately $606,621 for active employees. For retirees estimated to be $178,906.
State Unemployment Insurance (.05%)
CalSTRS employer contribution rate will stay the same in 2024/25 at 19.10% for no increase.
   (Note: The cost of each 1% increase in the STRS rate is approximately $760,000.)
CalPERS employer contribution rate will increase in 2024/25 from 26.68% to 27.80% for a increase of $478,583.
   (Note: The cost of each 1% increase in the PERS rate is approximately $427,000.)

E. The full-time faculty obligation (FON) for Fall 2024 is estimated to be 354. The Fall 2023 report indicated the District was 52.6 faculty over its FON and will meet its Fall 2024 obligation without the need to hire additional faculty. The current cost for a new position is budgeted at Class VI, Step 12 at approximately $182,677. Penalties for not meeting the obligation amount to approximately $92,511 per FTE not filled. Each faculty hired over the FON adds cost of ($182,677- $63,944) = $118,733 if deduct hourly cost.

F. The current rate per Lecture Hour Equivalent (LHE) effective 7/1/24 for hourly faculty is $96.39 x 18 hrs/LHE= $1,735 (FY 2024/25) (Total cost of salary and benefits of part-time faculty to teach 30 LHE = $63,944)

G. Retiree Health Benefit Fund (OPEB/GASB 75 Obligation) - The calculated Employer Contribution Target is estimated to be less than our current pay as you go therefore the district will decrease the employer payroll contribution from .75% to 0% of total salaries. This provides savings of $994,709 for the unrestricted general fund.

H. Capital Outlay Fund - The District will continue to budget $1.5 million for capital outlay needs as a transfer from General Fund to Capital Outlay Fund (no change).

I. Utilities cost increases of 15%, estimated at $100,000.

J. Information Technology licensing contract escalation cost of 4.5%, estimated at $195,000.

K. Property and Liability Insurance transfer estimated at $2,500,000 (no change).

L. Other additional DSO/Institutional Cost expenses: approved at 10/25/23 POE

	Ongoing Cost	One-time Cost
Business Services (Reorg 1369 - Sr. Payroll Specialist)	$ 133,311	
Human Resources (Reorg 1370 - 2 Senior Business Partners and 1 Business Partner)	$ 538,773	
ITS Positions (Reorg 1387 - FT Enterprise Applications Manager and Reorg 1388 - PT Media Systems Electronic Technician)	$ 286,217	
Facilities Planning - Energy/Sustainability Manager	$ 218,204	
Chancellor's Office - $20K - Institutional Memberships + $20K - Travel/Conference Expense	$ 40,000	

M. Eighth contribution of Santiago Canyon College ADA Settlement expenses of $2 million from available one-time funds.

Rancho Santiago Community College District
Unrestricted General Fund Summary
2024/25 Tentative Budget Assumptions
May 15, 2024

*	New Revenues	Ongoing Only	One-Time
A	Student Centered Funding Formula		
B	Projected COLA of 1.07%	$2,409,837	
B	Projected SCFF Base Increase	$0	
B	Projected Growth/Restoration/SAC Large College	$15,428,960	
B	Deficit Factor (3.55%) - additional	($4,006,837)	
D	Unrestricted Lottery	$364,024	
H	Mandates Block Grant	$6,882	
I	Non-Resident Tuition	$700,000	
J	Interest Earnings	$2,100,000	
L	Apprenticeship - SCC	$0	
EGK	Misc Income	$41,933	
N	Full-time Faculty Allocation	$0	
	Total	**$17,044,799**	

	New Expenditures		
B	Salary Schedule Increases/Collective Bargaining	$6,700,862	
C	Step/Column	$2,264,599	
D	Health and Welfare/Benefits Est. Increase 3.0% - Active	$606,621	
D	Health and Welfare/Benefits - Retirees	$178,906	
D	Health and Welfare - Part-time Faculty (placeholder)	$0	
D	CalSTRS Increase	$0	
D	CalPERS Increase	$478,583	
D	State Unemployment	$0	
E	Full Time Faculty Obligation Hires	$0	
E	Non-Credit Faculty (Non FON)	$0	
E/F	Hourly Faculty Budgets (Match Budget to Actual Expense)	$0	
G	Cost of Retiree Health Benefit (OPEB Cost)	($994,709)	
H	Capital Outlay/Scheduled Maintenance Contribution	$0	
I	Utilities Increase	$100,000	
J	ITS Licensing/Contract Escalation Cost	$195,000	
K	Property, Liability and All Risks Insurance	$0	
II.L	Apprenticeship - SCC	$0	
L	Other Additional DSO/Institutional Costs	$1,216,505	
M	SCC ADA Settlement Costs	$0	$2,000,000
	Total	**$10,746,367**	**$2,000,000**

2024/25 Budget Year Unallocated (Deficit)	$6,298,432	
2023/24 Structural Unallocated (Deficit)	$11,631,362	
Additional College added ongoing cost during FY 23/24	(11,019,127)	
Total Est. Unallocated (Deficit)	$6,910,667	
COLA for Hourly positions to be budgeted by Colleges	$1,429,752	
Total Amount to be Allocated through BAM	**$8,340,419**	

* *Reference to budget assumption number*

Note	SAC		
		$	7,257,601
	BC done in FY 23/24		(6,914,631)
	balance as of 4/30/24	$	342,970
	SCC	$	4,373,761
	BC done in FY 23/24		(4,104,496)
	balance as of 4/30/24	$	269,265

Rancho Santiago Community College District
Tentative Budget
2024-25

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Unrestricted General Fund Revenue Budget - Fund 11						
Revenues by Source	**2022-23 Actual Revenue**	**2023-24 Revised Budget**	**2023-24 Estimated Revenue**	**2024-25 Tentative Budget**		**% change 24/25 Tent/ 23/24 Est**
8100 Federal Revenues						
8110 Forest Reserve	$0	$0	$4,624	$0		(100.00)
Total Federal Revenues	0	0	4,624	0		(100.00)
8600 State Revenues						
8611 Apprenticeship Allowance	4,665,132	5,227,354	5,227,354	5,227,354		-
8612 State General Apportionment	50,119,163	41,978,315	41,978,315	73,498,196	*	75.09
8612 State General Apportionment-estimated COLA	12,050,879	16,090,921	16,090,921	2,409,837	*	(85.02)
8612 Base Allocation Increase	0	0	0	0	*	-
8612 State General Apportionment-Deficit	(4,066,904)	(4,388,722)	(4,388,722)	(8,395,559)	*	91.30
8611-8630 State General Apportionment&EPA&Appr-prior year adjustment	(1,428,544)	0	0	0		-
8619 Other General Apportionments-Full-time Faculty Allocation	3,325,444	3,325,444	3,325,444	3,325,444		-
8619 Other General Apportionments-Enrollment Fee Admin-2%	232,423	232,423	232,423	245,695		5.71
8619 Other General Apportionments-PT Faculty Comp & Office Hr	607,038	568,828	568,828	597,489		5.04
8629 Other General Categorical-Return to Title IV	0	0	0	0		-
8630 Education Protection Account	32,382,910	47,040,103	47,040,103	47,040,103	*	-
8672-8673 Homeowners' Property Tax Relief/Timber Yield Tax	261,247	261,247	261,247	261,247	*	-
8681 State Lottery Proceeds	5,568,007	4,910,371	4,910,371	5,274,395		7.41
8682 State Mandated Costs	877,418	905,577	934,725	912,459		(2.38)
8699 Other Misc State Revenue - STRS on-behalf entry	0	0	0	0		-
Total State Revenues	104,594,213	116,151,861	116,181,009	130,396,660		12.24
8800 Local Revenues						
8811 Tax Allocation, Secured Roll	59,590,079	65,069,267	65,069,267	65,069,267	*	-
8812 Tax Allocation, Supplement Roll	2,551,559	2,551,559	2,551,559	2,551,559	*	-
8813 Tax Allocation, Unsecured Roll	1,725,853	1,725,853	1,725,853	1,725,853	*	-
8816 Prior Years' Taxes	449,785	449,785	449,785	449,785	*	-
8817 Education Revenue Augmentation Fund (ERAF)	26,641,918	26,641,918	26,641,918	26,641,918	*	-
8818 RDA Funds - Pass Thru AB	755,956	755,956	755,956	755,956	*	-
						-

Rancho Santiago Community College District
Tentative Budget
2024-25

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Unrestricted General Fund Revenue Budget - Fund 11

Revenues by Source		2022-23 Actual Revenue	2023-24 Revised Budget	2023-24 Estimated Revenue	2024-25 Tentative Budget		% change 24/25 Tent/ 23/24 Est
8819	RDA Funds - Residuals	8,293,190	8,293,190	8,293,190	8,293,190	*	-
8850	Rents and Leases	221,763	375,682	375,682	338,480		(9.90)
8860	Interest & Investment Income	4,279,489	900,000	4,451,316	3,000,000		(32.60)
8866/8867	Gain(Loss)on Invest-Realized/Unrealized	0	0	0	0		-
8874	CCC Enrollment Fees	8,516,798	8,577,987	8,577,987	8,577,987	*	-
8875	Bachelor's Program Fee	59,556	40,000	77,028	40,000		(48.07)
8880	Nonresident Tuition	3,452,993	3,000,000	3,657,591	3,700,000		1.16
8890	Other Local Revenues (Student Transcript/Representation/ Discounts/Fines/Instr. Mat./Health Serv. Use Fees, etc.)	1,253,844	524,200	2,447,335	524,200		(78.58)
8891	Other Local Rev - Special Proj	0	0	0	0		-
	Total Local Revenues	117,792,783	118,905,397	125,074,467	121,668,195		(2.72)
8900	Other Financing Sources						
8910	Proceeds-Sale of Equip & Suppl	3,928	5,000	95,489	5,000		(94.76)
8981/8983	Interfund/Intrafund Transfer In	7,146	14,494	14,494	0		(100.00)
	Total Other Sources	11,074	19,494	109,983	5,000		(95.45)
	Total Revenues	222,398,070	235,076,752	241,370,083	252,069,855		4.43
	Net Beginning Balance	0	0	0	0		-
	Adjustments to Beginning Balance	0	0	0	0		-
	Adjusted Beginning Fund Balance	0	0	0	0		-
	Total Revenues, Other Financing Sources and Beginning Fund Balance	$222,398,070	$235,076,752	$241,370,083	$252,069,855		4.43

* Component of Apportionment $228,879,339

Unrestricted General Fund Expenditure Budget - Fund 11

Expenditures by Object	2022-23 Actual Expenses	2023-24 Revised Budget	2023-24 Estimated Expenses	2024-25 Tentative Budget	% change 24/25 Tent/ 23/24 Est
1000 Academic Salaries					
1100 Instructional Salaries, Regular Contract	$30,734,283	$35,936,642	$34,896,618	$37,977,992	8.83
1200 Non-Instructional Salaries, Regular Contract	15,271,480	18,530,762	18,046,021	20,208,784	11.98
1300 Instructional Salaries, Other Non-Regular	33,931,053	34,922,354	39,314,812	29,555,721	(24.82)
1400 Non-Instructional Salaries, Other Non-Regular	2,083,073	1,946,285	2,064,177	1,915,642	(7.20)
Subtotal	82,019,889	91,336,043	94,321,628	89,658,139	(4.94)
2000 Classified Salaries					
2100 Non-Instructional Salaries, Regular Full Time	34,178,874	42,238,649	38,779,563	47,909,483	23.54
2200 Instructional Aides, Regular Full Time	562,787	820,975	686,638	974,467	41.92
2300 Non-Instructional Salaries, Other	1,504,452	1,656,276	1,591,276	1,832,664	15.17
2400 Instructional Aides, Other	1,477,441	1,313,202	1,184,344	1,604,161	35.45
Subtotal	37,723,554	46,029,102	42,241,821	52,320,775	23.86
3000 Employee Benefits					
3100 State Teachers' Retirement System Fund	13,384,938	16,512,102	16,157,476	16,281,928	0.77
3200 Public Employees' Retirement System Fund	9,943,615	12,992,878	11,583,892	15,165,901	30.92
3300 Old Age, Survivors, Disability, and Health Ins.	4,338,802	5,118,146	4,764,160	5,546,246	16.42
3400 Health and Welfare Benefits	23,446,622	27,943,046	25,106,285	29,727,388	18.41
3500 State Unemployment Insurance	653,206	331,457	89,126	323,079	262.50
3600 Workers' Compensation Insurance	1,804,059	2,083,499	2,115,975	2,151,187	1.66
3900 Other Benefits	3,146,052	3,388,195	3,253,924	3,481,490	6.99
Subtotal	56,717,294	68,369,323	63,070,838	72,677,219	15.23
TOTAL SALARIES/BENEFITS	*176,460,737*	*205,734,468*	*199,634,287*	*214,656,133*	7.52
Salaries/Benefits Cost % of Total Expenditures	**88.61%**	**88.08%**	**89.13%**	**88.62%**	

Rancho Santiago Community College District
Tentative Budget
2024-25

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Unrestricted General Fund Expenditure Budget - Fund 11

Expenditures by Object	2022-23 Actual Expenses	2023-24 Revised Budget	2023-24 Estimated Expenses	2024-25 Tentative Budget	% change 24/25 Tent/ 23/24 Est
4000 Books and Supplies					
4100 Textbooks	0	0	0	0	-
4200 Other Books	1,859	7,568	7,568	7,668	1.32
4300 Instructional Supplies	5,010	65,572	5,374	5,922	10.20
4400 Media Supplies	0	0	0	0	-
4500 Maintenance Supplies	97,922	133,880	109,552	116,278	6.14
4600 Non-Instructional Supplies	584,802	741,592	642,495	640,951	(0.24)
4700 Food Supplies	25,664	26,841	13,029	20,199	55.03
Subtotal	715,257	975,453	778,018	791,018	1.67
5000 Services and Other Operating Expenses					
5100 Personal & Consultant Svcs	1,452,649	3,411,293	2,333,131	2,749,856	17.86
5200 Travel & Conference Expenses	157,673	274,258	170,553	273,318	60.25
5300 Dues & Memberships	113,610	150,163	179,527	162,520	(9.47)
5400 Insurance	1,970,000	2,500,090	2,156,651	2,500,090	15.92
5500 Utilities & Housekeeping Svcs	3,973,302	4,721,233	4,149,386	4,923,007	18.64
5600 Rents, Leases & Repairs	3,670,251	2,733,836	2,796,183	3,750,344	34.12
5700 Legal, Election & Audit Exp	686,920	1,076,083	809,266	1,072,533	32.53
5800 Other Operating Exp & Services	4,608,103	7,008,039	3,794,183	6,073,735	60.08
5900 Other (Transp., Postage, Reproduction, Special Proj., etc.)	996,649	3,699,816	3,310,465	4,676,515	41.26
Subtotal	17,629,157	25,574,811	19,699,345	26,181,918	32.91
6000 Sites, Buildings, Books, and Equipment					
6100 Sites & Site Improvements	426,700	0	0	0	-
6200 Buildings	3,199,443	5,000	2,847,156	0	(100.00)
6300 Library Books	949	950	950	1,070	12.63
6400 Equipment	703,469	1,286,070	1,025,515	599,297	(41.56)
Subtotal	4,330,561	1,292,020	3,873,621	600,367	(84.50)
Subtotal, Expenditures (1000 - 6000)	199,135,712	233,576,752	223,985,271	242,229,436	8.15

Unrestricted General Fund Expenditure Budget - Fund 11

Expenditures by Object	2022-23 Actual Expenses	2023-24 Revised Budget	2023-24 Estimated Expenses	2024-25 Tentative Budget	% change 24/25 Tent/ 23/24 Est
7000 Other Outgo					
7200 Intrafund Transfers Out	26,387	0	0	0	-
7300 Interfund Transfers Out	1,500,000	1,500,000	1,500,000	1,500,000	-
7600 Other Student Aid	300	0	0	0	-
Subtotal	1,526,687	1,500,000	1,500,000	1,500,000	-
Subtotal, Expenditures (1000 - 7000)	200,662,399	235,076,752	225,485,271	243,729,436	8.09
7900 Reserve for Contingencies					
7910 Estimated COLA	0	0	0	0	-
7910 Estimated Restoration/Access/Growth	0	0	0	0	-
7950 Budget Stabilization	0	0	0	0	-
Total Designated	0	0	0	0	-
7910 Unrestricted Contingency	21,735,671	0	15,884,812	8,340,419	(47.49)
Subtotal Expenditures (7900)	21,735,671	0	15,884,812	8,340,419	(47.49)
Total Expenditures, Other Outgo and Ending Fund Balance	$222,398,070	$235,076,752	$241,370,083	$252,069,855	4.43

Rancho Santiago Community College District
Tentative Budget
2024-25

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Unrestricted - One-Time - General Fund Revenue Budget - Fund 13

Revenues by Source		2022-23 Actual Revenue	2023-24 Revised Budget	2023-24 Estimated Revenue	2024-25 Tentative Budget	% change 24/25 Tent/ 23/24 Est
8100	Federal Revenues					
	Total Federal Revenues	$0	$0	$0	$0	-
8600	State Revenues					
8611	Apprenticeship Allowance	0	0	0	0	-
8682	State Mandated Costs	0	0	0	0	-
8699	Other Misc State Revenue	5,927,653	7,584,025	7,584,025	7,584,025	-
	Total State Revenues	5,927,653	7,584,025	7,584,025	7,584,025	-
8800	Local Revenues					
8850	Rentals Short-term/Lease Facilities	188,283	25,000	51,355	0	(100.00)
8890	Other Local Revenues (Student Transcript/Representation/ Discounts/Fines/Instr. Mat./Health Serv. Use Fees, etc.)	516,698	301,464	236,768	260,972	10.22
8891	Other Local Rev - Special Proj	0	0	0	0	-
	Total Local Revenues	704,981	326,464	288,123	260,972	(9.42)
8900	Other Financing Sources					
8981/8983	Interfund/Intrafund Transfer In	940,290	0	0	0	-
	Total Revenues	7,572,924	7,910,489	7,872,148	7,844,997	(0.34)
	Net Beginning Balance	59,415,834	69,995,935	69,995,935	76,642,171	9.50
	Adjustments to Beginning Balance	0	0	0	0	-
	Adjusted Beginning Fund Balance	59,415,834	69,995,935	69,995,935	76,642,171	9.50
	Total Revenues, Other Financing Sources and Beginning Fund Balance	$66,988,758	$77,906,424	$77,868,083	$84,487,168	8.50

Rancho Santiago Community College District
Tentative Budget
2024-25

DRAFT

Unrestricted - One-Time - General Fund Expenditure Budget - Fund 13

Expenditures by Object	2022-23 Actual Expenses	2023-24 Revised Budget	2023-24 Estimated Expenses	2024-25 Tentative Budget	% change 24/25 Tent/ 23/24 Est
1000 Academic Salaries					
1100 Instructional Salaries, Regular Contract	$0	$244,585	$244,585	$127,184	(48.00)
1200 Non-Instructional Salaries, Regular Contract	121,313	199,736	186,764	27,474	(85.29)
1300 Instructional Salaries, Other Non-Regular	2,890,005	447,801	39,536	400,000	911.74
1400 Non-Instructional Salaries, Other Non-Regular	532,135	333,084	624,581	71,000	(88.63)
Subtotal	3,543,453	1,225,206	1,095,466	625,658	(42.89)
2000 Classified Salaries					
2100 Non-Instructional Salaries, Regular Full Time	120,198	156,948	82,074	164,680	100.65
2200 Instructional Aides, Regular Full Time	0	0	0	0	-
2300 Non-Instructional Salaries, Other	451,472	248,867	325,858	24,041	(92.62)
2400 Instructional Aides, Other	0	9,018	1,909	0	(100.00)
Subtotal	571,670	414,833	409,841	188,721	(53.95)
3000 Employee Benefits					
3100 State Teachers' Retirement System Fund	6,505,453	7,821,434	7,821,434	7,698,278	(1.57)
3200 Public Employees' Retirement System Fund	31,667	45,795	42,165	57,549	36.49
3300 Old Age, Survivors, Disability, and Health Ins.	80,915	37,682	45,380	24,806	(45.34)
3400 Health and Welfare Benefits	65,711	116,611	109,472	60,062	(45.13)
3500 State Unemployment Insurance	19,638	4,738	777	733	(5.66)
3600 Workers' Compensation Insurance	61,777	25,163	25,307	12,300	(51.40)
3900 Other Benefits	2,985	6,665	6,567	5,073	(22.75)
					-
Subtotal	6,768,146	8,058,088	8,051,102	7,858,801	(2.39)
TOTAL SALARIES/BENEFITS	*10,883,269*	*9,698,127*	*9,556,409*	*8,673,180*	*(9.24)*

Rancho Santiago Community College District
Tentative Budget
2024-25

DRAFT

Unrestricted - One-Time - General Fund Expenditure Budget - Fund 13

Expenditures by Object	2022-23 Actual Expenses	2023-24 Revised Budget	2023-24 Estimated Expenses	2024-25 Tentative Budget	% change 24/25 Tent/ 23/24 Est
4000 Books and Supplies					
4100 Textbooks	0	0	0	0	-
4200 Other Books	1,435	8,291	6,270	0	(100.00)
4300 Instructional Supplies	39,753	11,247	8,698	8,049	(7.46)
4400 Media Supplies	0	0	0	0	-
4500 Maintenance Supplies	75,345	120,260	105,450	94,434	(10.45)
4600 Non-Instructional Supplies	429,587	622,609	430,412	492,022	14.31
4700 Food Supplies	57,497	36,827	12,282	19,866	61.75
Subtotal	603,617	799,234	563,112	614,371	9.10
5000 Services and Other Operating Expenses					
5100 Personal & Consultant Svcs	1,079,885	2,426,629	1,507,935	2,178,685	44.48
5200 Travel & Conference Expenses	214,342	367,754	182,913	161,727	(11.58)
5300 Dues & Memberships	73,306	147,702	84,573	103,710	22.63
5400 Insurance	0	0	0	0	-
5500 Utilities & Housekeeping Svcs	920,366	553,070	316,495	90,600	(71.37)
5600 Rents, Leases & Repairs	840,914	1,159,199	1,042,552	1,037,047	(0.53)
5700 Legal, Election & Audit Exp	138,901	239,923	48,286	227,412	370.97
5800 Other Operating Exp & Services	1,262,828	1,657,692	1,141,759	1,654,766	44.93
5900 Other (Transp., Postage, Reproduction, Special Proj., etc.)	206,894	1,953,023	216,197	2,141,475	890.52
Subtotal	4,737,436	8,504,992	4,540,710	7,595,422	67.27
6000 Sites, Buildings, Books, and Equipment					
6100 Sites & Site Improvements	0	0	0	0	-
6200 Buildings	0	750	0	750	-
6300 Library Books	0	0	0	0	-
6400 Equipment	455,632	379,017	312,896	481,294	53.82
Subtotal	455,632	379,767	312,896	482,044	54.06
Subtotal, Expenditures (1000 - 6000)	16,679,954	19,382,120	14,973,127	17,365,017	15.97

Unrestricted - One-Time - General Fund Expenditure Budget - Fund 13

Expenditures by Object	2022-23 Actual Expenses	2023-24 Revised Budget	2023-24 Estimated Expenses	2024-25 Tentative Budget	% change 24/25 Tent/ 23/24 Est
7000 Other Outgo					
7200 Intrafund Transfers Out	0	10,000	10,000	0	(100.00)
7300 Interfund Transfers Out	2,042,000	2,126,218	2,121,505	2,120,000	(0.07)
7600 Other Student Aid	6,540	37,916	6,092	0	(100.00)
Subtotal	2,048,540	2,174,134	2,137,597	2,120,000	(0.82)
Subtotal, Expenditures (1000 - 7000)	18,728,494	21,556,254	17,110,724	19,485,017	13.88
7900 Reserve for Contingencies					
7930 Board Policy Contingency	0	54,392,029	0	63,158,542	-
7940 Revolving Cash Accounts	0	100,000	0	100,000	-
7940 Employee Vacation Payout	0	50,000	0	50,000	-
7950 Budget Stabilization	0	1,354,859	0	1,693,609	-
Total Designated	0	55,896,888	0	65,002,151	-
7910 Unrestricted Contingency	48,260,264	453,282	60,757,359	0	(100.00)
Subtotal Expenditures (7900)	48,260,264	56,350,170	60,757,359	65,002,151	6.99
Total Expenditures, Other Outgo and Ending Fund Balance	$66,988,758	$77,906,424	$77,868,083	$84,487,168	8.50

General Fund Revenue Budget - Combined - Unrestricted - Fund 11, 13

Revenues by Source		2023-24 Adopted Budget	2023-24 Allocated Budget	2023-24 Estimated Revenue	% change 23/24 Est/ 23/24 Budget	2024-25 Tentative Budget	% change 24/25 Tent/ 23/24 Est
8100	Federal Revenues						
8110	Forest Reserve	$0	$0	$4,624	-	$0	(100.00)
	Total Federal Revenues	0	0	4,624	-	0	(100.00)
8600	State Revenues						
8611	Apprenticeship Allowance	5,227,354	5,227,354	5,227,354	-	5,227,354	-
8612	State General Apportionment	41,978,315	41,978,315	41,978,315	-	73,498,196	75.09
8612	State General Apportionment-estimated COLA	16,090,921	16,090,921	16,090,921	-	2,409,837	(85.02)
8612	Base Allocation Increase	0	0	0	-	0	-
8612	State General Apportionment-Deficit	(4,388,722)	(4,388,722)	(4,388,722)	-	(8,395,559)	91.30
8612	State General Apportionment-prior year adjustment	0	0	0	-	0	-
8619	Other General Apportionments-Full-time Faculty Alloc	3,325,444	3,325,444	3,325,444	-	3,325,444	-
8619	Other General Apportionments-Enroll Fee Admin-2%	232,423	232,423	232,423	-	245,695	5.71
8619	Other General Apportionments-Part-Time Fac Comp	568,828	568,828	568,828	-	597,489	5.04
8630	Education Protection Account	47,040,103	47,040,103	47,040,103	-	47,040,103	-
8672	Homeowners' Property Tax Relief	261,247	261,247	261,247	-	261,247	-
8681	State Lottery Proceeds	4,910,371	4,910,371	4,910,371	-	5,274,395	7.41
8682	State Mandated Costs	905,577	905,577	934,725	3.22	912,459	(2.38)
8699	Other Misc State Revenue	7,584,025	7,584,025	7,584,025	-	7,584,025	-
	Total State Revenues	123,735,886	123,735,886	123,765,034	0.02	137,980,685	11.49
8800	Local Revenues						
8811	Tax Allocation, Secured Roll	65,069,267	65,069,267	65,069,267	-	65,069,267	-
8812	Tax Allocation, Supplement Roll	2,551,559	2,551,559	2,551,559	-	2,551,559	-
8813	Tax Allocation, Unsecured Roll	1,725,853	1,725,853	1,725,853	-	1,725,853	-
8816	Prior Years' Taxes	449,785	449,785	449,785	-	449,785	-
8817	Education Revenue Augmentation Fund (ERAF)	26,641,918	26,641,918	26,641,918	-	26,641,918	-
8818	RDA Funds - Pass Thru AB	755,956	755,956	755,956	-	755,956	-
8819	RDA Funds - Residuals	8,293,190	8,293,190	8,293,190	-	8,293,190	-
8850	Rents and Leases	363,480	400,682	427,037	6.58	338,480	(20.74)

Rancho Santiago Community College District
Tentative Budget
2024-25

DRAFT

General Fund Revenue Budget - Combined - Unrestricted - Fund 11, 13						
Revenues by Source	**2023-24 Adopted Budget**	**2023-24 Allocated Budget**	**2023-24 Estimated Revenue**	**% change 23/24 Est/ 23/24 Budget**	**2024-25 Tentative Budget**	**% change 24/25 Tent/ 23/24 Est**
8860 Interest & Investment Income	900,000	900,000	4,451,316	394.59	3,000,000	(32.60)
8874 CCC Enrollment Fees	8,577,987	8,577,987	8,577,987	-	8,577,987	-
8875 Bachelor's Program Fee	40,000	40,000	77,028	92.57	40,000	(48.07)
8880 Nonresident Tuition	3,000,000	3,000,000	3,657,591	21.92	3,700,000	1.16
8890 Transcript/Representation/ Discounts/Fines/Instr. Mat./Health Serv. Use Fees,	698,196	825,664	2,684,103	225.08	785,172	(70.75)
8891 Other Local Rev - Special Proj	0	0	0	-	0	-
Total Local Revenues	119,067,191	119,231,861	125,362,590	5.14	121,929,167	(2.74)
8900 Other Financing Sources						
8910 Proceeds-Sale of Equip & Suppl	5,000	5,000	95,489	1,809.78	5,000	(94.76)
8981/8983 Interfund/Intrafund Transfer In	0	14,494	14,494	-	0	(100.00)
Total Other Sources	5,000	19,494	109,983	464.19	5,000	(95.45)
Total Revenues	242,808,077	242,987,241	249,242,231	2.57	259,914,852	4.28
Net Beginning Balance	69,995,935	69,995,935	69,995,935	-	76,642,171	9.50
Adjustments to Beginning Balance	0	0	0	-	0	-
Adjusted Beginning Fund Balance	69,995,935	69,995,935	69,995,935	-	76,642,171	9.50
Total Revenues, Other Financing Sources and Beginning Fund Balance	$312,804,012	$312,983,176	$319,238,166	2.00	$336,557,023	5.43

Rancho Santiago Community College District
Tentative Budget
2024-25

DRAFT

General Fund Expenditure Budget - Combined - Unrestricted - Fund 11, 13

Expenditures by Object	2023-24 Adopted Budget	2023-24 Allocated Budget	2023-24 Estimated Expenses	% change 23/24 Est/ 23/24 Budget	2024-25 Tentative Budget	% change 24/25 Tent/ 23/24 Est
1000 Academic Salaries						
1100 Instructional Salaries, Regular Contract	$37,661,504	$36,181,227	$35,141,203	(2.87)	$38,105,176	8.43
1200 Non-Instructional Salaries, Regular Contract	17,889,231	18,730,498	18,232,785	(2.66)	20,236,258	10.99
1300 Instructional Salaries, Other Non-Regular	27,122,609	35,370,155	39,354,348	11.26	29,955,721	(23.88)
1400 Non-Instructional Salaries, Other Non-Regular	1,725,118	2,279,369	2,688,758	17.96	1,986,642	(26.11)
Subtotal	84,398,462	92,561,249	95,417,094	3.09	90,283,797	(5.38)
2000 Classified Salaries						
2100 Non-Instructional Salaries, Regular Full Time	43,693,506	42,395,597	38,861,637	(8.34)	48,074,163	23.71
2200 Instructional Aides, Regular Full Time	691,606	820,975	686,638	(16.36)	974,467	41.92
2300 Non-Instructional Salaries, Other	1,536,905	1,905,143	1,917,134	0.63	1,856,705	(3.15)
2400 Instructional Aides, Other	1,828,796	1,322,220	1,186,253	(10.28)	1,604,161	35.23
Subtotal	47,750,813	46,443,935	42,651,662	(8.17)	52,509,496	23.11
3000 Employee Benefits						
3100 State Teachers' Retirement System Fund	22,840,668	24,333,536	23,978,910	(1.46)	23,980,206	0.01
3200 Public Employees' Retirement System Fund	13,279,196	13,038,673	11,626,057	(10.83)	15,223,450	30.94
3300 Old Age, Survivors, Disability, and Health Ins.	5,106,258	5,155,828	4,809,540	(6.72)	5,571,052	15.83
3400 Health and Welfare Benefits	28,256,295	28,059,657	25,215,757	(10.14)	29,787,450	18.13
3500 State Unemployment Insurance	321,970	336,195	89,903	(73.26)	323,812	260.18
3600 Workers' Compensation Insurance	2,002,439	2,108,662	2,141,282	1.55	2,163,487	1.04
3900 Other Benefits	3,400,701	3,394,860	3,260,491	(3.96)	3,486,563	6.93
Subtotal	75,207,527	76,427,411	71,121,940	(6.94)	80,536,020	13.24
TOTAL SALARIES/BENEFITS	*207,356,802*	*215,432,595*	*209,190,696*	*(12.02)*	*223,329,313*	*6.76*
Salaries/Benefits Cost % of Total Expenditures	**82.04%**	**85.17%**	**87.54%**		**86.03%**	

Rancho Santiago Community College District
Tentative Budget
2024-25

DRAFT

General Fund Expenditure Budget - Combined - Unrestricted - Fund 11, 13

Expenditures by Object	2023-24 Adopted Budget	2023-24 Allocated Budget	2023-24 Estimated Expenses	% change 23/24 Est/ 23/24 Budget	2024-25 Tentative Budget	% change 24/25 Tent/ 23/24 Est
4000 Books and Supplies						
4100 Textbooks	0	0	0	-	0	-
4200 Other Books	8,720	15,859	13,838	(12.74)	7,668	(44.59)
4300 Instructional Supplies	22,831	76,819	14,072	(81.68)	13,971	(0.72)
4400 Media Supplies	0	0	0	-	0	-
4500 Maintenance Supplies	230,712	254,140	215,002	(15.40)	210,712	(2.00)
4600 Non-Instructional Supplies	1,059,885	1,364,201	1,072,907	(21.35)	1,132,973	5.60
4700 Food Supplies	45,636	63,668	25,311	(60.25)	40,065	58.29
Subtotal	1,367,784	1,774,687	1,341,130	(24.43)	1,405,389	4.79
5000 Services and Other Operating Expenses						
5100 Personal & Consultant Svcs	4,946,413	5,837,922	3,841,066	(34.20)	4,928,541	28.31
5200 Travel & Conference Expenses	455,955	642,012	353,466	(44.94)	435,045	23.08
5300 Dues & Memberships	227,752	297,865	264,100	(11.34)	266,230	0.81
5400 Insurance	2,500,090	2,500,090	2,156,651	(13.74)	2,500,090	15.92
5500 Utilities & Housekeeping Svcs	4,266,476	5,274,303	4,465,881	(15.33)	5,013,607	12.26
5600 Rents, Leases & Repairs	4,700,976	3,893,035	3,838,735	(1.39)	4,787,391	24.71
5700 Legal, Election & Audit Exp	1,311,095	1,316,006	857,552	(34.84)	1,299,945	51.59
5800 Other Operating Exp & Services	7,495,779	8,665,731	4,935,942	(43.04)	7,728,501	56.58
5900 Other (Transp., Postge, Reprod., Spec. Proj., etc.)	17,710,787	5,652,839	3,526,662	(37.61)	6,817,990	93.33
Subtotal	43,615,323	34,079,803	24,240,055	(28.87)	33,777,340	39.35
6000 Sites, Buildings, Books, and Equipment						
6100 Sites & Site Improvements	0	0	0	-	0	-
6200 Buildings	750	5,750	2,847,156	49,415.76	750	(99.97)
6300 Library Books	1,070	950	950	-	1,070	12.63
6400 Equipment	399,250	1,665,087	1,338,411	(19.62)	1,080,591	(19.26)
Subtotal	401,070	1,671,787	4,186,517	150.42	1,082,411	(74.15)
Subtotal, Expenditures (1000 - 6000)	252,740,979	252,958,872	238,958,398	(5.53)	259,594,453	8.64

Rancho Santiago Community College District
Tentative Budget
2024-25

DRAFT

General Fund Expenditure Budget - Combined - Unrestricted - Fund 11, 13

Expenditures by Object	2023-24 Adopted Budget	2023-24 Allocated Budget	2023-24 Estimated Expenses	% change 23/24 Est/ 23/24 Budget	2024-25 Tentative Budget	% change 24/25 Tent/ 23/24 Est
7000 Other Outgo						
7200 Intrafund Transfers Out	0	10,000	10,000	-	0	(100.00)
7300 Interfund Transfers Out	3,513,713	3,626,218	3,621,505	(0.13)	3,620,000	(0.04)
7600 Other Student Aid	0	37,916	6,092	(83.93)	0	(100.00)
Subtotal	3,513,713	3,674,134	3,637,597	(0.99)	3,620,000	(0.48)
Subtotal, Expenditures (1000 - 7000)	256,254,692	256,633,006	242,595,995	(5.47)	263,214,453	8.50
7900 Reserve for Contingencies						
7930 Board Policy Contingency	54,392,029	54,392,029	0	(100.00)	63,158,542	-
7940 Revolving Cash Accounts	100,000	100,000	0	(100.00)	100,000	-
7940 Employee Vacation Payout	50,000	50,000	0	(100.00)	50,000	-
7950 Budget Stabilization	1,693,609	1,354,859	0	(100.00)	1,693,609	-
Total Designated	56,235,638	55,896,888	0	(100.00)	65,002,151	-
7910 Unrestricted Contingency	313,682	453,282	76,642,171	16,808.28	8,340,419	(89.12)
Subtotal Expenditures (7900)	56,549,320	56,350,170	76,642,171	36.01	73,342,570	(4.31)
Total Expenditures, Other Outgo and Ending Fund Balance	$312,804,012	$312,983,176	$319,238,166	2.00	$336,557,023	5.43

Rancho Santiago Community College District
Tentative Budget
2024-25

DRAFT

Restricted General Fund Revenue Budget - Fund 12					
Revenues by Source	**2022-23 Actual Revenue**	**2023-24 Revised Budget**	**2023-24 Estimated Revenue**	**2024-25 Tentative Budget**	**% change 24/25 Tent/ 23/24 Est**
8100 Federal Revenues					
8120 Higher Education Act	$3,344,843	$6,857,699	$2,556,466	$6,808,268	166.32
8140 Temporary Assistance for Needy Families (TANF)	(2,918)	117,316	19,672	122,403	522.22
8150 Student Financial Aid	5,332	295,096	313,026	287,756	(8.07)
8170 Vocational Technical Education Act (VTEA)	1,390,790	1,837,785	481,118	1,140,257	137.00
8199 Other Federal Revenues (ABE, CAMP, SBA, Gear Up, NSF)	10,220,853	8,525,806	4,003,565	8,256,341	106.22
Total Federal Revenues	14,958,900	17,633,702	7,373,847	16,615,025	125.32
8600 State Revenues					
8622 Extended Opportunity Programs & Services (EOPS)	2,273,576	2,952,472	2,540,403	2,782,472	9.53
8623 Disabled Students Programs & Services (DSPS)	1,609,814	3,202,586	2,816,477	3,074,782	9.17
8625 CalWORKS	762,139	1,294,637	1,126,470	1,294,637	14.93
8626 Telecomm./Technology Infrastructure Prog. (TTIP)	257	2,341	2,341	2,341	-
8629 Other Gen Categorical Apport-BSI	605,095	812,802	720,246	812,802	12.85
8629 Other Gen Categorical Apport-CARE	182,657	243,593	243,593	298,530	22.55
8629 Other Gen Categorical Apport-Adult Ed Block/CTE SWP	31,434,066	65,902,054	33,787,295	30,448,780	(9.88)
8629 Other Gen Categorical Apport-Equal Employment Opportunity	106,948	782,482	610,260	782,482	28.22
8629 Other Gen Categorical Apport-Guided Pathways	332,653	972,953	972,953	786,747	(19.14)
8629 Other Gen Categorical Apport-Instructional Equipment	0	0	0	0	-
8629 Other Gen Categorical Apport-Matriculation-Credit	4,699,702	6,707,354	5,911,730	6,707,354	13.46
8629 Other Gen Categorical Apport-Matriculation-Non-Credit	1,746,747	1,737,744	1,460,165	1,654,970	13.34
8629 Other Gen Categorical Apport-SEAP	4,404,979	5,979,194	5,429,662	6,293,624	15.91
8629 Other Gen Categorical Apport-Student Equity	2,027,145	3,304,001	2,960,198	3,313,432	11.93
8629 Other Gen Categorical Apport-Student Financial Aid Admin	1,017,535	1,717,304	1,512,398	1,804,419	19.31
8629 Other Gen Categorical Apport-Other	4,126,837	15,444,730	6,083,627	14,036,137	130.72
8659 Other Reimb Categorical Allow-Career Tech/Econ Dev	1,325,843	13,548,426	2,123,661	12,996,123	511.97
8659 Other Reimb Categorical Allow-Other	250,798	5,398,961	2,048,221	3,853,507	88.14

Rancho Santiago Community College District
Tentative Budget
2024-25

DRAFT

Restricted General Fund Revenue Budget - Fund 12					
Revenues by Source	**2022-23 Actual Revenue**	**2023-24 Revised Budget**	**2023-24 Estimated Revenue**	**2024-25 Tentative Budget**	**% change 24/25 Tent/ 23/24 Est**
8681 State Lottery Proceeds	2,782,061	1,997,439	1,997,439	2,145,516	7.41
8699 Other Misc State	1,966,222	8,100,359	4,394,260	10,202,622	132.18
Total State Revenues	61,655,074	140,101,432	76,741,399	103,291,277	34.60
8800 Local Revenues					
8820 Contrib, Gifts, Grants & Endowment	0	500	0	500	-
883X Contract Instructional Service/All Other Contract	27,500	4,750,155	4,304,154	4,750,155	10.36
8867 Gain (Loss) on Invest	0	0	0	0	-
8876 Health Services Fees	969,496	972,300	1,058,427	972,300	(8.14)
8882 Parking Fees & Bus Passes	255,431	1,405,631	367,934	1,513,122	311.25
8890 Other Local Revenues (Instr. Mat./Health Serv. Use Fees, etc.)	977,543	459,112	373,650	459,112	22.87
8891 Other Local Rev - Special Proj	262,982	535,917	411,328	573,342	39.39
Total Local Revenues	2,492,952	8,123,615	6,515,493	8,268,531	26.91
8900 Other Financing Sources					
8910 Proceeds-Sale of Equip & Suppl	0	0	0	0	-
8981/8983 Interfund/Intrafund Transfer In	0	0	55,000	0	(100.00)
8999 Revenue - Clearing	0	0	0	0	-
Total Other Sources	0	0	55,000	0	(100.00)
Total Revenues	79,106,926	165,858,749	90,685,739	128,174,833	41.34
Net Beginning Balance	6,370,133	6,089,542	6,089,542	2,285,589	(62.47)
Adjustments to Beginning Balance	0	0	0	0	-
Adjusted Beginning Fund Balance	6,370,133	6,089,542	6,089,542	2,285,589	(62.47)
Total Revenues, Other Financing Sources and Beginning Fund Balance	$85,477,059	$171,948,291	$96,775,281	$130,460,422	34.81

Rancho Santiago Community College District

Tentative Budget

2024-25

DRAFT

Restricted General Fund Expenditure Budget - Fund 12

Expenditures by Object	2022-23 Actual Expenses	2023-24 Revised Budget	2023-24 Estimated Expenses	2024-25 Tentative Budget	% change 24/25 Tent/ 23/24 Est
1000 Academic Salaries					
1100 Instructional Salaries, Regular Contract	$159,162	$340,483	$172,921	$219,827	27.13
1200 Non-Instructional Salaries, Regular Contract	5,347,728	9,435,882	6,798,085	8,596,663	26.46
1300 Instructional Salaries, Other Non-Regular	235,837	510,689	209,932	453,875	116.20
1400 Non-Instructional Salaries, Other Non-Regular	5,429,761	7,925,416	5,565,199	6,598,611	18.57
Subtotal	11,172,488	18,212,470	12,746,137	15,868,976	24.50
2000 Classified Salaries					
2100 Non-Instructional Salaries, Regular Full Time	10,627,632	19,787,512	12,643,893	20,421,829	61.52
2200 Instructional Aides, Regular Full Time	16,881	125,860	55,429	126,308	127.87
2300 Non-Instructional Salaries, Other	3,978,087	8,649,531	3,397,309	7,900,210	132.54
2400 Instructional Aides, Other	814,546	1,372,020	697,449	1,206,564	73.00
Subtotal	15,437,146	29,934,923	16,794,080	29,654,911	76.58
3000 Employee Benefits					
3100 State Teachers' Retirement System Fund	2,497,832	3,975,043	1,849,543	3,374,790	82.47
3200 Public Employees' Retirement System Fund	3,390,341	6,805,373	4,102,492	6,730,829	64.07
3300 Old Age, Survivors, Disability, and Health Ins.	1,257,152	2,396,053	1,410,867	2,228,312	57.94
3400 Health and Welfare Benefits	3,554,104	6,517,323	4,079,400	6,419,945	57.37
3500 State Unemployment Insurance	127,021	70,397	14,016	51,417	266.85
3600 Workers' Compensation Insurance	398,022	694,435	436,417	632,726	44.98
3900 Other Benefits	262,042	545,537	309,848	502,632	62.22
Subtotal	11,486,514	21,004,161	12,202,583	19,940,651	63.41
TOTAL SALARIES/BENEFITS	*38,096,148*	*69,151,554*	*41,742,800*	*65,464,538*	*56.83*

Rancho Santiago Community College District
Tentative Budget
2024-25

DRAFT

Restricted General Fund Expenditure Budget - Fund 12

Expenditures by Object	2022-23 Actual Expenses	2023-24 Revised Budget	2023-24 Estimated Expenses	2024-25 Tentative Budget	% change 24/25 Tent/ 23/24 Est
4000 Books and Supplies					
4100 Textbooks	0	0	0	0	-
4200 Other Books	113,436	571,722	141,669	323,315	128.22
4300 Instructional Supplies	1,715,547	5,172,898	1,949,246	2,391,900	22.71
4400 Media Supplies	0	0	0	0	-
4500 Maintenance Supplies	7,398	17,500	17,500	17,500	-
4600 Non-Instructional Supplies	782,851	2,004,285	819,777	1,510,786	84.29
4700 Food Supplies	295,827	831,005	413,335	783,015	89.44
Subtotal	2,915,059	8,597,410	3,341,527	5,026,516	50.43
5000 Services and Other Operating Expenses					
5100 Personal & Consultant Svcs	25,880,720	57,481,622	39,084,317	27,798,062	(28.88)
5200 Travel & Conference Expenses	451,113	2,026,420	548,125	1,508,020	175.12
5300 Dues & Memberships	43,929	103,983	35,757	82,514	130.76
5400 Insurance	52,135	59,995	53,357	59,995	12.44
5500 Utilities & Housekeeping Svcs	48,115	73,246	69,245	75,096	8.45
5600 Rents, Leases & Repairs	398,973	350,559	199,793	280,468	40.38
5700 Legal, Election & Audit Exp	0	90,000	90,000	90,000	-
5800 Other Operating Exp & Services	1,098,096	2,498,467	931,759	1,968,062	111.22
5900 Other (Transp., Postage, Reproduction, Special Proj., etc.)	2,144,991	18,753,754	2,725,601	20,044,318	635.41
Subtotal	30,118,072	81,438,046	43,737,954	51,906,535	18.68
6000 Sites, Buildings, Books, and Equipment					
6100 Sites & Site Improvements	0	264,766	0	54,766	-
6200 Buildings	479,057	484,025	274,039	196,583	(28.26)
6300 Library Books	353,416	288,850	222,888	107,682	(51.69)
6400 Equipment	2,949,235	6,545,446	3,028,056	3,187,897	5.28
6900 Project Contingencies	0	5,250	0	0	-
Subtotal	3,781,708	7,588,337	3,524,983	3,546,928	0.62
Subtotal, Expenditures (1000 - 6000)	74,910,987	166,775,347	92,347,264	125,944,517	36.38

Restricted General Fund Expenditure Budget - Fund 12

Expenditures by Object	2022-23 Actual Expenses	2023-24 Revised Budget	2023-24 Estimated Expenses	2024-25 Tentative Budget	% change 24/25 Tent/ 23/24 Est
7000 Other Outgo					
7200 Intrafund Transfers Out	213,903	45,000	48,645	34,500	(29.08)
7300 Interfund Transfers Out	199,700	100	0	0	-
7400 Other Transfers	2,000	419,992	419,992	419,992	-
7600 Other Student Aid	4,060,927	3,421,572	1,673,791	3,039,222	81.58
Subtotal	4,476,530	3,886,664	2,142,428	3,493,714	63.07
Subtotal, Expenditures (1000 - 7000)	79,387,517	170,662,011	94,489,692	129,438,231	36.99
7900 Reserve for Contingencies					
7910 Unrestricted Contingencies	0	0	0	0	-
7920 Restricted Contingency-Family Pact 2339 & 2340	0	132,474	0	132,474	-
7920 Restricted Contingency-Campus Health Services-3250	0	135,215	0	135,215	-
7920 Restricted Contingency-Health Services-3450	0	1,018,591	0	754,502	-
7920 Restricted Contingency-Safety & Parking-3610	0	0	0	0	-
Total Designated	0	1,286,280	0	1,022,191	-
7910 Unrestricted Contingency	6,089,542	0	2,285,589	0	(100.00)
Subtotal Expenditures (7900)	6,089,542	1,286,280	2,285,589	1,022,191	(55.28)
Total Expenditures, Other Outgo and Ending Fund Balance	$85,477,059	$171,948,291	$96,775,281	$130,460,422	34.81

Rancho Santiago Community College District
Tentative Budget
2024-25

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Santa Ana College	Fund 11 Unrestricted	%	Fund 13 One-Time	%	Fund 11/13 Unrestricted	%	Fund 12 Restricted	%	Fund 11/12/13 Combined	%
Academic Salaries	61,043,192		225,658		61,268,850		9,735,755		71,004,605	
Classified Salaries	19,866,834		164,680		20,031,514		15,844,504		35,876,018	
Employee Benefits	34,543,286		180,699		34,723,985		10,366,511		45,090,496	
Supplies & Materials	501,089		284,525		785,614		3,304,426		4,090,040	
Other Operating Exp & Services	6,780,634		5,307,136		12,087,770		16,384,683		28,472,453	
Capital Outlay	388,792		478,274		867,066		2,479,695		3,346,761	
Other Outgo	5,958,913		120,000		6,078,913		1,997,641		8,076,554	
Grand Total	**$129,082,740**	**53.95%**	**$6,760,972**	**69.16%**	**$135,843,712**	**54.55%**	**$60,113,215**	**46.34%**	**$195,956,927**	**51.74%**

Santiago Canyon College	Fund 11 Unrestricted	%	Fund 13 One-Time	%	Fund 11/13 Unrestricted	%	Fund 12 Restricted	%	Fund 11/12/13 Combined	%
Academic Salaries	28,205,535		400,000		28,605,535		5,713,785		34,319,320	
Classified Salaries	10,522,998		24,041		10,547,039		8,505,662		19,052,701	
Employee Benefits	16,993,125		94,077		17,087,202		5,895,794		22,982,996	
Supplies & Materials	0		245,985		245,985		1,477,946		1,723,931	
Other Operating Exp & Services	5,684,912		1,415,525		7,100,437		9,481,744		16,582,181	
Capital Outlay	770		0		770		819,455		820,225	
Other Outgo	2,381,506		0		2,381,506		2,179,240		4,560,746	
Grand Total	**$63,788,846**	**26.66%**	**$2,179,628**	**22.30%**	**$65,968,474**	**26.49%**	**$34,073,626**	**26.27%**	**$100,042,100**	**26.41%**

District Services	Fund 11 Unrestricted	%	Fund 13 One-Time	%	Fund 11/13 Unrestricted	%	Fund 12 Restricted	%	Fund 11/12/13 Combined	%
Academic Salaries	409,412		0		409,412		419,436		828,848	
Classified Salaries	21,930,943		0		21,930,943		5,304,745		27,235,688	
Employee Benefits	12,871,949		0		12,871,949		2,939,788		15,811,737	
Supplies & Materials	289,929		83,861		373,790		244,144		617,934	
Other Operating Exp & Services	10,670,167		747,761		11,417,928		26,040,108		37,458,036	
Capital Outlay	210,805		3,770		214,575		247,778		462,353	
Other Outgo	0		0		0		339,024		339,024	
Grand Total	**$46,383,205**	**19.39%**	**$835,392**	**8.55%**	**$47,218,597**	**18.96%**	**$35,535,023**	**27.39%**	**$82,753,620**	**21.85%**

Total Expenditures-excludes Institutional Costs	**$239,254,791**	**100.00%**	**$9,775,992**	**100.00%**	**$249,030,783**	**100.00%**	**$129,721,864**	**100.00%**	**$378,752,647**	**100.00%**

Institutional Costs	Fund 11 Unrestricted		Fund 13 One-Time		Fund 11/13 Unrestricted		Fund 12 Restricted		Fund 11/12/13 Combined	
Employee Benefits-retiree benefits/ local experience charge/STRS & PERS on behalf	6,710,439		7,584,025		14,294,464		738,558		15,033,022	
Election	125,000		125,000		250,000		0		250,000	
Other Operating Exp & Services-prop&liability ins	2,500,000		0		2,500,000		0		2,500,000	
Other Operating - SCC-ADA settlement expense	0		2,000,000		2,000,000		0		2,000,000	
Other Outgo-Interfund Transfers	1,500,000		0		1,500,000		0		1,500,000	
Other Outgo-Board Policy Contingency	0		63,158,542		63,158,542		0		63,158,542	
Other Outgo-Reserves SRP exp	1,979,625		0		1,979,625		0		1,979,625	
Other Outgo-Reserves	0		1,843,609		1,843,609		0		1,843,609	
Grand Total	**$12,815,064**		**$74,711,176**		**$87,526,240**		**$738,558**		**$88,264,798**	

Total Expenditures-includes Institutional Costs	**$252,069,855**		**$84,487,168**		**$336,557,023**		**$130,460,422**		**$467,017,445**	

RSCCD - Estimate 2024/25 Revenue Allocation Simulation for Unrestricted General Fund -- FD 11
Based on Student Centered Funding Formula

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	SAC/CEC	SAC	CEC	SCC/OEC	SCC	OEC	District Services	Institutional Cost	TOTAL
APPORTIONMENT REVENUE									
Basic Allocation	$ 10,732,581	$ 8,586,065	$ 2,146,516	$ 8,586,062	$ 6,439,546	$ 2,146,516			$ 19,318,643
FTES - 23/24 @ P2 split	$ 115,894,692	$ 76,432,724	$ 39,461,968	$ 50,538,521	$ 30,708,805	$ 19,829,715			$ 166,433,213
SCFF - Supplemental Allocation	$ 20,704,087	$ 20,704,087	$ -	$ 6,520,222	$ 6,520,222	$ -			$ 27,224,309
SCFF - Student Success Allocation	$ 14,387,571	$ 14,387,571	$ -	$ 7,501,325	$ 7,501,325	$ -			$ 21,888,896
Stabilization	$ -	$ -	$ -	$ -	$ -	$ -			$ -
Subtotal	$ 161,718,932	$ 120,110,448	$ 41,608,484	$ 73,146,129	$ 51,169,898	$ 21,976,231			$ 234,865,061
24/25 COLA - 1.07%	$ 1,659,320	$ 1,232,395	$ 426,925	$ 750,517	$ 525,030	$ 225,488			$ 2,409,837
Deficit Coefficient	$ (5,780,855)	$ (4,293,505)	$ (1,487,350)	$ (2,614,704)	$ (1,829,135)	$ (785,569)			$ (8,395,559)
TOTAL ESTIMATED APPORTIONMENT REVENUE	**$ 157,597,397**	**$ 117,049,338**	**$ 40,548,059**	**$ 71,281,942**	**$ 49,865,793**	**$ 21,416,150**			**$ 228,879,339**
Percentages	*68.86%*	*51.14%*	*17.72%*	*31.14%*	*21.79%*	*9.36%*			
OTHER STATE REVENUE									
Lottery, Unrestricted	$ 3,670,525	$ 2,608,353	$ 1,062,172	$ 1,603,870	$ 1,068,815	$ 535,056			$ 5,274,395
State Mandate	$ 635,564	$ 635,564	$ -	$ 276,895	$ 276,895	$ -			$ 912,459
Full-Time Faculty Hiring Allocation	$ 2,217,074	$ 2,217,074	$ -	$ 1,108,370	$ 1,108,370	$ -			$ 3,325,444
Part-Time Faculty Compensation	$ 416,175	$ 293,230	$ 122,945	$ 181,314	$ 119,382	$ 61,932			$ 597,489
Subtotal, Other State Revenue	**$ 6,939,337**	**$ 5,754,220**	**$ 1,185,117**	**$ 3,170,450**	**$ 2,573,463**	**$ 596,988**			**$ 10,109,787**
TOTAL ESTIMATED REVENUE	**$ 164,536,733**	**$ 122,803,558**	**$ 41,733,175**	**$ 74,452,393**	**$ 52,439,255**	**$ 22,013,138**			**$ 238,989,126**
Percentages	*68.85%*	*51.38%*	*17.46%*	*31.15%*	*21.94%*	*9.21%*			
Less Institutional Cost Expenditures									**$ 10,835,439**
Less Net District Services Expenditures									**$ 42,879,485**
									$ 185,274,202
ESTIMATED REVENUE	**$ 127,555,644**	**$ 95,202,370**	**$ 32,353,274**	**$ 57,718,558**	**$ 40,653,068**	**$ 17,065,490**			**$ 185,274,202**
BUDGET EXPENDITURES FOR FY 2024/25	**SAC/CEC**	**SAC**	**CEC**	**SCC/OEC**	**SCC**	**OEC**	**District Services**	**Institutional Cost**	**TOTAL**
SAC/CEC Expenses - F/T & Ongoing	$ 123,123,827	$ 107,027,563	$ 16,096,264						$ 123,123,827
SCC/OEC Expenses - F/T & Ongoing				$ 61,407,340	$ 50,944,571	$ 10,462,769			$ 61,407,340
District Services Expenses - F/T & Ongoing							$ 46,383,205		$ 46,383,205
SRP Expenses	$ 921,384	$ 921,384		$ 582,066	$ 582,066		$ 476,175		$ 1,979,625
Institutional Cost									
Retirees Instructional-local experience charge								$ 2,767,836	$ 2,767,836
Retirees Non-Instructional-local experience charge								$ 3,942,603	$ 3,942,603
Property & Liability								$ 2,500,000	$ 2,500,000
Election								$ 125,000	$ 125,000
Interfund Transfer								$ 1,500,000	$ 1,500,000
TOTAL ESTIMATED EXPENDITURES	$ 124,045,211	$ 107,948,947	$ 16,096,264	$ 61,989,406	$ 51,526,637	$ 10,462,769	$ 46,859,380	$ 10,835,439	$ 243,729,436
Percent of Total Estimated Expenditures	50.89%	44.29%	6.60%	25.43%	21.14%	4.29%	19.23%	4.45%	
ESTIMATED EXPENSES UNDER/(OVER) REVENUE	**$ 3,510,433**	**$ (12,746,577)**	**$ 16,257,010**	**$ (4,270,848)**	**$ (10,873,569)**	**$ 6,602,721**			**$ (760,415)**
OTHER STATE REVENUE									
Apprenticeship				$ 5,227,354	$ 5,227,354				$ 5,227,354
Enrollment Fees 2%								$ 245,695	$ 245,695
LOCAL REVENUE									
Non Resident Tuition	$ 2,400,000	$ 2,400,000		$ 1,300,000	$ 1,300,000				$ 3,700,000
Interest/Investments								$ 3,000,000	$ 3,000,000
Rents/Leases	$ 8,480	$ 8,480		$ 125,000	$ 125,000		$ 205,000		$ 338,480
Proceeds-Sale of Equipment								$ 5,000	$ 5,000
Other Local	$ 40,000	$ 40,000						$ 524,200	$ 564,200
Subtotal, Other Local Revenue	$ 2,448,480	$ 2,448,480	$ -	$ 6,652,354	$ 6,652,354	$ -	$ 205,000	$ 3,774,895	$ 13,080,729
ESTIMATED ENDING BALANCE FOR 6/30/25	**5,958,913**	**(10,298,097)**	**16,257,010**	**2,381,506**	**(4,221,215)**	**6,602,721**			**$ 8,340,419**

Rancho Santiago Community College District
RSCCD Comprehensive Plan
2024-2032

DRAFT
May 28, 2024

Building the Future Through Quality Education

Table of Contents

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 RSCCD Comprehensive 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 RSCCD Comprehensive 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 RSCCD Comprehensive 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 RSCCD Comprehensive 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 Comprehensive Educational 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 RSCCD Comprehensive 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
Mathew 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
Kristin 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 Plan (CP), which sets broad strategic directions for the District; Comprehensive Educational Plans (CEPs) 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 CP; 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 CEPs and the Districtwide CP.

The first step was development of the districtwide Comprehensive 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 Comprehensive Educational 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, Mt. San Jacinto Community College District to the northeast, and North Orange County Community College District to the north. Given the proximity of these six districts, there is considerable free flow because students have many community college options within a reasonable driving distance.

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

History

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

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

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

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

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

In 2022-23, RSCCD increased enrollments to over 172,000 and reached a headcount of over 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 RSCCD Comprehensive 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 Plan (CP) 2024-2032
- Santa Ana College Comprehensive Educational Plan (CEP) 2024-2028
- Santiago Canyon College Comprehensive Educational Plan (CEP) 2024-2032
- District Services and Operations Plan (DSO) 2024-2028

It was determined that goal-related language needed to be clarified to avoid confusion among the plans. As the RSCCD Comprehensive Plan establishes the Board's direction for the District, "Strategic Directions" are identified in the CP. Goals and objectives to operationalize the districtwide Strategic Directions are included in the DSO Plan and the Colleges' CEPs. 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 (CP, DSO Plan, and Colleges' CEPs) 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 (CP) and Goals and Objectives (DSO Plan and College CEPs)

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:

INTERNAL QUANTITATIVE DATA	EXTERNAL QUANTITATIVE DATA
Environmental scan; data on students, enrollments, student access and success, staff, programs, services, and measures of effectiveness and efficiency	Environmental scan; national, state, and regional data; District and College service area data, including city and county demographics, the economy, and the workforce.

Discovery Phase
4 Data Sources

INTERNAL QUALITATIVE DATA	EXTERNAL QUALITATIVE DATA
Information and perspectives of students and staff at the District, and its colleges, regarding its future direction	Information and perspectives from trustees and community, business, industry, and educational partners regarding the future direction of the District and its colleges

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 RSCCD Comprehensive 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 CEPs, 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 Comprehensive Educational Plans (CEPs), as CEPs should draw upon the information from Program Review. Similarly, plans such as Facilities, Technology, and other plans follow CEPs, as the CEPs should set the priorities for their development. Appendix 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 Plan

The districtwide, eight-year RSCCD Comprehensive 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 Comprehensive Educational 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

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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.ccco.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

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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

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"

ACADEMIC SENATE
for California Community Colleges

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

1 Curriculum including establishing prerequisites and placing courses within disciplines

2 Degree and certificate requirements

3 Grading policies

4 Educational program development

5 Standards or policies regarding student preparation and success

6 District and college governance structures, as related to faculty roles

7 Faculty roles and involvement in accreditation processes, including self-study and annual reports

8 Policies for faculty professional development activities

9 Processes for program review

10 Processes for institutional planning and budget development

+1 Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

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

The Role of Staff – Title 5, Section 51023.5

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

The Role of Students – Title 5, Section 51023.7

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

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[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,

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[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]

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[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

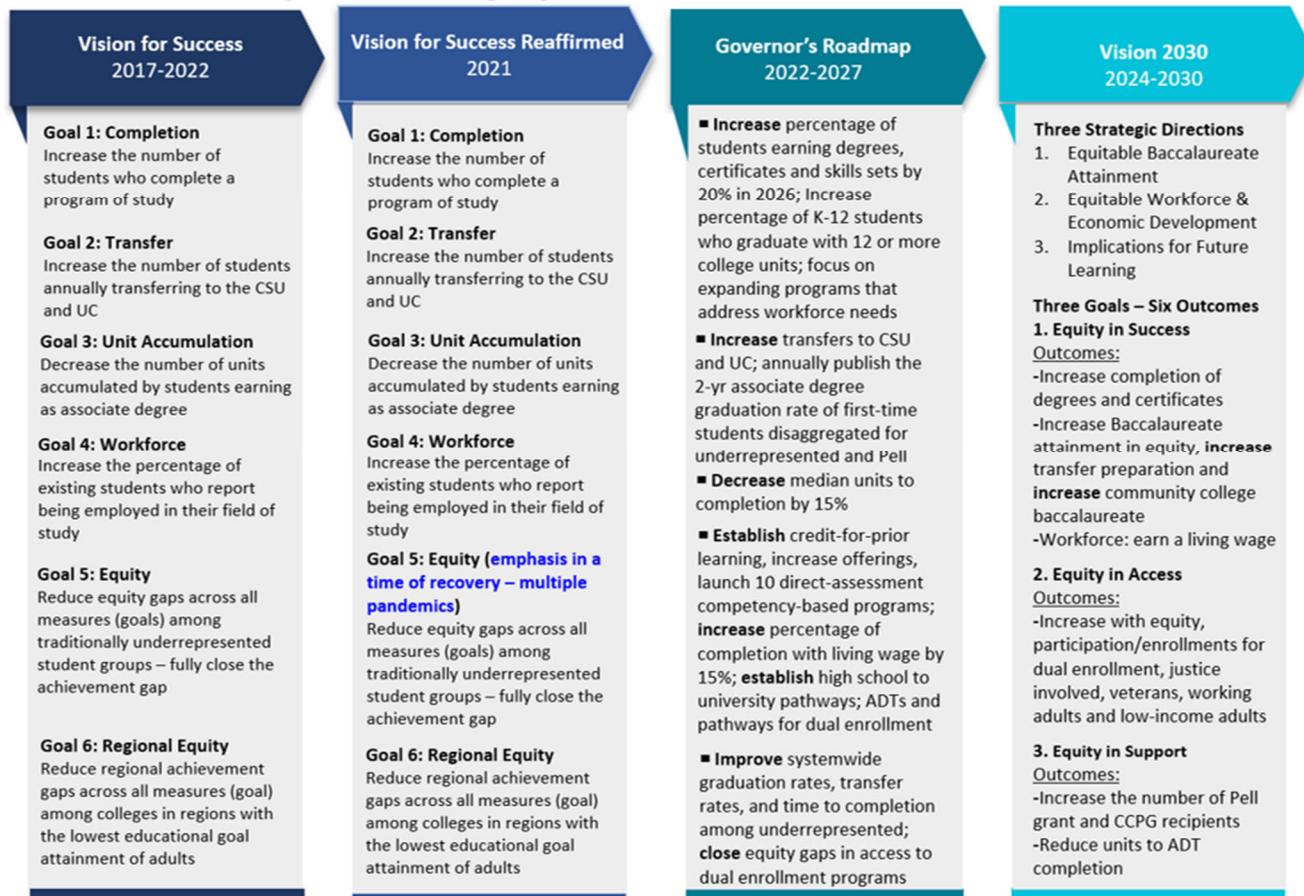[21] Vison2030, PowerPoint, July 24, 2023

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. 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.

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[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	o Executives (Vice Chancellors; Presidents)
	o College Presidents' Cabinets
	o Assistant Vice Chancellors; Vice Presidents
	o Administrators and Managers (SAC, SCC, DSO)
	o Faculty and Classified Professionals (SAC, SCC, DSO)
	o Deans, Directors, Department Chairs
	o Student Services & Equity
	o DSO Departments
	    o Business & Fiscal Services; Contract Management
	    o Purchasing/mailroom/warehouse
	    o Human Resources; Risk Management; Benefits
	    o Title IX and DEI
	    o Resource Development and Grants
	    o Information Technology
	    o Research, Planning, Institutional Effectiveness
	    o Facilities Planning/construction/support services
	    o Safety and Security
	    o Child Development Services
	    o Communications, Marketing, and Public Relations
	o Continuing Education/Non-credit Programs
	o Math and Writing Centers
	o Career Technical Education Programs; Workforce
	o Orange County Regional Consortium
	o Regional Economic and Workforce Development
	o College Councils and Committees
	    o Guided Pathways
	    o Institutional Effectiveness and Assessment
	    o Program Review / Data
	    o Strategic Enrollment Management
	    o Student Success and Equity
	    o Dual Enrollment
	    o Information Technology
	    o Curriculum
	    o Facilities
	o General Groups and Open / Drop-in Sessions
		87	492

Student Groups	o Associated Student Government; Inter Club Council o 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	o RSCCD Trustees	5	5
Foundations	o RSCCD Foundation o SAC Foundation o SCC Foundation	3	10
Government & Community Partners/ Organizations	o City of Santa Ana o City of Orange o Water District o County Department of Education o Economic Development o Chambers of Commerce o Fire and Rescue Services o Community & Nonprofit Organizations	10	20
Business, Industry & Healthcare	o Business and Auto Industry o Banking and Credit Unions o California Restaurant Foundation o Healthcare o Land Surveyors; Director of Apprenticeship Program/Carpenters	5	11
Educational Partners	o K-12 Schools o Adult Education o University of California Irvine o California State University, Fullerton o 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 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 RSCCD Comprehensive 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; explore a new budget allocation model
- Support effective and efficient use of existing and expanded facilities for contemporary and future needs; ensure campus safety and ADA compliance and security of facilities

Districtwide Challenges and Opportunities

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

- 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 RSCCD Comprehensive Plan is initiated. These include the following:

- Review and revise the Budget Allocation Model (BAM); the current model, while being implemented with fidelity, allows for neither the alignment of resources with industry standards

for effectiveness and efficiency, nor with the Goals and Objectives of the new College CEPs and DSO Plan. An exploration of alternative allocation models that 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 RSCCD Comprehensive Plan, DSO Plan, and College Comprehensive Educational Plans.
- Review and revise the Delineation of Functions map collaboratively among DSO, SAC, and SCC leadership to clarify primary, secondary and shared areas of responsibility and to streamline the document to be more concise and user-friendly.
- Collaboratively develop a set of RSCCD Core Values within which all employees work and to which all new employees are oriented.
- Implement formal onboarding for all new employees, a comprehensive districtwide professional development and training plan for existing employees, and a process for regulatory updates and training for the Management Council.
- Develop a long-range staffing plan and data-informed prioritization process, utilizing industry standards, that gives DSO accountable managers authority over the staffing of their respective areas of responsibility for existing functions, emerging needs, and new initiatives consistent with the new plans.
- Collaboratively streamline systems and processes among DSO, SAC, and SCC leadership to eliminate duplicative systems and establish shared timelines that meet regulatory requirements. Consider convening small project-specific work groups, with DSO and College representatives, to resolve issues and proactively address local, regional, and state initiatives.
- Update the recently developed Facilities Plan as needed to support the four new plans.

RSCCD Integrated Planning Framework

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

Rancho Santiago Community College District
Alignment of Four Plans 2024
Board-Adopted CP Strategic Directions
Alignment of DSO Plan and CEP Goals and Objectives

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

RSCCD Strategic Directions 2024 - 2032
1. Advance the Rancho Santiago Community College District as a proactive and future-focused institution of educational excellence that is equitable, student-centered, and outcomes-focused for the student of today and tomorrow.
2. Forge strategic partnerships to create innovative pathways, ensuring relevance, equity, and quality of life enhancement for students through intentional outreach and collaborative initiatives.
3. Develop streamlined, data-informed, innovative systems and processes that utilize cutting-edge technology and collaboration to support both the employee experience and student access and success.
4. Leverage diverse funding streams, provide comprehensive professional development, and support accessible virtual spaces and physical facilities to increase student success in an ever-changing educational environment.

SAC Mission	SCC Mission	DSO Roles and Functions
Santa Ana College inspires, transforms, and empowers a diverse community of learners.	Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth.	Centralized Services District Operations Board / Board Committee Support Regional, State, & External Roles

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 CEP Goals	**Santiago Canyon College CEP 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 CEP Goals	**Santiago Canyon College CEP 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 CEP Goals	**Santiago Canyon College CEP 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 CEP Goals	**Santiago Canyon College CEP 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 CEPs, 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

CP   RSCCD Comprehensive Plan

DEI   Diversity, Equity, and Inclusion

DEIA   Diversity, Equity, Inclusion and Accessibility

DSO   District Services & Operations

EDC   Educational Code of California

ELL   English Language Learners

CEP   Comprehensive Educational Plan

FTES   Full Time Equivalent Students

MIS   Management & Information Services (CCCCO Data)

POE   Planning & Organizational Effectiveness Committee

RSCCD   Rancho Santiago Community College District

SAC   Santa Ana College

SCC   Santiago Canyon College

SCFF   Student-Centered Funding Formula

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
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
SCC EMP (8-yr)	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	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP
DSO Plan (4-yr)	DSO Plan (New)	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan			DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan
TMP (4-yr)	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP
FMP (8-yr)	FMP In-progress	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP
Sust Plan (8-yr)	Sust Plan In-progress	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan
Program Review (4-yr)	PR In-progress	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR

KEY

	Plan Name
	Development Period
	Implementation Period
	Final Semester of Cycle

Plan	Full Name	Cycle
CMP	Comprehensive Master Plan (move from 10-yr to 8-yr cycle)	8-yr
SAC EMP	Santa Ana College Educ. Master Plan (move from 5yr to 4-yr cycle)	4-yr
SCC EMP	Santiago Canyon College Educ. Master Plan (moves to 8-yr w/ mid-cycle review)	8-yr
DSO Plan	District Services and Operations Plan (New; replaces 2-yr Planning Portfolios)	4-yr

Plan	Full Name	Cycle
TMP	Technology Master Plan (move from 5 to 4-yr)	4-yr
FMP	Facilities Master Plan (move from 10 to 8-yr)	8-yr
Sust Plan	Sustainable RSCCD Plan (move from 2 to 8-yr)	8-yr
PR	Program Review (stay on 4-yr cycle)	4-yr

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.)

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
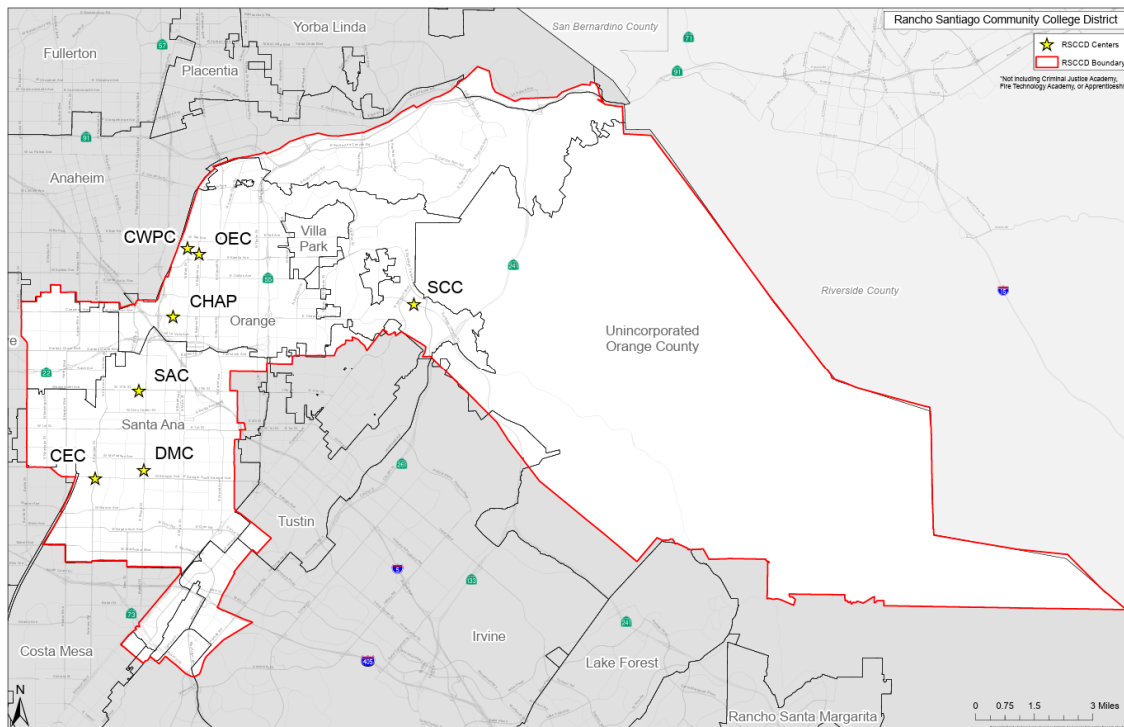
District Map

- 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
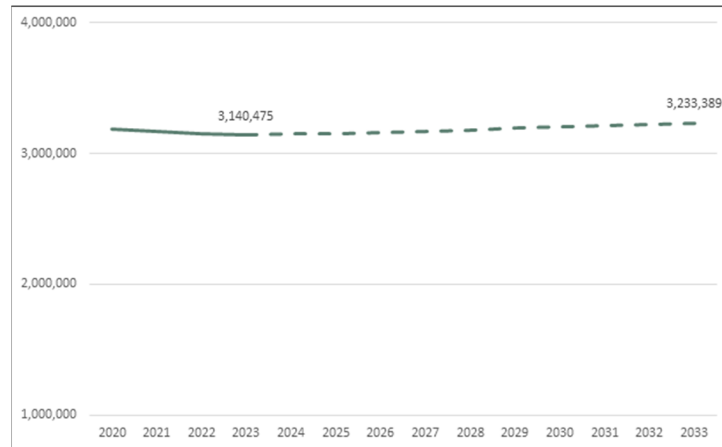
Source: California Department of Finance

- 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%
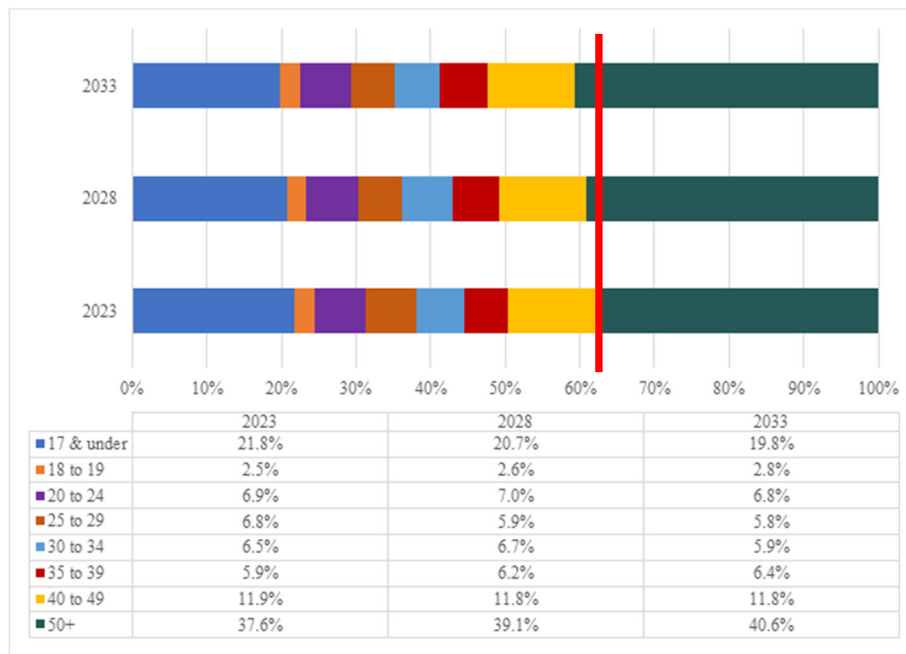
Source: California Department of Finance

- 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

39

Orange County Population Projections by Ethnicity, 2020-2030

Pie chart showing: White, 39%; Hispanic, 34%; Asian, 22%; Multiracial (Non-Hispanic), 3%; Black, 2%
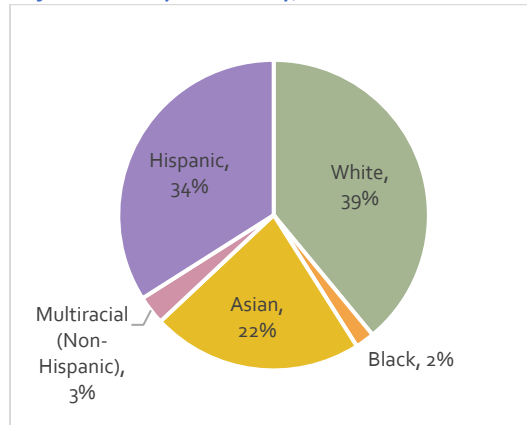
Source: California Department of Finance

- 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

Demographics	Anaheim, CA	Santa Ana, CA	Garden Grove, CA	Orange (city), CA	Tustin, CA	Villa Park, CA	Orange County, CA	California	United States
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

Income & Poverty	Anaheim, CA	Santa Ana, CA	Garden Grove, CA	Orange (city), CA	Tustin, CA	Villa Park, CA	Orange County, CA	California	United States
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
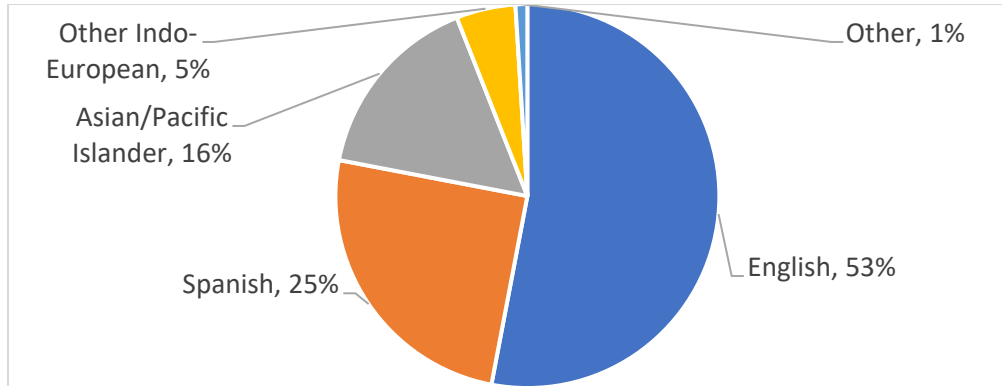
Source: US Census Bureau, ACS, 2022 estimates

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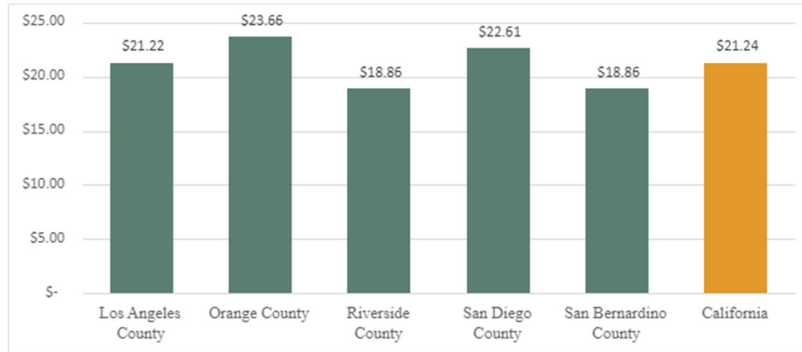
- Orange County has the highest per capita living wage of local counties
- Orange County's living wage is higher than the state's
- (Note: Per capita living wage is defined as the hourly rate an individual within a household must earn to live comfortably in their region)

Socioeconomic Data: Unemployment

Unemployment Rates for Local Counties and California
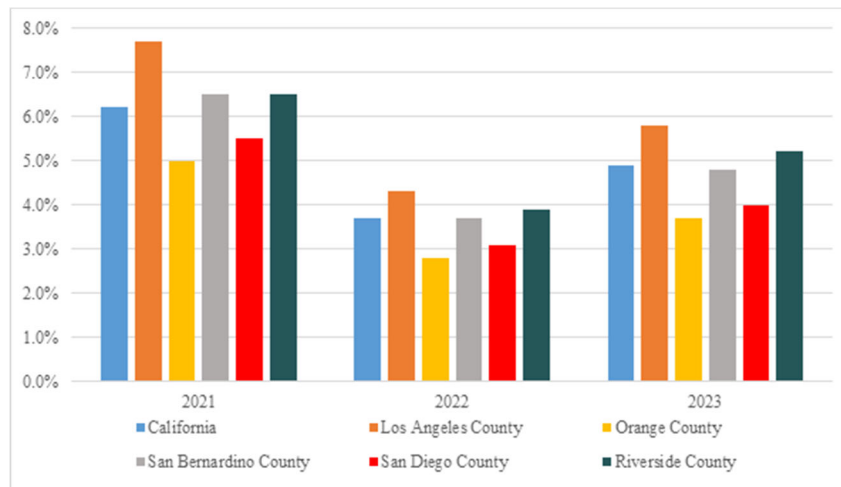
Source: California Employment Development Department

- 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
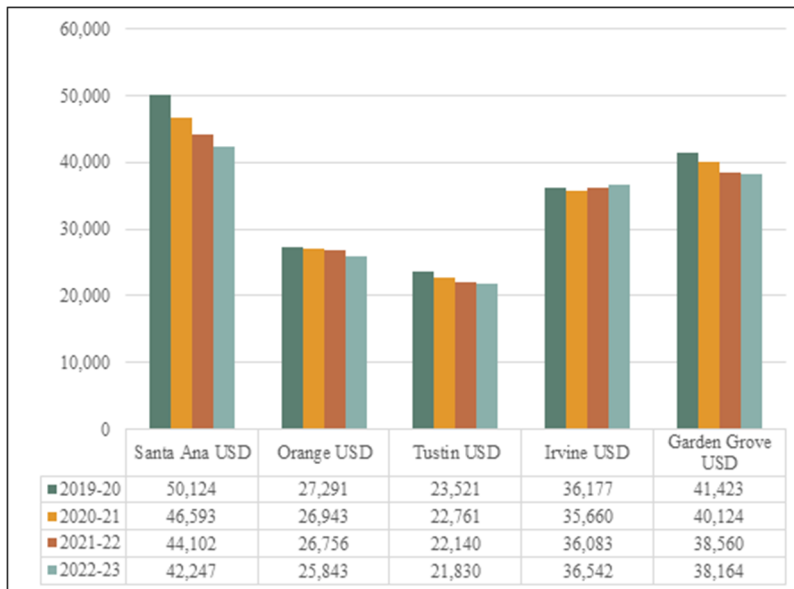
Source: California Department of Education, DataQuest

- 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
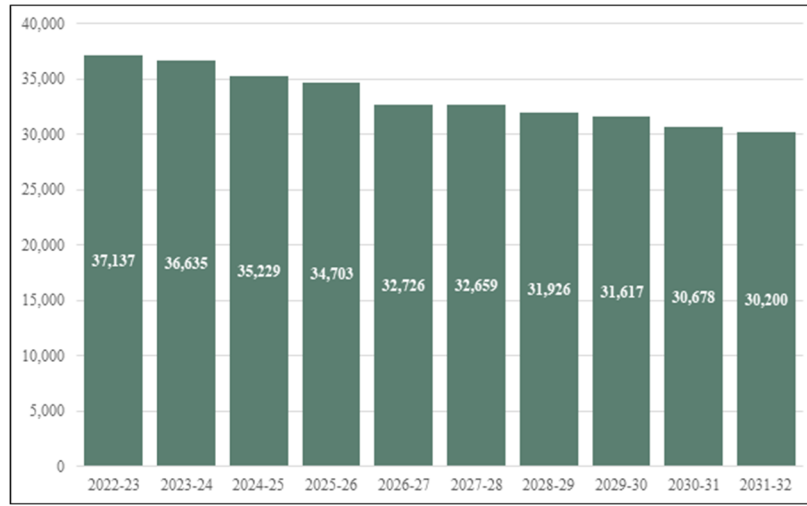
Source: California Department of Finance

- 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

47

Fastest Growing Jobs for Middle Skills Occupations in Orange County
Projected Jobs Requiring less than a Bachelor Degree
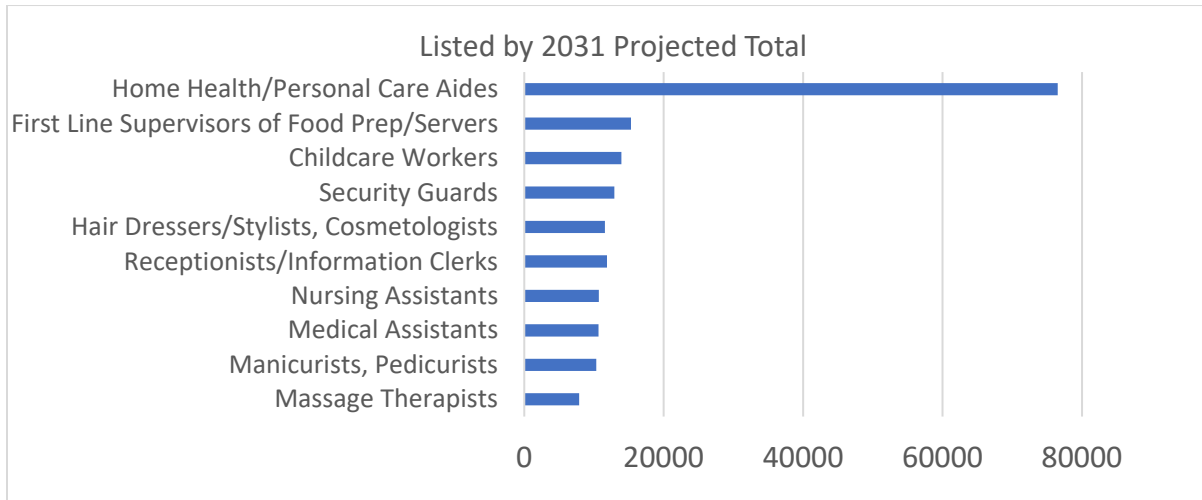
Listed by 2031 Projected Total

- Home Health/Personal Care Aides
- First Line Supervisors of Food Prep/Servers
- Childcare Workers
- Security Guards
- Hair Dressers/Stylists, Cosmetologists
- Receptionists/Information Clerks
- Nursing Assistants
- Medical Assistants
- Manicurists, Pedicurists
- Massage Therapists

(x-axis: 0, 20000, 40000, 60000, 80000)

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
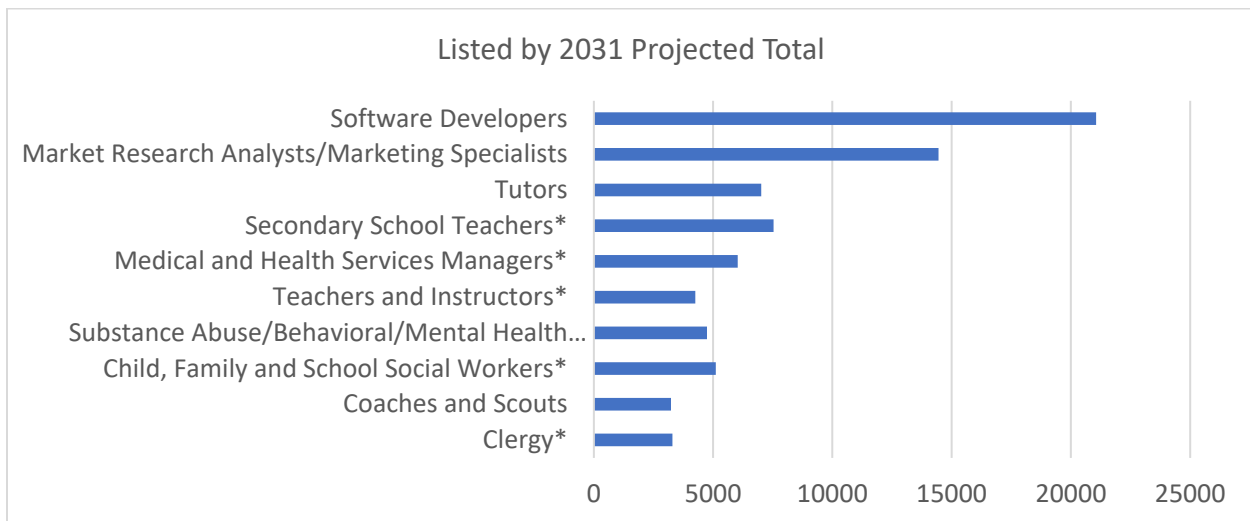
Listed by 2031 Projected Total

- Software Developers
- Market Research Analysts/Marketing Specialists
- Tutors
- Secondary School Teachers*
- Medical and Health Services Managers*
- Teachers and Instructors*
- Substance Abuse/Behavioral/Mental Health...
- Child, Family and School Social Workers*
- Coaches and Scouts
- Clergy*

(x-axis: 0, 5000, 10000, 15000, 20000, 25000)

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 by Number of Employees, June 2022 – May 2023

Employer	Number of Employees
University of California	~9500
Providence	~6700
Aerotek	~3800
Virtual Vocations	~3400
Boeing	~3300
Randstad	~3300
Healthcare Employment Network	~3200
Allied Universal	~3200
Jobot	~3100
Marriott International	~3000
Kaiser Permanente	~2800
Robert Half	~2800
Hoag	~2700
Cyber Coders	~2400
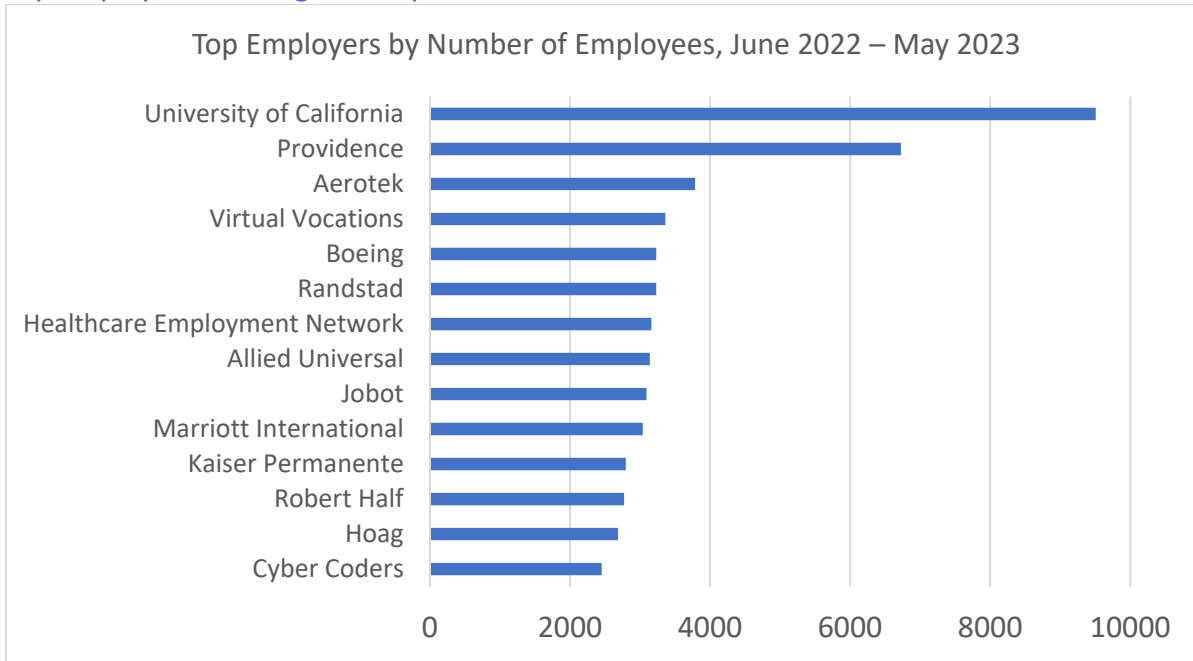
Source: Orange County Center of Excellence

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

49

Rancho Santiago Community College District

District Services and Operations Plan

2024-2028

DRAFT
March 22, 2024

Building the Future Through Quality Education

Table of Contents

Message from the Vice Chancellor for Educational Services

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

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

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

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

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

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

Thank you for being an essential part of our journey.

Sincerely,

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

Acknowledgements

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

Chancellor's Cabinet

Enrique Perez, J.D., Vice Chancellor, Educational Services
Iris Ingram, Vice Chancellor, Business Services
Alistair Winter, Acting Vice Chancellor, Human Resources
Annebelle Nery, Ph.D., President, Sant Ana College
Jeannie G. Kim, Ph.D., President, Santiago Canyon College
Chi-Chung Keung, Ed.D., Chief Communications Officer

District Services and Operations Leadership Team

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

Executive Summary

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

- The RSCCD Comprehensive Plan (CP): This plan encompasses the Strategic Directions adopted by the Board of Trustees at its February 12, 2024 meeting, and serves as the foundational framework for districtwide planning.

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

- The inaugural RSCCD District Services & Operations (DSO) Plan: This plan works in concert with the two college CEPs to operationalize the Strategic Directions set forth in the CP. The DSO divisions and departments ensure federal, state, and local compliance mandates through their four key roles and functions: Centralized Services; District Operations; Board of Trustees and Board Committee Support; and Regional, State, and External Roles.

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

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

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

District Services and Operations (DSO) Plan Goals

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

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

DSO Plan Goal 2
Support a values-based, equitable Rancho Santiago Community College District environment that is conducive to innovation and flexibility.

DSO Plan Goal 3
Promote successful programs and pathways to elevate Rancho Santiago Community College District's reputation as a leader in regional economic and workforce development to attract students, employers, employees, and community members.

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

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

DSO Plan Goal 6
Create an administrative infrastructure to support new Rancho Santiago Community College District programs and initiatives and develop processes that facilitate executive decisions.

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

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

Rancho Santiago Community College District Overview

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

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

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

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

History

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

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

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

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

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

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

District Mission

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

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

District Strategic Directions 2024-2032

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

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

National Higher Education Context

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

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

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

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

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

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

California Community Colleges Context

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

Pursuant to Board Policy 1100, [3] the Rancho Santiago Community College District comprises:
1) Santa Ana College
2) Santa Ana College Centennial Education Center
3) Santa Ana College/Orange County Sheriff's Regional Training Academy
4) Santa Ana College Digital Media Center
5) Santiago Canyon College
6) Santiago Canyon College Orange Education Center

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

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

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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"

ACADEMIC SENATE
for California Community Colleges

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

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

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

The Role of Staff – Title 5, Section 51023.5

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

The Role of Students – Title 5, Section 51023.7

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

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

RSCCD Board of Trustees – Board Policy 2410

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

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[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,

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[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]

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[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

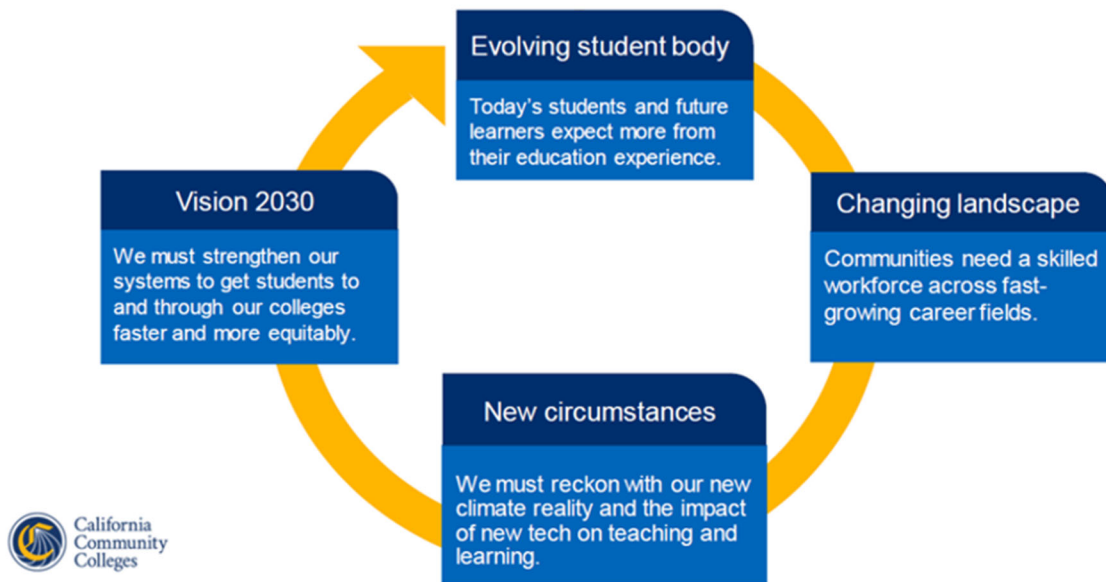[17] Governor's Roadmap, pg.11, https://dof.ca.gov/serp/?q=california+community+college+roadmap

[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

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.

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[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

Board of Trustees and Board Committee Support

Board Policies and Administrative Regulations
Board Institutional Effectiveness Committee (BIEC)
Facilities Committee
Fiscal /Audit Review Committee
General Counsel / Legal Services
Legislative Committee
Policy Committee
Public and Government Relations
Safety and Security Committee

District Operations

Contract Management
District Budget and Fiscal Audit
Economic & Workforce Development
Facilities Planning; Bond Oversight
Public and Government Relations
Purchasing
Research, Planning , & Institutional Effectiveness
State and Federal Regulations and Compliance
Technology Support

DSO

Centralized District Services for all RSCCD Sites

Business Office: Contracts, Facilities Planning & Capital Construction, Fiscal, Purchasing, Warehouse, Mailroom, and Safety and Security.
Educational: Child Development, Communications and Marketing, District Research, Planning, & Institutional Effectiveness, Economic & Workforce Development, Information Technology, and Resource Development.
Human Resources: Civil Rights/Title IX; DEI, Risk Managment & Employee Benefits, and Human Resources Operations.

Regional, State, and External Roles

Fiscal Agent for Multiple CCCCO Programs
K-14 Initiative to align all 9 Orange County CCs with feeder high schools
Orange County Regional Consortium
RSCCD Foundation
Statewide Leader in Workforce Development

People, Systems, Policy, and Resources

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

Integrated Districtwide Planning

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

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

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

DSO Plan Development Process

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

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

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

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

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

INTERNAL QUANTITATIVE DATA	EXTERNAL QUANTITATIVE DATA
Environmental scan; data on students, enrollments, student access and success, staff, programs, services, and measures of effectiveness and efficiency	Environmental scan; national, state, and regional data; District and College service area data, including city and county demographics, the economy, and the workforce.

**Discovery Phase
4 Data Sources**

INTERNAL QUALITATIVE DATA	EXTERNAL QUALITATIVE DATA
Information and perspectives of students and staff at the District, and its colleges, regarding its future direction	Information and perspectives from trustees and community, business, industry, and educational partners regarding the future direction of the District and its colleges

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

Phase III: Goal Setting- Establishing Goals and Objectives

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

DSO Listening Sessions and Themes

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

DSO Listening Sessions Participation Summary

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

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

DSO Listening Session Themes

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

Roles and Functions of the DSO

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

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

Collaboration, Communication, and Marketing

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

Community Connections and Partnerships

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

Systems and Processes

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

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

Human, Fiscal, and Physical Assets of the District

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

Districtwide Listening Sessions and Emerging Themes

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

Districtwide Listening Sessions Summary

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

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

Internal Stakeholders	o Executives (Vice Chancellors; Presidents)
	 o College Presidents' Cabinets
	 o Assistant Vice Chancellors; Vice Presidents
	 o Administrators and Managers (SAC, SCC, DSO)
	 o Faculty and Classified Professionals (SAC, SCC, DSO)
	 o Deans, Directors, Department Chairs
	 o Student Services & Equity
	 o DSO Departments
	     o Business & Fiscal Services; Contract Management
	     o Purchasing/mailroom/warehouse
	     o Human Resources; Risk Management; Benefits
	     o Title IX and DEI
	     o Resource Development and Grants
	     o Information Technology
	     o Research, Planning, Institutional Effectiveness
	     o Facilities Planning/construction/support services
	     o Safety and Security
	     o Child Development Services
	     o Communications, Marketing, and Public Relations
	 o Continuing Education/Noncredit Programs
	 o Math and Writing Centers
	 o Career Technical Education Programs; Workforce
	 o Orange County Regional Consortium
	 o Regional Economic and Workforce Development
	 o College Councils and Committees
	     o Guided Pathways
	     o Institutional Effectiveness and Assessment
	     o Program Review / Data
	     o Strategic Enrollment Management
	     o Student Success and Equity
	     o Dual Enrollment
	     o Information Technology
	     o Curriculum
	     o Facilities
	 o General Groups and Open / Drop-in Sessions
		87	492

Student Groups	o Associated Student Government; Inter Club Council o Student Classes	7	131
Total Number of Internal Listening Sessions and Participants		**94**	**623**

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

Districtwide Listening Session Themes

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

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

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

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

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

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

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

Focus Area 2: Community Outreach and Strategic Partnerships

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

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

Focus Area 3: Districtwide Systems and Processes

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

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

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

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

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

Districtwide Challenges and Opportunities

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

Challenges

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

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

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

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

Opportunities

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

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

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

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

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

RSCCD Strategic Directions

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

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

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

The relationship of the four plans is illustrated below.

Ongoing Planning Efforts and New Initiatives

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

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

District Services and Operations Framework

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

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

Rancho Santiago Community College District – Strategic Directions
District Services and Operations (DSO) Goals and Objectives

Strategic Direction 1	Advance the Rancho Santiago Community College District as a proactive and future-focused institution of educational excellence that is equitable, student-centered, and outcomes-focused for the student of today and tomorrow.

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

Objectives

1.1 Implement a process to assess the total cost of ownership and give equal consideration and weight to the fiscal, physical and human resource consequences of decisions.

1.2 Include all DSO service areas in institutional planning with colleges.

1.3 Implement a technology solution to monitor progress on the RSCCD Comprehensive Plan (CP) and the three plans (DSO Plan and two College CEPs) that collectively operationalize the CP Strategic Directions.

1.4 Develop and implement a districtwide strategic enrollment management plan.

1.5 Guide legislative direction and direct legislative advocacy in support of the District's Strategic Directions.

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

Objectives

2.1 Implement a new Communications Plan and strategy for promoting RSCCD's innovative and flexible options for students and stakeholders

2.2 Implement strategies to inspire innovative ideas.

2.3 Explore and procure alternative sources of funding and partnerships in support of RSCCD's programs and initiatives.

2.4 Create a set of RSCCD core values through an inclusive, collaborative process; align with Board Policies on Code of Ethics (BP 7001) and Civility (BP 7002).

2.5 Foster a districtwide collaborative and equitable environment through employee education and training.

Rancho Santiago Community College District – Strategic Directions
District Services and Operations (DSO) Goals and Objectives

Strategic Direction 2	Forge strategic partnerships to create innovative pathways, ensuring relevance, equity, and quality of life enhancement for students through intentional outreach and collaborative initiatives.

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

Objectives

3.1 Develop an RSCCD districtwide brand with themes and messages reflecting the brand's promises and promote the positive image of the campus safety department as part of RSCCD's reputation.

3.2 Organize and provide districtwide economic and workforce development information, resources, and training opportunities

3.3 Provide ecosystem partners with comprehensive technical support.

3.4 Serve as a 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 CEPs and DSO Plan and provide grant management training.

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

Objectives

6.1 Institutionalize a process to support decisions that impact operations by reassessing the Budget Allocation Model (BAM) and implementing an equitable and predictable model that aligns resource allocations with districtwide planning efforts.

6.2 Create an administrative structure to support the consistent implementation of national, state, and regional initiatives across the District.

6.3 Expand capacity to effectively track and report on the broader impact of grant awards beyond total funds received.

6.4 Standardize documents and develop consistent, streamlined, and user-friendly RSCCD human resources operations and processes.

6.5 Promote professional development programs across all employee groups to expand and enhance performance and measure success.

RSCCD Integrated Planning Framework

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

Rancho Santiago Community College District
Alignment of Four Plans 2024
Board-Adopted CP Strategic Directions
Alignment of DSO Plan and CEP Goals and Objectives

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

RSCCD Strategic Directions 2024 - 2032

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

SAC Mission	SCC Mission	DSO Roles and Functions
Santa Ana College inspires, transforms, and empowers a diverse community of learners.	Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth.	Centralized Services District Operations Board / Board Committee Support Regional, State, & External Roles

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 CEP Goals	**Santiago Canyon College CEP 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 CEP Goals	**Santiago Canyon College CEP 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 CEP Goals	**Santiago Canyon College CEP 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 CEP Goals	**Santiago Canyon College CEP 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 CEP Task Forces. All agreed to continue to work together to maximize opportunities to best serve students, employees, and community partners across the Orange County region as a whole. Together, the Board-adopted RSCCD Strategic Directions, and the aligned Goals and Objectives outlined in the DSO Plan and two College CEPs, provide a Blueprint for Action for RSCCD in fulfilling its mission in serving the Orange County region and beyond.

Summary and Next Steps

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

Delineation of Functions Map

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

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

DSO Plan Implementation

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

Accountability and Monitoring Process

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

- Explore a technology solution to support this process for efficiency, transparency, and reporting purposes
- Develop the process 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 RSCCD Comprehensive Plan is initiated. These include the following:

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

Appendix A: List of Acronyms Used in This Report

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

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

Executive Division			
Office of the Chancellor and Support for the Board of Trustees			
Administrator	**Priorities**	**Services**	**Operations**
Chancellor	• 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 Plan, District Services and Operations Plan, Santa Ana College Comprehensive Educational Plan and Santiago Canyon College Comprehensive Educational Plan. • Ensure integrity and security of institutional data. • Ensure district-wide information and learning technologies for instruction, student services and administrative and operational systems. • Raise awareness of RSCCD in the community. • Support legislative advocacy for RSCCD. • Pursue external funding and partnerships to support district-wide programs and services. • Support and assist colleges with educational services and their enrollment management plans. • Provide leadership and support for district-wide workforce development programs and services and serve as a liaison to the business community.	• 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 Plan, District Services and Operations Plan, Santa Ana College Comprehensive Educational Plan and Santiago Canyon College Comprehensive Educational Plan. • Ensures the accuracy and accessibility of data sources district-wide. • Develops and directs data governance practices and processes. • Serves as fiscal agent for state Chancellor's Office regional and statewide grants. • Supports and staffs the Planning and Organizational Effectiveness committee. • Supports colleges with educational services and their enrollment management plans. • Provides leadership and support for district-wide workforce development programs and services. • Provides support and staffs the Board of Trustees' Institutional Effectiveness Committee and Legislative Committee. • Engages in legislative advocacy on behalf of RSCCD. • Develops and manages external public and private partnerships. • Engages in governmental relations and public affairs on behalf of RSCCD.

Educational Services Division			
Child Development Services Department			
Administrator	**Priorities**	**Services**	**Operations**
Executive Director, Child Development Services	• 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 Plan, District Services & Operations Plan, and the colleges' Comprehensive Educational Plan to ensure integration, alignment and transparency in District/college planning. • Implement robust data collection methods to gather accurate and comprehensive information. • Ensure the integrity and security of institutional data through proper protocols and systems. • Identify trends, patterns, and areas for improvement through data analysis inform decision-making and improve institutional processes. • Continue to create data visualizations to assist administration and faculty in determining the most comprehensive and variety of course offerings. • Continue to manage the centralized RSCCD Research Data Warehouse so that all researchers have the appropriate data needed, as well as an understanding of all data elements, to assess program effectiveness. • Measure and analyze short/long term indicators to feed into the CAEP's 3-year plan and its decision-making. Build additional data tools	• Engage in the creation, execution, and dissemination of statistical studies to support RSCCD's policy formulation and program development. • Design, execute, and publish distinctive studies tailored to address departmental, institutional, community, and state/federal requirements. • Assist departments in their compliance reporting by compiling data and/or conducting surveys. • Assist colleges in accreditation self-studies. • Conduct and maintain reports in institutional effectiveness assessment, community and K-12 enrollment demographics, student outcomes analyses (including retention, persistence, graduation, and transfer statistics), matriculation evaluation, assessment practices validation, student demographics, enrollment trends, and surveys of current and former students. • Coordinate some District and college reporting requirements, such as Student-Right-to-Know, Integrated Postsecondary Education Data System (IPEDS), and Solomon Amendment. • Review and manage requests to conduct research using RSCCD students and/or staff as subjects and other data inquiries. • Coordinate Districtwide planning activities, including Comprehensive Plan, technology plan, educational plans, and Board of Trustees planning and self-evaluation	• 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.	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	2024-25 Fall	2024-25 Spring	2025-26 Fall	2025-26 Spring	2026-27 Fall	2026-27 Spring	Y1 2027-28 Fall	Y1 2027-28 Spring	Y2 2028-29 Fall	Y2 2028-29 Spring	Y3 2029-30 Fall	Y3 2029-30 Spring	Y4 2030-31 Fall	Y4 2030-31 Spring	Y5 2031-32 Fall	Y5 2031-32 Spring	Y6 2032-33 Fall	Y6 2032-33 Spring	Y7 2033-34 Fall	Y7 2033-34 Spring	Y8 2034-35 Fall	Y8 2034-35 Spring
	Current Cycle						NEW EIGHT YEAR CYCLE															
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
Sust Plan (8-yr)	Sust Plan In-progress	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan														
									Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan
Program Review (4-yr)	PR In-progress	PR	PR	PR	PR	PR									PR	PR	PR	PR	PR	PR	PR	PR
							PR	PR	PR	PR	PR	PR	PR	PR								

(Colors in the original chart indicate: yellow = Plan Name; peach = Development Period; green = Implementation Period; magenta = Final Semester of Cycle — see KEY below.)

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

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT   CLASS SPECIFICATION
SANTA ANA, CALIFORNIA   REVISED ~~MARCH 2022~~

ASSISTANT VICE CHANCELLOR, ~~PEOPLE AND CULTURE OPERATIONS, INNOVATION, AND BELONGING~~ HUMAN RESOURCES

JOB DESCRIPTION – CLASSIFIED ADMINISTRATOR

~~The Vice Chancellor, People and Culture,~~This position innovates, delivers, and collaborates on Districtwide ~~People and Culture~~ Human Resource operational functions related to talent strategy/development, organizational design and improvement, employee relations, equal employment opportunity, workplace investigations, labor partnership/negotiations, ~~total rewards~~, risk management, ~~community learning~~ professional development, wellness, and workforce equity/belonging.

POSITION OVERVIEW

1. Partners closely with peers and stakeholders across the District to assess existing ~~People and Culture~~Human Resource programs, processes, and practices and to identify gaps and inefficiencies, and innovate to enhance the employee experience and support long-term growth objectives.
2. Consults with senior leaders, managers, and employees in providing expertise in all facets of ~~People and Culture.~~Human Resources
3. Oversees the day-to-day ~~People and Culture~~Human Resource operations.
4. Advises on enhancements and gaps of existing Board Policies, Administrative Regulations and related policies/procedures.
5. Serves as a~~n~~ ~~trusted~~ advisor to campus and District colleagues.
6. Builds and sustains a performance-based culture focused on setting measurable objectives, engendering accountability and delivering consistent feedback.
7. Leads, assesses, and mentors team members to ensure excellent daily operations and inspire creativity.
8. Enhances ~~People and Culture~~ Human Resource accessibility processes including but not limited to website, intranet, HRIS systems and social media.
9. Develops and delivers training programs ~~that are tailored around lean 80/20 learning with research-bases impact and sustainable results~~ on ~~people and culture~~ Human Resource operational topics.
10. Liaisons with outside counsel to ensure efficiency, accountability, and accuracy.
11. Evaluates and enhances existing Board Policies, Administrative Regulations and related policies/procedures.
12. Innovates and implements on ~~People and Culture learning and~~ professional development operations curriculum including recruitment and processes related responses.
13. Supports and coaches supervisors in developing, delivering, and monitoring Performance Improvement Plans and reviews complaints or concerns from colleagues, regarding the process.
14. Innovates and implements new ideas for continuous and sustainable improvement, including process enhancements that reduce costs, strengthen stakeholder satisfaction and/or improve the effective delivery of services.
15. Manages and collaborates with stakeholders on complex risk management, leaves of absence, and accommodation affairs.
16. Collaborates with the Vice Chancellor, ~~People and Culture~~Human Resource with annual operating budgets for the department to ensure accuracy and accountability.
17. Proactively ensures the timely completion of performance evaluations for classified and management employees and the Tenure Review and Equivalency Processes for academic employees.
18. Advises, supports and participates in collective bargaining process; advises and oversees administration of collective bargaining agreements, including processing of grievances, compliance with, interpretation and application of terms of agreements, and respond to claims of unfair labor practices and allegations of contract violations by District. In coordination with the Vice Chancellor of ~~People and Culture~~Human Resource, develops and presents labor negotiation proposals related to classified and faculty collective bargaining.

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT   CLASS SPECIFICATION
SANTA ANA, CALIFORNIA   REVISED MARCH 2022

ASSISTANT VICE CHANCELLOR, ~~PEOPLE AND CULTURE OPERATIONS, INNOVATION, AND BELONGING~~ HUMAN RESOURCES

JOB DESCRIPTION – CLASSIFIED ADMINISTRATOR (CONTINUED)

19. Provides oversight for return-to-work including employee leaves of absence, compliance with all federal, state, and local laws and regulations, as well as District Board Policies and Administrative Regulations.
20. Serves as a primary contact and resource regarding personnel matters such as contract interpretation, grievances, discipline, confidential personnel issues; recommends and administers discipline/corrective action. Consults with all levels of District staff and union representatives on human resources issues.
21. Approves and supervises aspects of classification and compensation in accordance with District policy and collective bargaining agreements.
22. Plans, organizes and arranges appropriate learning and development activities including the Classified Orientation for new classified employees and for new academic employees.
23. Serves as a resource for the District Risk Manager, the EEO Compliance Officer, and the Title IX Compliance Officer.
24. Directly coordinates and supervises the day-to-day work and performance of the ~~People and Culture~~Human Resource Department staff and evaluates their performance, providing direction and assistance wherever a need for improvement or support is identified.
25. Significant responsibility for chairing and supervising Districtwide committees related to personnel.
26. Performs other duties as assigned.

KNOWLEDGE AND ABILITIES

Thorough Knowledge of:

1. Successful strategies with providing ~~People and Culture~~Human Resource support in a multi-stakeholder organization across multiple locations.
2. ~~Risk, control, and compliance operating models in the People and Culture.~~
3. Leaves and accommodation management strategy, tracking, models, systems, and compliance.
4. ~~Learning strategies and blended learning approaches to support a learner-centric experience.~~
5. Innovative, varied and simplified solutions which maximize knowledge and skill acquisition.
6. Strategic ideas within the ~~People and Culture~~Human Resource space through EEO, Title IX, and civil rights compliance monitoring, technology, trend forecasting, and stakeholder collaboration.
7. Applicable sections of California Education Code, Title 5, California Fair Housing and Employment Act, ~~Clery Act~~, Violence Against Women Act, Campus SaVE Act, Americans with Disabilities Act, the Child Abuse and Neglect Reporting Act (CANRA), and Meyers-Milias-Brown Act.
8. Methods and techniques of trauma-informed investigations ~~and adjudications pursuant to California Education Code Section 67386 (b) (12)~~ and other legal requirements.
9. Principles, practices and techniques used in the analysis, evaluation, design, planning and management of a comprehensive equal employment opportunity/Title IX/civil rights/restorative justice program and its integration with a full-scale human resources program including employee relations, employee and management training and development, and employee discipline and corrective action.
10. Proven practices and strategies for investigation, negotiation, alternative dispute resolution, mediation, and arbitration.
11. Strategies identifying and building cross-functional partnerships to understand challenges.
12. Intersectional diversity, inclusion, belonging equity, anti-racism, and equal opportunity.
13. Research techniques, data mining practices, and people analytics strategies.
14. Experience with software such as Advocate/Maxient, Ellucian Banner/Colleague, case management, and related HRIS/People and Culture software.

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT   CLASS SPECIFICATION
SANTA ANA, CALIFORNIA   REVISED MARCH 2022

**ASSISTANT VICE CHANCELLOR, ~~PEOPLE AND CULTURE~~
~~OPERATIONS, INNOVATION, AND BELONGING~~ HUMAN RESOURCES**

JOB DESCRIPTION – CLASSIFIED ADMINISTRATOR (CONTINUED)

15. Effective and concise verbal and written communication skills with the ability to collaborate and influence with cross-functional team members.

Ability to:

1. Analyze data and metrics to guide strategy.
2. Innovate on software packages for recruitment, personnel, spreadsheets, and databases.
3. Show success utilizing labor relations/negotiations, employee attraction, engagement, and retention strategies.
4. Plan, develop, organize, coordinate, direct and evaluate ~~People and Culture~~Human Resource functions, programs, services, operations, and activities.
5. Ensure the preparation, maintenance, and retention of personnel files and data.
6. Exercise initiative and work independently with minimum direction.
7. Develop, monitor, and administer budget.
8. Gather data, analyze/reason logically, and draw valid conclusions.
9. Investigate, address, and/or mediate workplace related complaints and grievances.
10. Spearhead with expedited resolution in various employee relations matters.
11. Audit various ~~People and Culture~~Human Resource processes, practices, and procedures to ensure consistency and compliance.
12. Analyze situations and make appropriate decisions and/or recommendations.
13. Quickly learn and effectively interpret and apply rules, regulations, and precedents to personnel issues with working solutions.
14. Clearly communicate ideas and recommendations.
15. Write clear and concise reports, presentations, and related communication.
16. Work with and provide direction to other employees in the completion of the day-to-day work.
17. ~~Excel in an ever-changing environment using an ambitious mindset.~~

MINIMUM QUALIFICATION

Education and Experience:

A Bachelor's degree from an accredited college or university and five (5) years related work experience OR Master's degree/Juris Doctorate/Doctorate degree from an accredited college or university and three (3) years of related work experience OR Equivalent combination of training and experience.

Board Approved: ~~March 14, 2022~~

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT   CLASS SPECIFICATION
SANTA ANA, CALIFORNIA   REVISED AUGUST 2021

ASSISTANT VICE CHANCELLOR OF PEOPLE AND CULTURE / HUMAN RESOURCES LEARNING, INNOVATION, WELLNESS, AND EQUITY INVESTIGATIONS AND EQUITY

JOB DESCRIPTION – CLASSIFIED ADMINISTRATOR

POSITION OVERVIEW

The Assistant Vice Chancellor, People and Culture/Human Resources This position innovates, delivers, and collaborates on Districtwide people and culture Human Resource functions related to learning and development, policy/process innovations, and equity compliance/investigations. The Assistant Vice Chancellor will create and bring to life differentiated yet relatable lean learning and development programs, modernized policy and processes, as well as equitable compliance and investigations to ensure belonging. The Assistant Vice Chancellor also serves as the District's Title IX and Section 504/ADA coordinator and oversees duties encompassing all aspects of U.S. Equal Employment Opportunity Commission ("EEOC"), California Department of Fair Employment and Housing ("DFEH")of Civil Rights (CDCR), U.S. Department of Education Office of Civil Rights ("OCR"), Title IX, Jeanne Clery Act, and related federal/state/local legislations. The Assistant Vice Chancellor reports to the Vice Chancellor of Human Resources.

REPRESENTATIVE DUTIES

- Partners closely with peers and stakeholders across the District to assess existing people and culture Human Resource programs, processes, and practices and to identify gaps and inefficiencies, and innovate to enhance the employee experience and support long-term growth objectives.
- Consults with senior leaders, managers, and employees in providing expertise in the areas such as learning and development, process innovation, total rewards, investigations, employee relations, performance management, alternative dispute resolution/mediation, and risk management.
- Builds and sustains a performance-based culture focused on setting measurable objectives, engendering accountability, and delivering consistent feedback.
- Provides strategic leadership, direction and administrative oversight for the development of workshops, presentations, learning modules and other efforts that promote diversity, equity, inclusion and belonging.
- Leads and guides the District in its Equal Employment Opportunity plan and other diversity, inclusion, equity, and antiracism strategy and direction.
- Leads, assesses, and mentors team members to ensure daily operations excellence and encourage and inspire creativity.
- Develops and delivers training programs that are tailored around lean 80/20 learning with research-based impact and sustainable results on topics such as Title IX prevention and awareness program, AB 1825 sexual harassment prevention, child abuse and neglect mandated reporters, Title IX sexual violence prevention, unlawful discrimination, and other people and culture topics.
- Oversees all District investigations of complaints of discrimination, alternative dispute resolution, EEOC/DFEH responses and State Chancellor's Officer affairs.
- Recruits, trains and manages investigators, adjudicators, advisors for all Title IX and Equity cases.
- Conducts intake interviews, investigations, and mediation (as needed).
- Pens comprehensive reports of findings of fact and recommendations for appropriate remedies within mandatory deadlines.
- Prepares, in collaboration with various stakeholders, annual statistical reports to state and federal agencies, Chancellor, Presidents, Board of Trustees, and others in the campus community on incidences of sexual offense and claims of discrimination or harassment.
- Establishes and maintains comprehensive case logs, files and notes.
- Leads regular collaboration sessions with campus Deputy Title IX stakeholders and the District Office of Diversity, Equity, and Inclusion.
- Maintains the Title IX website and people and culture social media platforms to publicize campus and

**ASSISTANT VICE CHANCELLOR OF PEOPLE AND CULTURE / HUMAN RESOURCES
LEARNING, INNOVATION, WELLNESS, AND EQUITY**

JOB DESCRIPTION – CLASSIFIED ADMINISTRATOR (CONTINUED)

community resources.

- Sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic background of community college students and employees
- Performs case management services such as sustaining parties' communications throughout the investigation and resolution process.

- Assesses and takes action to mitigate any potential safety risks.
- Coordinates and makes referrals for support services and as needed the County Sheriff's Office as well as other authorities.
- Collaborates with District Public Safety to fulfill the objectives of Clery Compliance andensure consistent compliance with Student Affairs and the District's Annual Security.
- Liaisons and innovates with outside counsel to ensure efficiency, accountability, and accuracy.
- Evaluates and enhances existing Board Policies, Administrative Regulations, and related policies/procedures.
- Supports and coaches supervisors in developing, delivering, and monitoring Performance Improvement Plans and reviews complaints or concerns from teammates regarding the process.
- Innovates and implements new ideas for continuous and sustainable improvement, including process enhancements that reduce costs, strengthen stakeholder satisfaction, and/or improve the effective delivery of services.
- Manages and collaborates with stakeholders on complex risk management, leaves of absences, and accommodation affairs.
- Collaborates with the Vice Chancellor of Human Resources with annual operating budgets for the department.
- Performs other duties as assigned and serves as a backup to the Vice Chancellor of Human Resources.

KNOWLEDGE AND ABILITIES

Thorough Knowledge of:

1) Successful strategies with providing people and culture support in a multi-stakeholder organization across multiple locations.
2) Risk, control, and compliance operating models in the people and culture/human resources space.
3) Leaves and accommodation management strategy, tracking, models, systems, and compliance.
4) Learning strategies and blended learning approaches to support a learner-centric experience.
5) Innovative, varied and simplified solutions which maximize knowledge and skill acquisition.
6) Strategic ideas within the people and culture space through EEO, TIX, and civil rights compliance monitoring, technology, trend forecasting, and stakeholder collaboration.
7) Applicable sections of California Education Code, Title 5, California Fair Housing and Employment Act, Clery Act, Violence Against Women Act, Campus SaVE Act, Americans with Disabilities Act, the Child Abuse and Neglect Reporting Act (CANRA), and Meyers-Milias-Brown Act.
8) Methods and techniques of trauma-informed investigations and adjudications pursuant to California Education Code Section 67386 (b) (12) and other legal requirements.
9) Principles, practices and techniques used in the analysis, evaluation, design, planning and management of a comprehensive equal employment opportunity/Title IX/civil rights/restorative justice program and its integration with a full-scale human resources program including employee relations, employee and management training and development, and employee discipline and corrective action.
10) Proven practices and strategies for investigation, negotiation, alternative dispute resolution, mediation, and arbitration.
11) Strategies identifying and building cross-functional partnerships to understand challenges.
12) Intersectional diversity, inclusion, belonging, equity, antiracism, and equal opportunity.
13) Research techniques, data mining practices, and people analytics strategies.

**ASSISTANT VICE CHANCELLOR OF PEOPLE AND CULTURE / HUMAN RESOURCES
LEARNING, INNOVATION, WELLNESS, AND EQUITY**

JOB DESCRIPTION – CLASSIFIED ADMINISTRATOR (CONTINUED)

14) Experience with software such as Advocate/Maxient, Ellucian Banner/Colleague, case management, and related HRIS/people and culture software.
15) Effective and concise verbal and written communication skills with the ability to collaborate and influence with cross-functional team members.

Ability to:

1) Analyze and strategize with data and metrics to guide strategy.
2) Innovate on software packages for recruitment, personnel, spreadsheets, and databases.
3) Show success utilizing employee attraction, engagement, and retention strategies.
4) Gather data, analyze/reason logically, and draw valid conclusions.
5) Investigate and/or mediate TIX, EEO, and related complaints.
6) Spearhead with expedited resolution in various employee relations matters.
7) Audit various people and culture processes, practices, and procedures to ensure alignment and compliance.
8) Analyze situations and make appropriate decisions and/or recommendations.
9) Quickly learn and effectively interpret and apply rules, regulations, and precedents to personnel issues withworking solutions.
10) Clearly communicate ideas and recommendations.
11) Write clear and concise reports, presentations, and related communications.
12) Work with and provide direction to other employees in the completion of the day-to-day work.
13) Excel in an ever-changing environment using an ambitious mindset.

MINIMUM QUALIFICATIONS

Education and Experience:

Bachelor's Degree from an accredited college or university and five (5) years of related work experience OR Master's Degree/Juris Doctorate/Doctorate Degree from an accredited college or university and three (3) years of related work experience OR Equivalent combination of training and experience.

Board Approved:

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

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**

AR 3550 Drug Free Environment and Drug Prevention Program

Reference(s):
Education Code Section 67384
Drug Free Schools and Communities Act Amendment of 1989
20 U.S. Code Section 1011i
34 Code of Federal Regulations 86.1 et seq.
Federal Drug-Free Workplace Act of 1988
41 U.S. Code Section 8103

The District is committed to providing its employees and students with a drug free workplace and campus environment. It emphasizes prevention and intervention through education.

The District shall be free from the unlawful manufacture, distribution, dispensing, possession, use or distribution of illicit drugs and alcohol by students, employees and guests. Awareness of this policy will help create a drug and ~~alcohol free~~ alcohol-free environment. This policy and regulation shall be published and be made available to students and employees on the district and college websites, including the employee intranet, Admissions and Records, the Health Centers, Student Services and Safety and Security. It will also be included in the Annual Security report, the college Catalogs, the Student Handbooks and Schedule of Classes.

The District emphasizes the prevention and intervention of substance abuse through education. The colleges will provide information about the dangers of drugs and alcohol and will engage in prevention programs through efforts by the Student Services offices, the Health Centers, District Safety and Security, and Risk Management.

Health risks associated with use of illicit drugs and the abuse of alcohol include: death; injury; unprotected sex and possible sexually transmitted disease; non-consensual sex; increased risk of suicide; and driving under the influence.

Violators of this policy may be subject to disciplinary action, which may include referral to an appropriate rehabilitation program, the Employee Assistance Program, suspension, demotion, expulsion or dismissal, and may also be subject to criminal *prosecution and* sanctions including fines, jail, or prison sentences. The ~~Associate~~ Deans of Student Development and Deputy Title IX Coordinator will handle student disciplinary action, the Vice Chancellor of Human Resources will be responsible for employee disciplinary action, and Director of District Safety and Security will work with local law enforcement agencies for criminal sanctions.

Prohibition of Drugs
The unlawful manufacture, distribution, dispensing, possession or use of alcohol or any controlled substance is prohibited on District property, during District-sponsored field trips, activities or workshops, and in any facility or vehicle operated by the District.

Violation of this prohibition will result in appropriate action up to and including termination of employment, expulsion, and referral for prosecution, or, as permitted by law, may require satisfactory participation in an alcohol or drug abuse assistance or rehabilitation program.

As a condition of employment, employees must notify the District within five days of any conviction for violating a criminal drug statute while in the workplace. The District is required to inform any agencies that require this drug-free policy within ten days after receiving notice of a workplace drug conviction.

Opioid Overdose
The District shall provide, as part of established campus orientations, educational and preventive information provided by the State Department of Public Health about opioid overdose and the use and location of opioid overdose reversal medication to students at all campuses. Each campus health center shall apply to distribute dosages of a federally approved opioid overdoes reversal medication and participate in the Naloxone Distribution Project administered by the State Department of Health Care Services.

Assistance for substance abuse may be obtained from one of the following sources:

- SAC and SCC Student Health Centers, for confidential counseling and referral to local agencies
- Alcoholics Anonymous of Orange County
- National Drug Hotline, 1-800-662-HELP
- Al-Anon/Alateen Family Group Headquarters, 1-800-356-9996
- Narc-Anon Family Group Headquarters, 310-547-5800
- 800 Cocaine, an information and referral hotline, 1-800-COCAINE

Responsible administrators: Vice Presidents of Student Services, Chief, District Safety and Security, and Vice Chancellor of Human Resources

Revised: **June 16, 2014 (Previously AR 3523)**
Revised: **September 19, 2016**
Revised: **January 28, 2019**
Revised: **xxxxxxxx, 2024**

Rancho Santiago Community College District
ADMINISTRATIVE REGULATION
Chapter 5
Student Services

AR 5010 Admissions

Reference(s):
Education Code Section 76000;
34 Code of Federal Regulations Section 668.16(p) (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);
ACCJC Accreditation Standard ~~II.C.6~~ 2.3

The Rancho Santiago Community College District gives the authority to the campus Admissions and Records Office to evaluate who may and may not attend for college credit. Admissions processes and procedures are outlined in the College Catalog.

Students must meet one of the following criteria to attend:

- High school graduate*
- Person in possession of a California high school proficiency certificate
- Person in possession of a GED/HiSet
- Person 18 years of age or older who can profit from instruction
- High school and middle school students qualifying for ~~Career Advanced Placement~~ Dual Enrollment or Early College Program.

*The administrator, or ~~his/her~~ their designee, shall be responsible for evaluating the validity of a student's high school completion if the college or the United States Department of Education has reason to believe that the high school diploma is not valid or was not obtained from an entity that provides secondary school education.

Responsible Manager: Vice President of Student Services or designee

Revised: January 1, 1997
Revised: May 7, 2018 (Previously AR 5001)
Revised: xxxxxxxx, 2024

Rancho Santiago Community College District
ADMINISTRATIVE REGULATION
Chapter 5
Student Services

AR 5011 Admission and Concurrent Enrollment of High School and Other Young Students

References:
   Education Code Sections 48800, 48800.5, 76001, and 76002 and 76004

~~High school~~ ~~S~~students meeting the admissions requirements within the Rancho Santiago Community College District may enroll through the ~~Career Advanced Placement (CAP) program~~ Dual Enrollment or Early/Middle College Programs. To be considered for admittance as a special part-time student, the student must meet the eligibility standards as established in Education Code Sections 48800 and 76001.

Coursework completed at Rancho Santiago Canyon College District (RSCCD) will be awarded as college credit regardless if the student chooses to use the credit towards high school graduation. A college transcript will be established as a permanent student record.

Additional signatures, placement tests, or prerequisites may be required. Enrollment fees are waived for part-time ~~students~~ Special Admits. Definitions of full-time and part-time students are published in the college catalog. The ~~CAP~~ Special Admit form contains the procedures and requirements for ~~CAP~~ Special Admit students.

Forms are available online or in the Admissions and Records Offices at both campuses.

All required documents shall be sent to the Admissions and Records Office at the college to which the student applied.

~~Career Advanced Placement~~ **Dual Enrollment and Early/Middle College Programs: Student Process**

The steps listed below permit high school students to use college credit coursework to meet high school graduation requirements. Admission is subject to seat availability.

1) Submit a college application for admission.
2) Complete a ~~Career Advanced Placement (CAP)~~ Special Admit form (SAF) and obtain signed parental or guardian consent and signed approval of his/her principal or designee to enroll at Rancho Santiago Canyon College District (RSCCD). Submit the ~~CAP~~ Special Admit form to the Admissions and Records Office at the college to which the student applied. Parental or guardian consent is effective until it is revoked.
3) Enroll in approved course(s) at Rancho Santiago Canyon College District (RSCCD). Ensure that all placement testing and prerequisites are met for the requested courses.

4) Upon completion of the course(s), request an official transcript be forwarded from Rancho Santiago Canyon College District (RSCCD) to the high school, if the student chooses to use the credit towards high school graduation.

Students will not be admitted unless they have availed themselves of all opportunities to enroll in equivalent courses at their schools of attendance. Courses in which high school and other young students are permitted to enroll will be open to the entire college population and will be taught with the rigor appropriate to college-level courses in accordance with the approved course outline of record.

If a request for special part-time or full-time enrollment is denied for a pupil who has been identified as highly gifted, the Board shall provide written findings and reasons for the denial within 60 days. A recommendation regarding the request for admission, and the denial shall be submitted to the Board at a regularly scheduled meeting that falls at least 30 days after the request for admission has been submitted.

Responsible Manager: Vice President of Student Services or designee

Revised: **January 1, 1997**
Revised: **May 7, 2018 (Previously AR 5002)**
Revised: **xxxxxxxx, 2024**

Rancho Santiago Community College District
ADMINISTRATIVE REGULATION
Chapter 5
Student Services

AR 5015 Residence Determination

References:
Education Code Sections 68000 et. seq., 68017, 68130.5, 68070 and 68075.7
Title 5, Sections 54000 et. seq. and 54022
38 U.S. Code Section 3679

Residence Classification

~~Residency~~ Resident classifications shall be ~~determined~~ made for each student at the time of acceptance of application for admission and whenever a student has not been in attendance for more than one semester (fall/spring). Summer session or spring intersession do not apply. Residence classifications are to be made in accordance with the following provisions:
   · A residence determination date is that day immediately preceding the opening day of instruction for any session during which the student proposes to attend
   · Residence classification is the responsibility of the Admissions and Records Office.

Students must be notified of residency determination within 14 calendar days of submission of application.

The Rancho Santiago Community College District will publish the residence determination date and summary of the rules and regulations governing residence determination and classification in the college catalog or addenda thereto.

Rules Determining Residence

- A student who has resided in California for more than one year immediately preceding the residence determination date is a resident.

- A student who has not resided in California for more than one year immediately preceding the residence determination date is a nonresident.

- Physical Presence

   A. A person capable of establishing residence in California must be physically present in California for one year prior to the residence determination date to be classified as a resident student.
   B. A temporary absence for business, education or pleasure will not result in loss of California residence if, during the absence, the personal always intended to return to California and did nothing inconsistent with that intent.

C. Physical presence within California solely for educational purposes does not constitute establishing California residence regardless of length of that presence.

The residence of each student enrolled in or applying for enrollment in any class, or classes, maintained by this Rancho Santiago Community College District will be determined in accordance with the Education Code which states that every person has, in law, a residence.   In determining the place of residence, the following rules are to be observed:

- Every person who is married or eighteen years of age, or older, and under no legal disability to do so, may establish residence.

- A person may have only one residence.

- A residence is the place where one remains when not called elsewhere for labor or other special or temporary purpose and to which one returns in seasons of repose.

- A residence cannot be lost until another is gained.

- The residence can be changed only by the union of act and intent.

- An individual ~~man or a woman~~ may establish ~~his/her~~ their residence. ~~A woman's~~ Their residence shall not be derivative from that of ~~her husband~~ their spouse.

- The residence of the parent with whom an unmarried minor child maintains ~~his/her~~ their place of abode is considered the residence of the unmarried minor child. When the minor lives with neither parent, the minor's residence is that of the parent with whom the last place of abode was maintained, provided the minor may establish ~~his/her~~ their residence when both parents are deceased and a legal guardian has not been appointed.

- The residence of an unmarried minor who has a parent living cannot be changed by the minor's own act, by the appointment of a legal guardian, or by relinquishment of a parent's right of control.

Determination of Resident Status

A resident is a student who has been a bona fide resident of California for one year prior to the residence determination date. A bona fide resident is a person whose residence is in California as determined above except:

- A student who is a minor and remains in this State after the parent, who was previously domiciled in California and has established residence elsewhere, shall be entitled to retain resident classification until attaining the age of majority and has resided in the State the minimum time necessary to become a resident, so long as continuous attendance is maintained at an institution.

- A student who is a minor and who provides evidence of being entirely self-supporting and actually present in California for more than one year immediately preceding the residence determination date with the intention of acquiring a residence therein, shall be entitled resident classification until ~~he/she has~~ they have resided in the State the minimum time necessary to become a resident.

- A student who has not been an adult for one year immediately preceding the residence determination date for the semester for which the student proposes to attend an institution shall have the immediate pre-majority-derived California residence, if any, added to the post-majority residence to obtain the one year of California residence.

- A student holding a valid credential authorizing service in the public schools of this State, who is employed by a school district in a full-time position requiring certification qualifications for the college year in which the student enrolls in an institution, shall be entitled to resident classification if each student meets any of the following requirements:

   o ~~He/she~~ They hold~~s~~ a provisional credential and is enrolled in courses necessary to obtain another type of credential authorizing service in the public schools.

   o ~~He/she~~ They hold~~s~~ a credential issued pursuant to Education Code Section 44250 and is enrolled in courses necessary to fulfill credential requirements.

   o ~~He/she is~~ They are enrolled in courses necessary to fulfill the requirements for a fifth year of education prescribed by subdivision (b) of Education Code Section 44259.

   o A student holding a valid emergency permit authorizing service in the public schools of this State, who is employed by a school district in a full-time position requiring certification qualifications for the academic year in which the student enrolls at an institution in courses necessary to fulfill teacher credential requirements, is entitled to resident classification only for the purpose of determining the amount of tuition and fees for no more than one year. Thereafter, the student's residency status will be determined under the other provisions of this procedure.

- A student who is a full-time employee of the California State University, the University of California or a community college, or of any state agency or a student who is a child or spouse of a full-time employee of the California State University, the University of California or a community college, or of any state agency may be entitled to resident classification, until the student has resided in the state the minimum time necessary to become a resident.

- A student who is a natural or adopted child, stepchild, or spouse who is a dependent of a member of the armed forces of the United States stationed in this state on active duty shall be entitled to resident classification. If the member of the armed forces of the United States later transfers on military orders to a place outside this state, or retires as an active member of the armed forces of the United States, the student dependent shall not lose ~~his/her~~ their resident classification, so long as ~~he/she~~ they remain~~s~~ continuously enrolled in the Rancho Santiago Community College District.

- A student who is a member of the armed forces of the United States stationed in this state on active duty, except a member of the Armed Forces assigned for educational purposes to a state-supported institution of higher education, is entitled to resident classification only for the purpose of determining the amount of tuition and fees. If the student later transfers on military orders to a place outside this state, the student shall not lose ~~his/her~~ their

resident classification, so long as ~~he/she~~ they remain~~s~~ continuously enrolled in the Rancho Santiago Community College District.

- A veteran who was discharged or released from at least 90 days of active service less than three years before the date of enrollment in a course commencing on or after July 1, 2015, and ~~his/her~~ their dependents, regardless of the veteran's state of residence is entitled to resident classification.

- An individual who is the child or spouse of a person who, on or after September 11, 2001, died in the line of duty while serving on active duty as a member of the Armed Forces who resides in California and enrolls in the community college within three years of the Service Member's death in the line of duty following a period of active duty service of 90 days or more.

- A student who is a minor and resides with ~~his/her~~ their parent in a district or territory not in a district shall be entitled to resident classification, provided that the parent has been domiciled in California for more than one year prior to the residence determination date for the semester, quarter or term for which the student proposes to attend.

- A student who is a Native American is entitled to resident classification for attendance at a community college if the student is also attending a school administered by the Bureau of Indian Affairs located within the community college district.

- A student who is a federal civil service employee and ~~his/her~~ their natural or adopted dependent children are entitled to resident classification if the parent has moved to this state as a result of a military mission realignment action that involves the relocation of at least 100 employees. This classification shall continue until the student is entitled to be classified as a resident, so long as the student continuously attends an institution of public higher education.

- A student who resides in California and is 19 years of age or under at the time of enrollment, who is currently a dependent or ward of the state through California's child welfare system, or was served by California's child welfare system and is no longer being served either due to emancipation or aging out of the system, may be entitled to resident classification until ~~he/she has~~ they have resided in the state the minimum time necessary to become a resident.

- A student who lives with a parent who earns a livelihood primarily by performing agricultural labor for hire in California and other states, and the parent has performed such labor in this state for at least two months per year in each of the two preceding years, and the parent resides in this District and the parent of the student has claimed the student as a dependent on ~~his~~ their state or federal personal income tax return if ~~he/she has~~ they have sufficient income to have personal income tax liability shall be entitled to resident classification.

- A student who demonstrates financial need, has a parent who has been deported or was permitted to depart voluntarily, moved abroad as a result of that deportation or voluntary departure, lived in California immediately before moving abroad, attended a public or private secondary school in the state for three or more years, and upon enrollment, will be in ~~his/her~~ their first academic year as a matriculated student in California public higher

education, will be living in California, and will file an affidavit with the District stating that ~~he/she~~ they ~~intends~~ intend to establish residency in California as soon as possible.

Right to Appeal

Students who have been classified as non-residents have the right to a review of their classification (Title 5, section 54010(a)). Any student, following a final decision of residence classification by the Admissions and Records Office, may make written appeal to the Administrator, within 30 calendar days of notification of final decision by the college regarding classification.

Appeal Procedure

The appeal is to be submitted to the Admissions and Records Office, which must forward it to the administrator within five working days of receipt. Copies of the original application for admission, the residency questionnaire, and evidence or documentation provided by the student, with a cover statement indicating upon what basis the residence classification decision was made, must be forwarded with the appeal.

The administrator will review all the records and have the right to request additional information from either the student or the Admissions and Records Office.

Within 30 calendar days of receipt, the administrator will send a written determination to the student. The determination shall state specific facts on which the appeal decision was made.

Reclassification

A student previously classified as a non-resident may be reclassified as of any residence determination date. A residence determination date is that day immediately preceding the opening day of instruction for any session during which the student proposes to attend.

Petitions are to be submitted to the Admissions and Records Office.

Petitions must be submitted prior to the semester for which reclassification is to be effective. Extenuating circumstances may be considered in cases where a student failed to petition for reclassification prior the residency determination date. In no case, however, may a student receive a non-resident tuition refund after the date of the first census.

Written documentation may be required of the student in support of the reclassification request.

A questionnaire to determine financial independence must be submitted with the petition for reclassification. Determination of financial independence is not required for students who were classified as non-residents by the University of California, the California State University, or another community college District. (Education Code Section 68044).

A student shall be considered financially independent for purposes of residence reclassification if the applicant meets all of the following requirements:

· Has not and will not be claimed as an exemption for state and federal tax purposes by ~~his or her~~ their parent in the calendar year prior to the year the reclassification application is made;

- Has not lived and will not live for more than six weeks in the home of ~~his or her~~ their parent during the calendar year the reclassification application is made.

A student who has established financial independence may be reclassified as a resident if the student has met the requirements of Title 5, Sections 54020, 54022 and 54024.

Failure to satisfy all of the financial independence criteria listed above does not necessarily result in denial of residence status if the one year requirement is met and demonstration of intent is sufficiently strong.

Financial dependence in the current or preceding calendar year shall weigh more heavily against finding California residence than financial dependence in the preceding second and third calendar years. Financial dependence in the current or preceding calendar year shall be overcome only if (1) the parent on whom the student is dependent is a California resident, or (2) there is no evidence of the student's continuing
residence in another state.

The administrator will make a determination, based on the evidence and notify the student no~~t~~ later than 14 days of receipt of the petition for reclassification.

Students have the right to appeal according to the procedures above.

Non-Citizens

The Rancho Santiago Community College District will admit any non-citizen who is 18 years of age or a high school graduate.

If non-citizens are present in the United States illegally or with any type of temporary visa, they will be classified as non-residents and charged non-resident tuition unless they meet the exceptions contained below.

If, for at least one year and one day prior to the start of the semester in question, a non-citizen has possessed any immigration status that allows ~~him/her~~ them to live permanently in the United States and ~~he/she~~ they meet~~s~~ the California residency requirements, the student can be classified as a resident.

Any students who are U.S. citizens, permanent residents of the U.S., and aliens who are nonimmigrants (including those who are undocumented), may be exempt from paying nonresident tuition if they meet~~s~~ the ~~following~~ requirements of Education Code, section 68130.5, commonly known as AB 540:
- ~~high school attendance in California for three or more years;~~
- ~~graduation from a California high school or attainment of the equivalent thereof;~~
- ~~registration or enrollment in a course offered by Rancho Santiago Community College District;~~
- ~~completion of a questionnaire form prescribed by the State Chancellor and furnished by the Rancho Santiago Community College District, verifying eligibility for this nonresident tuition exemption; and~~
- ~~in the case of a student without lawful immigration status, the filing of an affidavit that the student has filed an application to legalize his or her immigration status, or will file application as soon as he or she is eligible to do so.~~

The initial residency classification will be made at the time the student applies for admission. Students may file residency questionnaire forms through the third week of the semester to request a review of their residency status. Final residency determination is made by the administrator. Students may appeal the decision.

Responsible Manager: Vice Presidents of Student Services

Approved: **February 9, 2004**
Revised: **May 7, 2018 (Previously AR 5006)**
Revised: **xxxxxxxxx, 2024**

Rancho Santiago Community College District
ADMINISTRATIVE REGULATION
Chapter 5
Student Services

AR 5030 Fees

References:
Education Codes 66025.3, ~~68000 et seq.~~, <u>68120</u>, 70902(b)(9), 76223, 76300, 76300.5
Title 5, Sections 51012, 58520, and 58629
California Community College Chancellor's Office (CCCCO) Student Fee Handbook
~~ACCJC Accreditation Standard I.C.6~~
<u>ACCJC Eligibility Requirement 2.0</u>

Fees

1. All college credit students are required to pay enrollment fees as established by the California Legislature. Students shall be assessed an enrollment fee at the time of enrollment. The amount of the fee is established by law and published in the college catalog(s) and other print and electronic publications. The District may adjust, waive, or partially refund the fee as provided in the California Education Code. Credit cards and checks are accepted for payment. If enrollment fees are not paid within three (3) days of registration, or any time thereafter, student may be dropped from all classes and have to re-register.   A final outstanding balance drop date may also be implemented to drop students who have not paid in full by the Friday before the start of the semester.

   The enrollment fee will be waived for:
   a. California College Promise Grant (formerly Board of Governor's Fee Waiver (BOGW) students

   b. ~~High School students in grades 9, 10, 11, and 12~~ <u>Spcial Admit students</u> enrolled less than ~~full-time~~ <u>12 units.</u>

   c. <u>Students enrolled through College and Career Access Pathways (CCAP) partnerships pursuant to AB 288.</u>

   d. <u>Students enrolled through Adult Dual Enrollment pursuant to SB 554 enrolled in Adult High School Diploma Program or High School Equivalency Program. A special part-time student may enroll in up to, and including, 11 units per semester, or the equivalent thereof, at the community college.</u>

   e. Apprentice courses which are State-sponsored, such as Apprenticeship (excluding journey worker), will appear in the system as waived while the State is reimbursing tuition.

f. Children of veterans who have a service-connected disability. The Department of Veterans Affairs shall determine eligibility of the applicant for this program by providing documentation (letter of support) that the student is eligible for this fee waiver. The student should bring the documentation to the Veterans Office at Santa Ana College or Santiago Canyon College.

g. Certain eligible dependents of an individual killed in the September 11, 2001, terrorist attacks - The California Victim Compensation and Government Claims Board shall confirm the eligibility of persons requesting this waiver. The student shall bring such documentation to the Veterans Office at Santa Ana College or Santiago Canyon College.

Education Code Section 68121 includes the following requirement for the deceased person:
1) ~~S/he was~~ They were a resident of California.
2) ~~S/he was~~ They were employed by a public agency.
3) ~~His/her~~ Their principal duties consisted of active law enforcement service or active fire suppression and prevention.
4) ~~S/he was~~ They were killed in the performance of active law enforcement or active fire suppression and prevention duties.

h. RSCCD employees enrolled in the Classified Evening College Program.

2. Baccalaureate Degree Program Fees
   a. Each student shall be charged a fee in addition to an enrollment fee for upper division coursework that is part of a baccalaureate degree program. The upper division coursework fee is in addition to the enrollment fee for 300 and 400 level courses as annually determined by the District (**Not eligible for Board of Governor Fee Waiver**). Payment is required of all students upon registration for classes. These fees are subject to change.

3. Nonresident Tuition
   a. Nonresident students shall be charged nonresident tuition as determined annually by the District. Students shall be charged nonresident tuition for all units enrolled at the District, plus the enrollment fee per unit and Baccalaureate Degree program fee for applicable upper division coursework unless specifically exempted by law or District policy. In addition to the enrollment fee for nonresidents, out-of-state residents/international students must also pay a nonresident capital outlay fee. Residency questions should be directed to the Admissions and Records Office. Any international questions should be directed to the International Students Office.

4. All students are required to pay a health fee, with the following exemptions:
   a. Students who are enrolled exclusively in the academy classes of criminal justice, fire academy, fire officer training, or fire public safety. This exemption does not apply for students who are independently enrolled and not sponsored by their employer through a contractual agreement with RSCCD.
   b. Any student enrolled in an approved Apprenticeship Program. A request for an exemption may be filed at the Admissions and Records Office.

c. Any student who depends upon prayer for healing in accordance with the teachings of a bona fide religious sect, denomination, or organization, provided that the student presents documentary evidence of an affiliation with such a bona fide religious sect, denomination or organization. Students who request this exemption must obtain approval from the supervising administrator of the college health center.

d. Students enrolled exclusively in off-campus, i.e., not on SAC or SCC campuses, or distance education courses.

e. Low income students who demonstrate financial need under federal standards established by the Board of Governors and students receiving benefits under the TANF program.

5. Rancho Santiago Community College District (RSCCD) requires parking permits for student and staff lots. Parking permits may be purchased at time of registration. For current information regarding disabled student parking fees, please see college schedule. Parking permits are valid at both Santiago Canyon College and Santa Ana College.

6. A student representation fee is payable at the time of registration per semester. The mandatory fee is used by the Associated Student Government to provide support for governmental affairs representatives of local or statewide student body organizations who may be stating their positions and viewpoints before city, county, and district governments, and before offices and agencies of state government. A student may, for religious, political, financial, or moral reasons, refuse to pay the student representation fee established under this section. The refusal shall be submitted in writing to the community college officials at the time the student pays other fees collected by the community college officials. The refusal shall be submitted on the same form that is used for collection of fees as provided by the community college, which , as determined by the community college, shall be as nearly as practical in the same form as a model form prescribed by regulations of the Board of Governors of the California Community Colleges.

7. An optional Student Life and Leadership fee for ASB and college activities is payable at the time of registrations.

8. A Transportation Fee is required to be paid by students to partially or fully recover transportation costs incurred by the district or to reduce fares for services provided by OCTA for students (Education Code, section 76361).

9. Students may be required to procure required instructional and other materials for a course, provided that such materials are of a continuing value to the student outside the classroom; and provided that such materials are not solely or exclusively available from the District; and provided at actual cost. Costs of the student materials will be posted in the class schedule and payable at registration.

10. International Student Application Fee
Students who are citizens or residents of another country and apply for the F1 visa status and admission to the International Student Program are charged an application fee.

The non-resident tuition may be waived for students who can demonstrate financial need by petition and who are enrolled in six units or less.

11. Transcript Fee
A student/former student shall be entitled to two free copies of the transcript of his/her record. Additional copies shall be made available to the student, or to an addresses designated by him/hear, at a rate published in the College Catalog. Students may request special processing of a transcript.

Electronic Transcripts
The District may elect to implement a process for the receipt and transmission of electronic student transcripts contingent upon receipt of sufficient funding.

Fees and procedures are subject to change due to technological advancements resulting in implementation of new policies.

Collection and Refund of Fees

Students who withdraw from class(es) through the first two weeks of instruction for a full semester class (or an appropriate prorated amount of time relative to the total length of the course) may request a 100% refund. Students withdrawing after the two weeks are not eligible for a refund. No refund will be processed until assurance has been given that payment by check has cleared.

The Admissions and Records Office may withhold ~~grades, transcripts, diplomas, and~~ registration privileges from any student or former student who fails to pay a proper financial obligation to the District. The student shall be given written notification and the opportunity to explain if the financial obligation is in error.

The definition of proper financial obligation shall include, but is not limited to: student fees; obligations incurred through the use of facilities, equipment or materials; library fines; unreturned library books; materials remaining improperly in the possession of the student; and/or any other unpaid obligation a student or former student owes the District. A proper financial obligation does not include any unpaid obligation to a student organization.

Responsible Manager: Vice President of Student Services or designee

Revised: September 2004
Revised: May 7, 2018 (previously AR 5011)
Revised: xxxxxx, 2024

Rancho Santiago Community College District
ADMINISTRATIVE REGULATION
Chapter 5
Student Services

AR 5040 Student Records

References:
Education Code 76200 et. seq.
Title 5, Sections 54600 et seq.
20 U.S. Code Section 1232 g(j) (U.S. Patriot Act)
Civil Code Section 1798.85
Family Educational Rights and Privacy Act of 1974
Internal Revenue Code of 2954, Section 152
ACCJC Accreditation Standard ~~II.C.8~~ 2

In accordance with the Congressional Legislation entitled Family Educational Rights and Privacy Act of 1974 (FERPA), the Policy/Procedure stated hereinafter is established in regard to the privacy, review and release of identifiable information in a student's records.

RECORDS - CONTENTS AND SUPERVISION

A. The Administrator of Admissions and Records shall have supervisory charge of all education records within ~~his/her~~ their jurisdiction, and shall be directly responsible for specific records, and shall maintain a list of individuals, by position or name, so designated.

B. The Rancho Santiago Community College District currently maintains records that comprise the categories of files noted below, and that contain information directly related to a student or students. The inclusion of a file category in the following list does not constitute a requirement that such category be maintained by each component of the district, or, if such category is maintained by each component of the district, that each type of category information listed be included in full in each student's file. The inclusion of a category or type of information in the following list does constitute a requirement that, if the file is maintained and the type of information obtained and retained, such file and information shall be made available in full in accordance with the limitations and procedures established in this policy and/or the referenced Act.

1. **Admissions and Records - College Credit:** These records are maintained in the Admissions/Records Office of each college and include permanent records of work taken at each college, transcripts of work taken at other colleges, test results, college applications, academic petitions, grade and attendance rosters, student programs, graduation records, counseling logs, student certification records and correspondence with students. Faculty, administration and clerical staff members have access to these files, if such access is necessary for the completion of their official duties.
2. **Admissions and Records - Continuing Education:** These records are maintained in the Continuing Education Division offices located in Santa Ana and Orange, and include

records of work taken in the continuing education program, transcripts from other schools, test results, student programs, counselor's notes, and correspondence. The Records personnel also maintain a permanent record file that lists the name, address, telephone number, date of birth, subjects taken, grades received, credits granted and attendance hours of each student during each current and past school year. Faculty, administration and clerical staff members have access to these files, if such access is necessary for the completion of their official duties.

3. **Data Processing Files - College Credit:** These files are maintained in the Information Technology Services department and stored either on tape or in disc pack. These records are kept in one of two files - (1) the current file or (2) the historical file. Both of these files contain student name, permanent number, current address, units attempted, units completed and total grade points accumulated, and graduation status. In addition, the current file maintains the student program. Personnel employed in ITS have access to these files, if such access is necessary for the completion of their official duties. Also, the Admissions/Records staff have access via on-line terminal to the current files.

4. **Financial Aid Files - College Credit:** These records are maintained in the Financial Aid Offices at Santa Ana College and Santiago Canyon College. Administrators, the financial aid officer, and the financial aid staff have access to these records, as such access is necessary for the completion of their official duties.

5. **Placement Office Files - College Credit:** These records are maintained in the Placement Office and include applications, student resumes, and letters of recommendation. Administrators, the placement officer, and the Placement Office clerical staff have access to these records, if such access is necessary for the completion of their official duties.

6. **Veterans Office Files - College Credit:** These records are maintained in the ~~Placement Veterans Office~~ Veterans Resource Center and include information regarding the number of units a veteran student is enrolled in for the current semester and the number of dependents claimed by the veteran student. Administrators, the Veterans Affairs officer, the Veterans Representative and the Veterans ~~Office~~ Resource Center clerical staff have access to these records, if such access is necessary for the completion of their official duties.

7. **Health Services Files - College Credit:** These records are maintained in the Health Services Center and include medical histories, treatment records and records of medications administered. Administrators and Health Center personnel have access to these records, if access is necessary for the completion of their official duties.

8. **Divisional/Departmental Files - Work Experience, Student Conduct Records, Etc.:** If official records are maintained by a Division Dean or department, they are related to a particular program within the division or department which requires special certification and/or admissions procedures, and may include student evaluations, recommendations, achievement records, etc. Student conduct files are maintained by the Office of ~~the Associate Dean of~~ Student Development at Santa Ana College and ~~by the Office of the Director of Student Services at~~ Santiago Canyon College.

9. **Security:** These files are maintained by the Chief, District Safety and Security and include traffic decal lists, traffic violation records, and historical logs of security infractions and incident reports.

Exceptions to Educational Records are:

1. Individual records maintained by a staff member if kept in sole possession of the maker of the records and not accessible or revealed to any other person except a temporary substitute for the maker of records.

2. Records made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional, if records are used only for treatment of a student and made available only to those persons providing the treatment.
3. Records created by law enforcement.
4. Employment records
5. Alumni records.

RELEASE OF STUDENT INFORMATION

A. The privacy of student files is and will continue to be scrupulously maintained. Except as required under the provisions of the Family Educational Rights and Privacy Act of 1974, the Rancho Santiago Community College District will make public without student consent only certain "directory information." This information consists of the following:

A student's name, city of residence, major field of study, participation in officially recognized activities and sports, weight, height, and age if a member of an athletic team, dates of attendance, degrees and awards received, and the most recent previous educational institution or agency attended by the student. Any student who prefers that some or all of such "directory information" not be made public must notify ~~the Director of~~ Admissions and Records no later than 15 working days after the first day of classes in each term of attendance.

In accordance with the provisions of the Act, **the following are exceptions and shall be permitted to have access to student records without permission**:

(1) faculty, staff, and administrators of the college who have a legitimate interest and need;
(2) requests from research organizations, upon approval of the Research Department, conducting studies may be honored provided no information revealing the student's name is published;
(3) federal or state education officials or authorized representatives of the Comptroller General of the United States, the Secretary of Education, an administrative head of an education agency, state education official, or their respective designees, or the U.S. Office of Civil Rights, where that information is necessary to audit or evaluate a state or federally supported educational program or pursuant to a federal or state law;
(4) judicial or court orders, or subpoenas issued by the judge will be complied with (subpoenas from law firms need the written consent from the student (Ed. Code 76243) before records will be released;
(5) certain federal and state officials, accrediting organizations and educational agencies will be supplied information without student consent when such information is needed for valid educational purposes. Finally, also under the provisions of the Act, information will be released without student consent in any emergency situation where the information is needed to protect the health or safety of the student or other persons.

B. IN ALL INSTANCES OTHER THAN THOSE DESCRIBED IMMEDIATELY ABOVE, NO INFORMATION DIRECTLY RELATED TO ANY STUDENT WILL BE RELEASED TO ANY PERSON OR ORGANIZATION EXCEPT TO THE STUDENT HIMSELF/HERSELF, OR AT THE REQUEST OF THE STUDENT, TO AN EDUCATIONAL INSTITUTION TO WHICH THE STUDENT PLANS TO TRANSFER.

NOTICE OF STUDENT RIGHTS

Students of the Rancho Santiago Community College District shall be notified annually of their rights under this policy. The method of notification shall be annually via the Class Schedule, College Catalog, and College Websites.

Responsible Manager: Vice President of Student Services or designee

Revised: **August 2006**
Revised: **May 7, 2018, 2018 (previously AR 5117)**
Revised: **xxxxxxx, 2024**

Rancho Santiago Community College District
ADMINISTRATIVE REGULATION
Chapter 5
Student Services

AR 5055 ~~Registration~~ Enrollment Priorities

References:

Education Code Sections 66025.8, 66025.81, 66025.9, 66025.92
Title 5 Sections ~~51006,~~ 58106 and 58108

The Rancho Santiago Community College District will provide priority registration~~, effective Fall 2013,~~ for students who enroll in a community college for the purpose of degree or certificate attainment, transfer to a four-year college or university, or career advancement. ~~These registration priorities do not apply to courses offered during summer or intersessions.~~

Enrollment in courses and programs may be limited to students meeting properly established prerequisites and co-requisites.

Level 1: The following students will have the highest and equal priority for enrollment:

- A member of the armed forces or a veteran pursuant to Education Code section 66025.8
- A foster youth or former foster youth pursuant to Education Code section 66025.9;
- A student who has been determined to be eligible for Disabled Student Programs and Services or Extended Opportunity Programs and Services or a student who is receiving services through CalWORKS
- ~~A student who is receiving services through CalWORKS~~;
- Student parents, parenting students, or pregnant and parenting students (AB 2881)

Level 2: ~~The following students~~ Students participating in one of the following programs will have priority for enrollment over continuing students and regularly reviewed by the Registration Committee:

- Student Athletes participating in team sports
- College Assistance Migrant Program (CAMP)
- Student Transition & Registration Services (STARS)
- UMOJA
- Online Degree Pathway
- Honors Program
- STEM Academy
- Project RISE
- ~~First time students who have completed orientation, assessment, and developed student education plans.~~ New high school graduates who complete matriculation in the Spring semester ~~will~~ may be accommodated with early enrollment for the following Fall semester through participation in Early Decision or Early Welcome.

- ~~Continuing students, who has not lost registration priority, as defined in these policies and procedures.~~

Level 3: Students who have not lost registration priority as defined in this administrative regulation will be prioritized for registration in the following order:

1. Continuing students who have units completed within the Rancho Santiago Community College District with a grade of A, B, C, D, CR or P, based on the greatest number of units served first. A student with the greatest number of completed units will be assigned an earlier date/time than a student who have completed a lesser ~~amount~~ number of units.
2. ~~New students who have completed a matriculation plan, including assessment and orientation.~~
3. New and returning students ~~who do not participate in the matriculation plan~~ on a first-come, first-serve basis.
4. Students who have been placed on academic or progress probation or any combination thereof for two consecutive terms.
5. Special Admits or Concurrently Enrolled K-12 students

Loss of Enrollment Priority

Registration priority specified above shall be lost at the first registration opportunity after a student:

- Is placed on academic or progress probation or any combination thereof for two consecutive terms;

    or

- Has earned one hundred (100) or more degree-applicable semester or quarter equivalent units at the district.

For purposes of this section a unit is earned when a student receives a grade of A, B, C, D or P. This 100-unit limit does not include units for non-degree applicable English as a Second Language or basic skills courses as defined by the Vice President of Academic Affairs, or students enrolled in high unit majors or programs as designated by the Vice President of Academic Affairs.

The District shall notify students who are placed on academic or progress probation, of the potential for loss of enrollment priority. The District shall notify the student that a second consecutive term on academic or progress probation will result in the loss of priority registration as long as the student remains on probation. The District shall notify students or who have earned 75 percent or more of the unit limit, that enrollment priority will be lost when the student reaches the unit limit.

Appeal of Loss of Enrollment Priority

Students may appeal the loss of enrollment priority when the loss is due to extenuating circumstances. Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student, or when a student with a disability applied for, but did not receive a reasonable accommodation in a timely manner. The administrator or his/her designee will determine the appeal in his/her sole discretion.

Responsible Manager: Vice President of Student Services or designee

Adopted: **February 10, 2014**
Revised: **May 7, 2018 (previously AR 5009)**
Revised: **xxxxxxxx, 2024**