



**Rancho Santiago Community College District
District Council Meeting**

October 5, 2026

1:30 p.m.

Via Zoom

<https://rscdd-edu.zoom.us/j/86894984810>

669-444-9171 / 868 9498 4810

Agenda

- | | |
|---|-----------|
| 1. Call to Order/Update | Olson |
| 2. Approval of District Council Meeting Minutes - ACTION | Olson |
| a. August 24, 2026 Meeting | |
| 3. Approval of Job Descriptions – ACTION | Olson |
| a. Human Resources Manager, Operations | |
| b. Supervisory Investigator | |
| 4. Approval of Reorg #1489 – DO/Human Resources – ACTION | Olson |
| 5. Approval of 2024-2032 District Planning Process Manual – ACTION | Fisher |
| 6. Approval of Administrative Regulations – ACTION | |
| a. AR 4025 Philosophy and Criteria for Degrees and General Ed | Nery |
| b. AR 4103 Work Experience Education | Nery |
| c. AR 4235 Credit for Prior Learning | Nery |
| d. AR 5500 Standards of Student Conduct | Perez |
| e. AR 5520 Student Discipline Procedures | Perez |
| 7. Recommendation of Board Policy – ACTION | |
| a. BP 4020 Program, Curriculum and Course Development | Nery |
| 8. Committee Reports – INFORMATION | |
| a. Planning & Organizational Effectiveness Committee | Fisher |
| b. Human Resources Committee | Olson |
| c. Fiscal Resources Committee | Day |
| d. Physical Resources Committee | Matsumoto |
| e. Technology Advisory Group | Gonzalez |

9. Constituent Representative Reports - **INFORMATION**

- a. Academic Senate - SAC
- b. Academic Senate - SCC
- c. Classified Staff
- d. Student Government - SAC
- e. Student Government – SCC

Coyne
Kubicka-Miller
Johnson
Rivera
Prior

Next Meeting:
November 2, 2026



Rancho Santiago Community College District District Council Meeting

MINUTES August 24, 2026

Members:	Marvin Martinez	Present
	Sarah Fisher	Present
	Iris Ingram	Present
	Kristin Olson	Present
	Annebelle Nery	Present
	Enrique Perez	Present
	Jesse Gonzalez	Present
	Claire Coyne	Present
	Tara Kubicka-Miller	Present
	Susan Hoang for Steve Bautista	Present
	Song Graham	Present
	Sheryl Martin for Tyler Johnson	Present
	Diana Casares	Present
	Anthony Rivera (Int SAC ASG President)	Present
	Anderson Prior	Present

Guests:
Emily Day, Asst. VC Fiscal Services

1. Call to Order/Update

- Chancellor Martinez convened the meeting via Zoom Conference at 1:33 p.m.
- Mr. Prior gave his SCC ASG President at this time due to his required early departure from the meeting

2. Approval of Minutes

- It was moved by Ms. Ingram and seconded by Mr. Johnson to approve the minutes of the July 20, 2026 meeting. The motion carried with abstentions from Ms. Graham and Ms. Martin.

Mr. Prior left the meeting at this time.

3. Approval of Reorg #1486 – DO/Ed Services/Resource Development
 - a. It was moved by Ms. Ingram and seconded by Ms. Coyne to approve Reorg #1486 – DO/Ed Services/Resource Development. Discussion ensued. The motion carried unanimously.
4. Approval of 2026-2027 Adopted Budget
 - a. AVC Emily Day presented the 2026-2027 Adopted Budget that was recommended to District Council by the Fiscal Resources Committee. It was moved by Ms. Ingram and seconded by Ms. Kubicka-Miller to approve the 2026-2027 Adopted Budget. Discussion ensued. The motion carried unanimously.
5. Committee Reports
 - a. Planning and Organizational Effectiveness Committee (POEC)
Asst. Vice Chancellor Fisher reported on the June 24, 2026 meeting which was an information meeting only due to not meeting quorum. Next meeting is August 26, 2026.
 - b. Human Resources Committee (HRC)
Vice Chancellor Olson reported on August 19, 2026 meeting.
 - c. Fiscal Resources Committee (FRC)
Vice Chancellor Ingram reported on the July 1, 2026 meeting
 - d. Physical Resources Committee (PRC)
Vice Chancellor Ingram reported that PRC had a review of all capital projects in the district.
 - e. Technology Advisory Group (TAG)
Asst. Vice Chancellor Gonzalez reported that the first meeting of the fall is September 3, 2026 and provided a preview of the agenda items to be discussed.
6. Constituent Representative Reports
 - a. Academic Senate/SAC: Ms. Claire Coyne reported on the SAC Academic Senate meetings and activities.
 - b. Academic Senate/SCC: Ms. Tara Kubicka-Miller reported on the SCC Academic Senate meetings and activities.
 - c. CSEA: Ms. Martin on behalf of Mr. Johnson reported on CSEA 579 activities.
 - d. Student Government/SAC: Mr. Rivera reported on SAC ASG activities.
 - e. Student Government/SCC: Mr. Prior reported on SCC ASG activities at the beginning of the meeting because he had to leave early.

Next Meeting: The next meeting will be held on Monday, October 5, 2026
Meeting Adjourned: 2:28 p.m.

PRINCIPAL HUMAN RESOURCES ANALYST/MANAGER, OPERATIONS
JOB DESCRIPTION

POSITION OVERVIEW

~~The Human Resources Manager, Operations is responsible for coordinating and implementing human resources activities, policies, and programs that support the District's mission, vision, and values. The Principal Human Resource Analyst is distinguished from other journey-level positions by the nature, responsibility, analysis, complexity, and technicality of the work and by internal and external stakeholder interactions and serves as a leader in making independent analysis, for the solution of people and culture related issues. The Principal Human Resource Analyst- Manager, Operations reports and performs their duties under the general supervision of the designated supervisor and. An incumbent may will supervise a team in overseeing and participate in a variety of professional-level human resource management functions depending on department needs, such as but not limited to: recruitment, classification and compensation, compliance, performance, discipline, and professional development programs, workplace safety and risk management functions, health and wellness benefits programs. This position is distinguished from Human Resources Analyst in that an incumbent in the later class performs a variety of professional, technical, and analytical assignments related to human resource administration. Principal Human Resources Analyst may provide lead work direction and training to assigned staff as needed.~~

REPRESENTATIVE DUTIES

- ~~Leads~~Manages high-level human resources projects including but not limited to data analytics, classification/compensation studies, total rewards, improvement audits, human resources information systems and employee records.
- ~~Assists~~Leads in the development and implementation of policies, practices, programs, and procedures for human resources.
- Interprets and applies policies, procedures, regulations, memorandum of understandings, and collective bargaining agreements.
- Prepares, maintains and analyzes confidential records and other materials related to employer/employee relations, collective bargaining, grievance processing, unfair labor practice charges, and litigation.
- Innovates as a system administrator for modern technology utilizing analysis, enhancement, creation, revision, and maintenance of features, reports, communication and documentation
- Interprets, guides and assures compliance with county, state and federal regulations and guidelines concerning employment and human resource administration.
- Establishes and implements multi-stakeholder onboarding programs and employee lifecycle programs.
- Collaborates in collective bargaining agreements and labor management meetings as needed.
- Researches and prepares highly complex statistical and narrative reports on a variety of data.
- Prepares employee, collective bargaining, confidential and other employee files, surveys, marketing trends, salary and classification comparative data, and other related information.
- Develops and implements highly complex new and comprehensive department operating procedures methods and systems for procedural/process improvement and in accordance with legal and contract changes.
- May plan, design, develop, deliver, and evaluate various professional development and training programs to address institutional, departmental, and individual training needs for faculty, management, staff, and student employees.
- Advises on budget and technology to ensure strategic alignment with districtwide resources and resources.
- Examines and proposes improved process designs to define the future of how our organization can uplift its workforce across all divisions and roles.
- ~~Leads~~Manages, assesses, and mentors team members to ensure daily operations and inspire creativity.
- Brings to life new ideas for continuous and sustainable improvement, including process enhancements that reduce cost, strengthen stakeholder satisfaction, and improve the effective delivery of services.
- Partners closely with peers and stakeholders across the District to assess existing human resource programs, processes, and practices and to identify gaps and inefficiencies, and innovate to enhance the employee

PRINCIPAL HUMAN RESOURCES ANALYST/MANAGER, OPERATIONS
JOB DESCRIPTION

- experience and support long-term growth objectives.
18. Monitors and informs on legislative changes relevant to ~~people and culture~~ Human Resources.
 19. Creates and maintains an active record-keeping system that records, monitors, and keeps current all relevant documents.
 20. Provides day-to-day leadership and works with staff to ensure a high performance, customer service-oriented work environment which supports achieving District objectives and service expectations.
 21. Supervises and evaluates assigned staff; establishes performance requirements and professional development targets for assigned staff; regularly monitors performance and provides coaching and development.
 22. Administration of employee leaves of absence programs including the reasonable accommodation process; ensure compliance with all federal, state, and local laws and regulations as well as District Board policies and Administrative Regulations.
 23. Plans, organizes and directs the District's property and liability, workers' compensation and other insurance programs including but not limited to employee health and wellness, student accident insurance, Fine Arts insurance; receives and processes liability claims in accordance with applicable Government Code provisions;
 24. Directs the worker's compensation program; participates in the investigation and response to workers' compensation claims filed against the District;
 25. Administers the employee medical, dental, vision and life insurance programs, flexible spending programs, and ensures compliance with established laws; coordinates the District's Joint Benefits Committee;
 26. Develops, implements, and maintains programs to ensure compliance with CAL/OSHA and other local, state, federal safety regulations; serves as liaison to CAL/OSHA and other regulatory agencies in the matters of employee workplace safety; maintains the Employee Injury and Illness Prevention Program.
 - 24-27. Coordinates and conducts training sessions and in-services for staff concerning workplace safety and risk management programs, issues, and related policies and procedures
 - 22-28. Administers the District's Chemical Hygiene Plan and acts as a resource for the District's Chemical Hygiene Officers; Administers the District's hazardous materials program including waste minimization procedures; reviews chemicals used by the District and maintains the on-line chemical inventory and Safety Data Sheet program;
 - 23-29. Performs other duties as assigned.

KNOWLEDGE AND ABILITIES

Thorough Knowledge of:

1. Success with providing human resource support in a multi-stakeholder organization across multiple locations.
2. Proven ability to define, influence, refine and implement processes, procedures, and policies.
3. Applicable sections of California Education Code, Title 5, The Educational Employment Relations Act (EERA) of 1976, 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.

PRINCIPAL HUMAN RESOURCES ANALYST/MANAGER, OPERATIONS
JOB DESCRIPTION

4. Principles, practices, and techniques used in the analysis, evaluation, design, planning, and management of a comprehensive recruitment, people analytics, classification/compensation programs and its integration with a full-scale comprehensive people and culture programs.
5. Project management, the ability to track and manage complex processes.
6. High level of stakeholder service-centricity and organizational empathy.
7. Principles and practices of effective management and supervision.
8. Proven practices and strategies for major functional areas to enhance the efficiency and quality of our recruitment and retention tools and processes.
9. Intersectional diversity, inclusion, belonging, equity, antiracism, and equal opportunity.
10. Software, including case management software, such as, Advocate/Maxient, and Human Resources management software, such as, Ellucian Banner/Colleague, Workday, and other related project management software, case management, and related HRIS/Human Resource software.
11. High degree of business insight; results-oriented with an ability to work independently.
12. Strategies identifying and building cross-functional partnerships to understand challenges.
13. Principles and practices of business/ public administration, insurance and workers compensation.
14. Local, state and federal safety, environmental and hazardous waste codes and regulations.
15. Biological and chemical safety standards and practices, laboratory safety procedures, physical hazard and safety engineering.
- 12.

Ability to:

1. Demonstrate on-going curiosity and creativity, balanced with the ability to distill numerous inputs/ideas into meaningful actions and recommendations.
2. Analyze and strategize with metrics to guide strategy.
3. Exhibit strong analytical and quantitative skills with the ability to use data and metrics to back up assumptions, evaluate outcomes, and challenge conventional wisdom.
4. Respond to change with strategy and innovation.
5. Display strong analytical capabilities and a process improvement mentality.
6. Innovate on software packages for recruitment, personnel, spreadsheets and databases.
7. Collaborate and influence strategically in both small teams and large, cross-functional environments.
8. Review and evaluate employee job performance, effectively supervise assigned staff, and foster a teamwork environment.
9. Exhibit strong business and financial acumen with the ability to understand shareholder value and relevant business models, and how to translate these into human resource initiatives.
10. Show success utilizing employee attraction, engagement, and retention strategies.
11. Gather and analyze data, reason logically and draw valid conclusions.
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 and develop working solutions.
14. Clearly communicate ideas and recommendations.
15. Write clear, comprehensive and concise reports.
16. Work with and provide direction to other employees in the completion of the day-to-daywork.
17. Excel in an ever-changing environment using an ambitious mindset.
- 17.18. Understand, interpret and apply laws, rules, regulations, and policies pertaining to insurance and worker's compensation

MINIMUM QUALIFICATIONS

Education and Experience:

~~PRINCIPAL~~ HUMAN RESOURCES ~~ANALYST~~ MANAGER, OPERATIONS
JOB DESCRIPTION

Bachelor's Degree from an accredited college or university and three (3) years of related work experience OR
Masters/Doctorate Degree from an accredited college or university and one (1) year of related work experience OR
Equivalent combination of training and experience.

Board Approved:

SUPERVISORY INVESTIGATOR

JOB DESCRIPTION – CLASSIFIED SUPERVISORY

POSITION OVERVIEW

The ~~Principal District Supervisory~~ Investigator innovates, delivers, ~~and~~ collaborates ~~and supervises on~~ duties in promulgating the District's commitment to foster an inclusive and equitable environment where our campus community can thrive and belong authentically. ~~The Principal District Investigator is distinguished from other journey level positions by the nature, responsibility, analysis, complexity, and technicality of the work and by internal and external stakeholder interactions.~~ This role also serves as a ~~leader-supervisor~~ in making independent analysis and recommendations of factual and procedural questions, for the solution of Title IX, workplace conflict, civil rights discrimination, harassment, retaliation, Equal Employment Opportunity (EEO) complaints, and other Human Resources (HR) related issues for all employees and students. This role will coordinate updates and revisions to Board Policies and Administrative Regulations. This role will review new HR related legislation and revisions to existing HR legislation and recommend changes HR administrators. This position reports and performs its duties under the general supervision of the HR Manager, District Investigations, and may supervise the work of investigators, hourly employees and staff in Human Resources.

REPRESENTATIVE DUTIES

1. Leads in responding to and investigating complex Civil Rights, Title IX, and workplace conflict complaints including, but not limited to discrimination, harassment, Equal Employment Opportunity (EEO) complaints, and related retaliation reports and complaints from students and employees.
2. Leads prompt, thorough, and impartial investigations into discrimination, harassment, and retaliation complaints related to legally protected status, while strategically implementing Title IX protective and supportive measures as required by District Policy, ensuring a fair, comprehensive process for all parties involved.
3. Serves as a primary reference to the interpretation, application, and compliance of District policies, procedures, protocols, and practices related to Title 5, Title VII, Title IX, ADA, 2022 Reauthorization of VAWA/Campus SaVE Act, and related state laws, such as FEHA and California Community Colleges policies.
4. Acts as a senior technical expert in investigative, research, and complex analysis within HR, developing and implementing advanced methods and practices across various levels of the district, aligning with legal, regulatory, and policy frameworks.
5. Provides expert recommendations on the interpretation and application of policies, procedures, regulations, memorandum of understanding, and collective bargaining agreements, ensuring comprehensive and nuanced understanding.
6. Assists in the development and implementation of policies, practices, programs, and procedures for human resources.
7. Assist in conducting intake of complaints reports, or inquiries.
8. Functions as a primary liaison between HR and College personnel, addressing operational needs with a focus on strategic alignment and efficiency.
9. Delivers detailed and complex information to District and College employees about HR regulations, procedures, best practices, and forms, ensuring clarity and compliance.
10. Analyzes and provides high-level recommendations concerning operational and technical matters in areas of Civil Rights, Title IX, or workplace conflict in HR; synthesizes diverse opinions to formulate comprehensive solutions.
11. Conducts in-depth interviews with employees, students, and third parties, addressing complex violations of district policies or law; drafts comprehensive summaries with a focus on detailed fact-finding and action planning.
12. Leads in facilitating informal resolutions and manages formal investigation processes, focusing on complex conflict resolution.
13. Coordinates and oversees projects to ensure timely completion, focusing on complex investigations and strategic initiatives.

REPRESENTATIVE DUTIES (CONT'D)

14. Directs the preparation, maintenance, and analysis of confidential records, focusing on employer/employee relations, grievance processing, and legal matters, ensuring accuracy, confidentiality, and compliance with relevant regulations.
15. Directs high-level Human Resources projects, encompassing advanced data analytics, improvement audits, and system enhancements, ensuring strategic implementation and operational excellence.
16. Expertly communicates HR-related information to administrators, staff, and the public, using detailed data analysis and visual aids to convey complex concepts clearly and effectively, with an emphasis on understanding the strategic implications and impact on organizational goals.
17. Supervises and evaluates assigned staff; establishes performance requirements and professional development targets for assigned staff; regularly monitors performance and provides coaching and development.
18. Demonstrates advanced budget experience, contributing to financial planning and management within the HR Department, with an emphasis on strategic allocation.
19. Leads team projects and independently carries out complex special assignments, without supervision.
20. Represents HR in high-level meetings, hearings, conferences, workshops, or negotiations, focusing on complex and strategic matters.
21. Acts as the primary advisor and authority for District and College managers in establishing, reviewing, and documenting disciplinary policies, ensuring their fair and consistent application and offering expert counsel on addressing performance concerns.
22. Acts as the primary advisor to District and College managers in establishing and reviewing disciplinary policies, preparing and documenting performance evaluations, counseling managers on best practices for correcting performance concerns, ensuring the consistent and fair application of District policies and procedures, and reviewing negative performance evaluations to ensure sufficient documentation and justification.
23. Designs and delivers comprehensive training programs for employees and managers on anti-discrimination policies and fostering a culture of respect, with a focus on addressing complex issues and strategic organizational needs.
24. Oversees and facilitates Skelly meetings, expertly managing complex employee disciplinary matters with a focus on procedural fairness and compliance.
25. Provides day-to-day leadership and works with staff to ensure a high performance, customer service-oriented work environment which supports achieving District objectives and service expectations.
26. Brings to life new ideas for continuous and sustainable improvement, including process enhancements that reduce cost, strengthen stakeholder satisfaction, and improve the effective delivery of services.
27. Reviews, analyzes, and recommends revisions to District Board Policies and Administrative Regulations to ensure alignment with applicable federal and state laws, regulations, collective bargaining agreements, Board directives, and current District practices. Research changes in legal and regulatory requirements and identifies policies and regulations requiring modification, clarification, or development.
- 26-28. Conducts periodic reviews of existing Board Policies and Administrative Regulations to identify outdated, conflicting, or obsolete provisions and recommends updates or rescission when appropriate; Coordinates the policy development process, incorporating feedback and recommended revisions while ensuring consistency with related policies, regulations, and contractual requirements.
- 27-29. Monitors, -and informs, and makes recommendations on legislative changes relevant to HR.
- 28-30. Performs other duties as assigned.

KNOWLEDGE AND ABILITIES

Thorough Knowledge of:

1. Applicable sections of California Education Code, Title 5: Americans with Disabilities, Act, Age Discrimination Act, California Labor Laws, California Housing and Employment Act, the California Family Rights Act, and other applicable Federal and State laws and regulations.
2. Principles, practices, and techniques used in the analysis, evaluation, design, planning, and management of HR policies and practices and its integration with full-scale comprehensive HR programs.
3. Exceptional project management with the ability to track and manage complex processes, and a desire to lead multiple teams and multiple projects.
4. High level of stakeholder service-centricity and organizational empathy.
5. Intersectional diversity, inclusion, belonging, equity, antiracism, and equal opportunity.
6. Investigative principles and application of laws, policies, rules, regulations, and practices.
7. Software, including case management software, such as, Advocate/Maxient, and Human Resources management software, such as, Ellucian Banner/Colleague, Workday, and other related project management software, case management, and related HRIS/Human Resource software.
8. High degree of business insight and results oriented. with an ability to work independently.
9. Strategies identifying and building cross-functional partnerships to understand challenges.
10. Principles and practices of effective management and supervision.
11. Principles, practices, and procedures related to the development, review, interpretation, and administration of Board Policies and Administrative Regulations.
- ~~10. Principles and practices of policy analysis, research, development, and implementation.~~

Ability to:

1. Demonstrate on-going curiosity and creativity, balanced with the ability to distill numerous inputs/ideas into meaningful actions and recommendations.
2. Success with providing Human Resources support in a multi-stakeholder organization across multiple locations.
3. Proven ability to define, influence, refine and implement processes, procedures, and policies.
4. Gather, complete, and analyze information/input/data/ideas and make recommendations for creative strategies, and solutions to existing problems.
5. Exhibit independent analytical and quantitative skills with the ability to use data and metrics to back up assumptions, evaluate outcomes, and challenge conventional wisdom.
6. Ability to interpret, apply, and explain complex laws, contract language, rules, regulations, policies, and precedents to personnel problems.
7. Display cultural competency and sensitivity in handling diverse cases and interacting individuals from various backgrounds and levels of the organization.
8. Display strong analytical capabilities and a process improvement mentality.
9. Learn new software packages quickly for recruitment, personnel, spreadsheets and databases.
10. Collaborate and influence strategically in both small teams and large, cross-functional environments.
11. Maintain confidentiality of non-public information.
12. Gather and analyze data, reason logically, and draw valid conclusions.
13. Analyze situations and make appropriate decisions and/or recommendations.
14. Quickly learn and effectively interpret and apply rules, regulations and precedents to personnel issues and develop working solutions.
15. Clearly communicate ideas and recommendations.
16. Write clear, comprehensive, and concise reports.
17. Work with and provide direction to other employees in the completion of the day-to-day work.
18. Excel in an ever-changing environment using an ambitious mindset.

19. Review and evaluate employee job performance, effectively supervise assigned staff, and foster a teamwork environment
20. Research and analyze laws, regulations, court decisions, collective bargaining agreements, and other authoritative sources to determine their impact on District policies and regulations.
21. Review existing Board Policies and Administrative Regulations and identify provisions that are outdated, inconsistent, duplicative, ambiguous, or no longer applicable.
- +22. Draft clear, concise, legally appropriate, and operationally practical Board Policies and Administrative Regulations.

MINIMUM QUALIFICATIONS

Education and Experience:

Bachelor's Degree from an accredited college or university and three (3) years of related work experience OR Masters/Juris Doctorate Degree from an accredited college or university and one (1) year of related work experience OR equivalent combination of training and experience.

Board Approved: ~~September 9, 2024~~

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
REORGANIZATION REQUEST FORM

Number # 1489

Assigned by Human Resources

Use this form and the reorganization process to make a permanent personnel change in your program or department. If proposing a new and/or change of position, please attach a cost of position worksheet.

Site/Department/Division: District Office / Human Resources

Manager/Supervisor: Kristin Olson

Position(s) affected:

CURRENT POSITION	PROPOSED POSITION
Director, Workplace Safety & Risk Management (Grade F) (D Maus)	Defund Position
Principal HR Analyst (x3) (Grade I) (J Hunt/B Thrift/M Gunther)	HR Manager Operations (x3) (Grade G) (reclassification)
Principal Investigator (Grade I) (J Medina)	Supervisory Investigator (Grade H) (reclassification)
	Principal HR Analyst (Grade I) (New position)

Current annual salary/benefits cost \$ 1,280,031

Proposed annual salary/benefits cost \$ 1,261,742

Specify budget impact – include exact amounts or the best available estimate and the source of funding:

GENERAL FUNDS ☒

RESTRICTED FUNDS ☒

Source of funding (account numbers): 11_0000_673000_53110_2110 / 62-0000-677000-53120-2110

(Attach necessary budget change forms)

Reason for reorganization:

See Attached.

Will there be duties and/or responsibilities that will no longer be performed/required in this department/division?

No ☒ Yes ☐ If yes, please explain below.

Does this change affect more than one department/division?

No ☒ Yes ☐ If yes, please explain below.

Please note: You are required to attach both current and proposed organization charts (highlighting all positions affected, both current and proposed) with this form.

Submitted by (District Cabinet Member): [Signature]

Date: 9/17/2026

SIGNATURES AND/OR REVIEW DATES	
Human Resources (Signature/Date): <u>[Signature]</u> 9/17/26	Business Operations & Fiscal Services (Signature/Date): <u>[Signature]</u> 9/17/2026 gm.
	Resource Development (Signature/Date – Only for Restricted Funds)
COLLEGE POSITIONS	DISTRICT POSITIONS
President's Council Approval (Signature/Date):	Chancellor's Cabinet Approval (Signature/Date): <u>[Signature]</u> 9/21/2026
Chancellor's Cabinet Approval (Signature/Date):	Chancellor's Council Approval (Signature/Date):
CSEA (Signature/Date):	CSEA (Signature/Date):

Reorganization of Workplace Safety and Risk Management Functions

The District is proposing an organizational restructuring within Human Resources that will eliminate the existing Director, Workplace Safety and Risk Management position and reclassify and realign three Principal HR Analysts, along with the Principal District Investigator position. As part of the reorganization, the Workplace Safety and Risk Management responsibilities will be incorporated into the HR Manager, Operations position, and redistributed among three Human Resources management positions, in conjunction with the realignment of the Principal District Investigator position.

The proposed reorganization is intended to create a more effective and sustainable organizational structure by aligning responsibilities with the appropriate level of management, improving supervisory oversight, increasing operational efficiencies, and establishing greater specialization within key Human Resources functions.

The District's review of the current organizational structure has identified an opportunity to more effectively distribute these responsibilities rather than continuing to consolidate a broad and diverse range of functions within a single management position.

The proposed structure will distribute the responsibilities, resulting in more focused supervision, greater functional specialization, clearer accountability, improved coordination, and increased operational efficiency. Incorporating appropriate Workplace Safety and Risk Management responsibilities into HR Operations will also strengthen the alignment between these functions and related Human Resources operational activities.

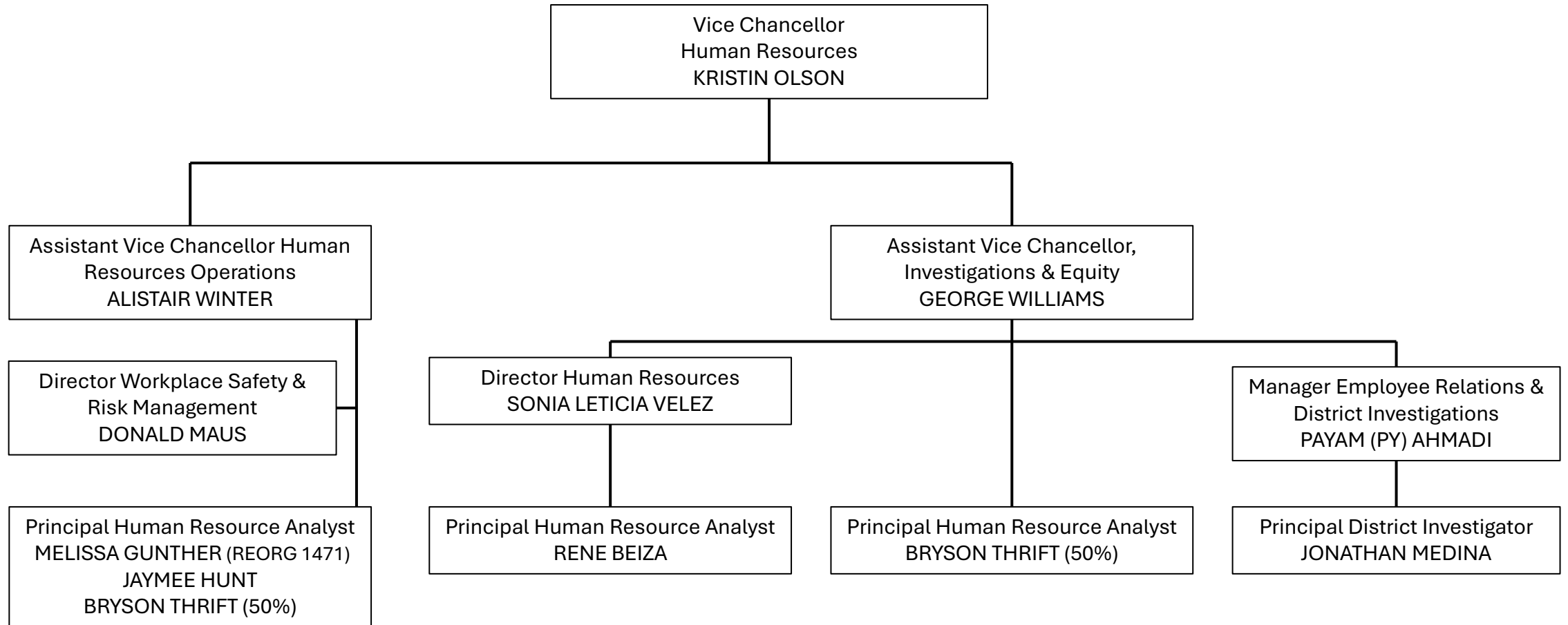
The reorganization will provide a more sustainable organizational model while maintaining appropriate oversight of responsibilities. The proposed structure is intended to enhance the District's ability to effectively administer these functions, respond to operational needs, and provide consistent and efficient service to employees, managers, and departments.

Funding

Finally, and importantly, the reorganization is being proposed within the current funding structure, with no additional funding required. Funding for the HR Manager Operations will be split between general funds and Fund 62 (Risk Management). Respectively, each HR Manager Operations position will have 40% of their position costs from Fund 62.

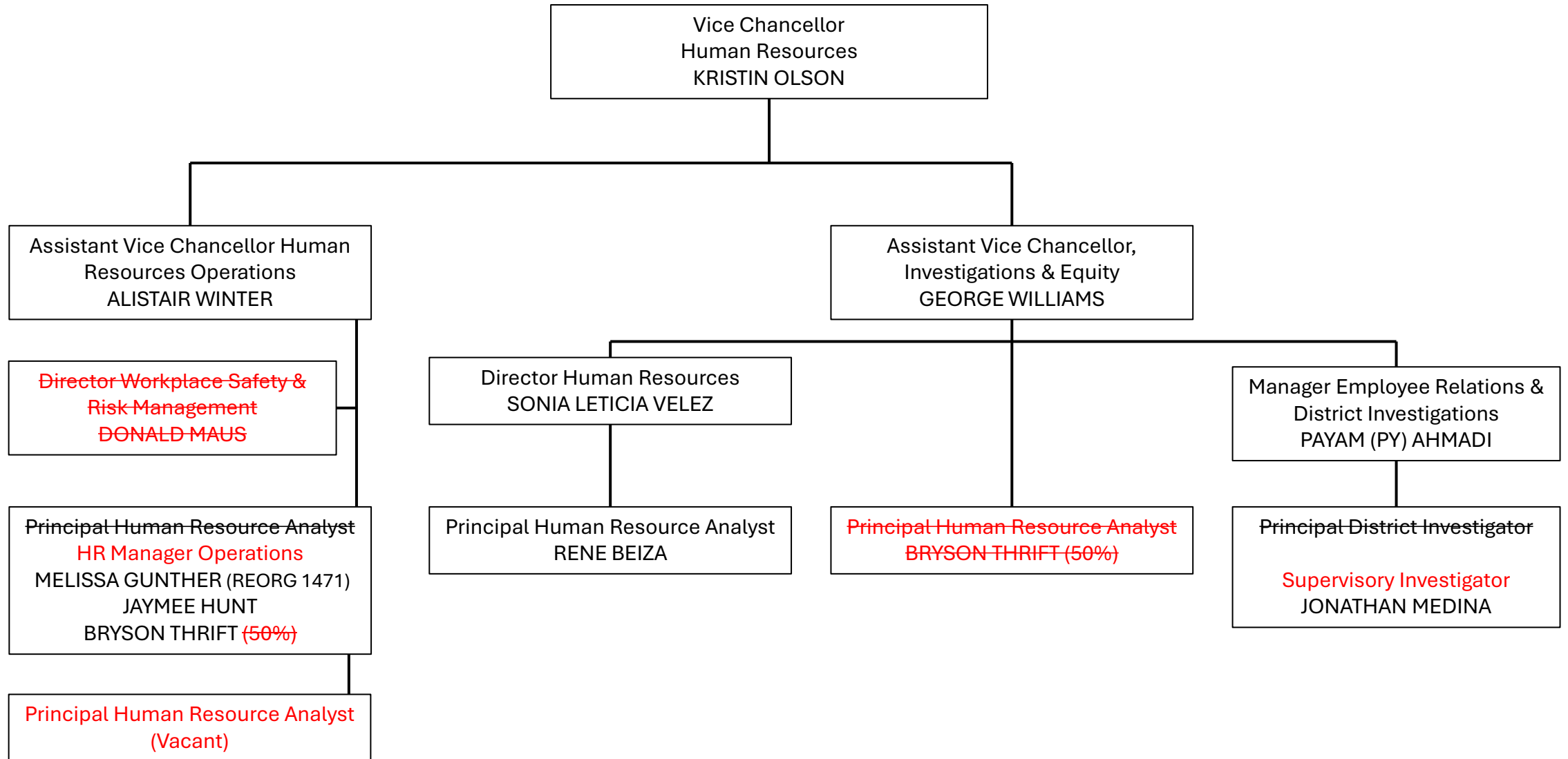


**RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
HUMAN RESOURCES MANAGEMENT DEPARTMENT**





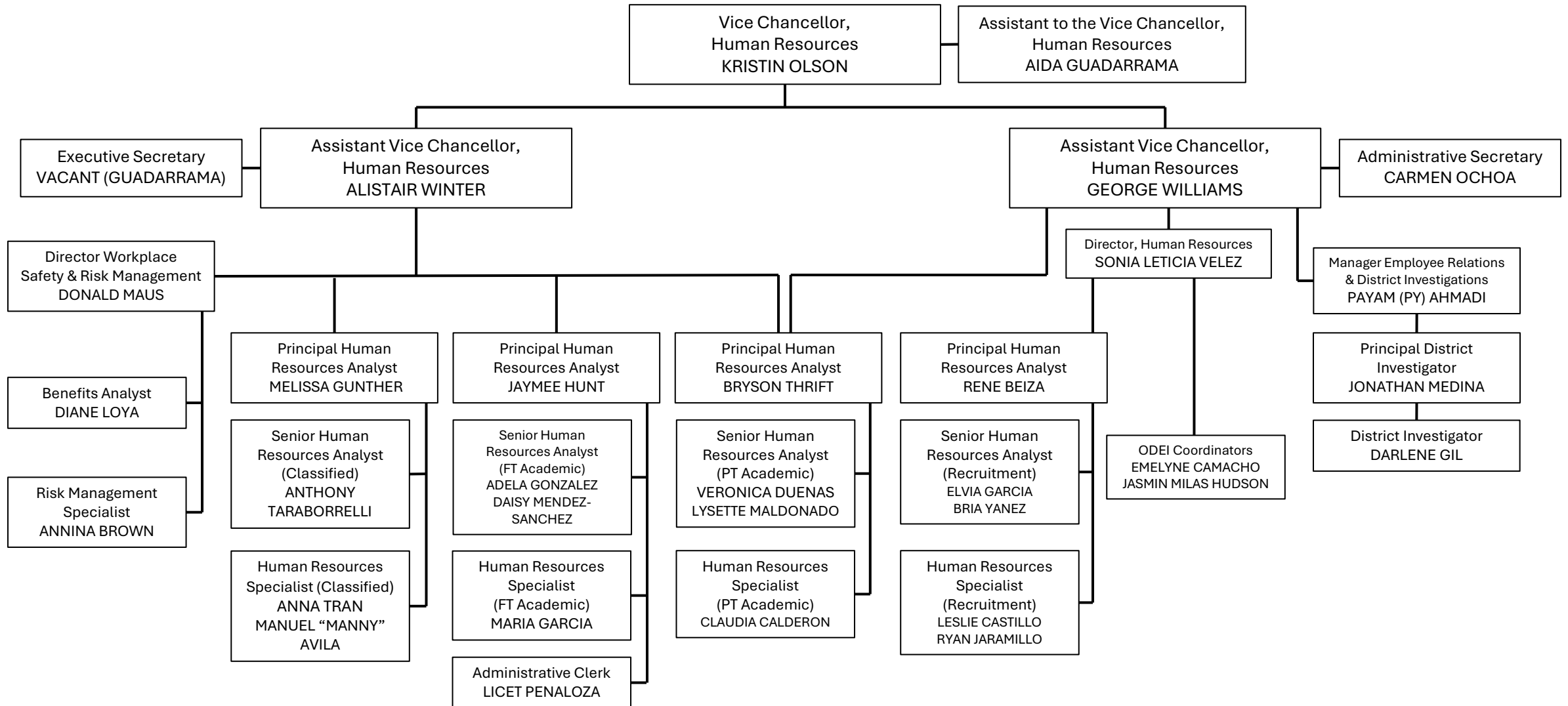
**RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
HUMAN RESOURCES MANAGEMENT DEPARTMENT**





RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

HUMAN RESOURCES DEPARTMENT



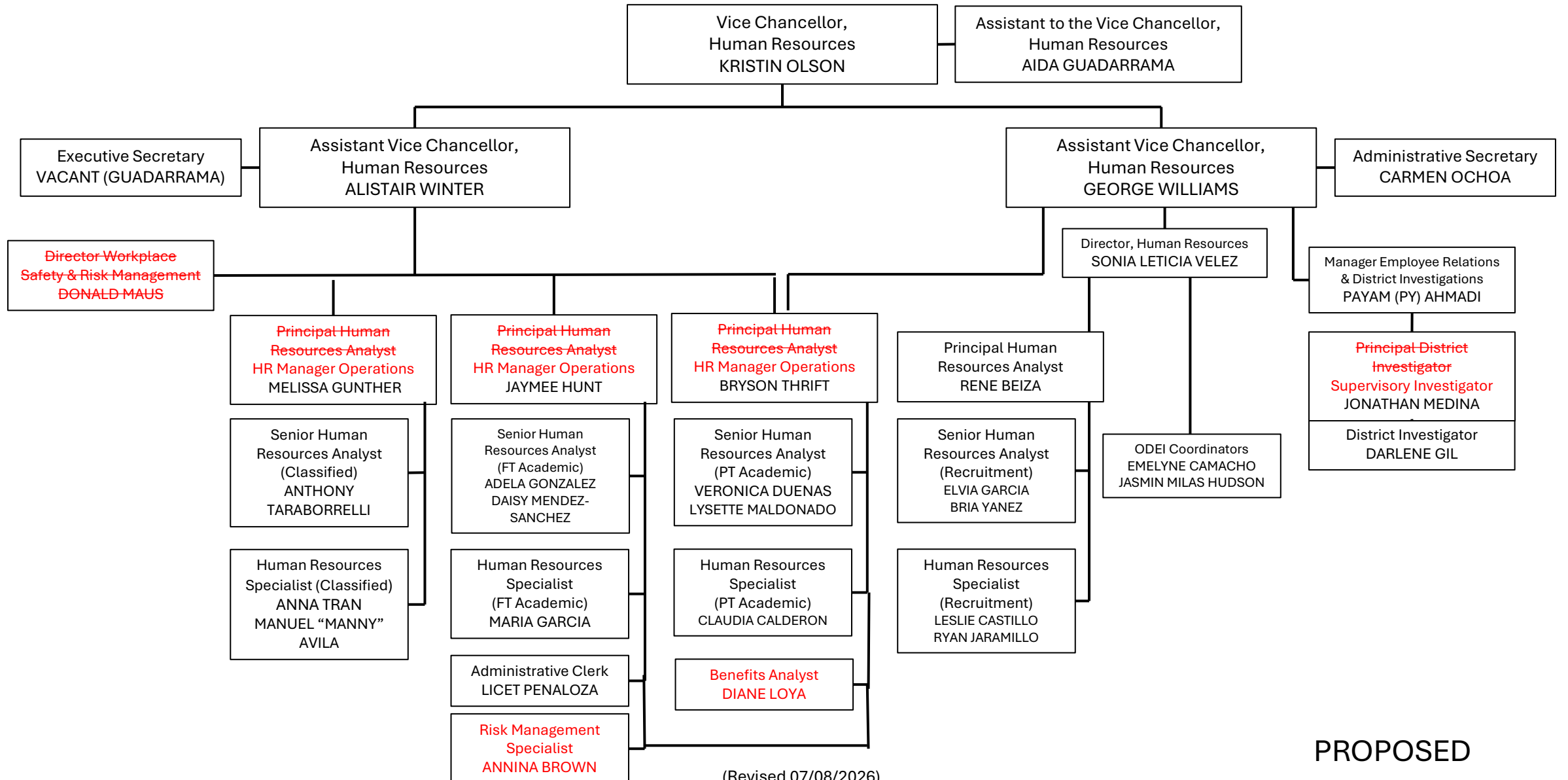
CURRENT

(Revised 07/08/2026)



RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

HUMAN RESOURCES DEPARTMENT



PROPOSED

(Revised 07/08/2026)

(18,289.00)

Source Code: AB, BC, BU

Reference: ALL

Fund: ALL

GL Posting Description Matching: 2875963

Tops: ALL

Dept: ALL

Object: ALL

Project: ALL

Date	Account	Src	Reference	Description	Debit	Credit	Net
07/02/26	11_0000_673000_53110_2110	BU	BUIMP271	BU*2875963 Thrift, Bryson*MGMT*2179	146,125.00	0.00	146,125.00
07/02/26	11_0000_673000_53110_3215	BU	BUIMP271	BU*2875963 Thrift, Bryson*MGMT*2180	38,578.00	0.00	38,578.00
07/02/26	11_0000_673000_53110_3315	BU	BUIMP271	BU*2875963 Thrift, Bryson*MGMT*2186	171.00	0.00	171.00
07/02/26	11_0000_673000_53110_3315	BU	BUIMP271	BU*2875963 Thrift, Bryson*MGMT*2181	9,060.00	0.00	9,060.00
07/02/26	11_0000_673000_53110_3325	BU	BUIMP271	BU*2875963 Thrift, Bryson*MGMT*2182	2,119.00	0.00	2,119.00
07/02/26	11_0000_673000_53110_3325	BU	BUIMP271	BU*2875963 Thrift, Bryson*MGMT*2187	40.00	0.00	40.00
07/02/26	11_0000_673000_53110_3515	BU	BUIMP271	BU*2875963 Thrift, Bryson*MGMT*2188	2.00	0.00	2.00
07/02/26	11_0000_673000_53110_3515	BU	BUIMP271	BU*2875963 Thrift, Bryson*MGMT*2183	74.00	0.00	74.00
07/02/26	11_0000_673000_53110_3615	BU	BUIMP271	BU*2875963 Thrift, Bryson*MGMT*2184	2,558.00	0.00	2,558.00
07/02/26	11_0000_673000_53110_3615	BU	BUIMP271	BU*2875963 Thrift, Bryson*MGMT*2189	49.00	0.00	49.00
07/02/26	11_0000_673000_53110_3915	BU	BUIMP271	BU*2875963 Thrift, Bryson*MGMT*2185	2,750.00	0.00	2,750.00
Total Fund 11					201,526.00	0.00	201,526.00
Total Reference BUIMP271					201,526.00	0.00	201,526.00
07/02/26	11_0000_673000_53110_3415	BU	BUIMP276	BU*2875963 Thrift, Bryson*422	132.00	0.00	132.00
07/02/26	11_0000_673000_53110_3415	BU	BUIMP276	BU*2875963 Thrift, Bryson*421	17,333.00	0.00	17,333.00
Total Fund 11					17,465.00	0.00	17,465.00
Total Reference BUIMP276					17,465.00	0.00	17,465.00
07/04/26	11_0000_673000_53110_3615	BU	GLBDGH270002	2875963,Adj.W/C fr:1.75%to2.20%	671.00	0.00	671.00
Total Fund 11					671.00	0.00	671.00
Total Reference GLBDGH270002					671.00	0.00	671.00
Grand Total					\$219,662.00	\$0.00	\$219,662.00

Source Code: AB, BC, BU

Reference: ALL

Fund: ALL

GL Posting Description Matching: 1028328

Tops: ALL

Dept: ALL

Object: ALL

Project: ALL

Date	Account	Src	Reference	Description	Debit	Credit	Net
07/02/26	62_0000_677000_53120_2110	BU	BUIMP271	BU*1028328 Maus, Donald*MGMT*1411	201,594.00	0.00	201,594.00
07/02/26	62_0000_677000_53120_3215	BU	BUIMP271	BU*1028328 Maus, Donald*MGMT*1412	53,221.00	0.00	53,221.00
07/02/26	62_0000_677000_53120_3315	BU	BUIMP271	BU*1028328 Maus, Donald*MGMT*1413	12,499.00	0.00	12,499.00
07/02/26	62_0000_677000_53120_3315	BU	BUIMP271	BU*1028328 Maus, Donald*MGMT*1418	157.00	0.00	157.00
07/02/26	62_0000_677000_53120_3325	BU	BUIMP271	BU*1028328 Maus, Donald*MGMT*1414	2,924.00	0.00	2,924.00
07/02/26	62_0000_677000_53120_3325	BU	BUIMP271	BU*1028328 Maus, Donald*MGMT*1419	37.00	0.00	37.00
07/02/26	62_0000_677000_53120_3515	BU	BUIMP271	BU*1028328 Maus, Donald*MGMT*1415	101.00	0.00	101.00
07/02/26	62_0000_677000_53120_3515	BU	BUIMP271	BU*1028328 Maus, Donald*MGMT*1420	2.00	0.00	2.00
07/02/26	62_0000_677000_53120_3615	BU	BUIMP271	BU*1028328 Maus, Donald*MGMT*1416	3,528.00	0.00	3,528.00
07/02/26	62_0000_677000_53120_3615	BU	BUIMP271	BU*1028328 Maus, Donald*MGMT*1421	45.00	0.00	45.00
07/02/26	62_0000_677000_53120_3915	BU	BUIMP271	BU*1028328 Maus, Donald*MGMT*1417	2,530.00	0.00	2,530.00
Total Fund 62					276,638.00	0.00	276,638.00
Total Reference BUIMP271					276,638.00	0.00	276,638.00
07/02/26	62_0000_677000_53120_3415	BU	BUIMP276	BU*1028328 Maus, Donald*272	182.00	0.00	182.00
07/02/26	62_0000_677000_53120_3415	BU	BUIMP276	BU*1028328 Maus, Donald*271	30,579.00	0.00	30,579.00
Total Fund 62					30,761.00	0.00	30,761.00
Total Reference BUIMP276					30,761.00	0.00	30,761.00
Grand Total					\$307,399.00	\$0.00	\$307,399.00

Source Code: AB, BC, BU

Reference: ALL

Fund: ALL

GL Posting Description Matching: 2918135

Tops: ALL

Dept: ALL

Object: ALL

Project: ALL

Date	Account	Src	Reference	Description	Debit	Credit	Net
07/02/26	11_0000_673000_53110_2110	BU	BUIMP271	BU*2918135 Hunt, Jaymee*MGMT*980	169,158.00	0.00	169,158.00
07/02/26	11_0000_673000_53110_3215	BU	BUIMP271	BU*2918135 Hunt, Jaymee*MGMT*981	44,658.00	0.00	44,658.00
07/02/26	11_0000_673000_53110_3315	BU	BUIMP271	BU*2918135 Hunt, Jaymee*MGMT*987	171.00	0.00	171.00
07/02/26	11_0000_673000_53110_3315	BU	BUIMP271	BU*2918135 Hunt, Jaymee*MGMT*982	10,488.00	0.00	10,488.00
07/02/26	11_0000_673000_53110_3325	BU	BUIMP271	BU*2918135 Hunt, Jaymee*MGMT*983	2,453.00	0.00	2,453.00
07/02/26	11_0000_673000_53110_3325	BU	BUIMP271	BU*2918135 Hunt, Jaymee*MGMT*988	40.00	0.00	40.00
07/02/26	11_0000_673000_53110_3515	BU	BUIMP271	BU*2918135 Hunt, Jaymee*MGMT*989	2.00	0.00	2.00
07/02/26	11_0000_673000_53110_3515	BU	BUIMP271	BU*2918135 Hunt, Jaymee*MGMT*984	85.00	0.00	85.00
07/02/26	11_0000_673000_53110_3615	BU	BUIMP271	BU*2918135 Hunt, Jaymee*MGMT*985	2,961.00	0.00	2,961.00
07/02/26	11_0000_673000_53110_3615	BU	BUIMP271	BU*2918135 Hunt, Jaymee*MGMT*990	49.00	0.00	49.00
07/02/26	11_0000_673000_53110_3915	BU	BUIMP271	BU*2918135 Hunt, Jaymee*MGMT*986	2,750.00	0.00	2,750.00
Total Fund 11					232,815.00	0.00	232,815.00
Total Reference BUIMP271					232,815.00	0.00	232,815.00
07/02/26	11_0000_673000_53110_3415	BU	BUIMP276	BU*2918135 Hunt, Jaymee*192	153.00	0.00	153.00
07/02/26	11_0000_673000_53110_3415	BU	BUIMP276	BU*2918135 Hunt, Jaymee*191	17,333.00	0.00	17,333.00
Total Fund 11					17,486.00	0.00	17,486.00
Total Reference BUIMP276					17,486.00	0.00	17,486.00
07/04/26	11_0000_673000_53110_3615	BU	GLBDGH270002	2918135,Adj.W/C fr:1.75%to2.20%	774.00	0.00	774.00
Total Fund 11					774.00	0.00	774.00
Total Reference GLBDGH270002					774.00	0.00	774.00
Grand Total					\$251,075.00	\$0.00	\$251,075.00

Source Code: AB, BC, BU

Reference: ALL

Fund: ALL

GL Posting Description Matching: 1872757

Tops: ALL

Dept: ALL

Object: ALL

Project: ALL

Date	Account	Src	Reference	Description	Debit	Credit	Net
07/02/26	11_0000_673000_53110_2110	BU	BUIMP271	BU*1872757 Medina, Jonathan*MGMT*1422	146,125.00	0.00	146,125.00
07/02/26	11_0000_673000_53110_3215	BU	BUIMP271	BU*1872757 Medina, Jonathan*MGMT*1423	38,578.00	0.00	38,578.00
07/02/26	11_0000_673000_53110_3315	BU	BUIMP271	BU*1872757 Medina, Jonathan*MGMT*1424	9,060.00	0.00	9,060.00
07/02/26	11_0000_673000_53110_3315	BU	BUIMP271	BU*1872757 Medina, Jonathan*MGMT*1429	141.00	0.00	141.00
07/02/26	11_0000_673000_53110_3325	BU	BUIMP271	BU*1872757 Medina, Jonathan*MGMT*1430	33.00	0.00	33.00
07/02/26	11_0000_673000_53110_3325	BU	BUIMP271	BU*1872757 Medina, Jonathan*MGMT*1425	2,119.00	0.00	2,119.00
07/02/26	11_0000_673000_53110_3515	BU	BUIMP271	BU*1872757 Medina, Jonathan*MGMT*1426	74.00	0.00	74.00
07/02/26	11_0000_673000_53110_3515	BU	BUIMP271	BU*1872757 Medina, Jonathan*MGMT*1431	2.00	0.00	2.00
07/02/26	11_0000_673000_53110_3615	BU	BUIMP271	BU*1872757 Medina, Jonathan*MGMT*1432	40.00	0.00	40.00
07/02/26	11_0000_673000_53110_3615	BU	BUIMP271	BU*1872757 Medina, Jonathan*MGMT*1427	2,558.00	0.00	2,558.00
07/02/26	11_0000_673000_53110_3915	BU	BUIMP271	BU*1872757 Medina, Jonathan*MGMT*1428	2,261.00	0.00	2,261.00
Total Fund 11					200,991.00	0.00	200,991.00
Total Reference BUIMP271					200,991.00	0.00	200,991.00
07/02/26	11_0000_673000_53110_3415	BU	BUIMP276	BU*1872757 Medina, Jonathan*273	52,002.00	0.00	52,002.00
07/02/26	11_0000_673000_53110_3415	BU	BUIMP276	BU*1872757 Medina, Jonathan*274	132.00	0.00	132.00
Total Fund 11					52,134.00	0.00	52,134.00
Total Reference BUIMP276					52,134.00	0.00	52,134.00
07/04/26	11_0000_673000_53110_3615	BU	GLBDGH270002	1872757,Adj.W/C fr:1.75%to2.20%	668.00	0.00	668.00
Total Fund 11					668.00	0.00	668.00
Total Reference GLBDGH270002					668.00	0.00	668.00
Grand Total					\$253,793.00	\$0.00	\$253,793.00

Source Code: AB, BC, BU

Reference: ALL

Fund: ALL

GL Posting Description Matching: 2812896

Tops: ALL

Dept: ALL

Object: ALL

Project: ALL

Date	Account	Src	Reference	Description	Debit	Credit	Net
07/02/26	11_0000_673000_53110_2110	BU	BUIMP271	BU*2812896 Gunther, Melissa*MGMT*895	161,103.00	0.00	161,103.00
07/02/26	11_0000_673000_53110_3215	BU	BUIMP271	BU*2812896 Gunther, Melissa*MGMT*896	42,532.00	0.00	42,532.00
07/02/26	11_0000_673000_53110_3315	BU	BUIMP271	BU*2812896 Gunther, Melissa*MGMT*902	191.00	0.00	191.00
07/02/26	11_0000_673000_53110_3315	BU	BUIMP271	BU*2812896 Gunther, Melissa*MGMT*897	9,989.00	0.00	9,989.00
07/02/26	11_0000_673000_53110_3325	BU	BUIMP271	BU*2812896 Gunther, Melissa*MGMT*898	2,337.00	0.00	2,337.00
07/02/26	11_0000_673000_53110_3325	BU	BUIMP271	BU*2812896 Gunther, Melissa*MGMT*903	45.00	0.00	45.00
07/02/26	11_0000_673000_53110_3515	BU	BUIMP271	BU*2812896 Gunther, Melissa*MGMT*904	2.00	0.00	2.00
07/02/26	11_0000_673000_53110_3515	BU	BUIMP271	BU*2812896 Gunther, Melissa*MGMT*899	81.00	0.00	81.00
07/02/26	11_0000_673000_53110_3615	BU	BUIMP271	BU*2812896 Gunther, Melissa*MGMT*900	2,820.00	0.00	2,820.00
07/02/26	11_0000_673000_53110_3615	BU	BUIMP271	BU*2812896 Gunther, Melissa*MGMT*905	54.00	0.00	54.00
07/02/26	11_0000_673000_53110_3915	BU	BUIMP271	BU*2812896 Gunther, Melissa*MGMT*901	3,070.00	0.00	3,070.00
Total Fund 11					222,224.00	0.00	222,224.00
Total Reference BUIMP271					222,224.00	0.00	222,224.00
07/02/26	11_0000_673000_53110_3415	BU	BUIMP276	BU*2812896 Gunther, Melissa*174	145.00	0.00	145.00
07/02/26	11_0000_673000_53110_3415	BU	BUIMP276	BU*2812896 Gunther, Melissa*173	24,994.00	0.00	24,994.00
Total Fund 11					25,139.00	0.00	25,139.00
Total Reference BUIMP276					25,139.00	0.00	25,139.00
07/04/26	11_0000_673000_53110_3615	BU	GLBDGH270002	2812896,Adj.W/C fr:1.75%to2.20%	739.00	0.00	739.00
Total Fund 11					739.00	0.00	739.00
Total Reference GLBDGH270002					739.00	0.00	739.00
Grand Total					\$248,102.00	\$0.00	\$248,102.00

RSCCD

2026-2027 Cost of Position

COST OF NEW POSITION -MANAGEMENT CONFIDENTIAL CONTRACT

POSITION TITLE	HR Manager Operations		
GRADE & STEP	MONTHLY RATE	NO OF MONTHS	ANNUAL COST
Grade G/Step 3	\$ 13,012.999	12	\$ 156,155.99

SALARY RELATED TAX/BENEFITS	BENEFIT RATE	BENEFIT COST	
PERS	26.400%	41,225.18	
SOCIAL SECURITY	6.200%	9,681.67	
MEDICARE	1.450%	2,264.26	
UNEMPLOYMENT	0.050%	78.08	
WORKERS COMP	2.200%	3,435.43	
ACTIVE RET. INS. COST	0.000%	-	
TOTAL TAX & BENEFIT COST	36.300%	\$ 56,684.62	\$ 56,684.62
TOTAL SALARY & BENEFIT COST			\$ 212,840.61

FRINGE BENEFITS COST	BENEFIT RATE	BENEFIT COST	
FRINGE BENEFITS		2,750.00	
SOCIAL SECURITY	6.200%	170.50	
MEDICARE	1.450%	39.88	
UNEMPLOYMENT	0.050%	1.38	
WORKERS COMP	2.200%	60.50	
ACTIVE RET. INS. COST	0.000%	-	
TOTAL FRINGE BENEFIT COST	9.900%	\$ 3,022.26	\$ 3,022.26

INSURANCE BENEFITS			
LIFE INSURANCE (ANNUAL OR \$50,000 minimum)			
(Annual Life Insurance X \$0.075/1000 X 12 Months)	\$ 156,155.99	140.54	
MEDICAL INSURANCE (see below)		17,333.00	
TOTAL INSURANCE COST		17,473.54	\$ 17,473.54

TOTAL COST OF POSITION	\$ 233,336.41
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BENEFITS =	\$ 77,180.42
BENEFIT COST AS A PERCENT OF CONTRACT =	49.43%

Admn., Superv/Mang. & Conf.	Max	45,220.68	25,296.98	AVERAGE
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NOTE: WHEN CALCULATING A VACANT POSITION PLEASE USE AVERAGE \$\$ FOR H&W

RSCCD

2026-2027 Cost of Position

COST OF NEW POSITION -MANAGEMENT CONFIDENTIAL CONTRACT

POSITION TITLE	HR Manager Operations		
GRADE & STEP	MONTHLY RATE	NO OF MONTHS	ANNUAL COST
Grade G/Step 6	\$ 15,064.173	12	\$ 180,770.07

SALARY RELATED TAX/BENEFITS	BENEFIT RATE	BENEFIT COST	
PERS	26.400%	47,723.30	
SOCIAL SECURITY	6.200%	11,207.74	
MEDICARE	1.450%	2,621.17	
UNEMPLOYMENT	0.050%	90.39	
WORKERS COMP	2.200%	3,976.94	
ACTIVE RET. INS. COST	0.000%	-	
TOTAL TAX & BENEFIT COST	36.300%	\$ 65,619.54	\$ 65,619.54
TOTAL SALARY & BENEFIT COST			\$ 246,389.61

FRINGE BENEFITS COST	BENEFIT RATE	BENEFIT COST	
FRINGE BENEFITS		2,750.00	
SOCIAL SECURITY	6.200%	170.50	
MEDICARE	1.450%	39.88	
UNEMPLOYMENT	0.050%	1.38	
WORKERS COMP	2.200%	60.50	
ACTIVE RET. INS. COST	0.000%	-	
TOTAL FRINGE BENEFIT COST	9.900%	\$ 3,022.26	\$ 3,022.26

INSURANCE BENEFITS			
LIFE INSURANCE (ANNUAL OR \$50,000 minimum)			
(Annual Life Insurance X \$0.075/1000 X 12 Months)	\$ 180,770.07	162.69	
MEDICAL INSURANCE (see below)		17,333.00	
TOTAL INSURANCE COST		17,495.69	\$ 17,495.69

TOTAL COST OF POSITION	\$ 266,907.56
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BENEFITS =	\$ 86,137.49
BENEFIT COST AS A PERCENT OF CONTRACT =	47.65%

Admn., Superv/Mang. & Conf.	Max	45,220.68	25,296.98	AVERAGE
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NOTE: WHEN CALCULATING A VACANT POSITION PLEASE USE AVERAGE \$\$ FOR H&W

RSCCD

2026-2027 Cost of Position

COST OF NEW POSITION -MANAGEMENT CONFIDENTIAL CONTRACT

POSITION TITLE	HR Manager Operations		
GRADE & STEP	MONTHLY RATE	NO OF MONTHS	ANNUAL COST
Grade G/Step 5	\$ 14,346.832	12	\$ 172,161.98

SALARY RELATED TAX/BENEFITS	BENEFIT RATE	BENEFIT COST	
PERS	26.400%	45,450.76	
SOCIAL SECURITY	6.200%	10,674.04	
MEDICARE	1.450%	2,496.35	
UNEMPLOYMENT	0.050%	86.08	
WORKERS COMP	2.200%	3,787.56	
ACTIVE RET. INS. COST	0.000%	-	
TOTAL TAX & BENEFIT COST	36.300%	\$ 62,494.79	\$ 62,494.79
TOTAL SALARY & BENEFIT COST			\$ 234,656.77

FRINGE BENEFITS COST	BENEFIT RATE	BENEFIT COST	
FRINGE BENEFITS		3,070.00	
SOCIAL SECURITY	6.200%	190.34	
MEDICARE	1.450%	44.52	
UNEMPLOYMENT	0.050%	1.54	
WORKERS COMP	2.200%	67.54	
ACTIVE RET. INS. COST	0.000%	-	
TOTAL FRINGE BENEFIT COST	9.900%	\$ 3,373.94	\$ 3,373.94

INSURANCE BENEFITS			
LIFE INSURANCE (ANNUAL OR \$50,000 minimum)			
(Annual Life Insurance X \$0.075/1000 X 12 Months)	\$ 172,161.98	154.95	
MEDICAL INSURANCE (see below)		24,994.00	
TOTAL INSURANCE COST		25,148.95	\$ 25,148.95

TOTAL COST OF POSITION	\$ 263,179.66
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BENEFITS =	\$ 91,017.68
BENEFIT COST AS A PERCENT OF CONTRACT =	52.87%

Admn., Superv/Mang. & Conf.	Max	45,220.68	25,296.98	AVERAGE
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NOTE: WHEN CALCULATING A VACANT POSITION PLEASE USE AVERAGE \$\$ FOR H&W

RSCCD

2026-2027 Cost of Position

COST OF NEW POSITION -MANAGEMENT CONFIDENTIAL CONTRACT

POSITION TITLE	Principal HR Analyst		
GRADE & STEP	MONTHLY RATE	NO OF MONTHS	ANNUAL COST
Grade I/Step 4	\$ 12,177.112	12	\$ 146,125.34

SALARY RELATED TAX/BENEFITS	BENEFIT RATE	BENEFIT COST	
PERS	26.400%	38,577.09	
SOCIAL SECURITY	6.200%	9,059.77	
MEDICARE	1.450%	2,118.82	
UNEMPLOYMENT	0.050%	73.06	
WORKERS COMP	2.200%	3,214.76	
ACTIVE RET. INS. COST	0.000%	-	
TOTAL TAX & BENEFIT COST	36.300%	\$ 53,043.50	\$ 53,043.50
TOTAL SALARY & BENEFIT COST			\$ 199,168.84

FRINGE BENEFITS COST	BENEFIT RATE	BENEFIT COST	
FRINGE BENEFITS		3,320.00	
SOCIAL SECURITY	6.200%	205.84	
MEDICARE	1.450%	48.14	
UNEMPLOYMENT	0.050%	1.66	
WORKERS COMP	2.200%	73.04	
ACTIVE RET. INS. COST	0.000%	-	
TOTAL FRINGE BENEFIT COST	9.900%	\$ 3,648.68	\$ 3,648.68

INSURANCE BENEFITS			
LIFE INSURANCE (ANNUAL OR \$50,000 minimum)			
(Annual Life Insurance X \$0.075/1000 X 12 Months)	\$ 146,125.34	131.51	
MEDICAL INSURANCE (see below)		29,963.41	
TOTAL INSURANCE COST		30,094.92	\$ 30,094.92

TOTAL COST OF POSITION	\$ 232,912.44
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BENEFITS =	\$ 86,787.10
BENEFIT COST AS A PERCENT OF CONTRACT =	59.39%

Admn., Superv/Mang. & Conf.	Max	45,220.68	25,296.98	AVERAGE
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NOTE: WHEN CALCULATING A VACANT POSITION PLEASE USE AVERAGE \$\$ FOR H&W

RSCCD 2026-2027 Cost of Position

COST OF NEW POSITION -MANAGEMENT CONFIDENTIAL CONTRACT

POSITION TITLE	Supervisory Investigator		
GRADE & STEP	MONTHLY RATE	NO OF MONTHS	ANNUAL COST
Grade H/Step 4	\$ 12,886.873	12	\$ 154,642.48

SALARY RELATED TAX/BENEFITS	BENEFIT RATE	BENEFIT COST	
PERS	26.400%	40,825.61	
SOCIAL SECURITY	6.200%	9,587.83	
MEDICARE	1.450%	2,242.32	
UNEMPLOYMENT	0.050%	77.32	
WORKERS COMP	2.200%	3,402.13	
ACTIVE RET. INS. COST	0.000%	-	
TOTAL TAX & BENEFIT COST	36.300%	\$ 56,135.21	\$ 56,135.21
TOTAL SALARY & BENEFIT COST			\$ 210,777.69

FRINGE BENEFITS COST	BENEFIT RATE	BENEFIT COST	
FRINGE BENEFITS		2,261.00	
SOCIAL SECURITY	6.200%	140.18	
MEDICARE	1.450%	32.78	
UNEMPLOYMENT	0.050%	1.13	
WORKERS COMP	2.200%	49.74	
ACTIVE RET. INS. COST	0.000%	-	
TOTAL FRINGE BENEFIT COST	9.900%	\$ 2,484.83	\$ 2,484.83

INSURANCE BENEFITS			
LIFE INSURANCE (ANNUAL OR \$50,000 minimum)			
(Annual Life Insurance X \$0.075/1000 X 12 Months)	\$ 154,642.48	139.18	
MEDICAL INSURANCE (see below)		52,002.00	
TOTAL INSURANCE COST		52,141.18	\$ 52,141.18

TOTAL COST OF POSITION	\$ 265,403.70
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BENEFITS =	\$ 110,761.22
BENEFIT COST AS A PERCENT OF CONTRACT =	71.62%

Admn., Superv/Mang. & Conf.	Max	45,220.68	25,296.98	AVERAGE
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NOTE: WHEN CALCULATING A VACANT POSITION PLEASE USE AVERAGE \$\$ FOR H&W

PRINCIPAL HUMAN RESOURCES ANALYST/MANAGER, OPERATIONS
JOB DESCRIPTION

POSITION OVERVIEW

The Human Resources Manager, Operations is responsible for coordinating and implementing human resources activities, policies, and programs that support the District's mission, vision, and values. The Principal Human Resource Analyst is distinguished from other journey-level positions by the nature, responsibility, analysis, complexity, and technicality of the work and by internal and external stakeholder interactions and serves as a leader in making independent analysis, for the solution of people and culture related issues. The Principal Human Resource Analyst- Manager, Operations reports and performs their duties under the general supervision of the designated supervisor and. An incumbent may will supervise a team in overseeing and participate in a variety of professional-level human resource management functions depending on department needs, such as but not limited to: recruitment, classification and compensation, compliance, performance, discipline, and professional development programs, workplace safety and risk management functions, health and wellness benefits programs. This position is distinguished from Human Resources Analyst in that an incumbent in the later class performs a variety of professional, technical, and analytical assignments related to human resource administration. Principal Human Resources Analyst may provide lead work direction and training to assigned staff as needed.

REPRESENTATIVE DUTIES

1. Leads- Manages high-level human resources projects including but not limited to data analytics, classification/compensation studies, total rewards, improvement audits, human resources information systems and employee records.
2. Assists- Leads in the development and implementation of policies, practices, programs, and procedures for human resources.
3. Interprets and applies policies, procedures, regulations, memorandum of understandings, and collective bargaining agreements.
4. Prepares, maintains and analyzes confidential records and other materials related to employer/employee relations, collective bargaining, grievance processing, unfair labor practice charges, and litigation.
5. Innovates as a system administrator for modern technology utilizing analysis, enhancement, creation, revision, and maintenance of features, reports, communication and documentation
6. Interprets, guides and assures compliance with county, state and federal regulations and guidelines concerning employment and human resource administration.
7. Establishes and implements multi-stakeholder onboarding programs and employee lifecycle programs.
8. Collaborates in collective bargaining agreements and labor management meetings as needed.
9. Researches and prepares highly complex statistical and narrative reports on a variety of data.
10. Prepares employee, collective bargaining, confidential and other employee files, surveys, marketing trends, salary and classification comparative data, and other related information.
11. Develops and implements highly complex new and comprehensive department operating procedures methods and systems for procedural/process improvement and in accordance with legal and contract changes.
12. May plan, design, develop, deliver, and evaluate various professional development and training programs to address institutional, departmental, and individual training needs for faculty, management, staff, and student employees.
13. Advises on budget and technology to ensure strategic alignment with districtwide resources and resources.
14. Examines and proposes improved process designs to define the future of how our organization can uplift its workforce across all divisions and roles.
15. LeadsManages, assesses, and mentors team members to ensure daily operations and inspire creativity.
16. Brings to life new ideas for continuous and sustainable improvement, including process enhancements that reduce cost, strengthen stakeholder satisfaction, and improve the effective delivery of services.
17. Partners closely with peers and stakeholders across the District to assess existing human resource programs,

PRINCIPAL HUMAN RESOURCES ANALYST/MANAGER, OPERATIONS
JOB DESCRIPTION

- processes, and practices and to identify gaps and inefficiencies, and innovate to enhance the employee experience and support long-term growth objectives.
18. Monitors and informs on legislative changes relevant to ~~people and culture~~ Human Resources.
 19. Creates and maintains an active record-keeping system that records, monitors, and keeps current all relevant documents.
 20. Provides day-to-day leadership and works with staff to ensure a high performance, customer service-oriented work environment which supports achieving District objectives and service expectations.
 21. Supervises and evaluates assigned staff; establishes performance requirements and professional development targets for assigned staff; regularly monitors performance and provides coaching and development.
 22. Administration of employee leaves of absence programs including the reasonable accommodation process; ensure compliance with all federal, state, and local laws and regulations as well as District Board policies and Administrative Regulations.
 23. Plans, organizes and directs the District's property and liability, workers' compensation and other insurance programs including but not limited to employee health and wellness, student accident insurance, Fine Arts insurance; receives and processes liability claims in accordance with applicable Government Code provisions;
 24. Directs the worker's compensation program; participates in the investigation and response to workers' compensation claims filed against the District;
 25. Administers the employee medical, dental, vision and life insurance programs, flexible spending programs, and ensures compliance with established laws; coordinates the District's Joint Benefits Committee;
 26. Develops, implements, and maintains programs to ensure compliance with CAL/OSHA and other local, state, federal safety regulations; serves as liaison to CAL/OSHA and other regulatory agencies in the matters of employee workplace safety; maintains the Employee Injury and Illness Prevention Program.
 - 21-27. Coordinates and conducts training sessions and in-services for staff concerning workplace safety and risk management programs, issues, and related policies and procedures
 - 22-28. Administers the District's Chemical Hygiene Plan and acts as a resource for the District's Chemical Hygiene Officers; Administers the District's hazardous materials program including waste minimization procedures; reviews chemicals used by the District and maintains the on-line chemical inventory and Safety Data Sheet program;
 - 23-29. Performs other duties as assigned.

KNOWLEDGE AND ABILITIES

Thorough Knowledge of:

1. Success with providing human resource support in a multi-stakeholder organization across multiple locations.
2. Proven ability to define, influence, refine and implement processes, procedures, and policies.
3. Applicable sections of California Education Code, Title 5, The Educational Employment Relations Act (EERA) of 1976, 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.

PRINCIPAL HUMAN RESOURCES ANALYST/MANAGER, OPERATIONS
JOB DESCRIPTION

4. Principles, practices, and techniques used in the analysis, evaluation, design, planning, and management of a comprehensive recruitment, people analytics, classification/compensation programs and its integration with a full-scale comprehensive people and culture programs.
 5. Project management, the ability to track and manage complex processes.
 6. High level of stakeholder service-centricity and organizational empathy.
 7. Principles and practices of effective management and supervision.
 8. Proven practices and strategies for major functional areas to enhance the efficiency and quality of our recruitment and retention tools and processes.
 9. Intersectional diversity, inclusion, belonging, equity, antiracism, and equal opportunity.
 10. Software, including case management software, such as, Advocate/Maxient, and Human Resources management software, such as, Ellucian Banner/Colleague, Workday, and other related project management software, case management, and related HRIS/Human Resource software.
 11. High degree of business insight; results-oriented with an ability to work independently.
 12. Strategies identifying and building cross-functional partnerships to understand challenges.
 13. Principles and practices of business/ public administration, insurance and workers compensation.
 14. Local, state and federal safety, environmental and hazardous waste codes and regulations.
 15. Biological and chemical safety standards and practices, laboratory safety procedures, physical hazard and safety engineering.
- 12.

Ability to:

1. Demonstrate on-going curiosity and creativity, balanced with the ability to distill numerous inputs/ideas into meaningful actions and recommendations.
2. Analyze and strategize with metrics to guide strategy.
3. Exhibit strong analytical and quantitative skills with the ability to use data and metrics to back up assumptions, evaluate outcomes, and challenge conventional wisdom.
4. Respond to change with strategy and innovation.
5. Display strong analytical capabilities and a process improvement mentality.
6. Innovate on software packages for recruitment, personnel, spreadsheets and databases.
7. Collaborate and influence strategically in both small teams and large, cross-functional environments.
8. Review and evaluate employee job performance, effectively supervise assigned staff, and foster a teamwork environment.
9. Exhibit strong business and financial acumen with the ability to understand shareholder value and relevant business models, and how to translate these into human resource initiatives.
10. Show success utilizing employee attraction, engagement, and retention strategies.
11. Gather and analyze data, reason logically and draw valid conclusions.
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 and develop working solutions.
14. Clearly communicate ideas and recommendations.
15. Write clear, comprehensive and concise reports.
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.
- 17-18. Understand, interpret and apply laws, rules, regulations, and policies pertaining to insurance and worker's compensation

MINIMUM QUALIFICATIONS

Education and Experience:

~~PRINCIPAL~~ HUMAN RESOURCES ~~ANALYST~~ MANAGER, OPERATIONS
JOB DESCRIPTION

Bachelor's Degree from an accredited college or university and three (3) years of related work experience OR
Masters/Doctorate Degree from an accredited college or university and one (1) year of related work experience OR
Equivalent combination of training and experience.

Board Approved:

SUPERVISORY INVESTIGATOR

JOB DESCRIPTION – CLASSIFIED SUPERVISORY

POSITION OVERVIEW

The ~~Principal District Supervisory~~ Investigator innovates, delivers, and collaborates and supervises on duties in promulgating the District's commitment to foster an inclusive and equitable environment where our campus community can thrive and belong authentically. ~~The Principal District Investigator is distinguished from other journey-level positions by the nature, responsibility, analysis, complexity, and technicality of the work and by internal and external stakeholder interactions.~~ This role also serves as a ~~leader-supervisor~~ in making independent analysis and recommendations of factual and procedural questions, for the solution of Title IX, workplace conflict, civil rights discrimination, harassment, retaliation, Equal Employment Opportunity (EEO) complaints, and other Human Resources (HR) related issues for all employees and students. This role will coordinate updates and revisions to Board Policies and Administrative Regulations. This role will review new HR related legislation and revisions to existing HR legislation and recommend changes HR administrators. This position reports and performs its duties under the general supervision of the HR Manager, District Investigations, and may supervise the work of investigators, hourly employees and staff in Human Resources.

REPRESENTATIVE DUTIES

1. Leads in responding to and investigating complex Civil Rights, Title IX, and workplace conflict complaints including, but not limited to discrimination, harassment, Equal Employment Opportunity (EEO) complaints, and related retaliation reports and complaints from students and employees.
2. Leads prompt, thorough, and impartial investigations into discrimination, harassment, and retaliation complaints related to legally protected status, while strategically implementing Title IX protective and supportive measures as required by District Policy, ensuring a fair, comprehensive process for all parties involved.
3. Serves as a primary reference to the interpretation, application, and compliance of District policies, procedures, protocols, and practices related to Title 5, Title VII, Title IX, ADA, 2022 Reauthorization of VAWA/Campus SaVE Act, and related state laws, such as FEHA and California Community Colleges policies.
4. Acts as a senior technical expert in investigative, research, and complex analysis within HR, developing and implementing advanced methods and practices across various levels of the district, aligning with legal, regulatory, and policy frameworks.
5. Provides expert recommendations on the interpretation and application of policies, procedures, regulations, memorandum of understanding, and collective bargaining agreements, ensuring comprehensive and nuanced understanding.
6. Assists in the development and implementation of policies, practices, programs, and procedures for human resources.
7. Assist in conducting intake of complaints reports, or inquiries.
8. Functions as a primary liaison between HR and College personnel, addressing operational needs with a focus on strategic alignment and efficiency.
9. Delivers detailed and complex information to District and College employees about HR regulations, procedures, best practices, and forms, ensuring clarity and compliance.
10. Analyzes and provides high-level recommendations concerning operational and technical matters in areas of Civil Rights, Title IX, or workplace conflict in HR; synthesizes diverse opinions to formulate comprehensive solutions.
11. Conducts in-depth interviews with employees, students, and third parties, addressing complex violations of district policies or law; drafts comprehensive summaries with a focus on detailed fact-finding and action planning.
12. Leads in facilitating informal resolutions and manages formal investigation processes, focusing on complex conflict resolution.
13. Coordinates and oversees projects to ensure timely completion, focusing on complex investigations and strategic initiatives.

REPRESENTATIVE DUTIES (CONT'D)

14. Directs the preparation, maintenance, and analysis of confidential records, focusing on employer/employee relations, grievance processing, and legal matters, ensuring accuracy, confidentiality, and compliance with relevant regulations.
15. Directs high-level Human Resources projects, encompassing advanced data analytics, improvement audits, and system enhancements, ensuring strategic implementation and operational excellence.
16. Expertly communicates HR-related information to administrators, staff, and the public, using detailed data analysis and visual aids to convey complex concepts clearly and effectively, with an emphasis on understanding the strategic implications and impact on organizational goals.
17. Supervises and evaluates assigned staff; establishes performance requirements and professional development targets for assigned staff; regularly monitors performance and provides coaching and development.
18. Demonstrates advanced budget experience, contributing to financial planning and management within the HR Department, with an emphasis on strategic allocation.
19. Leads team projects and independently carries out complex special assignments, without supervision.
20. Represents HR in high-level meetings, hearings, conferences, workshops, or negotiations, focusing on complex and strategic matters.
21. Acts as the primary advisor and authority for District and College managers in establishing, reviewing, and documenting disciplinary policies, ensuring their fair and consistent application and offering expert counsel on addressing performance concerns.
22. Acts as the primary advisor to District and College managers in establishing and reviewing disciplinary policies, preparing and documenting performance evaluations, counseling managers on best practices for correcting performance concerns, ensuring the consistent and fair application of District policies and procedures, and reviewing negative performance evaluations to ensure sufficient documentation and justification.
23. Designs and delivers comprehensive training programs for employees and managers on anti-discrimination policies and fostering a culture of respect, with a focus on addressing complex issues and strategic organizational needs.
24. Oversees and facilitates Skelly meetings, expertly managing complex employee disciplinary matters with a focus on procedural fairness and compliance.
25. Provides day-to-day leadership and works with staff to ensure a high performance, customer service-oriented work environment which supports achieving District objectives and service expectations.
26. Brings to life new ideas for continuous and sustainable improvement, including process enhancements that reduce cost, strengthen stakeholder satisfaction, and improve the effective delivery of services.
27. Reviews, analyzes, and recommends revisions to District Board Policies and Administrative Regulations to ensure alignment with applicable federal and state laws, regulations, collective bargaining agreements, Board directives, and current District practices. Research changes in legal and regulatory requirements and identifies policies and regulations requiring modification, clarification, or development.
- 26-28. Conducts periodic reviews of existing Board Policies and Administrative Regulations to identify outdated, conflicting, or obsolete provisions and recommends updates or rescission when appropriate; Coordinates the policy development process, incorporating feedback and recommended revisions while ensuring consistency with related policies, regulations, and contractual requirements.
- 27-29. Monitors, and informs, and makes recommendations on legislative changes relevant to HR.
- 28-30. Performs other duties as assigned.

KNOWLEDGE AND ABILITIES

Thorough Knowledge of:

1. Applicable sections of California Education Code, Title 5: Americans with Disabilities, Act, Age Discrimination Act, California Labor Laws, California Housing and Employment Act, the California Family Rights Act, and other applicable Federal and State laws and regulations.
2. Principles, practices, and techniques used in the analysis, evaluation, design, planning, and management of HR policies and practices and its integration with full-scale comprehensive HR programs.
3. Exceptional project management with the ability to track and manage complex processes, and a desire to lead multiple teams and multiple projects.
4. High level of stakeholder service-centricity and organizational empathy.
5. Intersectional diversity, inclusion, belonging, equity, antiracism, and equal opportunity.
6. Investigative principles and application of laws, policies, rules, regulations, and practices.
7. Software, including case management software, such as, Advocate/Maxient, and Human Resources management software, such as, Ellucian Banner/Colleague, Workday, and other related project management software, case management, and related HRIS/Human Resource software.
8. High degree of business insight and results oriented. with an ability to work independently.
9. Strategies identifying and building cross-functional partnerships to understand challenges.
10. Principles and practices of effective management and supervision.
11. Principles, practices, and procedures related to the development, review, interpretation, and administration of Board Policies and Administrative Regulations.
- 10-Principles and practices of policy analysis, research, development, and implementation.

Ability to:

1. Demonstrate on-going curiosity and creativity, balanced with the ability to distill numerous inputs/ideas into meaningful actions and recommendations.
2. Success with providing Human Resources support in a multi-stakeholder organization across multiple locations.
3. Proven ability to define, influence, refine and implement processes, procedures, and policies.
4. Gather, complete, and analyze information/input/data/ideas and make recommendations for creative strategies, and solutions to existing problems.
5. Exhibit independent analytical and quantitative skills with the ability to use data and metrics to back up assumptions, evaluate outcomes, and challenge conventional wisdom.
6. Ability to interpret, apply, and explain complex laws, contract language, rules, regulations, policies, and precedents to personnel problems.
7. Display cultural competency and sensitivity in handling diverse cases and interacting individuals from various backgrounds and levels of the organization.
8. Display strong analytical capabilities and a process improvement mentality.
9. Learn new software packages quickly for recruitment, personnel, spreadsheets and databases.
10. Collaborate and influence strategically in both small teams and large, cross-functional environments.
11. Maintain confidentiality of non-public information.
12. Gather and analyze data, reason logically, and draw valid conclusions.
13. Analyze situations and make appropriate decisions and/or recommendations.
14. Quickly learn and effectively interpret and apply rules, regulations and precedents to personnel issues and develop working solutions.
15. Clearly communicate ideas and recommendations.
16. Write clear, comprehensive, and concise reports.
17. Work with and provide direction to other employees in the completion of the day-to-day work.
18. Excel in an ever-changing environment using an ambitious mindset.

19. Review and evaluate employee job performance, effectively supervise assigned staff, and foster a teamwork environment
20. Research and analyze laws, regulations, court decisions, collective bargaining agreements, and other authoritative sources to determine their impact on District policies and regulations.
21. Review existing Board Policies and Administrative Regulations and identify provisions that are outdated, inconsistent, duplicative, ambiguous, or no longer applicable.
22. Draft clear, concise, legally appropriate, and operationally practical Board Policies and Administrative Regulations.

MINIMUM QUALIFICATIONS

Education and Experience:

Bachelor's Degree from an accredited college or university and three (3) years of related work experience OR Masters/Juris Doctorate Degree from an accredited college or university and one (1) year of related work experience OR equivalent combination of training and experience.

Board Approved: **September 9, 2024**

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT 2024-2032 PLANNING PROCESS MANUAL

Board Approved: February 19, 2013

POE Approved Revision: November 19, 2025

District Council Approved Revision:

District Services and Operations

2323 N. Broadway
Santa Ana, CA 92706
www.rsccd.edu

Santa Ana College

1530 West 17th Street
Santa Ana, CA 92706
www.sac.edu

Santiago Canyon College

8045 East Chapman Avenue
Orange, CA 92869
www.sccollege.edu

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.

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INTRODUCTION

The Rancho Santiago Community College District (RSCCD) 2024-2032 Planning Process Manual is a guide to integrated institutional planning at the district level. The planning processes ensure broad participation in district-level planning and compliance with the Accrediting Commission for Community and Junior Colleges Standards on institutional planning.

The processes described in this manual identify the ways that constituent groups participate in and contribute to student success through district-level long-term and short-term planning. This manual begins with a description of the RSCCD planning process. Following this overview is a description of the purpose, process, and timeline for each component in the planning process.

Santa Ana College (SAC), Santiago Canyon College (SCC), and District Services and Operations (DSO) have independent cycles of integrated planning in which the components are linked to one another, as well as to district-level planning. The college planning processes link to district planning in two ways:

- The RSCCD Strategic Directions are the foundation for planning at SAC, SCC and District Services & Operations (DSO). Each develops site-specific goals, objectives, and action plans that collectively contribute to the achievement of the RSCCD Strategic Directions.
- The annual Progress Report details progress on RSCCD Strategic Directions as well as the SAC, SCC and DSO goals and objectives.

The RSCCD 2024-2032 Planning Process Manual is reviewed annually to maintain credibility as a valuable resource. This annual update prepared by the Planning and Organizational Effectiveness committee (POE) should reflect minor changes, such as in descriptions, timelines, membership, or processes. At any time, substantive changes can be recommended through the governance processes. In addition to this annual review of content, the planning processes described in this manual are evaluated at the end of the planning 8-year cycle. This assessment occurs as part of RSCCD's assessment of its decision-making processes. This timeline and assessment process is described in the "Assessment of Planning and Decision-Making Processes" section of this manual. Through these two review processes, one completed on an annual basis, and one completed every eight years, this manual is maintained to reflect the inevitable changes in planning processes that are to be expected as part of RSCCD's cycle of continuous quality improvement.



OVERVIEW OF THE PLANNING PROCESS

The RSCCD Planning Process depicts how the components of district-level planning link to one another in a cycle of evaluation, development of goals and objectives, resource allocation, plan implementation, and re-evaluation. The district demonstrates institutional effectiveness and practices a cycle of continuous quality improvement through the systematic and routine implementation of the following planning processes. In this graphic and throughout this manual, RSCCD refers to the entire district collectively as an institution, encompassing the two colleges and the District Services and Operations.

- ▶ The **RSCCD Mission Statement** is the foundation of all planning processes because it describes the intended student population and the services that RSCCD provides to the community.
- ▶ The **RSCCD Comprehensive Plan** is informed by an analysis of effectiveness in which RSCCD compares its current status to the RSCCD Mission Statement (internal scans) and studies projected demographics changes in order to identify challenges and opportunities (external scans).
- ▶ Based on this analysis, the district develops and refines the 8-year **RSCCD Comprehensive Plan**. This plan includes summaries of all institutional plans (educational and facilities master plans), developed by the SAC, SCC, the DSO and the districtwide data. Through the process of developing and refining the comprehensive plan, the district collaboratively develops RSCCD Strategic Directions to describe how it intends to address the identified current and anticipated challenges. As depicted in the RSCCD Planning Process, these RSCCD Strategic Directions are part of the foundation for planning at SAC, SCC and the DSO.
- ▶ Annually, all general funds coming into the district are disbursed to the colleges and District Services and Operations based on formulas that reflect the Student Centered Funding Formula (SCFF). Following that allocation, each college and DSO use independent processes for **Resource Allocation** to ensure that the initiatives identified in their respective plans are appropriately funded to the extent possible.
- ▶ Upon annual resource allocation, the next step in the planning process **is Plan Implementation**, which refers to work by the responsible parties to complete the RSCCD Objectives outlined in the RSCCD Comprehensive Plan.

The components of the planning process summarized in this overview and described in this manual are evaluated on a eight-year cycle along with the evaluation of the collaborative decision-making processes at the district level.



RSCCD DISTRICT-LEVEL PLANNING COMMITTEES

There are six participatory governance committees involved in planning at the district level.

The District Council serves as the primary participatory governance body that is responsible for district-wide planning activities including developing planning and budgetary recommendations that are submitted to the Chancellor and Board of Trustees.

The following five district-level participatory governance committees support the work of the District Council:

- ▶ Planning and Organizational Effectiveness
- ▶ Fiscal Resources
- ▶ Human Resources
- ▶ Physical Resources
- ▶ Technology Advisory Group

The responsibilities and membership for each of these committees is described in Appendix 3 of this manual. When necessary, appointing of appropriate designee is allowed.



RSCCD MISSION STATEMENT

The RSCCD Mission Statement is the touchstone for planning processes across the district because it describes the intended student population and the services that RSCCD provides to the community.

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

The cycle for reviewing and possibly revising the district-wide mission statement is every four years.

PROCESS FOR REVIEWING THE MISSION STATEMENT

SEPTEMBER

The Board of Trustees charges the Chancellor with developing and implementing a process for a district-wide review of the RSCCD Mission Statement.

In collaboration with the District Council, the Chancellor distributes a district-wide request asking faculty, staff, and students to suggest changes to the RSCCD Mission Statement along with a justification or rationale for the suggestion.



OCTOBER

The District Council reviews the suggested changes and either recommends reaffirmation of or revisions to the RSCCD Mission Statement. If major revisions are warranted, District Council assigns a workgroup to evaluate the suggested revisions and prepare a single recommended revision to the RSCCD Mission Statement.



NOVEMBER

The District Council solicits feedback district-wide regarding the reaffirmation of or recommended modifications to the RSCCD Mission Statement.



DECEMBER

Based on the feedback, the District Council makes a recommendation to the Chancellor. The recommendation is either an affirmation of the current RSCCD Mission Statement or suggested revisions to the RSCCD Mission Statement.



JANUARY

The Chancellor considers the District Council's recommendation. If approved, the revised or reaffirmed RSCCD Mission Statement is recommended to the Board of Trustees for approval.

If the Chancellor does not approve the recommended reaffirmation of or revision, collaboration and compromise with the District Council continues until approved. Once agreement is reached, the Chancellor recommends the reaffirmed or revised RSCCD Mission Statement to the Board of Trustees for approval.



RSCCD COMPREHENSIVE PLAN

The eight-year RSCCD Comprehensive Plan sets the strategic direction for RSCCD as a whole, including Santa Ana College, Santiago Canyon College, and District Services and Operations. It is one of four plans across the district which include:

- 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

As the RSCCD Comprehensive Plan establishes the Board's direction for the district, "Strategic Directions" are identified in the RSCCD Comprehensive Plan. Goals and objectives to operationalize the districtwide Strategic Directions are included in the colleges' CEPs and DSO Plan.

The process for developing the RSCCD Comprehensive Plan begins with an analysis of current internal and external conditions. These data are the foundation for assessing RSCCD's effectiveness in advancing its mission and for identifying anticipated challenges. These conversations culminate in:

- ▶ The identification of challenges and opportunities that RSCCD is facing or is likely to face in the next eight years;
- ▶ RSCCD Strategic Directions, which articulate how the district intends to address current and anticipated challenges and opportunities; and
- ▶ A plan for the addition or remodeling of facilities and technology infrastructure to support RSCCD's programs and services.

The RSCCD Strategic Directions are collaboratively developed and reviewed through district-wide dialogue. Following this review and dialogue, the District Council recommends the RSCCD Strategic Directions to the Chancellor and the Board of Trustees for approval.

The RSCCD Comprehensive Plan is linked to its mission statement. Assessment of the district's effectiveness in meeting its mission is the first step in the planning process. The RSCCD Comprehensive Plan is central to the overall planning process. The RSCCD Strategic Directions included in this long-term plan are the basis for the RSCCD Objectives in the RSCCD Strategic Plan and progress toward achieving the RSCCD Strategic Directions as described in the annual progress report.

The *Rancho Santiago Community College District 2024-2032 Comprehensive Plan* is the district's current long-term plan. It was developed during the 2023-2024 academic year and presented to the Chancellor and the Board of Trustees for approval in June 2024. This plan includes the identification of current and anticipated challenges and opportunities; RSCCD Strategic Directions; summaries of the colleges' educational plans and facilities master plans; the technology plan for centralized technology needs; and plans for other college and district facilities.

PROCESS FOR DEVELOPING THE NEXT RSCCD COMPREHENSIVE PLAN

APRIL

The Planning and Organizational Effectiveness committee calls for the development of the *Rancho Santiago Community College District 2032 Comprehensive Plan* and develops both a process for preparing the RSCCD Comprehensive Plan, an outline of what should be included in this plan, and a process that will include all district constituencies.



AUGUST – FEBRUARY

The RSCCD Comprehensive Plan is drafted following the process developed by the Planning and Organizational Effectiveness Committee. The first step in the process is an analysis of current internal and external conditions to assess RSCCD's effectiveness in advancing its mission.

To promote broad district-wide participation, the Planning and Organizational Effectiveness committee distributes drafts of the document district-wide for review and comment at multiple points during this period.



MARCH – APRIL

Feedback from these district-wide reviews is integrated into the document to create a final draft of the RSCCD Comprehensive Plan. The final draft is forwarded to the District Council for final recommendations.



MAY – NOVEMBER

Members of the District Council distribute the final draft of the *RSCCD Comprehensive Plan* to their constituents for review and comment. Once feedback is received and integrated into the draft as appropriate, the District Council makes a recommendation to the Chancellor.

The Chancellor considers the District Council's recommendation. If approved, the *Rancho Santiago Community College District 2032 Comprehensive Plan* is recommended to the Board of Trustees for approval.

If the Chancellor does not approve of the *Rancho Santiago Community College District 2032 Comprehensive Plan*, collaboration and compromise with the District Council continues until approval.

Once agreement is reached, the Chancellor recommends the *Rancho Santiago Community College District 2032 Comprehensive Plan* to the Board of Trustees for approval.



RESOURCE ALLOCATION

Resource allocations must align with the RSCCD Strategic Directions to ensure institutional planning is driving resource allocation decisions.

Generally speaking, the goals and objectives at SAC, SCC and the DSO reflect the district's commitment to its mission and strategic directions. Therefore, the purpose of resource allocations is to fund the programs and services that both directly and indirectly promote student success.

The budget development process begins with the development of budget assumptions. The budget assumptions are the foundation for the budget development process and guide the allocation of resources. Information from a variety of sources is considered in the development of the budget assumptions, including but not limited to:

- ▶ RSCCD Strategic Directions,
- ▶ Priorities identified by the district's participatory governance committees that have been vetted and approved by the District Council;
- ▶ A review by POE of the effectiveness of the DSO's prior year's resource allocations to ensure alignment with institutional priorities and outcomes provided annually by the DSO vice chancellors of the effectiveness of the allocation resource in support of the district's mission and strategic directions, DSO goals and objectives;
- ▶ Maintenance of appropriate reserves for contingencies and economic uncertainties;
- ▶ Mandates from external agencies; and
- ▶ Plans for payment of liabilities and future obligations, such as retiree health benefits, STRS, and PERS.

Budget assumptions are categorized into the following three types: general, revenue, and expenditure. General assumptions describe broad agreements, such as the revenue allocation model and the level of the reserve. Revenue assumptions summarize the current status of anticipated revenue, such as cost-of-living adjustments, growth and state apportionment. Expenditure assumptions provide projected costs of contractual agreements and required budget reductions if any.

RSCCD's three budget centers are Santa Ana College, Santiago Canyon College, and District Services and Operations. These entities have the autonomy and responsibility to provide appropriate programs and services that support achievement of the RSCCD Strategic Directions, as well as their respective goals, objectives, and initiatives. In addition, RSCCD budgets for institutional costs that include districtwide expenses such as retiree health benefits, property, and liability insurance and interfund transfers.

The RSCCD Budget Allocation Model is patterned after the community college funding protocols established in SB361 and updated under the Student-Centered Funding Formula (SCFF). Revenue is allocated to the colleges based upon these parameters except for an allocation to support centralized services and operations. Any proposed changes to the allocation for district-wide services and operations



is reviewed by the Planning and Organizational Effectiveness committee and recommended to District Council and the Chancellor.

Beyond the expenditures determined through district-wide collaboration, each budget center develops individual budgets for expenditures from general fund and categorical revenue in the following categories:

- ▶ Salaries and benefits as determined by union contracts;
- ▶ Supplies and materials;
- ▶ Services and other operating expenses, such as travel;
- ▶ Capital outlay, such as equipment; and
- ▶ Other outgo.

Planning is linked to resource allocations in the following ways:

1. Each budget center (Santa Ana College, Santiago Canyon College, and District Services and Operations) has developed unique planning processes. These processes are designed to ensure that RSCCD Strategic Directions serve as the foundation for site planning and that the resulting plans provide the basis for resource allocation decisions within each budget center.
2. The five district-level committees (Planning and Organizational Effectiveness committee, Fiscal Resources committee, Human Resources committee, Physical Resources committee, and Technology Advisory Group) provide specific recommendations for resource allocations in the Resource Allocation Request (RAR) form (**APPENDIX 2b**). The process for Resource Allocation Requests for districtwide governance committees is outlined in the flowchart (**APPENDIX 2c**). Resource allocation recommendations describe initiatives that require additional, decreased, or reallocated funding. District Services and Operations (DSO) bring the Resource Allocation Request(s) to Chancellor's Cabinet for review. Chancellor's Cabinet prioritizes recommendations.

Once reviewed, the Resource Allocation Request(s) are submitted to the Planning and Organizational Effectiveness committee for consideration during development of the tentative budget. District Services and Operations (DSO) share with each College President for presentation and discussion through their respective College Governance processes.

3. POE will review recommendations from both colleges. If there are drastic changes to the colleges' recommendations, the results are again shared with each College President for presentation and discussion through their respective College Governance processes. Following this review, the resource allocations return to POE for prioritization, formal vote and recommendation. POE then forwards its recommendations to District Council for approval. Upon approval, District Council sends the recommendations to FRC to be incorporated into the budget assumptions.
4. District Services and Operations submits priority resource recommendations (RARs) as a Reorganization Request (Reorg), if the request relates to personnel. Once the Reorg is routed through the approval process, Chancellor's Cabinet will review and act on Reorg. The Reorg is provided to District Council as a recommendation to the Chancellor.
5. District Council reviews the updated budget assumptions from FRC to ensure alignment with



RSCCD Mission, Strategic Directions and to confirm that available funding supports districtwide priorities. If resources are insufficient to support all requests, District Council deliberates on necessary adjustments. District Council then forwards its final recommendation to the Chancellor for inclusion in the budget presented to the Board of Trustees.

6. The final step in the resource allocation approval process is Board oversight. The tentative budget is presented to the Board of Trustees each June, and the final budget is presented each September for adoption. These presentations may include a review of the RSCCD Mission Statement, Strategic Directions, along with identification of specific budget items that directly support them, where appropriate.



PROCESS FOR ALLOCATING RESOURCES DISTRICTWIDE

OCTOBER

Board of Trustees' annual planning meeting includes a review and discussion of progress towards achieving RSCCD Strategic Directions and SAC, SCC, and DSO Goals and Objectives, as well as other data used to assess the current environment.



JANUARY

Board of Trustees, Fiscal Resources committee and District Council review the Governor's proposed state budget.

Through the spring, the Fiscal Resources committee monitors changes in the forecasts for state allocations and begins to develop budget assumptions as warranted.



FEBRUARY

Fiscal Resources committee drafts tentative general, revenue and expenditure budget assumptions and forwards these to the District Council for review and input.

The five district participatory governance committees (Planning and Organizational Effectiveness committee, Fiscal Resources committee, Human Resources committee, Physical Resources committee, and Technology Advisory Group) and District Services and Operations draft expenditure assumptions as well as complete Resource Allocation Requests that include requests for additional resources and present them to the Planning and Organizational Effectiveness committee.



MARCH – APRIL

District Council review the budget assumptions, and the Board of Trustees adopts them.

Budget Centers receive tentative revenue allocations for the coming fiscal year based on the RSCCD Budget Allocation Model and develop a tentative budget for that site.





MAY

Fiscal Resources Committee Co-chairs revise the draft tentative budget assumptions, as needed based on changes to the proposed state budget and submit the tentative budget to District Council.

District Council reviews the tentative budget and recommends the budget to the Chancellor.



JUNE

The tentative budget is presented to the Board of Trustees for approval. The presentation may include a review of the RSCCD Mission Statement and the RSCCD Strategic Directions as well as the identification of specific budget items that directly relate to RSCCD Strategic Directions where appropriate.



JULY – AUGUST

Fiscal Resources Committee reviews and updates the budget assumptions in July, reviews the draft of proposed adopted budget in August and then forwards it to District Council for review and input.

District Council reviews changes that impact the budget and recommends revisions to the proposed adopted budget as warranted.



SEPTEMBER

The Vice Chancellor of Business Services prepares the final proposed adopted budget as determined by District Council and directed by the Chancellor.

The final budget is presented to the Board of Trustees for approval.



PLAN IMPLEMENTATION

Through the development of the integrated RSCCD Planning Framework, a site lead is identified the responsibility for completing or overseeing the completion of their respective Comprehensive/Educational Plan. The site lead shall collaborate with others to complete their goals and objectives.

To ensure implementation of the identified activities that will move RSCCD toward accomplishment of the RSCCD Strategic Directions, site lead shall:

- ▶ Manage the timelines respective site goals and objectives;
- ▶ Develop appropriate processes to complete respective site goals and objectives;;
- ▶ Identify and address funding needs by submitting the request and rationale to the respective planning and budget committees;
- ▶ Provide data and other types of evidence to assess the levels of success following plan implementation; and
- ▶ Provide quarterly report to Vice Chancellor of Educational Services to update Chancellor's Cabinet of progress towards Strategic Directions;
- ▶ Document the activities and outcomes to contribute to the preparation of the annual *Progress Report on the District Comprehensive Plan*.



PROGRESS REPORT ON THE DISTRICT COMPREHENSIVE-PLAN

A progress report is produced annually by the POE committee to inform the internal community about movement toward achievement of the RSCCD Strategic Directions, and Objectives. The *Progress Report on the District Comprehensive Plan* is an essential accountability tool in the RSCCD Planning Process because it reinforces and sustains a district-wide dialogue on its long-term and short-term goals.

Three tasks will be accomplished through the development of this progress report:

- ▶ Consolidate information about the tasks that have been completed by all RSCCD entities related to RSCCD Strategic Directions;
- ▶ Analyze those outcomes in terms of their effectiveness in moving RSCCD toward achievement of the RSCCD Strategic Directions; and
- ▶ Edit or augment SAC, SCC, and DSO Goals and Objectives for the coming year as needed based on the outcomes of the current year's work.



PROCESS FOR ASSESSING PROGRESS ON RSCCD STRATEGIC DIRECTIONS

APRIL

The Planning and Organizational Effectiveness committee develops or revises the template for the annual Progress Report on the RSCCD Comprehensive Plan.



MAY

The Planning and Organizational Effectiveness committee calls for:

- ▶ Responsible parties identified in the RSCCD Comprehensive Plan to report on their progress towards the Strategic Directions. Colleges and DSO report and evaluate the outcomes of their respective goals and objectives undertaken to contribute to achievement of the RSCCD Strategic Directions.
- ▶ Colleges and DSO Colleges and DSO to report and evaluate the outcomes of their respective goals and objectives undertaken to contribute to achievement of the RSCCD Strategic Directions.



JUNE

The reports are consolidated by the Co-chairs of the Planning and Organizational Effectiveness committee to create a draft *Progress Report on the RSCCD Comprehensive Plan* that includes the reports of progress as well as an analysis of the effectiveness of the activities in fulfilling the RSCCD Strategic Directions.

The Planning and Organizational Effectiveness committee reviews the draft *Progress Report on the RSCCD Comprehensive Plan* and provides input. The Co-chairs of the Planning and Organizational Effectiveness committee revise the document as warranted based on the input.



JULY – AUGUST

The Co-chairs of the Planning and Organizational Effectiveness committee present the draft *Progress Report on the RSCCD Comprehensive Plan* to District Council for review and input. Suggested changes are incorporated as warranted to finalize the document.

The Chancellor presents the final *Progress Report on the RSCCD Comprehensive Plan* to the Board of Trustees for information.

The annual *Progress Report on the RSCCD Comprehensive Plan* is distributed as appropriate to both internal and external constituencies online and/or in print.



ASSESSMENT OF PLANNING AND DECISION-MAKING PROCESSES

RSCCD routinely assesses its planning and decision-making processes and makes revisions in these processes in a cycle of continuous quality improvement.

A formal assessment of planning and decision-making processes is conducted by POE every four years. The assessment includes gathering district-wide input and using that feedback to prepare an assessment report that is submitted to the District Council. District Council reviews the assessment report and recommends revisions to planning and/or decision-making processes as warranted by the assessment. The Chancellor considers the recommendations and approves changes documented with revisions to the *Rancho Santiago Community College District Planning Process Manual*.

In addition to this formal assessment, the current version of the *Rancho Santiago Community College District Planning Process Manual* is reviewed and updated annually by the Co-chairs of the Planning and Organizational Effectiveness committee to capture minor changes in descriptions, timelines, or processes.



PROCESS FOR ASSESSING PLANNING AND DECISION-MAKING PROCESSES

SEPTEMBER – OCTOBER

POE develops a mechanism for soliciting feedback on the components of the district-level planning design and decision-making processes from the groups and individuals who are directly involved in implementing district-level planning and decision-making.



NOVEMBER – DECEMBER

POE considers the feedback from the groups and individuals who are directly involved in implementing district-level planning and decision-making processes and prepares a Planning and Decision-making Processes Assessment Report. This report may include recommended changes to the planning and/or decision-making processes.

POE forwards the Planning and Decision-making Processes Assessment Report to District Council for review and input.



FEBRUARY

The Chancellor reviews the Planning and Decision-making Processes Assessment Report with District Council and determines which changes, if any, will be made to district-level planning and/or decision-making processes.

The Chancellor prepares an information report describing this assessment and the resulting changes to planning and/or decision-making processes, if any, for the Board of Trustees. This report is also distributed districtwide.

The Co-chairs of the Planning and Organizational Effectiveness Committee prepare an updated version of the *Rancho Santiago Community College District Planning Process Manual* to incorporate any approved changes to district-level planning and decision-making processes.



APPENDIX 1: TIMELINE FOR KEY PLANNING AND ASSESSMENT ACTIVITIES



APPENDIX 2:

DISTRICT SERVICES AND OPERATIONS PLANNING PORTFOLIO

The District Services and Operations Planning Portfolio is the program review process for centralized services. The purpose of this process is to analyze and track the efforts of each district service to continually improve the quality of the services provided to the colleges and to other district services. This process is only related to services provided, not for the operations functions of the DSO (examples include external audit, legal services, property and liability insurance, retiree health benefits) that all have costs associated with them but are not subject to program review for resource allocation.

District Services and Operations Planning Portfolios are designed to serve these purposes:

- ▶ Document the unique service initiatives for each district service;
- ▶ Align and document strategies for achieving RSCCD Strategic Directions and Objectives;
- ▶ Collect, analyze and distribute data on District Services and Operations performance;
- ▶ Provide an objective foundation for budget, staff, facilities, professional development, and other funding requests; and
- ▶ Demonstrate compliance with accreditation standards.

District Services and Operations Planning Portfolios are prepared every other year. To provide data for the analysis required by these planning portfolios, satisfaction surveys are distributed district-wide every other year requesting feedback on District Services and Operations. In the year between the preparations of comprehensive District Services and Operations Planning Portfolios, each district service prepares an update of progress on the service initiatives undertaken to correct a weakness or work toward achievement of a RSCCD Strategic Directions or Objective. Both the comprehensive District Services and Operations Planning Portfolios and the annual updates of progress are submitted to the Planning and Organizational Effectiveness committee for their review and input.

This program review process is designed to lead to continuous quality improvement and therefore includes a cycle of data collection, analysis of strengths and weaknesses, development, and implementation of strategies to remedy weaknesses, and re-evaluation. The steps are:

1. Describe the services provided by the district service or operation
 - ▶ Organizational Chart
 - ▶ Functions
 - ▶ Budget, including grants
2. Analysis of quantitative and qualitative data that reflect the services' strengths and weaknesses
 - ▶ Outcome of prior years' service initiatives
 - ▶ Results of the most recent satisfaction survey
 - ▶ Data recorded by the district service, such snapshots of time to complete tasks, etc.
3. Develop service initiatives for the coming year to (a) sustain or improve the services provided, (b) address a weakness identified through the data analysis, and (c) contribute to the achievement of RSCCD Strategic Directions and Objectives.



4. Implement the services initiatives.
5. Assess the impact of the strategies.

The final step of assessment is the starting point for the development of the next year's District Services and Operations Planning Portfolio review.

The District Services and Operations that complete a planning portfolio every other year are:

- ▶ Benefits
- ▶ Chancellor's Office
- ▶ Child Development Services
- ▶ Contract Management Services
- ▶ District Research, Planning & Institutional Effectiveness
- ▶ Office of Diversity, Equity and Inclusion (ODEI)
- ▶ Facilities Planning and Construction Services
- ▶ Fiscal Services
- ▶ Human Resources/Risk Management
- ▶ Information Technology Services
- ▶ Investigations and Equity Office
- ▶ Communications, Marketing & Public Relations
- ▶ Purchasing Services
- ▶ Recruitment and Onboarding
- ▶ Resource Development
- ▶ Risk Management
- ▶ Security/Public Safety

Resources are allocated to District Services and Operations through the RSCCD Budget Allocation Model that is patterned after the community college funding protocols established in SB 361 and updated under the SCFF. Revenue is allocated to the colleges based on these parameters except for an allocation to support centralized services and operations, and institutional costs.

There are two processes for changes to the allocation for District Services and Operations.

- ▶ Proposed changes to the proportion of the revenue allocated for District Services and Operations is reviewed by the Planning and Organizational Effectiveness committee and recommended to the District Council and Chancellor.
- ▶ Specific revenue requests related to a services initiative presented in a District Services and Operations Planning Portfolio are submitted to the Planning and Organizational Effectiveness committee. The Planning and Organizational Effectiveness committee considers the requests and the rationale presented in the District Services and Operations Planning Portfolio and prioritizes this request for consideration by the District Council. (See the "Process for Allocating Resources" timeline in this manual.

APPENDIX 2: DISTRICT SERVICES AND OPERATIONS PLANNING PORTFOLIO



APPENDIX 2 A: PROCESS FOR PREPARING DISTRICT SERVICES AND OPERATIONS PLANNING PORTFOLIOS

SEPTEMBER - DECEMBER

District Services and Operations gathers data as needed to document progress on the previous Service Initiatives as well as feedback from the satisfaction survey. This information will be compiled into a District Services and Operations Operational Review.

The appropriate district-level administrator drafts the District Services and Operations Planning Portfolio for the area(s) under his/her supervision. Refer to the accompanying narrative for the template of the District Services and Operations Planning Portfolio.



JANUARY - MAY

The administrator shares the draft District Services and Operations Planning Portfolio with other members of the unit and creates venues for discussion of the draft. The administrators revise the draft District Services and Operations Planning Portfolios based on the feedback as warranted.



MAY – JUNE

District Services and Operations departments submit Resource Allocation Requests (RARs) to District Research.

District Research compiles and forwards all RARs to Area Vice Chancellor for Review/Prioritize.



APPENDIX 2 b: RESOURCE ALLOCATION REQUEST (LINK FORM)



APPENDIX 2 c: PROCESS FOR RESOURCE ALLOCATION REQUEST (FLOWCHART)



APPENDIX 3: DISTRICT-LEVEL PARTICIPATORY GOVERNANCE COMMITTEES

The RSCCD is committed to relying on the professional expertise and perspectives of employees across the district to build and maintain collaborative decision-making processes. These committee members are united by a shared ambition to provide students with excellent instructional programs and services.

Each member who serves on a RSCCD participatory governance committee represents a specific constituent group. Therefore, committee members are responsible for:

1. Voicing the perspectives of the constituent group in the discussions and
2. Providing feedback about the committees' deliberations to colleagues.

Chairs who serve on a RSCCD participatory governance committee are responsible for:

1. Setting the agenda
2. Distributing the minutes and other documents
3. Managing the meetings

The following table presents the responsibilities and membership of the six district-level participatory governance committees. Each committee will review its the membership, responsibilities, and mission annually and make recommendations to District Council.

Unless otherwise stated, members (including students) of the participatory governance committees have the right to vote on issues of discussion.



DISTRICT COUNCIL

The District Council serves as the primary participatory governance body that is responsible for district-wide planning activities, including developing planning and budgetary recommendations, that are submitted to the Chancellor and Board of Trustees.

Responsibilities	Membership
Provide advice to the Chancellor on district issues	▶ Chancellor (Chair)
Review and act on recommendations from the five district-level participatory governance committees including recommended funding priorities	▶ Vice Chancellor, Business Operations & Fiscal Services
Ensure district-wide involvement in the development of all district-level planning	▶ Vice Chancellor, Educational Services
Review and monitor budget assumptions and budget information	▶ Vice Chancellor, Human Resources
Review and recommend approval of the tentative and final budgets contingent on the alignment of tentative and final budgets with budget assumptions and RSCCD Goals	▶ President, Santa Ana College
Collaborate with the Chancellor to review the District Mission Statement, solicit district-wide input, and recommend revisions as warranted	▶ President, Santiago Canyon College
Oversee the work of the Planning and Organizational Effectiveness Committee to develop and monitor implementation of the <i>RSCCD Comprehensive Plan</i> and the <i>RSCCD Strategic Plan</i>	▶ Academic Senate President, Santa Ana College
Review new and modified policies as recommended by the Board Policy Committee	▶ Academic Senate President, Santiago Canyon College
Review and adopt recommended revisions and new Administrative Regulations	▶ CSEA President
Review and approve District Services and Operations reorganizations	▶ Associated Student Government President, Santa Ana College
	▶ Associated Student Government President, Santiago Canyon College
	▶ Co-chairs, Technology Advisory Group (faculty and administrator)
	▶ Co-chair, Fiscal Resources Committee (faculty)
	▶ Co-chair, Human Resources Committee (classified)
	▶ Co-chair, Physical Resources Committee (classified)
	▶ Co-chair, Planning & Organizational Effectiveness Committee (faculty)

FISCAL RESOURCES COMMITTEE

The Fiscal Resources Committee provides district-level fiscal review including annual evaluation of the District's Budget Allocation Model, as well as develops and recommends tentative and adopted budget assumptions to District Council.

Responsibilities	Membership
Review and evaluate the RSCCD Budget Allocation Model	▶ Vice Chancellor, Business Services (Co-chair)
Monitor state budget development and recommend mid-year adjustments	▶ Assistant Vice Chancellor, Fiscal Services
Develop assumptions for tentative and adopted budgets	▶ Vice President of Administrative Services (SAC and SCC)
Develop District budget process calendar	▶ An Administrator appointed by the Chancellor (DSO)
Assess effective use of financial resources	▶ Academic Senate President (SAC & SCC); One shall serve as a committee Co-Chair for a two-year term (alternating between colleges)
Review and evaluate financial management processes	▶ One faculty representative appointed by each Academic Senate (SAC and SCC) ▶ A faculty representative appointed by FARSCCD ▶ Three classified representatives appointed by CSEA (DSO, SAC and SCC) ▶ Student representatives (SAC and SCC, when possible) ▶ Three administrative alternates with voting rights only in the absence of the site administrative representative



HUMAN RESOURCES COMMITTEE

The Human Resources Committee is the participatory governance committee, which functions as the District's EEO Advisory Committee, and is charged with evaluating, assessing advising on, and making recommendations for Human Resources matters relating to Equal Employment Opportunity (EEO)/Diversity Equity Inclusion Accessibility (DEIA) and policies and procedures.

Responsibilities	Membership
Review human resources policies and procedures, including BPs and AR's.	▶ Vice Chancellor, Human Resources (Co-chair)
Recommend changes, including policies and procedures related to employment equity and EEO compliance	▶ Assistant Vice Chancellor, Human Resources
Monitor and review annually the diversity of RSCCD employees	▶ Assistant Vice Chancellor, Human Resources, Investigation, and Equity
Review and recommend changes to the EEO Plan (3-year plan)	▶ One Administrator appointed by College President (Santa Ana College & Santiago Canyon College)
Develop recommendations to ensure ongoing EEO compliance	▶ Two faculty members appointed by each Academic Senate (Santa Ana College & Santiago Canyon College)
Advise on and evaluate DEIA activities including professional development activities, through narrative and numeric data	▶ A faculty member appointed by FARSCCD
Annually review and advise on Component 13 within the EEO Plan	▶ Three Classified representatives appointed by CSEA (District Services and Operations, Santa Ana College & Santiago Canyon College). One of the classified representatives shall serve as committee Co-chair
Disseminate information from Human Resources Committee to the constituent groups	▶ Two ODEI Coordinators (District Services and Operations)
	▶ Student representatives (Santa Ana College & Santiago Canyon College, when possible)



PHYSICAL RESOURCES COMMITTEE

The Physical Resources Committee supports the district and colleges by coordinating and overseeing capital outlay construction and scheduled maintenance projects that align with the facilities master plans to provide for a safe and sustainable environment and to protect district property.

Responsibilities	Membership
Review plans related to district physical resources including facilities, equipment, land, and other assets Assess the effective use of physical resources Review: ▶ Five-year facilities plan ▶ State capital outlay projects ▶ Local bond projects ▶ Scheduled maintenance plans and activities ▶ Hazardous mitigation programs ▶ Facility master plans ▶ Ancillary costs related to new construction	▶ Vice Chancellor, Business Services (Co-chair) ▶ Assistant Vice Chancellor, Facility Planning, Construction and District Support Services (DSO) ▶ Vice President, Administrative Services (SAC and SCC) ▶ Director, Facility Planning (DSO) ▶ Three administrators appointed by the Chancellor (DSO) and each President (SAC & SCC) ▶ Two faculty representatives appointed by each Academic Senate (SAC & SCC) ▶ Three Classified representatives appointed by CSEA (DSO, SAC and SCC) One shall serve as committee Co-Chair ▶ Student representatives (SAC, SCC, when possible)



PLANNING AND ORGANIZATIONAL EFFECTIVENESS COMMITTEE

The Planning and Organizational Effectiveness Committee is the district-level planning and accreditation oversight and coordinating committee that makes recommendations to District Council.

Responsibilities	Membership
Coordinate the development and monitor implementation of the RSCCD Comprehensive Plan Ensure that District planning processes follow the processes and timelines outlined in the RSCCD Planning Process Manual Annually review, prioritize and recommend new resource allocation requests from DSO departments and districtwide governance committees to District Council Conduct annual review of the RSCCD Planning Process Manual Provide leadership for coordination of district and college planning activities Prepare the annual Progress Report on the RSCCD Comprehensive Plan Coordinate data to be presented at Board of Trustees and Board Committee planning activity Review and coordinate accreditation activities between colleges and District Services and Operations including the regular review/update of the delineation of District/College Functions Review institutional research activities and results Review resource development initiatives	▶ Vice Chancellor Educational Services (Co-chair) ▶ Assistant Vice Chancellor, Fiscal Services (or designee) ▶ Executive Director, District Research, Planning & Institutional Effectiveness ▶ Vice President, Academic Affairs or Designee (Santa Ana College and Santiago Canyon College) ▶ President of Academic Senate (Santa Ana College & Santiago Canyon College). One president shall serve as committee Co-chair for two-year term (alternating between the colleges) ▶ One faculty member appointed by each Academic Senate (Santa Ana College and Santiago Canyon College) ▶ A faculty representative appointed by FARSCCD ▶ Three Classified representatives appointed by CSEA (District Services & Operations, Santa Ana College and Santiago Canyon College) ▶ Two student representatives (Santa Ana College and Santiago Canyon College, when possible)



TECHNOLOGY ADVISORY GROUP

The Technology Advisory Group promotes student learning and institutional effectiveness through technology by strategically planning and developing technology policies and procedures in support of the mission of the colleges and the district.

Responsibilities	Membership
Develop and strategically align RSCCD and college technology plans	▶ Assistant Vice Chancellor of Information Technology Services (Co-chair)
Assess the effective use of technology resources	▶ Two Directors of Student Information Systems, Santa Ana College and Santiago Canyon College or Two Administrators appointed by each President, Santa Ana College & Santiago Canyon College
Develop and evaluate districtwide hardware and software standards	
Review and evaluate hardware and software replacement cycles	
Develop recommendations for equipment and software, resource allocation, and training needs related to the use of technology	▶ Three faculty members: Co-chair of SACTAC and co-chair of SCCTEC and either Santa Ana College or Santiago Canyon College Distance Education Coordinator or three faculty members appointed by each Academic Senate, Santa Ana College & Santiago Canyon College
Develop and evaluate technology policies	
Communicate back to and advocate for represented constituencies regarding the use of technology	▶ Three Classified representatives appointed by CSEA (District Services and Operations, Santa Ana College & Santiago Canyon College)
	▶ Two students appointed by each Associated Student Government President, Santa Ana College & Santiago Canyon College
	▶ One of the faculty representatives shall serve as committee co-chair
	▶ Faculty co-chairs and third Faculty member shall rotate annually between Santa Ana College & Santiago Canyon College.
	▶ Two Faculty representatives shall represent the College not acting as co-chair.





Rancho Santiago Community College District Integrated Planning and Assessment Activities

	2024-2025		2025-2026		2026-2027		2027-2028		2028-2029		2029-2030		2030-2031		2031-2032		
Semester	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	
Review RSCCD Mission Statement																	
RSCCD Comprehensive Plan (8-Year)																	
SAC Comprehensive Educational Plan (4-year)																	
SCC Comprehensive Educational Plan (8-year)																	
DSO Plan (4-year)																	
Assess Progress on RSCCD Strategic Directions																	
Technology Master Plan Plan (4-year)																	
Facilities Master Plan (8-year)																	
Sustainability Plan (8-year)																	
DSO Planning Portfolios (3-year)																	

Planning Assumption:

Program Review/Planning Portfolio completes in time to inform EMPs and DSO Plan
 EMPs and 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-year CMP and FMP cycles
 ACCJC visits occur in Colleges' EMP mid-cycles (spring 2029...2037...etc.)

KEY

	Development Period
	Implementation Period
	Final Semester of Cycle
	Assessment Report



Rancho Santiago Community College District District Services & Operations Planning Portfolio

PLANNING PORTFOLIO

2026-2029

I. Department Mission Statement: *(Please provide a mission statement for your department/unit.)*

II. Functions and services: *(Please provide the basic functions and services for your department.)*

III. Customers and recipients of services: *(Who are the customers/recipients of your unit?)*

IV. Staffing: *(Please summarize the status of your staffing since the last planning cycle and concerns you may have.)*

V. Budgets: *(Please summarize the status of your department budget and concerns you may have.)*

VI. Department/Unit Assessment: *Please provide an internal assessment of your department (by all unit staff) and external assessment (from data provided by the District Services Satisfaction Survey, as well as other sources that your department would like to use). What recommendations would you like to bring to the District's attention?*

a) Internal Assessment:

b) External Assessment:

c) **Recommendations:**

VII. Work Plan: As the result of assessing your department/unit, what initiatives do your department/unit want to address in 2026-2029? Please identify which DSO goal(s) and objective(s) they address [DSO Plan](#) (pages 40-42) and resources you need to achieve the initiative(s), and how you will achieve these initiatives by the end of the cycle? Please see example below

DSO Goals Goal(s) you would like to address.	DSO Objectives Objective(s) you would like to address.	Service Initiative Department/unit goal(s) you would like to address.	Unit Outcome (The client) will (intended outcome) as a result of (function or action).	Criteria for Success How will you know you've achieved your goal(s)?	Resource Needs Resources (fiscal, personnel, technology) you need to achieve your goal(s).	Results After three years, how well did you achieve your goals?
<i>Goal 4</i>	<i>Objectives 4.1 and 4.3</i>	<i>Analyze data of the new curriculum strategies for ESL students</i>	<i>Reports to share with ESL instructors showing outcomes by underrepresented groups based on the new curriculum strategies</i>	<i>ESL faculty utilize the reported data to plan their class instructions</i>	<i>None</i>	<i>A 2% increase in success rate for all underrepresented groups</i>

VII. Work Plan Continued:

DSO Goals	DSO Objectives	Service Initiative	Unit Outcome	Criteria for Success	Resource Needs	Results
Goal(s) you would like to address.	Objective(s) you would like to address.	Department/unit goal(s) you would like to address.	(The client) will (intended outcome) as a result of (function or action).	How will you know you've achieved your goal(s)?	Resources (fiscal, personnel, technology) you need to achieve your goal(s).	After three years, how well did you achieve your goals?

VII. Work Plan Continued:

DSO Goals	DSO Objectives	Service Initiative	Unit Outcome	Criteria for Success	Resource Needs	Results
Goal(s) you would like to address.	Objective(s) you would like to address.	Department/unit goal(s) you would like to address.	(The client) will (intended outcome) as a result of (function or action).	How will you know you've achieved your goal(s)?	Resources (fiscal, personnel, technology) you need to achieve your goal(s).	After three years, how well did you achieve your goals?

Submit Form

If you are unable to submit your DSO Planning Portfolio through our system, please save it as a PDF. You may submit the form, along with any supporting documents (such as survey instruments, interview questions, or other relevant materials), to pham.nga@rscdd.edu to expedite the review process. We will respond promptly to your submission.



Annual Resource Request RSCCD Governance Committees and District Services and Operations Units

1. Please indicate the type(s) of your resource request.

Contract Services
Facility Need (office space)
Technology
Equipment
Staffing (salary and benefits)
Other

2. Administrator/Department/Committee submitting this request:

3. Check the status that applies to the cost.

One-time amount
Ongoing annual amount
Combo: One-time and ongoing annual amounts

4. Please enter the dollar amount for your selection above.

(i.e. One-time amount: \$10,000 OR Ongoing annual amount: \$5,500)

If you selected, "Combo: One-time and ongoing amount," please enter the amount for each and explain the needs. (i.e. One-time amount: \$10,000 AND Ongoing annual amount: \$5,500)

5. Is this resource request legally mandated?

Yes
No

If yes, please explain the legality of this request.

6. Is this resource request a replacement need?

Yes

No

If yes, please explain the need for this replacement request.

7. Is this resource request addressing a known or new safety need?

Yes

No

If yes, please explain the safety mandate of this request.

8. How does this request support RSCCD's mission and strategic directions? List the strategic directions or DSO goals. See *page 33* of the [2024-2032 RSCCD Comprehensive Plan](#):

9. List all DSO Goals and objectives that this request supports.

See *pages 33-35*, under *DSO Plan* column, of the [2024-2032 RSCCD Comprehensive Plan](#):

10. Provide evidence that this resource request is in your unit's planning portfolio.

11. Are there additional data to support this resource request?

Yes

No

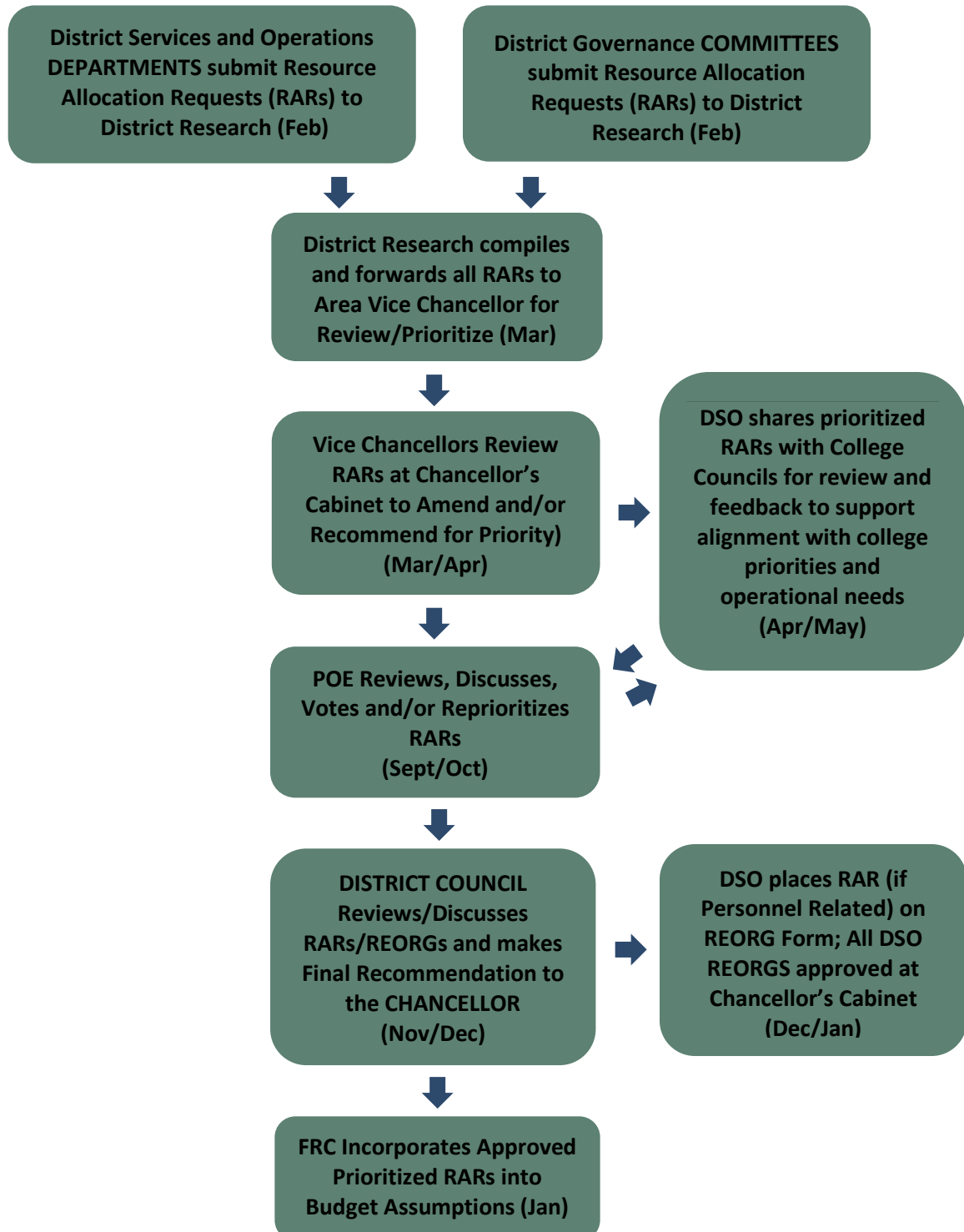
If yes, please provide evidence and an explanation of how they support the request.

Submit Form

If you are unable to submit your DSO Resource Allocation Request Form through our system, please save it as a PDF. You may submit the form, along with any supporting documents (such as survey instruments, interview questions, or other relevant materials), to pham_nga@rscdd.edu to expedite the review process. We will respond promptly to your request.



Rancho Santiago Community College District
FLOWCHART
Process for Resource Allocation Requests
Districtwide Governance Committees and DSO Departments



Rancho Santiago Community College District
ADMINISTRATIVE REGULATION
Chapter 4
Academic Affairs

AR 4025 Philosophy and Criteria for Associate Degrees and General Education

Reference(s):

Title 5 Section 55061 and 55090 et seq.

ACCJC Accreditation Standard II.A (formerly II.A.3) 2

The philosophy and criteria for the associate degree and general education should address the considerations contained in the references listed above. These include, but are not limited to:

- The programs of the District are consistent with the institutional mission, purposes, demographics and economics of its community.
- The philosophy and criteria regarding the associate degree references the policy of the Board of Governors that the associate degree symbolizes a successful attempt to lead students through patterns of learning experiences designed to develop certain capabilities and insight, including:
 - the ability to think and communicate clearly and effectively both orally and in writing;
 - use mathematics;
 - understand the modes of inquiry of the major disciplines;
 - be aware of other cultures and times;
 - achieve insights gained through experience in thinking about ethical problems; and
 - to develop the capacity for self-understanding.

The philosophy and criteria regarding the baccalaureate degree should address the considerations contained in the references listed above and reference the District's baccalaureate degree goals, which shall include addressing unmet local and regional workforce needs.

The philosophy and criteria regarding general education references the policy of the Board of Governors that general education should lead to better self-understanding, including:

- General education is designed to introduce students to the variety of means through which people comprehend the modern world.
- General education introduces the content and methodology of the major areas of knowledge and provides an opportunity for students to develop intellectual and information technology skills, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity.

- The Academic Senate primarily relies upon the Curriculum and Instruction Council for the development of courses and curriculum, reference AR 4020 and the Curriculum Handbook.

Adopted: September 17, 2018

Revised: xxxxxxx, 2026

Rancho Santiago Community College District
ADMINISTRATIVE REGULATION
Chapter 4
Academic Affairs

AR 4103 ~~Work-Based Learning~~ Work Experience Education

Reference(s):

Title 5 Sections 55250 et seq.

~~Work-based learning, also known as experiential education, internship, field experience, and cooperative work experience education is designed to allow students to gain workplace experience and develop skills under the instruction of a faculty member and the oversight of an on-site supervisor.~~

~~Work-based learning offers business, industry, and organizations the talents and energy of students who contribute to workforce development and strengthen the link between the educational and business communities.~~

Work Experience Education (WEE) is an instructional Work-Based Learning program offered as a foundational part of the District's commitment to offer students multiple experiential learning opportunities to earn academic credits or meet positive attendance requirements for on-the-job experiential learning experiences. WEE allows a student's experience during a work-based learning activity to be used as a basis for assigning, up to 14 credits or 672 hours of attendance, per enrollment period. WEE courses may assign a grade in accordance with the Course Outline of Record.

The purpose of WEE is to provide students with an integrated educational program that provides opportunities to connect academic curricula to applied experiential learning in the workplace or community. WEE should be substantive in nature, linked in a way relevant to a student's educational pathway, and contribute to demonstrable learning outcomes that have value towards a degree, certificate, or career goals.

~~A district plan is developed and submitted to the State Chancellor's Office(*), which includes:~~

- ~~• The systematic design of a program whereby students gain realistic learning experiences through work.~~
- ~~• A specific description of the respective responsibilities of the college, the student, the employer, and other cooperating agencies involved in the operations of the program.~~
- ~~• The maintenance of records that include the type and units of work experience in which the student is enrolled, where employed, job held/internship held, basis for determining student qualifications, statement of student hours worked, evaluation of performance, and that a work permit was issued, if applicable.~~

~~A description of how the district will:~~

- ~~Provide guidance services for students during enrollment in work-based learning courses.~~
- ~~Assign a sufficient number of qualified academic personnel to direct the Program.~~
- ~~Implement and follow processes that assure students' on-the-job learning experiences are documented with written measurable learning objectives, students are required to meet certain criteria and are evaluated, and the basis for awarding grades and credit is described.~~
- ~~Assure that supervising faculty maintain records that show consultation with the employer and the student, evaluation of the student's achievement, and the final grade.~~
- ~~Provide adequate clerical and instructional services.~~

~~The plan is developed, reviewed and revised on a regular basis and is submitted to the Board of Trustees (BOT) for approval prior to being submitted to the Chancellor's Office(*). The district plan includes this administrative procedure, as well as information on the maintenance of records, type and units of experiential education, and evaluation of student performance.~~

~~(*) Note: The Board of Governors is discussing a move to local BOT approval of the District Plan. This change may allow for individual college plans to be submitted to the BOT.~~

The Work Experience Education Program:

1. Will offer both credit and noncredit work experience education courses and is subject to the District's repeatability policy AR 4227 Repeatable Courses.
2. Will assign sufficient instructional or other personnel to direct the program and provide other required District services.
3. Will ensure adequate clerical and instructional services are available to facilitate the program.
4. Will ensure equitable access to work experience opportunities for underrepresented and socioeconomically disadvantaged students.
5. Will analyze disaggregated work experience enrollment, persistence, and course success data related to certificate, degree and transfer attainment (disaggregations including but not limited to, student race/ethnicity, income status, gender, and accessibility status for credit & noncredit work experience).

The Employer:

1. Will provide adequate supervision to assure a planned program of WEE which, when coordinated with related course work, will provide maximum educational benefit.
2. Will provide continuous work experience during the enrollment term of the student and will validate all student hours worked.
3. Will provide adequate facilities, equipment, and materials at the site to achieve the learning objectives.
4. Agrees that all work experience employment shall be free from discrimination and harassment based on race, sex, disability and other forms of bias, and that the EMPLOYER will afford all persons in the workplace, regardless of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other basis that is contained in the prohibition of hate crimes set forth in Penal Code section 422, subdivision (a), equal rights and opportunities.
5. WEE shall be conducted in compliance with the requirements of Title 5 article 55250-55254. All state and federal laws applicable to the employment of minors apply to WEE courses.

The District:

1. Will provide guidance services for students during enrollment in WEE.
2. Will provide required documentation and deadlines to the Student and Employer, ensure all required documentation is completed, submitted, and retained in accordance with District procedures including: learning agreements establishing hours that will be worked, statements verifying hours worked, records of consultation with the employer, records of faculty consultation, evaluation of student achievement of learning objectives by instructor, the work permit for minor students, and records of the final grade.
3. Will work with the Employer to assess student progress in WEE through written, measurable learning objectives and outcomes.
4. Will ensure planned opportunities for students to discuss their educational growth with the appropriate college and employer representatives at regular intervals within each term.
5. Will assign the student grades by the required deadlines in order for the college to grant the credit earned for the successful completion of all course requirements as identified in the course outline of record.

Adopted: **September 17, 2018**

Revised: **xxxxxxx, 2026**

Rancho Santiago Community College District ADMINISTRATIVE REGULATION

Chapter 4 Academic Affairs

AR 4235 Credit for Prior Learning

Reference(s):

Education Code Section ~~66025.71, 66700, 70901, Sections 70901 and 70902~~ 79500
Title 5 Section 55050, 55051, and 55002, 55023, 55021, 55025, 55052

Students may demonstrate proficiency in a course eligible for Credit for Prior Learning and receive college credit through the approved alternative methods for awarding credit listed below:

- Achievement of a satisfactory score on an Advanced Placement (AP) examination,
- Achievement of a satisfactory score on a ~~high-level~~ high-level International Baccalaureate (IB) examination,
- Achievement of a satisfactory score on the College Level Examination Program (CLEP),
- Evaluation of Joint Service Transcripts (JST),
- Achievement of an examination administered by other agencies approved by the District,
- Evaluation of industry recognized credential documentation,
- Other Learning Modes: Apprenticeships, internships, work-based learning and other industry-based experiential learning, non-accredited learning, state and federal government training, professional development, volunteer and civil training (e.g. Peace Corps or AmeriCorps),
- Evaluation of student-created portfolios, and/or
- Satisfactory completion of an institutional examination, known as Credit by Examination, administered by the college in lieu of completion of an active course listed in the current college catalog.

Determination of Eligibility for Credit for Prior Learning

- The student must be in good standing in the District.
- The student must have previously earned credit or noncredit from the District or be currently registered in the District.
- Current students must have an education plan on file.
- The course is listed in either the current Santa Ana College or Santiago Canyon College Catalog.
- The student is not currently enrolled in the course to be challenged.
- AP, CLEP, and IB Exam course credit and units granted to a local Associate of Arts or Associate of Science may differ from course credit and units granted by a transfer institution. Policy and credit limitations will be available in the current college catalog.
- Credit by Examination: The student is registered in the District and not currently enrolled in nor received credit for a more advanced course in a sequence in the same subject (may be waived by department).

Credits acquired by examination are not applicable to meeting of such unit load requirements as Selective Service deferment, Veterans, or Social Security benefits.

Credits acquired by examination shall not be counted in determining the 12 semester hours of credit in residence required for an Associate degree.

Prior Learning Assessment Grading Policy

- Grading shall be according to the regular grading system in accordance with Administrative Regulation (AR) 4230 Grading and Academic Record Symbols.
- Students shall be offered a "Pass/No Pass" option, in accordance with Administrative Regulation (AR) 4232 Pass/No Pass Grading Option if that option is ordinarily available for the course.
- Students shall be given the opportunity to accept, decline, or appeal the grade assigned by the faculty, and in cases of Credit by Examination, pursuant to AR 4230 Grading and Academic Record Symbols and AR 4231 Grade Changes.

Transcription of Credit for Prior Learning

- The student's academic record shall be clearly annotated to reflect that credit was earned by assessment of prior learning.

Advanced Placement Credit

Students requesting Credit for Prior Learning using Advance Placement shall receive credit for completing a satisfactory score on a District approved Advance Placement (AP) examination under the following circumstances:

- Achievement of a score of 3, 4 or 5 on an Advanced Placement Examination administered by the College Board. Advanced Placement official score reports must be on file in the Admissions and Records Office.
- The student achieved a minimum acceptable score on the AP examination as outlined by Santa Ana College or Santiago Canyon College Advanced Placement policies.

International Baccalaureate

Students requesting Credit for Prior Learning using International Baccalaureate shall receive credit for completing a satisfactory score on a District approved high-level International Baccalaureate (IB) examination under the following circumstances:

- Official IB transcripts must be on file in the Admissions and Records Office.
- The student achieved a minimum acceptable score on the IB examination as outlined by Santa Ana College or Santiago Canyon College International Baccalaureate policies.

College Level Examination Program

Students requesting Credit for Prior Learning using the College Level Examination Program shall receive credit for completing a satisfactory score on a District-approved College Level Examination Program (CLEP) under the following circumstances:

- Official CLEP transcripts must be on file in the Admissions and Records Office.
- The student achieved a minimum acceptable score on the CLEP examination as outlined by Santa Ana College or Santiago Canyon College - College Level Examination Program policies.

Credit for Military Service/Training

Students interested in Credit for Prior Learning using Joint Service Transcripts shall receive credit as recommended by the American Council on Education (ACE) Directory and approved by the appropriate discipline faculty of the college under the following circumstances:

- The student shall complete the Credit for Prior Learning assessment form available in the Counseling or Admissions and Records Office.
- Official transcripts must be on file in the Admissions and Records Office. These may include Joint Services Transcript (JST), Sailor/Marine American Council on Education Registry.

Transcript (SMART), Army and American Council on Education Registry Transcript Service (AARTS), Community College of the Air Force (CCAF), Coast Guard Institute (CGI), DANTES/USAFI, Defense Language Institute Foreign Language Transcripts (DLIFLC), Defense Manpower Data Center (DMDC), DLPT Examinee Results, DA Form 330 Language Proficiency Questionnaire, or verified copies of DD214 or DD295 military records.

- Credit course equivalency shall be determined by the faculty of the appropriate discipline.

Industry Recognized Credentials

Students interested in Credit for Prior Learning using industry recognized credential(s) shall receive credit as recommended by the appropriate department chair or faculty designee:

- The student shall complete the Credit for Prior Learning assessment form available in the Counseling or Admissions and Records Office.
- Enrollment services shall grant credit for industry recognized credential(s) that have already been evaluated and approved by the appropriate department chair or faculty designee.
- If an industry recognized credential(s) has not yet been evaluated and approved by the appropriate faculty:
 - The student meets with the department chair or faculty designee to receive further instructions for industry recognized credential(s) assessment.
 - The student submits all industry recognized credential documents to the department chair or faculty designee for assessment of prior learning.
 - If the department chair or faculty designee determine the industry certification adequately measures mastery of parts or all of the course content as set forth in the Course Outline of Record, the appropriate faculty may recommend additional aforementioned alternative assessment methods or sign the form with the recorded grade, attach the industry recognized credential(s), and forward appropriate forms and documentation to the Admissions and Records Office to be kept on file and recorded on the student transcript.

Other Learning Modes: Apprenticeships, internships, work-based learning, or other industry-based experiential learning, non-accredited learning, state and federal government training, professional development or volunteer and civil training (e.g. Peace Corps or AmeriCorps)

- Students interested in Credit for Prior Learning based on the above learning modes shall receive credit as recommended by the appropriate department chair or faculty designee, provided that the college process is followed. To determine eligibility the student must meet with a counselor or faculty designee to receive further instructions.

Student-Created Portfolio Assessment

Students interested in Credit for Prior Learning using a student-created portfolio shall receive credit as recommended by the appropriate department chair or faculty designee under the following circumstances:

- A department approved portfolio assessment rubric for the course is on file.
- The student shall complete the Credit for Prior Learning assessment form available in the Counseling or Admissions and Records Office.
- The student meets with the department chair or faculty designee to receive further instructions for student-created portfolio assessment.
- The student submits all portfolio documents to the department chair or faculty designee for assessment of prior learning.
- If the department chair or faculty designee determine the student-created portfolio adequately measures mastery of parts or all of the course content as set forth in the Course Outline of Record, the appropriate faculty may recommend additional aforementioned alternative assessment methods or sign the form with the appropriate grade and forward appropriate forms and documentation to the Admissions and Records Office to be kept on file and recorded on the student transcript.

Credit by Examination (CBE) from Within the District

The District will award college course credit for successful completion of a District examination administered by the appropriate departmental faculty under the following circumstances:

- Achievement of a grade that qualifies for CBE through completion of articulated high school or adult education courses. ~~Students who wish to earn course credit through CBE through using completion of articulated high school or adult education courses must complete the required petition at either Santa Ana College or Santiago Canyon College (High School/ROP Completion of Articulation Course/Career Transitions Articulated Pathways) and be currently enrolled in at least one credit class at the time of petition.~~
- Credit by satisfactory completion of an examination administered by the department involved in lieu of completion of a course listed in the Santa Ana College or Santiago Canyon College Catalog.
 - ~~The Department chair or faculty designee shall determine whether or not a student requesting CBE is sufficiently well prepared to warrant being given this opportunity. This determination is based upon a review of previous course work and/or experience.~~
 - ~~Students wishing to earn course credit through CBE are encouraged to informally discuss the matter with the department chair or faculty designee and instructor prior to initiating the formal process. All steps must be completed in the order listed or the form for Credit by Examination shall not be processed. The form for CBE must be completed prior to the end of the current semester or session.~~

The District Credit by Examination (CBE) Process:

In order to permit students to demonstrate that they have met the objectives of a course through experience in the work place, foreign language proficiency, or some other process outside the conventional academic setting, students may earn credit by receiving a passing grade on an examination administered by the appropriate instructional department/program. The completion of CBE may require the demonstration of other skills or the completion of assignments in addition to an examination.

Students interested in Credit for Prior Learning using CBE shall receive credit as recommended by the appropriate department chair or faculty designee under the following circumstances:

The Credit by Examination (CBE) Procedures

- Student shall complete the Credit for Prior Learning assessment form along with any documentation of prior learning. The required form shall be available in the Counseling or Admissions and Records Office.
- Student meets with the department chair or faculty designee for further instructions for CBE. The dean and department chair or faculty designee will determine whether a department or a standardized examination is to be administered and when and where it shall be.
- If the department chair or faculty designee determine the CBE assessment measure mastery of all the course content as set forth in the Course Outline of Record (COR), the appropriate faculty member shall sign the form with the recorded grade and forward appropriate forms and documentation to the Admissions and Records Office to be kept on file and recorded on the student transcript. If a faculty member determines that the assessment measures mastery of only parts of the COR, the faculty member may recommend additional aforementioned alternative assessment methods. Completed exam materials must remain on file with the department/ program for three years.

High School or Adult Education to College Articulation - Credit by Examination (CBE) Procedures

- Students shall complete the appropriate petition at Santa Ana College or Santiago Canyon College (~~High School/ROP Completion of Articulation Course/Career Transitions Articulated Pathways~~). The petition shall be forwarded to the appropriate Division/Department for approval.
- ~~In order for a student to receive CBE, the student must apply online to one of the colleges in RSCCD and register in at least one college credit class at the time of the petition. In order for a student to receive CBE, the student must (1) submit an online application to either Santa Ana College or Santiago Canyon College and (2) neither be currently enrolled in, nor have already completed, the course for which credit is requested.~~ Timeline for credit to be claimed by the student is based on the existence of a signed articulation agreement for the year the student took the course. A recency requirement may be applicable based on industry standards.
- A letter grade will be assigned, and the course will be identified as CBE on the transcript in accordance with the official final grade received for the full term of the course being petitioned for college credit. Once assigned, a grade is not reversible. The letter grade will be posted on the transcript in the semester the petition was approved.
- Students who are unsuccessful in obtaining a grade of B or better for the full term of the course will not be allowed to petition for credit and no record of the attempt for CBE will appear on a student's transcript.
- The enrollment fee for CBE will not be charged for credit awarded under this provision.

Responsible Manager: Office of Academic Affairs

Adopted: September 17, 2018
Revised: December 7, 2020
Revised: xxxxxxxxxx, 2026

Rancho Santiago Community College District ADMINISTRATIVE REGULATION

Chapter 5 Student Services

AR 5500 Standards of Student Conduct

Reference(s):

Education Codes 66300 and 66301, ~~72122, 76030-76038, and 76243~~
ACCJC Accreditation Standards 2 ~~I.C.8 and 10 (formerly II.A.7.b)~~

The Rancho Santiago Community College District may impose discipline for the commission, or attempted commission, of the following types of violations by students or for aiding or abetting, inciting, conspiring, assisting, hiring, or encouraging another person to engage in a violation of the Standards of Student Conduct, or for any violation of state or federal law.

I. CODE OF CONDUCT VIOLATIONS

The following conduct shall constitute good cause for discipline, including but not limited to the removal, suspension, or expulsion of a student, except for conduct that constitutes sexual harassment under Title IX, which shall be addressed under Interim AR 3425 Title IX (9) Sexual Harassment (Interim).

- A. ~~Dishonesty, Cheating, plagiarism (including plagiarism in a student publication), lying, or engaging in other academic dishonesty. knowingly furnishing false information to the district or a college official performing their duties.~~
- B. ~~Dishonesty, f Forgery, alteration, or misuse of district documents, records, or identification; or knowingly furnishing false information to the district of college official performing their duties.~~
- C. Causing or attempting to cause damage to any real or personal property owned by the district or district employees (damage includes, but not limited to vandalism, such as cutting, defacing, breaking, etc.)
- D. Obstruction or disruption of pedestrian or vehicular traffic or of teaching, research, administration, or of other district activities on or off district premises. This includes obstruction, ~~or~~ disruption, or failure to comply with ~~of~~ administration, disciplinary procedures ~~or~~ authorized college activities, or the directions given by a college official.
- E. Causing, attempting to cause, or threatening to cause physical injury to another person. Or any threat of force or violence upon a student, college personnel, or campus visitor.
- F. Willful misconduct which results in injury or death to a student, college personnel or campus visitor or which results in cutting, defacing, or other injury to any real or

personal property owned by the district. This includes fighting on district property or at a district sponsored event, on or off district premises.

- G. Detention of any person on district-owned or controlled property or at district-sponsored or supervised functions or other conduct which threatens or endangers the health or safety of another.
- H. Stealing or attempting to steal district property or private property on campus, or knowingly receiving stolen district or private property on campus.
- I. Unauthorized entry into or unauthorized use of district property, supplies, equipment, and/or facilities.
- J. Misrepresentation of oneself or of an organization to be an agent of the district or failure to identify oneself to ~~or comply with the directions of a district official, policy, or other public official when requested to do so; or resisting or obstructing such~~ district or other officials in the performance of, or the attempt to, perform their duties.
- K. Sexual assault or physical abuse, including rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery, sexual coercion, or threat or assault, of any conduct that threatens the health and safety of the alleged victim, which includes students, college personnel or campus visitors.
- L. Dating violence, defined as violence committed, on the basis of sex, by a person who is or has been in a social relationship of a romantic or intimate nature with the Complainant. The existence of such a relationship shall be determined based on a consideration of the following factors: length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship. For the purposes of this definition, dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence.
- M. Domestic violence, defined as conduct, on the basis of sex, that includes the requisite components of felony or misdemeanor crimes of violence committed by (a) a current or former spouse or intimate partner of the victim; (b) a person with whom the victim shares a child in common; (c) a person who is cohabitating with or has cohabitated with the victim as a spouse; (d) a person similarly situated to a spouse of the victim under California law; or (e) any other person against an adult or youth victim who is protected from that person's acts under California law.
- N. Stalking, defined as a course of conduct directed at a specific person on the basis of sex that would cause a reasonable person to fear for the person's safety or the safety of others, or to suffer substantial emotional distress. For the purposes of this definition: (a) a course of conduct is two or more acts, including, but not limited to, acts in which the Respondent directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property; (b) reasonable person means a reasonable person under similar circumstances and with similar identities to the Complainant; and (c) substantial emotional distress

means significant mental suffering or anguish that may but does not necessarily require medical or other professional treatment or counseling.

- O. Sexual exploitation defined as an act or acts committed through non-consensual abuse or exploitation of another person's sexuality for the purpose of sexual gratification, financial gain, personal benefit or advantage, or any other non-legitimate purpose. Some examples are prostituting another person; recording images; viewing or distributing images of an individual's sexual activity, body parts, or nakedness; and inducing incapacitation for the purpose of making another person vulnerable to non-consensual sexual activity.
- P. Lewd, indecent or obscene conduct or expression on District-owned or controlled property, or at District sponsored or supervised functions.
- Q. Use, unlawful possession, distribution, sale, offer to sell, furnishing or being under the influence of alcoholic beverage or an intoxicant of any kind on district property or at any district sponsored event.
- R. Use, unlawful possession, distribution, sale, offer to sell, furnishing, or being under the influence of any controlled substance listed in California Health and Safety Code Sections 11053 et seq. or unlawful possession of, or offering, arranging or negotiating the sale of any drug paraphernalia, as defined in California Health and Safety Code Sections 11014.5.
- S. Engaging in expression which is libelous, slanderous, obscene (according to current legal standards) or which incites students so as to create a clear and present danger of commission of unlawful acts on district premises, or violation of district regulations, or the substantial disruption of the orderly operation of the college.
- T. Possession, sale, use or otherwise furnishing any firearm, knife, explosive, or other dangerous object, including but not limited to any facsimile firearms, knife or explosive. Exceptions include those participating in a criminal justice educational program who are authorized such possession or those who are enrolled in a course which authorizes such possession.
- U. Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, except as permitted by any district policy or administrative regulation.
- V. Engaging in harassing or discriminatory behavior based on disability, gender, gender identity, gender expression, nationality, race, ethnicity, religion, age, sexual orientation or any other status protected by law. Harassment does not include conduct protected by the First Amendment.
- W. Disruptive behavior, willful disobedience, ~~harassment, stalking~~, habitual profanity or vulgarity, open and persistent abuse of college personnel, or open and persistent defiance of the authority of college personnel.

- X. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the Board of Trustees. This includes vaping and electronic cigarettes.
- Y. Violation of the Computer Usage Policy applies to students using computer classrooms, computer labs, the wireless network or other locations on and off district property. A violation is considered any of the following:
- a. Accessing with or without permission, or causing to be accessed without authorization, altering, damaging, deleting, hacking, destroying, or otherwise using any data, computer, computer system, computer software and programs, or computer network belonging to or used by the college or any member of the district.
 - b. Accessing with or without permission, taking, copying, or making use of any data from a computer, computer system, or computer network, or taking or copying any supporting documentation, whether existing or residing internal or external to a computer, computer system, or computer network belonging to or used by the college or district.
 - c. Using or causing to be used, computer services without permission.
 - d. Disrupting or causing the disruption of computer services or denying or causing the denial of computer services to an authorized user of a computer, computer system or computer network belonging to or used by the college or district.
 - e. Introducing any computer contaminant or virus into any computer, computer system or computer network belonging to the college or district.
 - f. Sending any message using any computer system or network without authorization or sending any message in the name of another person or entity.
 - g. Using any account or password without authorization.
 - h. Allowing or causing an account number or password to be used by any other person without authorization.
 - i. Accessing or causing to be accessed, downloading or causing to be downloaded, pornographic or obscene materials except when accessing such material which is part of the instruction process or assignment for a class in which the student is currently enrolled.
 - j. Use of systems or networks for personal commercial purposes.
 - k. "Cyberstalking" which is to be understood as any use of the college or district computer system, computer network, or computer programs to stalk another person via excessive messages or inquiries, inappropriate or threatening messages, racially motivated communications, photos or other means of communication.

- Z. Deliberately making false and/or malicious accusations against a member of the campus community. This does not include allegations that are made in good faith but are ultimately shown to be erroneous or do not result in a policy violation determination.
- AA. Any act constituting good cause for suspension, expulsion or violation of district policies or campus regulations, including AR 3425 Title IX (9) Sexual Harassment.
- BB. Bullying: Engaging in intimidating conduct or bullying against another student through words or actions, including direct physical contact; verbal assaults, such as teasing or name-calling; social isolation or manipulation; and cyberbullying.
- CC. Hazing: Engaging in any intentional, knowing, or reckless act, whether committed individually or in concert with others, against another person or persons – regardless of their willingness to participate – that occurs in connection with initiation into, affiliation with, or continued membership in a student organization, and that causes or creates a risk beyond the reasonable risks ordinarily encountered in higher education or organizational participation (such as physical preparation for an athletic team), constitutes prohibited conduct. Such acts include those that result in, or risk, physical or psychological injury, including but not limited to whipping, beating, striking, electronic shocking, placing harmful substances on another's body; causing, coercing, or inducing sleep deprivation, exposure to the elements, confinement in a small space, extreme calisthenics, or similar activities; causing, coercing, or inducing the consumption of food, liquids, alcohol, drugs, or other substances; causing, coercing, or inducing sexual acts; placing another person in reasonable fear of bodily harm through threatening words or conduct; engaging in conduct that constitutes a criminal violation of local, state, tribal, or federal law; or inducing, causing, or requiring another person to perform any duty or task that itself involves a criminal violation of local, state, tribal or federal law.

Students who engage in any of the above are subject to the procedures outlined in AR 5520 Student Discipline Procedures.

Adopted: April 8, 2024
Revised: xxxxxxxxxx, 2026

Rancho Santiago Community College District
ADMINISTRATIVE REGULATION
Chapter 5
Student Services

AR 5520 Student Discipline Procedures

Reference(s):

Education Codes 66017, [66283](#) 66300, 66301, 72122, 76030, and 76030 et seq.
Penal Code Section 626.4

The Rancho Santiago Community College District (District) is committed to ensuring a safe and productive learning environment, which requires certain expectations for students' conduct with that environment. These expectations are centered on academic integrity and responsibility required of the members of a dynamic academic community. The primary purpose of the Student Discipline Procedures is to support and protect all stakeholders, including students, and to support academic excellence. In addition, the intent of the Student Discipline Procedures is to educate students about their rights, responsibilities and violations per the "Standards of Student Conduct" described in AR 5500.

These procedures provide a prompt and equitable means to address violations of the Standards of Student Conduct, which guarantee to the students involved the due process rights granted to them by state and federal constitutional protections. The procedures in this administrative regulation will be used in a fair and equitable manner, and not for purposes of retaliation. It is not intended to substitute for criminal or civil proceedings that may be initiated by other agencies.

This administrative regulation is specifically not intended to infringe in any way upon the rights of the students to engage in free expression as protected by the state and federal constitutions, and by Education Code section 76120, and will not be used to punish expression that is protected.

The grievance process for resolving a sexual harassment complaint under Title IX can be found in Administrative Regulation (AR) 3425 Title IX (9) Sexual Harassment.

I. JURISDICTION

Students enrolling in District educational programs assume an obligation to ~~obey~~ [follow](#) state and federal law and District rules and regulations governing the conduct of students.

Students who enroll in those instructional programs in which the District or one of its colleges has affiliations with various outside associations must comply with both the District's or college's policies and procedures, as well as with the outside associations' policies and procedures. This includes but is not limited to students enrolled in Apprenticeship Programs and programs of Cosmetology, Fire Academies, Criminal Justice Academies, Nursing and Water Utility Science.

II. STANDARD OF PROOF

Preponderance of Evidence: This is the standard by which a decision is made by the Student Conduct Officer or Hearing Panel. The “Preponderance of Evidence” Standard means that it is more likely than not (greater than 50%) that the alleged events constituting the student conduct violation occurred. The standard is such that a reasonable person would find it more likely than not that a behavior occurred and that it violated one or more of the standards of student conduct. The Preponderance of the Evidence is the applicable standard for demonstrating facts and reaching conclusions in an investigation conducted pursuant to this administrative regulation.

Students subject to disciplinary proceedings under this procedure shall have the right to be assisted by an adviser of their choice or to request that the District appoint an advisor. The initial notice of the alleged violation provided to the student shall include a statement informing them of this right.

Training materials: Both Advocates (selected by the student) and Advisors (selected by the student or appointed by the District) shall be provided with training materials regarding the District’s adjudication procedures prior to participating in the hearings.

III. DEFINITIONS

A. General

- i. **Administration:** District and/or college officials assigned to manage the day-to-day operations of a college/campus, such as a Chancellor, President, Vice President, Dean, etc.
 1. **Advisor:** An advisor accompanies a student to meetings related to the hearing process and focuses on procedural guidance related to the college’s disciplinary process but may not speak on the student’s behalf. However, the advisor *may* cross-examine on the student’s behalf.
 2. **Advocate:** An advocate accompanies a student to meetings related to the hearing process and focuses on providing emotional support and access to resources during the disciplinary process and may speak on the student’s behalf or cross-examine District witnesses.
- ii. **Behavioral Intervention Team (BIT):** A cross-district team that conducts threat assessments and provides recommendations on potential interventions.
- iii. **CARE Assessment:** A meeting with members of the CARE team, where they will work with the student and other relevant parties to assess the student’s need and inform student of options, services, information, processes, and resources available to them.
- iv. **Crisis Assessment, Response & Evaluation (CARE) Team:** A multidisciplinary group whose goal is to engage in proactive and collaborative approaches to identify, assess, and mitigate risks associated with students, faculty, staff, and visitors exhibiting concerning behaviors or thoughts.
- v. **Complainant:** An individual who is eligible to file a complaint or to report a violation of this administrative regulation. It also includes any person who is reported to have experienced a violation of this administrative regulation in cases where some other person has made a report on that person’s behalf. (moved from ii above)

- vi. **Day:** Days during which the District is in session and regular classes are held, excluding Saturdays and Sundays
- vii. **District:** The Rancho Santiago Community College District, which operates Santa Ana College, Santiago Canyon College, and other educational programs and services. The District is responsible for establishing and enforcing rules of student conduct, ensuring due process, and providing a safe and supportive learning environment for all members of its community.
- viii. **Instructor/Faculty:** Any academic employee of the District in whose class a student subject to discipline is enrolled, or ~~counselor~~ who is providing or has provided services to the student, or other academic employee who has responsibility for the student's educational program.
- ix. **Maxient Incident Report (IR):** The centralized reporting and record keeping system used to manage student conduct violations and behaviors of concern.
- x. **RSCCD Board of Trustees (the Board):** The elected governing body of the Rancho Santiago Community College District that is responsible for establishing policies, approving budgets, and providing oversight to ensure the District fulfills its mission of serving students and the community. In matters of student discipline, the Board serves as the final authority on expulsions, acting upon recommendations from the chancellor and college presidents.
- xi. **Respondent:** An individual who is alleged to have violated this Administrative Regulation.
- xii. **Special Requests/Accommodations:** Accommodations may be made upon request for students with disabilities during the conduct process.
- xiii. **Student:** Any person currently enrolled in a class at any college or in any program offered by the District at the time of the alleged violation of the Standards of Student Conduct.
- xiv. **Student Conduct Officer:** Administrator, designated by the college president to process student conduct charges. The Student Conduct Officer will be responsible for processing alleged violations of the Standards of Student Conduct in accordance with these procedures. The president has designated the Vice President of Student Services or designee as the administrator responsible for student conduct procedures. Each campus has a Student Conduct Officer on site.
- xv. **Violence Against Women Act (VAWA):** This is a federal law in response to increasing violence against women in America. The Act has provisions to improve criminal justice responses to sexual assault, domestic violence, dating violence, and stalking, and to increase the availability of services from victims and survivors.
- xvi. **Withdrawal of Consent to Remain on Campus:** The college president or designee has the right to issue a withdrawal of consent of any person to be on campus, in accordance with California Penal Code Section 626.4, when there is reasonable cause to determine that the person has willfully disrupted the orderly operation of the college.

B. Sanctions

- i. **Community Service:** Student performs some act or duty that benefits the campus and/or surrounding community.

- ii. **Educational Sanction:** Sanctions intended to educate students on the effects of their behavior and invoke change in future decision-making.
- iii. **Expulsion:** In conformance with Section 76030 of the Education Code, the Board of Trustees (the "Board") may expel a student for good cause when other means of correction fail to bring about proper conduct, or when the presence of the student causes a continued danger to the physical safety of the student or others. Following proper hearing procedures as defined in this administrative regulation, a college president shall recommend a decision concerning expulsion to the chancellor who shall then recommend a decision to the Board. The Board may impose a lesser disciplinary sanction than expulsion, including, but not limited to probation and/or suspension. If approved by the RSCCD Board of Trustees, the expulsion is permanent.
- iv. **Long-Term Suspension:** Exclusion of the Respondent for good cause from:
 - 1. One or more classes for the remainder of the school term.
 - 2. From all classes and activities of the college for one or more terms.
 - 3. If the period is greater than ten (10) days, a decision regarding suspension shall require a final determination from the college president.
- ~~v. **Interim Suspension:** Exclusion of the student for good cause from one or more classes for a period of up to ten (10) consecutive days of instruction.~~
- vi. **Interim Exclusion/Withdrawal of Consent:** Pursuant to California Penal Code §626.4, consent for the respondent to remain on District property is withdrawn for up to fourteen (14) calendar days.

This interim action is based on reasonable cause to believe the respondent engaged in conduct that disrupted, or poses an ongoing risk of disrupting, the orderly operation, safety, or educational environment of the college.

District Safety, acting as the designee of the Chief Administrative Officer, is authorized to enforce this exclusion.

During the exclusion period, the respondent is prohibited from entering any District-owned or District-controlled property, facilities or activities.

- vii. **Mental Health Clearance:** Per AR 5201 Standards of Student Health/Mental Health Clearance, a student who is removed from Santa Ana College or Santiago Canyon College as a result of the following may be required to provide documentation from a licensed mental health professional stating that the student will no longer engage in the behavior which gave rise to the student's ~~remove~~ removal from campus and that the student's continued presence on campus is not a threat to ~~himself/herself~~ themselves or others before the student is readmitted to campus.
 - 1. Inappropriate behavior described in AR 5500 Standards of Student Conduct; and/or
 - 2. Determination by a public district safety officer that the student poses a threat to ~~himself/herself~~ themselves or the general public.

Determinations regarding whether a student poses a threat shall be made by District Safety, in coordination and consultation with the

CARE Team to support a comprehensive, student-centered assessment and response.

The mental health professional must be licensed by the State of California and credentialed to render a professional opinion on matters of this nature. Any expenses related to obtaining this mental health clearance shall be the student's responsibility.

Upon receipt of the mental health clearance, the CARE Team shall review the documentation for completeness and credential verification and, with a signed Release of Information, may contact the licensed mental health professional to validate the clearance prior to any determination regarding the student's return to campus.

- viii. **Organizational Sanctions:** Deactivation, loss of recognition, loss of some or all privileges (including use of facilities) for a specified period.
- ix. **Probation:** Probation is a disciplinary action that allows the offender to remain or return to the District with the understanding of expected appropriate future behavior. Probation may include exclusion of the individual(s) from extracurricular activities, which would be set forth in the written notice of probation. The probation would be for a specific period and appropriate notice will be sent to any advisor(s) of student organization(s) involved. Any further violations of the Standards of Student Conduct during this probationary period will result in further, more serious, disciplinary action against the offender.
- x. **Removal from Class:** Exclusion of the student by an instructor/faculty for the day of the removal and the next class meeting for in person or online registered courses. Instructor/Faculty shall notify the student of the removal and document it via an n Maxient Incident Report.
- xi. **Removal from Department or Program:** Exclusion of the student by a department administrator or Student Conduct Officer for the day of the removal and the next business day. The administrator shall notify the student of the removal and document it via an n Maxient Incident Report.
- ~~xii. **Reprimand:** Written reprimand for violation of district rules, with copy to the Respondent and to the student disciplinary file. A reprimand cautions the offender to avoid any future infractions of district rules.~~
- xiii. **Restitution:** Reimbursement by the offender(s) for damage(s) or for the misappropriation of District property may take the form of appropriate community service to repair or otherwise compensate for damage(s).
- xiv. **Revocation of Degree:** The District reserves the right to revoke a degree previously awarded from the District for serious violations committed by the spring term to graduation.
- xv. **Short Term Suspension:** Exclusion of the student for good cause from one or more classes for a period of up to ten (10) consecutive days of instruction.
- ~~xvi. **Suspension:** Exclusion of the Respondent for good cause from:
 - 1. One or more classes for the remainder of the school term;
 - 2. From all classes and activities of the college for one or more terms;
 - 3. If the period is greater than ten (10) days, a decision regarding suspension shall require a final determination from the college president.~~

Recommendations for suspension will be made upon consultation by the campus CARE Team and/or district BIT. During the suspension period the student is prohibited from being enrolled in or physically present on campus. The college president may impose a lesser disciplinary sanction than suspension, including, but not limited to, a warning, reprimand, probation, restitution, or ineligibility to participate in co-curricular activities or any combination of the listed options.

- xvii. **Warning:** Written notice to the Respondent that continuation or repetition of specific conduct may be cause for other disciplinary action, such as suspension or expulsion from the District.
- xviii. **Withholding Diploma:** The District may withhold a student's diploma for a specified period and/or deny a student participation in commencement activities if the student has an allegation pending under AR 3425 Title IX(9) Sexual Harassment (Interim) or as a sanction if the student is found responsible for the alleged violation.
- xix. **Withdrawal of Consent to Remain on Campus:** Withdrawal of consent by the college president or designee for any person to remain on campus in accordance with California Penal Code §626.4 where the college president or designee has reasonable cause to believe that such person has willfully disrupted the orderly operation of the campus.
- xx. **Written or Verbal Reprimand:** An admonition to the student to cease and desist from conduct determined to violate the Standards of Student Conduct. Written reprimands may become part of the student's permanent record at the college. A record of the fact that a verbal reprimand has been given may become part of a student's record at the college for a period of up to one year.

IV. RESOLUTION PROCESS

The procedures below apply to students that have been identified as allegedly violating the ~~Student Code of Conduct~~ Standards of Student Conduct.

A. Report Assessment

Upon receipt of an Incident Report (IR) of an alleged violation, the Student Conduct Officer will notify the reporting party that the report has been received. The Student Conduct Officer will then initiate a prompt assessment to determine which of the following actions the Student Conduct Officer will take:

- i. Offering supportive measure or wrap-around services; and/or
- ii. Conduct intake with student;
- iii. Initiate informal or formal resolution methods;
- iv. If the reported behavior warrants ~~an interim~~ short-term suspension, the Student Conduct Officer may immediately impose ~~an interim~~ short-term suspension for up to ten (10) days. A written notice will be sent to the Respondent immediately.

B. Notification

Upon determination that ~~an Student Code of Conduct alleged~~ violation may have occurred, the Student Conduct Officer will provide written notice of the allegations to the Respondent. This facilitates the Respondent's ability to prepare for the interview meeting. The notice must be provided to the Respondent within two (2) days of the date on which the conduct took place the report was received by the

Student Conduct Officer. In the case of continuous, repeated, or ongoing conduct, the notice must be provided within two (2) days of the date on which ~~the conduct occurred~~ the report was received by the Student Conduct Officer, which led to the decision to take disciplinary action.

In Violence Against Women Act (VAWA) cases, the Complainant is also copied to be given advance notice of when the notification will be delivered to the Respondent.

Amendments and updates to the notification may be made as the process progresses and as more information becomes available regarding the addition or dismissal of various charges.

Notice will be made in writing and may be delivered by one or more of the following methods: in person, mailed, or emailed to the contact information listed on the parties' official campus records. Once received in person or mailed or emailed to the contact information provided on the parties' official campus records, notice shall be presumptively delivered. The student is responsible for providing current contact information in their campus records.

C. Intake: Initial Conduct Meeting

The Student Conduct Officer shall extend an offer to meet with the Respondent. If the Respondent chooses to meet with the Student Conduct Officer, the meeting must occur no later than ten (10) days after the notice is provided. At the meeting, the Respondent must be told the facts leading to the accusation and be given an opportunity to respond verbally or in writing. Specifically, the meeting will:

- i. Acquaint the Respondent with the Standards of Student Conduct,
- ii. Provide the Respondent with the opportunity to state their account of the incident in question and present additional information/evidence,
- iii. Discuss the reported incident, supporting evidence, and alleged violation(s),
- iv. Discuss possible outcomes and disciplinary sanctions.

D. Resolution Methods

The Student Conduct Officer may resolve the matter through informal or formal methods, as described below and throughout this administrative regulation.

i. Informal

1. **Administrative Review:** If the Respondent elects to not participate in the resolution process or does not appear for scheduled meetings, the Respondent shall waive their right to provide a response to the allegations. The Student Conduct Officer will determine findings and issue applicable sanctions based solely on the information provided in the Incident Report.
2. **Restorative Resolution:** Restorative resolutions focus on addressing the impact of the behavior and reintegrating the Respondent into the college community. A restorative resolution requires the full agreement and voluntary participation of the Respondent and other parties involved in the conduct case. Timely restorative resolutions can promote accountability and empower individuals to collaboratively develop customized resolutions that meet their needs, resulting in a written agreement. This may

include apologies to the impacted individuals, voluntary mental health counseling, community service, or other supportive services.

3. **Investigation:** If the Respondent denies the allegations, an investigation will be initiated. All investigations are thorough, reliable, impartial, prompt, and fair. Investigations involve interviews with all relevant parties and witnesses, obtaining relevant evidence, and identifying sources of expert information as necessary.

ii. **Formal**

1. **Due Process Hearing:** No Respondent shall be suspended for more than ten (10) days or expelled unless the conduct for which the Respondent is being disciplined is in violation of this administrative regulation or it has been determined that good cause for suspension or expulsion exists, and the Respondent is afforded the right to due process. For discipline resulting from a sexual harassment complaint under Title IX, the procedure in AR 3425 Title IX (9) Sexual Harassment (Interim) must be used.

If appropriate, the chancellor or designee, prior to the suspension or expulsion of any Respondent, will notify the appropriate law enforcement authorities of the county or city where the college is situated of any acts of the Respondent which may be a violation of Section 245 of the Penal Code. Violations of any law, ordinance, regulation, or rule regulating or pertaining to the parking of vehicles shall not be cause for suspension or expulsion and are not, for the purposes and intent of this administrative regulation, of the class of actions, conduct, or violations upon which due process shall be afforded. However, repeatedly ignoring or consistently violating parking rules, regulations, laws or ordinances may result in vehicles being towed or losing parking privileges.

All parties will have a full and fair opportunity, through the investigation process, to suggest witnesses and questions, to provide evidence and witnesses, and to fully review and respond to all evidence on the record. The designated investigating administrator may allow, disallow and/or select individuals who will be included in the process. For actions regarding minor students, parental notification and/or involvement is required.

Although in-person interviews for parties and all potential witnesses are ideal, circumstances (e.g. study abroad, summer break and other extraordinary conditions) may require individuals to be interviewed remotely. Skype, Zoom, FaceTime, WebEx or similar technologies may be used for interviews if determined necessary by the Student Conduct Officer. The District will take appropriate steps to reasonably ensure the security/privacy of remote interviews. No unauthorized audio or video recording of any kind is permitted during investigation meetings.

E. Possible Sanctions

Should a violation of the administrative regulation be substantiated, the District will act through the use of sanctions. Factors considered when determining a sanction may include, but are not limited to:

- The nature, severity of, and circumstances surrounding the violation(s),
- The Respondent's disciplinary history,
- Previous allegations or allegations involving similar conduct,
- The need for sanctions/responsive actions to bring an end to the sexual harassment and/or retaliation,
- The need to remedy the effects of the sexual harassment and/or retaliation on the Complainant and the community,
- The impact on the parties,
- Any other information deemed relevant by the Student Conduct Officer.

The sanctions will be implemented as soon as is feasible. The sanctions described in this administrative regulation are not exclusive of, and may be in addition to, other actions taken, or sanctions imposed by external authorities.

The following are the possible sanctions that may be imposed upon Respondents or organizations. These disciplinary actions are listed in degree of severity, but not necessarily in sequential order. Disciplinary actions may be imposed singly or in combination. See Section II for definitions:

- Warning
- Removal from Class/Department
- Reprimand
- Community Services
- Probation
- Educational Sanction
- CARE Assessment
- Restitution
- ~~Interim Short-Term~~ Suspension
- Organizational Sanction
- ~~Long-Term~~ Suspension
- ~~Withholding of Diploma~~
- Revocation of Degree
- Expulsion

~~Recommendations by CARE/BIT for suspension will prompt a Due Process Hearing. Student concerns related to the Student Code of Conduct that are discussed in CARE/BIT may be referred to the Student Conduct Officer for review.~~

In cases when an investigation was initiated, notice will be sent to the student three (3) days after the completion of the investigation and determination of findings.

When suspension or expulsion occurs, the Student Conduct Officer will work with Admissions and Records in facilitating an Administrative Drop for the Respondent.

F. Supportive Measures

The District will offer and implement appropriate and reasonable supportive measures to the parties. Supportive measures are non-disciplinary, non-punitive

individualized services offered as appropriate, as reasonably available, and without fee or charge to the parties to restore or preserve access to the District's education program or activity, including measures designed to protect the safety of all parties or the District's educational environment, and/or deter sexual misconduct and/or retaliation.

The Student Conduct Officer shall promptly make supportive measures available to the parties upon receiving notice of a complaint, if appropriate. At the time that supportive measures are offered, the District will inform the Complainant, in writing, that they may file a formal complaint with the District either at that time or in the future, if they have not done so already.

The Student Conduct Officer shall work with the Complainant to ensure that their wishes are considered with respect to the supportive measures that are planned and implemented.

~~The district will maintain the privacy of the supportive measures if privacy does not impair the district's ability to provide the supportive measures. The district will act to ensure that their wishes are considered with respect to the supportive measures that are planned and implemented.~~

The District will maintain the privacy of the supportive measures if privacy does not impair the District's ability to provide the supportive measures. The District will act to ensure as minimal an academic/occupational impact on the parties as possible. The District will implement measures in a way that does not unreasonably burden the other party.

These actions may include, but are not limited to:

- Referral to counseling, medical and/or other healthcare services
- Referral to community-based service providers
- Student financial aid counseling
- Altering work arrangements for student employees
- Safety planning
- Providing district safety escorts
- Implementing contact limitations (no contact orders) between the parties
- Academic support, extensions of deadlines, or other course/program-related adjustments
- Trespass orders
- Class schedule modifications, administrative drop, withdrawals, or leaves of absence
- Increased security and monitoring of certain areas of the campus
- Any other actions deemed appropriate by the Title IX Coordinator or Student Conduct Officer

G. Due Process Hearing

A student being considered for long-term suspension or expulsion shall be afforded a due process hearing designated by the chancellor or designee. The chancellor or designee shall provide that a reasonable opportunity for a hearing is afforded to the student within ten (10) days from the date that the written notice of suspension is provided to the Respondent.

The due process hearing panel shall be composed of the following:

- (2) District students (participating students may be enrolled at either Santa Ana College or Santiago Canyon College)
- (1) Administrator/manager
- (1) Faculty member
- (1) Classified staff
- Designated Student Conduct Officer or designee (non-voting member)

The Academic Senate shall designate up to five (5) faculty representatives, and CSEA shall designate up to five (5) classified professional representatives eligible to serve on the student conduct hearing panels. When a hearing panel is convened, the Student Conduct Officer will select panel members from these pools based on the needs of the specific hearing.

No hearing panel member with personal involvement in the matter who is a necessary witness, or who could not otherwise act in a neutral manner, shall serve on the hearing panel. All members will be trained on appropriate District board policies, administrative regulations, and best practices on student conduct due process hearings.

The Student Conduct Officer, or designee, shall appoint one member of the hearing panel to serve as the hearing panel chair. The chair will facilitate the hearing and provide the Student Conduct Officer with the hearing panel's final recommendation.

The Respondent shall be provided adequate written notice, receipt being at least three (3) days before the hearing of the following:

- The time, date, and place set for the hearing.
- The charges to be brought.
- Documentary evidence that will be introduced at the hearing.
- The Respondent's right to appear in person and present their position.
- The Respondent's right, following their written consent, not to appear in person.
- The Respondent's right to cross-examine the District's witnesses if the witness(es) elect(s) to be present.
- The Respondent's right to present evidence or witness(es) on the Respondent's own behalf.

In cases of alleged sexual assault, technical rules of evidence shall not apply. Evidence of relevant sexual history shall be heard at the discretion of the hearing panel. Past sexual history of the alleged victim may not be introduced as part of the testimony, except that the past sexual history of the alleged victim shall be permitted if relevant and subject to the purposes described in California Evidence Code 1103.

The hearing panel shall consider evidence and witness statements from the District and the Respondent. Members of the hearing panel are prohibited from contacting the Respondent or potential witnesses directly prior to the hearing. In the event the Respondent for whom the hearing is held, or other key parties, is not present

at the hearing, the hearing panel will proceed without the individual(s). Within two (2) days following the close of the hearing, the hearing panel shall render its recommendation to the Vice President of Student Services (VPSS) for further review and clarification. The VPSS will forward the recommendation to the college president within the same two (2) day period. The college president will review the recommendation within three (3) days and render a decision to the VPSS for notification to the Respondent and will also notify the chancellor for consideration.

A decision to expel the Respondent for good cause will first be recommended by the college president to the chancellor for consideration. If the chancellor supports it, the recommendation will be added to the next board meeting agenda.

If the decision supports a recommendation for expulsion, the suspension will continue until the Board can hear the appeal. If there is no appeal by the Respondent, the suspension will continue until the Board makes the final decision to confirm or deny the recommendation for expulsion.

The Board may accept, modify or reject the chancellor's findings, decisions, or recommendations. If the Board modifies or rejects the recommendation, the board shall review the record of the hearing and shall prepare a new written decision that contains the specific factual findings and conclusions.

If the Board opposes expulsion and does not modify the recommendation, the recommendation shall be final, and the chancellor shall reinstate the Respondent immediately to the same status as existed prior to the hearings.

Upon a final decision, the chancellor's office will notify the Respondent by certified mail of the outcome. If the recommendation is for expulsion, the Respondent will be notified in writing of their right to appeal the decision to the Board. Written notice shall outline the hearing panel's recommendation, the college president's recommendation, the chancellor's recommendation, and the Board's final decision.

V. APPEALS

Students have the right to appeal the findings of the determination and/or imposed sanctions issued by the Student Conduct Officer and/or the outcome of the due process hearing.

A. Sanctions/Suspension

When appealing the outcome issued by the Student Conduct Officer, the Respondent must complete a request for appeal form within five (5) days of the written outcome notice. A completed request for appeal will be forwarded to the VPSS for consideration.

The VPSS will review the appeal and determine the appropriate outcome. A notice of appeal outcome will be sent to the Respondent including the final decision and rationale.

Notification will be made in writing and may be delivered by one or more of the following methods: in person, mailed, or emailed to the parties' district issued email or otherwise approved account. One mailed, emailed and/or received in

person, notice will be presumptively delivered. It is the responsibility of the Respondent to provide current contact information in their campus records.

B. Expulsion

Respondents may appeal the recommendation to the RSCCD Board of Trustees ~~board~~ before a final decision is rendered. Written notification will be made to the Respondent within three (3) days of receipt of the due process hearing outcome. The recommendation for expulsion will continue until the Board renders their final decision.

The Respondent shall be notified in writing, by registered email or certified mail to the address last on file with the District, or by personal service, of the date, time and place of the Board's meeting at three (3) days prior to the meeting.

The Board shall, unless a request has been made by the Respondent for an open session, hold closed sessions regarding expulsion under the following conditions:

- If a public hearing upon such question would lead to the giving of information concerning the Respondent which would be in violation of Section 76243 of the Education Code.
- If a public hearing upon such question would lead to the disclosure of information concerning any other Respondent which would be in violation of Sections 72122 and 76243 of the Education Code.

Before calling such closed session, the chancellor shall, in writing, by registered email or certified mail, adequately notify the Respondent if they are an adult, or notify the parent or guardian if the Respondent is a minor, of the intent of the Board to call and hold such closed session.

Unless the Respondent, or their guardian if the Respondent is a minor, within three (3) days after receipt of such written notice requests in writing that the hearing be held in open session, the appeal shall be conducted in closed session.

If such written request is served upon the clerk or secretary of the Board, the meeting shall be public except that any discussion at such meeting that might be in conflict with the right to privacy of any other student shall be in closed session. Whether the matter is considered at a closed session or open meeting, final action of the Board shall be taken at a public meeting and the result of such action shall be a public record of the District.

The appeal before the Board shall be a review of the evidence presented to the hearing panel, an opportunity for both sides to present oral argument, and for the Board to ask specific questions to witnesses directly prior to hearing the appeal. The Respondent is encouraged to provide any and all evidence, information, and witness statements they believe will assist the Board's review. New evidence and witnesses may be considered and heard if the Respondent believes the new evidence or witness statements will be helpful for the board to render its decision. The Board may also specifically request the review of additional evidence, supporting documents, relevant reports (including psychological or medical reports), victim impact statements, questions for character witnesses, or any other relevant information the Board deems necessary to make a fair and final decision.

on the matter before it. In determining the final outcome, the board should consider whether the Respondent elected to participate in the campus due process hearing.

The decision of the Board of the appeal shall be final.

No further hearings on the matter shall be conducted unless there is new information and extraordinary or extenuating circumstances exist on a case-by-case basis, as determined specifically by the chancellor or designee, that a reconsideration of appeal is warranted.

Following a final decision from the Board of Trustees, and upon the happening of extraordinary or extenuating circumstances such as a reconsideration is warranted, if the Respondent desires a subsequent appeal, the Respondent shall petition the administration for a request to reconsider its decision and shall attach or identify any new evidence or witnesses to be considered by the administration. The Respondent is encouraged to provide any and all evidence they believe will assist with the administration's review.

The review will be conducted by a review panel. With the exception of the Student Conduct Officer, all other members of the review panel will consist of members who did not participate on the due process hearing panel that made the original recommendation to expel the Respondent. The review panel shall be composed of the following:

- (2) District students (participating students may be enrolled at either Santa Ana College or Santiago Canyon College)
- (1) Administrator/manager
- (1) Faculty member
- (1) Classified staff
- Designated Student Conduct Officer or designee (non-voting member)

Appeal review panel composition mirrors the hearing panel composition but must not include the same members.

The review panel will then decide on the merit of the request for reconsideration. If a reconsideration is warranted, the review panel will make the recommendation to the college president. If the college president agrees that a reconsideration is warranted, the college president will make the recommendation to the chancellor for the Board to hear the appeal. If the chancellor approves, the appeal will be placed on the proceeding board agenda for consideration by the Board. The Board's decision will be final. If the Board denies the appeal, any subsequent appeals must be requested within 12 months of the Board's denial and must be due to new information and extraordinary or extenuating circumstances. Administrative procedures for subsequent appeals shall be the same as initial appeals.

Appeal approval considerations shall include, but are not limited to, the following:

- Whether the Respondent has not had any additional violations occur since the expulsion (i.e. has not violated their expulsion by coming on campus);
- Whether the Respondent has expressed remorse for past behavior or has taken accountability for past actions;

- Whether the Respondent has proactively engaged in counseling or other behavior assessment or intervention programs (i.e. anger management);
- Whether the Respondent has provided positive character statements from members of the community;
- Whether impacted parties from the incident are no longer on campus.

For matters on appeal, a simple majority vote is required to overturn or uphold a prior decision.

If the Board denies the request for appeal, the Board may determine a time period in which the Respondent may request a new appeal. The decision of the Board shall be final.

VI. STUDENT RIGHTS

Protected activity under this administrative regulation includes reporting an incident that may implicate this administrative regulation, participating in the grievance process, supporting a Complainant or Respondent, assisting in providing information relevant to an investigation, and/or acting in good faith to oppose conduct that constitutes a violation of this administrative regulation.

Acts of alleged retaliation should be reported immediately to the Student Conduct Officer and will be promptly investigated. ~~Respondent and Complainant~~ The District will take all appropriate and available steps to protect individuals who fear that they may be subjected to retaliation.

Respondent and any ~~member of Respondent's~~ community affiliates are prohibited from taking materially adverse action by intimidating, threatening, coercing, harassing, or discriminating against any individual for the purpose of interfering with any right or privilege secured by law or policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this administrative regulation and procedure. The exercise of rights protected under the First Amendment does not constitute retaliation.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this administrative regulation and procedure does not constitute retaliation, provided that a determination regarding responsibility, alone, is not sufficient to conclude that any party has made a materially false statement in bad faith.

Accessibility Rights: RSCCD is committed to making sure that all students can fully understand and take part in the student conduct, Title IX, and civil rights processes.

Available Materials: Any written, digital, or online documents connected to these processes, such as notices, reports, policies, or hearing materials, will be made available in formats that are accessible to students who request them. Examples may include large print, Braille, audio, or screen-reader-ready electronic files.

How to Request: Students who need materials in an accessible format may contact the Office of Student Development. Requests can be made in person, by phone, by email, or through the college's accommodation request process.

Timeliness of Response: The colleges will work to provide accessible versions of documents as quickly as possible. Students are encouraged to submit requests early so that materials can be provided before any scheduled meeting, interview, or hearing.

Collaboration and Support: The Office of Student Development will work in partnership with the Disability Support Program Services (DSPS) office and/or Information Technology staff to make sure requested materials meet accessibility standards and that students are able to fully participate in the process.

With written consent, the Office of Student Development will collaborate with DSPS Office staff to ensure a fair and equitable process for the students involved.

A. Campus Reinstatement

Upon completion of suspension and any imposed sanctions, the Respondent will meet with the Student Conduct Officer before enrolling into classes. The Student Conduct Officer will review the behavior that resulted in their suspension and discuss appropriate support services to ensure the Respondent is successfully reintegrated into the campus.

Additional copies of the following District student policies are available in the District's catalog and the offices of Student Services at both Santa Ana College and Santiago Canyon College:

- Student Code of Conduct
- Sexual Harassment Policy/Complaint Procedures
- Academic Honesty Policy
- Grievance Procedures for Students
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VII. Medical Amnesty / Safe Harbor Provision

The college places the highest priority on the health, safety, and well-being of its students. When a student is in crisis and seeks medical or emergency assistance for themselves or others, the college's first responsibility is to ensure the student receives appropriate care and support. The student's immediate needs will be addressed before any consideration of conduct-related concerns.

A student who seeks assistance under these circumstances will not be immediately subject to disciplinary actions under the Standards of Conduct for violations that are directly related to the situation that prompted the need for help. In lieu of discipline, the college may require the student to participate in educational, counseling, or other supportive interventions as a condition of amnesty.

This provision applies to all students, including those who are victims of, or who are reporting, sexual misconduct or other forms of prohibited conduct. The purpose of this policy is to remove barriers to seeking help and to promote a culture of care, responsibility, and safety within the campus community.

Adopted: April 8, 2024
Revised: **xxxxxxxxxx, 2026**

Rancho Santiago Community College District
BOARD POLICY
Chapter 4
Academic Affairs

BP 4020 Program, Curriculum and Course Development

Reference(s):

Education Code Sections 70901 [subdivision](#) (b), 70902 [subdivision](#) (b), and 78016
Title 5 Sections 51000, 51022, [55002.5, 55090 et seq.](#), 55100, 55130 and 55150
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
34 Code of Federal Regulations [Sections Parts](#) 600.2, 602.24, 603.24, and 668.8
ACCJC Accreditation Standards [II.A and II.A.9 2](#)

The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Chancellor shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance.

Furthermore, these procedures shall include:

- appropriate involvement of the faculty and Academic Senate in all processes;
- regular review and justification of programs and course descriptions;
- opportunities for training for persons involved in aspects of curriculum development.
- consideration of job market and other related information for vocational and occupational programs.

[The Board encourages the District to develop and offer programs and curricula in ethnic studies programs and curricula that infuse a global perspective into the curricular offerings, and programs and curricula that include instruction on the perspectives of persons with low socioeconomic status in the topic.](#)

All new programs and program discontinuances shall be approved by the Board.

All new programs shall be submitted to the California Community Colleges Chancellor's Office for approval as required.

Individual degree-applicable credit courses offered as part of a permitted educational program shall be approved by the Board. Non-degree-applicable credit and degree-applicable courses that are not part of an existing approved program must satisfy the conditions authorized by Title 5 regulations and shall be approved by the Board.

Courses of instruction and educational programs, when applicable, shall be articulated with proximate high schools, four-year colleges and universities under the direction of the District Board of Trustees. The colleges will maintain a common curriculum [where it exists](#). Each college

shall have the flexibility to develop curriculum that best meets the needs of its students and the community it serves.

Credit Hour

Consistent with federal regulations applicable to federal financial aid eligibility, the District shall assess and designate each of its programs as either a “credit hour” program or a “clock hour” program.

The Chancellor will establish procedures which prescribe the definition of “credit hour” consistent with applicable [Title 5 and](#) federal regulations, as they apply to community college districts.

The Chancellor shall establish procedures to assure that curriculum at the District complies with the definition of “credit hour” or “clock hour,” where applicable.

The Chancellor shall also establish procedure for using a clock-to-credit hour conversion formula to determine whether a credit hour program is eligible for federal financial aid. The conversion formula is used to determine whether such a credit-hour program has an appropriate minimum number of clock hours of instruction for each credit hour it claims.

Revised:	May 31, 2016 (Previously BP6001, 6117, 6123, 6124, 6131, 6134)
References Updated:	May 18, 2015
Revised:	September 10, 2018
<u>Revised:</u>	<u>xxxxxxx, 2026</u>