



Rancho Santiago Community College District
District Council Meeting

May 2, 2022

1:30 p.m.

Via Zoom

<https://cccconfer.zoom.us/j/93500185877>

669-900-6833 / 935 0018 5877

Passcode is required and provided to District Council members in separate email.

Contact Debra Gerard at gerard_debra@rscdd.edu to obtain passcode.

Agenda

1. Call to Order/Update Perez
2. Approval of Minutes - **ACTION** Perez
 - a. April 4, 2022 Meeting
3. Approval of Revisions to Budget Allocation Model – **ACTION** Ingram
4. Approval of Human Resource Items – **ACTION** Hou
 - a. Job Description – Division Administrative Assistant
5. District Mission Statement –Feedback from Staff – **DISCUSSION** Perez
6. Approval of 2022-2023 District Council Meeting Schedule – **ACTION** Perez
7. Committee Reports – **INFORMATION**
 - a. Planning & Organizational Effectiveness Committee Perez
 - b. Human Resources Committee Hou
 - c. Fiscal Resources Committee Ingram
 - d. Physical Resources Committee Ingram
 - e. Technology Advisory Group Gonzalez
8. Constituent Representative Reports - **INFORMATION**
 - a. Academic Senate - SAC Isbell
 - b. Academic Senate - SCC Rutan
 - c. Classified Staff Martin
 - d. Student Government - SAC Ramaswamy
 - e. Student Government – SCC Neely

Next Meeting: June 6, 2022



Rancho Santiago Community College District District Council Meeting

MINUTES

April 4, 2022

Members:	Marvin Martinez	Present
	Enrique Perez	Present
	Iris Ingram	Present
	Cheng Yu Hou	Present
	Annebelle Nery	Present
	Pamela Ralston	Present
	Dane Clacken for Jesse Gonzalez	Present
	Jim Isbell	Present
	Craig Rutan	Present
	Monica Zarske	Absent
	Corinna Evett	Present
	Michael Taylor for Tara Kubicka-Miller	Present
	Sheryl Martin	Present
	Ambar Nakagami	Present
	Zina Edwards	Present
	Avinash Ramaswamy	Absent
	Elisabeth Neely	Absent
Guests:	Alistair Winter, Sil Han Jin	

1. Call to Order/Update

- a. Chancellor Marvin Martinez convened the meeting via Zoom Conference at 1:34 p.m. and conducted a roll call vote of members.
- b. Chancellor Martinez provided an update on the state budget. He reported that, while there appears to be a budget surplus at this time, there is uncertainty about the budget due to inflation and the politics at the federal level. In addition, there is no additional money to cover the increase in STRS/PERS contributions, so the COLA may need to be used for this purpose. The May revise will provide an up-to-date picture of what we can expect in 2022-2023.

2. Approval of Minutes

- a. It was moved by Ms. Edwards, seconded by Mr. Clacken and, by roll call vote, carried with abstentions by Mr. Taylor and Ms. Nakagami to approve the minutes of the March 7, 2022 meeting.

3. Approval of People & Culture Items

- a. Reorg #1276 – DO/ODEI – Vice Chancellor Hou provided an explanation of the proposed reorg. Discussion ensued. It was suggested that an addition be made to the job description included in the reorg to add conflict resolution to the list of job responsibilities. It was moved by Mr. Rutan, seconded by Mr. Perez and, by roll call vote, carried with an abstention by Mr. Hou to approve the reorg with an update to the job description.
- b. AR 7340.2 Vacation for Management Employees (NEW) – Vice Chancellor Hou provided an explanation of the proposed new administrative regulation. Discussion ensued. It was moved by Mr. Perez, seconded by Mr. Rutan and, by roll call vote, carried with an abstention by Ms. Evett to approve the new administrative regulation as presented.

4. Committee Reports

- a. Planning and Organizational Effectiveness Committee (POEC)
Mr. Perez reported on the March 23, 2022 meeting.
- b. Human Resources Committee (HRC)
Mr. Hou reported on the March 9, 2022 meeting. The next meeting will be held on April 13, 2022.
- c. Fiscal Resources Committee (FRC)
Ms. Ingram reported on the March 15, 2022 meeting. The next meeting will be held on April 20, 2022.
- d. Physical Resources Committee (PRC)
Ms. Ingram reported on the March 2, 2022 meeting. The next meeting will be held on May 4, 2022.
- e. Technology Advisory Group (TAG)
Mr. Clacken reported on the March 3, 2022 meeting. The next meeting will be held on April 14, 2022.

5. Constituent Representative Reports

- a. Academic Senate/SAC: Mr. Isbell reported on the activities of the SAC Academic Senate.
- b. Academic Senate/SCC: Mr. Rutan reported on the activities of the SCC Academic Senate.
- c. CSEA: Ms. Martin reported the results of the recent mask survey conducted for classified staff.
- d. Student Government/SAC: There was no representative at the meeting to provide a report.
- e. Student Government/SCC: There was no representative at the meeting to provide a report.

Next Meeting: The next meeting will be held on Monday, May 2, 2022.

Meeting Adjourned: 2:20 p.m.

Approved: May 2, 2022



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

The “*Rancho Santiago Community College District Budget Allocation Model Based on the SCFF*” was recommended at the November 18, 2020 Fiscal Resource Committee meeting and updated on April 20, 2022.

Introduction

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

- 1) Base Allocation (70% of state funding) is based on the number of colleges and comprehensive centers in the community college district and total FTES generation
- 2) Supplemental Allocation (20% of state funding) is based on the number of low-income students.
- 3) Student Success Allocation (10% of state funding) is based on student progress such as transfer, completion, and wage earnings.

RSCCD’s Fiscal Resource Committee (FRC), as the current participatory governance body in charge of reviewing and evaluating the RSCCD revenue allocation model, determined that based on the new distribution of funds from the State, the District’s current budget model needed to be reviewed and revised to be in accordance with the Student Centered Funding Formula.

~~Noncredit education funding did not change from SB361.~~ Noncredit and Career Development and College Preparation (CDCP) funding are considered fully funded in the base allocation and do not qualify for supplemental and success funding. See [Appendix A - Definition of Terms](#) for enhanced descriptions.

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

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

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

SECTION MOVED TO APPENDIX B - HISTORY Implementation

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

The following committee members participated in the process:

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

The SCFF is in its infancy and will continue to be modified as the formula matures. This BAM should be reviewed on an annual basis by the FRC to evaluate any the changes in the SCFF as updates are signed into law and recommend any related changes to the BAM to District Council.

College and District Services Budgets and Expenditure Responsibilities

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

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

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

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

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

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

The revenue allocations will be regularly reviewed by the FRC. In reviewing the allocation of general

funds, the FRC should take into consideration all revenues, including restricted revenues, available to each of the Budget Centers less any apportionment deficits, property tax shortfalls or uncollected student fees or shortfalls. If necessary, the FRC will recommend adjustments to District Council for submission to the Chancellor.

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

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

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

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

District Reserves and Deficits

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

The Chancellor reserves the right to adjust allocations as necessary.

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

College Budget and Expenditure Responsibilities

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

- Allocating resources to achieve the **maximum** state funded level of FTES **and other SCFF metrics** is a primary objective for all colleges.
- Requirements of the collective bargaining agreements apply to college level decisions.
- ~~The FON (Faculty Obligation Number) must be maintained by each college. Full-time faculty hiring recommendations by the colleges are monitored on an institutional basis. To ensure that the District complies with the State required full-time Faculty Obligation Number (FON), the District Chancellor will establish a FON for each college. Each college is required to fund at least that number of full-time faculty positions.~~ Any financial penalties imposed by the state due to FON non-compliance will be borne proportionately by the **campus college(s)** not in compliance **unless a districtwide strategic decision is made to fall below FON and other funding sources are identified.**
- In making expenditure decisions, the impact upon the 50% law calculation must be considered and budgeted appropriately. Any financial penalties imposed by the state due to 50% law non-compliance will be borne proportionally (by **SCFF FTES** split) by both campuses.
- With unpredictable state funding, the cost of physical plant maintenance is especially important. Lack of maintenance of the operations and district facilities and grounds will have a significant impact on the campuses and therefore needs to be addressed with a detailed plan and dedicated budget whether or not funds are allocated from the state.

Budget Center Reserves and Deficits

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

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

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

the final determination.

Revenue Modifications

Apportionment Revenue Adjustments

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

The apportionment includes funded FTES, supplemental, and student success allocations.

An example of revenue allocation adjustment:

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

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

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

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

	Base FTES	% split	Scenario #2	New FTES	% split
SAC	19,824	70.80%	2.82%	20,384.00	71.37%
SCC	8,176	29.20%	0.00%	8,176.00	28.63%
	<u>28,000</u>		2.00%	<u>28,560.00</u>	

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

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

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

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

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

Stability

~~The stability mechanism has been eliminated for all FTES in the SCFF.~~

Hold Harmless

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

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

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

^{/1} Special provisions for San Francisco Community College District and Compton Community College District.
TCR = Total Computational Revenue

Stability

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

Allocation of New State Revenues

~~**Growth Funding:** Plans from the Planning and Organizational Effectiveness Committee (POE) to seek growth funding requires FRC recommendation and approval by the Chancellor, and the plans should include how growth funds will be distributed if one of the colleges does not reach its growth target.~~ A college seeking the opportunity for growth funding will utilize its own carryover funds to offer a schedule to achieve the desired growth. Once the growth has been confirmed as earned and funded by the state and distributed to the district, the appropriate allocation will be made to the college(s) generating the funded growth back through the model. Growth/Restoration Funds will be allocated to the colleges when they are actually earned.

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

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

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

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

Other Modifications

Salary and Benefits Cost

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

Grants/Special Projects

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

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

It is the district's goal to fully expend grants and other special project allocations by the end of the term; however, sometimes projects end with a small overage or can be under spent. For any overage or allowable amount remaining, these amounts will close into the respective Budget Center's Fund 13 using 7,200 transfers.

Banked LHE Load Liability

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

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

Other Possible Strategic Modifications

Summer FTES

The 3-year average **used under SCFF** for credit FTES **funding** has severely reduced the effectiveness of the “summer shift,” nevertheless, there may be times when it is in the best financial interest of the District to shift summer FTES between fiscal years. When this occurs, the first goal will be to shift FTES from both colleges in the same proportion as the total funded FTES for each of the colleges. If this is not possible, then care needs to be exercised to ensure that any such shift does not create a disadvantage to either college. If a disadvantage is apparent, then steps to mitigate this occurrence will be addressed by the FRC.

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

Long-Term Plans

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

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

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

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

Full-Time Faculty Obligation Number (FON)

~~To ensure that the District complies with the State required full-time Faculty Obligation Number (FON), the District Chancellor will establish a FON for each college. Each college is required to fund at least that number of full-time faculty positions. When a District falls below the FON a replacement cost penalty is required to be paid to the state. The amount of the replacement cost will be deducted from the revenues of the college(s) incurring the penalty.~~

Budget Input

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

Rancho Santiago Community College District
Budget Allocation Model Based on the SCFF

Appendix A – Definition of Terms

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

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

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

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

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

BAM – Budget Allocation Model

BAPR – Budget and Planning Review Committee.

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

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

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

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

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

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

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

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

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

CCCCO – California Community College Chancellor’s Office

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

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

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

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

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

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

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

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

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

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

FRC – Fiscal Resources Committee.

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

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

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

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

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

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

Indirect Cost – Indirect costs are institutional, general management costs (i.e., activities for the direction and control of the district as a whole) which would be very difficult to be charged directly to a particular project. General management costs consist of administrative activities necessary for the general operation of the agency, such as accounting, budgeting, payroll preparation, personnel services, purchasing, and

centralized data processing. An indirect cost rate is the percentage of a district's indirect costs to its direct costs and is a standardized method of charging individual programs for their share of indirect costs.

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

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

Modification – The act of changing something.

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

POE – Planning and Organizational Effectiveness Committee.

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

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

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

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

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

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

Stabilization – ~~Stabilization has been eliminated for all FTES in the SCFF~~ If a district drops below the prior year total apportionment, they are stabilized at the prior year apportionment amount for that year, giving the district the following year to regain the funding or be reduced to the actual amount earned.

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

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

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

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

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

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

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

Appendix B – History of Allocation Model

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

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

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

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

The following committee members participated in the process:

Santa Ana College	Santiago Canyon College	District
Bart Hoffman	Steven Deeley	Morrie Barembaum (FARSCCD)

Vanessa Urbina	Cristina Morones	Noemi Guzman
William Nguyen	Craig Rutan – Co-Chair	Adam O’Connor – Chair
Roy Shahbazian	Arleen Satele	Thao Nguyen
		Enrique Perez
Vaniethia Hubbard (alternate)	Syed Rizvi (alternate)	Erika Almaraz (alternate)

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

Division Admin Assistant

Position Overview

Performs a variety of technical and administrative support duties for an academic division. Coordinates and performs administrative projects within the division. Coordinates information, work flow and support activities for the division and related assigned functions, projects, and programs. The Academic Division Secretary oversees and participates in office operations including student transactions, monitoring faculty assignments and loads, and monitoring division budgets. The Academic Division Secretary may also assist in curriculum processes, and development of schedules and sequence required in reporting and other activity.

REPRESENTATIVE DUTIES

1. Organizes, balances, and prioritizes administrative duties for the academic division and administrator, anticipating business and academic calendars and cycles; assessing available staffing and recommending additions or adjustments; Establishes and tracks timelines for projects, activities, and required submissions.
2. Provides administrative support to special processes for departmental, curriculum, and other instructional committees. Prepares forms, revisions, and documents to support proceedings.
3. Interprets and conveys policies and procedures, referring difficult or sensitive matters to the appropriate administrator.
4. Receives, handles, and stores confidential information pertaining to the College or assigned division. Maintains confidentiality of private and sensitive information.
5. Assists in the production and maintenance of the academic class schedule. Coordinates and participates in compiling information requests on behalf of other organizational units, responsible for the class schedule production process.
6. Explains policy and procedures to students (prerequisite, petition, registration, holds, add/drop, grade posting). Fields and advises student inquiries related to grade grievances, academic petitions, prerequisite challenges, late registration and independent study contracts. Communicates with faculty related to syllabus, textbook and office hours.
7. Creates, verifies, edits, and distributes faculty load records, including overload assignments. Monitors, records, and reviews adjunct faculty load records with administrator for approval and compliance with work limits.
8. Monitors class enrollment, recommending necessary additions or cancellations, and entering any revisions into the database. Processes changes to master class schedules. Notifies students and impacted units of schedule changes.
9. Tracks submittal of syllabi and book orders for all faculty.
10. Provides support to faculty and staff performance evaluation processes. Coordinates and schedules meetings and observations. Tracks and monitors for completion, and compliance within contract guidelines. Provides clarification to faculty evaluators regarding forms, deadlines, etc.
11. Prepare board agenda items, agreements, and contracts for services and facilities used by and/or provided by the division. Processes contract documents for outside vendors and sets up internal routines for monitoring performance.
12. Provide administrative support to special processes such as, but not limited to curriculum and education requirements committees, advisory boards, and special interest group meetings. Prepares forms, revisions, and documents to support proceedings.
13. Performs special projects as assigned. Conducts research of libraries, business

- transactions, official proceedings, employee and student records, industry statistics, and trends, etc., to compile reports for administration or to regulatory or governing agencies.
14. Takes and transcribes minutes. Produce a variety of materials such as letters, memoranda, reports and statistical data. Maintains records and assists in preparing divisional reports by gathering and summarizing information from a variety of sources and posting and maintaining appropriate portal sites.
 15. Schedules appointments and arranges meetings for the Dean or Associate Dean and department chairs. Prepares schedules and informs participants, confirming dates and times.
 16. Initiates all Status Change Forms (SCFs). This includes new hires, assignment changes, special faculty assignments and substitute assignments.
 17. Records and processes payroll information for faculty, staff, and student or temporary help, including information for stipends, overload, and other compensable elements.
 18. Maintains budgets and transaction records, including those for special projects and funds. This includes consultation and advisement for program units with complex operational and personnel processes.
 19. Prepares, processes, and codes requisitions and claims for reimbursement. Resolve purchase order and contractual matters with vendors and other service providers.
 20. Reconciles expenditures and initiates reassignment of budgeted funds to and from various accounts, coordinating with accounting staff to assure compliance.
 21. Trains, assigns, prioritizes, and reviews work of other staff, student and temporary help.
 22. Provides input and recommendations to administrator concerning administrative timelines, priorities, resource needs and program planning.
 23. Orientation of new employees including timecard training, submittal of key requests, approval of book orders, use of material fees, and assistance with roster access.
 24. Assists students and general population with queries of varying nature: special events, complaints, conflict resolution, contacting faculty, transfer credits etc.
 25. Performs other related duties as assigned that support the objective of the position.

KNOWLEDGE AND ABILITIES

1. The position requires in-depth working knowledge of office practices, procedures, and equipment.
2. Requires a working knowledge of the policies and procedures associated with academic departments including calendars and schedules, student transactions, faculty workload recording and curriculum development and maintenance process.
3. The position requires substantial knowledge of administrative procedures and precedents for academic and career departments, the ability to organize work, information flow, and perform duties in support of the office and its dealings with other work teams and organizations.
4. Requires a knowledge of basic budget development, maintenance, and analysis.
5. Requires a working knowledge of personal computer-based software programs that support this level of work, including but not limited to word processing, spreadsheet, presentation graphics, student information systems, and special applications used by the division.

6. Requires sufficient math skills to perform financial and statistical record keeping.
7. Requires sufficient knowledge of proper English usage, grammar, spelling, and punctuation to prepare professional correspondence.
8. Requires sufficient knowledge of educational systems and terminology to advise and direct students to appropriate "next steps".
9. Sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic background of community college students and employees.

Abilities

1. Requires the ability to accurately take and transcribe notes and/or meeting minutes/recollections.
2. Requires the ability to learn, interpret, explain and apply knowledge of College and department organization operations, programs, functions, special terminology used in academic and student services settings, and labor agreements.
3. Requires sufficient human relations skill to work productively and cooperatively with diverse teams, exercise patience when dealing with internal and external customers, and convey technical concepts.
4. Requires skill at facilitating small group problem-solving processes.
5. Requires the ability to plan, organize and prioritize work in order to meet schedules and timelines.
6. Requires the ability to communicate with faculty, students, staff, and the public using patience and courtesy, and in a manner that reflects positively on the organization unit.

MINIMUM QUALIFICATIONS

The position requires an Associate's Degree and five years of progressive administrative experience, including two years in the equivalent capacity in an Administrative Support position. A Bachelor's degree may substitute for some experience. Or, any combination of education and experience which would provide the required equivalent qualifications for the position.

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

RSCCD established its first district-wide mission statement in fall 2012.

The mission of the Rancho Santiago Community College District is to provide quality educational programs and services that address the needs of our diverse students and communities.

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



Feedback on RSCCD Mission Statement – 2022

RSCCD Mission Statement

The mission of the Rancho Santiago Community College District is to provide quality educational programs and services that address the needs of our diverse students and communities.

PROPOSED REVISIONS

1. *The mission of the Rancho Santiago Community College District is to **equitably** provide quality educational programs and services ~~that address~~ (this sounds like a deficit mindset) to meet the needs of our diverse students and communities.*

The justification for the above suggestions is to align with the commitment to DEI.

2. *The mission of the Rancho Santiago Community College District is to provide quality educational programs and services that address the **developmental** needs of our diverse students and communities.*

The justification is the term “developmental” is used with emphasis via the cognitive method of the students’ learning capabilities. Within the minds of the students, we are in a society where students of all diversity need to continually develop their mindsets in the educational learning spectrum in order to help them grow and become a successful student that we at SCC strive for. Therefore, “developmental” is a strong term that I see would fit within our mission statement.

3. *The mission of the Rancho Santiago Community College District is to provide quality educational programs and services that ~~address~~ serve the needs of our diverse students and communities **equitably**.*

The justification for the above suggestions is that our educational programs and services do more than just addressing the needs of our students and communities. I believe “serve” better describes the positive impact we as a district bring to our students and communities.

4. **I think the term “address” should be rethought and replaced.** Our district mission is more than just to “address” the students’ needs, which based on what we have done for our students. Our mission is leading our students to reach their goals, to be succeeded (successful?) at work, and to better our communities.

5. *The mission of the Rancho Santiago Community College District is to ~~provide quality~~ empower our diverse students and communities by offering innovative educational programs that prepare them for professional and personal success ~~and services that address the needs of our diverse students and communities.~~*

My justification: Receiving an education is empowering. It's about taking that next step in your life & changing your life forever. Empowering our students to become the next community leaders, nurses, teachers, etc. is what every higher education program institution should strive for & a firmly believe is what we do. Also, saying we deliver quality education programs isn't sufficient in today's world. The 21st century is about creativity & innovation. As a faculty member of this district, I've seen first hand the work that's been done by my colleagues & it's simply innovative. Moreover, the silver lining of the pandemic was that it sparked more innovation by everyone - faculty, staff, & administrators alike. Finally, one thing that college prepared me for was not only for a career but also for life in general. It was the skills that I developed & learned outside the classroom, like time management, punctuality to name a few, that were as helpful as the skills learned in the classroom (writing, research, etc.). Hence, the preparation for personal & professional success verbiage in my suggestion.

6. *~~The mission of the~~ Rancho Santiago Community College District ~~is to provide quality educational programs and services that~~ strives to address the needs of our diverse students and communities ~~by providing quality educational programs and services.~~*

Propose restructuring the mission statement to give it a more active voice and subtly show our students are our priority. The above revision reflects RSCCD is the actor in the sentence and the "needs" for our students become the main object of the action. It is more direct and makes a stronger statement.

7. *~~The mission of the~~ Rancho Santiago Community College District ~~strives~~ ~~is~~ to provide quality educational programs and services that address the needs of our diverse students and communities.*

Propose restructuring the mission statement to give it a more active voice and subtly show our students are our priority. The above revision still reflects RSCCD is the actor of the sentence, but our actions become our immediate focus.

8. *The mission of the Rancho Santiago Community College District is to provide quality educational programs and services that address the needs of our diverse ~~multicultural~~ students and ~~surrounding~~ communities ~~by promoting, inspiring, challenging, and empowering them throughout their individual process to reach their own educational goals.~~*

I personally find that there is no real emphasis as to how we inspire, challenge and empower our students by providing quality educational program and services. To me the statement comes across kind of flat. So I would like to suggest the statement above. Mind you this is just my personal feelings on the matter.

9. *The mission of the Rancho Santiago Community College District is to provide **quality excellent** educational programs and services that **empower and** address the needs of our diverse students and communities.*

The RSCCD Mission Statement addresses “quality educational programs and services” and the “diverse students and communities” we serve. In addition, the goals address: adjusting programs, services; partnerships; rates of completion; innovation and initiatives; and, integrated planning.

My comments and justification are as follow for review and consideration.

1. Academic Excellence—consider replacing the word “*quality*’ with “*excellent*” as this is what we do and is a stronger message.
 2. Empower—consider adding “empower” to: *...that empower and address the needs of...*
 3. Full Access & Equity—leadership is doing much to integrate and support access and equity for all. We may consider that the following covers access and equity; however, a review may be helpful to determine if additional wording may be more inclusive:*...address the needs of our diverse students and communities.*
10. The mission of the Rancho Santiago Community College District is to provide **equitable** quality educational programs and services that address the needs of our diverse students and communities.

No justification provided for the change.

11. The mission of the Rancho Santiago Community College District is **a recognized leader in educational excellence, transforming students’ lives by helping our students achieve their educational, professional and personal goals. We aim to educate a culturally and academically diverse student population and to create lifelong-learning opportunities to provide quality educational programs and services that address the needs of our diverse students and communities**

No justification provided for the change.

GENERAL COMMENTS

1. Thank you for the opportunity to share some of my thoughts.

I like that the mission is very concise. That makes it more consumable. But it also tends to have more of an antiseptic tone when one mentions broad concepts without the background of the thought behind the statement. For example, “services that address the needs of our diverse students and communities” is a noble and good thing to strive for. But it almost seems to be a low bar to simply address needs. We, at RSCCD, are community leaders. We forecast needs and services that our students don’t even yet know they need. We elevate our students and our community with our leadership and our vision. We are on a continual journey of exploring and growing in our pursuit of promoting diversity, equity, and Inclusion. We provide our students the opportunity to succeed with degrees, certificates, and lifelong learning that enriches their lives, promotes critical thinking, and promotes caring and community in a time of turmoil.

I really think that we need to be forthright in asserting that we are a District of caring thought leaders who view education as a place for promoting the true enjoyment of life: personal and community enrichment.

2. I like it.
3. I wanted to comment that I like the mission statement as is.
4. There should be something about career preparation in our mission statement. It doesn’t really hit that part of what we do.



Rancho Santiago Community College District 2022 - 2023 District Council Meetings

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

Fall 2022

July 18

August 29

October 3

November 7

December 5

Spring 2023

January 30

March 6

April 3

May 1

June 5

Note: Spring 2023 meeting dates subject to change after 2023 Board Meeting calendar is approved