

Rancho Santiago Community College District Districtwide Planning Process Survey Results

June 2015

In 2013, Rancho Santiago Community College District (RSCCD) implemented a new planning and decision-making process. Staff has had a chance to work with the model envisioned for the district. After nearly two years of implementation, we needed to ensure that staff fully understand the model and the roles and responsibilities of the different governance committees. At the end of the spring semester, members of the RSCCD Governance Committees were invited to give opinions on this district-wide planning and resource allocation processes, as well as the district operations resource allocation. Forty-one of the 62 members (66%) from across the district participated (28% from Santa Ana College, 30% Santiago College, and 42% district operations), with representation from all staff (26% classified, 20% faculty and 54% management), but none from student body, and nearly equal representation from the six governance committees.

	Count	strongly agree	agree	disagree	strongly disagree
I am familiar with the RSCCD Planning Design.	41	39%	39%	20%	2%
The district-wide planning process is clear.	40	15%	40%	40%	5%
I understand the roles and responsibilities of the following RSCCD Governance Committees:					
District Council	39	33%	28%	36%	3%
Fiscal Resources	39	23%	59%	18%	0%
Human Resources	39	26%	59%	15%	0%
Physical Resources	40	20%	60%	20%	0%
Planning and Organizational Effectiveness	39	23%	44%	33%	0%
Technology Advisory Group	38	31%	53%	16%	0%

	Count	strongly agree	agree	disagree	strongly disagree	don't know
The committees collaborate to support the work of District Council.	40	15%	50%	18%	7%	10%
Please tell us your level of agreement on the <u>district-wide</u> resource allocation:						
The process to identify and prioritize district-wide resource requests is clear.	37	8%	46%	30%	8%	8%
I am satisfied with the district-wide resource request and prioritization process.	37	5%	35%	35%	11%	14%
There is coordination between district-wide and college-based resource requests.	37	5%	27%	30%	19%	19%
The district-wide resource allocation timeline is clear.	37	14%	41%	27%	5%	13%
The district-wide resource allocation timeline is satisfactory.	37	14%	38%	24%	5%	19%
Please tell us your level of agreement on the <u>district operations</u> resource allocation:						
The process to identify and prioritize district operations resource requests is clear.	37	8%	49%	24%	5%	14%
I am satisfied with the district operations resource request and prioritization process.	37	11%	33%	35%	5%	16%
There is coordination between district operations and college-based resource requests.	37	8%	30%	32%	11%	19%
The district operations resource allocation timeline is clear.	37	8%	46%	27%	3%	16%
The district operations resource allocation timeline is satisfactory.	37	8%	41%	24%	3%	24%

Changes to the District-wide planning and resource request process you would recommend

- I often have no idea what the district timelines are and I am unsure as to where to find them. In addition, it seems that there is not a lot of communication between the various committees. I am not sure if that is by design or a matter of a lack of trickle down from District Council to the other committees.
- I recommend that both college faculty and administrators have a significant role in determining the use of all general funds that are allocated in the district.
- More communication between the district and the colleges related to district resource allocation needs. Also, the timelines need to be clearly coordinated.
- None of this has really been discussed in the committee I belonged to.
- There should not be any additional allocation of resources to the district wide operation while the colleges are operating in a deficit. The colleges generate the general fund revenue, yet district wide expenditures have made it impossible for the campuses to balance their yearly budgets. Additionally, the district council does not have the proper representation to make decisions on resource augmentations. Since the campuses have to pay for any additional resources allocated to the district wide expenditures, the campuses should decide if the expenditure is warranted. There should be no district personnel voting on those decisions.
- The prioritization process is still not that clear to me. Theoretically I know how it is supposed to work but it does not appear to always work the way the rubric and the form says it should work. I think this survey is a great idea and perhaps this will bring clearer understanding of the planning process that is in place and being used by all. It might be helpful to share the planning process with everyone via district-wide email.
- The chain of request and responsibility is very unclear, when it seems that there is a chain of request, it is bypassed unilaterally by the chancellor. There must be a distinct line of how decisions are made. Resources available are never clear, are shrouded in unnecessary jargon and seem to be on a need to know basis. There needs to be a simplification in reporting of budget items, and a response to this request should not be "it is too difficult to simplify for you". I am disgusted with this paternalistic attitude. The level of mistrust between the colleges and district is widening. There needs to be a collective meeting in which all parties are allowed to air their grievances without reprisal and seek to find resolution to this "US versus THEM" polarization. The District should not be allowed to have a savings and there must be built in efficiency checks. While it is within the Chancellor's purview to spend district dollars as he sees fit, all requests should filter through the process and there should be ample opportunity for discussion; all money spent and the person responsible for such decisions must be made transparent before the fact, not after.
- SCC prioritizes resource requests early each spring semester. In order for district level requests to be considered at the college for funding, requests ought to be received by the college during winter intersession so that those requests can be incorporated into the college's prioritization process.
- Provide more clarification about what the governance committees' and the District Council's roles in planning are. Improve communication between governance committees once roles are clearly defined (redefined) and established (reestablished). Revamp District Council, its agenda, etc. so that it fulfills its new role per the planning and resource allocation process. More closely align the district planning timelines with the college timelines so that colleges can have thoughtful discussions about district requests. Implement a process by which the chancellor clearly and openly shares his decisions related to District Council recommendations; the district should have communication of the chancellor's decisions to accept, alter, and/or reject recommendations before the Board of Trustees takes action.

Changes to the district operations planning and resource request process you would recommend

- Please see earlier comments. In addition, even when there isn't money, should district operations submit requests per the process in order to communicate a need? It is unclear whether district operations knew that there was an opportunity to submit requests for the planning cycle for the 2015-2016 funding year. However, with the mandate for budgetary cuts to fund the Safety & Security measures, this may have been a moot point. What does POE do when there are no requests? Any process? Any process necessary?
- None of this has been discussed in the committee I belong to.
- I do not have experience with these.
- I am new to my committee so I am still learning the process.
- Again, any allocation of college resources to the district office should be decided by the campuses, not district level committees. The district committees should be looking at the allocation of existing resources and augmentation requests should go through campus prioritization processes.
- I did not understand the time limits used by child development to let parents know that tuition was being increased. 2. I don't believe the campuses are involved in the functions of the child development center (cdc) or how the campus may interact with cdc. For instance, there are items that we toss that could be used by the children for learning and creating purposes. 3. I am still baffled as to the function of the bookstore. I know they sell items other than books and they are willing to contribute when we have events. It is a good flex week activity when the bookstore has a workshop to enlighten faculty and staff on the process of ordering textbooks, keeping costs down by implementing renting of textbooks. 4. The bookstore should always have flex workshop outlining ways to cut costs and support faculty and students. 5. When ASG has its training class at the beginning of each semester it may be a great opportunity for the bookstore to participate and share information too.