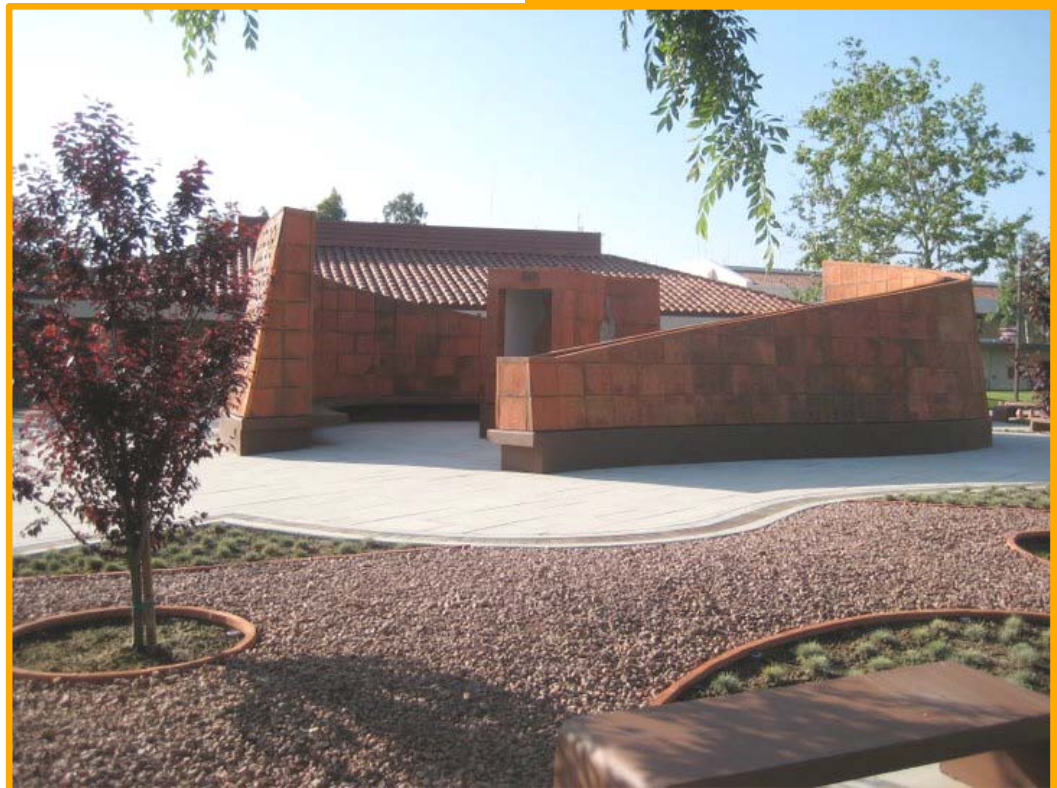


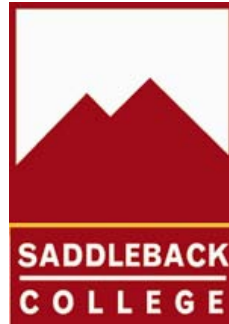
2011

Accreditation Follow-Up Report
Saddleback College



Saddleback College

2011 Accreditation Follow-Up Report



**Presented to the
Accrediting Commission for
Community and Junior Colleges
Western Association of Schools and Colleges
October 4, 2011**

Saddleback College
28000 Marguerite Pkwy.
Mission Viejo, California 92692
www.saddleback.edu

**South Orange County Community College District
Board of Trustees**

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Dr. Tod A. Burnett, President, Saddleback College

Mission Statement

Saddleback College enriches its students and the south Orange County community by providing a comprehensive array of high-quality courses and programs that foster student learning and success in the attainment of academic degrees and career technical certificates, transfer to four-year institutions, improvement of basic skills, and lifelong learning.

Vision Statement

Saddleback College will be the first choice of students who seek a dynamic, innovative, and student-centered postsecondary education.

Values

Saddleback College embraces:

Commitment

We commit to fulfilling our mission to serve the south Orange County community.

Excellence

We dedicate ourselves to excellence in academics, student support, and community service.

Collegiality

We foster a climate of integrity, honesty, and respect.

Success

We place our highest priority on student learning and delivering comprehensive support for student success.

Partnership

We strive to develop strong and lasting partnerships among students, faculty, staff, and the community.

Innovation

We anticipate and welcome change by encouraging innovation and creativity.

Academic Freedom

We endorse academic freedom and the open exchange of ideas.

Sustainability

We promote environmental sustainability and use our resources responsibly to reduce our ecological impact.

Inclusiveness

We cultivate equity and diversity by embracing all cultures, ideas, and perspectives.

Global Awareness

We recognize the importance of global awareness and prepare our students to live and work in an increasingly interconnected world.

Certification of the Follow-Up Report

Date: October 4, 2011

To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Saddleback College
28000 Marguerite Parkway
Mission Viejo, California 92692



This *2011 Accreditation Follow-Up Report* is in response to recommendations cited in the January 31, 2011, action letter from the Accrediting Commission for Community and Junior Colleges and the November 23, 2010, visiting team's *Evaluation Report*.

We certify that there was broad participation in the production of the *2011 Accreditation Follow-Up Report* by the college community, that the report accurately reflects actions taken by the college and the district to address the recommendations, and that the report was presented to the board of trustees for review prior to submission.

Dr. Tod A. Burnett
President
Saddleback College

Nancy M. Padberg
President, Board of Trustees
South Orange County Community College District

Gary L. Poertner
Chancellor
South Orange County Community College District

Dr. Donald L. Busché
Accreditation Liaison Officer
Accreditation Steering Committee Co-Chair

Dr. Bob Cosgrove
President-Elect
Saddleback College Academic Senate
Accreditation Steering Committee Co-Chair

Dan Walsh
President
Saddleback College Academic Senate

Donald Mineo
President
Saddleback College Classified Senate

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Statement of Report Preparation

On January 31, 2011, Saddleback College received the action letter from the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC), placing the college on warning status and outlining six district recommendations that needed to be addressed [01]. The college and district services, the administrative offices of the South Orange County Community College District (SOCCCD), immediately began working together in unprecedented fashion to address the recommendations and take steps to bring us into compliance with all accreditation standards.

Under the leadership of Dr. Tod A. Burnett, president, the college reconvened its Accreditation Steering Committee, consisting of the following members:

Juan Avalos	Vice President for Student Services
Donald Busché	Acting Vice President for Instruction/Accreditation Liaison Officer
Claire Cesareo-Silva	Faculty/former President, Academic Senate
Bob Cosgrove	Faculty/President-Elect, Academic Senate
Carmen Dominguez	Faculty/former President, Academic Senate
Russell Hamilton	Network Systems Technician/Past President, Classified Senate
Carol Hilton	Director of Fiscal Services
Joseph Tinervia	Faculty
Jim Wright	Dean, Mathematics, Science, and Engineering
Tere Fluegeman	District Director of Public Affairs, SOCCCD
Beth Mueller	District Director of Fiscal Services, SOCCCD

Table I.1: Saddleback College Accreditation Steering Committee

Dr. Donald L. Busché and Dr. Bob Cosgrove were appointed co-chairs of the steering committee. Carmen Dominguez and Claire Cesareo-Silva were designated as primary writers for the follow-up report, and Joe Tinervia became the editor. The steering committee has met every other week during this process.

Since all of the recommendations were district recommendations, the newly appointed chancellor, Gary Poertner, scheduled a discussion of the commission's findings and recommendations at the monthly meeting of the Chancellor's Cabinet (now Chancellor's Council) on February 10, 2011 [02]. Out of this discussion, a District-wide Accreditation Committee was assembled that brought together representatives from Saddleback College, Irvine Valley College, and district services to jointly address the recommendations. This district-wide committee met monthly, beginning on March 10, 2011 [03], and most meetings were recorded on video so that any employee of the district could watch the proceedings if they desired [04]. The district-wide committee consisted of the following members:

SOCCCD District Services

Gary Poertner	Chancellor/Chair
Robert Bramucci	Vice Chancellor of Technology and Learning Services
David Bugay	Vice Chancellor of Human Resources
Brandye D'Lena	District Director of Facilities Planning and Purchasing
Debra Fitzsimons	Vice Chancellor of Business Services
Tere Fluegeman	District Director of Public Affairs
Grace Garcia	Manager, Office of the Chancellor and Trustee Services
Denice Inciong	District Director of Research and Planning
Delores Irwin	Accounting Specialist/CSEA Representative
Teddi Lorch	District Director of Human Resources
Beth Mueller	District Director of Fiscal Services
Randy Peebles	Associate Vice Chancellor of Economic Development

Saddleback College

Juan Avalos	Vice President for Student Services
Tod Burnett	President
Donald Busché	Acting Vice President for Instruction/Accreditation Liaison Officer
Claire Cesareo-Silva	Faculty/former President, Academic Senate
Bob Cosgrove	Faculty/President-Elect, Academic Senate
Carmen Dominguez	Faculty/former President, Academic Senate
Russell Hamilton	Network Systems Technician/Past President, Classified Senate
Carol Hilton	Director of Fiscal Services
Jim Wright	Dean, Mathematics, Science, and Engineering

Irvine Valley College

Lisa Davis Allen	Faculty/President, Academic Senate
Craig Justice	Vice President of Instruction
Davit Khachatryan	Director of Fiscal Services
Gwen Plano	Vice President of Student Services
Glenn Roquemore	President
Christopher Tarman	Research and Planning Analyst
Susan Sweet	Senior Administrative Assistant
Kathleen Werle	Dean, Academic Programs

Table I.1: District-wide Accreditation Committee

In addition, district-wide task forces, chaired by either the chancellor or a vice chancellor, were established around each of the six joint recommendations. These task forces were charged with developing and implementing specific actions to be taken by district services and the colleges in order to rectify the identified deficiencies. The task forces reported on a regular basis to the District-wide Accreditation Committee on their activities and attained consensus on their recommended actions. All agendas, minutes, and documents produced by these task forces have been available for review by employees of the district through SharePoint, the district's intranet system [05].

The membership of these task forces is as follows:

District Recommendation 1 Task Force – Planning

SOCCCD District Services

Gary Poertner	Chancellor/Co-Chair
Randy Peebles	Associate Vice Chancellor of Economic Development/Co-Chair
Robert Bramucci	Vice Chancellor of Technology and Learning Services
David Bugay	Vice Chancellor of Human Resources
Brandye D'Lena	District Director of Facilities Planning and Purchasing
Debra Fitzsimons	Vice Chancellor of Business Services
Tere Fluegeman	District Director of Public Affairs
Denice Inciong	District Director of Research and Planning
Delores Irwin	Accounting Specialist/CSEA Representative
Beth Mueller	District Director of Fiscal Services

Saddleback College

Juan Avalos	Vice President for Student Services
Tod Burnett	President
Gretchen Bender	Director of Planning, Research, and Grants
Donald Busché	Acting Vice President for Instruction/Accreditation Liaison Officer
Claire Cesareo-Silva	Faculty/former President, Academic Senate
Bob Cosgrove	Faculty/President-Elect, Academic Senate
Carmen Dominguez	Faculty/former President, Academic Senate
Russell Hamilton	Classified Staff/Past President, Classified Senate
Carol Hilton	Director of Fiscal Services
Donald Mineo	Career Guidance Officer/President, Classified Senate
John Ozurovich	Director of Facilities
Jim Wright	Dean, Mathematics, Science, and Engineering

Irvine Valley College

Lisa Davis Allen	Faculty/President, Academic Senate
John Edwards	Director of Facilities
Dennis Gordon	Senior Accounting Specialist/President-Elect, Classified Senate
Craig Justice	Vice President of Instruction
Jeff Kaufmann	Faculty
Davit Khachatryan	Director of Fiscal Services
Angela Mahaney	Executive Assistant/President, Classified Senate
Gwen Plano	Vice President of Student Services
Glenn Roquemore	President
Keith Shackelford	Dean, Kinesiology, Health, and Athletics
Christopher Tarman	Research and Planning Analyst
Kathleen Werle	Dean, Academic Programs

Table I.3: District Recommendation 1 Task Force

District Recommendation 2 Task Force – Resource Allocations

SOCCCD District Services

Debra Fitzsimons	Vice Chancellor of Business Services/Chair
Brandye D'Lena	District Director of Facilities Planning and Purchasing
Delores Irwin	Accounting Specialist/CSEA Representative
Beth Mueller	District Director of Fiscal Services

Saddleback College

Juan Avalos	Vice President for Student Services
Gretchen Bender	Director of Planning, Research, and Grants
Claire Cesareo-Silva	Faculty/former President, Academic Senate
Carmen Dominguez	Faculty/former President, Academic Senate
Carol Hilton	Director of Fiscal Services

Irvine Valley College

Craig Justice	Vice President of Instruction
Jeff Kaufmann	Faculty
Davit Khachatryan	Director of Fiscal Services
Kathy Schmeidler	Faculty

Table I.4: District Recommendation 2 Task Force

District Recommendation 3 Task Force – Communication

SOCCCD District Services

David Bugay	Vice Chancellor of Human Resources
Tere Fluegeman	District Director of Public Affairs
Beverly Johnson	Executive Assistant to the Vice Chancellor of Human Resources
Randy Peebles	Associate Vice Chancellor of Economic Development

Saddleback College

Donald Busché	Acting Vice President for Instruction/Accreditation Liaison Officer
Claire Cesareo-Silva	Faculty/former President, Academic Senate
Bob Cosgrove	Faculty/President-Elect, Academic Senate
Russell Hamilton	Network Systems Technician/Past President, Classified Senate
Jennie McCue	Director of Public Information and Marketing

Irvine Valley College

Diane Oaks	Director of Public Information and Marketing
Gwen Plano	Vice President of Student Services
Stephen Rochford	Faculty
Susan Sweet	Senior Administrative Assistant

Table I.5: District Recommendation 3 Task Force

District Recommendation 4 Task Force – Board Self Evaluation

SOCCCD District Services

Gary Poertner	Chancellor/Chair
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Saddleback College

Bob Cosgrove	Faculty/President-Elect, Academic Senate
Carmen Dominguez	Faculty/former President, Academic Senate
Jim Wright	Dean, Mathematics, Science, and Engineering

Irvine Valley College

Lisa Davis Allen	Faculty/President, Academic Senate
Dan Rivas	Faculty
Jerry Rudmann	Faculty

Table 6: District Recommendation 4 Task Force

District Recommendation 5 Task Force – Board Code of Ethics

SOCCCD District Services

Debra Fitzsimons	Vice Chancellor of Business Services/Chair
Robert Bramucci	Vice Chancellor of Technology and Learning Services
Cheryl Clavel	Executive Assistant to the Vice Chancellor of Business Services

Saddleback College

Donald Busché	Acting Vice President for Instruction/Accreditation Liaison Officer
Carmen Dominguez	Faculty/former President, Academic Senate
Russell Hamilton	Faculty/President-Elect, Academic Senate
Donald Mineo	Career Guidance Officer/President, Classified Senate
Kevin O'Connor	Dean, Liberal Arts
Dan Walsh	Faculty/President, Academic Senate

Irvine Valley College

Lisa Davis Allen	Faculty/President, Academic Senate
Karima Feldhus	Dean, Humanities & Languages, Social Sciences, and Library
Will Glen	Director of Safety and Security/Chief of Police
Dennis Gordon	Senior Accounting Specialist
Bill Kelly	Acting Dean, Mathematics, Science, and Engineering
Lewis Long	Faculty/President, Faculty Association
Shanna Moorhouse	A&R Evaluator/former President, CSEA
Gwen Plano	Vice President of Student Services

Table 1.7: District Recommendation 5 Task Force

District Recommendation 6 Task Force – Decision-Making and Functional Mapping

SOCCCD District Services

David Bugay	Vice Chancellor of Human Resources/Chair
Robert Bramucci	Vice Chancellor of Technology and Learning Services
Denice Inciong	District Director of Research and Planning
Dolores Irwin	Accounting Specialist/CSEA Representative
Jim Laurie	Systems Manager for Human Resources
Teddi Lorch	District Director of Human Resources
Beth Mueller	District Director of Fiscal Services
Randy Peebles	Associate Vice Chancellor of Economic Development

Saddleback College

Juan Avalos	Vice President for Student Services
Claire Cesareo-Silva	Faculty/former President, Academic Senate
Carmen Dominguez	Faculty/former President, Academic Senate
Russell Hamilton	Network Systems Technician/Past President, Classified Senate

Irvine Valley College

Lisa Davis Allen	Faculty/President, Academic Senate
Gwen Plano	Vice President of Student Services
Christopher Tarman	Research and Planning Analyst
Kathleen Werle	Dean, Academic Programs

Table I.8: District Recommendation 6 Task Force

Based on the work of these district-wide committees, the college's Accreditation Steering Committee produced the *2011 Accreditation Follow-Up Report*. A draft of the report was presented to the entire college community, the District-wide Accreditation Committee, and the recommendation task forces during the fall 2011 in-service week. The draft was also distributed via email to all college employees and posted on the college's accreditation web page. Feedback was solicited, and suggestions were incorporated into a subsequent draft. In addition, members of the Irvine Valley College and Saddleback College steering committees met on August 26, 2011, to compare drafts and to ensure that the information was accurately and consistently presented. Members of the steering committee met with Dr. Burnett on September 14, 2011, to complete the final draft. At the September 27 Consultation Council Meeting, it was reported that the Follow-Up Report Draft was presented for review by the board of trustees at its September 26, 2011 meeting [06]. The council was reminded that a similar report draft had been presented to CC during its bi-weekly meetings by Bob Cosgrove and Don Busché [07].

Evidence for the Statement of Report Preparation

- 01 Letter from ACCJC, July 31, 2011
<http://www.saddleback.edu/accreditation/documents/ACCJC-2010-Accreditation-Notification-Letter-01-31-2011.PDF>
- 02 Minutes from Chancellor's Cabinet, February 10, 2011
<https://sharepoint.socccd.edu/sites/dwc/cc/Minutes/Chancellor%27s%20Cabinet%20Minutes%2002-10-11.pdf>
- 03 Minutes from the District-wide Accreditation Committee, March 10, 2011
<https://accreditation.socccd.edu/dac/Agenda%20and%20Minutes/accred%20minutes%203-10-11.pdf>
- 04 Video Recordings of District-wide Accreditation Committee Meetings
<http://ch39.saddleback.edu/Cablecast/Public/Search.aspx?ChannelID=1&SimpleSearch=district>
- 05 District-wide Accreditation Committee Site
<https://accreditation.socccd.edu/default.aspx>
- 06 Agenda for the Board of Trustees Meeting, September 26, 2011
http://www.socccd.edu/documents/BoardAgenda_Sept11_001.pdf
- 07 Minutes from Consultation Council, September 27, 2011
<https://accreditation.socccd.edu/dac/Agenda%20and%20Minutes/CC%20minutes%209-27-11.pdf>

Response to District Recommendation 1

District Recommendation 1: *The teams recommend that the chancellor develop and implement both a strategic short-term and long-term plan that is inclusive of the planning at the colleges and that this planning structure drive the allocation of district resources for the colleges, Advanced Technology Education Park (ATEP), and the district (I.B.4.).*

The college's *2010 Accreditation Self-Study Report* extensively documented the planning processes in place at Saddleback College. In recognition for its efforts, the college received the following commendations in the 2010 visiting team's *Evaluation Report*:

- The team commends the college for its development of a 20-year facilities needs assessment that includes scheduled maintenance, renovation, and new buildings.
- The team commends the college for its efforts in strategic planning and integrating that with the college resource allocation efforts.

The visiting team's report also noted, however, that while the college was in compliance with all subsections of Standard I, the district had made less progress in developing its processes, and in integrating district-wide planning with the planning efforts at the colleges. Although district-wide goals were developed in 2009-2010 [1.01], they were not connected to the colleges' strategic planning efforts nor directly linked to resource allocations. Moreover, there was not a procedure for evaluating the progress in attaining these goals or for evaluating the planning and implementation process itself.

The commission's recommendation addresses the need for both district-wide strategic short-term and long-term planning. The district's long-term planning efforts were well under way prior to the receipt of the commission's letter. For the first time in the district's recent history, development of the *2011 Education and Facilities Master Plan* (EFMP) was a fully-collaborative process that took place over 10 months beginning in June 2010 and included [1.02; 1.03]:

- A consideration of all Program Reviews and Administrative Unit Reviews produced by the colleges.
- Student, employee, and community surveys.
- Eighty-nine college meetings, including presentations to each of the colleges' participatory governance groups.

- Six campus-wide/community presentations.
- Thirty-nine college and district services focus group interviews.
- An interactive website.

The entire process, overseen by Brandye D'Lena, district director of facilities planning and purchasing, and facilitated by gkkworks consulting firm, was designed to maximize participation so that both college and district education and facilities plans would reflect the shared vision of students, faculty, staff, management, trustees, and the community.

The EFMP documents are composed of one Education Master Plan and one Facilities Master Plan for each college and a fifth document reflecting a district summary and plan. The Education Master Plan for each college includes the following chapters:

- Executive Summary
- Background
- Saddleback College
- Community and Regional Context
- Inside the College
- Education Program Services
- Long-Range Considerations
- Appendices

The Facilities Master Plan for each college includes the following chapters:

- Executive Summary
- Introduction
- Goals and Influences
- Development Strategies
- Facilities Master Plan
- Appendices

And the District Summary includes the following chapters:

- Executive Summary
- Introduction
- District Overview
- District Facilities

- District-wide Strategic Direction

The final draft of the EFMP is available on the district's master planning website [1.04]. The EFMP will be approved by the board of trustees upon completion of the Environmental Impact Report (EIR), anticipated in December 2011. Once approved, the district will forward the EFMP to the California Community Colleges (CCC) Chancellor's Office.

The five volumes of the EFMP provide a blueprint for the colleges and district through 2031, and serve the following principle purposes [1.05]:

- To establish clear direction for the colleges and district by envisioning the future under the changing conditions of internal and external trends and influences.
- To provide a foundation and serve as a primary resource for the development of other college and district planning activities.
- To support accreditation reviews and demonstrate compliance with accreditation standards.
- To forge a closer relationship with the community through the dissemination of information about the district and colleges' present situations, needs, and future plans.
- To forecast dynamics that may impact the colleges and district and to provide appropriate responses.
- To serve as the basis for facility expansion and modification decisions and the implementation of expenditures provided to improve facilities.
- To identify the limitations, strengths, and capabilities of the colleges and district, and to offer options for the future.
- To stimulate continuing discussion about the colleges' programs and their effectiveness.

The EFMP includes five-, 10-, and 20-year time horizons. Each year, a *Five-Year Construction Plan* derived from the EFMP is updated and submitted to the CCC Chancellor's Office. This prioritized list of projects for the entire district is developed by the district Facilities Planning Office with input from the presidents of both colleges.

Another long-term college plan is the *20-Year Facilities and Scheduled Maintenance Plan*, which identifies the college's scheduled maintenance, renovations, and capital projects [1.06]. The college has not been able to fully fund this plan out of its operating budget, resulting in a serious deterioration of many campus facilities.

Although the college has recently been able to renovate some of its buildings, such as the Business and General Studies building and the Library and Learning Resources building, a backlog of scheduled maintenance remains unfunded. In order to address these unmet needs of the college, the district created the Capital Improvement Committee (CIC). This committee is in the process of developing a *District-wide 20-Year Facilities, Renovation, and Scheduled Maintenance Plan* for the district as well as a short-term facility renovation and scheduled maintenance timetable.

Short-term planning has been more problematic because the district has never engaged in an integrated strategic planning process. In order to assist district services in coming together with the colleges to develop a relevant and integrated plan, it was decided at the first District-wide Accreditation Committee on March 10, 2011, [1.07] that a consultant would be hired to advise the chancellor and to facilitate district-wide discussions. Two proposals were solicited, and the District Recommendation 1 Task Force, co-chaired by Chancellor Poertner and Dr. Randy Peebles, associate vice chancellor of workforce development, reviewed the proposals and decided to retain the services of College Brain Trust. The appointed facilitators were Dr. Eva Conrad, former president of Moorpark College, and Julie Hatoff, former vice president of instructional services at MiraCosta College.

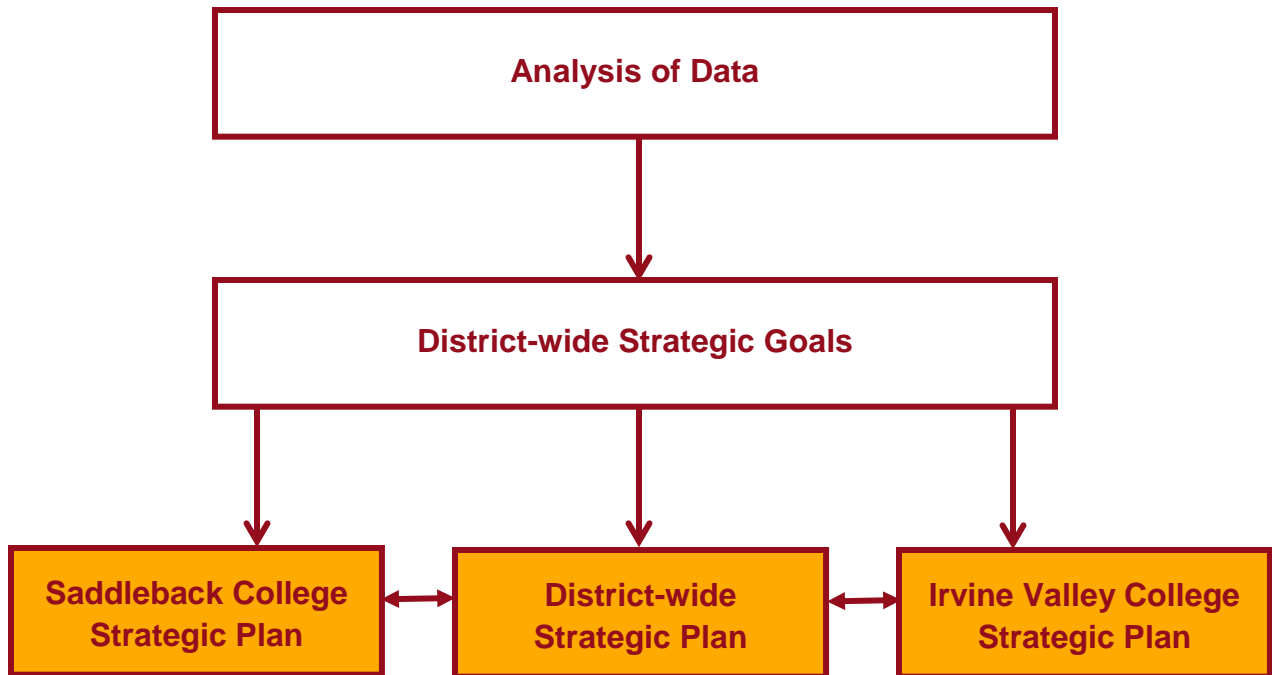
In preparation, the facilitators read the strategic plans and accreditation reports of Saddleback and Irvine Valley colleges, and conducted interviews with each member of the District Recommendation 1 Task Force. Based upon this data gathering, the facilitators made recommendations to the chancellor on how to proceed.

The first of two strategic planning retreats was held on June 13, 2011, at the Norman P. Murray Community Center in Mission Viejo. The all-day retreat was attended by the District-wide Accreditation Committee, along with several other individuals invited from both colleges and district services. At this meeting, committee members worked collaboratively to determine the following [1.08]:

- The components of the *SOCCCD District-wide Strategic Plan 2011-2014*.
- The list of data sources to be used in the development of goals and objectives.
- A proposed list of district-wide goals (originally called “strategic directions”).
- A proposed list of objectives (originally called “goals”) for each of these goals.
- A proposed list of action steps for each of the objectives.
- The need for district services units to undergo Administrative Unit Review.

A general discussion also ensued regarding how the district-wide strategic plan would ultimately guide the strategic plans of both colleges. The following (Figure 1.1) is an illustration of how this relationship came to be understood by the task force:

Figure 1.1: District-wide Strategic Planning Model



The chancellor took this information and with the assistance of the facilitators, developed a draft district-wide strategic plan that was reviewed and revised at a second strategic planning retreat that took place at Saddleback College on August 3, 2011 [1.09]. This retreat was recorded on video and is available for viewing by district employees [1.10]. Once again, individuals from the two colleges and district services worked collaboratively and respectfully throughout the retreat. This resulted in the framework for an initial district-wide strategic plan that was grounded in research, meaningful input from all constituent groups, collaboration, and transparency.

The draft goals that emerged from this retreat and will serve as the basis for planning and decision-making during the next three years are the following [1.11]:

- SOCCCD will create a district-wide culture that is characterized by mutual respect and collaboration and celebrates the uniqueness of each institution.

- SOCCCD will support innovations that result in quantifiable improvement in student preparedness and success and will facilitate the institutionalization of those innovations across the district.
- SOCCCD will maintain its technological leadership and will make future advancements to enhance student access and success.
- SOCCCD will increase the effective use of all resources by developing and implementing a cycle of integrated district-wide planning.
- SOCCCD will develop, document and implement data-driven district-wide decision-making processes that are collaborative, transparent, efficient and effective.
- SOCCCD will assess the educational needs of the communities within the district boundaries and will pursue joint venture partnerships with educational institutions and business/industry.

These goals are designed to encourage productive working relationships within the district, to guide resource allocations, and to promote student success. Moreover, while this plan utilized the colleges' strategic plans as its starting point, future college strategic planning will now use the district-wide strategic plan as the foundation for its planning efforts. This will serve to better integrate the work of the district and colleges and also lead to increased success at the college level since planning and resource allocation processes will now be linked across the district.

Measurable objectives and action plans related to each of these goals were also developed, with responsible parties and target dates for completion identified. A draft of the district-wide strategic plan was then distributed to all employees for feedback on August 16, 2011, and posted on the district's accreditation SharePoint site. In addition, during the college's fall 2011 in-service, presentations were made at both the Chancellor's Opening Session and at a special college session dedicated to discussing progress on the commission's recommendations [1.12; 1.13]. Dr. Bugay, vice chancellor of human resources, also attended the August 31, 2011, Academic Senate meeting to present the plan and respond to questions [1.14]. The draft plan was submitted to the board of trustees for review at the August 28, 2011, meeting [1.15]. Based on feedback received, a final draft was completed and submitted to the board of trustees for approval at the September 26, 2011, board meeting [1.16]. The plan was subsequently posted on the district's planning web page [1.17].

A process of Administrative Unit Reviews (AURs) for district services has also been developed by the chancellor and his staff, using the Saddleback College AUR Handbook as a model [1.18]. A schedule was devised for the completion of district services AURs, with all due by March 2012. These AURs will serve as the basis for continuous improvement and future strategic planning, and will be linked to resource allocations for district services.

All district services units began their evaluation process by looking at the results of the spring 2011 Employee Survey [1.19] and developing action plans to address key findings [1.20]. For example, one of the action items listed for Human Resources is a review of the current classified hiring process in an attempt to reduce the time it takes to fill a vacated position. A Continuous Quality Improvement (CQI) Task Force on the Classified Hiring Process was established with representatives from both colleges and Human Resources, and it has already begun to meet and craft recommendations for improving the efficiency of the district's hiring practices.

The action plans were distributed via email to all district employees on August 31, 2011, and placed on the chancellor's SharePoint site. This was followed by two workshops held on September 30 and October 7 at Saddleback College and September 23 and October 14 at Irvine Valley College [1.21]. During these workshops, presentations were made on the various district services and feedback solicited from the audience members. It is hoped that these and future "road shows" will strengthen the ties between the colleges and district services and increase channels of communication.

Based upon the work of several of the recommendation task forces, an *SOCCCD Planning and Decision-Making Manual* has been developed by the chancellor and his staff that clearly outlines the current strategic planning, decision-making, and resource allocation processes of the district. The model for this handbook was the *Irvine Valley College Planning and Decision-Making Manual*. These district processes will undergo regular evaluations and be revised as needed.

Evaluation

During the past year, significant progress has been made in both long-term and short-term planning in the district. Although the district-wide strategic planning process is newly formulated and just entering the implementation phase, district services and the colleges have developed a shared commitment to engage in ongoing, systematic, and data-driven planning that will serve as the basis for all resource allocations within the district, including funding for the Advanced Technology & Education Park (ATEP). In fact, two objectives in the new *District-*

wide Strategic Plan 2011-2014 address ATEP specifically (planning objectives 6.1 and 6.2), and require the chancellor and college presidents to collaborate in determining the responsibility for the use and maintenance of the ATEP site, including the development of a 3- to 5-year site development plan.

Planning Agendas

1. Institutionalize the District-wide Accreditation Committee and the District-wide Recommendation 1 Task Force into a new District-wide Planning Council to ensure continued to broad participation and oversight of all district-wide planning.
2. Continue to assess, evaluate, and further develop the strategic planning process utilized during this first iteration of a district-wide plan.
3. Complete an Administrative Unit Review of all district service units by March 2012, and regularly assess their progress in meeting their goals and action plans.
4. Update the *SOCCCD Planning and Decision-Making Manual* as changes occur and through a systematic review every two years.
5. Implement the action steps outlined in the *SOCCCD District-wide Strategic Plan 2011-2014*, including the development of a concrete 3- to 5-year site development plan for ATEP.

Evidence for District Recommendation 1

- 1.01 Minutes of the Board of Trustees Meeting, June 22, 2009
http://socccd.granicus.com/MinutesViewer.php?view_id=2&clip_id=170
- 1.02 Minutes of the Board of Trustees Meeting, May 23, 2011
<http://ba.socccd.org/weblink7/ElectronicFile.aspx?docid=1582&dbid=1>
- 1.03 Presentation to the Board of Trustees on the 2011 Education and Facilities Master Plan, May 23, 2011
<http://www.socccd.edu/about/documents/DiscussionItem4.2.pdf>
- 1.04 Website of the 2011 Education and Facilities Master Plan
<http://socccdefmp.com/>
- 1.05 Saddleback College 2011 Education and Facilities Master Plan
<http://www.socccdefmp.com/index-saddleback.php?page=project>
- 1.06 20-Year Facilities and Scheduled Maintenance Plan
<http://www.saddleback.edu/accreditation/documents/3.093%20-%2020-Year%20Facilities%20and%20Scheduled%20Maintenance%20Plan.pdf>
- 1.07 Minutes of the District-wide Accreditation Committee, March 10, 2011
<https://accreditation.socccd.edu/dac/Agenda%20and%20Minutes/accred%20minutes%203-10-11.pdf>
- 1.08 Agenda of the SOCCCD Strategic Planning Retreat, June 13, 2011
<https://accreditation.socccd.edu/rtf1/Agendas%20and%20Minutes/June%2013,%202011/SOCCCD%20Retreat%20Agenda%20for%20June%2013,%202011.pdf>
- 1.09 Agenda of the SOCCCD Strategic Planning Retreat, August 3, 2011
<https://accreditation.socccd.edu/rtf1/Agendas%20and%20Minutes/August%2003,%202011/SOCCCD%20Agenda%20August%2003.pdf>
- 1.10 Video Recording of the SOCCCD Strategic Planning Retreat, August 3, 2011
<http://ch39.saddleback.edu/Cablecast/Public/Search.aspx?ChannelID=1&SimpleSearch=district>
- 1.11 District Website
http://www.socccd.edu/about/about_mission.html
- 1.12 Saddleback College Fall 2011 In-Service Professional Development Program
<http://www.saddleback.edu/asenate/documents/FlexFall11.pdf>

- 1.13 PowerPoint Presentation from In-Service Presentation, August 16, 2011
http://www.saddleback.edu/accreditation/documents/Accreditation_Follow-Up_Report_2011r2.pdf
- 1.14 Minutes of the Academic Senate Meeting, August 31, 2011
<http://www.saddleback.edu/asenate/documents/AS8-31-11minuteswrollcall.pdf>
- 1.15 Agenda of the Board of Trustees Meeting, August 29, 2011
http://www.socccd.edu/documents/BoardAgenda_August29_003.PDF
- 1.16 Agenda of the Board of Trustees Meeting, September 26, 2011
http://www.socccd.edu/documents/BoardAgenda_Sept11_001.pdf
- 1.17 SOCCCD District-wide Strategic Plan 2011-2014
<https://accreditation.socccd.edu/rtf1/Shared%20Documents/SOCCCD%20Strategic%20Plan%20Draft%203.pdf>
- 1.18 District Services Administrative Unit Review Handbook
<https://accreditation.socccd.edu/rtf1/Shared%20Documents/District%20Services%20Admin%20Review%20Handbook%20DRAFT%209-19-11.pdf>
- 1.19 SOCCCD District Services Survey 2011 Results
https://accreditation.socccd.edu/rtf6/Shared%20Documents/SOCCCD%20District%20Services%20Survey%202011%20Results_Final_06%2010%2011.pdf
- 1.20 SOCCCD District Services Survey Results 2011 Evaluation & 2011-2012 Action Plans
https://sharepoint.socccd.edu/chancellor/dp/Shared%20Documents/District%20Services%20Survey%20Results%20Evaluation%20Action%20Plan%202011-2012_Final_08%2029%2011.pdf
- 1.21 Flyers – District Road Show
<https://sharepoint.socccd.edu/pa/Lists/Announcements/DispForm.aspx?ID=3&Source=https%3A%2F%2Fsharepoint%2Esocccd%2Eedu%2Fpa%2Fdefault%2Easpx>

Response to District Recommendation 2

District Recommendation 2: *The teams recommend that the district and the colleges develop and implement a resource allocation model driven by planning that includes all district funds and is open, transparent, and that is widely disseminated and reviewed/evaluated periodically for effectiveness (I.A.1., I.B., III.D.1., III.D.1.b., III.D.1.c., III.D.1.d., III.D.2.b., III.D.3., IV.B.3 c.).*

The *2010 Accreditation Self-Study Report* documents the significant advances that the college has made in linking resource allocations to comprehensive planning. The 2010 visiting team's *Evaluation Report* noted that the college has "through its strategic planning process and program and administrative review, provided mechanisms for allocating resources to effectively support student learning and service and program improvements." It was also noted, however, that the district lacked a resource allocation model that is based on planning, is open and transparent, and is periodically reviewed for effectiveness. As discussed in the college self-study, this was particularly the case for basic aid funds, which led to widespread dissatisfaction at the college with chancellor and board of trustee decision-making.

The District Recommendation 2 Task Force was charged with researching and analyzing the district's current resource allocation model, identifying gaps in the model, and recommending changes so that it is open, transparent, inclusive, and widely disseminated [2.01]. The task force was initially chaired by Dr. Bugay, vice chancellor of human resources who was also serving as acting vice chancellor of business services, and subsequently chaired by Dr. Debra Fitzsimons, the new vice chancellor of business services, when she assumed her post in June 2011.

The first task was to study the district's current resource allocation processes and models. Most of the district's resources, the unrestricted general funds derive primarily from local property taxes and enrollment fees, flow through the District Resources Allocation Council (DRAC), which has been in place since 1996. DRAC is a district-wide participatory governance council that is charged with making recommendations for and overseeing the model upon which the district's resource allocations are determined. One of the guiding principles of DRAC is that the colleges are allocated revenue using the state's SB 361 funding formula for all ongoing operating expenditures. Based upon this formula, the District Budget Allocation Model [2.02] is produced each year and shows the exact allocations made to Saddleback College, Irvine Valley College, district services, district-wide general expenses, and a contingency reserve. The intention of the model is to guarantee the colleges a predictable, fair, and equitable distribution of revenues.

Once funds have been allocated in accordance with the DRAC model, the remaining property tax revenues are designated as basic aid funds. At the time of the *2010 Accreditation Self-Study Report*, the board of trustees allocated these funds according to a process adopted at the August 29, 2005, board meeting [2.03]. The self-study report provided evidence that basic aid allocations were often out of compliance with this approved process, as well as with the district's Budget Development Guidelines that state that "excess revenue above apportionment shall be allocated at the college or district level for one-time purposes" and "shall not be used for regular ongoing expenditures, such as salaries" [2.04].

The Recommendation 2 Task Force confirmed the findings of the college's self-study that the colleges' main concern was the process and decision-making for the allocation of basic aid funds. While the colleges understood the DRAC process and felt that it worked well, there was a widespread sentiment that the determination of how projects are added to the basic aid funding list seemed "mysterious" [2.05].

In order to rectify these inconsistencies and clarify how basic aid expenditures are to be linked to district priorities based on planning, it was determined by the District-wide Accreditation Committee that a board policy on basic aid should be developed [2.06]. Fortunately, this process was already under way. The Board Policies and Administrative Regulations Committee (BPARC), which is a participatory governance committee charged with developing and updating board policies and administrative regulations and making recommendations to the chancellor and Chancellor's Council, began working on the development of a new Basic Aid Allocation Policy, BP 3110 [2.07], in December 2010. This new board policy asserts that "allocation of basic aid will be made based on district and college planning documents and supporting data." Moreover, the policy clearly specifies the types of projects appropriate for basic aid funding. These are:

1. Capital construction, major renovation, large infrastructure projects, and site development. These projects will follow district and college strategic plans, the *Education and Facilities Master Plan*, the *20-Year Facility, Renovation, and Scheduled Maintenance Plan*, and the *Five-Year Construction Plan*.
2. Retiree benefit trust fund and other long-term obligations.
3. Trustee elections, legislative advocacy, major legal fees and judgments.
4. Major technology initiatives as identified in the district and college technology plans.

5. Fifty percent matching funds for scheduled maintenance and smaller renovation projects, including maintenance equipment, as identified in the 20-Year Facility, Renovation and Scheduled Maintenance Plan. The other 50 percent will be funded by the site requesting the funds, whether district office or college, in receipt of the allocation. Allocations must be used within five years on the specific project for which funding was allocated. The allocation will be based on the distribution ratios used in the model established in the District Resource Allocation Council process.

BP 3110 was placed on the July 25, 2011, board of trustees meeting agenda for study and review. At the meeting, the board made some changes to the policy [2.08]. It then went to the August 29, 2011, board meeting for further discussion and approval. The board policy was passed unanimously at this meeting [2.09].

AR 3110, the administrative regulation associated with BP 3110, was drafted by a small workgroup established by BPARC. The draft is now at BPARC for further discussion and consultation with the participatory governance groups. When in final form, the administrative regulation will be brought to a board of trustees meeting as an information item for review and input. The purpose of AR 3110 is to show the exact process by which the district will utilize the long-term master plan, short-term strategic plan, and other planning documents to determine the allocation of basic aid funds. The formation of a new district-wide committee, the Basic Aid Allocation Recommendation Committee (BAARC) is being proposed. This committee would oversee the entire basic aid allocation process, assess its effectiveness, and make recommendations for further refinement of the process [2.10].

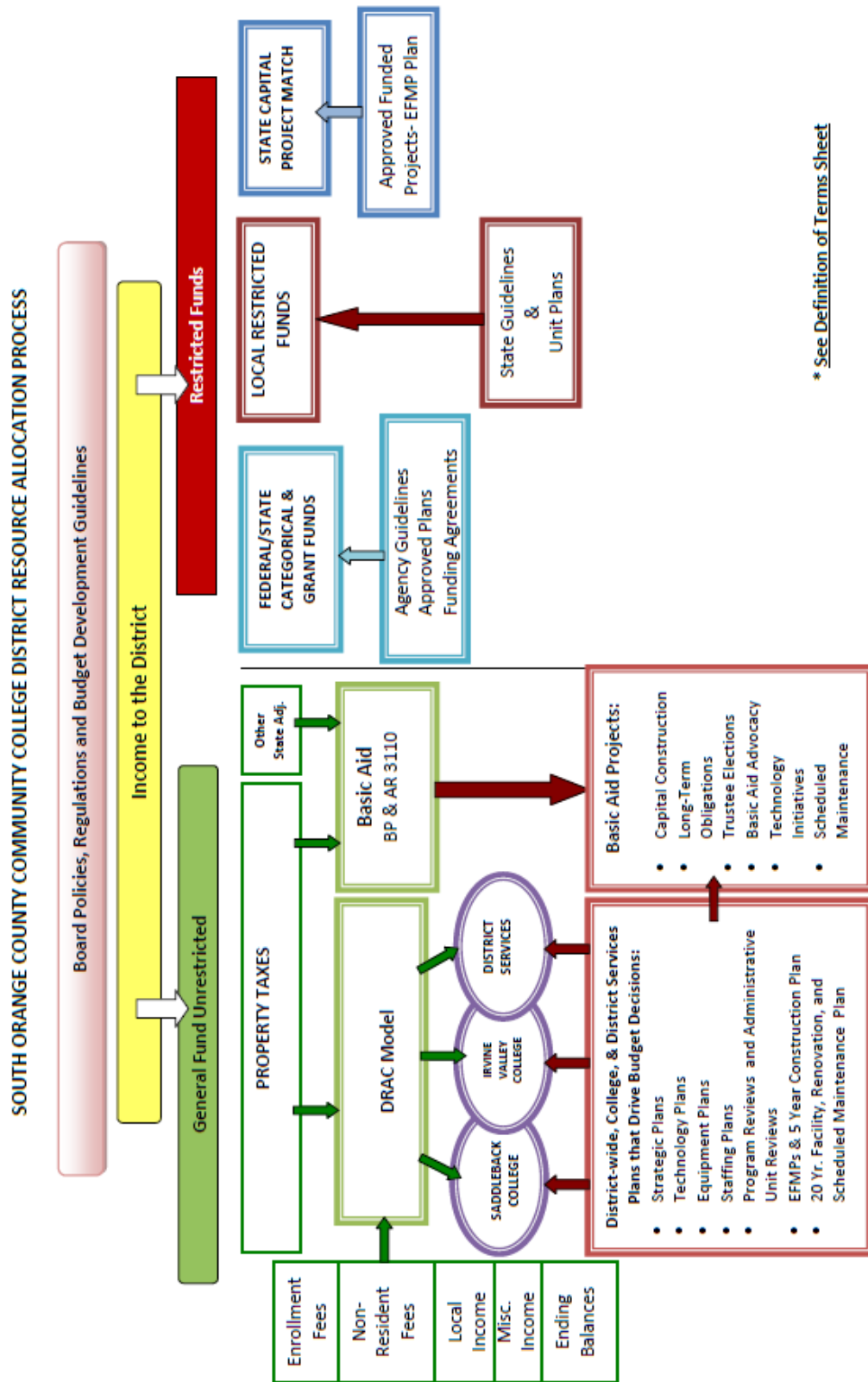
Additional committees have also been formed, or will be formed, to look at the specific district-wide needs for the five areas listed in BP 3110 to create a district-wide priority list and implementation schedule. For example, a Capital Improvement Committee (CIC) was created and charged with developing a 20-year capital improvements schedule for the district as well as a short-term facility renovation and scheduled maintenance plan. In a similar vein, the existing District-wide Technology Committee (DTC) has begun working on a technology plan for the district.

In order to help clarify the district's current resource allocation processes and make this information clear and transparent, the District Recommendation 2 Task Force developed a flow chart that illustrates in a simple, user-friendly manner, the resources that are received by the district and how the planning processes are used to drive allocation decisions with respect to the various resources [2.11]. This chart (Figure 2.1) is accompanied by a glossary that defines all the terms used in relation to budget allocations [2.12]. The task force also devised a table listing all of the

district funds, the fund number, a description or title of the fund, and a brief definition [2.13]. All of these documents are posted on the task force's SharePoint site. They are also a part of the *SOCCCD 2011-2012 Final Budget*, which can be found on the district's budget web page [2.14].

In order to better link planning and resource allocations at the colleges and within district services, TracDat, a software program, has been purchased and is in the process of being implemented. TracDat will allow all instructional programs and administrative units at the colleges and in district services to enter their Program Review and Administrative Unit Review goals and align them directly to college and district-wide strategic planning goals. SharePoint 2010 upgrades at both district services and Saddleback College in 2011 (IVC is currently using SharePoint 2010) will allow for an additional purchase of the TracDat-SharePoint 2010 integration option district-wide. This option will provide the ability to generate funding requests directly from data-based program and administrative unit reviews and strategic planning initiatives.

Figure 2.1: SOCCCD Resource Allocation Process



d/f 8/11/2011

Evaluation

In order to respond to this recommendation, a complete evaluation of all the processes and procedures related to resource allocations within the district was conducted. Steps were then taken to improve the district resource allocation model by ensuring that it is directly linked to planning and by increasing collaboration and transparency in resource allocation decision-making.

Planning Agendas

1. Complete AR 3110 in a way that clearly links resource allocations to planning.
2. Regularly review BP 3110 and AR 3100 for effectiveness, and revise if necessary.
3. Complete the *District-wide 20-Year Facilities, Renovation, and Schedule Maintenance Plan*, the *5-Year Construction Plan*, and the *District-wide Technology Plan* by March 15, 2012, and ensure adequate funding for these plans based upon demonstrated need.
4. Devise and adhere to district-wide plans related to capital improvement, scheduled maintenance, and technology.
5. Complete the implementation of TracDat and the installation of SharePoint 2010, and investigate the purchase of the TracDat-SharePoint 2010 integration option.

Evidence for District Recommendation 2

- 2.01 Final report of the Accreditation Sub-Committee for Recommendation 2 Resource Allocation, July 29, 2011
<https://accreditation.socccd.edu/rtf2/Handouts/Final%20Report%20july%2029%202011%20with%20revisions%208%204%2011%20and%208%205%2011%20pdf.pdf>
- 2.02 District Budget Allocation Model, 2010-2011
<https://accreditation.socccd.edu/rtf2/Handouts/District%20Allocation%20Model%202010-2011.pdf>
- 2.03 Process for the Allocation of District Basic Aid Funds for Priority Projects
<http://www.saddleback.edu/accreditation/documents/4.84%20-%20Agenda%20Item%2016,%20August%202005%20-%20BOARD%20APPROVED%20Basic%20Aid%20Allocation%20Process.pdf>
- 2.04 SOCCCD 2011-2012 Final Budget
http://www.socccd.edu/businessservices/documents/FinalBudget_000.pdf
- 2.05 Final Report of the Recommendation 2 Task Force, July 29, 2011
<https://accreditation.socccd.edu/rtf2/Handouts/Final%20Report%20july%2029%202011%20with%20revisions%208%204%2011%20and%208%205%2011%20pdf.pdf>
- 2.06 Minutes of the District-wide Accreditation Committee, June 17, 2011
<https://accreditation.socccd.edu/dac/Agenda%20and%20Minutes/Accred%20Minutes%206-17-11.pdf>
- 2.07 Board Policy 3110, Basic Aid Funds Allocation Process
<http://doclibrary.socccd.edu:2656/Documents/Business%20Services/Office%20of%20the%20Deputy%20Chancellor/BP-3110-Basic%20Aid%20Funds%20Allocation%20Process.pdf>
- 2.08 Minutes of the Board of Trustees Meeting, July 25, 2011
http://socccd.granicus.com/DocumentViewer.php?file=socccd_55633969f6b802631c0fdf70ab492569.pdf

- 2.09 Minutes of the Board of Trustees Meeting, August 29, 2011
http://socccd.granicus.com/DocumentViewer.php?file=socccd_e9e0b6fcbaf4c3c6a877572dabf8e03.pdf
- 2.10 Draft of AR 3110
<https://sharepoint.socccd.edu/sites/dwc/baarw/Handouts/ADMINISTRATIVE%20REGULATION-AR%20BASIC%20AID%20ALLOCATION%20PROCESS%20DRAFT%209%206%202011.pdf>
- 2.11 District Resource Allocation Process Flowchart
<https://accreditation.socccd.edu/rtf2/Handouts/district%20resource%20alloc%20process%20flow%20chart%20rev%20dlf%207-28-11,%208%204%2011,%208%2011%2011%20pdf.pdf>
- 2.12 SOCCCD Resource Allocation Definition of Terms
<https://accreditation.socccd.edu/rtf2/Handouts/RESOURCE%20ALLOCATIO%20N%20DEFINITION%20OF%20TERMS%20draft%207-26-11%20%282%29%20revised%208%204%2011%20pdf.pdf>
- 2.13 SOCCCD Funds Table
<https://accreditation.socccd.edu/rtf2/Handouts/Funds%20Table%20revised%207%2029%2011,%20revised%208%204%2011%20pdf.pdf>
- 2.14 SOCCCD 2011-2012 Final Budget
http://www.socccd.edu/businessservices/documents/FinalBudget_000.pdf

Response to District Recommendation 3

District Recommendation 3: *The teams recommend that the college, district administrators, faculty and staff develop a communications process among the entities on key issues of district-wide concern including academic calendar, planning, (ATEP) Advanced Technology Education Park, technology and building priorities (Standards IV.A.2., IV.B.3.).*

As noted in the 2010 visiting team's *Evaluation Report*, the college and district have made significant strides in the area of communication and effective participation over the past six years, citing the college's "proactive approach and use of multidimensional strategies to reach diverse college groups and external communities." However, due to the lack of consistent, clear, and open communication channels and protocols, areas of conflict arose within the district. This was especially the case around points of potential disagreement, such as the five areas noted in the recommendation: academic calendar, planning, Advanced Technology & Education Park (ATEP), technology, and building priorities.

As evident from early discussions of the District-wide Accreditation Committee, this was the most perplexing of the recommendations because many individuals, including the chancellor, were unclear as to what, exactly, the District was doing wrong in this regard [3.01]. District Recommendation 3 Task Force, chaired by Dr. Bugay, was, therefore, charged with first determining what the real problem was and then developing strategies to solve it. Indeed, the entire first meeting of the task force was spent trying to identify the problem by outlining current communication practices [3.02].

Eventually it became clear that solutions would have to be multipronged since different groups accessed and desired information in different forms (such as via email, on a website, or through college forums). It was also determined that part of the problem stems from a lack of clear decision-making processes. Thus, the work of the other task forces, especially those working on district recommendations 1, 2, and 6, would help to alleviate some of the tensions within the district.

Through extensive dialogue during task force meetings, a number of strategies were proposed to address the identified communication issues. These are outlined in the table below [3.03]:

Communication Issue	Possible Solutions
<p>Issue #1: Decisions are made and it is not clear they have been made.</p>	<ul style="list-style-type: none"> • Post meeting agendas, minutes, handouts, and related documents on SharePoint so that a clear chronology of decisions is available. • Clearly delineate decisions and action items in meeting minutes. Include any steps needed to move the process forward. All committees to use the same template for minutes. • Look into improvements to electronic search capacities. • Provide RSS feeds. • Ensure changes in processes are clearly communicated through regular open forums held at the colleges by district services.
<p>Issue #2: Lack of process creates indecision, so decisions are not being made.</p>	<ul style="list-style-type: none"> • Function Map will clarify who “owns” decisions. • See solutions for Communication Issue #3.
<p>Issue #3: Some committees are not clear on their charge and member responsibilities are not clear.</p>	<ul style="list-style-type: none"> • Update and maintain a list of district-wide committees that includes the committee charge and scope. • Define the responsibilities of the: <ul style="list-style-type: none"> ○ Committee ○ Chair ○ Members • For each committee, define: <ul style="list-style-type: none"> ○ Decision-making process ○ Reporting structure ○ Process to resolve disagreements • The committee chair is responsible for the posting of all information described above on the committee’s SharePoint site.
<p>Issue #4: Decisions are not clearly communicated. Need to standardize use of channels of communication.</p>	<ul style="list-style-type: none"> • Utilize SharePoint as a required communication tool. • Identify “official” forms of communication. • Standardize a uniform meeting minutes format that includes: <ul style="list-style-type: none"> ○ Specific decisions made ○ Summary of basic purpose or outcome of meetings ○ Action Items • See solutions for Communication Issue #1, including open forums and RSS feeds.
<p>Issue #5: If committee members do not agree, what is the next step?</p>	<ul style="list-style-type: none"> • Develop uniform definition of consensus and unanimity. • Train committees on an effective process to reach consensus. • Build into the decision-making process the steps to resolve disagreements so that stall tactics do not impede progress. • Establish district-wide code of conduct. • See solutions for Communication Issue #3.

Table 3.1: District-wide Communication Issues and Solutions

The specific strategies currently being enacted include:

- Creating an intranet (SharePoint) site for each of the accreditation task forces so that all documents, including agendas and minutes, are available to all employees of the district.
- Creating standardized intranet (SharePoint) sites for all district-wide committees, following the model established for the accreditation task forces, which outline each committee's charge, membership, and member responsibilities.
- Including a list of all district-wide committees and their specific charge in the newly created *SOCCCD Planning and Decision-Making Manual*.
- Developing a template for standardized meeting agendas and minutes that requires reporting of all decisions and action items within five days.
- Developing uniform definitions of consensus and standards of interaction so that resolutions can be achieved when there is disagreement among committee members.
- Establishing guidelines for an annual self-assessment of all committees to ensure that they are fulfilling their stated purpose and communicating all actions taken.
- Making board of trustee meeting minutes and agendas (which can exceed 300 pages) searchable online by keyword.
- Continuing email updates to employees, such as the *Board of Trustee Meeting Highlights* and *District Updates*, but also posting information around key issues on dedicated web or intranet sites.
- Creating RSS feeds as part of the SharePoint 2010 upgrade for all district committee sites so that employees can receive notification of recent developments.
- Developing a wiki for district services by using the human resources wiki as a model with its provisions for pertinent information such as personnel, processes, forms, and so on.

Additionally, planning objective 1.2 from the *SOCCCD District-wide Strategic Plan 2011-2014* [3.04] directs the chancellor to periodically communicate directly with employees district-wide. This will include regular newsletters from the Office of the Chancellor and open forums at the colleges.

Since January 2011, the new district director of public affairs and the new chancellor have made substantial efforts to increase the quality and frequency of communications to all employees district-wide in a variety of formats. In total, 47 communications have been sent out since January, representing a 400 percent increase over 2010. These include Board Highlights, a monthly newsletter sent

immediately following board meetings [3.05]; District Updates from the chancellor on high level and statewide issues such as budget, planning, legislation, and accreditation and from the district director of public affairs on a wide variety of topics [3.06]; and press releases [3.07].

With respect to the five issues specifically mentioned in this recommendation, awareness of communication needs and the suggested solutions have had the following impacts:

Academic Calendar

Since both IVC and Saddleback College have historically been on the same academic calendar, there is a district-wide committee that looks at proposed calendars from both colleges and establishes the final joint calendar. While in the past this process has not caused problems, this past year it became contentious because the proposals from the two colleges were substantially different, and there were rumors about the possibility of implementing two distinct calendars. While the measures listed above cannot alleviate disagreements between the two colleges, they will help to ensure that discussions are based on facts and not rumors, and they will make the committee's process, decisions, and action items transparent and available to everyone.

In the end, a revised academic calendar for 2012-2013 was established through collegial efforts from both colleges and the District-wide Calendar Committee, chaired by Dr. Robert Bramucci, the vice chancellor of technology and learning services, in spring 2011. It was approved by all participatory governance groups and adopted by the board of trustees at the March 28, 2011, meeting [3.08]. The new calendar addresses the unique needs of both colleges while decreasing long-standing length disparities between the fall and spring semesters. It also increases the length of winter break, which will increase options for programs that utilize field trips, institutional visits, and discipline-specific internships, and addresses summer scheduling options.

Planning

The first goal of *SOCCCD District-wide Strategic Plan 2011-2014* is to “create a district-wide culture which is characterized by mutual respect and collaboration and that celebrates the uniqueness of each institution” [3.04]. Open communication is essential to creating and sustaining a climate based on trust, mutual respect, and aligned purposes. Each step of the strategic planning process was inclusive of all constituent groups and was posted on the SharePoint site for the Recommendation 1 Task Force [3.09]. This was

also true of the EFMP process, during which an interactive website was established that allowed individuals to view documents and participate in the process by leaving comments or obtaining answers to questions.

The new *SOCCCD Planning and Decision-Making Manual*, which clearly documents how decisions are made within the district, will also help to make the entire planning and resource allocation processes more transparent and understandable.

ATEP

Over the years, planning and decision-making with regard to ATEP was not fully collaborative or transparent, and significant basic aid funds were being funneled to the project without clear guidelines and goals or a shared understanding of how the site would be developed. Part of the negativity toward ATEP stemmed from conflicting messages being delivered by district services and the board of trustees. It was felt that decisions were not being made in a forthright manner and when made were often not communicated clearly. One way this problem was addressed was through the creation of Board Policy 3110, which lays out the priorities for basic aid funding, and the subsequent development of the corresponding administrative regulation.

Another way that communication was increased in relation to ATEP was through the ability to conduct keyword searches in the board of trustees meeting agendas and minutes. This will make information about board actions easily attainable. The *SOCCCD District-wide Strategic Plan 2011-2014* also calls for a collaborative 3- to 5-year site development plan that will clearly delineate the future steps to be taken regarding ATEP (planning objective 6.2) [3.04].

Technology

The activities and priorities of District Information Technology (IT) have long been questioned by many at the college who feel that there is more focus on high-visibility, cutting-edge projects (such as My Academic Plan (MAP) and Sherpa, a student recommendation engine) than on the more mundane projects necessary for the day-to-day functioning of the college (such as scheduling and the Student Information System). Although District IT can document that, in actuality, considerably more time and resources were dedicated to necessary projects (such as the inFORM Data Warehouse, CurrSIS curriculum system, human resources integration, maintenance of the ESCAPE and CHRMS financial systems, maintenance of the Blackboard course management system and coordination of upgrades, and the MySite

web portal) than to special projects, the perception persists, indicating that communication may be the central problem.

In order to address this perception, it was determined that a district-wide technology plan would be created with input from all constituent groups at both colleges. The plan is one of the objectives for the *SOCCCD District-wide Strategic Plan 2011-2014* (planning objective 3.1), and will be developed by a task force of the District-wide Technology Committee (DTC) [3.10]. This process will enable the colleges to have input into the prioritization and funding of all district-wide IT projects. Moreover, District IT identified additional strategies for improving communication in the *SOCCCD District Services Survey Results 2011 Evaluation and 2011-2012 Action Plans*, including the designing and building of the intranet (SharePoint) infrastructure currently being used by all district services, the biannual publication of a District IT newsletter starting in fall 2011 that will document the status of all projects, and the institution of monthly meetings with representatives from the various constituent groups at the colleges [3.11]. Meetings with the IT directors at the colleges have already begun on an informal basis.

District IT is also actively working with the colleges to prioritize the current list of backlogged projects in order to ensure that college needs are met.

Building Priorities

The district has made significant progress in clarifying district-wide building priorities and how they are established. The colleges and district services effectively and collegially collaborated on the development of the EFMP, which includes five-, 10-, and 20-year projections. Feedback was solicited from constituent groups and individuals at the colleges through numerous meetings and focus groups, as well as a collaborative website.

Recently, a new district-wide Capital Improvement Committee (CIC) was established to collaboratively address long-term facilities and capital improvement needs and make recommendations using uniform, data-driven criteria to plan and budget for the next 20 years.

The colleges and the district also came together in the creation of BP 3110 that establishes a list of funding priorities for basic aid funds.

In addition to these procedural modifications, recent changes in personnel in district leadership and among the board of trustees have had a significant positive impact upon the level of open dialogue and shared decision-making in the district. Gary Poertner, the new chancellor, is respected by all constituent groups on campus. The

chancellor is committed to working collaboratively with all constituent groups at both colleges and to accurately conveying college needs to the board of trustees.

Evaluation

Numerous steps have been taken to improve communication within the district, and the college is optimistic that communication will continue to improve. Although these steps will go a long way in making communication more open, efficient, and effective within the district, the committee also determined that communication is a “shared responsibility.” Employees of the district must want to be informed and engaged. It is hoped that a demonstrated willingness to communicate on the part of the chancellor, district services, and the board of trustees will be reciprocated with increased participation in committees and district-wide events, such as open forums.

Planning Agendas

1. Institutionalize the practices for improving communication identified by the Recommendation 3 Task Force.
2. Ensure that these practices are continued, assessed, and modified as necessary through regular monitoring by district services administration.
3. Continue collaboration among employees at the colleges and district services on issues of key concern within the district.

Evidence for District Recommendation 3

- 3.01 Minutes from the District-wide Accreditation Committee, April 8, 2011
<https://accreditation.socccd.edu/dac/Agenda%20and%20Minutes/accred%20minutes%204-8-11.pdf>
- 3.02 Minutes from the District Recommendation 3 Task Force Meeting, April 21, 2011
<https://accreditation.socccd.edu/rtf3/Shared%20Documents/Meeting%20Agendas%20and%20Minutes/Minutes%20Accred%20Subcommittee%20Rec%203%2011%2004%2021%20Final.pdf>
- 3.03 Communication Issues and Solutions
<https://accreditation.socccd.edu/rtf3/Handouts/Communication%20Issues%20and%20Solutions.pdf>
- 3.04 SOCCCD District-wide Strategic Plan 2011-2014
<https://accreditation.socccd.edu/rtf1/Shared%20Documents/SOCCCD%20Strategic%20Plan%20Draft%203.pdf>
- 3.05 Board Highlights
http://www.socccd.edu/about/about_board_meeting.html
- 3.06 District Updates from the Chancellor and the Director of Public Affairs
<https://sharepoint.socccd.edu/pa/Communications/Forms/AllItems.aspx?RootFolder=%2Fpa%2FCommunications%2FDistrict%20Updates>
- 3.07 SOCCCD Press Releases
http://www.socccd.edu/publicaffairs/pa_newsreleases.html
- 3.08 Minutes of the Board of Trustees Meeting, March 28, 2011
http://socccd.granicus.com/DocumentViewer.php?file=socccd_f34293a512b7ea661c4af4b5a252a854.pdf
- 3.09 Recommendation 1 Task Force SharePoint Site
<https://accreditation.socccd.edu/rtf1/default.aspx>
- 3.10 Minutes of the District-wide Technology Committee, July 21, 2011
<https://sharepoint.socccd.edu/sites/dwc/dwtc/Minutes/Forms/AllItems.aspx>
- 3.11 SOCCCD District Services Survey Results 2011 Evaluation and 2011-2012 Action Plans
https://sharepoint.socccd.edu/chancellor/dp/Shared%20Documents/District%20Services%20Survey%20Results%20Evaluation%20Action%20Plan%202011-2012_Final_08%2029%2011.pdf

Response to District Recommendation 4

District Recommendation 4: *The teams recommend that the Board of Trustees widely communicate the results of its self evaluation process annually and use this as the basis for improvement (IV.A.5., IV.B.1.g.).*

In accordance with Board Policy 172, Board Self-Evaluation [4.01], which was adopted on August 27, 2007, the SOCCCD Board of Trustees is to conduct an annual self-evaluation in order to identify its strengths and areas for improvement. At the time of the *2010 Accreditation Self-Study Report*, the most recent evaluation had been conducted on May 20, 2009, during a special board meeting that was open to the public but held at an offsite location. As noted in the college's self-study report, the results were not disseminated to the public. This was also the case for the 2010 board self-evaluation. Through the creation of this recommendation, the visiting team concurred with the stated planning agenda that the board review its self-evaluation process and disseminate the outcomes of the evaluation in a timely manner.

After receiving the commission's recommendations, the current process was carefully reviewed by the chancellor in consultation with the board of trustees and by the District-wide Accreditation Committee. It was determined that the process was essentially sound, but that steps would be taken to a) communicate the results of the self-evaluation to all employees and the public, and b) ensure that the results were used to create action items for improvement.

The chancellor and Board President Nancy Padberg decided to hire a facilitator to lead the board through its 2011 self-evaluation. Dr. Cindra Smith, who wrote the Community College League of California (CCLC) document entitled *Assessing Board Effectiveness: Resources for Board of Trustees Self-Evaluation* and who assisted the SOCCCD Board of Trustees with its 2009 self-evaluation, was selected [4.02].

The evaluation process took place in three stages. Stage one took place in April and May 2011 and involved the administering of a comprehensive evaluation questionnaire for board of trustee members [4.03], a survey for Chancellor's Cabinet (a district-wide cabinet composed of members from all participatory governance groups – now called Chancellor's Council), administrators, and managers (CAM), all of whom regularly observe the board in action [4.04], and a survey for all employees of the district [4.05]. The questionnaire and surveys were administered online and were anonymous. The responses of the three groups were then compared [4.06].

Stage two involved a Board of Trustees Self-Evaluation Workshop held on May 14, 2011, at the Mission Viejo Country Club. This meeting was open to the public and was widely publicized through district-wide emails, the district website, and at board meetings [4.07]. Announcements for the workshop were also posted in the required board meeting public posting areas. The District-wide Accreditation Committee discussed the pros and cons of holding the workshop in the regular boardroom or at an off-campus location, and whether or not it should be recorded. It was decided that, in the interest of candor, the workshop would be held off-campus and would not be recorded. However, all district employees were invited to attend and the results of the discussion would be widely distributed. Only three people besides the board and the chancellor attended the workshop (the two college presidents and a Saddleback College faculty member who was observing it for the purposes of this report), allowing the board members to engage in a frank dialogue.

The facilitator set the agenda of the workshop based upon analysis of the data from the surveys [4.08]. This included a review of the board's self-identified strengths and areas of improvements [4.09], as well as an in-depth discussion of the survey results that focused, in particular, on areas in which there was a significant discrepancy between board member perceptions and those of other employees within the district. These included the following statements from the surveys where the trustees rated themselves high but district employees rated them low:

- The board understands its policy role and differentiates its role from those of the CEO and college staff.
- The board respects faculty, staff, and student participation in decision-making.
- Trustees set a positive tone for the institution.
- Board meetings are conducted in an orderly manner with sufficient time provided to explore and resolve issues.

Although some board members felt that these low survey ratings were unwarranted, it was mentioned that, regardless of the reasons, the perceptions of individuals and groups must be taken seriously, and the board agreed to consider actions that would change these perceptions. Moreover, board members acknowledged that their behavior set the tone for the district as a whole, and they discussed the importance of working together in a civil and respectful manner [4.10].

At the end of the discussion, concrete actions and tasks were developed and are summarized below [4.11]. Progress on these items will be assessed as part of the 2012 self-evaluation process.

1. The board will review and approve an updated code of ethics policy that includes addressing violations of the code. A draft policy was accepted for review at the April board meeting; the board will discuss the proposed policy in detail at a board or special meeting. The board noted the urgency of doing so before fall.
2. In addition to reviewing and adopting an updated code of ethics policy, the board will discuss and renew its commitment to communication protocols and expectations for trustee roles during board meetings and with college staff and community.
3. The board will re-institute a process for CEO evaluation, including setting expectations, annual priorities and/or goals. It will include CEO evaluation on the board's master calendar to ensure it occurs regularly. The chancellor will propose a process to the board.
4. The board will re-institute a regular self-evaluation process and will include the process of seeking input from administrators, faculty, and staff. The next survey process may include items that gather how much knowledge respondents have about board roles, including attending and/or viewing videos of board meetings. It was recommended the surveys include opportunities to comment. The board will consider the feasibility of doing a survey within six months to gather perceptions of the "new" board.
5. The board is committed to listening to and considering faculty, staff, and student perspectives and recommendations in local decision-making. It is committed to clarifying its rationale for decisions that may be counter to those recommendations.
6. The board will seek opportunities to inform administrators, faculty and staff about board roles, limits, responsibilities, accountability to the community, and rationale for decision-making.
7. The board will strengthen its role in being knowledgeable about, setting standards for, and monitoring and discussing student success and educational quality. Efforts will include understanding and monitoring the processes used to ensure quality. The chancellor will present proposals for board consideration.

8. The board will be involved early in the collective bargaining process in discussing and setting parameters. Members recognize that individual trustees must avoid negotiating directly, or appearing to negotiate, with employees or their representatives.
9. The board recognizes the effect its communications and leadership have on creating an environment for safe, open, and professional communication within the district, and will strive to do so.
10. The board will ensure that there are opportunities for it to engage fully in discussions on policy issues. Staff will be asked to present reports in ways that engage trustees in discussions, and trustees will ensure that meetings allow time to truly engage in discussion.

The third and final stage of the process involved the dissemination of the results to the college community and the public. At the May 23, 2011, board of trustees meeting, Chancellor Poertner reported on the board self-evaluation, and mentioned that a web page was created on the district website that outlines the entire self-evaluation process and where individuals can access all of the pertinent documents [4.12; 4.13]. On May 31, 2011, district employees were sent an email by Tere Fluegeman, district director of public affairs, with a link to this web page.

Evaluation

One point that was raised repeatedly during the board self-evaluation on May 14, 2011, was that there are several new trustees and a new chancellor who has the respect of board members and college employees alike. There was a sense of optimism about these positive changes, and board members stated that they were looking forward to conducting a new survey in the near future to monitor changes in perception about the board and its functioning among district employees. This optimism is also reflected in anecdotal statements made by members of the college community.

During Chancellor's Opening Session in fall 2011, the chancellor discussed some positive changes that have already occurred in relation to the board's goal of strengthening "its role in being knowledgeable about, setting standards for, and monitoring and discussing student success and educational quality" (see Goal 7 above). The board is committed to providing more opportunities for the colleges, including faculty, to present information in order to facilitate this greater understanding. At the May 2011 meeting, IVC President Glenn Roquemore gave a

presentation on the trustees' role in accreditation [4.14]. Also slated for this year are presentations on:

- Educational Quality and Academic Programs (October 2011).
- Educational Program Review and Student Learning Outcomes (November 2011).
- Student Success Improvements and Vision 2020 Planning (December 2011).

Planning Agendas

1. The chancellor will ensure that employees and the general public are kept apprised of progress on the action items from the 2011 Board of Trustees Self-Evaluation.
2. The chancellor will evaluate the success of this process and make any necessary adjustments.
3. The board of trustees will continue annual self-evaluations that include a district-wide employee survey, and will convey the results of these self-evaluations to the entire college community.

Evidence for District Recommendation 4

- 4.01 Board Policy 172, Board Self-Evaluation
<http://doclibrary.socccd.edu:2656/Documents/Business%20Services/Office%20of%20the%20Deputy%20Chancellor/BP-172BoardSelfEvaluation.pdf>
- 4.02 Minutes of the District-wide Accreditation Committee, April 8, 2011
<https://accreditation.socccd.edu/dac/Agenda%20and%20Minutes/accred%20minutes%204-8-11.pdf>
- 4.03 Board of Trustees Self-Evaluation Survey Results
<http://www.socccd.edu/about/documents/BOTSelfEvaluationResults.pdf>
- 4.04 CAM Board Evaluation Survey Results
http://www.socccd.edu/about/documents/BOTEvaluationResults_CAM.pdf
- 4.05 All District Employees Board Evaluation Survey Results
http://www.socccd.edu/about/documents/BOTEvaluationResults_All.pdf
- 4.06 Comparison of Responses on Surveys
<http://www.socccd.edu/about/documents/ComparisonofSurveyResponses.SelfEvaluation.PDF>
- 4.07 Notice of Special Board Meeting
<http://www.socccd.edu/about/documents/SpecialMtg5.14.11.pdf>
- 4.08 Board of Trustees Self-Evaluation Workshop Discussion Outline, May 14, 2011
<http://www.socccd.edu/about/documents/DiscussionOutline.pdf>
- 4.09 Board of Trustees Self-Evaluation Workshop Highlights of Strengths/Areas of Improvement, May 14, 2011
<http://www.socccd.edu/about/documents/StrengthsandImprovements.PDF>
- 4.10 Board of Trustees Self-Evaluation Workshop Discussion Notes, May 14, 2011
<http://www.socccd.edu/about/documents/SelfEvalWkshpReport2011.pdf>
- 4.11 Board of Trustees Self-Evaluation Workshop Outcomes, May 14, 2011
<http://www.socccd.edu/about/documents/2011-12BoardGoals.pdf>
- 4.12 Board Meeting Highlights, May 23, 2011
<http://www.socccd.edu/Board/highlights/5-23-2011.htm>

- 4.13 Board Self-Evaluation Web Page
<http://www.socccd.edu/about/BoardSelfEvaluation.html>
- 4.14 Agenda of the Board of Trustees Meeting, May, 2011
<http://ba.socccd.org/weblink7/ElectronicFile.aspx?docid=1598&dbid=1>

Response to District Recommendation 5

District Recommendation 5: *The teams recommend that the Board of Trustees develop a clearly defined policy for a code of ethics which must include dealing with violations of the Board's code of ethics (III.A.1.d., IV.B.1.h.).*

The SOCCCD first adopted Board Policy 1400, Code of Ethics – Standards of Practice, in 1977, and has revised it on various occasions over the years. As noted in the college's *2010 Accreditation Self-Study Report*, however, the policy did not include a stated process for dealing with board behavior that violates the policy, and it was recommended that such a clause be added to the board policy. The visiting team members concurred, and in their *Evaluation Report*, stated that in order to be in compliance with Standard III.A.1.d, the policy must be revised to address how unethical behavior on the part of board members would be addressed.

At the direction of the chancellor, Dr. Bugay, vice chancellor of human resources, contacted Mary Dowell, legal consultant to the CCLC, in order to gather information and appropriate documentation to be used in developing an additional section of the existing policy on board ethics. Based upon this information, Dr. Bugay drafted a new policy, renumbered as Board Policy 110 in order to more closely follow CCLC board policy number conventions. Eventually, Dr Fitzsimons, vice chancellor of business services, took over the responsibility of shepherding the policy through the revision and approval process.

At the February 11, 2011, meeting of the Board Policy and Administrative Regulations Committee (BPARC), a district-wide participatory governance committee, the first draft of the revised board policy was presented to its members [5.01]. The revised policy includes the following new section on enforcement [5.02]:

All board members are expected to maintain the highest standards of conduct and ethical behavior and to adhere to the board's Code of Ethics. The board reserves the right to censure any board member who does not adhere to this policy or engages in other unethical conduct.

- A. Censure is an official expression of disapproval passed by the board of trustees. A board member may be subject to a resolution of censure by the board of trustees should it be determined the trustee misconduct has occurred.

- B. A complaint of trustee misconduct will be referred to the board president.

With the assistance of legal counsel, the board president will appoint an ad hoc committee of three trustees not associated with the complaint to conduct an investigation and review the matter. In the event the complaint involves the board president, another officer of the board shall form the ad hoc committee. A thorough fact finding process, formulated in a manner deemed appropriate by the committee, shall be initiated. The committee shall be guided in its inquiry by the standards set forth in this policy and shall complete their inquiries within a reasonable period of time.

- C. The trustee subject to the charge of misconduct shall not be precluded from presenting information to the committee.
- D. The committee shall, within a reasonable period of time, make a report of its findings to the board of trustees for action.
- E. Board members who are found by a majority of the board to have acted unethically or to have violated this policy may be subject to reprimand, possible exclusion from closed sessions, public censure, referral to the district attorney for criminal prosecution, or other action as determined by the board.

The chancellor decided that since this policy dealt directly with sensitive trustee issues, it would immediately be sent to the trustees for their input. Following trustee comment, the policy would return to BPARC in order to proceed through the normal review and revision process. The first presentation of this policy to the board of trustees was made at the April 2011 meeting [5.03]. The trustees were given two months to provide comment to the proposed policy changes.

After incorporating the trustee input, a revised draft policy was returned to the vice chancellor to present to BPARC at their next regularly scheduled meeting in June 2011. The revised draft policy was placed on the BPARC agenda for review, comment, and revision, and then forwarded to all participatory governance groups within the district [5.04]. Each Saddleback College governance group representative presented the revised policy to its membership for review [5.05, 5.06]. Following approval from college governance groups, the policy was once again taken back to BPARC for final discussion, approval, and recommendation to the chancellor. The chancellor reviewed the final draft policy and placed it on the September 26, 2011, board agenda [5.07] for adoption and implementation. It was unanimously approved by the board of trustees.

Evaluation

It is recognized that the behavior of the governing board of the district sets the tone for the entire district. Through less-than-cordial public displays at board of trustee meetings over the years, the SOCCCD board of trustees did not always do a good job in establishing a tone of civility and ethical behavior for the district. Therefore, it was extremely important that this policy be revised to include ramifications for violations of the board's Code of Ethics. Fortunately, recent changes in board membership have also ushered in what appears to be a new era of cooperation and collegiality among board members and between the board and district leadership. Addressing this recommendation gave the entire district the opportunity to reaffirm its commitment to ethics, respect, and civility.

Planning Agendas

None

Evidence for District Recommendation 5

- 5.01 Minutes of BPARC, February 11, 2011
<https://sharepoint.socccd.edu/sites/dwc/bparac/Minutes/2011-2-11%20Minutes.pdf>
- 5.02 Board Policy 110, Code of Ethics – Standards of Practice
<https://accreditation.socccd.edu/rtf5/Handouts/BP-1400-Code%20of%20Ethics-Standards%20of%20Practice.pdf>
- 5.03 Minutes of the Board of Trustees Meeting, April 25, 2011
http://socccd.granicus.com/DocumentViewer.php?file=socccd_3f0764338e3ce151faeda1d686323a82.pdf
- 5.04 Minutes of BPARC, June 24, 2011
<https://sharepoint.socccd.edu/sites/dwc/bparac/Minutes/2011-6-24%20Minutes.pdf>
- 5.05 Minutes of the Saddleback College Classified Senate, August 10, 2011
http://www.saddleback.edu/csenate/documents/CS_Minutes081011.pdf
- 5.06 Minutes of the Saddleback College Academic Senate, August 3, 2011
<http://www.saddleback.edu/asenate/documents/AS8-3-11minuteswrollcall.pdf>
- 5.07 Agenda of the Board of Trustee Meeting, September 26, 2011
http://www.socccd.edu/documents/BoardAgenda_Sept11_001.pdf

Response to District Recommendation 6

District Recommendation 6: *The teams recommend that the district provide a clear delineation of its functional responsibilities, the district level process for decision-making and the role of the district in college planning and decision-making. The district should provide a regular review of district communities, conduct an assessment of the overall effectiveness of services to the college and communicate the results of those reviews (IV.B.3.a., IV.B.3.b., IV.B.3.e., and IV.B.3.f.).*

The need for a clear delineation of roles and responsibilities within the district has been an issue since at least 1998, when it was addressed by the accreditation visiting team, and it continued to be identified as problematic in 2010. The *2010 Accreditation Self-Study Report* states that the “roles and scopes of authority has occurred at the college and since 2008, with the board of trustees. However, the role, authority, and responsibilities of the district office personnel and leadership are not clearly defined.” Although the *2008 Focused Midterm Visit Report* concluded that Standard IV.B.3 had been met, the 2010 visiting team reinstated a recommendation on the delineation of district-wide functional responsibilities.

To address previous visiting team recommendations, in May 2007, Dr. Andreea Serban, then vice chancellor of technology and learning resources, coordinated the efforts of representatives from both colleges and from district services in developing a district-wide function map that delineated institutional roles based on primary, secondary, or shared responsibilities. The function map did not include any detail about the exact responsibilities of each entity and it was not subsequently reviewed or modified at the district level. During the 2010 accreditation self-study, Saddleback College, working with Tracy Daly, then district director of public affairs, revised the function map and added narrative for each of the standards and sub-standards in an effort to better understand how decisions are implemented across the district. In its 2010 accreditation report, Irvine Valley College used a function map identical to that developed in 2007.

District Recommendation 6 Task Force, chaired by Dr. Bugay, vice chancellor of human resources, began by looking at the different function maps submitted by the colleges, as well as models from other community colleges in the state. The first decision reached was that the function map should be district-wide and not developed independently at each college. The second decision was that the model used at Saddleback College in 2010 would be adopted, with an additional column for Irvine Valley College [6.01]. The district column was revised as changes were implemented as a result of to the work of the accreditation task forces. The task force also looked at discrepancies between the two function maps and resolved

them in a collegial manner. The resulting document is a comprehensive function map [6.02] that more accurately reflects the functioning of each entity with respect to the accreditation standards, and it will serve as the basis for future elaborations of the workflow in relation to the roles and responsibilities of the colleges and district services.

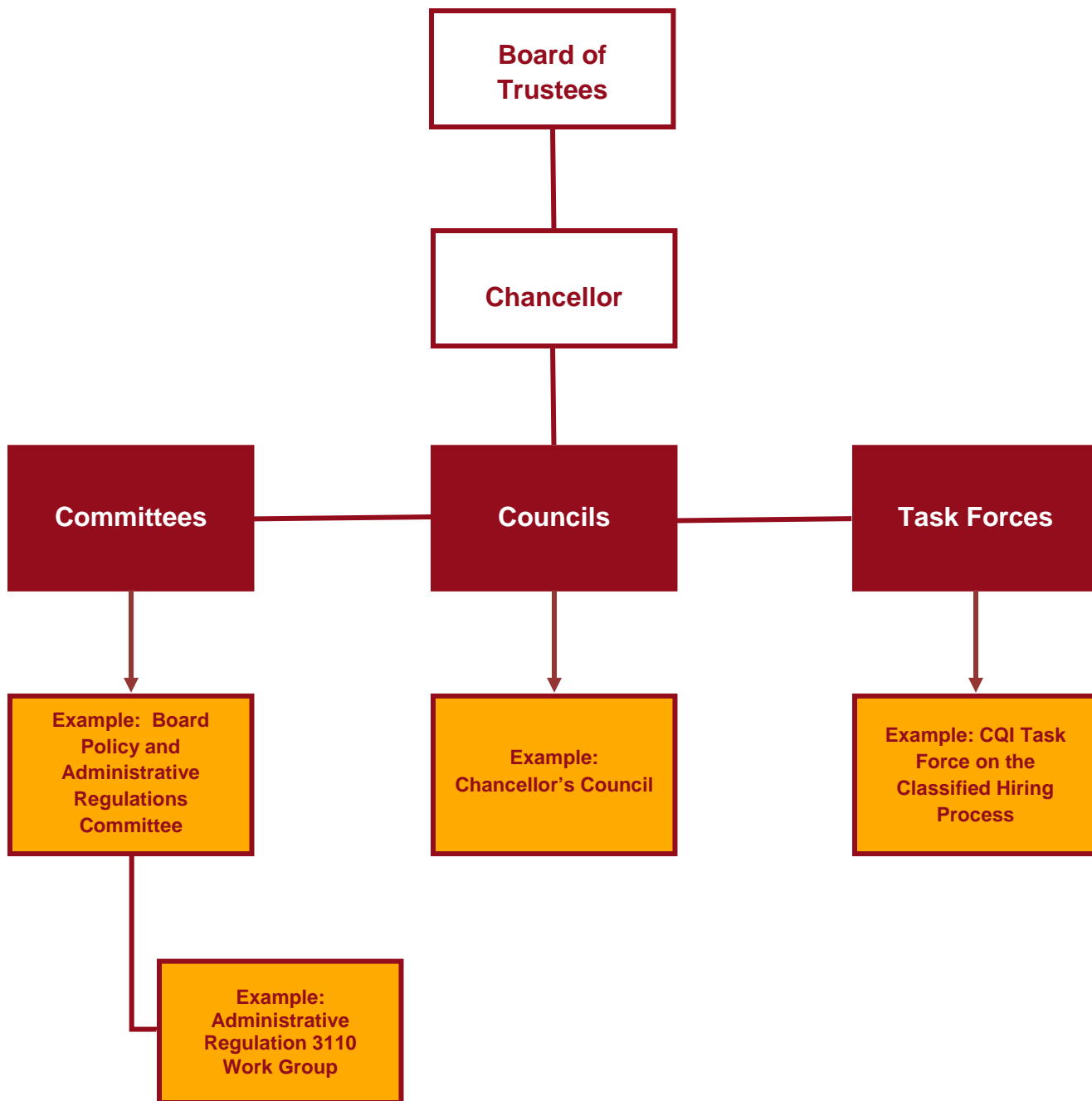
Another main area of concern for the task force was the organization, communication methods, and responsibilities of district-wide committees. The following recommendations were made by the task force and have been implemented:

- Creation of uniform intranet (SharePoint) sites for all district-wide committees so that there will be a record of each committee's charge or purpose, membership, meeting times, agendas, minutes, and decisions made [6.03].
- Review of all district-wide councils, committees, and task forces with the end result being a clear understanding of the committee structure at the district level, as well as the purpose and membership of each committee [6.04; 6.07]. The committees were divided into the following categories:
 - Councils: Composed of administrators and/or executive representatives of faculty, staff, or student organizations. A council often directs the work of numerous committees or task forces. A council meets regularly and its charge is broad in scope. Documents, minutes, agendas, and calendars are posted and available on SharePoint.
 - Committees: Composed of a variety of individuals whose scope of work is narrower than a council. A committee reports its recommendations to senior administrators or a council. A committee can be long-term in nature and may meet on a regular basis. Documents, minutes, agendas, and calendars are posted and available on SharePoint.
 - Task Forces: Composed of a variety of individuals, which may include administrators, managers, and representatives of students, faculty, and staff. Task forces are created to address a specific district-wide issue and meets until its charge has been completed. It is characterized by being focused on a single issue and is usually short-term in nature. Upon completion of the task, the group becomes inactive.
 - Work Groups: Sub-groups of a larger committee that work on a particular, singular issue and then report back to that committee. They

are always short-term and are generally used to gather information around an issue so that the committee can develop recommendations.

The relationship between these different groupings and larger decision-making structures can be seen in the following illustration, which also shows an example from each of the committee types (Figure 6.1):

Figure 6.1: District-wide Committee Structure with Examples



- Creation of a *SOCCCD Planning and Decision-Making Manual* in order to consolidate all documentation of the district-wide processes [6.05].
- Inclusion of all committees in the *SOCCCD Planning and Decision-Making Manual*. The committee pages were modeled after those in the Irvine Valley College planning manual [6.05].
- Implementation of an annual self-evaluation for each committee, the results of which would be placed upon the committee's SharePoint site [6.06]. The process for this self-evaluation is to be determined by each committee and reviewed periodically for effectiveness. The self-evaluation process must include the following components:
 - Review of committee charge.
 - Review of committee membership.
 - Review of communication process.
 - Assessment of goal attainment.
- Development of standardized templates for committee agenda and minutes so that information regarding all recommendations and actions taken will be clear and easily accessed [6.06].
- Development of directions for how committees should function in relation to decision-making. It was recommended that all district-wide committees function on the basis of consensus, and the following model from the *IVC Planning and Decision-Making Manual* was recommended [6.07]:

Committees and task forces that operate on the principle of consensus generally follow these guidelines:

1. Clarification of the Issue: At the outset of the discussion, issues are clearly presented.
2. Discussion/Dialogue: A range of alternatives may be presented to the committee or developed by the committee for discussion. When possible, the committee modifies alternatives to accommodate the interests of committee representatives.
3. Participation: Committee representatives accept responsibility for attending meetings and contributing to the discussion. Silence is not consensus. Absence is not participation.
4. Consensus Does Not Mean Unanimity: The committee reaches consensus once all representatives have had an opportunity to contribute to the discussion. Consensus requires majority rather than unanimous approval.

5. Committee Recommendations/Decisions: Once consensus is achieved, all committee representatives support the decision of the committee. Committees work according to the assumption that silence during the discussion or speaking against the committee decision undermines the process.

Evaluation

As noted in the visiting team's *Evaluation Report*, a clear delineation of roles and responsibilities within the district has been a long-standing problem. The measures outlined here are extremely important in the development of a permanent resolution of this problem. In particular, the creation of jointly developed district-wide planning processes and implementation procedures that are clearly documented in the *SOCCCD Planning and Decision-Making Manual* is unmistakable evidence that the district now understands the importance of these standards for the effectiveness of its institutions.

Planning Agendas

1. Develop work flow documents for the colleges and district services in relation to their different functions in key areas (e.g., human resources, purchasing).
2. Regularly update the *SOCCCD Planning and Decision-Making Manual* so that it always reflects current processes.
3. Regularly review the district-wide committee structure to determine if all existing committees are still relevant, and make changes as needed.

Evidence for District Recommendation 6

- 6.01 Minutes of the Recommendation 6 Task Force, May 11, 2011
<https://accreditation.socccd.edu/rtf6/Shared%20Documents/Meeting%20Agendas%20and%20Minutes/Minutes%20Accred%20Rec%206%20Functional%20Responsibilities%2011%2005%2011.pdf>
- 6.02 SOCCCD Function Map
<https://accreditation.socccd.edu/rtf6/Handouts/Forms/AllItems.aspx>
- 6.03 Minutes of the Recommendation 6 Task Force, June 6, 2011
<https://accreditation.socccd.edu/rtf6/Shared%20Documents/Meeting%20Agendas%20and%20Minutes/Minutes%20Accred%20Rec%206%20Functional%20Responsibilities%2011%2006%2006.pdf>
- 6.04 SOCCCD District-wide Councils, Committees and Task Forces
<https://accreditation.socccd.edu/rtf6/Handouts/District-wide%20Committees%20revised%2011%2009%2007.pdf>
- 6.05 SOCCCD Planning and Decision-Making Manual
<https://accreditation.socccd.edu/dac/Shared%20Documents/DRAFT%20%20ODW%20Planning%20and%20Decision%20Making%20Manual.pdf>
- 6.06 Minutes of the Recommendation 6 Task Force, June 20, 2011
<https://accreditation.socccd.edu/rtf6/Shared%20Documents/Meeting%20Agendas%20and%20Minutes/Minutes%20Accred%20Rec%206%20Functional%20Responsibilities%2011%2006%2020%20Final.pdf>
- 6.07 Minutes of the Recommendation 6 Task Force, July 20, 2011
<https://accreditation.socccd.edu/rtf6/Shared%20Documents/Meeting%20Agendas%20and%20Minutes/Minutes%20Accred%20Rec%206%20Functional%20Responsibilities%2011%2007%2020%20Final.pdf>

In the process of addressing the six ACCJC recommendations, personnel from the colleges and district services came together in unprecedented fashion to genuinely grapple with the issues that have plagued the district for quite some time. The ACCJC recommendations validated many of the observations made in the college's self-study report, and have provided the necessary leverage to make significant progress. These recommendations have, in fact, served as a catalyst for meaningful positive changes in the functioning of the district and for a renewed sense of optimism about the future. Indeed, one of the by-products has been the recognition that the "district" denotes more than just the people who work in the district service offices. Instead, the district should be seen as denoting all employees of the SOCCCD, and, therefore, when addressing these recommendations it has been incumbent upon everyone to contribute to meaningful change at all levels of the institution.

Through the hard work and commitment of many individuals, the district has improved the way it communicates, plans, makes decisions, and utilizes its resources. These improvements are supported by a new chancellor who has the respect of the college community and has demonstrated his intentions of working collaboratively with the college and its participatory governance groups. A concomitant shift in the make-up of the board of trustees provides an additional reason for optimism. Although there is still work left to be done, as indicated by the planning agendas set forth in this report, the college and district have made real progress over the past year and are now, we believe, in full compliance with all ACCJC standards. We look forward to demonstrating our continued advances in the midterm report.