1. Why are Fullerton and Cypress Colleges on warning when the problem is the District?
   - Action letters
     Fullerton: 3 District recommendations and 5 college recommendations
     Cypress: 3 District recommendations and 2 college recommendations
     *Handout: What do the ACCJC standards mean when they refer to “an institution”?

2. Why such a harsh sanction?
   *Handout: 2005 and 2011 ACCJC District Recommendations

3. What do we need to do to remove the sanction?
   *Handout: Deconstructing the 2011 District Recommendations

4. How will a District planning model impact the campus planning models?
   *Handout: What does integrated planning mean?

5. What is a Decision-Making Manual?
   *Handout: Draft Table of Contents

6. What should we call this manual?
   NOCCCD Decision-Making manual
   Making Decisions in the North Orange County Community College District
   NOCCCD Making Decisions Manual

7. What are the tasks for this workgroup?
   ____ Confirm list of current District groups
   ____ Identify gaps: are other District groups needed?
   ____ Recommend changes to the current structure
   ____ Provide feedback on:
     • the charge, composition, and meeting pattern of each District group
     • the type, format and timeline for regular evaluation of governance, and decision-making processes
     • a process for communicating results of the assessment
     • a process for using the results to improve processes

8. What is our timeline for this work?
   October 21, 2011 at 1 pm 2nd and final Workgroup meeting
   October 26 Drafts Ready for District-wide Review
   November 18 Feedback Due
   December 2 Final Documents
   January Implementation

Sample Decision-Making Manuals:
# MEETING SIGN-IN SHEET

**Project:** Decision-Making Workgroup  
**Meeting Date:** September 16, 2011  
**Facilitator:** Nancy Byrnes, Eva Conrad, Deborah Ludford  
**Place/Room:** 1008

<table>
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</table>
What do the ACCJC standards mean when they refer to "an institution"?

A Community College District is the fiscal and legal entity designated to receive state funding to provide higher education to a specific geographic area. The Community College District develops the necessary infrastructure to provide those services.

A Single College Community College District exists when a Community College District establishes one college to serve a community. Even if that District establishes centers to provide instruction and student services in locations distant from the College, it is still a Single College District.

One Institution: A Single-College Community College District

- Elected Board of Trustees
- Superintendent/President
- Administration
- Policies and Procedures
- Instruction
  - (curriculum, faculty, staff)
- Student Services
  - (programs, faculty, staff)
- Facilities
- Human Resources
- Fiscal Services
- Technology
When a Community College District determines that comprehensive colleges on two or more different sites would better serve a community, then a Multi-college Community College District is formed. In multi-college districts "an institution" refers to each College plus the Board, the District administration, and all other District Services necessary to carry out the legal, fiscal, and educational obligations of the Community College District. While it is true that ACCJC accredits colleges rather than districts, a college in a multi-college district is considered to be a complete institution only when it includes the Board, Chancellor and district services that support student learning and the legal and fiduciary responsibilities of such a public education institution.
<table>
<thead>
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<tbody>
<tr>
<td>#1 District Budget Allocation Model</td>
<td><strong>Team Evaluation of Institutional Response to the 2005 Team Recommendations:</strong> The Team found evidence that the District, in consultation with its colleges, reviewed the systems budget allocation model following the 2005 Team visit. No changes were instituted in the model following this review. The team noted, however, that no document explaining the model's elements of operation could be identified by the District or College. Further, it is evident that the District's budget allocation model is not understood by College staff, including the senior administrative management team. College personnel found no evidence that the District allocation model has been assessed for its effectiveness.</td>
<td>#2. To fully meet the standards, the team recommends the district more clearly delineate its budget allocation model, communicate the model to campus constituencies, and provide clarity as to its link to district planning.</td>
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<td><strong>The Team recommends that the District Chancellor develop and implement an evaluation of the existing budget allocation model and make adjustments if appropriate to meet the needs of the entire District.</strong></td>
<td><strong>Team Evaluation Report Conclusion to Standard IV.A.:</strong> A positive report on participatory governance followed by: The Team found, however, that the College's constituent groups expressed a lack of understanding regarding the District's Budget Allocation Model and its planning governance and decision-making activities. Moreover, it was noted by the Team that the District has not assessed any of its processes for effectiveness in supporting student learning.</td>
<td>#3. In order to meet the standards, the team recommends that the district conduct regular analysis an evaluation of its district planning, governance, and decision-making processes in order to assess the efficacy of these systems and ensure their effectiveness. Results of these analyses and findings should be broadly communicated across the institutions and used as a basis for improvement, as appropriate.</td>
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<td><strong>#2: District Institutional planning</strong>&lt;br&gt;The Team recommends that the Board of Trustees and Chancellor implement a process to systematically develop and document strategic institutional goals for the District. The goals should: provide a framework for the Colleges’ institutional planning processes; include a review of the District mission statement to ensure that the District’s strategic goals align with the mission; and are reflected in the allocation of District resources.</td>
<td><strong>Team Evaluation of Institutional Response to the 2005 Team Recommendations:</strong> The Team found that a District institutional plan was developed in 2005-2006, which provides the framework for College goals, and an Education Master Plan is currently being drafted that will provide overarching initiatives for the District and Colleges. <strong>The Team found no evidence that the District’s planning/goal setting and resource allocation process has been evaluated for its effectiveness.</strong> Planning documents indicate the District’s planning and goal setting processes are incorporated into the system’s mission statement. <strong>The Team identified a great deal of confusion on the part of College employees regarding the District planning process, its link to resource allocations, and their respective roles in goal setting at the system level.</strong></td>
<td><strong>#1.</strong> In order to meet the standards, the team recommends that the district, in concert with the colleges, further define and align planning, governance, and decision-making processes to provide improved clarity to its structure, function, and linkages.</td>
</tr>
<tr>
<td>ACCJC 2011 Recommendation 1</td>
<td>Fall 2011 Workgroup Tasks</td>
<td>How to document</td>
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| ...define and align planning... processes to provide improved clarity to its structure, function, and linkages. | _- Review the elements in a planning cycle_  
| | _- Identify which plans/processes the District has in place_  
| | _- Identify plans that need to be developed_  
| | _- Provide feedback on:_  
| | _- the purpose, process and timeline for each component of the planning process_  
| | _- the type, format and timeline for regular evaluation of planning, processes_  
| | _- a process for communicating results of the assessment_  
| | _- a process for using the results to improve processes_  
| | _- Develop a graphic showing how the various plans link to one another_  
| | | Stand-alone NOCCCD Integrated Planning Manual  
| | | - or-  
| | | Include as part of NOCCCD Decision-making Manual  
| | | Integrated Planning Workgroup |
| ...define and align ... governance, and decision-making processes to provide improved clarity to its structure, function, and linkages. | _- Confirm list of current District groups_  
| | _- Identify gaps: are other District groups needed?_  
| | _- Recommend changes to the current structure_  
| | _- Provide feedback on:_  
| | _- the charge, composition, and meeting pattern of each District group_  
| | _- the type, format and timeline for regular evaluation of governance, and decision-making processes_  
| | _- a process for communicating results of the assessment_  
| | _- a process for using the results to improve processes_  
| | | NOCCCD Decision-making Manual  
<p>| | | Decision-making Workgroup |</p>
<table>
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<th>Fall 2011 Workgroup Tasks</th>
<th>How to document</th>
<th>Workgroup</th>
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</table>
| Planning component to be updated: Strategic Plan | Determine:  
- the term of the Strategic Plan  
- the lexicon for the Strategic Plan | NOCCCD Strategic Plan 2012 - 2014 | Strategic Plan Workgroup |
|                            | Provide feedback on:  
- District Objectives,  
- action plans,  
- responsible parties  
- timelines | | |
|                            | Provide feedback on:  
- Schedule of reviews of the current resource allocation model  
- The Resource Allocation Handbook  
|                            | Establish processes to link resources to planning | | |

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<th>ACCJC 2011 Recommendation 3</th>
<th>Fall 2011 Workgroup Tasks</th>
<th>How to document</th>
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| ...regular analysis an evaluation of its district planning, governance, and decision-making processes in order to assess the efficacy of these systems and ensure their effectiveness. Results of these analyses and findings should be broadly communicated across the institutions and used as a basis for improvement, as appropriate. | Provide feedback on:  
- the type, format and timeline for regular evaluation of planning, governance, and decision-making processes  
- a process for communicating results of the assessment  
North Orange County Community College District
Decision-Making Manual

Introduction

Types groups that develop recommendations
Governance Groups
Organizational Groups
Ad Hoc Workgroups

Role of District Constituents

District Governance Groups
Chancellor’s Cabinet
District Curriculum Coordinating Committee
District Planning Committee
   Sub-committee: Technology Advisory Committee

District Organizational Groups
Chancellor’s Staff
District Technology Roundtable
Banner Steering Committee
   Sub-committees
      Student Team
      Portal Steering Committee
      Webstar Team
Budget Officers
Research Team

Appendices
District Organizational Charts
California Code of Regulations for Collegial Consultation
   Academic Senate (Title 5, Sections 53200, 53206, 51023)
   Staff (Title 5, Section 51023.5)
   Students (Title 5, Section 51023.7)