
CYPRESS COLLEGE



**FOLLOW-UP REPORT TO
ACCREDITATION
RECOMMENDATIONS**

Cypress College
9200 Valley View Street
Cypress, CA, 90630

March 15, 2012

Certification

This follow-up report describes the actions taken by Cypress College to address the recommendations received from the Accrediting Commission for Community and Junior Colleges (henceforth referred to as ACCJC) based on review of the institutional Self Study and evaluation by the team that visited Cypress College from March 14 to March 17, 2011. The College received the Commission's findings on June 30, 2011. There were five recommendations: three listed as District Recommendations, and two as College Recommendations. There was also a reminder for the College.

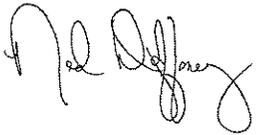
The District recommendations are addressed jointly by Cypress College, Fullerton College, the School of Continuing Education, and the District Office. Four teams representing broad participation from the four district entities mentioned above participated in developing actions to resolve the recommendations. The actions developed by the teams were shared with representatives from the individual colleges as well as with shared governance bodies such as the District Planning Council (henceforth referred to as DPC).

Two recommendations pertaining to Cypress College were discussed broadly at several shared governance and other College leadership committees. There was broad participation from faculty, classified, administrative staff, community members and students in developing the responses and actions to address the recommendations.

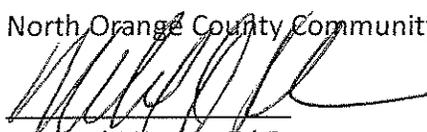
Signed by:



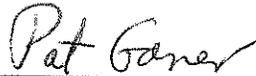
Molly McClanahan
President, Board of Trustees
North Orange County Community College District



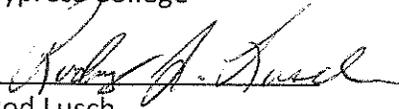
Ned Doffoney, Ed.D.
Chancellor
North Orange County Community College District



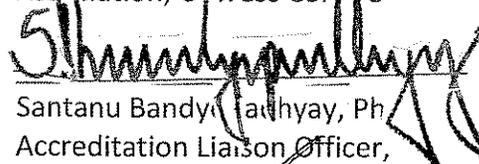
Michael J. Kasler, Ed.D.
President, Cypress College



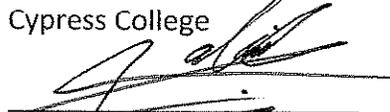
Pat Ganer, Ph.D.
President, Academic Senate,
Cypress College



Rod Lusch
President, California School Employees'
Association, Cypress College



Santanu Bandyopadhyay, Ph.D.
Accreditation Liaison Officer,
Cypress College



Gabriel Rubio
President, Associated Students,
Cypress College

Table of Contents

Certification.....	2
Table of Contents.....	3
Report preparation	4
Response to Commission Action Letter.....	5
DISTRICT RECOMMENDATION #1.....	5
DISTRICT RECOMMENDATION #2.....	17
DISTRICT RECOMMENDATION #3.....	22
COLLEGE RECOMMENDATION #1.....	26
COLLEGE RECOMMENDATION #2.....	28
Appendix I.....	29
List of participants for Strategic Planning Colloquium 2011	29
Appendix II.....	31
Leadership Team Participants.....	31
Appendix III.....	34
President’s Advisory Cabinet Members.....	34
Appendix IV.....	35
Planning and Budget Committee Members	35
Appendix V.....	36
Meeting Schedules.....	36
Appendix VI.....	37
Planning and Evaluation Manual	37
Appendix VII.....	48
BP 4021: Educational Program Discontinuance	48
AP 4021: Educational Program Discontinuance	49
Appendix VIII.....	55
Evidence for Response to ACCJC District Recommendation #1	55
Evidence for Response to ACCJC District Recommendation #2	57
Evidence for Response to ACCJC District Recommendation #3	58
Evidence for Response to ACCJC College Recommendation #1.....	59
Evidence for Response to ACCJC College Recommendation #2.....	59

Report preparation

This report is prepared by the Accreditation Liaison Officer for Cypress College in collaboration with the Accreditation Liaison Officer for Fullerton College and the District Director of Public Affairs of the North Orange County Community College District. Others who directly contributed to development of the contents of this report include the participants of the College Strategic Planning Colloquium (Appendix I), Leadership Team at Cypress College (Appendix II), President's Advisory Cabinet (henceforth referred to as PAC) (Appendix III), and Planning and Budget Committee (henceforth referred to as PBC) (Appendix IV).

The process of preparation of this report included discussion of the recommendations and identifying ACCJC findings with accreditation standards in open forums that included participation from faculty, classified staff, administrators, community members and students; the teams mentioned above also participated in these discussions. Three District Recommendations were addressed jointly by Cypress College, Fullerton College, the School of Continuing Education, and the District Office. Timeline for developing response to the district recommendations is provided under the specific recommendations. Response to College Recommendation #1 was developed following a series of dialogues at Cypress College. The Office of Institutional Research and Planning, which is also the Office of the Accreditation Liaison Officer, summarized discussions from the forums and developed specific action plans to address the recommendations. The action plans were refined with feedback received from the PAC and PBC members. The action plans were communicated to the campus community on Spring Opening Day and several other forums on campus (Appendix V). The timeline for these dialogues is provided under response to College Recommendation #1. Response to College Recommendation #2 was developed in collaboration with two other academic entities of the District: Fullerton College and the School of Continuing Education.

The action plans were approved by the Academic Senate, PAC and the Board of Trustees. The action plans were communicated to the campus community via the weekly newsletter @Cypress - and were placed on the College website.



Michael J. Kasler, Ed.D.

President, Cypress College

Response to Commission Action Letter

The commission's letter contained five recommendations and one reminder: three of the recommendations were addressed to the District and two were directed at the College. Each recommendation and the College response are described in the following section.

DISTRICT RECOMMENDATION #1

In order to meet the Standards, the Team recommends 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. (Standards IB.3; IB.4; IB.6; IVA.3; IVB.3.a; Eligibility Requirement 19)

Response to District Recommendation #1

The commission's recommendation directs the North Orange County Community College District (NOCCCD) to articulate and align both district-level planning and governance/decision-making processes. The two sets of processes – planning and governance/decision-making – were addressed separately albeit with similar processes.

Assessment of District-level Planning and the Creation of the *North Orange County Community College District 2012 Integrated Planning Manual*

When this recommendation was received in June, 2011, the *North Orange County Community College District District-wide Strategic Plan 2009-2011* (D1-01) was at the end of its term and NOCCCD was mid-way through the development of the *North Orange County Community College District 2011 Comprehensive Master Plan*. (D1-02) Although these two key documents provide evidence that district-level planning was taking place, the visiting team correctly identified that NOCCCD had neither clearly articulated district-level planning processes nor had described how the components of district-level planning were connected to one another and with campus planning processes.

In late spring 2011 the Chancellor, two College Presidents and Provost of the School of Continuing Education appointed 40 representatives to serve on an Ad Hoc District Planning Committee. (D1-03) In July, this Committee met for the purposes of confirming the District Strategic Directions for the *North Orange County Community College District 2011 Comprehensive Master Plan* and to review a proposed process for working toward resolution of the ACCJC District Recommendations. The Chancellor assigned the District Director of Information Services with facilitating this process in collaboration with a consultant.

The challenge was to develop a process that would complete the task on an accelerated timeline while still providing multiple opportunities for feedback. To meet this challenge, a process was used that combined the use of core teams called workgroups for preparing initial drafts combined with broad distribution of multiple drafts district-wide. (D1-04) This approach was used to develop three documents that are central to NOCCCD's response to the ACCJC District Recommendations:

- *North Orange County Community College District 2012 Integrated Planning Manual*
- *North Orange County Community College District 2012 Decision Making Resource Manual: Structure, Function, and Alignment*

- *North Orange County Community College District Budget Allocation Handbook 2012*

The timeline for the development of these three documents is approximately the same. Despite the similarities in processes and timelines, each document is described separately in this Follow-Up Report to enhance clarity. When the supporting evidence applies to more than one document, it is included only once.

The following is a summary of the process for the development of the *North Orange County Community College District 2012 Integrated Planning Manual*. A chronology of the specific steps follows this summary.

Integrated Planning Workgroup: The Integrated Planning Workgroup was intentionally composed of faculty leaders and administrators chosen for their familiarity with or interest in planning concepts and processes. The Integrated Planning Workgroup did not represent each NOCCCD constituency; instead it was intended to function as a small, task-focused cadre of writers and first readers. In its first meeting (D1-05), the Integrated Planning Workgroup was charged with:

- Describing and evaluating current district-level planning processes;
- Comparing the current processes to integrated planning processes in other districts;
- Recommending solutions to identified gaps in the planning processes; and
- Creating a manual to guide integrated planning at the district level in the NOCCCD.

Also in its first meeting, when the Integrated Planning Workgroup compared the components typically found in integrated planning cycles with current district-level planning, they identified the need to develop:

- Charts showing the timeline and process for all current district-level planning processes;
- A process for District Services Administrative Review;
- A process to assess and document progress on District Strategic Directions; and
- A process to assess planning and decision-making processes.

The missing processes were developed through small group discussions. Their recommendations were then reviewed by the rest of the Integrated Planning Workgroup members. The *North Orange County Community College District 2012 Integrated Planning Manual* was revised three times within the Integrated Planning Workgroup before this document was distributed to a larger audience. (D1-06, D1-07, D1-08) In this way, when NOCCCD constituencies were reviewing and critiquing the descriptions of current district-level planning processes in the drafts of the *North Orange County Community College District 2012 Integrated Planning Manual*, they were also reviewing and critiquing recommended revisions and additions to district-level planning processes.

First distribution of a draft to all employees at each site: When the Integrated Planning Workgroup deemed that the draft was ready for review and comment by a larger audience, the CEOs at each site distributed the draft *North Orange County Community College District 2012 Integrated Planning Manual* to everyone at his/her site for their review and comment. (D1-09) Responses to this feedback were returned to the campuses and this feedback was used to prepare yet another draft. (D1-10)

First distribution of a draft to Chancellor's Cabinet/District Planning Council: The resulting draft was then distributed to Chancellor's Cabinet/District Planning Council members, each of whom represents a specific

constituency. The Chancellor’s Cabinet/District Planning Council members were asked to circulate the draft to their constituencies and to share that feedback at the subsequent meeting. (D1-11, D1-12) The draft was sent to all employees of Cypress College by the CEO (e-mail of 11/02/2011, seeking feedback by November 18). Feedback from this review by constituent groups was incorporated to prepare another draft. (D1-13)

Second distribution of a draft to all employees at each site: Once again the CEOs of each site distributed the draft to everyone at their site for review and comment. (D1-14) The Chancellor distributed the draft to the Board for review and comment. (D1-15)

Second distribution of a draft to Chancellor’s Cabinet/District Planning Council: Once again the feedback was incorporated into the draft *North Orange County Community College District 2012 Integrated Planning Manual* and responses to the feedback were returned the campuses. (D1-16) The resulting draft was distributed to Chancellor’s Cabinet/District Planning Council members. (D1-17) The Chancellor’s Cabinet/District Planning Council members were asked to circulate the draft to their constituencies and to bring that feedback to the following meeting. (D1-18)

The feedback from this final round of feedback was incorporated into the document to prepare the next draft of the *North Orange County Community College District 2012 Integrated Planning Manual* which was presented to the Board for information. (D1-19) Following the integration of their comments, the final document was approved by Chancellor’s Cabinet/District Planning Council on February 13, 2012 (D1-20). The final *North Orange County Community College District 2012 Integrated Planning Manual* was presented to the Board on February 28, 2012. (D1-21)

The following chronology tracks the multiple cycles of draft → distribute → feedback → re-draft.

Date	Integrated Planning Manual Activities
August	<p>The following members of the Ad Hoc District Planning Committee volunteered to serve on the Integrated Planning Workgroup:</p> <p>Representing Cypress College</p> <ul style="list-style-type: none"> - Lisa Clark, faculty - Rick Rams and Santanu Bandyopadhyay, administrators <p>Representing Fullerton College:</p> <ul style="list-style-type: none"> - Sean Chamberlin, faculty - Terry Giugni and Ken Meehan, administrators <p>Representing the School of Continuing Education:</p> <ul style="list-style-type: none"> - Vaniethia Hubbard, administrator
September 16	<p>Led by the District Director of Information Services and the consultant, the Integrated Planning Workgroup completed these tasks in its first meeting (D1-05):</p> <ul style="list-style-type: none"> ▪ Reviewed the elements commonly found in a planning cycle ▪ Identified which components of the planning cycle are currently part of district-level planning ▪ Identified which components of the planning cycle that need to be developed ▪ Provided feedback on drafts and samples from other district planning models that show: <ul style="list-style-type: none"> - the purpose, process and timeline for each component for each planning

	<p>process</p> <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> ▪ Discussed a graphic to show how the components of the district-level planning link to one another
October 6	Draft 1 of the <i>North Orange County Community College District 2012 Integrated Planning Manual</i> was distributed to the Integrated Planning Workgroup for review and comment. (D1-06)
October 12-14	Based on feedback from the Integrated Planning Workgroup, Draft 2 was prepared and distributed to the Integrated Planning Workgroup in preparation for the second Integrated Planning Workgroup meeting. (D1-07)
October 21	Second meeting of the Integrated Planning Workgroup to reach consensus on various issues that were identified during the reviews. (D1-08)
October 24 – November 2	Based on feedback from the second meeting of the Integrated Planning Workgroup, Draft 3 was prepared.
November 3	First district-wide review: The site CEOs distributed Draft 3 at their campuses with feedback due by November 18. (D1-09)
November 18 - 25	Based on feedback from the district-wide review, Draft 4 was prepared and responses to all feedback were sent to the site that provided the feedback. (D1-10)
November 24	Draft 4 distributed to Chancellor’s Cabinet/District Planning Council. (D1-11)
November 28	Draft 4 introduced at Chancellor’s Cabinet/District Planning Council and discussion was slated for December 12. (D1-12)
December 12	Members of Chancellor’s Cabinet/District Planning Council provided feedback on Draft 4. (D1-13)
December 13 – 22	Based on feedback from Chancellor’s Cabinet/District Planning Council, Draft 5 was prepared.
December 22	Second district-wide review: The site CEOs distributed Draft 5 at their campuses with feedback due by January 13. (D1-14)
January 6	Draft 5 distributed to the Board for review and comment. (D1-15)
January 13 – 19	Based on feedback from the second district-wide review, Draft 6 was prepared and responses to all feedback were sent to the site that provided the feedback. (D1-16)
January 19	Draft 6 distributed to Chancellor’s Cabinet/District Planning Council. (D1-17)
January 23	Draft 6 discussed at Chancellor’s Cabinet/District Planning Council. No requests for changes were submitted. Final action on the <i>North Orange County Community College District 2012 Integrated Planning Manual</i> was slated for the February 13 Chancellor’s Cabinet/District Planning Council meeting. (D1-18)
January 24	Draft 6 presented to the Board for information. (D1-19)
February 13	Final <i>North Orange County Community College District 2012 Integrated Planning Manual</i> approved at the Chancellor’s Cabinet/District Planning Council meeting. (D1-20)
February 28	Final <i>North Orange County Community College District 2012 Integrated Planning Manual</i> presented to the Board for information. (D1-21)

The *North Orange County Community College District 2012 Integrated Planning Manual* begins with a description of the NOCCCD integrated planning model. Following that overview is a description of the process and timeline for each of these components in the model:

- District Mission Statement
- Comprehensive Master Plan
- District-wide Strategic Plan
- District Services Administrative Review
- Budget Allocation
- Plan Implementation
- Assessment of Progress on District Strategic Directions
- Assessment of the Planning and Decision-making Processes

Each of NOCCCD's entities, Cypress College, Fullerton College and the School of Continuing Education, also has an integrated planning process in which the components are linked to one another. The planning processes at each NOCCCD entity link to the district-level planning in two ways:

- The District Strategic Directions establish the district-wide institutional goals. The campuses in turn develop site-specific goals, objectives, and action plans that collectively contribute to the achievement of the District Strategic Directions.
- The annual Progress Report details progress on District Strategic Directions and District Objectives as well as campus goals and objectives.

The *North Orange County Community College District 2012 Integrated Planning Manual* describes two processes to maintain the credibility of the document as a reliable resource:

- The Manual will be reviewed annually to reflecting minor changes, such as in descriptions, timelines, or processes, and
- The Manual will be updated every three years to reflect changes that result from the assessment of the planning processes. Refer to the response to District Recommendation #3 for a description of the assessment process.

Assessment of District-level Governance and Decision-Making and the Creation of the *North Orange County Community College District 2012 Decision Making Resource Manual: Structure, Function, and Alignment*

When this ACCJC recommendation was received in June, 2011, NOCCCD had in place documents to describe the purpose and membership of the two primary district-level governance groups: District Planning Council and the Chancellor's Cabinet. (D1-22) These documents are distributed each year to the groups and are available online. However, the visiting team correctly noted that the current documents did not describe the flow of recommendations and did not include explanations of the purpose and membership of organizational groups.

As a result of failing to explain governance and decision-making processes so that they are transparent across NOCCCD, lack of trust was often cited as a characteristic of the dynamics within NOCCCD. Without trust, a

collegial culture is elusive and decisions are perceived to be reached without consultation as opposed to being reached through a partnership of Board members, faculty, staff, administration, and students.

As part of the effort to reduce tensions and increase trust across NOCCCD, in July, 2011, the 40 members of the Ad Hoc District Planning Committee were interviewed to ascertain their current concerns and their visions for the future of the campuses and district. (Refer to D1-02, Chapter 2, page 2-80 and the Appendix, pages A-2 through A-5.) The following nine themes describe the group's collective vision of NOCCCD's potential in the next decade:

1. NOCCCD will be student-centered.
2. Each NOCCCD campus will have a distinctive identity.
3. NOCCCD will be innovative.
4. NOCCCD will be courageous.
5. NOCCCD will communicate effectively within the district.
6. NOCCCD will be characterized by mutual respect for all sites within the district.
7. NOCCCD will be proactively compliant.
8. NOCCCD will have strong educational partnerships.
9. NOCCCD will reflect the community.

The fifth theme is of particular relevance to governance and decision-making. The specific suggestions offered in the interviews to strengthen trust in NOCCCD leadership were to:

- Clearly define roles for employees at all levels of NOCCCD;
- Clearly articulate decision-making processes;
- Develop goals and priorities through collaboration;
- Develop systems of accountability to ensure consistent adherence to those goals and priorities;
- Rely on data to make decisions and set priorities; and
- Create venues for representatives of the sites to collaborate with each other for the benefit of students district-wide.

To follow-up on some of these suggestions, the *North Orange County Community College District 2012 Decision Making Resource Manual: Structure, Function, and Alignment* was developed to clarify the roles and responsibilities of constituent groups as well as the processes that are used to make decisions in the NOCCCD.

The Chancellor assigned the District Director of Information Services to co-facilitate with a consultant the development of the *North Orange County Community College District 2012 Decision Making Resource Manual: Structure, Function, and Alignment*. Faced with the same challenge to develop a process that would complete the task on an accelerated timeline while still providing multiple opportunities for feedback, a process was used that is similar to the process previously described in this response to District Recommendation #1 regarding the development of the *North Orange County Community College District 2012 Integrated Planning Manual*.

The following is a summary of the process used to develop the *North Orange County Community College District Decision Making Resource Manual: Structure, Function, and Alignment*. A chronology of the specific steps follows this summary.

Decision Making Workgroup: The Decision Making Workgroup was intentionally composed of faculty leaders and administrators chosen for their familiarity with or interest in governance and decision-making processes. This Decision Making Workgroup did not represent each District constituency; instead it was intended to function as a small, task-focused cadre of writers and first readers. The Decision Making Workgroup was charged with:

- Clarifying and describing the purpose, membership, and reporting structure of current district-level governance and decision-making processes;
- Evaluating the effectiveness of current district-level governance and decision-making processes;
- Identifying gaps in the district-level governance and decision-making processes and recommending strategies to fill those gaps; and
- Creating a manual to describe the structure, function, and alignment of governance and decision-making processes at the district level in the NOCCCD.

In their first meeting, the Decision Making Workgroup agreed that it was their task to develop a document that would describe the mechanisms by which NOCCCD ensures that there are opportunities for meaningful collaboration and that the voices of the constituent groups are heard in making decisions. During the two meetings of the Decision Making Workgroup (D1-23, D1-28), the following tasks were accomplished:

- Defined the role of constituents from the Board to students to frame the governance and decision-making processes;
- Developed a list of current district-level governance and decision-making groups;
- Defined the purpose, membership, and reporting structure for each existing district-level governance and decision-making group;
- Reviewed the list of current groups and identified that instructional and student services were two areas where a district-level governance and decision-making group needed be added; and
- Recommended changes to the current district-level governance and decision-making structure, such as:
 - o Renaming groups to better describe their function;
 - o Revising/articulating groups' purposes to narrow and/or expand the group's purview; and/or
 - o Clarifying the group or position who received groups' recommendations.

As with the *North Orange County Community College District 2012 Integrated Planning Manual*, these recommended changes to governance and decision-making groups were incorporated into the drafts of the *North Orange County Community College District 2012 Decision Making Resource Manual: Structure, Function, and Alignment*. (D1-24, D1-25, D1-26, D1-27, D1-28, D1-29) The task for the Decision Making Workgroup and larger audiences when they responded to drafts of the *North Orange County Community College District 2012 Decision Making Resource Manual: Structure, Function, and Alignment* included the review and critique these recommended changes in governance and decision-making groups.

First distribution of a draft to all employees at each site: When the Decision Making Workgroup deemed that the draft was ready for review and comment by a larger audience, the CEOs at each site distributed the draft *North Orange County Community College District 2012 Decision Making Resource Manual: Structure, Function, and Alignment* to everyone at his/her site for their review and comment. (D1-30)

Responses to this feedback were returned to the campuses and this feedback was used to prepare yet another draft. (D1-31)

First distribution of a draft to Chancellor’s Cabinet/District Planning Council: The resulting draft of the *North Orange County Community College District 2012 Decision Making Resource Manual: Structure, Function, and Alignment* was then distributed to Chancellor’s Cabinet/District Planning Council members, each of whom represents a specific constituency. The Chancellor’s Cabinet/District Planning Council members were asked to circulate the draft to their constituencies and to share that feedback at the subsequent meeting. (D1-32) Cypress College circulated the draft to the campus community on November 02, 2011 and collected feedback by November 18, 2011. The feedback was consolidated by three campus representatives. The campus recommendations were presented at the DPC meeting. Feedback from this review by constituent groups was provided in the following meeting and was incorporated to prepare another draft. (D1-13)

Second distribution of a draft to all employees at each site: Once again the CEOs of each site distributed the draft *North Orange County Community College District 2012 Decision Making Resource Manual: Structure, Function, and Alignment* to everyone at their site for review and comment. (D1-14) The Chancellor distributed the draft to the Board for review and comment. (D1-15)

Second distribution of a draft to Chancellor’s Cabinet/District Planning Council: Once again the feedback was incorporated into the draft *North Orange County Community College District 2012 Decision Making Resource Manual: Structure, Function, and Alignment* and responses to the feedback were returned the campuses. (D1-16) The resulting draft was distributed to Chancellor’s Cabinet/District Planning Council members. The Chancellor’s Cabinet/District Planning Council members were asked to circulate the draft to their constituencies (D1-17) and to bring that feedback to the following meeting. (D1-18)

The feedback from this final round of feedback was incorporated into the document to prepare the next draft of the *North Orange County Community College District 2012 Decision Making Resource Manual: Structure, Function, and Alignment* which was presented to the Board for information. (D1-19) Following the integration of their comments, the final document was approved by Chancellor’s Cabinet/District Planning Council on February 13, 2012. (D1-20) The final *North Orange County Community College District 2012 Decision Making Resource Manual: Structure, Function, and Alignment* was presented to the Board on February 28, 2012. (D1-21)

The following chronology tracks the multiple cycles of draft → distribute → feedback → re-draft.

Date	Decision Making Resource Manual Activities
August	The following members of the Ad Hoc District Planning Committee volunteered to serve on the Decision Making Workgroup: <ul style="list-style-type: none"> Representing Cypress College <ul style="list-style-type: none"> - Cherie Dickey, faculty - Bob Simpson and Steve Donley, administrators Representing Fullerton College <ul style="list-style-type: none"> - Sean Chamberlin, faculty - Dan Tesar, Mark Greenhalgh and Mike Perez, administrators Representing the School of Continuing Education

	<ul style="list-style-type: none"> - Fred Rocha, administrator Representing District Services - Fred Williams, administrator
September 16	<p>Led by the District Director of Information Services and the consultant, the Decision Making Workgroup completed these tasks in its first meeting. (D1-23)</p> <ul style="list-style-type: none"> ▪ Confirmed the list of current district-level governance and decision-making groups ▪ Identified two areas where a district-level governance and decision-making group is needed: instruction and student services ▪ Recommended changes to the current structure, including (1) the renaming of various groups and a clarifying of the purpose of the group and (2) converting the Research Team organizational group into a governance group called Institutional Effectiveness Coordinating Council and to expand the purpose of this Council to include accreditation ▪ Provided feedback on the draft charge, composition, and meeting pattern of each District group ▪ Brainstormed a process for the assessment of governance and decision-making processes
September 27	Draft 1 of the <i>North Orange County Community College District 2012 Decision Making Resource Manual: Structure, Function, and Alignment</i> was distributed to the Decision Making Workgroup for review and comment with feedback due on September 30. (D1-24)
October 4	Based on feedback from the Decision Making Workgroup, Draft 2 was prepared and distributed to the Decision Making Workgroup for review and comment with feedback due on October 12. (D1-25)
October 16	Based on feedback from the Decision Making Workgroup (D1-26), Draft 3 was prepared and distributed to the Decision Making Workgroup in preparation for the second Decision Making Workgroup meeting. (D1-27)
October 21	Second meeting of the Decision Making Workgroup to reach consensus on various issues that were identified during the reviews. (D1-28)
October 21 - 31	Based on feedback from the second meeting of the Decision Making Workgroup, Draft 4 was prepared.
October 31	Draft 4 distributed to Decision Making Workgroup with feedback due on November 4. (D1-29)
November 4 - 7	Draft 5 was prepared based on feedback from the Decision Making Workgroup.
November 7	First District-wide review: The site CEOs distributed Draft 5 at their campuses with feedback due by November 28. (D1-30)
November 28 – December 6	Based on feedback from the District-wide review, Draft 6 was prepared and responses to all feedback were sent to the site that provided the feedback.(D1-31)
December 8	Draft 6 was distributed to members of Chancellor’s Cabinet/District Planning Council. (D1-32)
December 12	Members of Chancellor’s Cabinet/District Planning Council provided feedback on Draft 6. (D1-13)
December 13 – 22	Based on feedback from Chancellor’s Cabinet/District Planning Council, Draft 7 was prepared.
December 22	Second District-wide review: The site CEOs distributed Draft 7 at their campuses with

	feedback due by January 13. (D1-14)
January 6	Draft 5 distributed to the Board for input. (D1-15)
January 13 – 19	Based on feedback from the second District-wide review, Draft 8 was prepared and responses to all feedback were sent to the site that provided the feedback. (D1-16)
January 19	Draft 8 distributed to Chancellor’s Cabinet/District Planning Council. (D1-17)
January 23	Draft 8 discussed at Chancellor’s Cabinet/District Planning Council. Requests for changes were discussed. Final action on the <i>North Orange County Community College District 2012 Decision Making Resource Manual : Structure, Function, and Alignment</i> was slated for the February 13 Chancellor’s Cabinet/District Planning Council meeting. (D1-18)
January 24	Draft 8 presented to the Board for information. (D1-19)
February 13	Final <i>North Orange County Community College District 2012 Decision Making Resource Manual: Structure, Function, and Alignment</i> approved with edits that were received at the Chancellor’s Cabinet/District Planning Council meeting. (D1-20)
February 28	Final <i>North Orange County Community College District 2012 Decision Making Resource Manual: Structure, Function, and Alignment</i> presented to the Board for information. (D1-21)

The *North Orange County Community College District 2012 Decision Making Resource Manual: Structure, Function, and Alignment* begins by making the distinction between governance, organizational, and ad hoc groups. Following this explanation, the manual describes the processes by which recommendations to the Chancellor are developed by describing:

- The structure and function of each group that contributes to the development of those recommendations and
- The alignment of the groups to one another for the groups listed below.

NOCCCD Governance Groups

District Consultation Council

Sub-committees:

- Council on Budget and Facilities
- District Curriculum Coordinating Committee
- Institutional Effectiveness Coordinating Council
- Technology Coordinating Council

NOCCCD Organizational Groups

Chancellor’s Staff

Banner Steering Committee

Sub-committees:

- Student Team
- myGateway Steering Committee

Budget Officers

District Agenda Committee

District Equal Employment Opportunity Advisory Committee

District Facilities Committee

District Grants and Resource Development Committee

District Services Committee

District Staff Development Committee

District Technology Roundtable
Learning Management System Steering Team

In order to maintain the *North Orange County Community College District 2012 Decision Making Resource Manual: Structure, Function, and Alignment* as a reliable resource, the document will be reviewed both annually and on a three-year-cycle:

- The *North Orange County Community College District 2012 Decision Making Resource Manual: Structure, Function, and Alignment* will be reviewed annually to reflecting minor changes, such as in descriptions, timelines, or processes, and
- The *North Orange County Community College District 2012 Decision Making Resource Manual: Structure, Function, and Alignment* will be updated every three years to reflect changes that result from the assessment of the governance and decision making processes. Refer to the *North Orange County 2012 Integrated Planning Manual* and the response to District Recommendation #3 for a description of the assessment process.

Evaluation

In the six months since NOCCCD received the ACCJC District Recommendation, NOCCCD has successfully conducted the district-wide dialogue needed to review and revise its district-level planning, governance, and decision-making processes as well as to produce the two documents that articulate the function, structure, and linkages of these processes.

Although these new and revised processes are in the earliest stages of implementation, NOCCCD's commitment to improvement is evidenced by these activities:

- The Chancellor's 2011 -2012 goals include the following:
Meet Accreditation Standards
 - Present a Program Discontinuance Board Policy to the Board for consideration.
 - Create and implement a district planning process that:
 - a. Is data-driven
 - b. Is transparent
 - c. Is inclusive
 - d. Identifies responsible individuals for continuous oversight, improvement, and ongoing evaluation
 - e. Is documented in a district-wide Governance Assessment Report
 - f. Satisfies the accreditation recommendations
 - Ensure that District planning integrates research from Cypress College, Fullerton College, and the School of Continuing Education to demonstrate district-wide institutional effectiveness and resource allocation. (D1-33)
- As described in the *North Orange County Community College District 2012 Integrated Planning Manual*, the District Strategic Directions in the *North Orange County Community College District 2011 Comprehensive Master Plan* (D1-02) approved at the January 24, 2011 Board meeting are being used as the foundation for the development of the *North Orange County Community College*

District-wide Strategic Plan 2012 – 2014. The first two meetings of Strategic Plan Workgroup were January 27, 2012, and February 10, 2012. (D1-34)

- The Technical Advisory Committee revised the name of this group to “Technology Coordinating Council” in alignment with the *North Orange County Community College District 2012 Decision Making Resource Manual: Structure, Function, and Alignment*. (D1-35)

- The following revisions to the governance/decision-making processes documented in the *North Orange County Community College District 2012 Decision Making Resource Manual: Structure, Function, and Alignment* have been implemented:
 - The newly configured District Staff Development Committee met for the first time on February 14, 2012; (D1-36)
 - Chancellor’s Cabinet meetings were replaced with District Consultation Council meetings on February 27, 2012; (D1-37) and
 - District Planning Council meetings were replaced with meetings of the Council on Budget and Facilities on March 12, 2012. (D1-38)

- The procedure for the District Services Administrative Review has been developed and accepted at the District Services Committee. (D1-39)

- In a discussion of its priorities for the 2012-2013 budget, the Board of Trustees referenced the District Strategic Directions, the *District-wide Strategic Plan 2012-2014*, the *North Orange County Community College District 2012 Integrated Planning Manual*, the *North Orange County Community College District Budget Allocation Handbook 2012*, and the Strategic Plan Fund. (D1-40)

Next Steps

1. NOCCCD will communicate to the entire district community the components and organization of district-level planning, governance, and decision-making processes articulated in the *North Orange County Community College District 2012 Integrated Planning Manual* and the *North Orange County Community College District 2012 Decision Making Resource Manual: Structure, Function, and Alignment*.

2. NOCCCD will follow the timeline and process charts in the *North Orange County Community College District 2012 Integrated Planning Manual*.

3. NOCCCD will implement changes in title, purpose, and reporting structure of governance and decision-making groups as outlined in the *North Orange County Community College District 2012 Decision Making Resource Manual: Structure, Function, and Alignment*.

DISTRICT RECOMMENDATION #2

To fully meet the Standards, the Team recommends the district clearly delineate its budget allocation model, communicate the model to campus constituencies, and provide clarity as to its link to district planning. (Standards IB.3; IB.4; IIID.1.a; IVB.3.a; Eligibility Requirement 17)

Response to District Recommendation #2

This recommendation calls for descriptions that will clearly convey the NOCCCD budget allocation model as well as identify the link between District budget allocations and planning. Given the simultaneous efforts to review, assess, and articulate district-level planning and governance/decision-making processes, the decision was made to develop two descriptions of the NOCCCD budget allocation model. The first description, intended for a general audience, is included in the *North Orange County Community College District 2012 Integrated Planning Manual*. The second and more technical description of the NOCCCD budget allocation model is presented in a separate document, the *North Orange County Community College District Budget Allocation Handbook 2012*.

The NOCCCD budget allocation model is the topic for both of these descriptions. Each of NOCCCD's campuses also has a budget allocation model for the internal distribution of funds including evidence of how budget allocations are linked to campus and district planning.

The development, review, and revision process used to produce the *North Orange County Community College District 2012 Integrated Planning Manual* and the *North Orange County Community College District Decision Making Resource Manual: Structure, Function, and Alignment* is described in the response to District Recommendation #1 in this Follow-Up Report and will not be repeated here. A similar process was followed to develop, review, and revise the *North Orange County Community College District Budget Allocation Handbook 2012*. The process combined the use of a core team called the Budget Allocation Workgroup to prepare initial drafts followed by multiple cycles of broad distribution of drafts for review, comment, and revision as necessary (D1-04).

The following is a summary of the process used to develop the *North Orange County Community College District Budget Allocation Handbook 2012*. A chronology of the specific steps follows this summary.

Budget Allocation Workgroup: The Budget Allocation Workgroup was intentionally composed of faculty leaders and administrators chosen for their familiarity with or interest in the budget allocation model and budgeting processes. This Budget Allocation Workgroup did not represent each NOCCCD constituency; instead the Budget Allocation Workgroup was intended to function as a small, task-focused cadre of writers and first readers. In its first meeting, (D2-01) the Budget Allocation Workgroup was charged with the task of preparing a description of the current NOCCCD budget allocation model that could be widely understood. Also in its first meeting, the Budget Allocation Workgroup completed these tasks:

- Reviewed the elements commonly found in a budget allocation handbook
- Identified which common elements should be included in this budget allocation handbook
- Provided feedback on sample table of contents from other district budget allocation handbooks
- Discussed a flowchart graphic to illustrate the NOCCCD budget allocation model

- Discussed process and schedule for review and assessment of the NOCCCD budget allocation model to be included in the *North Orange County Community College District Budget Allocation Handbook 2012*

Since the task was to explain the current NOCCCD budget allocation model rather than evaluate the current NOCCCD budget allocation model, this Budget Allocation Workgroup explained the evaluation component but did not evaluate the current model during this process.

Once the document was drafted and reviewed by this core group, input from larger audiences was sought. The *North Orange County Community College District Budget Allocation Handbook 2012* and/or components of the handbook were revised a total of five times within the Budget Allocation Workgroup before the document was distributed to a larger audience. (D2-02, D2-03, D2-04, D2-06, D2-09)

First distribution of a draft to all employees at each site: When the Budget Allocation Workgroup deemed that the draft was ready for review and comment by a larger audience, the CEOs at each site distributed the draft *Budget Allocation Handbook 2012* to everyone at his/her site for review and comment. (D2-10) Cypress College circulated the draft to all members of the campus community. Their feedback was collected at the campus, and a compilation of the feedback was shared with DPC.

First distribution of a draft to Chancellor’s Cabinet/District Planning Council: The sixth draft of the *North Orange County Community College District Budget Allocation Handbook 2012* was distributed for to Chancellor’s Cabinet/District Planning Council members, each of whom represents a specific constituency. The Chancellor’s Cabinet/District Planning Council members provided feedback on the document in a mid-December meeting and that feedback was used to prepare the seventh draft.

Second distribution of a draft to all employees at each site: The CEOs at each site distributed this draft of the *North Orange County Community College District Budget Allocation Handbook 2012* to everyone at his/her site for review and comment with feedback due in mid-January. (D1-14) The Chancellor distributed the draft to the Board of Trustees.

The feedback from this final round of feedback was incorporated into the document to prepare the final *North Orange County Community College District Budget Allocation Handbook 2012* which was presented to the Board of information and approved at the February 13, 2012 Chancellor’s Cabinet/District Planning Council meeting. (D1-19, D1-20)

The following summarizes the multiple cycles of draft → distribute → feedback → re-draft.

Date	Budget Allocation Handbook Activities
August	The following members of the Ad Hoc District Planning Committee volunteered to serve on the Budget Allocation Workgroup: Representing Cypress College - Cherie Dickey, faculty - Steve Donley and Karen Cant, administrators Representing Fullerton College: - Marcus Wilson, faculty - Toni DuBois, Terry Giugni, and Michael Perez, administrators

	<p>Representing the School of Continuing Education:</p> <ul style="list-style-type: none"> - Martha Gutierrez and Terrie Taylor, administrators <p>Representing District Services:</p> <ul style="list-style-type: none"> - Claudette Dain and Jeff Horsley, administrators
September 16	<p>Led by the Vice Chancellor of Finance and Facilities, the District Director of Information Services and the consultant, Budget Allocation Workgroup completed these tasks in its first meeting (D2-01):</p> <ul style="list-style-type: none"> ▪ Reviewed the elements commonly found in a budget allocation handbook ▪ Identified which common elements should be included in this budget allocation handbook ▪ Provided feedback on sample table of contents from other district budget allocation handbooks ▪ Discussed a flowchart graphic to illustrate the NOCCCD budget allocation model ▪ Discussed process and schedule for review and assessment of the NOCCCD budget allocation model to be included in the <i>North Orange County Community College District Budget Allocation Handbook 2012</i>
September 23 – 26	Draft 1 of the Table of Contents circulated to the Budget Allocation Workgroup for input. (D2-02)
September 29	Based on feedback provided by the Budget Allocation Workgroup, Draft 2 of the Table of Contents and three example flowcharts sent to the Budget Allocation Workgroup for comment and feedback due October 7. (D2-03)
October 10	Based on feedback provided by the Budget Allocation Workgroup Draft 3 of the Budget Allocation Handbook 2012 sent to Budget Allocation Workgroup for review and comment due back October 19. Draft 3 included the revised Table of Contents and flowchart plus the first draft of the narrative. (D2-04)
October 14	Proposed summary of the budget allocation process to be included in the <i>North Orange County Community College District 2012 Integrated Planning Manual</i> was distributed to the Budget Allocation Workgroup and Integrated Planning Workgroup for review and comment with feedback due on October 19. (D2-05)
October 20	Based on input from the both the Budget Allocation and Integrated Planning workgroups, Draft 4 of the <i>North Orange County Community College District Budget Allocation Handbook 2012</i> and the section on budget for the <i>North Orange County Community College District 2012 Integrated Planning Manual</i> were developed and distributed to the workgroups. (D2-06)
October 21	Second meeting of the Budget Allocation Workgroup to reach consensus on various issues that were identified during the reviews. (D2-07)
October 24 – November 30	Based on feedback from the second meeting of the Budget Allocation Workgroup, Draft 5 was prepared and distributed to the Budget Allocation Workgroup. (D2-08)
December 6	Based on feedback from the Budget Allocation Workgroup, Draft 6 was prepared. (D2-09)
December 8	First District-wide review: The site CEOs distributed Draft 6 of the <i>North Orange County Community College District Budget Allocation Handbook 2012</i> to their campuses with feedback due by January 18. (D2-10)
December 12	Feedback on Draft 6 was discussed and collected at Chancellor’s Cabinet/District Planning Council meeting. (D1-13)
December 13 – 22	Based on feedback from Chancellor’s Cabinet/District Planning Council, Draft 7 was prepared.
December 22	Second District-wide review: The site CEOs distributed Draft 7 to their campuses, along with

	the drafts of the <i>North Orange County Community College District 2012 Integrated Planning Manual</i> and the <i>North Orange County Community College District 2012 Decision Making Resource Manual</i> , with feedback due by January 13 in order to align with the feedback due dates for the other two manuals. (D1-14)
January 6	Draft 7 distributed to the Board for review and comment. (D1-15)
January 13 – 19	Based on feedback from the Trustees and the second District-wide review, Draft 8 was prepared and responses to all feedback were sent to the individuals/site that provided the feedback. (D1-16)
January 19	Draft 8 of the <i>North Orange County Community College District Budget Allocation Handbook 2012</i> distributed to Chancellor’s Cabinet/District Planning Council. (D1-17)
January 23	Draft 8 discussed at Chancellor’s Cabinet/District Planning Council. Changes were submitted. Final action on the <i>North Orange County Community College District Budget Allocation Handbook 2012</i> was slated for the February 13 Chancellor’s Cabinet/District Planning Council meeting. (D1-18)
January 24	Draft 8 presented to the Board for information. (D1-19)
February 13	Final <i>North Orange County Community College District Budget Allocation Handbook 2012</i> approved at Chancellor’s Cabinet/District Planning Council. (D1-20)
February 28	Final <i>North Orange County Community College District Budget Allocation Handbook 2012</i> presented to the Board for information. (D1-21)

The resulting document, the *North Orange County Community College District Budget Allocation Handbook 2012* has three general sections:

- First is a general description of NOCCCD’s Council on Budget and Facilities, the timeline and process for budget development, and guiding board policies and administrative procedures.
- Second is a graphical overview of the budget allocation process followed by an explanation of each component within the graphic.
- Third is the evaluation component that describes how NOCCCD works toward continuous quality improvement in budget allocation processes by assessing the effectiveness of resource allocations as they relate to the NOCCCD Mission and District Strategic Directions. In October of each year, the Council on Budget and Facilities will evaluate the allocation model process and the allocations which are formula-driven. The resulting assessment report will be presented to the District Consultation Council. Each site will provide input into this process via their respective representative(s) on the District Council on Budget and Facilities.

To communicate the NOCCCD budget allocation model to campus constituencies, the *North Orange County Community College District Budget Allocation Handbook 2012* will be posted on the NOCCCD website. In addition, the Vice Chancellor of Finance and Facilities and the District Director of Fiscal Affairs will schedule annual campus-wide meetings at each site to present the new handbook and the NOCCCD budget allocation model. As this step will be repeated each year, the information presented will also communicate any changes to the model that occurred as a result of the model’s evaluation component.

Regarding the links between budget allocations and planning, in general, all of the District Strategic Directions are plans for how to increase student success; similarly, the purpose of the NOCCCD budget allocation model is to fund the programs and services that both directly and indirectly promote student success. Students’ needs are the foundation of decisions regarding the expansion and contraction of the budget allocations, especially in the personnel and extended day categories. In addition to this general link between planning and

budget allocations, NOCCCD will provide direct links between specific budget allocations and the District Strategic Directions in the following three ways.

1. A Strategic Plan Fund has been created as a component of NOCCCD's budget allocation model to align planning with resource allocations. Proposals for resources from the Strategic Plan Fund require that the project contribute to achievement of a District Strategic Direction. In addition, NOCCCD's annual Proposed Budget Document will be modified to incorporate the Strategic Plan Fund as a focus of the budget document to indicate the alignment of resources with planning.
2. As appropriate, NOCCCD entities will identify and link budgets and expenditures directly related to achievement of specific District Strategic Directions by using a unique identifying budget code.
3. The budget allocation processes at each campus include links to campus goals, each of which align with District Strategic Directions.

Evaluation

In the six months since NOCCCD received the ACCJC District Recommendation, the NOCCCD has successfully prepared two different levels of descriptions of the NOCCCD budget allocation process. The more general description is included in the *North Orange County Community College District 2012 Integrated Planning Manual* and the more technical description is presented in a stand-alone document, the *North Orange County Community College District Budget Allocation Handbook 2012*.

Feedback on these two different levels of descriptions of the NOCCCD budget allocation process received during the cycles of reviewing and revising drafts is promising. The process for assessing these two levels of descriptions is described in the response to District Recommendation #3 in this Follow-Up Report. The process for assessing the effectiveness of the budget allocation model itself is described in the *North Orange County Community College District Budget Allocation Handbook 2012*. The processes that have been developed to fulfill the standards will be implemented in the coming year.

Next Steps

1. Vice Chancellor of Finance and Facilities and the District Director of Fiscal Affairs will conduct annual campus-wide meetings at each site to describe the NOCCCD budget allocation model.
2. NOCCCD will assess the budget allocation process following the timeline and processes outlined in the *North Orange County Community College District Budget Allocation Handbook 2012* and implement any changes as a result of the assessment.
3. NOCCCD will assess the effectiveness of the budget allocation model in allocating resources to support the District Strategic Directions as described in the *North Orange County Community College District Budget Allocation Handbook 2012* and implement any changes as a result of the assessment.

DISTRICT RECOMMENDATION #3

In order to meet the Standards, the Team recommends that the district conduct regular analysis and 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. (Standards IVA.5; IVB.3.g)

Response to District Recommendation #3

In response to District Recommendation #1, in fall 2011 both district-level planning and governance/decision-making processes were thoroughly reviewed and then revised as needed. The process of review was described in the response to District Recommendation #1 in this Follow-Up Report. The venues for providing input varied and included both small workgroup meetings as well as discussions in larger venues at the district and on the campuses. (D1-05, D1-08, D1-09, D1-14)

During this dialogue, numerous clarifications and revisions were made to district-level planning including:

- Articulation of the purpose, process for each component in district-level planning;
- Development of a graphic to depict the links between/among district-level planning processes; and
- Addition of processes for
 - District Services Administrative Review;
 - Assessing and documenting progress on District Strategic Directions; and
 - Assessing planning and decision-making processes.

Also during this dialogue, numerous clarifications and revisions were made to district-level governance and decision-making processes including:

- Articulation of the purpose, membership, and reporting structure of each district-level governance and organizational group; and
- Revision of the names of some NOCCCD governance and operational groups to better describe their function.

Implementation of new and revised processes began immediately after approval of the revised and new processes on February 13, 2012. (D1-20)

One of the newly developed facets of district-level planning is a mechanism for assessing district-level planning and governance/decision-making processes. Refer to the last page of this Follow-Up Report for an excerpt from the *North Orange County Community College District 2012 Integrated Planning Manual* that describes the assessment process.

In summary, NOCCCD plans to conduct a formal assessment of planning and governance/decision-making processes every three years. The assessment will include gathering district-wide input followed by preparing an assessment report to be submitted to the District Consultation Council. The District Consultation Council will review the assessment report and recommend revisions to planning and governance/decision-making processes as warranted. Changes to the planning and governance/decision-making processes, if any, will be

documented with revisions to the *North Orange County Community College District 2012 Integrated Planning Manual* and the *North Orange County Community College District 2012 Decision Making Resource Manual: Structure, Function, and Alignment*.

In addition to this every assessment every three years, both the *North Orange County Community College District 2012 Integrated Planning Manual* and the *North Orange County Community College District 2012 Decision Making Resource Manual: Structure, Function, and Alignment* will be reviewed and updated annually. This annual review will reflect minor changes, such as in descriptions, timelines, or processes, and is being done to maintain the credibility of these documents as valuable, viable resources.

The *North Orange County Community College District 2012 Integrated Planning Manual* and the *North Orange County Community College District 2012 Decision Making Resource Manual: Structure, Function, and Alignment* will be housed online to provide ready access to all district constituents.

Evaluation

In the six months since NOCCCD received this ACCJC District Recommendation, NOCCCD has successfully

- Evaluated current district-level planning and governance/decision-making processes;
- Sought and evaluated district-wide input on recommended changes and additions to these processes;
- Designed a process for assessing district-level planning and governance/decision-making processes; and
- Begun implementation of the revised and new processes.

These new and revised processes, including the mechanisms for assessing processes, are at the earliest stages of implementation. However, NOCCCD has already signaled its intension to follow through on the assessment of processes with these initial steps:

- Identified how to assess planning and governance/decision-making processes;
- Assigned responsibility for the assessment to specific offices; and
- Included the production of an annual Progress Report as an Action Plan in the draft *NOCCCD District-wide Strategic Plan 2012-2014*. (D3-01)

Beyond these initial steps, approaching benchmarks that will provide evidence of the assessment of planning and governance/decision-making processes are:

- An annual review of the documents in spring 2013 and
- The first comprehensive assessment of the processes in September, 2013.

Next Steps

1. NOCCCD will assess the recently developed and/or revised processes for planning and governance/decision-making, following the timeline and process outlined in the *North Orange County Community College District 2012 Integrated Planning Manual* and will use the results of that assessment to improve district-level planning and governance/decision-making processes.

2. NOCCCD will review and revise the *North Orange County Community College District 2012 Integrated Planning Manual* and the *North Orange County Community College District 2012 Decision Making Resource Manual: Structure, Function, and Alignment* as scheduled.
3. NOCCCD will distribute the analysis and findings of the evaluation of the planning and governance/decision-making processes as well as any recommended revisions of these processes to all NOCCCD employees.

Timeline and Process for Assessing the Planning and Decision-making Processes

September 2015, 2018

District Consultation Council convenes a Planning and Decision-Making Processes Workgroup comprised of representatives from each of the Coordinating Councils.

The Planning and Decision-Making Processes Workgroup develops a mechanism for soliciting feedback on the components of the integrated planning model and decision-making processes from the groups and individuals who are directly involved in implementing planning and decision-making. This workgroup presents this to District Consultation Council.



October 2015, 2018

Feedback from District Consultation Council about the process for soliciting feedback is incorporated and the Planning and Decision-Making Processes Workgroup implements the process.



November – December 2015, 2018

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

The Planning and Decision-Making Process Workgroup forwards the Planning and Decision-making Processes Assessment Report to District Consultation Council for review and comment.

The Planning and Decision-Making Process Workgroup incorporates the feedback as warranted and forwards the Planning and Decision-making Processes Assessment Report to the Chancellor.



February 2016, 2019

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

The Chancellor prepares an information report on this assessment for the Board and the resulting changes to the planning and decision-making processes, if any. This report is also distributed district-wide.

The District Director of Public and Governmental Affairs prepares an updated version of the *North Orange County Community College District Integrated Planning Manual* and the *Decision Making Resource Manual: Structure, Function, and Alignment* as needed.



COLLEGE RECOMMENDATION #1

To fully meet the standard, the team recommends that the college conduct regular analysis and evaluation of its college planning, governance, and decision-making processes in order to assess the efficacy of these systems and ensure their effectiveness. Results of these analysis and findings should be broadly communicated across the institutions and used as a basis for improvement, as appropriate.

Response to College Recommendation #1

Cypress College has engaged in extensive planning activities for several years. There are several functional plans that focus on specific areas such as Basic Skills, Matriculation, and Student Equity. Apart from the functional plans, there are three important plans that delineate the long-term and strategic goals of the District and the College: the District Educational and Facilities Master Plan, Cypress College Educational Master Plan, and Cypress College Strategic Plan. The time frame for these plans differs from one to another. Aligning the plans, although necessary, is a challenging task. As relationships among plans became unclear, the decision-making and governance processes associated with planning also became difficult to understand. The visiting team correctly pointed out that the College needed to systematically evaluate the processes used to measure effectiveness of its plans, governance, and decision-making processes, ensure the processes are effective, and communicate the results across the institution.

The College engaged in a series of campus-wide dialogues in response to College Recommendation #1. Initial discussions took place at the President's Staff. The first formal dialogue took place at the Strategic Planning Colloquium on September 29 and 30, 2011, and was continued in Management Team, Leadership Team, PBC, and PAC. Collectively, over 100 faculty, staff, administrators, students, and community members engaged in these dialogues (C1-01, C1-02, C1-03).

Three distinct areas of improvement that were identified during the dialogues are as follows:

1. A cohesive planning process that establishes the relationship among various College and District plans
2. A clearly defined collegial process that integrates planning with resource allocation
3. Regular evaluation and improvement of the instruments used for planning and resource allocation

The dialogues focused on identifying the relationship between the District Planning Process and Campus Planning Process. This was discussed at length at the Strategic Planning Colloquium on September 29 and 30, 2011 and again at the Leadership Team on November 04, 2011. The dialogues led to revision of the Planning Cycle Diagram that Cypress College has been using since 2006. The revised diagram clarifies the decision-making processes and priorities by linking the plans and clearly defining the hierarchy. The Planning Cycle Diagram was made an integral part of the Cypress College Strategic Plan and was shared with the Strategic Planning Colloquium Participants, Leadership Team, Management Team, PAC, PBC, and the Academic Senate. The third draft of the Strategic Plan was shared with the entire campus community for their feedback. The

Strategic Plan that includes a description of relationship among plans and the planning process diagram was approved by PAC on February 2, 2012 (C1-04).

Although there are multiple functional plans at Cypress College, there is no well-defined process to periodically evaluate these plans. Planning and Budget Committee charged the Institutional Research and Planning Department to develop an instrument to assess the effectiveness of plans. This instrument was developed and presented to the Leadership Team on November 04, 2011. The Leadership Team improved the instrument by linking the planning process with resource allocation. The instrument is a part of the Planning and Evaluation Manual (Appendix VI). This instrument ensures Cypress College regularly evaluates the effectiveness of its plans and links planning with resource allocation.

Finally, the College developed an inventory of instruments used to evaluate its plans and processes. The inventory included instruments such as Program Review forms, Campus Climate Survey, and Student Satisfaction Survey. These instruments are used to measure effectiveness of campus processes and satisfaction with decision-making. Through the dialogues at Leadership Team, the College developed a process of periodically reviewing the instruments (Program Review Form, Climate Survey, etc.). The review process as well as information dissemination process has been clearly articulated. The detailed process was shared with the campus community at a number of forums (Appendix V).

The Planning and Evaluation Manual is attached in Appendix VI. This manual ensures that Cypress College clearly defines the relationship among its plans, assesses the plans and decision-making process using a pre-determined process, aligns the planning process with decision making, communicates the results to the campus community, and follows a process to improve effectiveness of planning by periodic assessment.

Evaluation

Cypress College received the recommendation during Summer 2011. During the six-month period since the recommendations were received, the College has:

1. Developed an integrated planning process
2. Used the integrated planning process for development of Strategic Plan 2011-2014
3. Created a manual to define the process of evaluation of plans and processes, and linked planning with budgeting
4. Defined the process to communicate the assessment of plans and processes to the campus
5. Developed a comprehensive system of evaluating the instruments of assessment

The College has not only developed the instruments but also started using the instruments to evaluate the effectiveness of campus plans. Instructional program review form and the campus climate survey instrument are revised following the process described in the Planning and Evaluation Manual (C1-05). The College set up an electronic bulletin board to facilitate participation in the strategic planning process. The bulletin board was very well received and there were 51 members who participated in over one hundred posts.

Next Steps

Cypress College will evaluate the effectiveness of campus plans, link them with the institutional mission, and align budget allocation with evaluation of plans using the instrument developed. The evaluations will take place effective Spring 2012. The College has already started evaluating the program review process for instructional programs following recommendations outlined in the Planning and Evaluation Manual. The College will continue implementation of processes outlined in the Planning and Evaluation Manual.

COLLEGE RECOMMENDATION #2

To fully meet the standards, the team recommends that the college implement a program discontinuance process that provides pathways for program completion by currently enrolled students.

Response to College Recommendation #2

In response to College Recommendation #2, Cypress College informed the District Planning Council of the need to develop a Program Discontinuance Policy. As any policy impacts all three institutions within NOCCCD, it was imperative to develop any policy in collaboration with all three entities. The DPC appointed a six-member sub-committee to develop a program discontinuance policy. The members of the sub-committee were the three Chief Instruction Officers and three Academic Senate Presidents from Cypress College, Fullerton College, and School of Continuing Education. The six-member sub-committee developed the policy that was discussed at the Academic Senate of the three institutions. The policy was discussed at PAC (C2-01) and Academic Senate (C2-02). Cypress College Academic Senate approved the policy on December 08, 2011. The policy was presented to DPC upon approval from the individual campuses. DPC approved the policy, and it was presented to the Board of Trustees for their approval on January 24, 2012. Once the policy is approved by the Board of Trustees, it will be effective immediately at the Campus.

The policy is attached in Appendix VII. This policy ensures that Cypress College has a program discontinuance process that provides pathways for program completion by currently enrolled students.

Summary and Conclusion

This follow-up report serves as evidence of Cypress College's commitment to effectively address the recommendations of the Accrediting Commission. The College collaborated with the other academic entities within the District, when necessary, to develop policies and practices that addressed all of the recommendations provided by the visiting team. There are four manuals that have been developed to address the three district recommendation and one college recommendation. A policy has been developed to address the fifth recommendation. Cypress College has already started implementing the processes described in the manuals and will continue to do so in order to meet the accreditation standards.

Appendix I

List of participants for Strategic Planning Colloquium 2011

Following criteria were used for participant selection:

- Representation - all areas of the institution are represented (instruction, student services, campus support services)
- Broadening participation – those who are NOT on shared-governance committees are encouraged to participate
- Functional knowledge – committee chairs/members such as program review, curriculum, Title V to integrate their functional areas into the strategic plan

Faculty – (14)

1. **Academic Senate President:** Pat Ganer
2. **Academic Senate President-Elect:** Gary Zager
3. **CTE representation:** Lisa Clark
4. **Curriculum Committee Chair:** Mark Majarian
5. **Distance Education representation:** Jeanne Miller
6. **Staff Development Coordinator:** Rebecca Gomez
7. **PE representation:** Margaret Mohr
8. **Accreditation Self Study:** Cherie Dickey
9. **Title V representation:** Nancy Deutsch
10. **Adjunct representation:** Sam Russo
11. **Counseling:** Velia Lawson
12. **DSPS:** Deborah Michelle
13. **PE Representation:** Bill Pinkham

Classified – (15)

14. **Financial Aid:** Alan Reza
15. **Deans' Office (Fine Arts):** Anna Novisoff
16. **Academic Computing:** Paul Hamblin
17. **Research:** Phil Dykstra
18. **Research:** Michelle Oja
19. **M&O:** Rod Lusch
20. **Instruction:** Donna Landis
21. **Counseling:** Deann Burch
22. **Dean's Office (BUS):** Stephanie Acosta
23. **Dean's Office (SS):** Nancy Pound
24. **A&R:** Brian Dean
25. **A&R:** Akila Allen
26. **CARE/CalWORKS:** Gail Smead
27. **Financial Aid:** Arnette Edwards
28. **CTE:** Louis Krebs

Managers – (16)

- 29. **President:** Michael Kasler
- 30. **Instruction:** Bob Simpson
- 31. **Finance:** Karen Cant
- 32. **Research & Planning:** Santanu Bandyopadhyay
- 33. **CTE and DE:** Steve Donley
- 34. **Instruction:** Joyce Carrigan
- 35. **Health Science:** Darlene Fishman

- 36. **Student Services:** Paul de Dios
- 37. **Academic Computing:** Mike Kavanaugh
- 38. **Instruction:** Richard Fee
- 39. **M&O:** Albert Miranda
- 40. **Instruction:** Eldon Young
- 41. **Teacher Prep:** Dennis Davino
- 42. **Foundation:** Raul Alvarez
- 43. **Campus Safety:** Shirley Smith
- 44. **Student Services:** Gilbert Contreras

Students – (6)

- 45. **AS Pres.:** Gabriel Rubio
- 46. **AS Vice Pres.:** Shireen Khatatba
- 47. **AS Vice Pres. of Campus Activities:** Aubrey Smith

- 48. **Student Trustee:** Jennifer Caspellan
- 49. **Vice President of Fiscal Affairs:** Alie McCaskill
- 50. **Senator:** Ryan Billings

Community – (2)

- 51. Paul Bostwick
- 52. Phil Wendel

Appendix II

Leadership Team Participants

Bob Simpson	: Executive Vice President, Educational Programs and Student Services
Karen Cant	: Vice President for Administrative Services
Santanu Bandyopadhyay	: Director, Institutional Research and Planning
Mary Lou Giska	: District Management Association Representative
Raul Alvarez	: Executive Director, Foundation
Paul de Dios	: Dean, Counseling
Steve Donley	: Dean, Career Technical Education
Mike Kavanaugh	: Manager, Academic Computing
Albert Miranda	: Director, Physical Plant
Kim Bartlett	: Director, Disabled Students Programs and Services (DSPS)
Joyce Carrigan	: Dean, Fine Arts Division
Keith Cobb	: Director, Financial Aid
Gilbert Contreras	: Manager, Extended Opportunity Programs and Services (EOPS)
Dennis Davino	: Special Projects Manager, Teacher Preparation Program
Nina DeMarkey	: Dean, Social Science Division
Dao Do	: Manager, Campus Accounting
Richard Fee	: Dean, Science, Engineering and Math Division
Darlene Fishman	: Director, Nursing Program
Regina Ford	: Registrar
Yongmi Han	: Manager, International Students Program
Diane Henry	: Dean, Physical Education Division
Kris Nelson	: Manager, Matriculation
David Okawa	: Manager, Bookstore
Marc Posner	: Public Information Officer
Valentina Purtell	: SCE, Dean of Instruction and Student Services
Richard Rams	: Dean, Student Support Services
Jose Recinos	: Manager, Maintenance and Operations
John Sciacca	: Dean, Health Science Division
Shirley Smith	: Director, Public Safety
Dave Wassenaar	: Dean, Business & CIS Division, and Admissions & Records
Eldon Young	: Dean, Language Arts Division
Virgil Adams	: Faculty Representative

Leadership Team Participants cont.

John Alexander : Faculty Representative
Ron Armale : Faculty Representative
Gloria Badal : Faculty Representative
Paul Bottiaux : Faculty Representative
Glenn Bower : Faculty Representative
James Carrocino : Faculty Representative
Larry Curiel : Faculty Representative
Nancy Deutsch : Faculty Representative
Cherie Dickey : Faculty Representative
Monica Doman : Faculty Representative
Becky Floyd : Faculty Representative
Carolee Freer : Faculty Representative
Penny Gabourie : Faculty Representative
Pat Ganer : Faculty Representative
Rebecca Gomez : Faculty Representative
Akiko Allison Gotoh : Faculty Representative
Carol Green : Faculty Representative
David Halahmy : Faculty Representative
Alex Herrera : Faculty Representative
Richard Hock : Faculty Representative
Ian Holmes : Faculty Representative
James Hormel : Faculty Representative
Stacy Howard : Faculty Representative
Behzad Izadi : Faculty Representative
Robert Johnson : Faculty Representative
Sarah Jones : Faculty Representative
Patricia Kishel : Faculty Representative
Liana Koeppel : Faculty Representative
Velia Lawson : Faculty Representative
Daniel Lind : Faculty Representative
Mark Majarian : Faculty Representative
Rosalie Majid : Faculty Representative
Randy Martinez : Faculty Representative
Joseph Melodia : Faculty Representative
Armando Mendoza : Faculty Representative
Robert Mercer : Faculty Representative
Jeanne Miller : Faculty Representative
Lynn Mitts : Faculty Representative
Alireza Moady : Faculty Representative
Margaret Mohr : Faculty Representative
Therese Mosqueda-Ponce : Faculty Representative
David Nusbaum : Faculty Representative

Leadership Team Participants cont.

Elizabeth Pacheco	: Faculty Representative
Joyce Patti	: Faculty Representative
Jeremy Peters	: Faculty Representative
Beth Piburn	: Faculty Representative
Bill Pinkham	: Faculty Representative
Jaime Ramos	: Faculty Representative
Kathryn Reid	: Faculty Representative
Kathleen Reiland	: Faculty Representative
Sam Russo	: Faculty Representative
Jesse Saldana	: Faculty Representative
Parwinder Sidhu	: Faculty Representative
Daniel Snook	: Faculty Representative
Kathryn Sonne	: Faculty Representative
Stephanie Spooner	: Faculty Representative
Kathy Wada	: Faculty Representative
Randa Wahbe	: Faculty Representative
Gary Zager	: Faculty Representative
Jim Arbogast	: Classified Representative
Alex Bernal	: Classified Representative
Deann Burch	: Classified Representative
Akilah Courtney	: Classified Representative
Christy Davis	: Classified Representative
Virginia Derakhshanian	: Classified Representative
Marcia Jeffredo	: Classified Representative
Rod Lusch	: Classified Representative
Ruben Martinez	: Classified Representative
Dustin (Tuan) Nguyen	: Classified Representative
Anna Novisoff	: Classified Representative
Alan Reza	: Classified Representative
Gail Smead	: Classified Representative
Gabriel Rubio	: Associated Students (AS) President
Jennifer Caspellan	: AS Representative
Shireen Khatatba	: AS Representative

Appendix III

President's Advisory Cabinet Members

Michael J. Kasler	: College President
Bob Simpson	: Executive Vice President, Educational Programs and Student Services
Karen Cant	: Vice President for Administrative Services
Santanu Bandyopadhyay	: Director, Institutional Research and Planning
Mary Lou Giska	: District Management Association Representative
Pat Ganer	: Academic Senate President
Gary Zager	: Academic Senate Past-President (or designee)
Dale Craig	: United Faculty Representative
Sam Russo	: Adjunct Faculty Representative
Gail Smead	: CSEA Representatives
Rod Lusch	: CSEA Representatives
Pat Humpres	: Confidential Representative (non-voting recording secretary)
Gabriel Rubio	: Associated Students (AS) President
Michael Fugred-Hill	: AS Representative

Appendix IV

Planning and Budget Committee Members

Voting Members:

Santanu Bandyopadhyay	: Director, Institutional Research & Planning
Karen Cant	: Vice President/Chair
Pat Ganer	: Academic Senate
Michael Fugrad-Hill	: Associated Students
Rod Lusch	: CSEA
Alie McCaskill	: Associated Students
Robert Mercer	: United Faculty
Bob Simpson	: Executive Vice President
Grace Suphamark	: CSEA
Gary Zager	: Academic Senate

Resource Advisors:

Raul Alvarez	: Executive Director, Foundation
Paul de Dios	: Dean, Counseling
Mark Majarian	: Chair, Curriculum Committee
Steve Donley	: Dean, Career Technical Education
Mary Lou Giska	: Director, Health Center
Rebecca Gomez	: Staff Development
Mike Kavanaugh	: Manager, Academic Computing
Rick Rams	: Dean, Student Support Services

Appendix V

Meeting Schedules

College responses to five commission recommendations developed so far will be presented. The responses have been developed collaboratively with faculty, classified staff, administrators, and students. In the following forums, the participants will have an opportunity to review the recommendations, actions plans and suggest improvements. Typically, the presentation will be for 10 minutes, followed by recommendations/question/answers for five minutes, if necessary.

Date	Forum	Audience	Organized by
January 19, 2012	Opening Day	Adjunct Faculty	Executive Vice President - Instruction
January 20, 2012	Opening Day	Faculty, Staff, Administrators	President's Office
Jan-Feb-March 2012	Division Meetings	Division faculty, Staff, Administrators	Division Deans
January 26, 2012	Foundation Board	Community	Foundation Office
January 26, 2012	Academic Senate	Faculty	Senate President
January 31, 2012	Dean's Meeting	Deans	Executive Vice President - Instruction
February 2, 2012	Planning & Budget	Shared Governance	Vice President
February 2, 2012	PAC	Shared Governance	President's Office
February 3, 2012	Management Team	All managers	President's Office
February 7, 2012	Curriculum Committee	Faculty	Executive Vice President - Instruction
February 8, 2012	AS Meeting	Students	AS Office
March 2012	Open Forum	Faculty, Staff, Administrators	Accreditation Liaison Officer
April, 2012	Leadership Team	Representatives from faculty, Staff, Administrators, Students	President's Office

Appendix VI

Planning and Evaluation Manual

Planning, governance, and decision-making are closely related processes. Cypress College has engaged in extensive planning activities for several years. Several functional plans focus on specific areas such as Basic Skills, Matriculation, and Student Equity. Apart from the functional plans, there are three important plans that delineate the long-term and strategic goals of the District and the College: the District Educational and Facilities Master Plan, Cypress College Educational Master Plan, and Cypress College Strategic Plan. The time frame for these plans differs one from another. Aligning the plans, although necessary, is a challenging task. Cypress College developed a planning diagram in 2005-2006 that established and documented the relationship among all College plans. However, as the planning processes evolved, the planning diagram was not fulfilling its purpose. As relationships among plans became unclear, the decision-making and governance processes associated with planning also became difficult to understand. The issues pointed out in the Commission's recommendation called for a better planning and evaluation process. The specific issues that the commission referred to were as follows:

Standard I: Institutional Mission and Effectiveness

IB.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

IB.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Standard IV: Leadership and Governance

IVA.5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Standard IV: Leadership and Governance

IVB.2.b.

The president guides institutional improvement of the teaching and learning environment by the following:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
- ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
- establishing procedures to evaluate overall institutional planning and implementation efforts.

A careful analysis at the Leadership Team, Management Team, PBC, and PAC of the recommendations indicates three broad areas that must be addressed are:

1. A cohesive planning process that establishes the relationship among various College and District plans
2. A clearly defined collegial process that integrates planning with resource allocation
3. Regular evaluation and improvement of the instruments used for planning and resource allocation

The following sections describe how the College addressed each of these three areas.

Cohesive Planning Process

Planning is a systematic process of envisioning a desired future, developing broad goals, and identifying measurable objectives in a sequence of steps to achieve the vision. An institution engages in a variety of planning processes to achieve a range of objectives. The master plan scans the existing environment and envisions future needs. The master plan is similar to a vision that an institution wants to attain, without specific reference on how to achieve it. Strategic planning begins with the desired end identified in the master plan and works backward to the current status. Tactical planning focuses at achieving narrowly defined interim objectives with predetermined means. Three planning processes are complementary: master plan portrays the vision, strategic plan identifies steps to accomplish the vision depicted in the master plan, and, tactical plans focus on specific functional areas.

All three plans (master plan, strategic plan and functional plan) have been an integral part of the planning process at Cypress College. A planning diagram was developed in 2005-2006 to describe the relationship between district and campus planning processes. The diagram has been used in the Strategic Plan 2008-2011. Although the diagram served its purpose during the last five years, with continuous improvement of planning processes, it was necessary to update it to reflect the current status.

Institutional Research and Planning, in collaboration with the Public Information Office, developed the new planning cycle diagram. The diagram, shown in Figure 1, was reviewed in PAC and PBC. Subsequently, the diagram was presented at the Strategic Planning Colloquium held on September 29 and 30, 2011. This diagram is incorporated in the Cypress College Strategic Plan 2011-2014. As part of the Strategic Plan review process, the diagram was shared with the entire college community and their feedback was sought. Also, the diagram was presented to the Management Team and Leadership Team.

Cypress College Planning Cycle

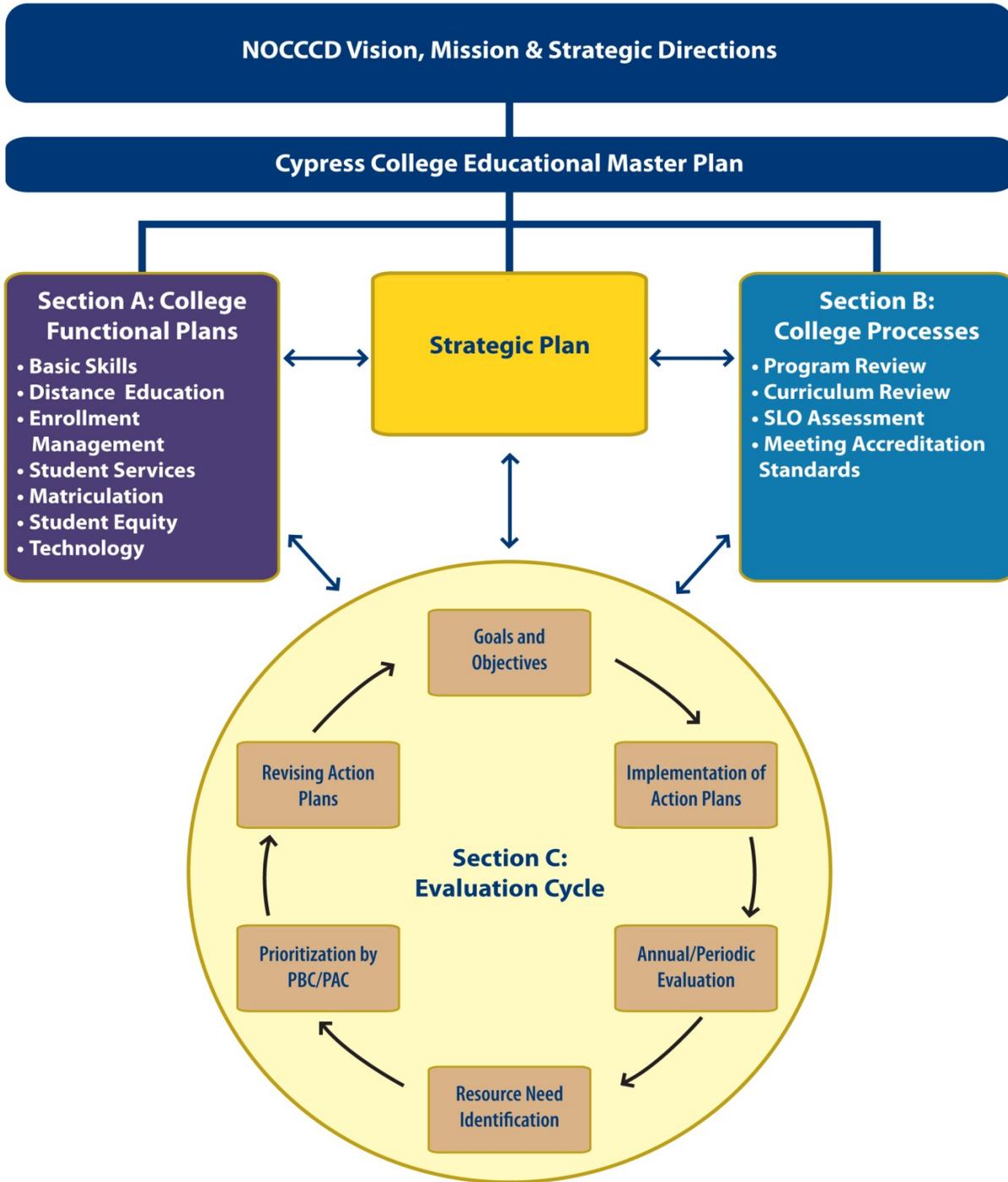


Figure 1: Relationship between NOCCCD Master Plan and Cypress College Plans

Five strategic directions identified in the NOCCCD Educational and Facilities Master Plan 2011-2020 guides the overall planning process at Cypress College. Cypress College Educational Master Plan (EMP) was developed in 2006 and, therefore, it may not be possible to find a strong connection between the original directions of the EMP with the District Strategic Directions. The EMP will be aligned with the District Strategic Directions more closely when it is reviewed and updated next time. Similarly, seven plans pertaining to functional areas of Cypress College (Basic Skills, Distance Education etc., shown on Section A of Figure 1) were developed at different points of time. As these plans are revised or rewritten, they will be brought in alignment with the District Strategic Directions.

The goals and objectives identified in the functional plans bear a close relationship with the Strategic Plan, although the functional plans are more tactical in nature. The functional plans focus on accomplishing the narrowly defined objective of the functional area with predetermined means allocated to them.

There are a number of college processes that take place on a periodic basis (e.g., program reviews and curriculum reviews). Although these processes are not part of any plans, they are required for effective operation of the institution, fulfilling mandatory requirements of Education Code, or both. These processes are included in Section B of Figure 1. These processes are an integral part of planning for the College.

The integrated planning cycle that establishes a relationship among all campus and district plans, and clearly defines a process of reviewing the plans periodically, resolves the deficiency identified in accreditation standard I.B.6 and I.B.7.

Integrating Planning and Resource Allocation

Strategic and functional plans are evaluated every year following the cycle depicted in Section C of Figure 1. All campus processes are also reviewed periodically – although the review process is the same, frequency of the review depends on the process. For example, programs are reviewed every three years. Student learning outcomes are assessed every three years, but the status is updated every year.

The review is conducted by the committee in charge of the plan's implementation. The instrument to be used for review of all plans is shown in Figure 3. The review instrument was created by Institutional Research and Planning in collaboration with PAC, PBC, Leadership Team, and Management Team. The review instrument helps assess the outcomes of the plans using quantifiable results. The assessment method uses research results to determine if the plan accomplishes its desired outcomes, aligns the outcomes with the institutional mission, and

identifies resources required to achieve the planned outcomes. This instrument resolves the deficiency identified in accreditation standard I.B.6.

The review is conducted for each plan every year. The review is initiated by the committee in charge of implementation of the plan and are reported to PBC and PAC. The results are communicated to the campus annually by posting the results on the Institutional Research website. The hierarchy of review of the plans is shown in Figure 2.

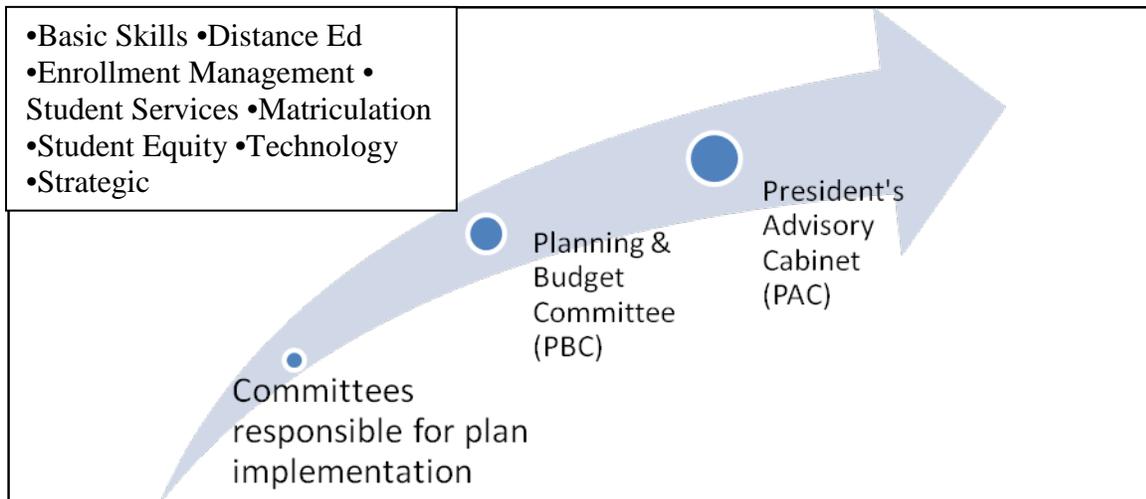


Figure 2: Evaluation hierarchy of college plans

Reviewing the plans every year, aligning them with the institutional mission, and identifying resources required to achieve the outcomes of plans contribute to a regular, systematic cycle of evaluation and effectiveness of planning, governance, and decision-making cycles. The regular review of effectiveness of planning addresses deficiencies identified in accreditation standard IV.A.5. The periodic review of planning and effectiveness and linking it with research results also addresses deficiencies addressed in accreditation standard IVB.2.b.

Impact of Planning on College - (Plan Name) - Basic Skills						
Goal	Implementation Year	Goal Achieved	Measurable Impact/Contribution on College	Resource Requirements	Alignment with Mission, District Strategic Direction	
Develop and implement organizational and administrative practices to strengthen developmental education		1. Fully 2. Partially 3. Not achieved	Increased access and success in Basic skill courses measured by: 1. FTES in Basic Skills courses 2. # students moving from one level to the next	Describe what resources are necessary to successfully implement goals; sources of such resources; impact on implementation if resources are not received	1. Transfer 2. Award 3. CTE 4. Basic skills	5. Life-long learning 6. Community enrichment (econ & social dev) 7. Diversity
Develop and implement new matriculation and counseling practices to improve the success of first-time developmental education students		1. Fully 2. Partially 3. Not achieved	Success rate of first-time developmental education students increased from xxx to xxx between xxxx & xxxx		1. Transfer 2. Award 3. CTE 4. Basic skills	5. Life-long learning 6. Community enrichment (econ & social dev) 7. Diversity

Figure 3: Review Instrument: Impact of Planning on College

Apart from the strategic and functional plans, the College has developed several processes to review its programs and services. Program reviews, curriculum reviews, and student learning outcomes are all examples of processes that the College has developed to ensure a high quality of teaching and learning. These processes are reviewed periodically, and the review results are communicated to all constituencies on campus.

Program review is an integral part of the College's processes. Cypress College conducts reviews of four different types of programs: instructional, student support services, campus support services, and special programs. The programs are reviewed with a frequency of once in three years. The reviews are conducted per the calendar (Appendix V). The hierarchy of program review is shown in Figure 4.

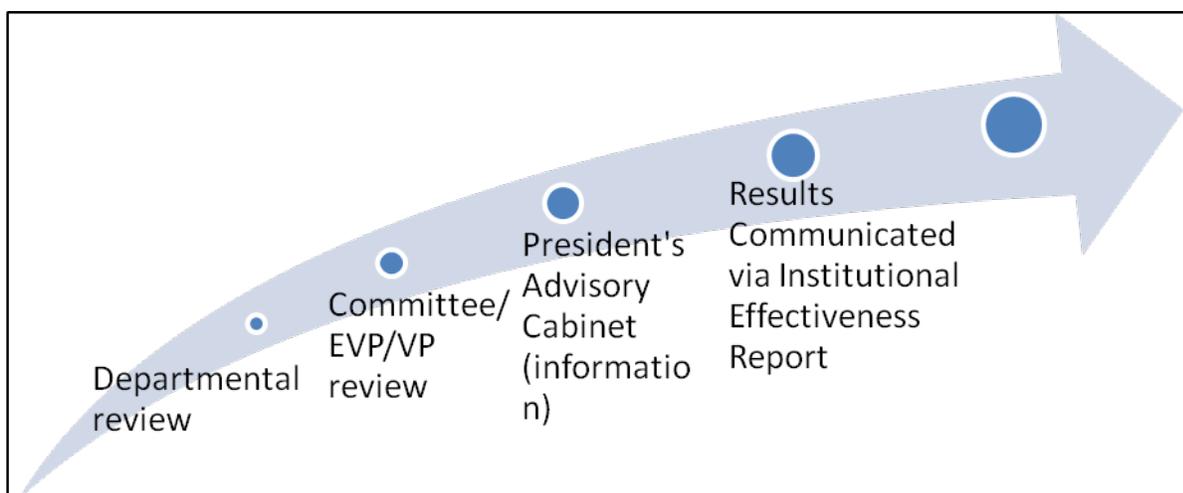


Figure 4: Evaluation hierarchy of college programs

The initial reviews, grounded on data compiled by Institutional Research and Planning, are conducted by the respective department. All instructional program reviews are submitted to the Program Review committee (a sub-committee of Academic Senate) for peer review. The peer-reviewed documents are submitted to the Executive Vice President of Instruction and Student Services for his comments. Finally, the summary of reviews are reported in the annual Institutional Effectiveness Report, shared with PAC and PBC, and presented to the Board of Trustees. The reports are available from the Institutional Research website. Student support services are reviewed following a similar hierarchy: instead of Academic Senate appointed program review committee, the student services reviews are peer reviewed by the Student Services Council. The Campus Support Services and Special Programs are not subjected to any peer review process; however, these reviews are submitted to the Executive Vice President or the Vice President for their comment before they are presented to PAC and PBC. The program review processes addresses the deficiencies identified in accreditation standard I.B.7 and IVB.2.b.

The effectiveness and collegiality of decision-making processes on campus are measured by the Campus Climate Survey and the Student Satisfaction Survey. The campus climate survey has a section dedicated to effectiveness and involvement in planning processes. The survey respondents evaluate the campus planning process in terms of participation, effectiveness, and impact. The survey instrument is provided in Appendix VI. The student satisfaction survey is conducted in collaboration with an external agency. The overall level of student satisfaction in a variety of academic, student support, and campus support areas is an indirect validation of effectiveness of decision-making on campus. These surveys are conducted every other year per the calendar shown in Appendix V. Figure 5 shows the evaluation hierarchy of decision-making processes.

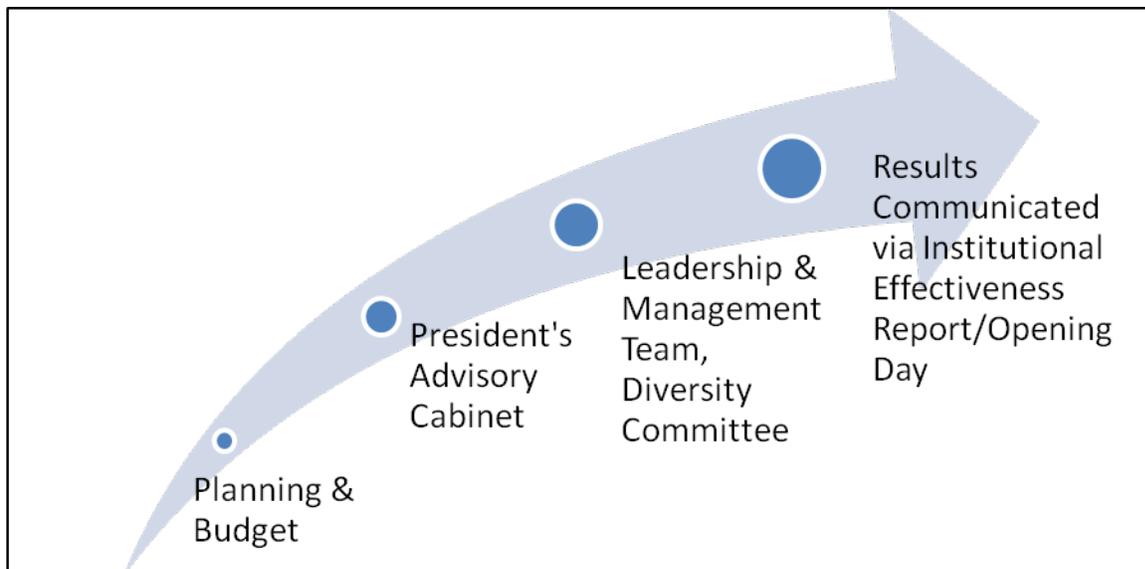


Figure 5: Evaluation hierarchy of decision-making processes

Evaluating the decision-making processes and communicating the results widely across the campus resolves the deficiencies identified in accreditation standard IVA.5.

Evaluation and improvement of instruments used for planning and resource allocation

The instruments developed to evaluate plans and resource allocation processes are described in the previous two sections. In order to ensure continuous improvement of planning and resource allocation processes, the instruments used for review are evaluated periodically.

The planning cycle diagram describes the relationship among the campus and district plans and other campus processes. As described in the section,

The Planning and Evaluation Manual is attached in Appendix VI. This manual ensures that Cypress College clearly defines the relationship among its plans, assesses the plans and decision-making process using a pre-determined process, aligns the planning process with decision making, communicates the results to the campus community, and follows a process to improve effectiveness of planning by periodic assessment.

Evaluation

Cypress College received the recommendation during Summer 2011. During the six-month period since the recommendations were received, the College has:

6. Developed an integrated planning process
7. Used the integrated planning process for development of Strategic Plan 2011-2014
8. Created a manual to define the process of evaluation of plans and processes, and linked planning with budgeting
9. Defined the process to communicate the assessment of plans and processes to the campus
10. Developed a comprehensive system of evaluating the instruments of assessment

The College has not only developed the instruments but also started using the instruments to evaluate the effectiveness of campus plans. Instructional program review form and the campus climate survey instrument are revised following the process described in the Planning and Evaluation Manual (C1-05). The College set up an electronic bulletin board to facilitate participation in the strategic planning process. The bulletin board was very well received and there were 51 members who participated in over one hundred posts.

Next Steps

Cypress College will evaluate the effectiveness of campus plans, link them with the institutional mission, and align budget allocation with evaluation of plans using the instrument developed. The evaluations will take place effective Spring 2012. The College has already started evaluating the program review process for instructional programs following recommendations outlined in the Planning and Evaluation Manual. The College will continue implementation of processes outlined in the Planning and Evaluation Manual.

The plans shown in Figure 1 are developed at different points of time. Therefore frequency of review of the plans is different. As new plans are developed, they will be brought into alignment with the planning process described in Figure 1. The planning process diagram itself will be reviewed every three years when the College engages in its strategic planning process. The hierarchy of reviewing the planning process is depicted in Figure 6.

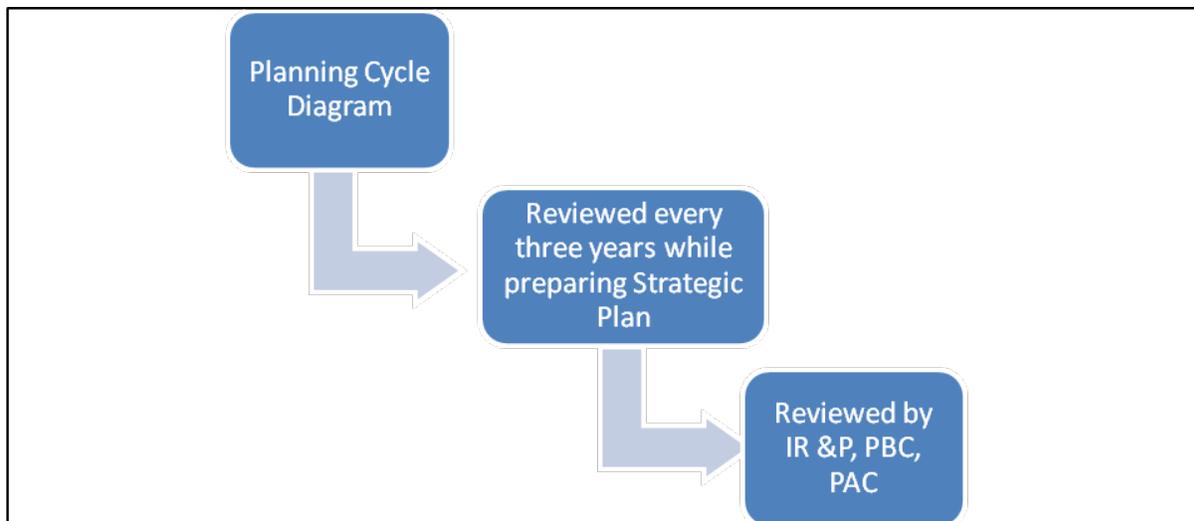


Figure 6: Planning Cycle Diagram Review

Four program review processes (instructional, student services, campus support services, and special programs) use different forms. Each form will be reviewed every three years following the hierarchy depicted in Figure 7.

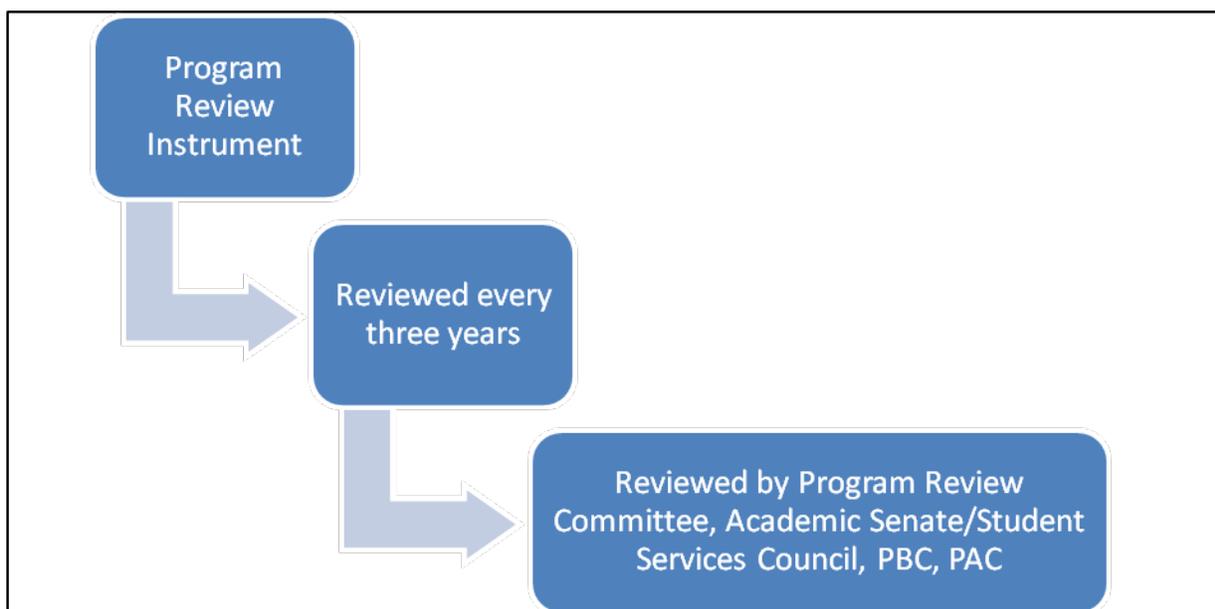


Figure 7: Program Review Instrument Review

Two peer review committees will review the forms for instructional and student services programs. As there is no peer review process for campus support services and campus support services, these review forms will be evaluated by PBC and PAC.

The Campus Climate Survey (conducted among employees) evaluates inclusivity, participation, and effectiveness of decision-making processes. The survey instrument is developed by the Office of Institutional Research and Planning. The Student Satisfaction Survey is conducted in

collaboration with an external agency for benchmarking with other institutions. This instrument is not owned by the College, and the College has limited opportunity to modify the instrument. The Campus Climate Survey instrument will be evaluated every other year before the survey is launched. The hierarchy of review is shown in Figure 8.

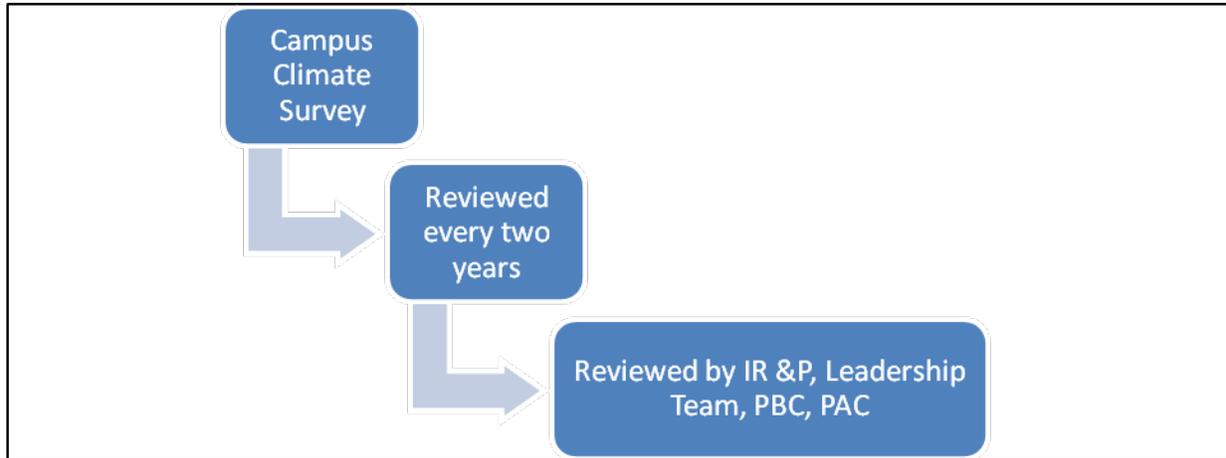


Figure 8: Campus Climate Survey Instrument Review

The instrument used for the Student Satisfaction Survey will be reviewed every six years. This will enable the same survey to run for three terms, enabling comparison of trend over three terms. The review hierarchy is shown in Figure 9.

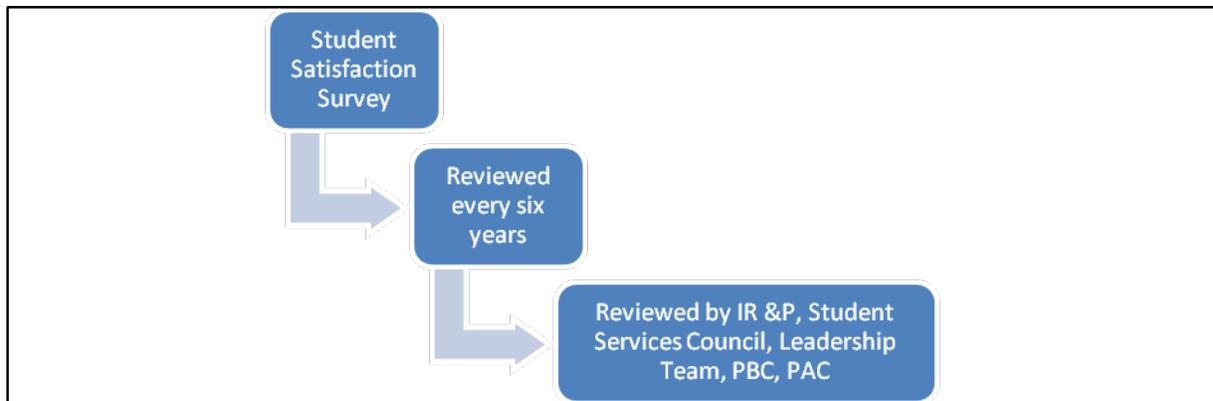


Figure 9: Student Satisfaction Survey Instrument Review

The establishment of review processes for the instruments addresses deficiencies identified in accreditation standards I.B.7, IV.A.5. and IVB.2.b.

Appendix VII

BP 4021: Educational Program Discontinuance

Reference:

**Education Code Section 78016;
Title 5, Section 51022**

- 1.0 It is the policy of the District to review its credit and non-credit educational programs on a regular basis for institutional effectiveness and compliance with state and federal requirements. In response to realignment of educational or strategic objectives, decline in program quality or demand, resource availability, budget constraints, external factors, etc., the Board of Trustees may approve the discontinuance of an educational program identified as no longer appropriate to the mission and/or goals of the District in accord with Administrative Procedure 4021.
- 2.0 For purposes of this policy, an “educational program” is defined as an organized sequence of courses consisting of applicable coursework leading to a degree or certificate approved the California Community Colleges Chancellor’s Office.
- 3.0 The discontinuance of an educational program means that the sequence of courses will no longer be offered in a form that will lead to the approved degree or certificate, although all or part of the curriculum may be retained.
- 4.0 The District endorses the principle of collegial consultation with the Academic Senates regarding the establishment of a process for educational program discontinuance, which shall be consistent with the provisions of Education Code Section 78016 and the authority of the Board of Trustees to initiate and approve the discontinuance of the District’s educational programs in accord with BP2510, Participation in Local Decision-Making.
- 5.0 The discontinuance of any educational program under its charge is subject to approval by the Board.

See Administrative Procedure 4021

Date of Adoption: February 14, 2012

AP 4021: Educational Program Discontinuance

- 1.0 **Statement of Purpose:** The North Orange County Community College District is committed to the vitality and integrity of its educational programs as defined in BP4021 as validated by processes of regular and ongoing evaluation. The purpose of this Procedure is to provide a framework for the effective consideration of program vitality that utilizes regular and rigorous institutional evaluation, and in those rare instances where consideration of discontinuance is appropriate, to provide a framework and a process of effective engagement within which to consider the relevant issues and to come to an appropriate and timely institutional resolution.

- 2.0 **Consideration of Collective Bargaining Rights:** Nothing contained in this Procedure is intended to infringe upon, diminish, or supersede any collective bargaining rights established for employees of the District. It is the intention of the District that consideration of issues appropriately under the scope of bargaining be addressed through the regular processes established for such consideration by the District and its collective bargaining units.

- 3.0 **Process of Regular Program Evaluation:** The District is committed to regular processes of evaluation of its programs that support and advance the District mission. The colleges/SCE shall engage in institutional evaluation processes in support of excellence and in accord with all appropriate statutory and accrediting body standards and requirements.
 - 3.1 Based upon information generated as a result of regular evaluation processes, the process of Special Review may be invoked at the request of any of the following site representatives:
 - 3.1.1 College President/Provost of the campus where the program is located, or;
 - 3.1.2 Chief Instructional Officer of the college or appropriate Dean for SCE, or; cvxxtt66y76t/.l
 - 3.1.3 Chief Student Services Officer of the college or dean designated by the Provost for SCE, or;
 - 3.1.4 Dean/Program Manager of the program under consideration, or;
 - 3.1.5 Department/Program Faculty from program under consideration, or;
 - 3.1.6 Academic senate from the institution of the program under review, or;

3.1.7 Institutional Researcher.

3.2 Programs may be considered for Special Review in accord with the following Indicators:

3.2.1 The following are considered Tier 1 Indicators. When any one of these criteria are established relative to a program, Special Review shall be initiated:

3.2.1.1 Declining enrollment demand that is statistically significant over the course of at least two (2) academic years;

3.2.1.2 Clear program obsolescence as indicated by appropriate workforce data scans of CTE programs or by recommendation of the program advisory committee;

3.2.1.3 Loss of required program accreditation.

3.2.2 The following are considered Tier 2 Indicators. When two or more of these criteria are established relative to a program, Special Review shall be initiated:

3.2.2.1 Consistently and statistically significant declining retention rates for at least two (2) academic years;

3.2.2.2 Consistently and statistically significant declining student success rates for at least two (2) academic years;

3.2.2.3 Low term to term student persistence for at least two (2) academic years;

3.2.2.4 Low rate of student achievement of program goals as defined in program mission and goals statements for at least two (2) academic years;

3.2.2.5 Insufficient frequency of course offerings to provide pathways to student completion of program mission and goals;

3.2.2.6 Unavailability of transfer major program of study;

3.2.2.7 Decline in importance of program in support of other programs of the college/SCE;

3.2.2.8 Undue impact of program on resources of the college/SCE.

3.2.3 The institutions shall establish appropriate definitions and standards for the criteria listed above and may establish other criteria as mutually agreed upon by the College President/Provost and the academic senate from the institution of the program under consideration.

3.2.3.1 At the time of the establishment of additional criteria under this provision, there will also be a determination establishing the tier level of the criteria.

4.0 **Process of Special Review**

4.1 When Special Review is invoked in accord with §3.1 of this procedure, the college/SCE shall convene a Special Review Committee (SRC) consisting of the following:

4.1.1 chief instructional officer or appropriate Dean (SCE), voting;

4.1.2 1 faculty member not from the program area selected by the academic senate from the institution of the program under review, voting;

4.1.3 1 dean/manager not from the program area appointed by the President/Provost, voting.

4.1.4 dean/program manager of the program area undergoing Special Review, non-voting;

4.1.5 department/program coordinator, or designee from the faculty (SCE), of the program undergoing Special Review, non-voting;

4.1.6 institutional research officer, non-voting;

4.1.7 1 faculty member from the curriculum committee from the institution of the program under review appointed by the academic senate, non-voting.

4.2 The Special Review Committee shall conduct a comprehensive review of the program that shall include, but not be limited to, the information serving as the basis for invoking Special Review.

4.2.1 Subsequent to review of all of the relevant information, the SRC shall present its findings, including recommendations on a timeframe for

resolution and a course of action, to the college/SCE planning/governance body as established in accord with section 5.0 of this Procedure.

4.2.2 Continuation: The SRC may recommend that the program should continue. This determination shall be based upon a finding that the program under consideration remains viable and meets critical needs in accord with the District and/or college/SCE mission.

4.2.3 Improvement/Revitalization/Re-Focus: The SRC may recommend improvement, revitalization, or refocusing. Under this recommendation, an improvement/revitalization/refocusing plan shall be included in the recommendation. A program undergoing improvement/revitalization/-refocus under this provision shall be reconsidered in accord with a time frame recommended by the SRC or as modified through the regular site governance process.

4.2.4 Reduction: The SRC may recommend that the program be reduced in scope in conjunction with a finding that such reduction is appropriate and necessary in consideration of student and institutional needs. Along with a recommendation for reduction, the SRC shall indicate the rationale and shall also include conditions for reconsideration, if appropriate.

4.2.5 Abeyance: The SRC may recommend that the program be held in abeyance. Along with such a recommendation, the SRC shall indicate the rationale and shall also include conditions for reconsideration. Abeyance shall not be invoked for more than 2 academic years without reconsideration by the SRC.

4.2.6 Discontinuance: The SRC may recommend that the program be discontinued.

4.2.6.1 If the SRC recommendation for discontinuance is validated in accord with provisions of this Procedure, a plan for discontinuance shall be developed jointly by the local administration and academic senate to establish appropriate actions and a timeframe conducive to the needs of students currently engaged in the program.

5.0 **Consideration by College/SCE Governance Bodies:** Subsequent to a determination by the SRC, the recommendations shall be considered in accord with college/SCE governance and planning structures as mutually agreed between the appropriate academic senate and the College President/Provost.

- 5.1 The local process of review shall assure the involvement of the academic senate from the institution of the program under review in a timeframe conducive to faculty consideration of the recommendation.
- 5.2 After consideration of the determinations and recommendations of the SRC, the appropriate college/SCE governance body of the institution of the program under review shall make a recommendation to the College President/Provost for consideration.
- 5.3 The College President/Provost shall take action in accord with this Procedure regarding any recommendation related to program status.
 - 5.3.1 If the recommended course of action is Continuance, Improvement/-Revitalization/Refocus, Abeyance, or Reduction, and the College President/Provost concurs, the College President/Provost shall finalize and implement an appropriate plan in accord with the recommendation.
 - 5.3.1.1 If the College President/Provost does not concur, the matter shall be redirected and given additional consideration by the Special Review Committee and by the appropriate site governance body taking into account the concerns of the College President/Provost.
 - 5.3.2 If the recommended course of action is Discontinuance and the College President/Provost concurs, a recommendation for discontinuance shall be forwarded to Chancellor's Staff for review and discussion prior to consideration by the Board of Trustees.
 - 5.3.2.1 If the College President/Provost does not concur, the matter shall be redirected and given additional consideration by the Special Review Committee and by the site governance body taking into account the concerns of the College President/Provost.
- 6.0 **Consideration by the District Curriculum Coordinating Committee:** Cross-curricular issues and program consideration will be considered by the District Curriculum Coordinating Committee prior to consideration by Chancellor's Staff.
- 7.0 **Consideration by Chancellor's Staff:** Any recommendation by the appropriate College President/Provost for program discontinuance in accord with these Procedures shall be considered as an agenda item at Chancellor's Staff. In addition to the information

provided by the college/SCE, Chancellor's Staff shall also consider information relevant to cross-curricular issues and program coordination.

7.1 Subsequent to discussion at Chancellor's Staff, if the Chancellor concurs with the recommendation for discontinuance, the matter shall be considered as an agenda item by the Board of Trustees

7.1.1 If the Chancellor does not concur with the recommendation, the College President/Provost of the appropriate site shall present the Chancellor's written rationale to the appropriate governance body for reconsideration.

8.0 **Consideration by the Board of Trustees:** The Board of Trustees shall consider any recommendation for program discontinuance from the Chancellor at a meeting of the Board in accord with its regular processes and procedures. The Board shall take into account all information generated in accord with these Procedures, and any other information determined to be appropriate by the Board, in their consideration of the recommendation.

8.1 The academic senate at the site of the program under consideration shall have the right to address matters of program discontinuance at meetings where such issues are considered, including those instances where the academic senate disagrees with a recommendation for discontinuance.

8.2 The determination by the Board of Trustees in accord with these procedures shall be final.

Date of Adoption: February 14, 2012

Appendix VIII

Evidence for Response to ACCJC District Recommendation #1

References:

- ***North Orange County Community College District 2012 Integrated Planning Manual***
- ***North Orange County Community College District 2012 Decision-Making Resource Manual: Structure, Functions and Alignment***

D1-01	<i>North Orange County Community College District District-wide Strategic Plan 2009-11</i>
D1-02	<i>North Orange County Community College District 2011 Comprehensive Master Plan</i>
D1-03	Members of the Ad Hoc District Planning Committee
D1-04	Accreditation Workgroup Participants and Workgroup Timelines (original and revised)
D1-05	September 16, 2011 Integrated Planning Workgroup agenda, sign-in sheet, and handouts
D1-06	E-mail distributing draft 1 of the Integrated Planning Manual
D1-07	E-mail distributing draft 2 of the Integrated Planning Manual
D1-08	October 21, 2012 Integrated Planning Workgroup agenda and sign-in sheet
D1-09	E-mail from CEOs distributing the Integrated Planning Manual for the first district-wide review
D1-10	Responses to feedback from the first district-wide review
D1-11	November 28, 2011 Chancellor's Cabinet/District Planning Council agenda
D1-12	November 28, 2011 Chancellor's Cabinet/District Planning Council minutes
D1-13	December 12, 2011 Chancellor's Cabinet/District Planning Council minutes

- D1-14 E-mail from CEOs distributing all three manuals for the second district-wide review
- D1-15 January 6, 2012 Board Letter distributing the *North Orange County Community College District 2012 Integrated Planning Manual* and the *North Orange County Community College District 2012 Decision-Making Resource Manual: Structure, Functions and Alignment*
- D1-16 Responses to feedback from the second district-wide review
- D1-17 January 23, 2012 Chancellor's Cabinet/District Planning Council agenda
- D1-18 January 23, 2012 Chancellor's Cabinet/District Planning Council minutes
- D1-19 January 24, 2012 Board agenda and minutes
- D1-20 February 13, 2012 Chancellor's Cabinet/District Planning Council minutes
- D1-21 February 28, 2012 Board Agenda item
- D1-22 Chancellor's Cabinet and District Planning Council Purpose and Operational Guidelines
- D1-23 September 16, 2011 Decision Making Workgroup agenda, sign-in sheet, and handouts
- D1-24 E-mail distributing draft 1 of the Decision Making Manual
- D1-25 E-mail distributing draft 2 of the Decision Making Manual
- D1-26 Responses to feedback on draft 2 of the Decision Making Manual
- D1-27 E-mail distributing draft 3 of the Decision Making Manual
- D1-28 October 21, 2011 Decision Making Workgroup agenda and sign-in sheet
- D1-29 E-mail distributing draft 4 of the Decision Making Manual
- D1-30 E-mail from CEOs distributing the Decision Making Manual for the first district-wide review
- D1-31 Responses to feedback from the first district-wide review
- D1-32 December 12, 2011 Chancellor's Cabinet/District Planning Council agenda

- D1-33 August 23, 2011 Board minutes
- D1-34 January 27, 2012, and February 10, 2012 District-wide Strategic Plan agenda, sign-in sheet, and handouts
- D1-35 November 15, 2011 Technology Advisory Committee agenda and minutes
- D1-36 February 14, 2011 District Staff Development Committee minutes
- D1-37 February 27, 2012 District Consultation Council agenda and minutes
- D1-38 March 12, 2012 Council on Budget & Facilities agenda and minutes
- D1-39 District Services Administrative Review Procedure
- D1-40 February 14, 2012 Presentation to Board on priorities for the 2012-2013 Budget

Evidence for Response to ACCJC District Recommendation #2

Reference:

North Orange County Community College District Budget Allocation Handbook 2012

- D2-01 September 16, 2011 Resource Allocation Workgroup agenda, sign-in sheet, and handouts
- D2-02 E-mail distributing the first draft of the Budget Allocation Handbook
- D2-03 E-mail distributing the second draft of the Budget Allocation Handbook
- D2-04 E-mail distributing the third draft of the Budget Allocation Handbook
- D2-05 E-mail distributing the proposed NOCCCD budget allocation model description for the Integrated Planning Manual
- D2-06 E-mail distributing the fourth draft of the Budget Allocation Handbook
- D2-07 October 21, 2011 Resource Allocation Workgroup agenda and sign-in sheet
- D2-08 E-mail distributing draft 5 of the Budget Allocation Handbook
- D2-09 Responses to feedback on the Budget Allocation Handbook

D2-10 E-mail from CEOs distributing the Budget Allocation Handbook for the first district-wide review

Evidence for Response to ACCJC District Recommendation #3

D3- 01 *North Orange County Community College District District-wide Strategic Plan 2012- 2014 (draft)*

Other evidence for District Recommendation #3 is included in the evidence cited for District Recommendations #1 and #2.

Evidence for Response to ACCJC College Recommendation #1

References:

- *Shared College Drive (J:) (President's Advisory Cabinet, Planning and Budget Committee, and Diversity Committee Meeting Minutes)*
- *Cypress College President's Office (Management Team Meeting Minutes)*
- *Copies of relevant minutes attached*

C1-01	President's Advisory Cabinet Minutes December 1, 2011
C1-02	Planning and Budget Committee Minutes December 1, 2011
C1-03	Management Team Minutes December 2, 2011
C1-04	President's Advisory Cabinet Minutes February 2, 2012
C1-05	Diversity Committee Minutes February 8, 2012

Evidence for Response to ACCJC College Recommendation #2

Reference:

- *Shared College Drive (J:) (President's Advisory Cabinet, and Academic Senate Meeting Minutes)*

C2-01	President's Advisory Cabinet Minutes October 6, 2011
C2-02	Academic Senate Meeting Minutes December 8, 2011