Saddleback College and Irvine Valley College Accreditation Follow-Up Reports 2011
August 2010 – Colleges Submitted Their Accreditation Self-Study Report to ACCJC

October 2010 – ACCJC Accreditation Teams Visited Colleges/District Services

January 2011 – ACCJC Placed Colleges on Warning Status

February- September 2011 - Colleges and District Services Addressed Recommendations and Prepared Follow-up Report

September 2011 – Colleges Present Follow-up Reports to Board of Trustees
District-wide Effort

- District-wide Accreditation Steering Committee
- Recommendation Task Forces
- Collaborative Process
  - Inclusiveness
  - Openness/Honesty
  - Transparency
  - District-wide review and input
Saddleback Process

- 11 Member College Accreditation Steering Committee
- 12 Members on District-wide Steering Committee
- 2 Primary Writers Drafted Follow-up Report
- Follow-up Report Draft Presented to College/District Services during Fall In-Service
- Follow-up Report Reviews/Approved by College Consultation Council
Saddleback Follow-up Report

- Statement of Report Preparation
- Six District Recommendations
  - Self Study Report Findings
  - Visiting Team Evaluation Report and Recommendation
  - Task Force Process and Actions
  - Evaluation
  - Planning Agendas
  - Evidence
8 Member College Accreditation Steering Committee
11 Members on District-wide Steering Committee
2 Primary Writers Drafted Follow-up Report
Follow-up Report Draft Presented to College/District Services during Fall In-Service
Follow-up Report Reviews/Approved by College Consultation Council
Statement of Report Preparation

Six District Recommendations
- Self Study Report Findings
- Visiting Team Evaluation Report and Recommendation
- Task Force Process and Actions
- Evaluation
- Planning Agendas
- Evidence

College Recommendation
District Recommendation 1

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

- Educational and Facilities Master Plan (EFMP)
- District-wide Strategic Plan
- Administrative Unit Reviews (AURs) of all District service units
- SOCCCD Planning and Decision-Making Manual
Institutionalize District-wide Accreditation Committee as District-wide Strategic Planning Committee

Continue to assess, evaluate, and further develop the strategic planning process utilized during this first iteration of a district-wide plan.

All District services units to complete an AUR by May 2012.

Update the *SOCCCD Planning and Decision-Making Manual* as needed.
Participate in the District-Wide Planning Council.

All district services will continue to be reviewed and modified as necessary through annual administrative unit reviews.

Operating within the newly-articulated district-wide goals, the chancellor and college presidents will continue to define the character and future role of ATEP and clarify its relationship to the two colleges within the SOCCCD.

Assess, evaluate, and revise the strategic planning process as it is implemented and annually thereafter.

Implement the action steps outlined in the SOCCCD District-wide Strategic Plan 2011-2014, including the development of a concrete 3- to 5-year site development plan for ATEP.
The teams recommend that the district and the colleges develop and implement a resource allocation model driven by planning that includes all district funds and is open, transparent, and that is widely disseminated and reviewed/evaluated periodically for effectiveness (I.A.1., I.B., III.D.1., III.D.1.b., III.D.1.c., III.D.1.d., III.D.2.b., III.D.3., IV.B.3 c.).
Task Force Process/Actions

- District Resource Allocation Process
  Flowchart/Definition of Terms
- List of Funds
- Board Policy 3110 – Basic Aid Allocation Policy
- Administrative Regulation 3110 – Outline of process to directly link Basic Aid allocations with planning
Complete AR 3110 in a way that clearly links resource allocations to planning.

Regularly review BP 3110 and AR 3110 for effectiveness, and revise if necessary.
Widely disseminate and communicate the district resource allocation process.
Evaluate effectiveness of allocation process annually and revise as necessary.
Implement TracDAT at the college and district offices.
Create and implement district-wide plan related to capital improvement, scheduled maintenance e, and technology.
The teams recommend that the college, district administrators, faculty and staff develop a communications process among the entities on key issues of district-wide concern including academic calendar, planning, (ATEP) Advanced Technology Education Park, technology and building priorities (Standards IV.A.2., IV.B.3.).
Task Force Process/Actions

- Creation of Intranet (SharePoint) sites for all District Committees
- Standardized templates for agendas and minutes to be used by all District-wide committees
- Searchable Board meeting agendas and minutes
- Standards of communication for the District
- Chancellor’s newsletter and twice a year forums at the Colleges
Institutionalize the practices for improving communication identified by the Recommendation 3 Task Force.

Employees at the Colleges and in District services will continue to be collaborative on issues of key concern within the District.
Support District-wide Goal 1 which calls for district-wide meetings to be split between the two college locations.

Invite district administrators and staff to participate in IVC brown bag sessions, forums, and workshops.
The teams recommend that the Board of Trustees widely communicate the results of its self evaluation process annually and use this as the basis for improvement (IV.A.5., IV.B.1.g.).
Task Force Process/Actions

- Revised Board of Trustees self-evaluation process which includes dissemination of results
- Greater awareness on the part of the Board of Trustees that the perception of the employees within the District is important
- A Board which has education and student success as its priority
The Chancellor, the District Director of Public Affairs, and the College Presidents will ensure that employees and the general public are kept apprised of progress on the action items from the 2011 Board of Trustees Self Evaluation.

The Chancellor will evaluate the success of this process, and make any necessary adjustments for future years.
The college president and chancellor will keep the campus informed of continued progress and conduct of the board.

Campus employees will participate constructively in the annual board evaluation process each spring.
The teams recommend that the Board of Trustees develop a clearly defined policy for a code of ethics which must include dealing with violations of the Board’s code of ethics (III.A.1.d., IV.B.1.h.).
Revised Board Code of Ethics policy which includes an enforcement section (BP 110)
Greater civility and mutual respect at Board meetings
IVC Planning Agendas

- None.
The teams recommend that the district provide a clear delineation of its functional responsibilities, the district level process for decision making and the role of the district in college planning and decision making. The district should provide a regular review of district communities, conduct an assessment of the overall effectiveness of services to the college and communicate the results of those reviews (IV.B.3.a., IV.B.3.b., IV.B.3.e., and IV.B.3.f.).
Task Force Process/Actions

- Revised Function Map which includes the District and both Colleges
- Committee SharePoint sites
- Updates list of all district-wide committees and an evaluation of their purposes
- Creation of SOCCCD Planning and Decision-Making Manual which includes information about all district-wide committees
Implementation of annual self evaluation for all district-wide committees

Standardized templates for committee minutes so that all decisions and action items are clear and easily accessed

Directions for how committees should function in relation to decision making (consensus model)
Develop work flow documents for the Colleges and District offices in relation to their different functions in key areas (e.g., human resources, purchasing).

Regularly update the SOCCCD Planning and Decision-Making Manual so that it always reflects current processes.

Regularly review the district-wide committee structure to determine if all existing committees are still relevant and make changes as needed.
None.
Although the college and its constituent groups have achieved a collegial working relationship with the current president to address issues with a new optimism, the college does not have this same type of relationship with the district leadership and the Board of Trustees. While some progress has been made and policies have been developed, the team feels that Recommendations 7 and 8 of the 2004 visiting team Accreditation Team have not been fully met.
Work on the district recommendations has resulted in a collegial relationship with Saddleback College and District Services employees.

- Civility Initiative at IVC
- President’s attendance at constituency group meetings
- Workshops for classified staff and managers
- College-wide discussion boards
- Develop a board policy on mutual respect.
- Create, administer and analyze a district-wide climate survey that will measure perception of college climate and the effectiveness of services, collaboration and planning.
- Develop and implement the IVC initiative on civility.
Next Steps

- October 15, 2011 - Colleges Submit Signed Follow-up Reports to ACCJC
- November 2011 – ACCJC Accreditation Team Visits
- January 2012 - ACCJC Board Reviews Follow-up Reports/Visiting Team Reports
- February 2012 – Colleges Receive Decision Letter from ACCJC
Questions?
Thank You