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Foreword

The South Orange County Community College District’s mission statement is “We provide a dynamic and innovative learning environment for diverse learners of all ages, backgrounds and abilities. We promote access, success and equity to meet each student’s goals of skills development, certificate, associate degree, transfer or personal enrichment. We contribute to the economic vitality of the region.” Fulfilling this mission depends on strategic planning and effective decision-making.

Long-term and short-term planning coupled with effective decision making are essential strategies to fulfill this mission. Effective planning and decision making requires a partnership of board members, faculty, staff, administrators, and students united by a collective, shared vision that student success is the most important endeavor.

The purpose of the SOCCCD District-wide Planning and Decision Making Manual 2015-2020 is to describe how decisions are made in SOCCCD. It has been developed in order to improve communication and trust across the district. These planning and decision making processes reflect the mechanisms by which the district ensures that there are opportunities for meaningful collaboration and that the voices of all constituent groups are heard in planning and making decisions. The manual describes how employees of the district are involved in planning and the decision making processes by clearly delineating the roles and responsibilities of all constituent groups as defined by law, regulation, and district policies and procedures. The manual also includes general principles and procedures that promote widespread participation in these participatory governance processes.

This document delineates the processes for developing recommendations to the chancellor 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.

The resources used for the development of these processes are ACCJC accreditation standards, the California Education Code, and Title 5, California Code of Regulations.

The SOCCCD District-wide Planning and Decision Making Manual was initially adopted in 2011. To maintain the credibility of this document as a valuable resource, the District-wide Planning Council prepares a comprehensive revision of the document every five years and makes minor updates annually. Through these two review processes, one completed annually and one completed every five years, the evolution of this document reflects the inevitable changes in planning and decision making processes that are to be expected as part of the district’s cycle of continuous quality improvement. Refer to the district SharePoint site at https://sharepoint.socccd.edu for the most current version as well as an archive of previous iterations.
The first South Orange County Community College District’s District-wide Planning and Decision Making Manual was created in 2011 with collaboration, research and planning by faculty, staff and administration representing all constituent groups district-wide. This manual is an important piece that guides our planning and decision making processes.

In 2014-2015 the manual went through a major review and some of the revisions included clarification and confirmation on how we define our district. Additionally, there was a great deal of discussion on how we define the concept of “consensus” and how to express this in the manual and in our decision making practices. One of the last significant updates to the manual is the inclusion of common planning definitions and implementation of a new district-wide integrated strategic planning process.

In a multi-college district, the process of planning and decision making is a shared one. Thank you to the District-wide Planning Council members and many other faculty, staff and administrators from Saddleback College, Irvine Valley College, and District Services for their contributions and collaborative work ethic.

Sincerely,

Gary L. Poertner
Chancellor
Introduction and Philosophy

The purpose of the South Orange County Community College District Planning and Decision Making Manual is three-fold. First, the manual describes the district-wide decision making philosophy and strategic planning procedures. It shows connections among the councils and committees, the chancellor, the board of trustees, the colleges and district services. Second, the manual provides clarification of the roles, responsibilities, and scopes of authority of the district constituent groups as required by ACCJC accreditation standards; the California Education Code; and Title 5, California Code of Regulations. Third, it is the intent of the South Orange County Community College District to be communicative with its employees. The following are major channels of communication used district-wide.

- District-wide committee members participate and report back to constituent groups
- SOCCCD SharePoint intranet sites
- District-wide forums
- SOCCCD website
- E-mail communications, including district-wide updates and newsletters

Decision Making Philosophy - Dialogue and Consensus

The district’s planning and decision making processes emphasize the importance of dialogue during decision making discussions and the importance of consensus to reach final recommendations.

Authentic dialogue occurs when colleagues collaboratively explore complex issues to reach a common understanding of the issues. This process requires that the participants enter discussions as equals, suspending their titles and preconceived ideas in order to listen to others’ viewpoints. Authentic dialogues are successful when colleagues combine their insights and knowledge to develop a broader and collective understanding of the issues, resulting in the group being prepared to develop more meaningful recommendations.

Consensus is a collective opinion characterized by the following five elements:

1. Collaboration: Proposals for consideration are constructed with input from all interested group members.
2. Inclusion: As many stakeholders as appropriate should be included in the group’s discussions.
3. Participation: All participants contribute to the discussion.
4. Agreement Seeking: The group makes a concerted attempt to reach full agreement.
5. Cooperation: Decisions may incorporate individual concerns, but are designed to benefit the whole group. Individual preferences do not override the needs of the whole group.

District-wide committees, councils, and task forces are encouraged to use the following best practices to reach consensus:

- Clarification of the Issue: At the outset of the discussion, issues are clearly presented.
- Discussion/Dialogue: Participants combine their insights and knowledge to develop a broader and collective understanding of the issues.
- Participation: Committee members accept responsibility for attending meetings, designating a substitute when unable to attend, contributing to the discussion, and following up on action items. Committee chairs are expected to schedule meetings in a way that maximizes participation.
- Consensus: Committee members are asked to utilize consensus to reach a decision. The committee reaches consensus once all members and guests have had an opportunity to contribute to the discussion and no one feels so strongly against a resolution that their objection must be noted.
  - Consensus does not require unanimous approval; however, consensus does require that the group attempts to hear member’s perspectives for mutual understanding and find a compromise, if possible. If a group can’t reach consensus, the differing viewpoints can be forwarded to the next level of decision making as unresolved.
- Committee Recommendations/Decisions: Once consensus is achieved, all committee members support the decision making process and the recommendations of the committee.
District Defined

In multi-college districts, “the institution” refers to each of the colleges plus the board of trustees, the chancellor and all other district services. We are all one institution and one district as defined by the Western Association of Schools and Colleges (WASC) and the actions taken by the state legislature through education code and state law in establishing community college districts. This graphic illustrates how each college is incomplete without district services and how district services is incomplete without the colleges.

South Orange County Community College District (SOCCCD)

District-wide Decision Making

The district is dedicated to meeting the WASC/ACCJC standards referenced below by utilizing the approved SOCCCD District-wide Strategic Plan, Planning and Decision Making Manual and Function Map.

Accreditation Standard IV: Leadership and Governance Section D - Multi-College Districts or Systems

1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the standards, and its performance is reflected in the accredited status of the institution.
3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO accountable for the operation of the colleges.

5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

WASC /ACCJC Accreditation Standards IV D 1-7, July 2015

Function Map

The district operates under an approved SOCCCD district-wide function map where key decision areas are carefully aligned with the WASC/ACCJC standards along with comments and clarifications by each college and district services. In 2012, the District-wide Planning Council approved an additional focused function map to clarify district-wide delineation of responsibilities for the Advanced Technology & Education Park site. Responsibilities are delineated as being: (1) primary, (2) secondary or (3) shared. Continued review, improvement and revisions of the function map is the responsibility of the District-wide Planning Council. The SOCCCD and ATEP Function Maps are reviewed to ensure alignment with the WASC/ACCJC 2015 Accreditation Standards. The district-wide function map addresses these functions across South Orange County Community College District.
General Principles

The following principles of governance provide guidance to strengthen the district’s governance structure and collegial consultation. While the district and each college must develop a structure and practices consistent with its history and culture, these principles provide a foundation participants agree upon, thus facilitating the further development of governance structures that enable our colleges to fulfill their missions and respond effectively to the needs of students.

- The board of trustees has final responsibility and authority for district policies and procedures, and any individual may address the board regarding them.

- The board charges the chancellor with the responsibility for governance of the district; in turn, the chancellor creates a structure and a systematic process for decision making that allows for the effective participation of administrators, faculty, staff, and students.

- The district-wide governance structure defines roles and responsibilities of those individuals, councils and committees charged with making recommendations to the chancellor through councils and committees.

- The district recognizes the academic senates’ primary responsibility in making recommendations in specified areas related to academic and professional matters. The board of trustees has chosen to primarily rely upon recommendations from the academic senates in most arenas. In the case of disagreement with the administration on any issue, the senates have the right to take their position directly to the board.

- The knowledge and experience of committee members and the interrelationship of all committees gives the governance structure preeminence in the decision making process.

- Broad participation from all segments of the district is encouraged and expected in the governance structure.

- Each council and committee should annually review and evaluate the continuing need for its operation and make recommendations for any necessary changes in the governance structure.

- Each constituency represented in a council, committee, or task force appoints its own representatives, taking into account not only the needs of the constituency but also the broader needs of the institution.

- The responsibility of the participants in collegial consultation and decision making includes articulating the concerns of their constituents and, in turn, reporting back to their constituents on the progress of the issues. In addition, all participants should make a sincere attempt to understand issues from a broad, district-wide perspective.

- The district as a whole should understand the governance process and how to participate in it through constituency representation.

- Governance is facilitated by extensive communication, timely and appropriate information, sharing and notice of meetings, public deliberation, full campus participation, and published records.
Overview of Participants

ACCJC’s Standard IV A: Decision Making Roles and Processes (August 2015) refers to participation of leadership across the organization that is vital to promoting student success, institutional effectiveness and efficiencies, and continuous improvement.

Standard IV.A.1-3: Decision-Making Roles and Processes

Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

The Governing Board

The board of trustees governs on behalf of the citizens of the South Orange County Community College District in accordance with the authority granted and duties defined in Education Code Section 70902. Per SOCCCD Board Policy 112, the board’s commitment is to:

- Establish the mission of the district
- Assure the development and implementation of short-term and long-term educational and facilities plans
- Assure fiscal health and stability
- Monitor institutional effectiveness and educational quality
- Delegate power and authority to the chancellor/chief executive officer to effectively lead the district
- Work respectfully with the chancellor and the district/college faculty and staff
- Refer suggestions and concerns to the chancellor
- Work respectfully with other board members
- Hire and evaluate the chancellor
- Advocate for and protect the district
- Establish policies that implement the district mission and goals, and set prudent, ethical and legal standards for college operations
- Represent the public interest

The Chancellor

California Education Code Section 70902(d) and Board Policy 2100 (Delegation of Authority to the Chancellor – revised 10-24-11) defines the board’s delegation of authority to the chancellor. The board of trustees shall employ a qualified person as chancellor and chief administrative officer of the district. The chancellor has full authority and responsibility for the proper conduct of the business and educational programs of the district.

The board of trustees specifically authorizes the chancellor to perform the following functions:

- To hire academic and classified employees for the district, subject to ratification by the board.
- To authorize and direct employees of the district to incur travel expenses, including but not limited to mileage, to conduct district business, including conference travel, within the limits and budget requirements.
To sign applications for funds and contracts (under $100,000) for the district, subject to ratification by the board. In emergency situations, the chancellor may sign contracts over $100,000, subject to ratification. The board hereby delegates to the chancellor or his or her designee the authority to accept employee resignations on its behalf at any time. Resignations shall be deemed accepted by the board when accepted in writing by the chancellor or his or her designee. If the resignation does not specify an effective date, the chancellor or his or her designee shall fix an effective date for the resignation which shall be within 60 days. When accepted by the chancellor or his or her designee, the resignation is final and may not be rescinded. All such resignations shall be forwarded to the board for ratification at the next regular meeting.

To establish and maintain the district’s purchasing procedure.

Board Policy 2001 (Administrative Organization) further provides for the following:

- The board of trustees affirms its legal responsibility to adopt policies governing the district and its colleges. In so doing, it directs the chancellor to implement those policies within an approved organizational structure (Calif. Ed. Code, Section 70902).
- For the district and the colleges to be governed and administered in an effective manner, it is necessary that lines of communication be established within the organization so they allow for the orderly transaction of business.
- The chancellor is authorized and responsible for organizing all district standing and ad hoc committees to assist in the operation of the district. Each college president is authorized and responsible for organizing college committees as needed to assist in college operations.
- To support the board of trustees’ stated philosophy concerning internal administration, it is the policy of the board or trustees that all matters called to its attention by district personnel or by students shall be presented through the chancellor. Conversely, the board shall direct appropriate matters through the chancellor.

Administrators and Managers

- The role of administrators and managers in making decisions is determined by the scope of responsibility and authority delegated to them in the job descriptions for administrative and managerial positions. The following are drawn from various job descriptions to illustrate the decision making duties assigned to administrators and managers.

- Participate in establishing and maintaining the college’s creative vision and direction for the assigned areas of responsibility.

- Develop goals, objectives, priorities, policies and procedures for all assigned departments.

- Coordinate and assist in the development of master and strategic plans to enhance the educational programs of the district.

The Academic Senate

Board Policies 2100.1 (Delegation of Authority to the Academic Senates), 2100.2 (Role and Scope of the Academic Senates), and Title 5, California Code of Regulations, §53203 define the right for faculty to participate effectively in decision making and planning related to academic and professional matters. California Education Code §87743.2 requires that each community college establish faculty service areas no later than July 1, 1990. The exclusive bargaining representative for the faculty shall consult with the academic senate(s) in developing proposals regarding faculty service areas.

The Classified Representation

Classified staff are integral to the decision making processes of the district. They participate in district governance through representation on committees, task forces, and councils. If only one representative is selected, the representative is from the bargaining unit. When additional classified representatives are added, the appointment will be made in consultation with the appropriate classified senate(s). (Board Policy 4056, Title 5 Section 51023.5, and California Education Code Section 70902).
Student Participation in Governance

Board Policy 5627 (Student Participation in Governance) and Title 5, 51023.7 define students’ right to participate in community college governance. Further, Board Policy 104 provides for a student member of the board of trustees.

The associated students of the colleges of the South Orange County Community College District shall be given an opportunity to participate in the formulation and development of district policies and procedures that have a significant effect on students, as defined by law (Title 5, Calif. Code of Regulations, Section 51023.7 and Calif. Ed. Code, Section 70902[b][7]).

The selection of student representatives to serve on SOCCCD committees or task forces shall be made after consultation with the associated student governments of the respective colleges. The opinions and recommendations of the students will be given every reasonable consideration.

There shall be one non-voting (advisory) student member of the board of trustees (California Education Code, Section 72023.5).

Additional Representation

District-wide committees may invite additional representation, such as the SOCCCD Faculty Association, California School Employees Association, and Police Officers Association.
District-wide Integrated Strategic Planning

Through the leadership and collaboration of the District-wide Planning Council, beginning in the academic year 2012-2013, SOCCCD developed a new integrated planning model. Our integrated planning model incorporates a shared set of planning definitions.

Common Planning Definitions

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<tr>
<td>Vision Statement</td>
<td>Describes the ideal future state of the district/college, including the results we would like to achieve and the characteristics we will need to possess. The vision statement provides direction and inspiration for the Strategic Plan.</td>
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<tr>
<td>Mission Statement</td>
<td>A broad description of the purpose or philosophy of the district/college, our commitment to student learning and success and the population served.</td>
</tr>
<tr>
<td>Values</td>
<td>Statements of core priorities in the district/college culture that guide how we operate. They provide ways of choosing among competing priorities and guidelines.</td>
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<tr>
<td>Goals</td>
<td>Goals are defined as all-encompassing statements about the general direction of the district/college. There are two types of goals: district-wide goals and college goals.</td>
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<tr>
<td>Objectives</td>
<td>Objectives are defined as methods for attaining goals. Good objectives are focused on outcomes or results and are S.M.A.R.T.: specific, measurable, achievable, realistic, and time-related. An objective can be achieved through one or more action steps.</td>
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<tr>
<td>Action Steps</td>
<td>Action steps are projects or initiatives designed to reach objectives and to attain Goal(s). They may describe complex college/district services functions involving multiple offices and/or departments. Action steps are reviewed and revised yearly.</td>
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<tr>
<td>Key Performance Indicators (KPI)</td>
<td>KPIs are high level indicators that measure progress on goals and/or objectives.</td>
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<tr>
<td>Targets</td>
<td>The desired level of a KPI at the end of the planning cycle.</td>
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Development of Integrated Process

During the spring of 2013 a district-wide external scan was prepared that included a demographic analysis, enrollment projections and a labor market analysis. In the summer of 2013, the District-wide Planning Council (DWPC) conducted its annual planning retreat. Part of the planning retreat was spent establishing our planning assumptions, drawing from the recent external scan that was conducted in the spring. This scan was utilized to build district-wide planning assumptions and help guide the development of district-wide goals and objectives in the new strategic plan, initiated during the summer 2013 District-wide Planning Council retreat, and continued through the academic year in all district units, with guidance of the District-wide Planning Task Force.

Development of Goals, Objectives, Key Performance Indicators (KPIs), and Targets

The DWPC assigned the refinement of goals and objectives to the District-wide Planning Task Force. This task force spent over 15 hours in the Fall of 2013 and evaluated over 150 suggestions for objectives aligned under four major goal areas, and derived 17 objectives to recommend to the council. On February 21, 2014, the council approved the final objectives for the District-wide Strategic Plan 2014-2020. In 2014-2015 the task force spent approximately 20 hours reviewing data, discussing and vetting KPIs and targets that would be aligned with each major objective. The work plans and details of the meetings of the District-wide Strategic Planning Task Force are documented in the District-wide Planning Council’s SharePoint site. In the summer of 2015 at the annual retreat, these KPIs and targets were approved and included in the final plan. During the development of KPIs and Targets both the colleges and district services were also developing their individual area’s action steps that would support the fulfillment to the focused objectives.
District-wide Integrated Budget Planning Resource Guide

The SOCCCD District-wide Integrated Budget Planning Resource Guide was developed in 2011-2012 in response to the colleges’ accreditation report recommendations and the requirement that district-wide planning drive budget allocations. The resource guide details how resource allocation is tied to planning, provides links to documentation associated with the integrated processes, and is continually updated.

The SOCCCD Board of Trustees approves the budget development guidelines twice a year for the tentative and final budget, in the months of June and August. These budget development guidelines, which are comprised of the board of trustees’ budget philosophy statement regarding participatory governance and guiding principles, are used in the district-wide budget development process. They are intended to be fiscally conservative in nature and are useful in communication of the overarching assumptions on which the district-wide budgets are based. The DRAC Model Basic Aid Board Policy (BP 3110), and Basic Aid Administrative Regulation (AR 3110) guide the budget development for district-wide allocation of unrestricted general funds and “basic aid” funds. The philosophy that planning drives budget decisions is being institutionalized district-wide. It is anticipated that as the planning and budget development cycle is implemented over several years that this planning and budget model will become more integrated with everyday decision making.

The following excerpt is taken from the SOCCCD District-Wide Integrated Budget Planning Resource Guide.

Board Philosophy

The board of trustees shall support and follow fiscal policies that:
1. Ensure wise and prudent use of public resources.
2. Promote financial strength and stability.
3. Maximize educational opportunities for students, in accordance with the district’s mission statement.

Participatory Governance

An opportunity for review and input will be provided to the appropriate participatory governance groups prior to adoption of the final budget.

Guiding Principles

The following guiding principles are provided to District Resources Allocation Council (DRAC) and the college budget committees for use when recommendations are made about the budget.

1. Reserve for Economic Uncertainties
The general fund reserve for economic uncertainties shall be no less than 7.5% of the projected unrestricted revenue. A monthly update will be provided to the board of trustees that reviews current revenue, expenditure, and ending balance projections. Any action proposed by a staff member, a board member, or the board of trustees as a governing body, which could potentially reduce the reserve, will be reported to the board in the monthly update. A reported reduction in the reserve below 7.5% shall be accompanied by a plan that indicates how the reserve shall be restored.

2. Future Long-Term Debt Issues
No additional COP, or other long-term debt, will be issued until:
   a. An ongoing revenue stream has been identified that covers the full payment for the existing issues.
   b. A dedicated revenue stream has been identified for the payments for the new issue.

The board has identified this principle as having a very high priority.
3. Retirement Incentives
No retirement incentives will be provided unless one-time funds have been identified that will cover the full cost or the plan savings are sufficient to pay the cost of the incentive.

4. Area/College Allocations
The expenditure budgets for each area/college shall not exceed the projected resource allocations. Any college or district balances existing at the end of each fiscal year, either positive or negative, will result in an equivalent adjustment in the allocation for the subsequent year. In addition, the vice chancellor of business services shall monitor the college budgets to ensure there are no negative balances.

5. Deficit Financing
Deficit financing is defined as a budget in which projected expenditures exceed projected revenue for the year. Deficit financing should not occur for ongoing expenses, such as salary increases. The amount of deficit financing should always be clearly presented in the budget document. Deficit financing shall not result in a reserve balance that is less than 7.5%.

6. Retiree Medical, Dental, Vision, and Medicare Coordination of Benefits (COB) Plans
To be compliant with GASB 43 and 45, an irrevocable trust was formed in FY 2007-2008 to fund medical, dental, vision, and Medicare plans for SOCCCD retirees. An actuarial study is conducted every two years to update the district’s OPEB (other post-employment benefits) liability. It is the board’s intent to fully fund the liability once it is identified.

7. Basic Aid
While the district is a basic aid district:
   a. The expenditure budgets for ongoing purposes shall be the resources that would have been available from state apportionment.
   b. Excess revenue above apportionment shall be allocated at the college or district level for one-time purposes, such as to cover some of the unfunded obligation for the retiree benefit plans.
   c. Excess revenue above apportionment shall not be used for regular ongoing expenditures, such as salaries.
   d. Excess revenue above apportionment shall not be used for any other purposes that will jeopardize the district’s future financial stability.
   e. BP and AR 3110 will be followed when allocating basic aid funds.

8. One-time Cost Savings
One-time cost savings shall be allocated to purposes such as the unfunded obligation for the retiree benefit plans, or to one-time expenditures.

9. Full Time Equivalent Student Targets
When developing the target FTES, consideration will be given to the following:
   a. The needs of students and the community.
   b. The percentage of growth allocation in the state apportionment formula.
   c. The FTES generated in the most recent academic year.
   d. The number of FTES the college administration realistically believes can be generated.

10. Funding for Growth
The district resource allocation model shall limit funding for growth FTES to a maximum of the SOCCCD individual adjusted growth rate published by California Community College System Office, adjusted by subsequent system office revisions. District growth funding shall also be constrained by FTES growth achieved by the district up to the maximum amount funded through the SB 361 allocation formula.

11. Budget Planning
College budget planning will take into consideration the 50% Law and Faculty Obligation Number (FON).
Resource Allocation Process

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT RESOURCE ALLOCATION PROCESS

Board Policies, Regulations and Budget Development Guidelines

Income to the District

General Fund Unrestricted

Restricted Funds

PROPERTY TAXES

Other State Adj.

Non-Resident Fees

Local Income

Misc. Income

Enrollment Fees

Ending Balances

DRAC Model

Basic Aid BP & AR 3110

FEDERAL/STATE CATEGORICAL & GRANT FUNDS

Local Restricted Funds

State Guidelines & Unit Plans

SADDLEBACK COLLEGE

IRVINE VALLEY COLLEGE

DISTRICT SERVICES

District-wide, College, & District Services Plans that Drive Budget Decisions:
- Strategic Plans
- Technology Plans
- Equipment Plans
- Staffing Plans
- Program Reviews and Administrative Unit Reviews
- EFMPs & 5 Year Construction Plan
- 20 Yr. Facility, Renovation, and Scheduled Maintenance Plan

Basic Aid Projects:
- Capital Construction
- Long-Term Obligations
- Trustee Elections
- Basic Aid Advocacy
- Technology Initiatives
- Scheduled Maintenance

Approved Funded Projects- EFMP Plan

STATE CAPITAL PROJECT MATCH
Basic Aid Allocation Recommendation Committee (BAARC) Flow Chart

This is an interactive process with participatory governance involvement. BAARC will provide information to and gather widespread input from the college presidents and other campus and district services leadership groups before recommendations are made to the Chancellor. Recommendations and draft work from the committee will be posted on SharePoint for transparency.

*For more details, refer to AR 3110.
Overview of Model Development Process

The District-wide Planning and Budget Model is comprised of three major components. The model demonstrates how institutional priorities and planning are linked to resource allocations. The model also establishes how planning and related processes are assessed and evaluated for continued improvement through analysis and action plans. The three planning model components are:

1. District-wide Planning Documents
2. District-wide Budget Planning Groups and Flow Chart
3. District-wide Planning and Resource Allocation Development Timelines

District-wide Planning Documents and Version Control

The key district-wide planning documents that drive and facilitate district-wide planning are listed here. For each plan or document, the assigned planning group or administrative unit is identified. The appropriate SharePoint site is the repository for up-to-date information regarding the respective council/committee, and houses the official current version of each document. The most current version of the planning documents are housed in the assigned group or unit’s SharePoint site.

- **Education and Facilities Master Plan 2011-2031 (EFMP)** (long-range plan)
  College and district services planning groups support new plan development

- **District-wide Strategic Plan 2014-2020** (short-range plan)
  District-wide Planning Council supports updates and new plans

- **District-wide Planning and Decision Making Manual**
  District-wide Planning Council supports updates and makes changes

- **District-wide Function Map**
  District-wide Planning Council supports updates and makes changes

- **District-wide Planning and Resource Allocation Model**
  District-wide Planning Council supports updates and makes change

- **District-wide Tentative Budget Development**
  District Business Services and all planning groups

- **District-wide Tentative Budget Approval**
  Board of Trustees review and approval

- **District-wide Final Budget Approval**
  Board of Trustees review and approval

- **District-wide Integrated Budget Planning Resource Guide**
  District Business Services

- **Budget Development Guidelines and Budget Manual**
  District Business Services

- **District-wide Five Year Construction Plan**
  College planning groups and District Facilities Planning Staff

- **20 Year Facility, Renovation, and Scheduled Maintenance Plan**
  Capital Improvement Committee

- **District-wide Technology Plan**
  District-wide Technology Committee
District-wide Budget Planning Groups

Each of the district-wide groups that have a major role in planning and budget recommendations are listed below. These district-wide councils make recommendations to the chancellor on a variety of district-wide topics and have a significant role in budget planning. Committees may make recommendations to the chancellor to consider placing items on the agendas of one or more of the district-wide councils. The district-wide councils and committees document their description, charge, membership, and annually review and revise these as necessary.

- Chancellor’s Council
- District-wide Planning Council (DWPC)
- District Resources Allocation Council (DRAC)
- Basic Aid Allocation and Recommendation Committee (BAARC)
- District-wide Technology Committee (DTC)
- Capital Improvement Committee (CIC)

Council/Committee Charge

Chancellor’s Council
Information exchange, input on issues and decisions. Monthly agenda includes review and discussion of Board of Trustee agenda items (docket).

District-wide Planning Council (DWPC)
Coordination of district-wide planning, reviews progress on current plans and updates the plans as appropriate.

District Resources Allocation Council (DRAC)
Participatory governance council, approved by the Board of Trustees, charged with making recommendations for the income allocation model on which the budget is based. Development and oversight of the allocation process for unrestricted general funds; makes recommendations to the chancellor.

Basic Aid Allocation Recommendation Committee (BAARC)
Participatory governance committee charged with implementing the BP-3110 and AR-3110-Basic Aid Allocation Process, by utilizing plans developed by other district-wide committees.

District-wide Technology Committee (DTC)
Coordinate technology issues and implementation of new systems, hardware, and software district-wide; review potential district and college IT projects and funding sources; and explore new software and hardware.

Capital Improvement Committee (CIC)
Coordinate a prioritized district-wide 20-year Facility, Renovation, and Scheduled Maintenance Plan that utilizes uniform, data-driven criteria. This includes developing common facilities definitions and recommendation of software. Each year the committee will review the plan and develop recommendations.
District-wide Budget Planning and Allocation Process Flow Chart

This chart indicates the relationship among of the district-wide committees chaired by the chancellor or appropriate vice-chancellor that makes recommendations related to planning and resource allocation. The district-wide councils report to the chancellor. Recommendations made by the committees are directed to the chancellor. The chancellor also places committee items onto the various council agendas as needed and appropriate. Each of the key district-wide councils and committees, described earlier, are documented at the district SharePoint site.
## District-wide Planning and Resource Allocation Development Timelines

Planning timelines and ongoing cycles of review and improvement are essential for successful district-wide planning. This chart captures the planning cycles and timeline for updates, plus the planning and decision making manual for a complete renewal of a plan or document.

### District-wide updates, revision and timelines for 2014-2020 Strategic Plan Cycle

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The tools listed above provide important input and data that can be analyzed and used for ongoing institutional improvement.
Planning and Committee Structures

District-wide Budget Planning and Allocation Process Flow Chart

The colleges and district services rely on numerous councils, committees, and task forces that provide for representation from all constituent groups in order to create a structure for widespread participation. The district-wide administration, district services and college constituent groups participate in district-wide decision making through a representative model. College administrators are included on all district-level councils. Representatives of the academic senates, classified staff, and representatives of the exclusive bargaining representatives are included on appropriate district councils.

Committee Member Roles

CHAIR
The chair of each district-wide committee (unless otherwise noted, this term is used throughout this document to include all councils, committees and task forces) has the responsibility for setting agendas that conform to each committee’s purpose (charge); to chair the meeting; to work with the recorder in posting agendas, minutes, and handouts on the district-wide committee SharePoint site; to clearly identify committee recommendations/decisions and action items for the committee; and to work in the spirit of collegiality through consensus and ensure that the process is clear and transparent. The chair forwards the actions and recommendations/decision of the committee. When the committee cannot come to consensus, it is the chair’s responsibility to follow the process identified to resolve the issue.

MEMBERS
Committee members will be active participants who represent their constituencies, vote on their behalf, and communicate committee activities to their constituent groups. Each committee member is expected to be an active communicator on behalf of the committee. Each committee member has a responsibility to communicate committee activities through appropriate methods at their site, both formal and informal, so that the district-wide committee activities are clear, transparent and widely known.

RECORDER
The recorder assists the chair to set agendas that conform to the committee’s purpose (charge); to work with the chair in posting agendas, minutes, and handouts on the district-wide committee SharePoint site; to clearly identify committee recommendations/decisions and action items in the minutes, and to post all appropriate items on the committee’s SharePoint site in a timely manner per the district’s communication guidelines.

Committee Structures

COUNCIL
Composed of administrators and/or executive representatives of faculty, staff, or student organizations. A council often directs the work of and receives recommendations from numerous committees and/or task forces. A council meets regularly and its charge is broad in scope. Council documents, minutes, agendas and calendars are posted and available on a SharePoint site.

COMMITTEES
Composed of a variety of individuals representing district constituent groups. A committee’s scope of work is narrower than that of a council. A committee reports its recommendations to senior administrators or to a council. A committee is long-term in nature and meets on a regular basis. Committee documents, minutes, agendas and calendars are posted and available on SharePoint websites.

TASK FORCE
Composed of a variety of individuals such as administrators, managers, students, faculty, and staff representatives. A task force is created to address a specific district-wide issue and meets until its charge has been completed. A task force is usually short-term in nature and the group becomes inactive upon conclusion of the task.
Establishing a New District-wide Council, Committee, or Task Force

Any District-wide Planning Council (DWPC) member may request consideration by DWPC of a new district council, committee or task force. The request should include the following:

- Concise description of the subject to be addressed
- Proposed purpose
- Entity that has jurisdiction over the subject
- Any existing council, committee or task force that would be impacted by the formation of a new entity, and the anticipated impact of the new entity
- Proposed location in the governance structure for reporting
- Proposed composition
- The proposal may then be considered by DWPC.

Annual Review of an Existing Council, Committee, or Task Force

An annual review process and template must be submitted to the District-wide Planning Council for review during the next cycle for the District-wide Planning and Decision Making Manual. The annual evaluation should cover the following topics:

1. Review/recommend change to committee charge
2. Review/recommend change to committee membership
3. Summary of decisions and recommendations made during the year, compared to committee charge
4. Review/amend committee schedule and deliverables
5. Review of committee accomplishments

The annual committee evaluation and review will be completed during the spring of each year, or as appropriate for the committee meeting schedule. Evaluation reports will be forwarded to the District-wide Planning Council and other appropriate oversight committees or councils.

Modifying an Existing Council, Committee, or Task Force

Each entity is responsible for annually reviewing its charge and performance and recommending modifications. The existing entity and/or the committee members and constituencies review recommendations for modifications, such as changes in the committee charge or composition. The recommendations are then forwarded to the chancellor for review and action.

District-wide Communication Guidelines

Decisions and action items are clearly delineated in meeting minutes, using standardized templates and guidelines. The committee chair is responsible for posting all meeting agendas, minutes, handouts and related documents on a defined SharePoint site so that a clear chronology of decisions is available to all employees. Communication guidelines and templates are posted on the SharePoint intranet site.
# Communication Guidelines

## Communication Guidelines for District-wide Committees

### Agenda

Post on SharePoint at least two business days prior to each meeting.

Include:
- District Logo in top left hand corner
- Committee name
- Meeting date; location; start and end time
- Committee Charge/Purpose
- Standing Agenda Items:
  - Review/approval of previous meeting minutes
  - Review status of previous action items (incorporate the previous list into the current agenda)

Sign-In Sheets:
Attendees are to sign in for meetings

Handouts:
Post handouts provided prior to and during the meeting in the “handouts” section in SharePoint. Indicate the meeting date in the file name for easy reference.

### Minutes

It is recommended draft minutes be reviewed by the chair and posted on the committee SharePoint site for review and approval by the committee members within five business days following the meeting.

Include:
- District Logo in top left hand corner
- Committee name
- Meeting date; location; start and end time
- Members Present
- Members Absent
- Committee Charge/Purpose
- Recommendations/decisions made by the committee are to be specifically listed in a separate section at the end of the minutes (see sample minutes)
- Action Items: are listed in a separate section at the end of the minutes to include a description of the action, who it is assigned to, deadline for completion, and status (see sample)

Sign-In Sheets:
Include completed sign-in sheets as a separate page with the posted meeting minutes.

Handouts:
Post handouts provided prior to and during the meeting in the “handouts” section in SharePoint. Indicate the meeting date in the file name for easy reference.

Approved minutes: Post approved minutes (pdf version) on SharePoint. (Delete draft version).

Note: Minutes are not meant to be a transcript of conversation, but rather a summary of critical points. No need to describe all of the “he said, she said” details unless those details are very important. Record topics discussed, decisions made, and action items.

Generally, names need not be reflected in minutes except in the action items.

See SharePoint Chancellor home page/Libraries section for agenda, sign-in sheet and minutes samples.
# Sample Committee Description

## NAME OF THE COMMITTEE

### Purpose of the Committee:
Describe the purpose of the committee and member responsibilities.

### Meets:
Describe frequency of meetings, weekly, monthly, etc.

### Chair:
List Position of Committee Chair, i.e. Vice Chancellor, Business Services (1)

### Members:
List Committee Members by position title/ representation group, location, number of reps total.

**Examples:**
- Vice Chancellor, Technology & Learning Services (1)
- College Presidents, one from each college (2)
- Vice Presidents of/for Instruction, one from each college (2)
- Vice Presidents of/for Student Services, one from each college (2)
- Dean, Counseling Services & Special Programs, Saddleback College (1)
- Academic Deans, one from each college (2)
- Academic Senate Presidents, one from each college (2)
- Faculty Association President or representative, district-wide representative (1)
- Police Officer Association President, district-wide representative (1)
- Classified Management Representative, one from each college (1)
- CSEA President or representative district-wide representative (1)
- Classified Staff Representatives, one from each college (2)

### Reporting/Recommendng Responsibilities:
Describe individuals or groups to whom the committee makes recommendations.

### SharePoint Site:
Provide a link to the committee SharePoint Site.

### Decision-Making Process:
Provide outline of decision-making process, including steps to reach consensus or agreement and how to resolve impasse situations.

### Communication Process:
Describe all means of communications including SharePoint feedback to constituent groups, and others.
Sample Committee Meeting Agenda

COMMITTEE NAME

Meeting Date
00:00 – 00:00 am/pm
Meeting Location

Committee Charge
Develop, modify, plan, communicate, etc.

AGENDA

1. Review/approve Minutes from [date] Meeting
2. Status Action Items from Previous Meeting

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<th>Assigned to:</th>
<th>Deadline:</th>
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3. Agenda Items
4. Agenda Items
5. Agenda Items
6. Agenda Items
7. Review Today’s Meeting Recommendations/Decisions and Action Items
8. Next Meeting
9. Adjourn
Sample Committee Meeting Minutes

COMMITTEE NAME

MINUTES

Meeting Date
00:00 – 00:00 am/pm • Location

Members Present: Name, Name, Name, Name, Name, Name, Name, Name
Not Attending: Name, Name, Name

Committee Charge
Develop, modify, plan, communicate, etc.

1. Review/approve Minutes from [date] Meeting
   Minutes were reviewed and approved.

2. Status Action Items from Previous Meeting

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<td>2. Previous Action Item</td>
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<td>Date</td>
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<td>3. Previous Action Item</td>
<td>Name</td>
<td>Date</td>
<td>In Progress</td>
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<td>4. Previous Action Item</td>
<td>Name</td>
<td>Date</td>
<td>Recommendation made to xxx on [date]</td>
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<td>5. Previous Action Item</td>
<td>Name</td>
<td>Date</td>
<td>Additional information required/awaiting response from xxx</td>
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<tr>
<td>6. Previous Action Item</td>
<td>Name</td>
<td>Date</td>
<td>Completed on [date]</td>
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3. Agenda Item
   Summary of discussion/decisions/notes, etc.

4. Agenda Item
   Summary of discussion/decisions/notes, etc.

5. Agenda Item
   Summary of discussion/decisions/notes, etc.

6. Review Today’s Meeting Recommendations/Decisions and Action Items
   The committee identified recommendations and/or decisions made in today’s meeting and reviewed the actions items needing follow-up. See Summary of Recommendations/Decisions and Action Items listed at the end of today’s minutes.

7. Next Meeting
   Next meeting will be [date, time, location]. Items for discussion will include: xxx, xxx

8. Adjourn
   The meeting adjourned at 00:00am/pm.
Summary of Recommendations/Decisions Made Today:
- The council/task force/committee will make a recommendation to xxxx to increase the xxx to xxx and so on and so forth.
- The allotment for xxxx will be assigned to xxx.
- Further discussion is needed before a final recommendation on xxx can be made completed.
- The council/task force/committee reached consensus on the xxx and will forward to xxx for approval.

Action Items

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<td>3. Task to be completed</td>
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Sample Committee Meeting Sign-in Sheet

**COMMITTEE NAME**
Meeting Date
00:00am – 00:00pm
Location

**Sign-in Sheet**

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**SOCCCD DISTRICT-WIDE PLANNING AND DECISION MAKING MANUAL 2015-2020 | 31**
Appendices

- **California Education Code**: Sections 70902, 70902(b), 70902(d), 72023.5, 81641, 81655, 87032, 87730, 87743.2, 88201

- **California Code of Regulations, Title 5**: Sections 53200, 51023.5, 51023.7

- **California Public Contract Code**: Section 20650

- **SOCCCD Board Policies**

- Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges (ACCJC) **Standards**

- **ACCJC Publications and Policies**