
SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

2021-2026

**DISTRICT-WIDE
PLANNING &
DECISION-MAKING
MANUAL**

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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 require 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 is to describe how decisions are made in SOCCCD and 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 when 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 regulations. 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 developing 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 South Orange County Community College District's District-wide Planning and Decision Making Manual was first created in 2011 with collaboration, research, and planning by faculty, staff, and administration representing all constituent groups district-wide. This manual has been continually reviewed and updated every five years and is an important piece that guides our planning and decision-making processes. The manual includes defining our District, the concept of "consensus," and our decision-making practices. Standard planning definitions and the district-wide integrated strategic planning process are also described within this document.

Within a multi-college district, the process of planning and decision-making is a shared one and must be, as the implementation process of a strategic plans requires collective effort as well.

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,

A handwritten signature in blue ink that reads "Kathleen F. Burke".

Kathleen F. Burke
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 clarifies the roles, responsibilities, and scopes of the 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 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 a 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:

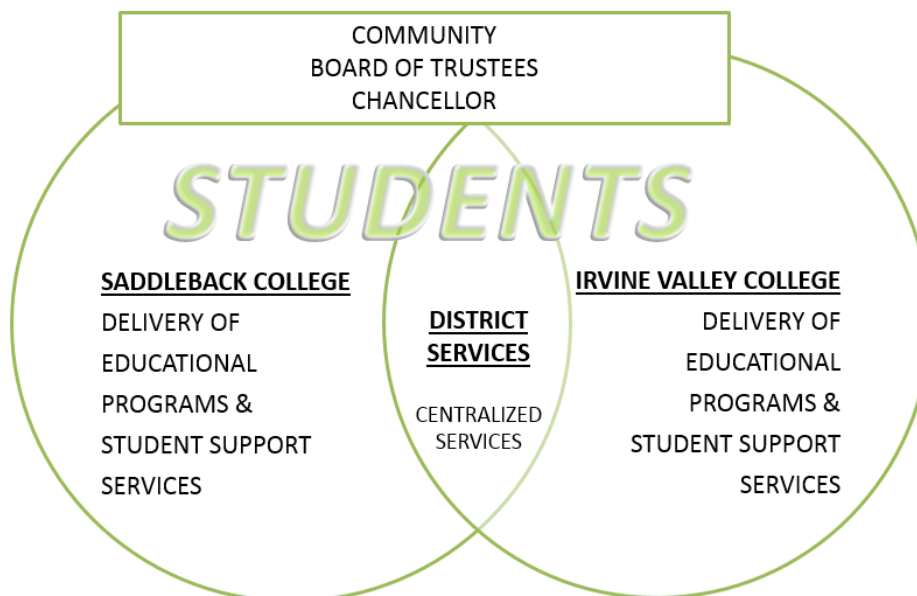
- Clarification of the Issue: At the outset of the discussion, issues are clearly presented.
- Discussion/Dialogue: Participants combine their insights and knowledge to develop a broader and collective understanding of the issues.
- Participation: Committee members accept responsibility for attending meetings, designating a substitute when unable to participate, 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 a 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 requires that the group attempts to hear members' perspectives for mutual understanding and find a compromise, if possible. If a group can't reach a consensus, the differing viewpoints can be forwarded to the next decision-making level as unresolved.
- **Committee Recommendations/Decisions:** Once consensus is achieved, all committee members support the decision-making process and committee recommendations.

DISTRICT DEFINED

In multi-college districts, "the institution" refers to each college 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. Its performance is reflected in the institution's accredited status.
3. The district/system has a policy for allocation and reallocation of adequate resources 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/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 CEOs accountable for the operation of the colleges.
5. District/system planning and evaluation are integrated with college planning and assessment to improve student learning, achievement, and institutional effectiveness.
6. Communication between colleges and districts/systems ensures effective operation of the colleges and should be timely, accurate, and complete 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.

ACCJC Accreditation Standards IV D 1-7 (Adopted June 2014)

FUNCTION MAP

The Accrediting Commission of Colleges and Junior Colleges (ACCJC) Standard IV.D.I-IV.D.7 (2014) focuses on multi-college districts' leadership and governance and the importance of clearly defining roles, authority, and responsibility between the colleges and District. Additionally, the District should delineate the District's operational responsibilities and functions from those of the colleges and consistently adhere to this delineation in practice.

The South Orange County Community College District (SOCCCD) Function Map was developed to promote and sustain institutional effectiveness throughout the District. Fulfilling the District's mission depends on strategic planning, effective decision-making, and coordinated implementation of functions. This document illustrates how the functional areas of District Services' offices describe their roles and responsibilities in coordination with the colleges' roles and responsibilities. In District Services, functional areas organize the model used here and the roles and responsibilities performed by District Services and the colleges. For clarification, "District Services" refers to the departments within district services areas of the Chancellor's Office, Human Resources, Business Services, and Technology and Learning Services. When the term "district-wide" is used, this refers to both the colleges and District Services together as one area.

The Function Map outlines vital components and functions district-wide and describes District Services and the colleges' responsibilities at a high level. The Function Map will be reviewed annually and updated as necessary. The District-wide Planning Council approved the Function Map in February 2021.

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 that 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 any individual may address the Board regarding them.
- The Board charges the Chancellor with the responsibility for the governance of the District and creation of District regulations implementing Board policies. 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 the 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 all ten components. 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 the needs of the constituency and 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 (June 2014) refers to the 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 the 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 2200, the Board's commitment is to:

- Establishing the mission and vision of the District
- Ensuring the development and implementation of short-term and long-term educational facilities, and technology plans
- Ensuring fiscal health and stability
- Monitoring institutional performance, effectiveness, and educational quality; including approving curriculum and programs
- Delegating authority to the Chancellor/Chief Executive Officer to effectively lead and manage the District
- Working respectfully with the Chancellor and the District/College faculty and staff
- Offering suggestions and referring concerns to the Chancellor
- Working respectfully with other Board members
- Hiring and evaluating the Chancellor
- Advocating for and protecting the District
- Establishing policies that implement the College and District mission and goals, and set prudent, ethical and legal standards for college and District operations
- Representing the public interest

THE CHANCELLOR

California Education Code Section 70902(d) and Board Policy 2430 (Delegation of Authority to the Chancellor) 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 and delegate responsibility for BP-6150 Designation of Authorized Signatures for funds and contracts (under \$200,000) for the District, subject to ratification by the Board, as noted in Board Policy. In emergency situations, the Chancellor, Vice Chancellor of Business Services, or Chancellor's designee, may sign contracts over \$200,000, subject to ratification. The \$200,000 threshold will be increased upon amendments to California Public Contract Code Section 22000 for public works contracts subject to the California Uniform Public Construction Cost Accounting Act (CUPCCAA).*
- *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 designee. If the resignation does not specify an effective date, the Chancellor or designee shall affix an effective date for the resignation which shall be within 60 days. When accepted by the Chancellor or 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, according to Public Contract Code and other legal requirements.*
- *To partake in legislative actions or retain consultants to partake in legislative actions on behalf of the District. Legislative actions include, but are not limited to, supporting or opposing legislative matters; and drafting, introducing, considering, or testifying on legislative matters.*

Board Policy 3100 (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.*
- *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. Committee membership will be appointed by the appropriate constituent group.*
- *To support the Board of Trustees' stated philosophy concerning internal administration, it is the policy of the Board of Trustees that all matters called to its attention by District personnel or by students shall be presented through the Chancellor. Conversely, the Board of Trustees shall direct appropriate matters through the Chancellor.*
- *Organizational charts shall be prepared by the District and the colleges and shall become part of the Administrative Regulation.*

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 2510 (Local Participation in Governance), 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.

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 2510, Title 5 Section 51023.5, and California Education Code Section 70902).

STUDENT PARTICIPATION IN GOVERNANCE

Board Policy 2510 (Local Participation in Governance) and Title 5, 51023.7 define students' right to participate in community college governance.

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 regulations that have a significant effect on students. 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.

Further, Board Policy 2105 provides for a student member of the Board of Trustees.

The District shall have one nonvoting (advisory) student member of the Board of Trustees who shall represent both colleges for a period of one year. The Chancellor shall develop administrative regulations regarding qualifications for the student trustee and a process for election procedures.

ADDITIONAL REPRESENTATION

District-wide committees may invite additional representation, such as the SOCCCD Faculty Association, Classified Senates, and Police Officers Association.

DISTRICT-WIDE INTEGRATED STRATEGIC PLANNING

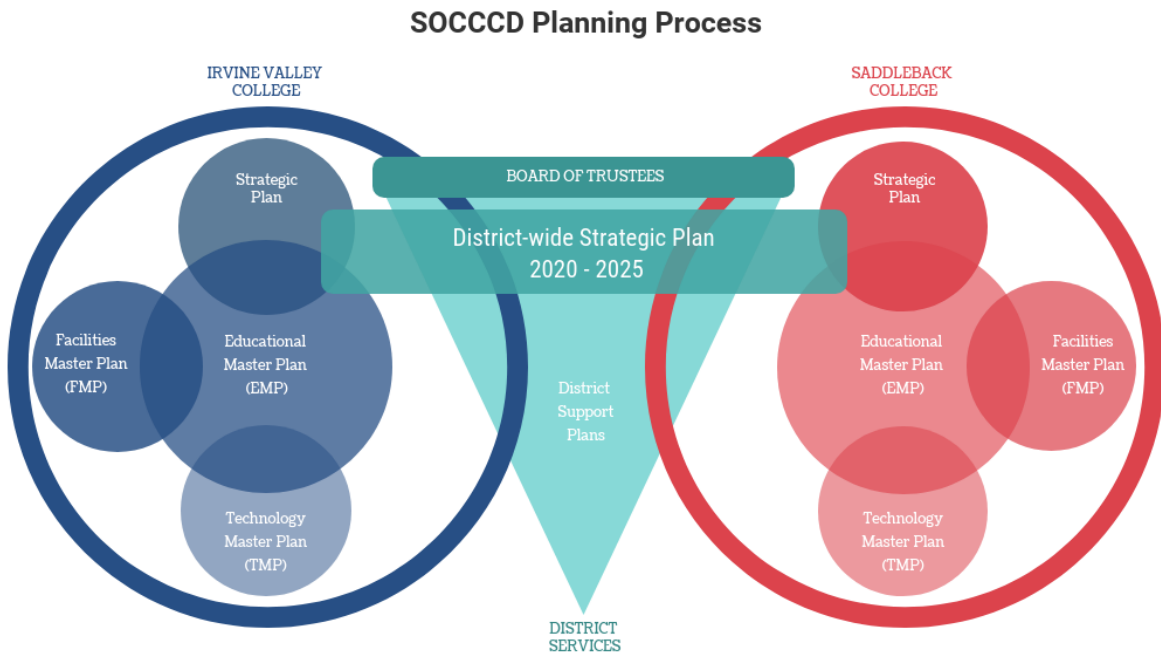
Through the leadership and collaboration of the District-wide Planning Council, beginning in the academic year 2012-2013, SOCCCD developed an integrated planning model. The integrated planning model incorporates a shared set of planning definitions and collaborates on developing shared priorities in our major planning documents.

COMMON PLANNING DEFINITIONS

Vision Statement
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.
Mission Statement
A broad description of the purpose or philosophy of the district/college, our commitment to student learning and success, and the population served.
Values
Statements of core priorities in the district/college culture that guide how we operate. They provide ways of choosing among competing priorities and guidelines.
Goals
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.
Objectives
Objectives are defined as methods for attaining goals. Good objectives are focused on outcomes or results and time-related. An objective can be achieved through one or more action steps.
Action Steps
Action steps are projects or initiatives designed to reach objectives and to attain goals. They may describe complex college/district services functions involving multiple offices and/or departments. Action steps are reviewed and revised yearly.
Indicators
High level metrics that measure progress on goals and/or objectives.
Targets
The desired level of a Key Performance Indicators (KPI) at the end of the planning cycle.

COLLABORATIVE DEVELOPMENT OF DISTRICT-WIDE PRIORITIES

The South Orange County Community College District (SOCCCD) District-wide Strategic Plan (DWSP) articulates overarching institutional goals, desired outcomes, measurable objectives, and targets that are the foundation for all other plans at the District and college level. The SOCCCD District-wide Strategic Plan 2020-2025 was developed concurrently with the Education Master Plans of both Irvine Valley College and Saddleback College. Input collected from students, faculty, employees, and the community was applied to develop district-wide priorities. Collaboration and review of the data were reviewed by the District-wide Planning Council, which in turn developed the major goals and supporting objectives in the District-wide Strategic Plan. Together the district-wide goals and objectives constitute an overall strategic plan framework for the District and its two community colleges. Specifically, faculty and staff at Irvine Valley College, Saddleback College, and District Services will have this framework as a guide to identify strategies and action at their institutional level to help achieve these district-wide goals and objectives. These goals and objectives also provide an overarching framework for other major planning documents, including the Education Master, Facilities Master, and Technology Master Plans.



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 drives budget allocations. The resource guide details how resource allocation is tied to planning associated with the integrated processes and is continually updated.

The SOCCCD Board of Trustees approves the budget development guidelines at the beginning of the budget cycle in either January or February. 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 the communication of the overarching assumptions on which the district-wide budgets are based. The *Basic Aid Funds Allocation Process* Board Policy and Administrative Regulation (BP/AR 6210) guide the budget development for district-wide allocation of unrestricted general funds and "basic aid" funds. The philosophy that planning drives budget decisions is institutionalized district-wide. As the planning and budget development cycle is implemented over several years, 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 the adoption of the tentative and adopted 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 Certificates of Participation (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 in the subsequent year. In addition, the Vice Chancellor of Business Services and college business officers 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 and beginning fund balance 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 2007-08 to fund medical, dental, vision, and Medicare plans for SOCCCD retirees. An actuarial study is conducted every year 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:

- c. The expenditure budgets for ongoing purposes shall be the resources that would have been available from state apportionment.
- d. 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 obligations for the retiree benefit plans.
- e. Excess revenue above apportionment shall not be used for regular ongoing expenditures, such as salaries.
- f. Excess revenue above apportionment shall not be used for any other purposes that will jeopardize the District's future financial stability.
- g. BP and AR 6210 will be followed when allocating basic aid funds unless the Board of Trustees authorizes a departure from the policy.

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 (FTES) 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.

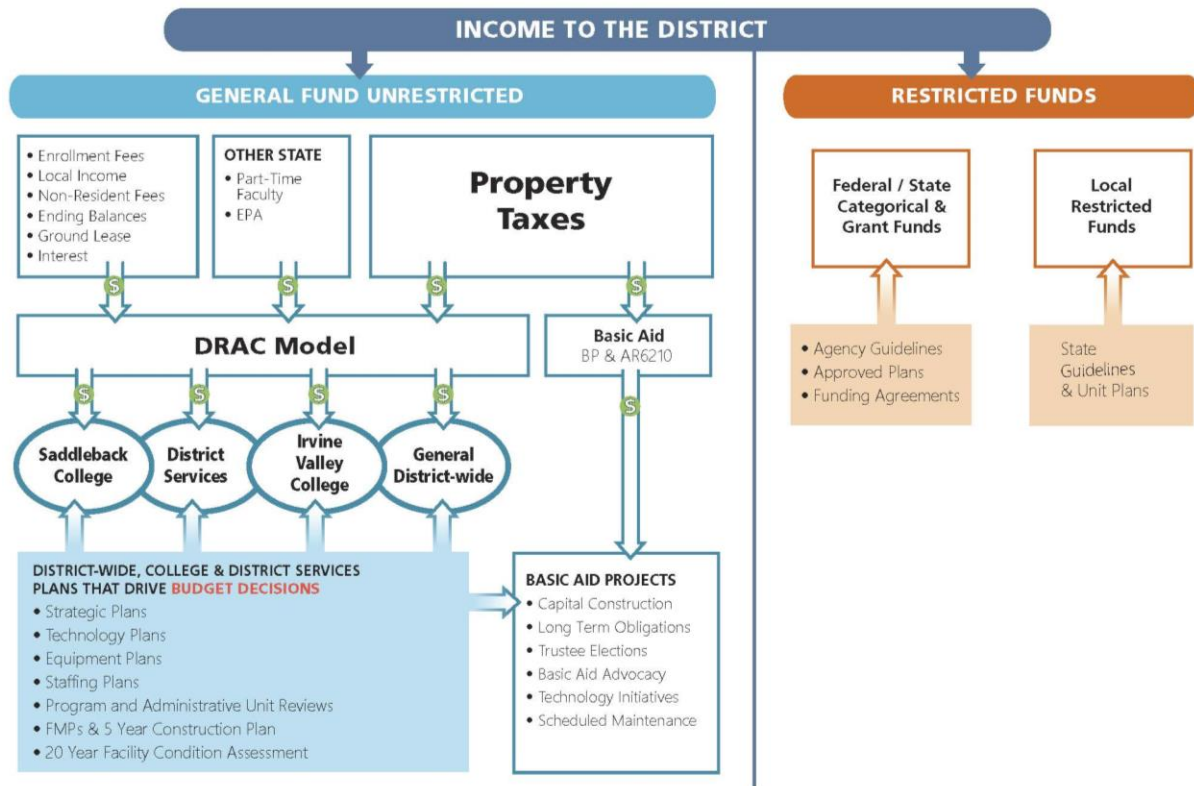
- c. The FTES generated in the most recent academic year.
- d. The number of FTES the college administration realistically believes can be generated.

10. Funding for Growth

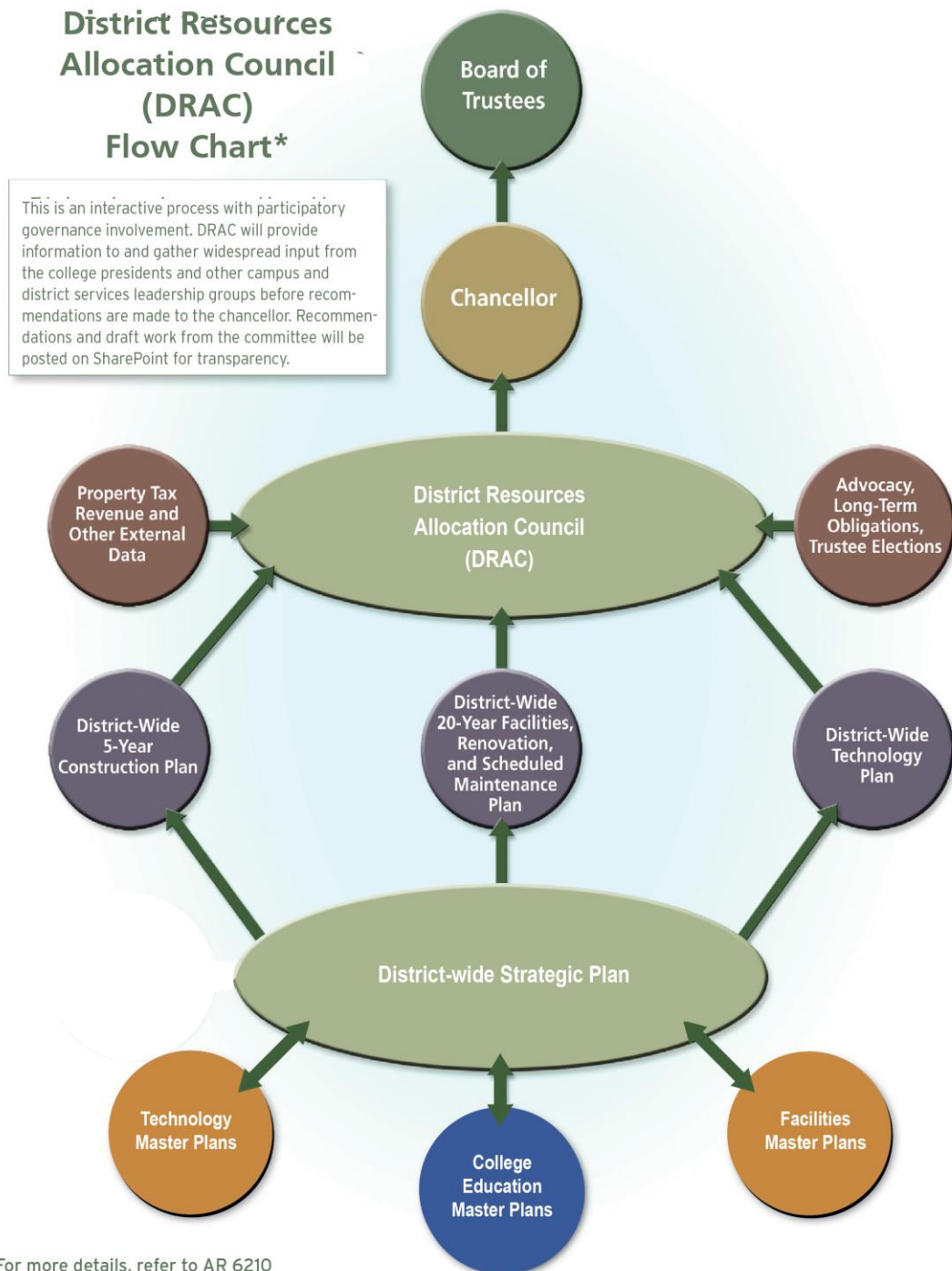
The district resource allocation model shall limit funding for growth FTES to a maximum of the SOCCCD individual adjusted growth rate published by the California Community College System Office, adjusted by subsequent system office revisions. District growth funding shall also be constrained by FTES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

Resource Allocation Process

Board policies, regulations and budget development guidelines govern income decisions.



DISTRICT RESOURCES ALLOCATION COUNCIL (DRAC) FLOW CHART



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 continuous 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 intranet site is the repository for up-to-date information regarding the respective council/committee and houses the current official version of each document. The most current version of the planning documents is housed in the assigned group or unit's intranet site.

- ❖ **District-wide Strategic Plan 2020-2025**
District-wide Planning Council oversees evaluation and updates
- ❖ **Education Master Plans 2020-2030**
College and district services planning groups support new plan development
- ❖ **Facilities Master Plans 2020-2040**
Capital Improvement Committee oversees and updates
- ❖ **Technology Strategic Master Plans 2021-2026**
District-wide Technology Committee oversees and updates
- ❖ **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 changes
- ❖ **District-wide Tentative and Adopted Budget Development**
District Business Services and District Resources Allocation Council (DRAC) reviews budget assumptions and requests for basic aid allocations based upon input from both the Capital Improvement Committee and District-wide Technology Committee; and then recommends to the Chancellor
- ❖ **District-wide Tentative Budget Approval**
Board of Trustees review and approval

- ❖ **District-wide Adopted 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 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)
- ❖ 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)

Coordinate recommendations to the Chancellor for the income allocation model (the DRAC Model) on which the operating budget is based and implementing the BP/AR 6210 "Basic Aid Funds Allocation Process". It is charged with development of the allocation process for Unrestricted General Funds utilizing plans created by other District-wide Committees and Councils; the ongoing oversight of District finances; and monitoring progress made towards completion of the capital improvement and technology basic aid allocations.

The DRAC Model is an allocation model for the District. It distributes available Unrestricted General Fund resources (according to the state formula as adjusted for SOCCCD) and other funding such as enrollment fees, non-resident fees, local income, miscellaneous income, and ending balances. It is distributed to five areas:

1) Saddleback College, 2) Irvine Valley College, 3) Contingency Reserve, 4) General Expenditures, and 5) District Services. The intention of the model is to guarantee a predictable and fair distribution of revenues.

The Basic Aid Allocation Model first funds the District's long-term obligations then review recommendations from the District Technology Committee (DTC) and the Capital Improvement Committee (CIC) annually in concert with the budget development process

District-wide Technology Committee (DTC)

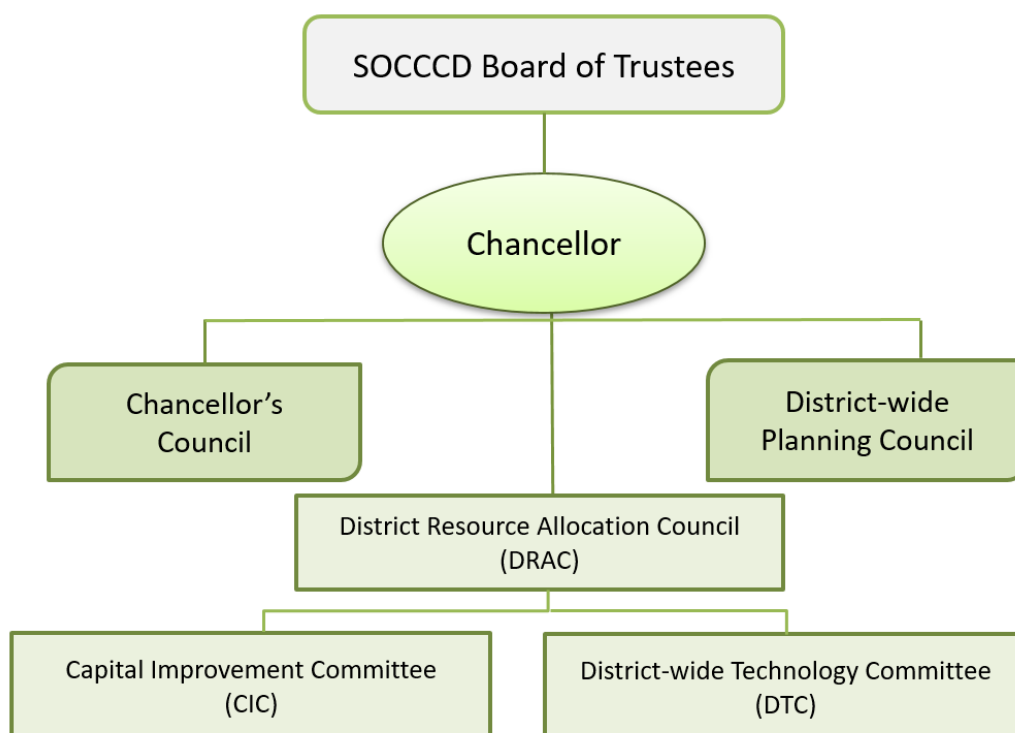
Coordinate technology issues and implementation of new systems, hardware, and software district-wide; review potential District and college IT projects and funding sources; and explore new software and hardware.

Capital Improvement Committee (CIC)

Develop and coordinate a prioritized District-wide Facility, Renovation, and Scheduled Maintenance Plan that utilizes uniform, data-driven criteria. Recommend, submit and coordinate district-wide capital improvement, facilities, and scheduled maintenance related projects, working interactively with the colleges and district services. Make recommendations to DRAC on capital improvement and facilities related projects.

DISTRICT-WIDE BUDGET PLANNING AND ALLOCATION PROCESS FLOW CHART

This chart indicates the relationship among the district-wide committees chaired by the Chancellor or appropriate vice-chancellor that makes recommendations for 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 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 of review for updates, plus the cycles/timeline for a complete renewal of a plan or document. District-wide assessment and evaluative tools are administered on set cycles to determine the progress and success of planning and related activities. These tools provide important input and data that can be analyzed and used for ongoing institutional improvement.

[illegible]

PLANNING AND COMMITTEE STRUCTURES

DISTRICT-WIDE COMMITTEE ROLES AND STRUCTURE

The colleges and District Services rely on numerous councils, committees, and task forces representing all constituent groups 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 in all district-level councils. Representatives of the academic senates, classified staff, and representatives of the exclusive bargaining representatives are included on appropriate District councils. The term "district-wide committee" is the term used throughout this document to include all councils, committees, and task forces.

COMMITTEE MEMBER ROLES

Chair

The chair of each district-wide committee has the following responsibilities:

1. Setting agendas that conform to each committee's purpose (charge);
2. Facilitate the meeting;
3. Work with the recorder in posting agendas, minutes, and handouts on the district-wide committee SharePoint site;
4. Identify committee recommendations/decisions and action items for the committee;
5. Work in the spirit of collegiality through consensus and ensure that the process is clear and transparent.

The chair forwards the actions and recommendations/decisions of the committee. When the committee cannot come to a consensus, it is the chair's responsibility to follow the process identified to resolve the issue.

Members

Committee members will be active participants representing their constituencies, voting on their behalf, and communicating committee activities to their constituent groups. Each committee member is expected to be an active communicator on behalf of the committee. Each committee member is responsible for communicating 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 in setting 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 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 changes to committee charge
2. Review/recommend changes 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	Minutes
<p>Post on SharePoint at least two business days prior to each meeting.</p> <p>Include:</p> <ul style="list-style-type: none"> • District Logo in top left hand corner • Committee name • Meeting date; location; start and end time • Committee Charge/Purpose • Standing Agenda Items: <ul style="list-style-type: none"> ◦ Review/approval of previous meeting minutes ◦ Review status of previous action items (incorporate the previous list into the current agenda) <p>Sign-In Sheets: Attendees are to sign in for meetings</p> <p>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.</p>	<p>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.</p> <p>Include:</p> <ul style="list-style-type: none"> • 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) <p>Sign-In Sheets: Include completed sign-in sheets as a separate page with the posted meeting minutes.</p> <p>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.</p> <p>Approved minutes: Post approved minutes (pdf version) on SharePoint. (Delete draft version).</p> <p>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.</p> <p>Generally, names need not be reflected in minutes except in the action items.</p>

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

SAMPLE COMMITTEE DESCRIPTION

	<h3>NAME OF THE COMMITTEE</h3>																								
<p>Purpose of the Committee: Describe the purpose of the committee and member responsibilities.</p>																									
<p>Meets: Describe frequency of meetings, weekly, monthly, etc.</p>																									
<p>Chair: List Position of Committee Chair, i.e. Vice Chancellor, Business Services (1)</p> <p>Members: List Committee Members by position title/ representation group, location, number of reps total. Examples:</p> <table border="0"> <tr> <td>Vice Chancellor, Technology & Learning Services</td> <td>(1)</td> </tr> <tr> <td>College Presidents, one from each college</td> <td>(2)</td> </tr> <tr> <td>Vice Presidents of/for Instruction, one from each college</td> <td>(2)</td> </tr> <tr> <td>Vice Presidents of/for Student Services, one from each college</td> <td>(2)</td> </tr> <tr> <td>Dean, Counseling Services & Special Programs, Saddleback College</td> <td>(1)</td> </tr> <tr> <td>Academic Deans, one from each college</td> <td>(2)</td> </tr> <tr> <td>Academic Senate Presidents, one from each college</td> <td>(2)</td> </tr> <tr> <td>Faculty Association President or representative, district-wide representative</td> <td>(1)</td> </tr> <tr> <td>Police Officer Association President, district-wide representative</td> <td>(1)</td> </tr> <tr> <td>Classified Management Representative, one from each college</td> <td>(1)</td> </tr> <tr> <td>CSEA President or representative district-wide representative</td> <td>(1)</td> </tr> <tr> <td>Classified Staff Representatives, one from each college</td> <td>(2)</td> </tr> </table>		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)
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<p>Reporting/Recommending Responsibilities: Describe individuals or groups to whom the committee makes recommendations.</p>																									
<p>SharePoint Site: https://sharepoint.socccd.edu/sites/dwc/default.aspx</p>																									
<p>Decision-Making Process: Provide outline of decision-making process, including steps to reach consensus or agreement and how to resolve impasse situations.</p>																									
<p>Communication Process: Describe all means of communications including SharePoint feedback to constituent groups, and others.</p>																									

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

	Actions:	Assigned to:	Deadline:	Status/Comments:
1.	Insert Action Items List From Previous Meeting			
2.				
3.				
4.				
5.				
6.				

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**

	Action:	Assigned to:	Deadline:	Status/Comments:
1.	Previous Action Item	Name	Date	Completed on [date]
2.	Previous Action Item	Name	Date	Pending Approval
3.	Previous Action Item	Name	Date	In Progress
4.	Previous Action Item	Name	Date	Recommendation made to xxx on [date]
5.	Previous Action Item	Name	Date	Additional information required/awaiting response from xxx
6.	Previous Action Item	Name	Date	Completed on [date]

3. **Agenda Item**
 Summary of discussion/decisions/notes, etc.

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

5. **Agenda Item**
 Summary of discussion/decision/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 xxxxx to increase the xxx to xxx and so on and so forth.
- The allotment for xxx 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

	Action:	Assigned to:	Deadline:	Status/Comments:
1.	Develop draft of xxx	Name	Date	
2.	Update Sharepoint with Committee Information	Name	Date	
3.	Task to be completed	Name	Date	
4.	Task to be completed	Name	Date	
5.	Task to be completed	Name	Date	