A Review of Organizational Structure

of the

North Orange County Community College District

Conducted by

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April 9, 2018

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North Orange County Community College District Organizational Structure Review

EXECUTIVE SUMMARY

The North Orange County Community College District requested outside assistance during 2017 to review the District's organizational structure. The Collaborative Brain Trust (CBT) was selected and undertook a five-month review in three phases. Four consultants conducted numerous interviews, administered a survey of employees and reviewed historical documents of the colleges, District and the North Orange Continuing Education unit. This report includes a case for an effective organizational structure, the review and analysis of the CBT research of the District, and a series of recommendations which are designed to help the District and its units improve service to their students and the community.

NOCCCD, Cypress College, Fullerton College and the North Orange Continuing Education unit are effectively serving their students and community. This is a generally healthy multi-college district with many exemplary programs and services. The CBT review, however, is designed to identify challenges and problems and to make recommendations for improvement. Therefore, this report, by its very design, focuses on the opportunities for improvement rather than all the many day-to-day exceptional and successful programs and processes currently being done within the district. Although some of the issues CBT discusses in this report are significant and worthy of expedited attention, excellent teaching and learning and service to students is underway daily throughout the District and its colleges and units.

In reviewing the operation of the District and its colleges/NOCE, the CBT team found a highly decentralized multi-college district. The District is currently financially healthy, but a declining enrollment combined with staffing increases over the past few years have created a troubling structural deficit. The District lacks an adequate position control system, and their overall staffing level per Full Time Equivalent Student (FTES) is higher than comparable districts. This lower level of productivity adds strain on the District's budget and is unsustainable over a long period of time.

Organizationally at Cypress College, the CBT team found a less than optimal structure with too much responsibility on some managers and lighter loads with others. At NOCE the structure is too flat making it difficult for the Provost to manage a large number of reports. In Information Technology and Human Resources, the consultants found opportunities for better districtwide coordination and reduction in duplication.

The District has adequate one-time-only resources to manage their current low productivity and less than optimal organizational structures but sustaining these inefficiencies

will be difficult. The current budget allocation model is mostly based on historical patterns, and although this model can work, over time with changing enrollment and programmatic adjustments it can result in disparities in funding levels between colleges, NOCE and District Services.

The team also found significant opportunities for the District to enhance communication, enrollment management, outreach and marketing to improve operations and grow enrollment. And, there are opportunities for better coordination of grants and the Foundations within the District.

As a result of this data collection, interviews, review and analysis, the CBT team has made thirteen recommendations for the District, colleges and units including:

1. Rebalance the Centralization and Decentralization of Activities within the District, and Provide a Clear Explanation of the Responsibilities of the Colleges, NOCE and District Services
2. Establish the Coordination Role of the District
3. Establish Standards for Staffing Within the District
4. Develop and Implement a Position Control System
5. Affect Any Reorganization of the District, Colleges and NOCE with Few or No Added Positions
6. Reorganize the North Orange Continuing Education Unit
7. Reorganize Cypress College Instructional and Student Services
8. Realign Human Resource Personnel Specialists
9. Implement the Position of Associate Dean
10. Restructure Information Services
11. Better Coordinate Enrollment Management, Marketing and Outreach
12. Implement an Expanded Program of Professional Development
13. Establish Consistent Safety Processes and Procedures

The North Orange County Community College District is effectively providing education for its students and community. However, the District has significant structural issues that should be addressed in the coming months and years. New leadership throughout the organization, and the anticipation of employees leaving under the projected SERP offering, makes this an opportune time for a new action plan in many of the above-referenced areas. Some of the changes will need to be made over months and even years but developing a plan for these changes, and an accountability system to track them, should be a top priority for District leaders.

PROJECT OVERVIEW AND METHODOLOGY

Background

In mid-2017, the North Orange County Community College District (NOCCCD and the "District") sought professional assistance to review the district's organizational structure. The Collaborative Brain Trust (CBT) was ultimately selected to conduct the project to begin in November of the same year and to be completed in early April of 2018. Four CBT consultants have spent numerous hours in data gathering via the Chancellor's Office DataMart, interviews, survey, and document review, conducting research and analysis of the District and its colleges. What follows is the case for an effective organizational structure, the review and analysis of the CBT research of the District, and a series of recommendations to consider which are designed to help the District and its units improve the ability to serve its students and community.

Scope of the Project

The project was conducted in three phases:

Phase 1 – Facilitate Initial Discovery, Project Planning and Initial Interviews

This phase was conducted between November 1, 2017 and February 1, 2018 and included the review of numerous documents provided by the District and colleges, the finalization of the project plan and conducting the first round of interviews of stakeholder leadership.

Phase 2 – Finalize Document Review, Conduct Second Round Interviews and Administer Employee Survey

This phase was conducted during February of 2018 and provided a more detailed review of college and District planning documents, the District budget and a number of consultant-requested reports from the District and colleges. It also included the development and administration of a survey instrument completed by more than 500 District faculty, staff and administrators.

Phase 3 – Research Analysis and Report Development

This phase was conducted during March and early April 2018 and included extensive work by the consultants in the analysis of the interview information, survey data and background material supplied by the District, as well as drafting the final project report.

Process for the NOCCCD Organizational Structure Review

Before assessing the effectiveness of NOCCCD's organizational structure, it was critical to have a good understanding of the current organization and how it operates. In order to facilitate this understanding, CBT undertook an in-depth review of the colleges, NOCE and District services. Many documents were reviewed including current organizational charts, accreditation documents, budget and finance related reports, and other miscellaneous information (See Appendix A).

In November 2017, CBT consultants interviewed the Chancellor's leadership team and other constituent leaders (See Appendix B). Over the remainder of the project, CBT conducted more than fifty hours of individual and group interviews involving nearly 150 members of the District staff, faculty and administration (See Appendix B), surveyed more than 500 District employees (See Appendices C, D, E, F, G and H), conducted numerous follow-up conversations with District experts regarding specific issues, and analyzed the results of the input which contributed to the development of this report. Additionally, a project report was presented to the Board of Trustees at their regularly scheduled February Board meeting which provided a brief overview of the project and the process of review.

A list of comparable colleges, continuing educational programs, and districts was recommended by CBT and agreed to by the NOCCCD administration. Once developed, key staffing comparisons were made using statewide reports from DataMart, the annual California Community College 320 (enrollment) report, and the annual 311 (financial) report (See Appendix I).

Draft reports were prepared and reviewed by District officials, prior to the preparation of the final report, to ensure accuracy of the information.

A Review by Exception

NOCCCD, Cypress College, Fullerton College and the North Orange Continuing Education unit are effectively serving their students and community. This is a generally healthy multi-college district with many exemplary programs and services. The CBT review, however, is designed to identify challenges and problems and to make recommendations for improvement. Therefore, this report, by its very design, focuses on the opportunities for improvement rather than all the many day-to-day exceptional and successful programs and processes currently being undertaken within the district. Although some of the issues CBT discusses in this report are significant and worthy of expedited attention, excellent teaching and learning and service to students is underway daily throughout the District and its colleges and units.

THE CASE FOR ORGANIZATIONAL STRUCTURE

The Importance of Organizational Structure

The organizational structure of a multi-college community college district is critical to how it functions and operates, both internally and externally. The structure provides for the reporting relationships between the colleges and the District and for the employees within the organization. In addition to providing the relationship of the various entities making up the District, the organizational structure essentially outlines the association and internal relationship of positions designed to fulfill the mission of the organization. Without an effective organizational structure, employees lack a clear understanding necessary to define their role in the fulfillment of the goals of their unit, the college and, ultimately, the District. To maximize the effectiveness and efficiencies of an organization, everyone must fully understand their role in the organization and their relationship to others in the college and District.

Although there are a number of ways to organize any college and/or district, most community colleges and community college districts have some structural elements which have become common over time because of their proven effectiveness. The organizational structure of the North Orange County Community College District and its colleges/units (See Appendix A) mirror, in many ways, the structure of most community colleges and districts throughout California. However, our analysis of the District and its colleges/units suggest a number of opportunities for improving the organizational structure for better fulfillment of the district's mission. Those opportunities are detailed in the analysis and recommendations of this report.

Key Elements of an Effective Organizational Structure and Principals of Review

While there are many characteristics and key elements of an effective organizational structure, the CBT Review of NOCCCD focused on the following:

- The structure, represented by an organizational chart, should be clear and understandable to allow both internal (students and employees), and external constituents to effectively navigate the complex organization that is NOCCCD.
- The structure must reflect a reasonable "span of control" -- meaning managerial and supervisory oversight should encompass just the right number of direct reports; not too many nor too few.
- There must be functional relationships within the line of authority. This is to ensure interrelationships of functions within the specific "chain of command". Organizational structures and charts may be relatively flat (meaning fewer levels of management direct reports), or relatively vertical (meaning typically more middle managers with less individual employee autonomy). The goal is to have a structure that is effective and efficient, as well as one that empowers employees while still maintaining an appropriate level of supervisory oversight.

- The organizational structure must meet the needs of the overall organization and allow the District to fulfill its mission.

If these elements are achieved, the effectiveness and efficiency of the organization will be enhanced for both internal and external constituents.

Centralization and Decentralization in a Multi-College District

One of the more challenging and sometimes contentious issues in a multi-college district is the balance between the level of centralization and decentralization among and between the various units of the organization. In the case of NOCCCD, this relates to the two colleges, the North Orange Continuing Education unit, and the District office (District Services). While there is no universal structure for multi-college districts, the goal should be a balance between the effectiveness of services to the various constituents and the efficiency of the delivery system.

Centralization can often lead to the use of consistent/best practices, economies of scale, and the maximization of limited resources (both financial and human resources). Conversely, over centralization can result in a lack of meeting individual community and student needs, a loss of campus identity and entrepreneurship, and a stifling of educational innovation. There is no "one size fits all" way of meeting all the educational needs of a diverse student population and community.

Decentralization of services (especially related to teaching and learning) can result in positive outcomes. However, taken to the extreme, it essentially defeats the very purpose of a multi-college district. If each college within a district is given total autonomy, then many of the benefits of being a district are lost. Multi-college districts in the California community college system were initially created to effectively meet higher education needs of a very large and diverse student population spread over a significant urban, suburban and rural geography. To help avoid unnecessary duplications, districts were created that largely followed K-12 geographic boundaries with consideration for overall size and population. With statewide population and demographic changes, the make-up of the system has been slowly but constantly evolving. To meet these changes, a fairly rigid process of adding, consolidating or changing the makeup of college districts is followed and monitored by the California Community College Chancellor's Office and ultimately the Board of Governors (BOG) of the California Community Colleges. The BOG, staffed by the California Community College Chancellor's Office, is responsible for the approval of new community colleges and new community college centers. That process is a protracted and deliberate one requiring significant review and justification over a long period of time in order to ensure that services are delivered where needed and that excessive duplication does not occur.

Regardless of the composition of a district (single or multi-college), the way in which a district organizes its services is largely left up to the individual district overseen by a locally-elected Board of Trustees. Once colleges are approved as part of a district, however, state requirements specify many responsibilities of the "District" including meeting various

regulations (both programmatic and financial). As an example, community college districts in California are required to conduct an annual financial audit which reviews the entire district's finances--not just that of an individual college within the district. Similarly, while only individual colleges are accredited, the role of the "District" is a critical component of the accreditation process. If fact, this issue of what entity (the college or the district) has responsibility for specific functions in a multi-college district is so significant that accreditation requires that a Functional Map be developed by each college in a multi-college district which identifies where various responsibilities are housed. Once multi-college districts are formed, it is impossible to meet all regulatory, legal and statutory requirements without a leadership and coordination role of the district office. Therefore, the very organization of a multi-college district requires an appropriate level of centralization.

The Relationship between Staffing the Organization and the Organizational Structure

California's community colleges are primarily funded based on enrollment. This enrollment is measured by the number of full time equivalent students (FTES). While there are exceptions to this method (including numerous categorical programs), most college and district funding is based upon the number of students it serves. And, while the Legislature is currently considering a change in the funding model for community colleges to a more demographic and outcome-based model, the current proposal will still allocate a majority of funds based upon enrollment. Due to current statewide budget restraints, the system is allocated a certain amount of money which results in each district having a maximum number of students for which it is eligible to be paid. This effectively results in a maximum number of students who the state will fund which is commonly referred to as the "enrollment cap" for the district.

Because there is a maximum level of funding per district, it is critical that districts use these funds in the most effective and efficient manner possible when providing educational and support services to its students and the communities they serve. The goal is to serve as many students as possible to the greatest level of student success, as is possible, within the available funding. Because the vast majority of these resources are expended on personnel who deliver the educational and support services, the way a college/district is staffed is crucial to maximize student access and success.

Therefore, while there are many measurements of staffing, CBT analyzed staffing ratios to identify trends using "industry" norms, comparable districts, and the districts own staffing levels over the past five years. A common industry measurement used in higher education and California's Community Colleges is the number of weekly student contact hours (WSCH) per full-time equivalent faculty (FTEF). Instructional staffing levels are a significant component of an effective Enrollment Management system which should balance the delivery of educational services with the number of students enrolled. In addition to the number of students a college/district enrolls and serves, other major staffing issues relate to organizational structure. Some of these include: span of control (supervising not too many nor too few employees for a given area), functional relationships, uniqueness or required expertise of a given area, facility

square footage and complexity, and the required timeliness of a given service. All of these have a significant impact on the optimal organizational structure for an organization.

The Relationship between Staffing and Finances

Many statutes and regulations influence staffing levels, including the 50% law which requires that at least 50% of the operational budget of a district be spent on instructional services. In addition, the full-time/part-time faculty ratio (75/25% goal) and categorical regulations often limit or require a certain level of staffing for a program. And, since several specific positions are required (ex. Chancellor/President, categorical program managers, etc.) further restrictions influence the level of funding to staff an organization. Once these requirements, statutes, and regulations are implemented, along with basic operational requirements, it is not unusual for a California community college district to expend 85% of its unrestricted budget to staff the organization. If efficient and appropriate staffing strategies are not used, fewer funds become available for non-compensation-related costs. And, if an appropriate level of funds is not expended on competitive salaries and benefits, the number of qualified staff can be adversely affected. Therefore, it is essential that the staffing levels be efficient and that staff are paid competitively. However, those expenditures must remain well within the financial constraints of the district to protect the financial health of the organization and assure its long-term viability.

OBSERVATIONS AND ANALYSIS

Observations and Findings from the Review of Background Documents, Individual/Group Interviews and Employee Survey Results

Level of Decentralization

Information from our review and from feedback received from many constituents indicate that the District has evolved into a very decentralized organization. As identified earlier, there are advantages for the decentralization of certain services. While it is not optimal to become over centralized, we found the balance in NOCCCD has shifted to a significantly decentralized model. Again, this finding was not only identified through district documents and current practices, but it is the perception of many of the participants interviewed. In fact, on many levels the District is not operating as a district, but rather four separate, and in many cases somewhat unrelated, institutions – those being Cypress, Fullerton, NOCE and District Services (DS). The survey of employees, when asked about the organizational structure of DS, revealed that more than a third of respondents disagreed or strongly disagreed that the current balance of centralization and decentralization between DS and the colleges/NOCE works well, and a similar percentage disagreed or strongly disagreed that the current division of labor between DS and the colleges/NOCE is clear and understandable (See Appendix D). The current highly decentralized approach has resulted in inconsistencies and confusion among staff. There is a loss of opportunity on multiple levels including: services to students, economies of scale, sharing of best practices, and lost efficiencies. One way to summarize the perception of the DS role in the organization was expressed by an employee when asked what the role of DS should be: "District does what the campus doesn't want to do." Unfortunately, if this is the general attitude, which it appears to be, it is greatly underutilizing the potential and synergy of DS and diminishes valuable resources, both human and financial, away from other district priorities. Highly decentralized multi-college districts such as NOCCCD can also have significant exposure if they conduct their business – especially service to students – differently within the same district. If for example, different application or acceptance practices are used at different colleges within the same district, students may justifiably challenge those inequities.

Position Control

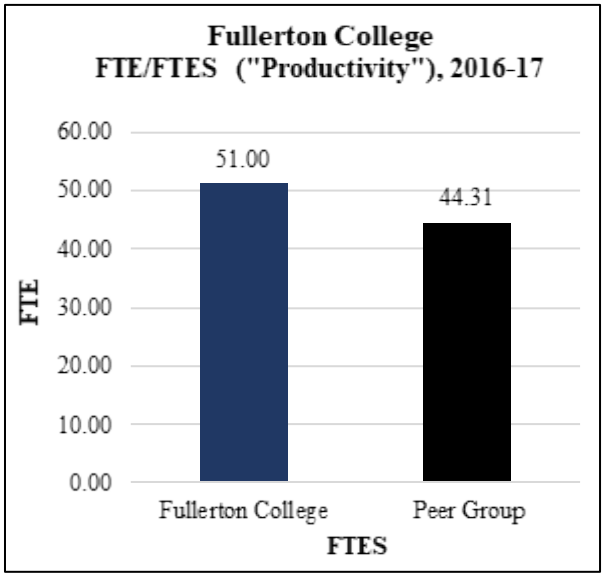
While the district professes to have a Position Control system, a close investigation reveals it is more accurately a position inventory system. A true Position Control system, which is highly recommended by the State (Appendix J-item 10) and most educational

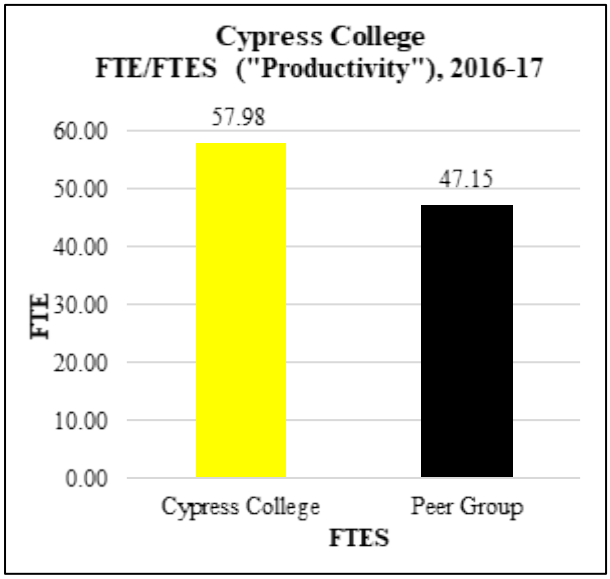
experts, is one that allocates the number of full-time equivalent (FTE) positions to fulfill a given responsibility (the number of classroom instructors or support services personnel). Positions are then controlled by Human Resources and Finance and not added unless there is an authorized change by a standardized method of review and approval. A system of this kind is especially critical in an organization such as NOCCCD which is already expending an extremely high percentage of their total budget on human resources and human resource-related costs (as detailed in the next section of the report). Currently in NOCCCD, the colleges and NOCE can create and add positions, essentially at their discretion, if they meet the sole criteria of having the funds. A centralized and standardized method of review and authorization of filling vacancies and adding new positions is critical to maintain control of the budget with regard to staffing. The lack of adequate controls in the area of staffing is evidenced by unmonitored hiring of adjunct faculty combined with the significant reduction in WSCH/FTEF over the past five years (See Appendix K).

Efficiencies and the Financial Health of the District

Currently, measured by several methodologies, the District is expending approximately 90% of operational funds on employee staffing, salaries and benefits. This results in a great deal of financial uncertainty for the future, especially when enrollment has been on the decline and is not projected to grow substantially in the near future. Over-encumbering the budget with ongoing salary and benefit costs can also result in restricting new program opportunities for students. The District must address this issue to ensure future stability for programs and services. Indications are that district funded benefit costs are relatively low compared to other districts (per NOCCCD HR Department and School Services 2015 Review of Managements Positions) which could compromise the employee recruitment and retention process.

Appendix I shows a current comparison of staffing, by employee group (faculty, classified, and managers) with the agreed upon comparable colleges and districts. It should be noted that the comparisons include all employees, unrestricted and restricted, as this is how the system Chancellor's Office tracks staffing. The analysis also compares the number of staff per FTES, since that is the most accepted form of measurement. You will see that the District as an aggregate does not compare all that unfavorably with other entities at this time. However, individually, the colleges have substantially higher staffing levels compared to their peer groups. In fact, in 2016-17 Cypress College has an overall staffing level 22.97% per FTES above its average peer group and Fullerton was 15.1% above its group.





Lower the number the more efficient the staff ratio.

Additionally, over the past 4 years there has been an increase district-wide every year in the number of employees while enrollment has declined. This increase in the number of employees was found in each of the major employee groups including management, faculty and classified staff. Districts/colleges simply cannot financially sustain a steady increase in the number of employees when enrollment is in decline and remain financially viable. And, although not all positions relate to FTES, the number of students is how California community colleges are largely funded so the correlation is important to financial stability.

Further evidence of staffing level concerns is indicated in Appendix K and L which measure the average Weekly Student Contact Hours per Full Time Equivalent Faculty (WSCH/FTEF) and class size numbers within the district. Each of these measurement standards have declined over the past five years. Not only are the District/College averages below desired industry standards, in many cases they are substantially lower. To complicate this issue, it is clear from the survey of employees that there is a significant lack of understanding of the importance of class size and the financial health of the organization (See Appendix D). When asked if they understand the relationship of class size, support services and educational quality with the district's financial health more than a third of respondents disagreed, strongly disagreed or did not know. And when asked if they understood the relationship between average class size and the ability of the district to provide competitive salary and benefits, adequate instructional supplies and afford new program development, only 57% of respondents agreed or strongly agreed.

While the District currently projects a structural deficit, it has significant "one-time only funding" reserves. These reserves, totaling over $65M (source: 2017-18 Financial Report),

are substantial and provide the District with some financial security. However, one-time funds cannot be relied upon for on-going costs such as salary and benefits as they will run out in time resulting in an even greater structural deficit. It is imperative that the District continue to identify and treat on-going and one-time monies differently and spend them accordingly. Further, every effort should be made to help all governance and constituent group leaders understand the critical nature and relationship between ongoing and one-time-only dollars in the budget.

Supplemental Early Retirement Plan

In spring 2018, the NOCCCD Board of Trustees approved a Supplemental Early Retirement Plan (SERP) incentive for employees. This program is projected to result in significant salary savings, however, it should be noted that these savings are in large part predicated upon not filling all the vacated positions. Therefore, what the SERP program really provides is the opportunity for the district to realign its staffing to its current enrollment. If the District resorts to filling all vacated positions in the short term without any substantial increase in enrollment, the SERP could actually end up costing the District.

Organizational Structure of NOCE

Our review has determined that the NOCE organization is too flat. This means that the Provost, who has 9 direct reports of varying responsibilities, is responsible for too many direct reports and, therefore, the entity cannot operate as effectively as possible. Organizations that are too flat rely predominantly on very few decision makers and it is often difficult to make timely and fully informed decisions. It also results in a loss of ownership by employees who are often equipped to make appropriate decisions.

Organizational Structure of Cypress College

Our review has determined that the organizational structure of Cypress College is not working effectively. The current structure, which includes an Executive Vice President over both student and instructional services, interim deans, and deans with double assignments, is cumbersome and is resulting in a declining level of morale. The current structure also does not allow adequate oversight of two major divisions of the college and enrollment management issues. College leaders express concern over a lack of documentation of responsibilities and the potential of a loss of institutional memory as a result of the upcoming wave of retirements from the SERP. When interviewed as a group,

the college managers express significant frustration over these issues and it is clearly impacting their ability to manage the college.

Organizational Structure of Information Technology

Our review has determined that Information Technology (IT) is overly decentralized which is leading to confusion and duplication. There is a high number of staff and managers dedicated to IT throughout the district. Employee roles are not well-defined, and there is increasing frustration with the system at both the college and district levels. There has been recent progress made with the system refresh activity that now provides a common set of data available for all colleges to utilize, however, individual colleges continue to customize data reporting so that comparisons between colleges are difficult.

Organizational Structure of Human Resources

Our review has found that many improvements have been made in HR over the last few years. As examples, the online applicant tracking system, increased diversity efforts, new professional development opportunities which include the Leadership Academy, and others. Areas we have identified that would benefit from additional focus are the communication between the colleges/NOCE and District Services, as well as collaboration on relevant matters with HR. Improvements in these two areas will be reflected on the relationship between the campuses and HR. In addition, finding a better reporting structure for the two staff-level positions dedicated to personnel functions at the campuses will promote collaboration and process efficiencies.

Budget Allocation

By many standards, NOCCCD should be commended for maintaining budget stability during the "great recession" and during a period of enrollment decline. Interviews indicate that there is a great deal of respect and confidence of the fiscal management of the district, but it was also found that there is considerable confusion of how funds are allocated. Currently, most funds are allocated on a historic basis providing funding based upon the previous year's levels and adjusting for new initiatives. This model certainly can work, but over time with changing enrollment and programmatic adjustments it can result in disparities in funding levels between the colleges, NOCE and District Services. The colleges and NOCE currently express frustration over the budget allocation process which often results in a long wait to see if activities and initiatives will be funded. Though

formula driven budgets are judged by some as eliminating the uniqueness of a given entity, if properly implemented, they can help ensure a more equitable allocation of resources, greater transparency, standardization and the improved ability to manage regulations such as the 50% law. Formulas are often misunderstood with the belief that they dictate how a college will staff itself or operate. This is not the case as formulas simply determine how much a college will be allocated. Use of those resources should then largely be left up to the colleges, with consideration for areas identified for the common good.

Management Retention Levels

There is a perception that because of relatively low benefit reimbursement levels and salary levels that many managers are leaving the District for better compensation opportunities. Below is a chart reflecting the number of non-categorical managers separating from the District over the past five years. Our analysis does not validate the perception about departures and, in fact, we believe for the number of managers the retention rate is quite high. This is certainly a positive reflection on employee commitment, loyalty and belief in the mission of NOCCCD and the colleges.

North Orange County Community College District
Summary of Separation for Management & Supervisory (non-categorical)
2012-2013 through 2016-2017

Reason for Separation	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Total
Retirement*						
• Cypress College	2	0	0	1	7	10
• Fullerton College	3	2	3	2	1	11
• NOCE	0	2	0	0	0	2
• District Services	0	3	1	3	0	7
Resignation						
• Cypress College	0	1	1	0	1	3
• Fullerton College	0	6	1	0	3	10
• NOCE	0	0	0	1	1	2
• District Services	0	0	0	1	2	3
Total Separations	**5**	**14**	**6**	**8**	**15**	**48**

Source: North Orange CCD, Human Resources Office, February 2018
*Note: Fullerton College had two management members pass away in 2012-13 and 2014-15 that are included in the retirement category.

While the evidence above does not indicate abnormal departures due to inadequate salary or benefit schedules, that is not to say salary and benefit levels do not play a part in the effective recruitment of managers or employee satisfaction levels. Additionally, it should be noted that Cypress has had a significant departure of managers (primarily due

to retirement) over the past 5 years which could have an adverse impact upon institutional memory.

Lastly, while the chart reflects non-categorical managers, CBT did not find the inclusion of categorical manager departures substantially affected the outcome. Categorical managers were not included because the very nature of the position, with uncertain funding and limited project timelines, can often be reasons for separation.

Districtwide Communication

Communication in any complex organization is a challenge and no assessment of a college or community college system is ever done without complaints and concerns expressed over communication. However, the results of our interviews and the survey of employees suggest some significant communication challenges for and among the colleges, NOCE and the District Office. There is clearly a disconnect between the colleges/NOCE and the District on several issues. Some examples of this can be found in communication related to the SERP, Human Resources, reports from Chancellors Executive Staff meetings, and Information Technology. Although many report that these issues have improved since Chancellor Marshall arrived, there is clearly a building relationship problem among the units in the District that must be addressed. The employee survey clearly documents these concerns in several places. When asked if information is disseminated in a timely manner and if individuals are kept informed, 36% of respondents disagree, strongly disagree or do not know how to answer that question (See Appendix D). In responding to the question, “I am kept informed of the changes within the district” nearly half of the respondents respond similarly.

Enrollment Management, Marketing and Outreach

The District has activated an enrollment management committee (Districtwide Enrollment Advisory Committee-DEMAC) which is considering FTES targets, enrollment reporting, marketing and academic scheduling related to enrollment. This group is still finding its place in the organization and there is inadequate attention being paid to these issues at this point. There is little outreach and marketing, there are multiple enrollment reports coming from various sources, and although there are excellent examples of good relations with area high schools including the Anaheim Pledge, there is still opportunity to enhancement of those relationships. there is an apparent lack of effective relationships with feeder high schools. The District is in enrollment decline and more attention should be paid to these important issues. Further, the college and District foundations are less effective than they could be and poorly coordinated. In all of these areas, there is a lack of accountability, goal setting and tracking.

RECOMMENDATIONS

1. Rebalance the Centralization and Decentralization of Activities within the District, and Provide a Clear Explanation of the Responsibilities of the Colleges, NOCE and District Services

Multi-college districts provide an elegant method of delivery of higher education to a large geographic area and/or population through multiple delivery sites (colleges and centers). In turn they can provide certain efficiencies in support of the local units. Under the ultimate direction of the locally elected Board of Trustees, the District Services unit provides both overall direction for the organization and support for the colleges and centers. Keeping in mind that students enroll in colleges not Districts, the individual identity of colleges and centers should be maintained, while the District provides direction and support.

In order to function as a district and not totally separated autonomous institutions, NOCCCD needs to rebalance the way it operates. It is recommended that the various District Vice Chancellors provide a more hands-on role in developing common practices and procedures in given areas. As an example, the Vice Chancellor of Education and Technology should work with the colleges to help determine the best assessment process for incoming students. It makes little sense to have differing approaches by colleges which can lead to students having to go through two separate processes to take classes at the different institutions within the same district.

Once the most effective process is identified, colleges should be required to migrate to the agreed-upon process. Again, nearly all of these decisions should not be made by a single position, but through input and participation of affected constituents.

Although the colleges include the Functional Map required by the accreditation process in their self-study documents, those maps are very superficial and do not clearly delineate the responsibilities between the units of the District. The Chancellor and Executive Staff should document a clear explanation of exactly where the responsibility each activity within the district is housed. In cases where those responsibilities are shared between the colleges/NOCE and DS, a description should be included of how that shared responsibility will be undertaken.

2. Establish the Coordinating Role of the District

The District should acknowledge that some standardization is a good thing for students and other constituents. The colleges/NOCE and DS should identify all standard differences in processes affecting students and agree on a common/best practice for meeting these needs. In those areas, after thorough vetting, it should be agreed what the common practice will be, and a process developed to implement the decided practice. This will help eliminate confusion for

both students, employees and the community. When agreement cannot be reached, it should be up to the given Vice Chancellor of the area in question to facilitate a resolution. As an example, since Campus Safety is primarily determined to be an administrative support function, the Vice Chancellor of Finance and Facilities should ultimately be responsible for coordinating the common safety practices.

This recommendation is not meant to suggest that all issues need to be exactly the same, but issues such as assessment, discipline, campus safety, etc. should be relatively uniform. Organizationally, it should not be necessary to create a "dotted" line of reporting to the given Vice Chancellor as it should be understood that the District role is to facilitate a beneficial approach for all involved. The District must better document these common practices and procedures and communicate the outcomes to the entire district community. It was clear in the interviews conducted that many leaders of the District are concerned about a lack of documentation of processes.

Two examples of coordination opportunities exist in the areas of Grants and Foundations. Currently, there is no coordination of the grants process; i.e., pursuing of a specific grant, monitoring of the grant, and close-out of the grant. This means that the two colleges within the NOCCCD may be competing for a given grant which in most cases does not maximize the limited resources available for pursuing grants. As an example, better coordination of grants might be accomplished under the direction of the Vice Chancellor of Education and Technology. This area could possibly coordinate which grants are the highest priority and determine who should apply for the grant. A coordinated process will also help the colleges and NOCE identify additional grants and maximize those resources. Additionally, the District's Fiscal department and Internal Auditor should have a significant role in monitoring the various compliance issues of a grant.

A second example is that of the campus foundations. Currently, without adequate coordination, prospective donors can be solicited by both college foundations. This is counterproductive and negatively impacts the image of the colleges and the District. The District may want to consider creating auxiliary foundations to the colleges which would allow for greater coordination and alignment of foundation goals with the colleges and the District.

A related coordination issue, though not necessarily related to the structure of the organization, lies with the area of contracted services. As an example, currently the facilities functions are fairly decentralized. Because of the challenges in creating a central service in a high traffic congested environment, the approach seems to work reasonably well. However, again there are lost opportunities by each campus using different contracted services and management systems. The colleges and District would be better served to have common systems in the areas such as Computerized Maintenance Management Software (CMMS), Energy Management Systems (EMS), Work Order Systems, and Fire Suppression contracts. This is but one other example of the need to coordinate best practices for improved delivery and efficiency.

3. Establish Standards for Staffing Within the District

The District should develop staffing standards. In order to provide more equity for students in the overall instructional program, an agreed upon WSCH/FTES goal should be adopted. Typically, a goal of over 500 is desired, but given the relatively low current status (See Appendix L) this goal should be achieved over several years. And, while it is not for this report to recommend the exact goal, it is noted that the compounding effect of a relatively modest 5% increase per year would achieve a number over 500 in less than 5 years. Increasing the WSCH/FTEF would also increase the relatively low average class size of the colleges (See Appendix K). It should also be noted that an increase of 1 pupil per class will save approximately $1.5M per year in class section costs. Funds generated by increased class size savings could be used to help resolve the current structural deficit, help cover the costs of reorganization, help fund salary and benefit improvements (which has been a stated District goal), and in some instances even provide the opportunity to offer some lower-enrollment more advanced courses if the average class size is at a higher level.

Standards, though more difficult to quantify, should be considered for adding non-required (unrestricted) managers and for classified employees as well.

4. Develop and Implement a Position Control System

The District should implement a true Position Control system. Below is a discussion and example of the way a college faculty position control system can effectively work. It should be noted that a Position Control system must control all positions, not just full-time positions, as all positions have a cost. Certainly, NOCCCD has a relatively high Full-time Faculty Obligation, but all full-time equivalent faculty (including part-time faculty) must be included for true control of personnel costs.

A Position Control system allocates a specific number of FTE positions based upon specific criteria. In the case of faculty, it is most often based upon desired or projected enrollment. As an example, if the college sets a goal of 530 classroom productivity (WSCH/FTEF), and wanted to achieve 35,000 annual FTES, it would allocate 990.56 annual FTEF (this includes full-time and part-time faculty). Every position would then be charged against the allocation much like a buy-out requisition. The schedule would be designed around the number of classes generated by the allocation of 990.56 FTEF. The instructional unit would not be able to overspend its FTEF allocation unless there was enrollment greater than expected and a process for review and approval. Of course, NOCCCD would have to adjust for its compressed calendar and its mix of lecture/lab hours.

One of the problems with a dollar-controlled system is that it is harder to manage as far as the number of positions, cost for each position, and the scheduling. In addition, it conceivably could foster inequality in hiring decisions. For example, if there are multiple

applicants for a faculty position, it could be tempting (on strictly a financial basis) to select a candidate with less experience and therefore a lower entrance salary. The "less expensive" the cost per FTEF the more FTEF you receive. This could have an adverse effect on the quality of selected candidates, not to mention the legal exposure if a more qualified candidate is denied the position.

Position Control is essential, and must include adjunct faculty, which is historically the most overspent component of the college's budgets. In the end, if productivity goals are met (whatever is agreed upon) and stay within your FTEF allocation, the vast majority of the budget is balanced.

We would strongly recommend this system be used for all positions (classified, administration, etc.), not just faculty positions. It is just as important that the number of classified and administrative positions also be tied to some criteria and that all units stay within the agreed upon formula.

Some may view Position Control as a loss in overall control or flexibility. In fact, it is not. The choice of what classes, courses, positions, etc. still remains with the experts (faculty chairs, deans, vice presidents, presidents, etc.), but the ability to overspend is controlled as is any other expenditure. The same can be said for non-faculty positions. The allocation of the overall positions remains a college decision determined by its own unique prioritization process.

The monitoring of Position Control should be housed in the fiscal side of the "house". These are the individuals designated and trained in the District for the accounting function of determining the status of the allocation spending (in this case positions).

It should also be noted that Position Control systems based upon a given formula (WSCH/FTEF for faculty or square footage for facility classified positions) helps ensure more equitable services for students. A student attending one college or the other should not be advantaged or disadvantaged because the college has significant differing staffing levels. It is a simple issue of equity for students that, if ignored, can not only provide disparate services but can potentially be a costly legal liability.

5. Affect Any Reorganization of the District, Colleges and NOCE with Few or No Added Positions

Even though NOCCCD has substantial one-time dollars, their ongoing budget has a significant structural deficit. With approximately 90% of the budget dedicated to human resources and human resources-related expenses, the District could experience significant financial issues should their enrollment continue to remain flat or decline while they spend more on adding new faculty, management and staff. We highly recommend that the reorganization called for in several recommendations in this report be done whenever possible by redirecting existing staffing rather than adding new positions to the budget. The SERP provides an excellent opportunity to better align the district's staffing with existing enrollment

and that opportunity should not be lost by all replacing retiring faculty, management or staff. Rather, every effort should be made to repurpose existing FTE unless that is found to be impossible.

6. Reorganize the North Orange Continuing Education Unit

NOCE should create the position of Vice President and reduce one of the campus Deans. The Vice President position should be housed at the Anaheim campus which houses the majority of students, and the two remaining Deans located at Cypress College and the Wilshire Center. The position should initially oversee all instruction and support services of continuing education. As the program grows and is warranted, there may be a need to add an additional Vice President and separate the instruction and student services functions. Ultimately, if there is significant growth, the position of Director of Administrative Services could be elevated to a Vice President, though this appears to be a much longer-term possibility. A draft organizational chart showing the recommended changes can be found in Appendix M.

The position of the NOCE Provost should be retitled President. This current position has all the responsibility of a President and NOCE is one of the few community college continuing education programs separately accredited in California. Re-titling the leadership post to President will clearly signal the intention to treat NOCE as a third college within the District.

7. Reorganize Cypress College Instructional and Student Services

The use of a sole Executive Vice President position at Cypress should be reconsidered. Having a single individual overseeing both student and academic services is not working effectively and splitting those responsibilities should be considered. The college is simply too large for one position to adequately oversee these two large areas. Further, a careful realignment of duties to better balance the responsibilities of the existing Deans should be undertaken. Currently, there are interim Deans and more than one existing Dean is carrying an excessive load. The interim Deans provide a good opportunity to change the existing job descriptions to better balance the workload prior to permanent Deans being employed.

8. Realign Human Resource Personnel Specialists

With approximately 90% of the District budget dedicated to personnel costs, it is important that the entire HR process be coordinated and efficient. Currently, the position of Personnel Specialist reports to the Campus Vice President of Administration which essentially creates two different HR reporting structures. It is recommended that this position be realigned to report to the Human Resources Department. HR needs a direct presence at the

colleges and realignment of this position will help ensure district-wide consistencies in the hiring, retention, and separation processes of campus employees.

9. Implement the Position of Associate Dean

As a large multi-campus district, NOCCCD has a wide disparity in the size of the various instructional divisions and departments. In order to more effectively provide assistance and oversight, some very large divisions should incorporate the position of Associate Dean. The Associate Dean can assist the Dean with assigned responsibilities to ensure division/departmental support and oversight. The Associate Dean job description should be developed by Human Resources and salary placement made appropriately. The position should only be implemented for divisions with the number of faculty meeting a certain threshold. For example, divisions with more than 50 instructors. Again, this is a position that should only be created for very large divisions. Care should be taken not to make exceptions as another oversight layer, and expense, is not warranted for most divisions.

10. Restructure Information Services

When constituents were asked if any areas could benefit from greater centralization, the single function most often cited was Information Services. It is apparent that due to the autonomy of the colleges and NOCE in staffing that there are many different systems operating for the same purpose. Consequently, users are confused, support of multiple programs is difficult, and data is inconsistent. CBT found routine information data requests were not always readily available and the information was not as reliable as it should be.

In total, over 50 FTE positions are dedicated to Information Services. With so many duplicate programs being supported, it is very difficult to provide quality services. Users are confused about which Help Desk to contact and there is little accountability for the tremendous investment in technology.

A division of responsibilities between academic computing and enterprise computing makes sense. It is recommended that all enterprise computing and support ultimately report through the District Information Services department. College-level IT support functions should remain with Academic Computing at each campus. Improvements should be made in communication and collaboration between Academic Computing and District Information Services.

11. Better Coordinate Enrollment Management, Marketing, and Outreach

The NOCCCD has significant opportunities in the areas of enrollment management and marketing and outreach. These areas have the potential to positively impact revenue and,

more importantly, the opportunity to better serve students and the community. Although there is a committee dedicated to many of these activities, the committees seem to lack clear direction or a mandate to take action. The groups' portfolios should be clarified to include these areas and should be tasked to develop specific plans as soon as possible. Those plans should include clear targets in each area, a timeline for implementation and an accountability system. Enrollment must become a greater priority within the District and the Executive Staff and Chancellor should be closely monitoring these areas on a very frequent basis. The current practice of relying on enrollment reports from various sources causes significant confusion and a lack of trust in the data. Enrollment reporting should only come from a single source and all colleges and NOCE should rely only on those data.

12. Implement an Expanded Program of Professional Development

A District Professional Development officer position should be created. The District is too large not to invest in developing personnel for the future. Overall training is lacking in many areas. Positions can pay for themselves in many ways by better training and the development of potential future leaders for the organization. Further, there is a need for cross training in many areas of the classified staff in order to ensure balanced delivery of services to students and the community.

13. Establish Consistent Safety Processes and Procedures

Because of the significant issue of campus safety on today's college campuses, CBT is identifying this issue as a specific recommendation. Currently, there is little coordination and common practices utilized by the colleges and District regarding campus safety. As an example, there are no Districtwide standard uniforms for security personnel, and there are no written procedures for how to handle specific student discipline issues. Although there are some written articulation agreements with surrounding police agencies, those agreements appear dated and in need of review, and there is inadequate communication (i.e. dispatch services and notifications) if and when safety issues arise. These deficiencies, and several other related issues, creates an environment that is inadequately prepared for emergencies which are occurring more frequently on today's college campuses nationwide.

It is recommended that a set of common processes and procedures, similar to a sworn police agency's General Orders, be developed and adopted. These "orders" will help ensure a more consistent handling of safety and security situations. It is also important to have a system of improved communications for both pre and post incident situations

Organizationally, an argument can be made to place the safety and security responsibility under either Administrative Services or Student Services. CBT believes, in this case, it is best placed under Administrative Services with strong coordination with both Student

Services and Instruction. Ultimately, the most critical issue with the reporting structure is that those positions deemed responsible, as well as all employees dedicated to the actual safety and security function, must be thoroughly and frequently trained. District authority for ensuring the development of a comprehensive program should reside with the Vice Chancellor of Administrative Services.

Lastly, CBT cannot stress enough the priority and importance of developing a uniform and comprehensive Safety and Security program. This issue is of the utmost importance.

SUMMARY AND PLAN OF ACTION

Many of the recommendations included in this review of the North Orange County Community College Community College District relate to revising the organizational structures at the colleges, NOCE and District Services. The team has refrained from providing specific organizational charts deferring to the college and district leadership to make those alterations. However, in the case of the North Orange Continuing Education Center we did provide a draft of our recommended organizational changes in Appendix M.

NOCCCD remains an effective organization serving students and the community. However, the District has significant structural issues that should be addressed in the coming months and years. New leadership throughout the organization makes this an opportune time for a new action plan in many of the above-referenced areas. Some of the changes will, by necessity, need to be made over months and even years but developing a plan for these changes, and an accountability system to track them, should be a top priority for District leaders.

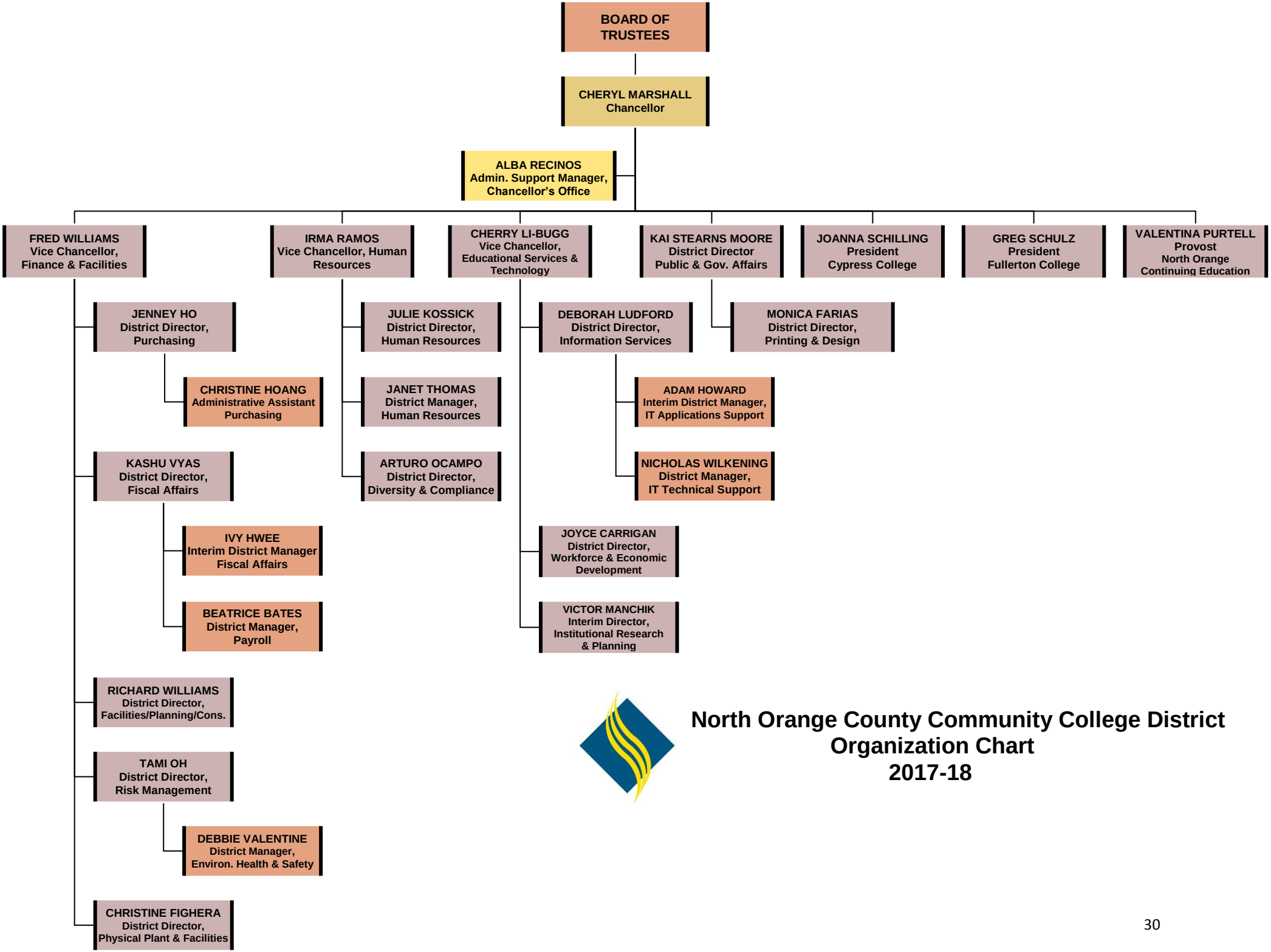
Not all of the necessary changes will be popular and frequent communication and transparency will be extremely important. Seeking and carefully considering input from all constituent groups will help build support for the agreed-upon changes. The next steps in the process will necessitate the college and District leadership developing a plan of action for the recommendations selected including a timeline for implementation.

APPENDIX A

A. Documents Reviewed and Current District and College Organizational Charts

List of Documents Reviewed by CBT Consultants for the Organizational Structure Review of North Orange County Community College District

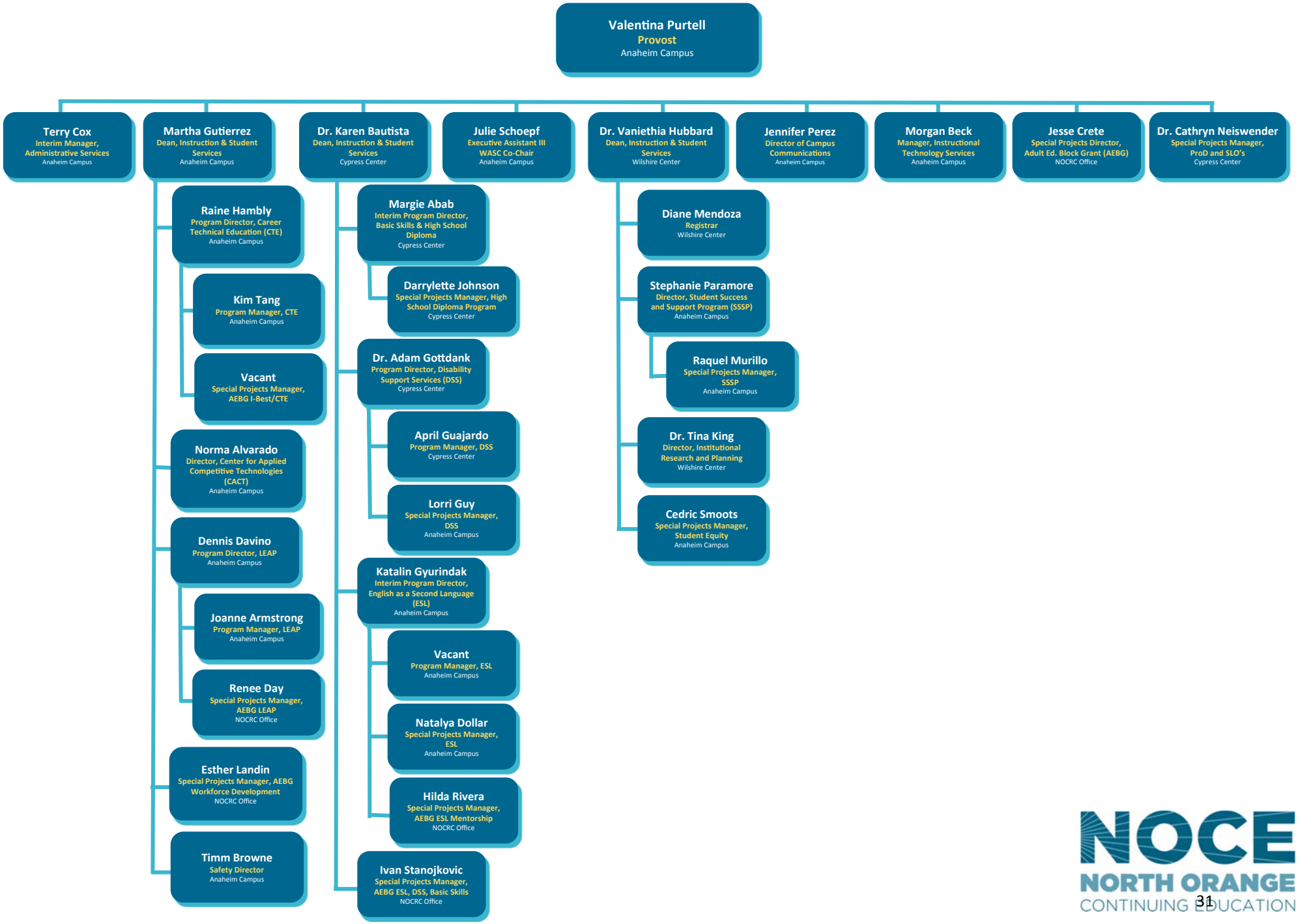
- Institutional Self Evaluation Report (Self Study) for Colleges and NOCE
- 2017-18 Proposed Budget and Financial Report
- Budget Allocation Handbook
- Evaluation of Legal Services Report
- Organizational Charts for the District and all units
- SERP Data
- Human Resources and Finance and Facilities Administrative Reviews
- Selective Job Descriptions
- District Management Retreat and Satisfaction Surveys
- Management Association Requests
- Employee Benefit Comparison Data
- 2017 Security Assessment Report
- 2015 School Services Total Compensation Study (Management Positions)
- "Position Control" Data
- Enrollment Management Retreat Information



North Orange County Community College District
Organization Chart
2017-18

North Orange Continuing Education

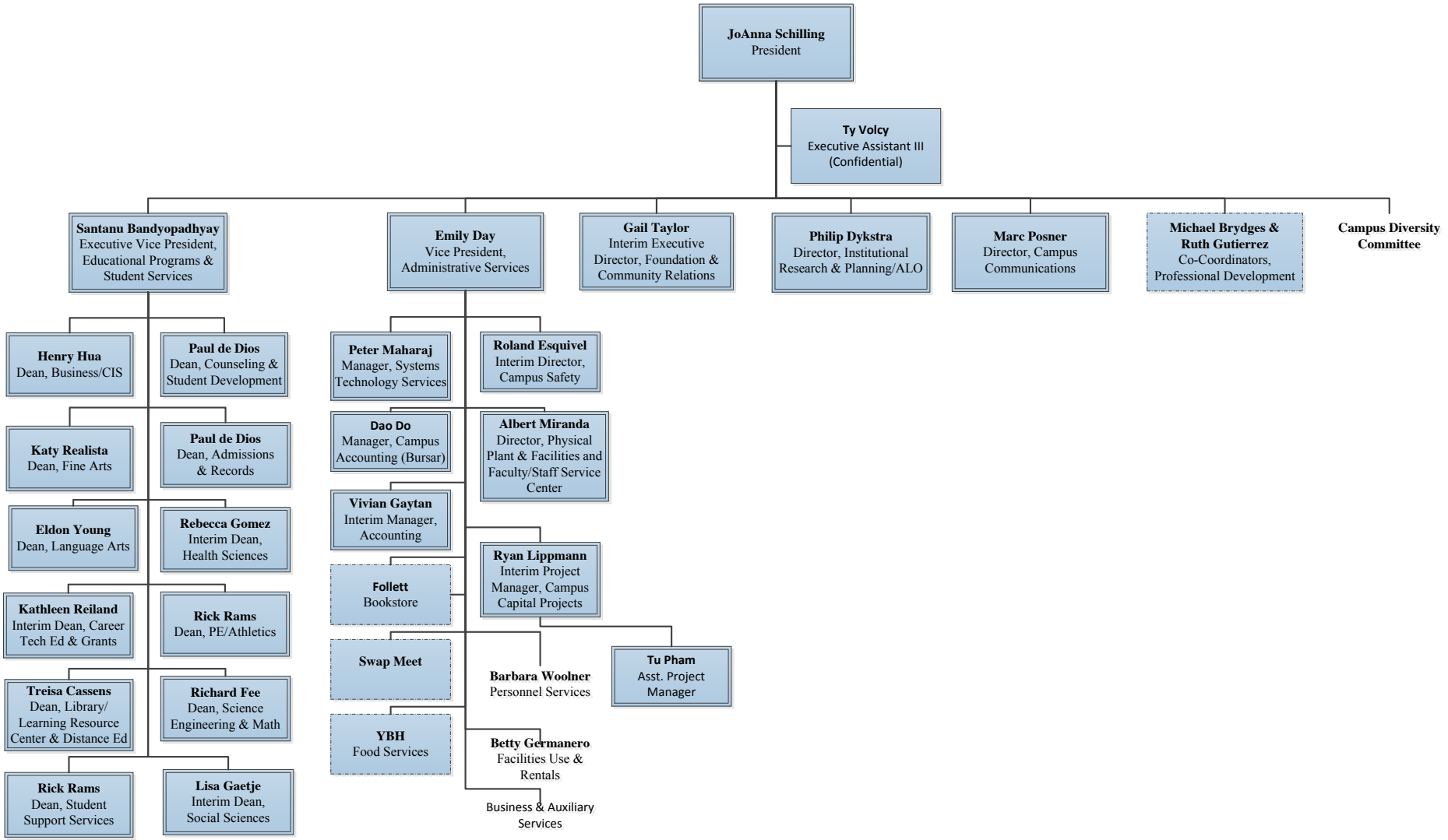
Organizational Chart—2017/18



NOCE
NORTH ORANGE
CONTINUING EDUCATION

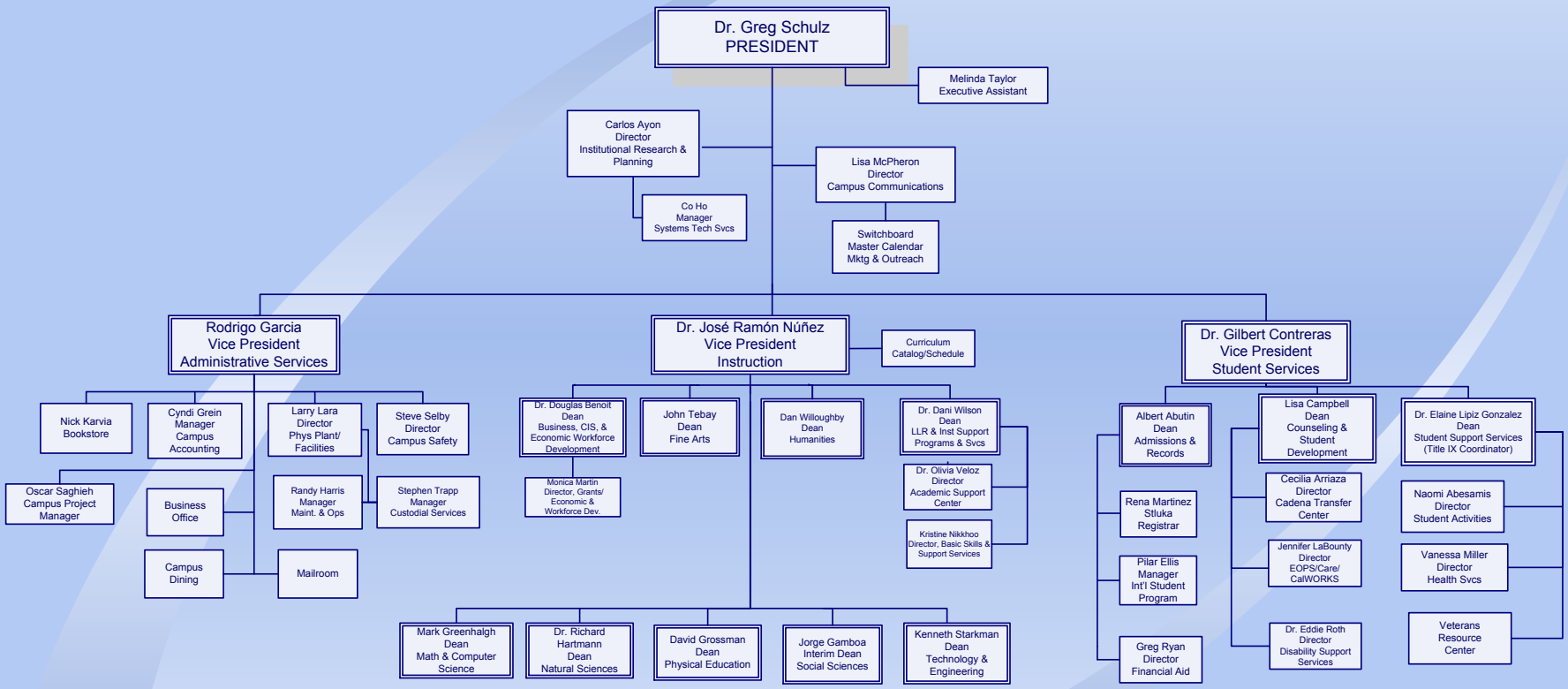
Cypress College

Organizational Chart
2017 - 2018



Fullerton College

Organization Chart



Effective: 1/29/2018

APPENDIX B

B. Groups and Individuals Interviewed During the Project

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

CBT Organizational Analysis Interviews
February 12-14, 2018

Monday, February 12	Interviews with Brice Harris in Room 101A (First floor Board Conference Room)	Interviews with Nga Pham in Room 102C (First floor; next to interior elevators)	Interviews with Jon Sharpe in Room 506 (Fifth floor conference room)
8:30 a.m.	**CBT Team Meeting** (Room 101A)		
9:00 – 9:45 a.m.	**Cypress College Classified Representatives** (See page 6 for participants)	**Peter Maharaj**, Cypress College Manager, Systems Technology Services	**Finance & Facilities Team** (See page 5 for participants)
10:00 – 10:45 a.m.	**Morgan Beck**, NOCE Manager, Instructional Technology Services	**Julie Schoepf**, NOCE Executive Assistant III	**Physical Plant & Facilities Directors** (See page 5 for participants)
11:00 – 11:45 a.m.	**Information Services Department** (Open meeting)	**NOCE Student Leaders** (See page 5 for participants)	
11:55 a.m. – 12:55 p.m.	**Lunch with Cheryl Marshall** (Chancellor's Office, 9th floor)		
1:00 – 1:45 p.m.			**NOCE Classified Representatives** (See page 6 for participants)
2:00 – 2:45 p.m.		**Kathleen Reiland**, Cypress College Interim Dean, CTE Division	**Phil Dykstra**, Cypress College Director, Institutional Research & Planning
3:00 – 3:45 p.m.	**Ken Starkman**, Fullerton College Dean, Technology & Engineering		
4:00 – 4:45 p.m.	**Adam Howard**, District Interim Manager, IT Application Support	**Fullerton College Faculty Senate** (See page 7 for participants)	**Rod Garcia**, Fullerton College Vice President of Administrative Services
5:00 – 5:45 p.m.	Participate in the interview of **Irma Ramos** and **Julie Kossick** (Room 506)	**Nick Wilkening**, District Manager, IT Technical Support (*Conference call*) *Conference Line*: 888-450-4821 *CBT Passcode*: 5512725	**Irma Ramos**, Vice Chancellor, Human Resources, and **Julie Kossick**, District Director, Human Resources

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

CBT Organizational Analysis Interviews
February 12-14, 2018

Tuesday, February 13	Interviews with Brice Harris in Room 100A (First floor, outside of Board Room)	Interviews with Nga Pham in Room 102C (First floor; next to interior elevators)	Interviews with Jon Sharpe in Room 506 (Fifth floor conference room)
8:00 – 8:45 a.m.	**Co Ho**, Manager, Academic Computing Technologies, and **Carlos Ayon**, Director, Institutional Research & Planning		**Terry Cox**, NOCE Interim Manager, Administrative Services (*8:15 a.m. start time*)
9:00 – 9:45 a.m.	**Carlos Ayon**, Director, Institutional Research & Planning	**Treisa Cassens**, Cypress College Dean, Library/Learning Resource Center	**Tina King**, NOCE Director, Institutional Research & Planning
10:00 – 10:45 a.m.	**Cypress College Deans Council** (See page 5 for participants)	**Jose Ramon Nuñez**, Fullerton College Vice President, Instruction	**Gilbert Contreras**, Fullerton College Vice President, Student Services
11:00 – 11:45 a.m.	**Fullerton College Deans Council** (See page 5 for participants)	**Paul De Dios**, Cypress College Dean, Counseling & Admissions & Records	**NOCE Program Directors** (See page 5 for participants)
11:50 a.m. – 12:50 p.m.	***Lunch Break***		
1:00 – 1:45 p.m.	**Lisa McPheron**, Fullerton College Director, Campus Communications	**CSEA Leadership** (See page 6 for participants)	**Vaniethia Hubbard**, NOCE Dean of Instruction & Student Services, Wilshire Center
2:00 – 2:45 p.m.	**Cherry Li Bugg**, Vice Chancellor, Educational Services & Technology		
3:00 – 3:45 p.m.			
4:00 – 4:45 p.m.	**Cypress College Presidents Staff** (See pages 5-6 for participants) (*Santanu via conference call*) ***Conference Line***: 888-450-4821 ***CBT Passcode***: 7547440	**NOCE Academic Senate** (See page 7 for participants)	**Valentina Purtell**, NOCE Provost
5:30 p.m.	**Board of Trustees Meeting** (Board Room)		

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

CBT Organizational Analysis Interviews
February 12-14, 2018

Wednesday, February 14	Interviews with Brice Harris in Room 100A (First floor; outside of Board Room)	Interviews with Nga Pham in Room 101A (First floor Board Conference Room)	Interviews with Jon Sharpe in Room 102C (First floor; next to interior elevators)
8:00 – 8:45 a.m.	**Santanu Bandyopadhyay**, Cypress College Executive Vice President	**Dan Willoughby**, Fullerton College Dean, Social Science	**Karen Bautista**, NOCE Dean of Instruction & Student Services, Cypress Center
9:00 – 9:45 a.m.	**Michael Matsuda**, AUHSD Superintendent **Manuel Colon**, AUHSD Chief Academic Officer	**Meeting with Cheryl Marshall** (Chancellor's Office, 9th floor)	**Meeting with Cheryl Marshall** (Chancellor's Office, 9th floor)
10:00 – 10:45 a.m.	**Albert Abutin**, Fullerton College Dean, Enrollment Services	**Jennifer Perez**, NOCE Director, Campus Communications	**Martha Gutierrez**, NOCE Dean, Instruction & Student Services, Anaheim Campus
11:00 – 11:45 a.m.	**Rena Martinez Stluka**, Fullerton College Registrar	***No Interview***	***No Interview***

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

CBT Organizational Analysis Interviews
February 12-14, 2018

Districtwide	Fullerton College	Cypress College	NOCE
Individual Interviews	**Individual Interviews**	**Individual Interviews**	**Individual Interviews**
• **Cherry Li-Bugg**, Vice Chancellor, Educational Services & Technology • **Irma Ramos**, Vice Chancellor, Human Resources, and **Julie Kossick**, District Director, Human Resources • **Nick Wilkening**, District Manager, IT Technical Support • **Adam Howard**, Interim District Manager, IT Application Support **Community Interview** **Michael Matsuda**, AUHSD Superintendent, and **Manuel Colon**, AUHSD Chief Academic Officer	• **Carlos Ayon**, Director, Institutional Research & Planning • **Gilbert Contreras**, Vice President, Student Services • **Rod Garcia**, Vice President, Administrative Services • **Lisa McPherson**, Director, Campus Communications • **Jose Ramon Nuñez**, Vice President, Instruction • **Albert Abutin**, Dean, Enrollment Services • **Ken Starkman**, Dean, Technology & Engineering • **Dan Willoughby**, Dean, Humanities • **Rena Martinez Stluka**, Registrar • **Co Ho**, Manager, Academic Computing Technologies and **Carlos Ayon**, Director, Institutional Research & Planning	• **Santanu Bandyopadhyay**, Executive Vice President • **Phil Dykstra** Director, Institutional Research & Planning • **Treisa Cassens**, Dean, Library/Learning Resource Center • **Paul de Dios**, Dean, Counseling & Admissions & Records • **Kathleen Reiland**, Interim Dean, CTE Division • **Peter Maharaj**, Manager, Systems Technology Services	• **Valentina Purtell**, Provost • **Vaniethia Hubbard**, Dean, Instruction & Student Services, Wilshire Center • **Martha Gutierrez**, Dean, Instruction & Student Services, Anaheim Campus • **Karen Bautista**, Dean, Instruction & Student Services, Cypress Center • **Tina King**, Director, Institutional Research & Planning • **Jennifer Perez**, Director, Campus Communications • **Morgan Beck**, Manager, Instructional Technology Services • **Terry Cox**, Interim Manager, Administrative Services • **Julie Schoepf**, Executive Assistant III, Provost's Office

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

CBT Organizational Analysis Interviews
February 12-14, 2018

Group Interviews	Group Interviews	Group Interviews	Group Interviews
Finance & Facilities Staff • **Kashu Vyas**, District Director, Fiscal Affairs • **Ashraf Demian**, District Manager, Internal Audit • **Jenney Ho**, District Director, Purchasing • **Christine Fighera**, District Director, Physical Plant & Facilities • **Tami Oh**, District Director, Risk Management **Facilities Directors** • **Christine Fighera**, District Director, Physical Plant & Facilities • **Albert Miranda**, Cypress College Director, Physical Plant & Facilities • **Larry Lara**, Fullerton College Director, Physical Plant & Facilities **Information Services Staff** Open interview for anyone in the department that is interested in attending.	**FC Deans Council** • **Albert Abutin**, Dean, Enrollment Services • **Doug Benoit**, Dean, Business, CIS, & Economic Development • **Lisa Campbell**, Dean, Counseling • **Jorge Gamboa**, Interim Dean, Social Science • **Mark Greenhalgh**, Dean, Math & Computer Sciences • **David Grossman**, Dean, Physical Education • **Richard Hartmann**, Dean, Natural Sciences • **Elaine Lipiz Gonzalez**, Dean, Student Support Services • **Ken Starkman**, Dean, Technology & Engineering • **John Tebay**, Dean, Fine Arts • **Dan Willoughby**, Dean, Humanities • **Dani Wilson**, Dean, Library/ Learning Resources	**CC Deans Council** • **Katy Realista**, Dean, Fine Arts • **Eldon Young**, Dean, Language Arts • **Lisa Gaetje**, Interim Dean, Social Science • **Richard Fee**, Dean, Science, Engineering, and Math • **Treisa Cassens**, Dean, Library/Learning Resource Center • **Rick Rams**, Dean, Student Support Services • **Paul de Dios**, Dean, Counseling & Admissions & Records • **Rebecca Gomez**, Interim Dean, Health Science • **Kathleen Reiland**, Interim Dean, CTE • **Henry Hua**, Dean, Business & CIS **CC President's Staff** • **JoAnna Schilling**, President • **Santanu Bandyopadhyay**, Executive Vice President • **Emily Day**, Vice President, Administrative Services	**NOCE Program Directors** • **Stephanie Paramore**, Program Director, SSSP • **Katalin Gyurindak**, Program Director, ESL • **Dennis Davino**, Program Director, LEAP • **Adam Gottdank**, Program Director, DSS • **Raine Hambly**, Program Director, CTE • **Margie Abab**, Program Director, Basic Skills • **Jesse Crete**, Director, AEBG **NOCE Student Leaders** • **Natalie Galle Ortega**, NOCE Student • **Cesar Norzagary**, NOCE Student

CBT Organizational Analysis Interviews
February 12-14, 2018

		• **Phil Dykstra**, Director, Institutional Research & Planning • **Gail Taylor**, Interim Executive Director, Cypress College Foundation • **Marc Posner**, Director, Campus Communications • **Ty Volcy**, Executive Assistant III, President's Office	
Classified Group Interview	**Classified Group Interview**	**Classified Group Interview**	**Classified Group Interview**
CSEA Leadership • **Rod Lusch**, President • **Dawnmarie Neate**, 1st VP • **Pamela Spence**, 2nd VP • **David Dang**, Secretary • **Patricia Sanchez**, Treasurer • **Summer Marquardt**, Site Rep Coordinator • **Karen Joy**, Communications Coordinator	**FC Classified Senate** *(Not scheduled/no reply)* • • •	**CC Representatives** • **Stephanie Acosta**, Administrative Assistant III • **Barbara Woolner**, Personnel Services Specialist • **Joseph Vasquez**, Facilities Custodian • **Rod Lusch**, Skilled Maintenance Mechanic	**NOCE Representatives** • **Lucinda Wallis**, Administrative Assistant III • **Shelia Moore-Farmer**, Catalog & Schedule Coordinator • **Danielle Barbaro**, Alternate Media/Assistive Technology Specialist • **Melissa De La Cruz**, Admissions & Records Technician • **Maureen Borillo**, Instructional Technology Specialist • **Enrico Del Zotto**, Instructional Assistant

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

CBT Organizational Analysis Interviews
February 12-14, 2018

Faculty Interviews	Faculty Interviews	Faculty Interviews	Faculty Interviews
	FC Faculty Senate • **Josh Ashenmiller**, Faculty, Social Science • **Pete Snyder**, Faculty, Physical Education	**CC Academic Senate** *(Not scheduled)* • **Bryan Seiling**, Faculty, History • **Craig Goralski**, Faculty, Anthropology • **Jolena Grande**, Faculty, Mortuary Science • **Joel Gober**, Faculty, Biology • **Mark Majarian**, Faculty, Dramatic Arts	**NOCE Academic Senate** • **Tina McClurkin**, Faculty, CTE • **Lynda Gunderson**, Faculty, LEAP • **Julie Shields**, Adjunct Faculty, CTE • **Emma Diaz**, Adjunct Faculty, CTE • **Cathy Dunne**, Faculty, CTE (*unconfirmed*) • **Doreen Doherty**, Adjunct Faculty, ESL (*unconfirmed*)

APPENDIX C

C. Sample Survey Instrument

NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

NOCCCD Organizational Structure, 2018

North Orange County Community College District (NOCCCD) and its colleges/NOCE are planning for the future and would appreciate your input to help ensure that proper structures and resources are in place to adequately serve our students and communities. We need perspectives from faculty and staff so please take 10-15 minutes of your time to provide us feedback. Your identity and response will be completely anonymous. Data will be compiled and analyzed by an independent researcher from CBT Consulting. Thank you for your time and feedback!

1. What is your current position at NOCCCD?

- ◯ Classified
- ◯ Confidential
- ◯ Faculty
- ◯ Classified Manager/Supervisor
- ◯ Academic Manager

2. Please select your work location.

- ◯ Cypress College (CC)
- ◯ Fullerton College (FC)
- ◯ North Orange Continuing Education (NOCE)
- ◯ District Services (DS)

3. How long have you been employed by NOCCCD?

- ◯ Less than 5 years
- ◯ 5 to 10 years
- ◯ 11 to 19 years
- ◯ 20 years or more

4. Please rate your level of agreement with the following statements about your work location (CC, FC, NOCE or DS):

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know or N/A
a. Student needs are the main focus of the unit where I work.	○	○	○	○	○
b. The college/NOCE/DS has established governance structures, processes, and practices to facilitate effective communication among its constituencies.	○	○	○	○	○
c. The college/NOCE/DS engages in program reviews on a regular basis.	○	○	○	○	○
d. Management encourages employees to take initiative to improve institutional effectiveness.	○	○	○	○	○
e. I regularly use data to enhance the effectiveness of my department.	○	○	○	○	○

5. Please rate your level of agreement with the following statements about the structure within your department where you work.

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know or N/A
a. My department is adequately staffed to implement and advance its mission.	○	○	○	○	○
b. The current organizational structure of my department works well.	○	○	○	○	○
c. The organizational structure within my department is clear and understandable.	○	○	○	○	○
d. There is adequate administration oversight in my department.	○	○	○	○	○
e. My department has too many interim assignments.	○	○	○	○	○
f. Responsibilities are evenly distributed among staff within my department.	○	○	○	○	○

6. Please rate your level of agreement with the following statements about the organizational structure of your work location (CC, FC, NOCE or DS):

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know or N/A
a. The college/NOCE/DS is adequately staffed to implement and advance its mission.	○	○	○	○	○
b. The current organizational structure of college/NOCE/DS works well.	○	○	○	○	○
c. There are unnecessary duplication of services among departments.	○	○	○	○	○
d. There is adequate administration oversight at the college/NOCE/DS.	○	○	○	○	○
e. The college/NOCE/DS has too many interim assignments within its management level.	○	○	○	○	○
f. The college/NOCE/DS evaluates vacant positions to determine whether or not each can be combined with another similar position.	○	○	○	○	○
g. Responsibilities are evenly distributed across departments at the college/NOCE/DS.	○	○	○	○	○
h. Information is disseminated in a timely manner and I am kept informed.	○	○	○	○	○

7. Please rate your level of agreement with the following statements about the organizational structure of District Services:

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know or N/A
a. District Services is adequately staffed to implement and advance its mission.	○	○	○	○	○
b. The current balance of centralization and decentralization services between District Services and the colleges/NOCE works well.	○	○	○	○	○
c. The current division of labor between District Services and the colleges/NOCE is clear and understandable.	○	○	○	○	○
d. District Services adequately supports the work of the colleges/NOCE.	○	○	○	○	○
e. The district effectively communicates and advocates for the colleges/NOCE in the community and the state.	○	○	○	○	○
f. Information between District Services and college/NOCE is dissseminated in a timely manner.	○	○	○	○	○
g. I am kept informed of the changes within the district.	○	○	○	○	○

8. Three current college/NOCE functions that should be centralized and provided by District Services:

Function 1: _____

Function 2: _____

Function 3: _____

9. Three current District Services functions that should be decentralized and provided by the colleges/NOCE:

Function 1:

Function 2:

Function 3:

10. Duplicate functions (provided both by college/NOCE and District Services) that should to be reviewed:

Function 1:

Function 2:

Function 3:

11. Please rate your level of agreement with the following statements about the delivery of education and support services to students in relation to the financial health of the district/colleges/NOCE:

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know or N/A
a. The college/NOCE delivers instruction in a way that maximizes the financial health of the district.	○	○	○	○	○
b. I understand the relationship of class size, support services, and educational quality with the district's financial health.	○	○	○	○	○
c. I understand the relationship between average class size and the ability of the district to provide competitive salary and benefits, adequate instructional supplies, and afford new program development.	○	○	○	○	○
d. Decisions related to educational quality, class size, and support staffing are made at the appropriate level.	○	○	○	○	○

12. Please rate your level of agreement with the following statements about the decision-making process at your work location (CC, FC, NOCE or DS):

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know or N/A
a. The college/NOCE/DS has established governance structures, processes, and practices to facilitate effective communication among its constituencies.	○	○	○	○	○
b. The college/NOCE/DS uses data for planning and for budgeting resources.	○	○	○	○	○
c. The college/NOCE/DS uses data to assess student progress and achievement.	○	○	○	○	○
d. The college/NOCE/DS ensures accountability for student success by identifying clear goals, and implementing strategies for improvement.	○	○	○	○	○
e. I am held accountable for accomplishing my assigned responsibilities.	○	○	○	○	○

13. Please rate your level of agreement with the following statements regarding allocation of resources at your work location (CC, FC, NOCE or DS):

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know or N/A
a. Resource allocation processes are clearly linked to the planning processes.	○	○	○	○	○
b. The current budget allocation process promotes the effective allocation of resources.	○	○	○	○	○
c. I have appropriate opportunities to contribute input to planning and budgeting.	○	○	○	○	○
d. The college/NOCE/DS maintains and upgrades its technology infrastructure (hardware and software) to meet student learning and staff needs.	○	○	○	○	○
e. The college/NOCE/DS provides sufficient professional development opportunities.	○	○	○	○	○
f. The college/NOCE/DS creates opportunities for career advancement.	○	○	○	○	○

14. My former colleagues left NOCCCD for the following reason(s)? (you may choose more than one)

- ☐ Promotion (higher level)
- ☐ Better pay (lateral move)
- ☐ Better benefits
- ☐ Lack of job satisfaction
- ☐ Lack of advancement
- ☐ Moved out of the area
- ☐ Closer to home
- ☐ Retirement
- ☐ Other (please specify)

15. Additional comments/concerns about the District's organizational structure that you would like to share.

APPENDIX D

D. Total Survey Results for
North Orange County Community College District

North Orange County Community College District
Results of the Organizational Structure Survey

Spring 2018

In times of political and economic uncertainty, an organization, even a public college district, needs to look inwardly to understand itself to ensure it can serve its students and community effectively and efficiently. A comprehensive review of organizational structure requires multiple perspectives, including the perspective of those who work within the organization. In early February 2018, all full-time faculty and staff were invited to share their opinions of the District and its Colleges via an online survey.

During a three-week period, 516 individuals shared their understanding, compliments, and concerns about the existing structure of their department, the Colleges, as well as the District. A diverse pool of participants from across the district responded, including from employees of different employment classifications, and from employees grouped by years of employment at the district:

- Half of the respondents were faculty, 33% classified/confidential, and 17% were management/supervisory;
- There was proportionate representation from the different college locations: 33% from Cypress College, 48% from Fullerton College, 16% from North Orange Continuing Education (NOCE), and 3% from District Services; and
- Nearly one-third have been employed at the District less than five years, 18% from 5 to 10 years, 30% 11 to 19 years and 22% have been with the District for more than 20 years.

Overall, respondents somewhat agreed that the District's, the Colleges', and their department's organizational structures work, but that there is room for improvement. Respondents were generous in sharing their comments, compliments and concerns. The comments may prove helpful as the District considers refining its structures for efficiency and effectiveness.

About Respondents' Work Location:

- Many respondents stated that student needs are the main focus of their workplace (mean of 3.43, on a scale of 1 to 4, 1 being "strongly disagree" and 4 being "strongly agree"), that they engage in program reviews regularly (3.19) and that they use data to enhance the effectiveness of the department (3.08).
- Respondents somewhat agreed that management encourages employees to take initiative to improve institutional effectiveness (2.91) or that their workplace has established governance structures, processes and practices to facilitate effective communication (2.82).
- District Services stated less agreement that the Colleges' focus is students' needs (2.82 vs. 3.24 to 3.52 averages for other three locations) and more agreement that the Colleges have an established governance structure, processes, and practices to facilitate effective communication (3.13 vs 2.70 to 2.88 for the three other locations).

- NOCE noted less agreement that they conduct program reviews on a more regular basis than the other locations (2.73 vs. 3.15+ for the others).
    - There were minor differences in ratings among the different employment groups and the respondents grouped by years of service in the district.

Organizational Structure at the Department Level:

- Respondents stated that there is adequate administrative oversight (2.97) and that the organizational structure within their department is clear and understandable (2.91).
- However, respondents indicated less agreement that their department is adequately staffed to implement and advance its mission (2.40) or that responsibilities are evenly distributed among staff within the department.
- Cypress College (2.46) and NOCE (2.41) indicated slightly more agreement that they do have too many interim assignments in their departments (2.29 overall).
- There were minor differences in levels of agreement from the different locations, employment groups and respondents grouped by years of service with regard to departmental structure.

Organizational Structure at the College Level:

- Respondents are in agreement that there is adequate administrative oversight (2.89), that there are too many management interim assignments (2.81), and that the current organizational structure of the college level works well (2.64).
    - Cypress College noted higher agreement that they have too many management interims (3.04) than the other three locations (2.62 to 2.87).
    - Fullerton College expressed slightly higher agreement that their organizational structure works well for them (2.76 vs. 2.38 to 2.65 for the other three locations).
- Some respondents noted that information across the departments is not disseminated in a timely manner, thus not being kept informed (2.69), that there is some duplication of services among departments (2.56), and that the colleges do not evaluate vacant positions to determine whether or not each can be combined with another similar position (2.54).
    - There were minor differences among the colleges, the employees grouped by employment classifications, and employees grouped by length of service in each of these categories.
- There is also an indication that responsibilities are not evenly distributed across departments (2.22), especially at Cypress College (1.99).

Organizational Structure at the District Services:

- Respondents noted that the district effectively communicates and advocates for the colleges in the community and at the state level (2.71) and that District Services is adequately staffed to implement and advance its mission (2.69).
    - District Services respondents did not rate their agreement as high that they are adequately staffed (2.11 vs. 2.69 to 2.77 from the other locations).
- Respondents did not find information between District Services and the Colleges to be disseminated in a timely manner and that they are not kept informed of the changes within the district (both at 2.53).
- Respondents noted a somewhat lower level of agreement that District Services adequately supports the work of the colleges (2.49), that the current balance of

centralization and decentralization between District Services and the Colleges works well (2.39) and that the division of labor between the two units is clear and understandable (2.34).
    - Cypress College rated District Services slightly lower than the other Colleges in their support of the Colleges (2.17 vs. 2.59 to 2.81).
- Management/supervisory consistently rated each question/category within the organizational structure of District Services section lower than other sub-groups.

Delivery of Education and Support Services to Students in Relation to Financial Health:

- Respondents understood the relationship of class size, support services, and educational quality with the district's financial health (2.91), but slightly less in their understanding of the relationship between average class size and the ability of the district to provide competitive salary and benefits, adequate instructional supplies, and afford new program development (2.75).
    - Management/supervisory has a slightly higher understanding of these two areas than other groups (3.24 and 3.18 respectively).
- Respondents somewhat agreed that the Colleges deliver instruction in a way that maximizes the financial health of the district (2.66) and less agreement that decisions related to educational quality, class size, and supporting staffing are made at the appropriate level (2.36).
    - District Services staff rated that decision making at the appropriate level at a lower rate (1.90).

Decision-Making Process at Work Location:

- Many respondents agreed that they are held accountable for accomplishing their assigned responsibilities (3.36); however, they did not think that the Colleges ensure accountability for student success by identifying clear goals and implementing strategies for improvement (2.85).
    - Classified staff and those who have been employed at the district for less than five years were slightly more agreeable than others in these two categories.
- The Colleges and District Services use data to assess student progress and achievement (2.99), as well as to plan and to budget resources (2.92).
- Respondents also agreed that each location has established governance structures, processes and practices to facilitate effective communication among its constituencies (2.79).

Allocation of Resources at Work Location:

- Respondents agreed that the Colleges and District provide sufficient professional development opportunities (2.82).
- Respondents are somewhat in agreement that the current allocation model processes are clearly linked to the planning processes (2.56) and that it promotes the effective allocation of resources (2.35).
    - Cypress College respondents rated these two categories slightly lower than the other locations.
- Many respondents do not have appropriate opportunities to contribute input to planning and budgeting (2.44) at the college location.

    - Management/supervisory stated that they do have more opportunities to give input (2.73) vs. the faculty and classified staff (both at 2.37).
- Many respondents also do not agree that the Colleges/District create opportunities for career advancement or that they maintain and upgrade technology infrastructure to meet student learning and staff needs (both 2.44).
    - However, faculty rated the opportunities for career advancement slightly higher (2.57) than management/supervisory (2.40) and classified (2.29).

Alignment of District Services and College Functions:

- Information technologies/academic computing services, communications, budget allocation and funding of needed programs, human resources and various hiring related issues, grant writing to procure additional funding, and safety are among the many functions which respondents would like to see centralized and offered by district services. A comprehensive list of other functions can be found on page 22.
- Budget development and allocation, hiring/staffing decisions, information technologies services, public information/marketing, curriculum development and grants oversight are among the services respondents would like to see decentralized and offered at the colleges. A comprehensive list of other functions can be found on page 22.
- Budgeting/accounting, information technologies, instructional technology & support, marketing/outreach to the community, review of management positions, and compliance/Title IX are duplicate functions that should be reviewed for effectiveness. A comprehensive list of other functions can be found on page 23.
- Other than the 20% of responses noting retirement, respondents identified the major reasons that former colleagues left NOCCD were due to better pay for lateral moves (20%), better benefits (17%), promotion to higher levels (14%), and lack of advancement (10%).
    - There was an additional 10% of respondents that identified lack of job satisfaction, hostile work environment and lack of leadership as the causes of former employees leaving.

Respondent comments (mainly from the Colleges):

Below are some observations from reviewing the comments made by respondents. A complete list of comments, by employee group and by college location can be found on pages 24 to 49.

- The colleges have their own independent processes and procedures which negatively impact students who wish to attend both colleges; therefore, District Services needs to mediate to ensure more efficient pathways for students.
- Staff expressed frustration when dealing with some of the District Services, such as human resources and IT issues. They do not get the response to their requests in a timely manner, nor do they feel the district staff plans meetings or trainings with consideration to the activities, schedules, and needs of the Colleges.
- Decisions made at the District are perceived to have been made without input from the Colleges, such as scheduling of training and or upgrades during their busiest time of the semester.
- Communication between Colleges and District are limited and respondents do not feel informed.

    - Respondents do not understand many of the programs and services at District Services and therefore question the need for the offices and personnel.
- Many decisions are made based on the person and not the process(es); therefore, the District decisions are not documented and/or not unified.
- The District has not been able to hire the most qualified candidates due to low pay and benefits.
- Safety and compliance were among issues in which respondents would like more oversight and support from the district.

North Orange County Community College District
Organizational Structure Survey Results, Spring 2018

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
Respondents' level of agreement about their work location (CC, FC, NOCE or DS):							
a. Student needs are the main focus of the unit where I work.							
Cypress College	171	53%	40%	5%	2%	0%	3.45
Fullerton College	245	58%	37%	3%	2%	0%	3.52
NOCE	80	40%	49%	6%	5%	0%	3.24
District Services	18	17%	56%	11%	11%	6%	2.82
Classified	168	54%	35%	5%	5%	1%	3.40
Faculty	257	52%	41%	5%	2%	0%	3.44
Management/Supervisory	87	52%	44%	2%	1%	1%	3.48
Less than 5 years	161	50%	40%	5%	4%	1%	3.37
5 to 10 years	90	53%	41%	4%	1%	1%	3.47
11 to 19 years	153	56%	38%	3%	2%	1%	3.50
20 years or more	110	50%	42%	6%	2%	0%	3.40
TOTAL	514	52%	40%	5%	3%	0%	3.43
b. The college/NOCE/DS has established governance structures, processes, and practices to facilitate effective communication among its constituencies.							
Cypress College	172	9%	55%	21%	8%	8%	2.70
Fullerton College	245	14%	54%	22%	2%	9%	2.88
NOCE	80	15%	49%	19%	6%	11%	2.82
District Services	18	17%	67%	6%	0%	10%	3.13
Classified	168	17%	49%	19%	6%	9%	2.84
Faculty	258	11%	52%	23%	3%	11%	2.81
Management/Supervisory	87	8%	68%	17%	5%	2%	2.81
Less than 5 years	161	17%	52%	18%	5%	8%	2.88
5 to 10 years	91	8%	55%	22%	4%	11%	2.74
11 to 19 years	153	12%	55%	20%	4%	9%	2.82
20 years or more	110	11%	55%	23%	4%	7%	2.79
TOTAL	515	12%	54%	20%	4%	9%	2.82
c. The college/NOCE/DS engages in program reviews on a regular basis.							
Cypress College	171	26%	53%	6%	2%	13%	3.19
Fullerton College	244	32%	51%	3%	1%	13%	3.32
NOCE	79	11%	33%	23%	4%	29%	2.73
District Services	18	11%	61%	0%	0%	28%	3.15
Classified	166	24%	45%	8%	2%	21%	3.14
Faculty	257	27%	52%	5%	2%	14%	3.21
Management/Supervisory	87	31%	49%	10%	0%	10%	3.23
Less than 5 years	160	26%	42%	9%	1%	22%	3.19
5 to 10 years	90	23%	46%	8%	2%	21%	3.14
11 to 19 years	152	24%	53%	8%	2%	13%	3.14
20 years or more	110	32%	57%	3%	1%	7%	3.29
TOTAL	512	26%	49%	7%	2%	16%	3.19

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
d. Management encourages employees to take initiative to improve institutional effectiveness.							
Cypress College	172	17%	52%	17%	8%	7%	2.84
Fullerton College	245	25%	47%	15%	5%	8%	3.00
NOCE	79	22%	45%	22%	8%	4%	2.84
District Services	18	6%	67%	22%	6%	0%	2.72
Classified	168	24%	44%	20%	7%	5%	2.90
Faculty	258	18%	49%	17%	6%	10%	2.88
Management/Supervisory	86	23%	59%	11%	6%	1%	3.01
Less than 5 years	160	26%	46%	15%	5%	8%	3.01
5 to 10 years	91	15%	53%	19%	6%	7%	2.85
11 to 19 years	153	20%	50%	16%	8%	6%	2.87
20 years or more	110	21%	48%	19%	6%	6%	2.88
TOTAL	514	21%	49%	17%	6%	7%	2.91
e. I regularly use data to enhance the effectiveness of my department.							
Cypress College	171	28%	46%	12%	2%	12%	3.12
Fullerton College	245	27%	50%	12%	2%	9%	3.12
NOCE	79	23%	46%	20%	5%	6%	2.92
District Services	18	22%	39%	33%	0%	6%	2.88
Classified	168	31%	41%	12%	4%	12%	3.14
Faculty	257	18%	51%	18%	3%	10%	2.94
Management/Supervisory	86	41%	50%	8%	0%	1%	3.33
Less than 5 years	160	31%	44%	9%	4%	12%	3.17
5 to 10 years	89	30%	40%	18%	1%	11%	3.11
11 to 19 years	153	26%	50%	16%	1%	7%	3.08
20 years or more	111	15%	55%	16%	4%	10%	2.91
TOTAL	513	26%	48%	14%	3%	10%	3.08

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
Participants' level of agreement about the structure within the department where they work:							
a. My department is adequately staffed to implement and advance its mission.							
Cypress College	172	12%	31%	33%	25%	0%	2.29
Fullerton College	246	13%	37%	30%	19%	2%	2.44
NOCE	79	13%	39%	28%	11%	9%	2.58
District Services	18	17%	22%	33%	28%	0%	2.28
Classified	167	14%	31%	31%	23%	1%	2.36
Faculty	259	13%	37%	29%	18%	4%	2.46
Management/Supervisory	87	8%	36%	35%	21%	0%	2.32
Less than 5 years	160	19%	32%	32%	15%	3%	2.56
5 to 10 years	91	14%	34%	18%	29%	5%	2.36
11 to 19 years	153	11%	36%	34%	18%	1%	2.40
20 years or more	111	5%	36%	34%	24%	1%	2.21
TOTAL	515	12%	35%	31%	20%	2%	2.40
b. The current organizational structure of my department works well.							
Cypress College	170	20%	40%	23%	15%	2%	2.66
Fullerton College	246	21%	46%	22%	9%	2%	2.80
NOCE	80	16%	46%	23%	11%	4%	2.70
District Services	18	11%	61%	22%	6%	0%	2.78
Classified	168	19%	42%	22%	16%	1%	2.66
Faculty	257	21%	45%	20%	11%	3%	2.79
Management/Supervisory	87	16%	48%	29%	7%	0%	2.74
Less than 5 years	160	21%	40%	24%	13%	2%	2.71
5 to 10 years	91	19%	43%	19%	15%	4%	2.68
11 to 19 years	153	20%	48%	22%	9%	1%	2.80
20 years or more	110	18%	46%	24%	11%	1%	2.72
TOTAL	514	20%	45%	22%	12%	2%	2.74
c. The organizational structure within my department is clear and understandable.							
Cypress College	169	25%	50%	14%	10%	0%	2.91
Fullerton College	246	22%	54%	15%	7%	2%	2.94
NOCE	79	19%	47%	23%	6%	5%	2.83
District Services	18	17%	67%	17%	0%	0%	3.00
Classified	168	24%	48%	16%	11%	1%	2.86
Faculty	256	23%	53%	16%	6%	2%	2.94
Management/Supervisory	86	21%	58%	16%	5%	0%	2.95
Less than 5 years	159	24%	50%	15%	9%	2%	2.90
5 to 10 years	90	20%	49%	20%	8%	3%	2.84
11 to 19 years	152	22%	52%	19%	6%	1%	2.91
20 years or more	111	23%	59%	11%	6%	1%	3.00
TOTAL	512	23%	52%	16%	7%	2%	2.91

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
d. There is adequate administration oversight in my department.							
Cypress College	171	23%	49%	15%	9%	5%	2.90
Fullerton College	245	29%	49%	13%	7%	3%	3.03
NOCE	80	23%	45%	14%	9%	10%	2.90
District Services	18	22%	61%	11%	0%	6%	3.12
Classified	168	27%	47%	11%	11%	4%	2.95
Faculty	257	23%	49%	16%	6%	6%	2.95
Management/Supervisory	87	31%	48%	13%	6%	2%	3.07
Less than 5 years	159	32%	43%	10%	9%	6%	3.03
5 to 10 years	91	20%	48%	14%	10%	8%	2.85
11 to 19 years	153	20%	54%	16%	6%	4%	2.92
20 years or more	111	29%	50%	14%	5%	2%	3.06
TOTAL	514	26%	49%	14%	7%	5%	2.97
e. My department has too many interim assignments.							
Cypress College	171	13%	19%	28%	12%	29%	2.46
Fullerton College	246	7%	15%	37%	17%	24%	2.16
NOCE	80	14%	13%	29%	13%	33%	2.41
District Services	18	0%	17%	61%	6%	17%	2.13
Classified	168	8%	15%	30%	19%	28%	2.16
Faculty	258	9%	15%	33%	12%	31%	2.29
Management/Supervisory	87	16%	22%	41%	10%	11%	2.49
Less than 5 years	160	11%	12%	27%	16%	34%	2.27
5 to 10 years	91	14%	12%	33%	15%	26%	2.34
11 to 19 years	153	7%	18%	42%	12%	21%	2.24
20 years or more	111	8%	23%	32%	14%	23%	2.34
TOTAL	515	10%	16%	34%	14%	26%	2.29
f. Responsibilities are evenly distributed among staff within my department.							
Cypress College	169	8%	34%	28%	19%	11%	2.35
Fullerton College	246	11%	38%	28%	15%	9%	2.49
NOCE	79	11%	35%	27%	13%	14%	2.53
District Services	18	0%	50%	33%	6%	11%	2.50
Classified	165	12%	34%	33%	16%	5%	2.44
Faculty	258	9%	32%	25%	17%	17%	2.38
Management/Supervisory	87	8%	56%	26%	7%	3%	2.67
Less than 5 years	160	16%	35%	23%	14%	12%	2.61
5 to 10 years	91	9%	32%	25%	20%	14%	2.35
11 to 19 years	153	7%	37%	33%	16%	7%	2.38
20 years or more	108	4%	43%	30%	14%	9%	2.40
TOTAL	512	10%	37%	28%	15%	11%	2.45

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
Respondents' level of agreement with the organizational structure of their work location (CC, FC, NOCE or DS):							
a. The college/NOCE/DS is adequately staffed to implement and advance its mission.							
Cypress College	169	5%	29%	38%	16%	12%	2.27
Fullerton College	245	11%	36%	31%	7%	16%	2.60
NOCE	79	9%	43%	28%	5%	15%	2.66
District Services	18	6%	17%	67%	6%	6%	2.24
Classified	167	10%	33%	34%	10%	13%	2.49
Faculty	255	9%	34%	29%	9%	19%	2.55
Management/Supervisory	87	2%	36%	51%	9%	2%	2.32
Less than 5 years	159	16%	30%	32%	6%	16%	2.67
5 to 10 years	89	7%	35%	32%	15%	11%	2.38
11 to 19 years	153	6%	35%	37%	11%	11%	2.40
20 years or more	110	3%	37%	35%	8%	17%	2.42
TOTAL	511	8%	34%	34%	9%	14%	2.48
b. The current organizational structure of college/NOCE/DS works well.							
Cypress College	170	6%	41%	32%	9%	12%	2.49
Fullerton College	246	9%	49%	23%	3%	15%	2.76
NOCE	80	8%	44%	30%	4%	15%	2.65
District Services	18	0%	39%	44%	6%	11%	2.38
Classified	168	10%	46%	27%	5%	10%	2.68
Faculty	257	8%	45%	23%	5%	19%	2.69
Management/Supervisory	87	2%	43%	44%	6%	5%	2.44
Less than 5 years	161	14%	37%	27%	4%	18%	2.73
5 to 10 years	90	6%	46%	32%	6%	10%	2.58
11 to 19 years	153	6%	48%	28%	6%	12%	2.61
20 years or more	110	3%	53%	26%	6%	12%	2.59
TOTAL	514	8%	45%	28%	5%	14%	2.64
c. There are unnecessary duplication of services among departments.							
Cypress College	168	13%	24%	32%	5%	27%	2.61
Fullerton College	244	7%	26%	34%	7%	26%	2.46
NOCE	80	18%	30%	24%	6%	23%	2.76
District Services	18	17%	17%	39%	6%	22%	2.57
Classified	168	15%	24%	30%	8%	23%	2.59
Faculty	253	9%	20%	32%	3%	36%	2.55
Management/Supervisory	87	10%	43%	32%	12%	3%	2.54
Less than 5 years	160	16%	28%	28%	7%	21%	2.67
5 to 10 years	89	12%	19%	32%	6%	31%	2.56
11 to 19 years	151	7%	26%	35%	7%	25%	2.44
20 years or more	110	9%	26%	32%	5%	28%	2.56
TOTAL	510	11%	26%	32%	6%	26%	2.56

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
d. There is adequate administration oversight at the college/NOCE/DS.							
Cypress College	168	11%	57%	16%	4%	13%	2.86
Fullerton College	241	13%	56%	15%	2%	15%	2.94
NOCE	80	11%	55%	14%	5%	15%	2.85
District Services	17	0%	53%	12%	0%	35%	2.82
Classified	165	12%	59%	12%	2%	15%	2.96
Faculty	254	13%	49%	15%	3%	20%	2.90
Management/Supervisory	85	6%	68%	19%	5%	2%	2.77
Less than 5 years	157	19%	52%	12%	3%	14%	3.00
5 to 10 years	89	12%	53%	17%	1%	17%	2.92
11 to 19 years	151	6%	60%	19%	3%	12%	2.80
20 years or more	109	9%	58%	12%	5%	16%	2.86
TOTAL	506	12%	56%	15%	3%	15%	2.89
e. The college/NOCE/DS has too many interim assignments within its management level.							
Cypress College	169	21%	27%	18%	1%	33%	3.04
Fullerton College	244	8%	25%	24%	3%	40%	2.62
NOCE	77	17%	29%	18%	4%	33%	2.87
District Services	18	6%	33%	28%	0%	33%	2.67
Classified	164	16%	23%	24%	2%	35%	2.81
Faculty	256	9%	24%	18%	2%	47%	2.75
Management/Supervisory	86	22%	38%	26%	4%	10%	2.88
Less than 5 years	160	16%	21%	18%	2%	43%	2.89
5 to 10 years	88	13%	24%	22%	2%	39%	2.80
11 to 19 years	151	9%	33%	25%	3%	30%	2.69
20 years or more	109	17%	28%	21%	3%	31%	2.87
TOTAL	508	14%	27%	21%	2%	36%	2.81
f. The college/NOCE/DS evaluates vacant positions to determine whether or not each can be combined with another similar position.							
Cypress College	170	5%	24%	18%	8%	45%	2.48
Fullerton College	246	6%	23%	16%	5%	50%	2.61
NOCE	79	3%	30%	18%	6%	43%	2.51
District Services	18	0%	11%	33%	0%	56%	2.25
Classified	166	5%	22%	17%	8%	48%	2.48
Faculty	258	4%	22%	14%	6%	54%	2.50
Management/Supervisory	87	9%	35%	29%	2%	25%	2.68
Less than 5 years	161	9%	21%	16%	5%	49%	2.67
5 to 10 years	91	2%	13%	21%	8%	56%	2.23
11 to 19 years	152	4%	28%	18%	5%	45%	2.56
20 years or more	109	4%	32%	17%	7%	40%	2.54
TOTAL	513	5%	24%	17%	6%	47%	2.54

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
g. Responsibilities are evenly distributed across departments at the college/NOCE/DS.							
Cypress College	172	3%	17%	22%	23%	36%	1.99
Fullerton College	245	4%	22%	30%	8%	36%	2.35
NOCE	80	5%	20%	33%	10%	33%	2.30
District Services	18	0%	17%	56%	0%	28%	2.23
Classified	168	7%	21%	29%	13%	30%	2.31
Faculty	258	2%	20%	20%	13%	45%	2.20
Management/Supervisory	87	1%	20%	54%	13%	12%	2.11
Less than 5 years	161	6%	21%	21%	11%	41%	2.38
5 to 10 years	90	2%	19%	37%	14%	28%	2.12
11 to 19 years	153	4%	17%	35%	12%	32%	2.19
20 years or more	111	1%	23%	23%	17%	36%	2.13
TOTAL	515	4%	20%	28%	13%	35%	2.22
h. Information is disseminated in a timely manner and I am kept informed.							
Cypress College	170	5%	54%	21%	12%	8%	2.57
Fullerton College	245	13%	54%	16%	10%	7%	2.75
NOCE	79	15%	49%	25%	8%	3%	2.74
District Services	18	0%	67%	22%	6%	5%	2.65
Classified	167	10%	51%	20%	14%	5%	2.58
Faculty	258	11%	54%	19%	7%	9%	2.75
Management/Supervisory	85	9%	61%	19%	8%	3%	2.73
Less than 5 years	160	16%	48%	18%	11%	7%	2.75
5 to 10 years	91	10%	51%	22%	10%	7%	2.65
11 to 19 years	152	5%	59%	22%	11%	3%	2.61
20 years or more	109	9%	58%	17%	8%	8%	2.74
TOTAL	512	10%	54%	19%	10%	7%	2.69

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
Respondents' level of agreement with the organizational structure of District Services:							
a. District Services is adequately staffed to implement and advance its mission.							
Cypress College	171	12%	28%	14%	6%	40%	2.77
Fullerton College	242	9%	29%	19%	4%	40%	2.69
NOCE	80	8%	33%	20%	1%	38%	2.76
District Services	18	6%	17%	61%	17%	0%	2.11
Classified	167	12%	30%	19%	7%	32%	2.68
Faculty	255	9%	25%	12%	4%	50%	2.78
Management/Supervisory	87	7%	38%	38%	3%	14%	2.56
Less than 5 years	159	11%	28%	18%	2%	41%	2.81
5 to 10 years	90	7%	28%	16%	6%	43%	2.64
11 to 19 years	152	8%	34%	24%	5%	29%	2.62
20 years or more	110	12%	24%	15%	7%	42%	2.70
TOTAL	511	9%	29%	19%	5%	39%	2.69
b. The current balance of centralization and decentralization services between District Services and the colleges/NOCE works well.							
Cypress College	171	4%	22%	23%	11%	40%	2.33
Fullerton College	243	6%	25%	24%	8%	37%	2.45
NOCE	80	5%	19%	28%	5%	44%	2.42
District Services	18	6%	28%	39%	22%	6%	2.18
Classified	167	7%	31%	26%	8%	28%	2.53
Faculty	256	4%	21%	16%	7%	52%	2.48
Management/Supervisory	87	3%	15%	49%	18%	15%	2.04
Less than 5 years	159	8%	23%	23%	8%	38%	2.50
5 to 10 years	91	3%	18%	28%	7%	44%	2.32
11 to 19 years	152	4%	28%	25%	10%	33%	2.39
20 years or more	110	5%	21%	24%	12%	38%	2.30
TOTAL	512	5%	23%	25%	9%	38%	2.39
c. The current division of labor between District Services and the colleges/NOCE is clear and understandable.							
Cypress College	171	2%	19%	28%	12%	39%	2.17
Fullerton College	242	5%	24%	26%	7%	38%	2.42
NOCE	80	4%	26%	24%	10%	36%	2.37
District Services	18	0%	50%	44%	0%	6%	2.53
Classified	167	4%	35%	26%	8%	27%	2.49
Faculty	255	4%	17%	20%	8%	51%	2.36
Management/Supervisory	87	0%	23%	49%	17%	11%	2.06
Less than 5 years	159	6%	24%	25%	9%	36%	2.42
5 to 10 years	90	2%	22%	27%	9%	40%	2.30
11 to 19 years	152	1%	29%	26%	10%	34%	2.33
20 years or more	110	5%	16%	33%	9%	37%	2.26
TOTAL	511	4%	24%	27%	9%	37%	2.34

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
d. District Services adequately supports the work of the colleges/NOCE.							
Cypress College	168	3%	24%	22%	19%	32%	2.17
Fullerton College	242	5%	38%	22%	6%	28%	2.59
NOCE	79	10%	41%	15%	6%	28%	2.75
District Services	18	6%	67%	11%	6%	11%	2.81
Classified	165	8%	39%	23%	10%	20%	2.55
Faculty	254	4%	28%	19%	8%	41%	2.49
Management/Supervisory	86	4%	47%	23%	19%	7%	2.38
Less than 5 years	157	8%	36%	15%	10%	31%	2.61
5 to 10 years	91	6%	22%	23%	13%	36%	2.31
11 to 19 years	150	4%	43%	21%	10%	22%	2.53
20 years or more	109	3%	32%	27%	9%	29%	2.40
TOTAL	507	5%	35%	21%	11%	28%	2.49
e. The district effectively communicates and advocates for the colleges/NOCE in the community and the state.							
Cypress College	170	5%	30%	16%	12%	37%	2.46
Fullerton College	242	10%	34%	13%	4%	40%	2.81
NOCE	80	16%	30%	15%	5%	34%	2.87
District Services	17	12%	53%	6%	0%	29%	3.08
Classified	167	11%	37%	13%	8%	31%	2.74
Faculty	254	7%	24%	15%	6%	48%	2.62
Management/Supervisory	86	13%	50%	14%	7%	16%	2.82
Less than 5 years	157	13%	28%	13%	7%	39%	2.76
5 to 10 years	90	4%	38%	14%	7%	37%	2.63
11 to 19 years	152	11%	34%	15%	6%	34%	2.76
20 years or more	110	5%	33%	14%	6%	42%	2.62
TOTAL	509	9%	33%	14%	7%	38%	2.71
f. Information between District Services and college/NOCE is disseminated in a timely manner.							
Cypress College	169	4%	34%	18%	17%	28%	2.34
Fullerton College	242	7%	37%	25%	6%	25%	2.59
NOCE	80	10%	40%	23%	4%	24%	2.74
District Services	18	0%	39%	22%	6%	33%	2.50
Classified	167	7%	38%	25%	11%	19%	2.50
Faculty	254	6%	35%	17%	7%	35%	2.63
Management/Supervisory	86	2%	38%	35%	13%	12%	2.34
Less than 5 years	158	10%	28%	23%	10%	29%	2.54
5 to 10 years	91	4%	32%	24%	6%	34%	2.53
11 to 19 years	151	5%	44%	25%	9%	17%	2.55
20 years or more	109	3%	40%	17%	12%	28%	2.47
TOTAL	509	6%	36%	22%	9%	26%	2.53

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
g. I am kept informed of the changes within the district.							
Cypress College	171	4%	44%	21%	16%	16%	2.42
Fullerton College	241	7%	44%	30%	9%	12%	2.54
NOCE	80	9%	51%	25%	10%	5%	2.62
District Services	18	0%	78%	11%	6%	6%	2.77
Classified	168	7%	39%	24%	18%	12%	2.39
Faculty	254	6%	50%	23%	6%	15%	2.65
Management/Supervisory	86	5%	47%	34%	13%	1%	2.44
Less than 5 years	158	9%	41%	27%	11%	12%	2.55
5 to 10 years	90	4%	42%	30%	8%	16%	2.51
11 to 19 years	153	5%	54%	21%	14%	6%	2.53
20 years or more	109	4%	45%	24%	11%	17%	2.49
TOTAL	510	6%	46%	25%	11%	12%	2.53

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
Respondents' level of agreement about the delivery of education and support services to students in relation to the financial health of the district/colleges/NOCE:							
a. The college/NOCE delivers instruction in a way that maximizes the financial health of the district.							
Cypress College	165	7%	33%	15%	11%	35%	2.54
Fullerton College	236	9%	40%	16%	2%	33%	2.82
NOCE	80	6%	34%	24%	9%	28%	2.52
District Services	18	6%	28%	11%	22%	33%	2.25
Classified	164	6%	38%	15%	7%	34%	2.65
Faculty	246	9%	35%	14%	6%	36%	2.74
Management/Supervisory	87	6%	39%	29%	8%	18%	2.52
Less than 5 years	153	10%	34%	16%	7%	33%	2.69
5 to 10 years	90	6%	38%	18%	7%	31%	2.62
11 to 19 years	150	5%	39%	17%	5%	34%	2.68
20 years or more	106	9%	34%	15%	9%	33%	2.62
TOTAL	499	7%	36%	17%	7%	33%	2.66
b. I understand the relationship of class size, support services, and educational quality with the district's financial health.							
Cypress College	166	15%	46%	10%	9%	19%	2.84
Fullerton College	239	18%	49%	12%	4%	17%	2.98
NOCE	80	16%	54%	13%	6%	11%	2.90
District Services	18	11%	61%	11%	11%	6%	2.76
Classified	163	15%	47%	12%	4%	22%	2.95
Faculty	251	12%	50%	14%	9%	15%	2.78
Management/Supervisory	87	32%	52%	6%	2%	8%	3.24
Less than 5 years	154	21%	43%	12%	5%	19%	2.99
5 to 10 years	91	14%	52%	15%	6%	13%	2.86
11 to 19 years	151	13%	53%	11%	7%	16%	2.87
20 years or more	107	18%	51%	8%	8%	15%	2.92
TOTAL	503	17%	49%	12%	6%	17%	2.91
c. I understand the relationship between average class size and the ability of the district to provide competitive salary and benefits, adequate instructional supplies, and afford new program development.							
Cypress College	166	13%	40%	19%	10%	18%	2.69
Fullerton College	239	13%	41%	23%	5%	18%	2.75
NOCE	80	16%	48%	18%	6%	13%	2.84
District Services	18	17%	56%	17%	6%	6%	2.88
Classified	164	11%	45%	18%	4%	22%	2.80
Faculty	250	9%	41%	24%	10%	16%	2.58
Management/Supervisory	87	32%	45%	14%	1%	8%	3.18
Less than 5 years	155	16%	40%	21%	6%	17%	2.80
5 to 10 years	90	11%	43%	23%	8%	15%	2.68
11 to 19 years	151	12%	42%	23%	6%	17%	2.73
20 years or more	107	15%	46%	15%	9%	15%	2.78
TOTAL	503	14%	43%	21%	7%	16%	2.75

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
d. Decisions related to educational quality, class size, and support staffing are made at the appropriate level.							
Cypress College	164	3%	25%	31%	18%	24%	2.18
Fullerton College	241	6%	30%	21%	10%	34%	2.49
NOCE	79	8%	24%	20%	9%	39%	2.50
District Services	18	0%	17%	17%	22%	44%	1.90
Classified	162	8%	24%	16%	11%	41%	2.51
Faculty	251	5%	26%	27%	15%	27%	2.28
Management/Supervisory	87	1%	36%	29%	9%	25%	2.38
Less than 5 years	153	8%	26%	16%	11%	39%	2.50
5 to 10 years	91	3%	22%	25%	10%	40%	2.31
11 to 19 years	151	4%	27%	31%	11%	27%	2.33
20 years or more	107	5%	31%	23%	19%	22%	2.28
TOTAL	502	5%	27%	24%	13%	32%	2.36

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
Respondents' level of agreement with the decision-making process at their work location (CC, FC, NOCE or DS):							
a. The college/NOCE/DS has established governance structures, processes, and practices to facilitate effective communication among its constituencies.							
Cypress College	167	7%	53%	15%	9%	17%	2.68
Fullerton College	239	13%	57%	16%	4%	11%	2.88
NOCE	80	10%	46%	23%	6%	15%	2.71
District Services	17	0%	77%	6%	6%	12%	2.80
Classified	163	12%	55%	12%	9%	12%	2.81
Faculty	252	10%	49%	18%	6%	17%	2.76
Management/Supervisory	86	6%	69%	20%	1%	4%	2.83
Less than 5 years	153	16%	45%	14%	7%	18%	2.87
5 to 10 years	90	6%	58%	18%	4%	14%	2.75
11 to 19 years	151	7%	60%	18%	4%	11%	2.79
20 years or more	109	8%	57%	16%	9%	10%	2.71
TOTAL	503	10%	55%	16%	6%	13%	2.79
b. The college/NOCE/DS uses data for planning and for budgeting resources.							
Cypress College	168	8%	51%	9%	4%	27%	2.88
Fullerton College	240	13%	51%	10%	2%	25%	2.98
NOCE	80	14%	34%	13%	6%	34%	2.83
District Services	17	0%	53%	18%	0%	29%	2.75
Classified	163	15%	44%	8%	4%	29%	2.99
Faculty	254	9%	45%	10%	4%	32%	2.87
Management/Supervisory	86	11%	65%	16%	1%	7%	2.91
Less than 5 years	154	16%	43%	7%	3%	31%	3.06
5 to 10 years	91	10%	43%	11%	4%	32%	2.85
11 to 19 years	151	7%	52%	13%	3%	25%	2.83
20 years or more	109	9%	55%	10%	4%	22%	2.89
TOTAL	505	11%	48%	10%	3%	27%	2.92
c. The college/NOCE/DS uses data to assess student progress and achievement.							
Cypress College	167	10%	61%	7%	4%	19%	2.93
Fullerton College	237	19%	57%	9%	1%	13%	3.10
NOCE	79	14%	46%	9%	10%	21%	2.81
District Services	17	6%	53%	6%	6%	29%	2.83
Classified	162	20%	54%	3%	3%	20%	3.13
Faculty	251	12%	56%	10%	4%	18%	2.93
Management/Supervisory	85	13%	64%	14%	2%	7%	2.94
Less than 5 years	154	20%	49%	5%	4%	22%	3.09
5 to 10 years	90	12%	57%	10%	6%	15%	2.89
11 to 19 years	148	16%	58%	10%	3%	13%	3.01
20 years or more	108	8%	65%	9%	3%	15%	2.92
TOTAL	500	15%	57%	8%	4%	17%	2.99

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
d. The college/NOCE/DS ensures accountability for student success by identifying clear goals, and implementing strategies for improvement.							
Cypress College	166	10%	48%	18%	8%	16%	2.72
Fullerton College	240	15%	58%	10%	3%	14%	2.99
NOCE	80	16%	44%	16%	10%	14%	2.77
District Services	17	0%	41%	35%	0%	24%	2.54
Classified	163	17%	50%	6%	7%	20%	2.96
Faculty	252	12%	50%	17%	6%	15%	2.81
Management/Supervisory	86	11%	61%	23%	2%	3%	2.82
Less than 5 years	154	21%	47%	9%	6%	17%	3.01
5 to 10 years	90	8%	50%	16%	8%	18%	2.71
11 to 19 years	151	11%	53%	19%	4%	13%	2.82
20 years or more	108	10%	57%	16%	6%	11%	2.81
TOTAL	503	13%	52%	15%	6%	15%	2.85
e. I am held accountable for accomplishing my assigned responsibilities.							
Cypress College	168	39%	46%	7%	3%	5%	3.27
Fullerton College	237	43%	50%	3%	0%	5%	3.42
NOCE	80	44%	48%	6%	0%	3%	3.38
District Services	17	29%	65%	0%	0%	6%	3.31
Classified	161	45%	47%	1%	1%	6%	3.45
Faculty	253	40%	47%	8%	2%	3%	3.30
Management/Supervisory	86	40%	57%	2%	0%	1%	3.38
Less than 5 years	153	48%	44%	2%	1%	5%	3.47
5 to 10 years	90	33%	52%	7%	2%	6%	3.24
11 to 19 years	150	41%	51%	3%	1%	4%	3.36
20 years or more	109	39%	48%	8%	0%	5%	3.32
TOTAL	502	41%	49%	5%	1%	5%	3.36

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
Respondents' level of agreement with the allocation of resources at their work location (CC, FC, NOCE or DS):							
a. Resource allocation processes are clearly linked to the planning processes.							
Cypress College	166	4%	32%	21%	10%	33%	2.43
Fullerton College	240	5%	37%	19%	6%	33%	2.62
NOCE	80	6%	29%	19%	6%	40%	2.58
District Services	17	0%	53%	12%	0%	35%	2.82
Classified	162	6%	35%	14%	7%	38%	2.65
Faculty	252	4%	30%	18%	9%	39%	2.49
Management/Supervisory	87	5%	48%	35%	3%	9%	2.59
Less than 5 years	153	9%	31%	17%	8%	37%	2.62
5 to 10 years	90	3%	32%	18%	10%	37%	2.46
11 to 19 years	153	5%	39%	18%	5%	33%	2.66
20 years or more	107	1%	36%	26%	8%	29%	2.43
TOTAL	503	5%	35%	20%	7%	34%	2.56
b. The current budget allocation process promotes the effective allocation of resources.							
Cypress College	167	2%	20%	23%	18%	36%	2.11
Fullerton College	241	4%	31%	25%	7%	34%	2.48
NOCE	80	6%	19%	25%	8%	43%	2.41
District Services	17	0%	29%	29%	0%	41%	2.50
Classified	163	6%	26%	20%	9%	39%	2.47
Faculty	253	2%	23%	21%	12%	42%	2.28
Management/Supervisory	87	3%	31%	44%	8%	14%	2.35
Less than 5 years	153	6%	21%	19%	9%	45%	2.43
5 to 10 years	91	2%	29%	20%	11%	38%	2.36
11 to 19 years	153	3%	30%	26%	9%	32%	2.40
20 years or more	108	2%	22%	35%	13%	28%	2.18
TOTAL	505	4%	25%	25%	10%	36%	2.35
c. I have appropriate opportunities to contribute input to planning and budgeting.							
Cypress College	166	2%	39%	26%	14%	19%	2.37
Fullerton College	240	7%	35%	33%	10%	15%	2.45
NOCE	79	13%	33%	25%	10%	19%	2.59
District Services	17	0%	47%	24%	18%	12%	2.33
Classified	161	6%	29%	30%	12%	23%	2.37
Faculty	252	5%	35%	29%	14%	17%	2.37
Management/Supervisory	87	10%	53%	30%	3%	4%	2.73
Less than 5 years	153	9%	29%	27%	11%	24%	2.46
5 to 10 years	90	8%	37%	28%	13%	14%	2.45
11 to 19 years	152	5%	40%	32%	10%	13%	2.45
20 years or more	107	4%	40%	30%	14%	12%	2.38
TOTAL	502	6%	36%	29%	12%	17%	2.44

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
d. The college/NOCE/DS maintains and upgrades its technology infrastructure (hardware and software) to meet student learning and staff needs.							
Cypress College	164	8%	46%	19%	19%	8%	2.47
Fullerton College	241	4%	38%	31%	17%	10%	2.32
NOCE	79	10%	51%	19%	10%	10%	2.68
District Services	17	6%	59%	24%	0%	12%	2.80
Classified	161	8%	46%	17%	19%	10%	2.48
Faculty	251	6%	41%	26%	17%	10%	2.41
Management/Supervisory	87	5%	44%	37%	9%	5%	2.46
Less than 5 years	151	12%	39%	19%	18%	12%	2.52
5 to 10 years	90	3%	43%	26%	18%	10%	2.36
11 to 19 years	153	5%	46%	31%	13%	5%	2.46
20 years or more	107	3%	46%	25%	17%	9%	2.38
TOTAL	501	6%	43%	25%	16%	9%	2.44
e. The college/NOCE/DS provides sufficient professional development opportunities.							
Cypress College	168	14%	49%	19%	11%	7%	2.71
Fullerton College	241	19%	54%	16%	5%	5%	2.92
NOCE	79	17%	47%	20%	8%	9%	2.79
District Services	17	0%	65%	35%	0%	0%	2.65
Classified	163	14%	44%	22%	10%	10%	2.70
Faculty	253	17%	56%	14%	7%	6%	2.88
Management/Supervisory	87	17%	55%	23%	5%	0%	2.85
Less than 5 years	154	18%	45%	20%	10%	7%	2.76
5 to 10 years	90	18%	57%	13%	6%	6%	2.93
11 to 19 years	153	16%	56%	18%	6%	4%	2.85
20 years or more	108	14%	52%	19%	8%	7%	2.76
TOTAL	505	16%	52%	18%	8%	6%	2.82
f. The college/NOCE/DS creates opportunities for career advancement.							
Cypress College	165	5%	37%	26%	12%	20%	2.43
Fullerton College	242	6%	39%	26%	13%	16%	2.45
NOCE	78	6%	36%	29%	15%	15%	2.39
District Services	17	0%	41%	41%	0%	18%	2.50
Classified	162	6%	31%	30%	19%	14%	2.29
Faculty	251	5%	43%	21%	9%	22%	2.57
Management/Supervisory	87	6%	36%	36%	12%	10%	2.40
Less than 5 years	154	10%	35%	24%	12%	19%	2.54
5 to 10 years	91	2%	40%	28%	12%	18%	2.39
11 to 19 years	150	4%	36%	28%	16%	16%	2.33
20 years or more	107	3%	43%	27%	9%	18%	2.48
TOTAL	502	5%	38%	27%	13%	18%	2.44

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Cyress College	Fullerton College	North Orange Cont. Educ.	District Services	Total
	n=102	n=118	n=62	n=18	n=300
Current college functions that should be centralized and provided by District Services:					
Academic computing services	5%	4%	0%	0%	3%
Budgeting & funding for needed	8%	9%	6%	0%	8%
Campus safety & parking	6%	8%	3%	0%	6%
Centralizing management duties	6%	4%	3%	0%	5%
Communications	12%	9%	6%	11%	10%
Financial aid	0%	3%	0%	0%	1%
Grant writing to procure funds	6%	7%	6%	11%	7%
Human resources	8%	8%	6%	0%	7%
Information technology services	13%	13%	11%	50%	15%
Institutional research/data services	5%	4%	19%	0%	7%
Maintenance & operations	4%	3%	8%	11%	5%
Payroll & timesheet	3%	3%	3%	0%	3%
Procedure manuals/documentation	5%	4%	3%	11%	5%
Promotion of colleges & outreach	8%	5%	11%	0%	7%
Purchasing & traveling requests	5%	4%	5%	6%	5%
Title IX, accountability & compliance support	3%	4%	3%	0%	3%
Other	5%	6%	3%	0%	5%

	Cyress College	Fullerton College	North Orange Cont. Educ.	District Services	Total
	n=111	n=121	n=9	n=9	n=250
Current District Services functions that should be decentralized and provided by the colleges:					
Budget development & allocation	12%	13%	22%	0%	12%
Campus security	0%	2%	11%	0%	1%
Course offering & enrollment management	4%	5%	0%	0%	4%
CTE programming	4%	2%	0%	0%	3%
Curriculum development	5%	6%	0%	11%	6%
Diversity & compliance	0%	2%	0%	0%	1%
Grants oversight	5%	2%	0%	0%	4%
Graphic & printing services	5%	4%	0%	0%	4%
Hiring/staffing decisions	14%	12%	11%	11%	13%
Maintenance and operations	3%	3%	0%	0%	3%
Professional development	6%	7%	0%	0%	6%
Program review	3%	4%	0%	0%	3%
Public information & marketing	8%	9%	11%	0%	8%
Purchasing & traveling requests	2%	2%	11%	0%	2%
Research & need for data	0%	0%	11%	0%	0%
Informaiton technology services	19%	18%	22%	44%	20%
Other	11%	7%	0%	33%	10%

	Cyress College	Fullerton College	North Orange Cont. Educ.	District Services	Total
	n=117	n=119	n=41	n=11	n=288
Duplicate functions (provided by both the college and District Services) that should be reviewed:					
Budgeting/accounting	15%	14%	10%	18%	14%
Categorical funds oversity (equity, Strong Workforce, Perkins, etc.)	8%	4%	0%	9%	5%
Communication (internal/external)	4%	3%	0%	0%	3%
CTE programming	3%	3%	7%	0%	3%
Diversity/complinance/Title IX	4%	9%	0%	0%	6%
Grants & Foundation	4%	3%	0%	9%	3%
Human resources, hiring process, evaluation process	4%	8%	2%	0%	5%
Information technology services (networking, access, enterprise	6%	10%	12%	36%	10%
Instructional technology & support services (online platform, helpdesk)	8%	7%	2%	0%	6%
Instructional programs	3%	3%	0%	0%	2%
Maintenance	3%	4%	0%	9%	3%
Marketing/outreach efforts	5%	5%	12%	18%	7%
Professional development	6%	4%	0%	0%	4%
Program review/planning	3%	3%	0%	0%	3%
Purchasing & traveling requests	4%	4%	0%	0%	3%
Research & reporting of data	3%	3%	12%	0%	5%
Review of management positions	8%	5%	5%	0%	6%
Safety & parking	5%	3%	7%	0%	5%
Other	3%	4%	29%	0%	7%

	Cyress College	Fullerton College	North Orange Cont. Educ.	District Services	Total
	n=452	n=698	n=206	n=48	n=1404
My former colleagues left NOCCCD for the following reason(s)?*					
Retirement	19%	19%	21%	25%	20%
Better pay (lateral move)	21%	21%	16%	17%	20%
Better benefits	19%	17%	12%	13%	17%
Promotion (higher level)	12%	13%	17%	21%	14%
Lack of advancement	10%	10%	13%	4%	10%
Lack of job satisfaction	9%	8%	11%	13%	9%
Moved out of the area	3%	5%	3%	0%	4%
Closer to home	4%	3%	3%	2%	3%
Hostile work environment/ discrimination	1%	2%	2%	0%	1%
Lack of leadership/management	1%	2%	0%	4%	1%
Other	0%	1%	3%	2%	1%

**Respondents were give the opportunity to mark as many reasons as they see fit.*

APPENDIX E

E. Survey Results for Cypress College

North Orange County Community College District
Results of the Organizational Structure Survey for Cypress College

Spring 2018

North Orange County Community College District is conducting a comprehensive organizational structure review to ensure it is serving its students and community effectively and efficiently. A component of such a review requires multiple perspectives, including the perspective of those who work within the organization. In early February 2018, all district full-time faculty and staff were invited to share their opinions of the District and its Colleges via an online survey.

During a three-week period, 516 staff and faculty shared their understanding, compliments, and concerns about the existing structure of their department, the College, as well as the District Services. Of those, 172 Cypress College employees responded to the survey, including 60% faculty, 26% classified/confidential, and 14% management/supervisory; and 29% have been employed at the College less than five years, 18% 5 to 10 years, 28% 11 to 19 years and 25% have been with the District for more than 20 years.

This report summarizes the findings of the 172 respondents' feedback on organizational structure issues relating specifically to Cypress College. Overall, respondents somewhat agreed that the District's, the College's, their department's organizational structure works, but that there is room for improvement. Respondents were generous in sharing their comments, compliments and concerns. The comments may prove helpful as the College considers refining its structures for efficiency and effectiveness.

About Respondents' Work Location of Cypress College:

- Many respondents stated that student needs are the main focus of their workplace (mean of 3.45, on a scale of 1 to 4, 1 being "strongly disagree" and 4 being "strongly agree"), that they engage in program reviews regularly (3.19) and that they use data to enhance the effectiveness of the department (3.12).
    - Management/supervisory noted a higher level of agreement for these two categories (3.54 and 3.35 respectively) than other sub-groups.
- Respondents somewhat agreed that management encourages employees to take initiative to improve institutional effectiveness (2.84) or that their workplace has established governance structures, processes and practices to facilitate effective communication (2.70).
    - Management/supervisory indicated a higher level of agreement that they do encourage employees to take initiative to improve institutional effectiveness than classified and faculty (3.25 vs. 2.80 and 2.76 respectively).

Organizational Structure at the Department Level:

- Respondents stated that there is adequate administrative oversight (2.90), that their organizational structure within their department is clear and understandable (2.91), and that the current organizational structure of their department works well (2.66).

    - Management/supervisory noted a higher level of agreement for the organizational structure within their department and that there is adequate oversight in their area (3.04 and 3.29 respectively).
- However, respondents indicated low agreement that their department is adequately staffed to implement and advance its mission (2.29), that responsibilities are evenly distributed among staff within the department (2.35), or that the department has too many interim assignments (2.46).

Organizational Structure at the College Level:

- There is agreement that the College has too many interim assignments within its management level (3.04), and that the College sometimes evaluates vacant positions to determine whether or not each can be combined with another similar position (2.48).
- Respondents somewhat agreed that there is adequate administration oversight at the college level (2.86).
- Many respondents do not feel the current organizational structure of the college level works well (2.49) and that information across the departments is not disseminated in a timely manner, thus being uninformed (2.57).
- Respondents stated that the College is not adequately staffed to implement and advance its mission (2.27).
- There is an indication that responsibilities are not evenly distributed across departments (1.99), and somewhat agreement that there is unnecessary duplication of services among departments (2.61).
    - The classified employee group indicated more agreement about unnecessary duplication of services among departments, but management/supervisory noted less agreement (2.85 vs. 2.21 respectively).

Organizational Structure at the District Services:

- Respondents somewhat agreed that the District effectively communicates and advocates for the Colleges in the community and at the state level (2.46), but that District Services is adequately staffed to implement and advance its mission (2.77).
- Respondents noted some agreement that information between District Services and the College is disseminated in a timely manner and that they are kept informed of the changes within the district (2.34 and 2.42 respectively).
- Respondents noted some agreement that District Services adequately supports the work of the Colleges, and that the division of labor between the two units is clear and understandable (both 2.17).
    - Respondents employed 5 to 10 years at Cypress College and the management/supervisory employee groups were in less agreement that the District supports the work of the college (1.95 and 1.86 respectively).

Delivery of Education and Support Services to Students in Relation to Financial Health:

- Respondents somewhat understand the relationship of class size, support services, and educational quality with the district's financial health (2.84), but slightly less in their understanding of the relationship between average class size and the ability of the district to provide competitive salary and benefits, adequate instructional supplies, and afford new program development (2.69).

        - Management/supervisory indicated a slightly higher level of understanding of these two areas than other groups (3.05 and 3.14 respectively).
- Respondents slightly agreed that the College delivers instruction in a way that maximizes the financial health of the district (2.54) and less agreement in that decisions related to educational quality, class size, and supporting staffing are made at the appropriate level (2.18).
    - Faculty rated that decision making is made at the appropriate level lower than other sub-groups (2.04).

Decision-Making Process at Cypress College:

- Many respondents agreed that they are held accountable for accomplishing their assigned responsibilities (3.27), but less agreement that the College ensures accountability for student success by identifying clear goals and implementing strategies for improvement (2.72).
    - The management/supervisory employee group noted being held accountable to their assigned responsibilities more than classified and faculty (3.42 vs. 3.36 and 3.19 respectively).
- The College uses data to assess student progress and achievement (2.93), as well as to plan and to budget resources (2.88).
- Respondents slightly agreed that the College has established governance structures, processes and practices to facilitate effective communication among its constituencies (2.68).

Allocation of Resources at Cypress College:

- Respondents agreed that the College provides sufficient professional development opportunities (2.71), but less agreed that the College creates opportunities for career advancement (2.43).
    - However, classified staff noted a lower level of agreement for these two areas than other sub-groups (2.41 and 2.12 respectively).
- Many respondents indicated that the current allocation process promotes the effective allocation of resources (2.11), that these processes are not clearly linked to the planning processes (2.43) and that there is little opportunity to contribute input to planning and budgeting (2.37).
    - Respondents employed at the College for less than 5 years noted a higher level of agreement that the current budget allocation process promotes effective allocation of resources (1.86 vs. 2.11 overall).
- Respondents also do not agree that the College maintains and upgrades its technology infrastructure to meet student learning and staff needs (2.47).

Alignment of District Services and College Functions:

- Information technology services, budgeting and funding for needed programs, human resources, communications, promotion of the College and outreach efforts were among the functions that Cypress College respondents would like to see centralized and offered by District Services. A comprehensive list of other functions can be found on page 16.
- Instructional technologies services, budget development and allocation of funds, hiring/staffing decisions, public information/marketing and professional development (new instructional strategies, conferences, training in the use of technology) were among

the services respondents would like to see decentralized and offered at the Colleges. A comprehensive list of other functions can be found on page 16.

- Budget development and allocation, information technology and instructional support services, oversights of categorical programs, review of management positions were among the duplicate functions that should be reviewed for effectiveness. A comprehensive list of other functions can be found on page 17.
- Other than the nearly one-fifth of responses (19%) noting retirement, respondents identified major reasons that former colleagues left Cypress College were due to better pay for lateral move (21%), better benefits (19%), promotion to higher level (12%), and lack of advancement (10%).
    - There was an additional 11% of respondents that identified lack of job satisfaction, hostile work environment and lack of leadership as the causes of former employees leaving.

Respondent comments:

Below are some comments made by Cypress College respondents. A complete list of comments, by employee group and by college location, can be found on pages 18 to 27.

- Staff expressed frustration when dealing with some of the district services, such as human resources and IT. Respondents report that they do not get a response to their requests in a timely manner, nor do they feel the District staff plans meetings or trainings while considering the already planned activities, schedules, and needs of the College.
    - Staff are concerned that the hiring procedures do not ensure the hiring of the most qualified candidates and that the procedures do not ensure diversity as a priority.
- Respondents indicated a need to examine the budget allocation process at the District and at the College level to ensure transparency and the funding for needed programs.
- There were suggestions that the College needs to review a number of positions to evaluate the need for fair wages for like positions.
    - Respondents noted there are too many management/supervisory positions and that there are too many interim management/supervisory positions.
    - There is a need to reevaluate allocation of release time among the faculty ranks.
- There is perception that decisions made at the District do not include input from College staff and faculty.
    - There are concerns that the District/College do not put students first and that budgeting is driving decisions.
- Communication between College and District, and communication between departments at the college level is limited and respondents are uninformed.
- Respondents do not understand many of the programs and services at District Services and, therefore, question the needs for certain District departments and personnel within those departments.
- The District does not have clear career paths and/or opportunities for advancement. There are no incentives for staff/faculty to stay.
- Respondents have indicated that employees have left due to lack of benefits for employee's dependents and low wages for the amount of work assigned.
- Safety/security and compliance were among issues in which respondents would like more oversight.
- Some respondents stated the need for more oversight of various grants (equity, SSSP, workforce development, etc.).

North Orange County Community College District
Organizational Structure Survey Result for Cypress College, Spring 2018

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
Respondents' level of agreement about their work location of Cypress College:							
a. Student needs are the main focus of the unit where I work.							
Classified	43	54%	42%	2%	2%	0%	3.47
Faculty	103	52%	39%	7%	2%	0%	3.42
Management/Supervisory	24	54%	46%	0%	0%	0%	3.54
Less than 5 years	49	49%	45%	4%	2%	0%	3.41
5 to 10 years	32	59%	34%	6%	0%	0%	3.53
11 to 19 years	48	54%	44%	0%	2%	0%	3.50
20 years or more	42	52%	36%	10%	2%	0%	3.38
TOTAL	171	53%	40%	5%	2%	0%	3.45
b. The college has established governance structures, processes, and practices to facilitate effective communication							
Classified	43	7%	44%	23%	14%	12%	2.50
Faculty	104	11%	54%	22%	5%	9%	2.77
Management/Supervisory	24	4%	75%	13%	8%	0%	2.75
Less than 5 years	49	8%	57%	20%	8%	6%	2.70
5 to 10 years	32	3%	53%	31%	6%	6%	2.57
11 to 19 years	48	8%	54%	17%	8%	13%	2.71
20 years or more	43	14%	54%	19%	7%	7%	2.80
TOTAL	172	9%	55%	21%	8%	8%	2.70
c. The college engages in program reviews on a regular basis.							
Classified	43	21%	51%	9%	5%	14%	3.03
Faculty	103	28%	52%	4%	1%	15%	3.26
Management/Supervisory	24	29%	54%	13%	0%	4%	3.17
Less than 5 years	49	27%	45%	8%	0%	20%	3.23
5 to 10 years	32	22%	56%	3%	3%	16%	3.15
11 to 19 years	47	23%	53%	11%	2%	11%	3.10
20 years or more	43	33%	58%	2%	2%	5%	3.27
TOTAL	171	26%	53%	6%	2%	13%	3.19
d. Management encourages employees to take initiative to improve institutional effectiveness.							
Classified	43	19%	49%	14%	12%	7%	2.80
Faculty	104	14%	50%	20%	8%	9%	2.76
Management/Supervisory	24	29%	67%	4%	0%	0%	3.25
Less than 5 years	49	22%	45%	16%	6%	10%	2.93
5 to 10 years	32	13%	59%	16%	9%	3%	2.77
11 to 19 years	48	17%	54%	15%	6%	8%	2.89
20 years or more	43	14%	51%	21%	9%	5%	2.73
TOTAL	172	17%	52%	17%	8%	7%	2.84
e. I regularly use data to enhance the effectiveness of my department.							
Classified	43	40%	35%	9%	0%	16%	3.36
Faculty	103	19%	49%	16%	4%	13%	2.96
Management/Supervisory	24	38%	54%	4%	0%	4%	3.35
Less than 5 years	49	29%	45%	8%	4%	14%	3.14
5 to 10 years	31	29%	45%	13%	0%	13%	3.19
11 to 19 years	48	33%	44%	13%	0%	10%	3.23
20 years or more	43	19%	49%	16%	5%	12%	2.92
TOTAL	171	28%	46%	12%	2%	12%	3.12

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
Participants' level of agreement about the structure within the department where they work:							
a. My department is adequately staffed to implement and advance its mission.							
Classified	43	12%	23%	37%	28%	0%	2.19
Faculty	104	13%	35%	32%	21%	0%	2.38
Management/Supervisory	24	8%	29%	29%	33%	0%	2.13
Less than 5 years	49	20%	22%	39%	18%	0%	2.45
5 to 10 years	32	9%	34%	16%	41%	0%	2.13
11 to 19 years	48	13%	27%	35%	25%	0%	2.27
20 years or more	43	2%	42%	35%	21%	0%	2.26
TOTAL	172	12%	31%	33%	25%	0%	2.29
b. The current organizational structure of my department works well.							
Classified	43	16%	37%	21%	26%	0%	2.44
Faculty	102	23%	39%	22%	14%	3%	2.73
Management/Supervisory	24	17%	50%	29%	4%	0%	2.79
Less than 5 years	48	19%	38%	23%	15%	6%	2.64
5 to 10 years	32	13%	41%	22%	25%	0%	2.41
11 to 19 years	48	27%	40%	21%	13%	0%	2.81
20 years or more	42	19%	43%	26%	12%	0%	2.69
TOTAL	170	20%	40%	23%	15%	2%	2.66
c. The organizational structure within my department is clear and understandable.							
Classified	43	23%	47%	12%	19%	0%	2.74
Faculty	101	27%	51%	14%	9%	0%	2.95
Management/Supervisory	24	25%	54%	21%	0%	0%	3.04
Less than 5 years	48	23%	56%	10%	10%	0%	2.92
5 to 10 years	31	23%	45%	16%	16%	0%	2.74
11 to 19 years	47	32%	40%	21%	6%	0%	2.98
20 years or more	43	23%	58%	9%	9%	0%	2.95
TOTAL	169	25%	50%	14%	10%	0%	2.91
d. There is adequate administration oversight in my department.							
Classified	43	26%	47%	5%	16%	7%	2.88
Faculty	103	18%	47%	20%	8%	6%	2.81
Management/Supervisory	24	38%	54%	8%	0%	0%	3.29
Less than 5 years	48	29%	46%	6%	10%	8%	3.02
5 to 10 years	32	6%	56%	19%	16%	3%	2.55
11 to 19 years	48	19%	48%	21%	6%	6%	2.84
20 years or more	43	33%	47%	14%	5%	2%	3.10
TOTAL	171	23%	49%	15%	9%	5%	2.90
e. My department has too many interim assignments.							
Classified	43	7%	19%	23%	23%	28%	2.13
Faculty	103	15%	17%	30%	8%	31%	2.55
Management/Supervisory	24	17%	25%	29%	8%	21%	2.63
Less than 5 years	48	4%	21%	13%	17%	46%	2.23
5 to 10 years	32	22%	3%	47%	3%	25%	2.58
11 to 19 years	48	19%	21%	31%	6%	23%	2.68
20 years or more	43	9%	26%	28%	19%	19%	2.31
TOTAL	171	13%	19%	28%	12%	29%	2.46

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
f. Responsibilities are evenly distributed among staff within my department.							
Classified	41	12%	32%	29%	17%	10%	2.43
Faculty	103	8%	29%	26%	22%	15%	2.26
Management/Supervisory	24	4%	58%	33%	4%	0%	2.63
Less than 5 years	48	15%	29%	21%	17%	19%	2.51
5 to 10 years	32	6%	25%	22%	34%	13%	2.04
11 to 19 years	48	6%	33%	42%	13%	6%	2.36
20 years or more	41	5%	46%	24%	17%	7%	2.42
TOTAL	169	8%	34%	28%	19%	11%	2.35

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
Respondents' level of agreement with the organizational structure of Cypress College:							
a. The college is adequately staffed to implement and advance its mission.							
Classified	43	7%	28%	35%	21%	9%	2.23
Faculty	101	5%	32%	35%	14%	15%	2.33
Management/Supervisory	24	4%	21%	58%	13%	4%	2.17
Less than 5 years	48	13%	23%	35%	15%	15%	2.39
5 to 10 years	31	3%	32%	39%	19%	7%	2.21
11 to 19 years	48	4%	23%	44%	21%	8%	2.11
20 years or more	42	0%	41%	33%	10%	17%	2.37
TOTAL	169	5%	29%	38%	16%	12%	2.27
b. The current organizational structure of college works well.							
Classified	43	7%	35%	37%	14%	7%	2.38
Faculty	102	6%	43%	27%	8%	17%	2.56
Management/Supervisory	24	4%	42%	46%	4%	4%	2.48
Less than 5 years	49	10%	22%	35%	10%	22%	2.42
5 to 10 years	31	3%	48%	29%	10%	10%	2.50
11 to 19 years	48	6%	42%	38%	8%	6%	2.49
20 years or more	42	2%	55%	24%	10%	10%	2.55
TOTAL	170	6%	41%	32%	9%	12%	2.49
c. There are unnecessary duplication of services among departments.							
Classified	43	26%	16%	33%	2%	23%	2.85
Faculty	100	10%	23%	28%	3%	36%	2.63
Management/Supervisory	24	0%	38%	46%	17%	0%	2.21
Less than 5 years	48	17%	23%	25%	6%	29%	2.71
5 to 10 years	32	9%	16%	31%	9%	34%	2.38
11 to 19 years	46	7%	30%	41%	2%	20%	2.51
20 years or more	42	17%	24%	29%	2%	29%	2.77
TOTAL	168	13%	24%	32%	5%	27%	2.61
d. There is adequate administration oversight at the college.							
Classified	43	12%	61%	14%	2%	12%	2.92
Faculty	100	12%	51%	16%	5%	16%	2.83
Management/Supervisory	24	4%	75%	17%	0%	4%	2.87
Less than 5 years	49	14%	49%	14%	4%	18%	2.90
5 to 10 years	30	10%	63%	20%	3%	3%	2.83
11 to 19 years	47	9%	60%	19%	0%	13%	2.88
20 years or more	42	10%	57%	12%	7%	14%	2.81
TOTAL	168	11%	57%	16%	4%	13%	2.86
e. The college has too many interim assignments within its management level.							
Classified	43	30%	23%	26%	0%	21%	3.06
Faculty	102	16%	25%	13%	1%	46%	3.02
Management/Supervisory	23	30%	44%	26%	0%	0%	3.04
Less than 5 years	49	18%	16%	18%	0%	47%	3.00
5 to 10 years	30	27%	13%	17%	0%	43%	3.18
11 to 19 years	48	21%	42%	19%	0%	19%	3.03
20 years or more	42	21%	33%	17%	2%	26%	3.00
TOTAL	169	21%	27%	18%	1%	33%	3.04

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
f. The college evaluates vacant positions to determine whether or not each can be combined with another similar position.							
Classified	42	7%	29%	12%	19%	33%	2.36
Faculty	103	6%	23%	16%	5%	51%	2.61
Management/Supervisory	24	0%	21%	33%	4%	42%	2.29
Less than 5 years	49	12%	14%	12%	10%	51%	2.58
5 to 10 years	32	3%	13%	25%	9%	50%	2.19
11 to 19 years	47	2%	38%	21%	4%	34%	2.58
20 years or more	42	2%	29%	14%	10%	45%	2.43
TOTAL	170	5%	24%	18%	8%	45%	2.48
g. Responsibilities are evenly distributed across departments at the college.							
Classified	43	7%	16%	16%	30%	30%	2.00
Faculty	104	2%	13%	20%	21%	44%	1.91
Management/Supervisory	24	0%	38%	38%	17%	8%	2.23
Less than 5 years	49	4%	20%	8%	18%	49%	2.20
5 to 10 years	32	3%	13%	31%	31%	22%	1.84
11 to 19 years	48	4%	13%	31%	19%	33%	2.03
20 years or more	43	0%	21%	19%	28%	33%	1.90
TOTAL	172	3%	17%	22%	23%	35%	1.99
h. Information is disseminated in a timely manner and I am kept informed.							
Classified	43	2%	54%	16%	21%	7%	2.40
Faculty	103	7%	52%	23%	9%	10%	2.62
Management/Supervisory	23	4%	70%	22%	4%	0%	2.74
Less than 5 years	49	12%	41%	20%	16%	10%	2.55
5 to 10 years	32	3%	47%	38%	6%	6%	2.50
11 to 19 years	47	0%	66%	17%	15%	2%	2.52
20 years or more	42	5%	62%	14%	7%	12%	2.73
TOTAL	170	5%	54%	21%	12%	8%	2.57

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
Respondents' level of agreement with the organizational structure of District Services:							
a. District Services is adequately staffed to implement and advance its mission.							
Classified	43	16%	19%	21%	9%	35%	2.64
Faculty	103	9%	28%	8%	6%	50%	2.79
Management/Supervisory	24	17%	46%	25%	0%	13%	2.90
Less than 5 years	48	15%	21%	15%	2%	48%	2.92
5 to 10 years	32	9%	25%	9%	3%	53%	2.87
11 to 19 years	48	13%	40%	17%	10%	21%	2.68
20 years or more	32	9%	26%	12%	7%	47%	2.70
TOTAL	171	12%	28%	14%	6%	40%	2.77
b. The current balance of centralization and decentralization services between District Services and the college works well.							
Classified	43	2%	28%	21%	16%	33%	2.24
Faculty	103	4%	20%	21%	6%	49%	2.43
Management/Supervisory	24	8%	21%	33%	21%	17%	2.20
Less than 5 years	48	6%	17%	17%	10%	50%	2.38
5 to 10 years	32	3%	16%	25%	6%	50%	2.31
11 to 19 years	48	4%	29%	13%	21%	33%	2.25
20 years or more	43	2%	26%	40%	2%	30%	2.40
TOTAL	171	4%	22%	23%	11%	40%	2.33
c. The current division of labor between District Services and the college is clear and understandable.							
Classified	43	0%	23%	23%	14%	40%	2.15
Faculty	103	3%	17%	26%	11%	44%	2.21
Management/Supervisory	24	0%	25%	42%	17%	17%	2.10
Less than 5 years	48	4%	13%	19%	13%	52%	2.17
5 to 10 years	32	3%	19%	28%	9%	41%	2.26
11 to 19 years	48	0%	29%	25%	17%	29%	2.18
20 years or more	34	0%	16%	40%	9%	35%	2.11
TOTAL	171	2%	19%	28%	12%	39%	2.17
d. District Services adequately supports the work of the college.							
Classified	42	2%	26%	29%	17%	26%	2.19
Faculty	101	3%	25%	20%	15%	38%	2.25
Management/Supervisory	24	4%	21%	21%	42%	13%	1.86
Less than 5 years	48	4%	23%	19%	15%	40%	2.28
5 to 10 years	32	3%	16%	19%	25%	38%	1.95
11 to 19 years	46	4%	30%	22%	24%	20%	2.19
20 years or more	42	0%	26%	29%	14%	31%	2.17
TOTAL	168	3%	24%	22%	19%	32%	2.17
e. The district effectively communicates and advocates for the colleges in the community and the state.							
Classified	43	2%	33%	21%	16%	28%	2.29
Faculty	102	6%	28%	12%	10%	44%	2.54
Management/Supervisory	24	8%	33%	25%	13%	21%	2.47
Less than 5 years	48	6%	21%	13%	15%	46%	2.35
5 to 10 years	32	3%	41%	19%	6%	31%	2.59
11 to 19 years	47	6%	28%	19%	13%	34%	2.42
20 years or more	43	5%	35%	14%	12%	35%	2.50
TOTAL	170	5%	30%	16%	12%	37%	2.46

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
f. Information between District Services and college is disseminated in a timely manner.							
Classified	43	2%	30%	23%	26%	19%	2.11
Faculty	101	4%	38%	14%	11%	34%	2.52
Management/Supervisory	24	4%	25%	29%	25%	17%	2.10
Less than 5 years	48	6%	15%	23%	17%	40%	2.17
5 to 10 years	32	3%	38%	16%	13%	31%	2.45
11 to 19 years	47	4%	43%	17%	23%	13%	2.32
20 years or more	42	0%	43%	17%	12%	29%	2.43
TOTAL	169	4%	34%	18%	17%	28%	2.34
g. I am kept informed of the changes within the district.							
Classified	43	2%	28%	21%	26%	23%	2.09
Faculty	102	4%	52%	18%	11%	15%	2.58
Management/Supervisory	24	4%	38%	29%	21%	8%	2.27
Less than 5 years	48	6%	31%	23%	15%	25%	2.39
5 to 10 years	32	3%	41%	28%	9%	19%	2.46
11 to 19 years	47	2%	56%	15%	23%	4%	2.39
20 years or more	43	2%	47%	19%	14%	19%	2.46
TOTAL	171	4%	44%	21%	16%	16%	2.42

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
Respondents' level of agreement about the delivery of education and support services to students in relation to the financial health of Cypress College:							
a. The college delivers instruction in a way that maximizes the financial health of the district.							
Classified	41	2%	32%	17%	17%	32%	2.29
Faculty	99	8%	33%	11%	8%	39%	2.68
Management/Supervisory	24	8%	33%	25%	8%	25%	2.56
Less than 5 years	44	7%	14%	18%	16%	46%	2.21
5 to 10 years	32	3%	31%	19%	9%	38%	2.45
11 to 19 years	48	2%	50%	13%	6%	29%	2.68
20 years or more	41	15%	34%	10%	12%	29%	2.72
TOTAL	165	7%	33%	15%	11%	35%	2.54
b. I understand the relationship of class size, support services, and educational quality with the district's financial health.							
Classified	41	15%	46%	2%	5%	32%	3.04
Faculty	100	12%	47%	14%	11%	16%	2.71
Management/Supervisory	24	29%	46%	8%	4%	13%	3.14
Less than 5 years	45	24%	24%	13%	11%	27%	2.85
5 to 10 years	32	9%	56%	9%	6%	19%	2.85
11 to 19 years	48	10%	52%	8%	10%	19%	2.77
20 years or more	41	15%	56%	10%	7%	12%	2.89
TOTAL	166	15%	46%	10%	9%	19%	2.84
c. I understand the relationship between average class size and the ability of the district to provide competitive salary and benefits, adequate instructional supplies, and afford new program development.							
Classified	41	7%	49%	7%	7%	29%	2.79
Faculty	100	12%	37%	25%	11%	15%	2.59
Management/Supervisory	24	29%	42%	17%	4%	8%	3.05
Less than 5 years	45	18%	24%	20%	16%	22%	2.57
5 to 10 years	32	6%	50%	16%	9%	19%	2.65
11 to 19 years	48	13%	42%	23%	8%	15%	2.68
20 years or more	41	15%	49%	17%	5%	15%	2.86
TOTAL	166	13%	40%	19%	10%	18%	2.69
d. Decisions related to educational quality, class size, and support staffing are made at the appropriate level.							
Classified	40	3%	23%	15%	20%	40%	2.13
Faculty	99	4%	24%	33%	19%	19%	2.16
Management/Supervisory	24	0%	33%	46%	4%	17%	2.35
Less than 5 years	43	5%	23%	14%	23%	35%	2.14
5 to 10 years	32	0%	19%	41%	16%	24%	2.04
11 to 19 years	48	2%	25%	46%	14%	15%	2.20
20 years or more	41	5%	32%	22%	20%	22%	2.28
TOTAL	164	3%	25%	31%	18%	24%	2.18

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
Respondents' level of agreement with the decision-making process at Cypress College:							
a. The college has established governance structures, processes, and practices to facilitate effective communication among its constituencies.							
Classified	41	2%	61%	2%	17%	17%	2.59
Faculty	101	9%	46%	18%	8%	20%	2.69
Management/Supervisory	24	4%	67%	25%	0%	4%	2.78
Less than 5 years	44	7%	48%	9%	14%	23%	2.62
5 to 10 years	32	6%	47%	19%	6%	22%	2.68
11 to 19 years	48	4%	60%	17%	6%	13%	2.71
20 years or more	43	9%	54%	16%	9%	12%	2.71
TOTAL	167	7%	53%	15%	9%	17%	2.68
b. The college uses data for planning and for budgeting resources.							
Classified	41	10%	46%	2%	5%	37%	2.96
Faculty	102	7%	51%	9%	5%	28%	2.84
Management/Supervisory	24	13%	58%	21%	0%	8%	2.91
Less than 5 years	45	16%	38%	4%	2%	40%	3.11
5 to 10 years	32	3%	53%	6%	6%	31%	2.77
11 to 19 years	48	4%	54%	13%	4%	25%	2.78
20 years or more	43	9%	61%	12%	5%	14%	2.86
TOTAL	168	8%	51%	9%	4%	27%	2.88
c. The college uses data to assess student progress and achievement.							
Classified	41	10%	56%	2%	2%	29%	3.03
Faculty	101	9%	60%	7%	6%	18%	2.88
Management/Supervisory	24	13%	71%	13%	0%	4%	3.00
Less than 5 years	45	16%	44%	7%	2%	31%	3.06
5 to 10 years	32	3%	66%	6%	6%	19%	2.81
11 to 19 years	48	8%	60%	10%	4%	17%	2.88
20 years or more	42	10%	76%	2%	5%	7%	2.97
TOTAL	167	10%	61%	7%	4%	19%	2.93
d. The college ensures accountability for student success by identifying clear goals, and implementing strategies for improvement.							
Classified	41	10%	39%	5%	15%	32%	2.64
Faculty	100	11%	47%	22%	6%	14%	2.73
Management/Supervisory	24	8%	67%	17%	4%	4%	2.83
Less than 5 years	45	18%	47%	11%	9%	16%	2.87
5 to 10 years	31	3%	48%	16%	10%	23%	2.58
11 to 19 years	48	8%	46%	21%	6%	19%	2.69
20 years or more	42	10%	50%	21%	7%	12%	2.70
TOTAL	166	10%	48%	18%	8%	16%	2.72
e. I am held accountable for accomplishing my assigned responsibilities.							
Classified	41	42%	39%	5%	2%	12%	3.36
Faculty	102	36%	46%	10%	4%	4%	3.19
Management/Supervisory	24	42%	58%	0%	0%	0%	3.42
Less than 5 years	45	44%	42%	4%	2%	7%	3.38
5 to 10 years	32	22%	53%	13%	6%	6%	2.97
11 to 19 years	48	42%	46%	4%	4%	4%	3.30
20 years or more	43	42%	44%	9%	0%	5%	3.34
TOTAL	168	39%	46%	7%	3%	5%	3.27

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
Respondents' level of agreement with the allocation of resources at Cypress College:							
a. Resource allocation processes are clearly linked to the planning processes.							
Classified	41	2%	39%	12%	10%	37%	2.50
Faculty	100	4%	28%	19%	11%	38%	2.40
Management/Supervisory	24	4%	38%	42%	8%	8%	2.41
Less than 5 years	44	9%	21%	23%	9%	39%	2.48
5 to 10 years	32	0%	31%	19%	16%	34%	2.24
11 to 19 years	48	4%	33%	21%	8%	33%	2.50
20 years or more	42	0%	43%	21%	10%	26%	2.45
TOTAL	166	4%	32%	21%	10%	33%	2.43
b. The current budget allocation process promotes the effective allocation of resources.							
Classified	41	2%	20%	20%	22%	37%	2.04
Faculty	100	2%	20%	22%	15%	42%	2.15
Management/Supervisory	24	4%	25%	38%	21%	13%	2.14
Less than 5 years	45	4%	4%	20%	20%	51%	1.86
5 to 10 years	32	0%	28%	19%	16%	38%	2.20
11 to 19 years	48	4%	29%	23%	17%	27%	2.29
20 years or more	42	0%	21%	31%	19%	29%	2.03
TOTAL	167	2%	20%	23%	18%	36%	2.11
c. I have appropriate opportunities to contribute input to planning and budgeting.							
Classified	41	0%	29%	27%	12%	32%	2.25
Faculty	100	3%	39%	24%	17%	17%	2.34
Management/Supervisory	24	4%	54%	33%	0%	8%	2.68
Less than 5 years	44	5%	14%	32%	18%	32%	2.07
5 to 10 years	32	3%	50%	22%	9%	16%	2.56
11 to 19 years	48	2%	42%	23%	13%	21%	2.42
20 years or more	42	0%	52%	26%	14%	7%	2.41
TOTAL	166	2%	39%	26%	14%	19%	2.37
d. The college maintains and upgrades its technology infrastructure (hardware and software) to meet student learning and staff needs.							
Classified	39	8%	39%	15%	23%	15%	2.36
Faculty	100	8%	48%	18%	21%	5%	2.45
Management/Supervisory	24	8%	54%	29%	4%	4%	2.70
Less than 5 years	43	14%	37%	16%	23%	9%	2.46
5 to 10 years	31	3%	45%	26%	19%	9%	2.34
11 to 19 years	48	10%	48%	23%	15%	4%	2.57
20 years or more	42	2%	55%	12%	19%	12%	2.46
TOTAL	164	8%	46%	19%	19%	8%	2.47
e. The college provides sufficient professional development opportunities.							
Classified	41	7%	39%	17%	20%	17%	2.41
Faculty	102	15%	53%	17%	11%	5%	2.75
Management/Supervisory	24	21%	54%	25%	0%	0%	2.96
Less than 5 years	45	11%	44%	22%	16%	7%	2.55
5 to 10 years	32	22%	47%	13%	9%	9%	2.90
11 to 19 years	48	13%	60%	13%	10%	4%	2.78
20 years or more	43	12%	44%	26%	9%	9%	2.64
TOTAL	168	14%	49%	19%	11%	7%	2.71

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
f. The college creates opportunities for career advancement.							
Classified	41	2%	27%	29%	22%	20%	2.12
Faculty	99	5%	41%	24%	8%	21%	2.55
Management/Supervisory	24	8%	38%	29%	8%	17%	2.55
Less than 5 years	45	11%	27%	29%	13%	20%	2.44
5 to 10 years	32	3%	44%	19%	13%	22%	2.48
11 to 19 years	46	2%	39%	24%	15%	20%	2.35
20 years or more	42	2%	41%	31%	7%	19%	2.47
TOTAL	165	5%	37%	26%	12%	20%	2.43

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

Current college functions that should be centralized and provided by District Services:	
	n=102
Academic computing technologies	5%
Budgeting & funding for needed programs	8%
Campus safety & parking	6%
Centralizing management duties	6%
Communications	12%
Financial aid	0%
Grant writing to procure funds	6%
Human resources	8%
Information technology services	13%
Institutional research/data services	5%
Maintenance & operations	4%
Payroll & timesheet	3%
Procedure manuals/documentation	5%
Promotion of colleges & outreach	8%
Purchasing & traveling requests	5%
Title IX, accountability & compliance support	3%
Other	5%

Current District Services functions that should be decentralized and provided by the colleges:	
	n=111
Budget development & allocation	12%
Campus security	0%
Course offering & enrollment management	4%
CTE programming	4%
Curriculum development	5%
Diversity & compliance	0%
Grants oversight	5%
Graphic & printing services	5%
Hiring/staffing decisions	14%
Maintenance and operations	3%
Professional development	6%
Program review	3%
Public information & marketing	8%
Purchasing & traveling requests	2%
Research & need for data	0%
Information technology support services	19%
Other	11%

Duplicate functions (provided by both the college and District Services) that should be reviewed:	
	n=117
Budgeting/accounting	15%
Categorical funds oversight (equity, Strong Workforce, Perkins, etc.)	8%
Communication (internal/external)	4%
CTE programming	3%
Diversity/compliances/Title IX	4%
Grants & Foundation	4%
Human resources, hiring process, evaluation process	4%
Information technology services (networking, access, enterprise system)	6%
Instructional technology & support services (online platform, helpdesk)	8%
Instructional programs	3%
Maintenance	3%
Marketing/outreach efforts	5%
Professional development	6%
Program review/planning	3%
Purchasing & traveling requests	4%
Research & reporting of data	3%
Review of management positions	8%
Safety & parking	5%
Other	3%

My former colleagues left NOCCCD for the following reason(s)?*	
	n=452
Retirement	19%
Better pay (lateral move)	21%
Better benefits	19%
Promotion (higher level)	12%
Lack of advancement	10%
Lack of job satisfaction	9%
Moved out of the area	3%
Closer to home	4%
Hostile work environment/ discrimination	1%
Lack of leadership/management	1%
Other	0%

**Respondents were give the opportunity to mark as many reasons as they see fit.*

SUMMARY OF CYPRESS COLLEGE COMMENTS

Summary of Comments from Cypress College Classified Staff:

- Need better communication between District to Faculty/Staff
- Improve hiring process
- Hire more classified staff and fill interim deans with permanent deans
- Communications need to be improved. Especially between departments
- There should be the same staffing throughout all the Division offices so that one or two divisions aren't struggling in the office but others are fully staffed
- Too many important decisions are currently being made in closed consultation by the Chancellor and Vice Chancellors
- There are unnecessary staff and/or some who have more hours than needed
- The faculty is not adequately supported
- It seems that the District is hiring more and more Directors as well as Managers, while also hiring less classified employees
- Difficult to make contact with the District, the division of labor is a maze and trying to navigate the red tape is frustrating
- Having 3 colleges under 1 umbrella of a District is a bad idea
- The District needs to give more attention to making all district areas fully ADA compliant
- A path to job improvement, provided by the college, would be wonderful
- The District/College should consider splitting the Executive Vice President position into two separate vice president positions
- The purchase order system is a mess and is non-user-friendly
- The questions about class size concern me
- There are way too many managers on this campus
- There needs to be reconsideration about how adjunct professors are hired

Summary of Comments from Cypress College Faculty:

- Hopefully, we will place the following concept at the top of the list of our District's organizational structure: Every student, program, division and campus are unique, and each one has an individual set of support and instructional needs, of which many are critical to the fruition of their ultimate success
- The District views faculty with contempt, as an unwanted cost item that the District spends money on to lobby in Sacramento to decrease the FON
- As a faculty member, I feel that faculty are left out of discussions and decisions that impact us and our students through us
- As a faculty member, I feel that the people (faculty, administration, etc.) are very respected and intellectual group to work with
- As a member of Academic Senate, I am told that faculty input is encouraged and valued. However, after multiple meetings and discussions (about various issues/topics), I have regularly seen the voiced opinion of faculty ignored and overlooked
- As an adjunct ESL instructor at NOCE, Cypress College, I have never felt so structurally unsupported by another district than I am at NOCCCD
- Curriculum decisions based on numbers from the top down without input from instructors who, through input from and assessment of students, have valuable input to contribute to needs analysis for informed decision making
- District structure is not clear and concise as it could be
- There is also not enough diversity
- Hiring policies are not being followed

- No clear explanation as to why our district has the lowest salary and benefits in the surrounding area
- There is a disconnect between the district administration and the campuses and student success efforts
- The pay and dependent health care is nowhere near the level of other districts
- Disproportionate resources are used for administrative positions that impede the stated missions of the District and Community College System
- The district should put as much effort into promoting CTE as they do transfer
- Provide all employees with full family health coverage
- There is a discrepancy on release time (compensation) for the duties between Cypress College and Fullerton College
- This survey feels skewed and seems to be looking to confirm that we need to increase class size in order to increase the bottom line
- Make teacher's pay equal to SOCCCD
- Reduce silos
- Release time is not uniform from college to college
- Seat count should be the same between Fullerton College and Cypress College in similar classes
- Undertake a "soup to nuts" revision of its budgeting processes
- Seriously examine their way of allocating release time to department coordinators
- The Mathematics Department at Cypress College is in serious need of more full-time faculty
- The purpose of this survey seems unclear as the language is often obtuse
- There are too many paper processes in the district that can be streamlined with technology
- Too many administrative people at the district and too few faculty and staff on campus carrying an increasing work load
- We are expected to offer more sections, fill those sections above the roster cutoff, but have received no administrative support
- The current chair coordinator structure leaves too much for interpretation of what the duties entail

Summary of Comments from Cypress College Management:

- A lack of effective communication is the biggest problem facing the district
- At Cypress College, the number of administrators is low in terms of the responsibilities that have to be met
- We need a robust, ongoing marketing strategy to compete with the private schools and communicate our pathways
- Need more frequent discussions between the District and colleges, especially in terms of technological advances and changes being made
- The District is disconnected from the colleges
- The atmosphere on the CC campus is very collegial
- There are too many interim positions and it affects the ability to build relationships and get the work accomplished
- There is a growing disconnect between the campus and district
- There needs to be more support for managers - HR specifically
- The District has poorly implemented one-time funds and allowed a proliferation of temporary employees who have been ineffective in their roles

APPENDIX F

F. Survey Results for District Services

North Orange County Community College District
Results of the Organizational Structure Survey for District Services

Spring 2018

North Orange County Community College District is conducting a comprehensive organizational structure review to ensure it is serving its students and community effectively and efficiently. A component of such a review requires multiple perspectives, including the perspective of those who work within the organization. In early February 2018, all District full-time faculty and staff were invited to share their opinions of the District and its colleges via an online survey.

During a three-week period, 516 staff and faculty shared their understanding, compliments, and concerns about the existing structure of their department, the college, as well as District Services. Of those, 18 District Services employees, including half classified/confidential and half management/supervisory. Twenty-eight percent have been employed at the college less than five years, 22% 5 to 10 years, 33% 11 to 19 years and 17% have been with the District for more than 20 years.

This report summarizes the findings of the 18 respondents' feedback on organizational structure issues relating specifically to District Services. Overall, respondents somewhat agreed that the District's and their department's organizational structure works, but that there is room for improvement. Respondents were generous in sharing their comments, compliments and concerns. The comments may prove helpful as the college considers refining its structures for efficiency and effectiveness.

About Respondents' Work Location of District Services:

- Respondents agreed that the District Services engage in program reviews regularly (a mean of 3.15 on a scale of 1 to 4, 1 being "strongly disagree" and 4 being "strongly agree"), and that there are established governance structures, processes, and practices to facilitate effective communication among its constituents (3.13).
- Respondents somewhat agreed that student needs are the main focus of District Services (2.82), that they use data to enhance the effectiveness of their department (2.88), and that management encourages employees to take initiative to improve institutional effectiveness (2.72).

Organizational Structure at the Department Level:

- Respondents stated that there is adequate administration oversight (3.12), and that the organizational structure within their department is clear and understandable (3.00) and works well (2.78).
- However, respondents indicated low agreement in that responsibilities are evenly distributed among staff within their department (2.50), that their department is adequately staffed to implement and advance its mission (2.28), and that the department has too many interim management assignments (2.13).

Organizational Structure at District Services:

- There is agreement that District Services has too many interim assignments within its management level (2.67), and that it sometimes evaluates vacant positions to determine whether or not each can be combined with another similar position (2.25).
- Respondents somewhat agreed that there is adequate administration oversight at District Services level (2.82).
- Many respondents do not feel the current organizational structure of District Services level works well (2.38) and that information within District Services is not disseminated in a timely manner, leaving respondents uninformed (2.65).
- There is an indication that responsibilities are not evenly distributed across departments within District Services (2.23), and that there is unnecessary duplication of services among departments (2.57).

Organizational Structure at District Services and the Colleges:

- Respondents agreed that the District effectively communicates and advocates for the colleges and in the community and at the state level (3.08), but that District Services is not adequately staffed to implement and advance its mission (2.11).
- Respondents noted some agreement that information between District Services and the colleges is disseminated in a timely manner and that they are kept informed of the changes within the District (2.50 and 2.76 respectively).
- Respondents noted some agreement that District Services adequately supports the work of the colleges (2.81), and that the division of labor between the two units is clear and understandable (2.53).

Delivery of Education and Support Services to Students in Relation to Financial Health:

- Respondents somewhat understood the relationship of class size, support services, and educational quality with the District's financial health (2.76), and of the relationship between average class size and the ability of the District to provide competitive salary and benefits, adequate instructional supplies, and afford new program development (2.88).
- However, respondents are in even less agreement that the District delivers instruction in a way that maximizes the financial health of the District (2.25) and that decisions related to educational quality, class size, and supporting staffing are made at the appropriate level (1.90).

Decision-Making Process at District Services:

- Many respondents agreed that they are held accountable for accomplishing their assigned responsibilities (3.31), but less agreement that the college ensures accountability for student success by identifying clear goals and implementing strategies for improvement (2.54).
- There is general agreement that District Services uses data to assess student progress and achievement (2.83), as well as to plan and to budget resources (2.75).
- Respondents slightly agreed that the college has established governance structures, processes and practices to facilitate effective communication among its constituencies (2.80).

Allocation of Resources at District Services:

- Respondents somewhat agreed that the college maintains and upgrades its technology infrastructure to meet student learning and staff needs (2.80).
- Respondents also somewhat agreed that District Services provides sufficient professional development opportunities (2.65), and that it creates opportunities for career advancement (2.50).
- Many respondents slightly agreed that the current budget allocation process promotes the effective allocation of resources (2.50) and that these processes are slightly linked to the planning processes (2.82). However, there is little opportunity to contribute input to planning and budgeting (2.33).

Alignment of District Services and College Functions:

- Information technology services, communications, promotion of the college and outreach efforts, grants writing to procure additional funding, and maintenance and operations were among the functions that District Services respondents would like to see centralized and offered by District Services. A comprehensive list of other functions can be found on page 14.
- Instructional technologies services, hiring/staffing decisions and public information/marketing were among the services respondents would like to see decentralized and offered at the colleges. A comprehensive list of other functions can be found on page 14.
- Budget development and allocation, information technology services and marketing/outreach efforts were among the duplicate functions that should be reviewed for effectiveness. A comprehensive list of other functions can be found on page 15.
- Other than the one-quarter of responses noting retirement, respondents identified major reasons that former colleagues left District Services as due to better pay for lateral move (17%), better benefits (13%), promotion to higher level (21%), and lack of advancement (4%).
    - There was an additional 17% of respondents that identified lack of job satisfaction and lack of leadership as the causes of former employees leaving.

Respondent comments:

- There were a few responses made by District Services respondents and can be found on page 16.

North Orange County Community College District
Organizational Structure Survey Result for District Services, Spring 2018

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
Respondents' level of agreement about their work location of District Services:							
a. Student needs are the main focus of the unit where I work.							
Classified	9	22%	56%	0%	22%	0%	2.78
Management/Supervisory	9	11%	56%	22%	0%	11%	2.88
Less than 5 years	5	0%	60%	20%	20%	0%	2.40
5 to 10 years	4	50%	50%	0%	0%	0%	3.50
11 to 19 years	6	16%	50%	17%	0%	17%	3.00
20 years or more	3	0%	67%	0%	33%	0%	2.33
TOTAL	18	17%	56%	11%	11%	6%	2.82
b. District Services has established governance structures, processes, and practices to facilitate effective communication among its constituencies.							
Classified	9	33%	44%	11%	0%	11%	3.25
Management/Supervisory	9	0%	89%	0%	0%	11%	3.00
Less than 5 years	5	20%	60%	20%	0%	0%	3.00
5 to 10 years	4	25%	75%	0%	0%	0%	3.25
11 to 19 years	6	17%	67%	0%	0%	17%	3.20
20 years or more	3	0%	67%	0%	0%	33%	3.00
TOTAL	18	17%	67%	6%	0%	11%	3.13
c. District Services engages in program reviews on a regular basis.							
Classified	9	22%	33%	0%	0%	44%	3.40
Management/Supervisory	9	0%	89%	0%	0%	11%	3.00
Less than 5 years	5	20%	20%	0%	0%	60%	3.50
5 to 10 years	4	25%	50%	0%	0%	25%	3.33
11 to 19 years	6	0%	100%	0%	0%	0%	3.00
20 years or more	3	0%	67%	0%	0%	33%	3.00
TOTAL	18	11%	61%	0%	0%	28%	3.15
d. Management encourages employees to take initiative to improve institutional effectiveness.							
Classified	9	11%	56%	33%	0%	0%	2.78
Management/Supervisory	9	0%	78%	11%	11%	0%	2.67
Less than 5 years	5	0%	80%	20%	0%	0%	2.80
5 to 10 years	4	25%	25%	50%	0%	0%	2.75
11 to 19 years	6	0%	67%	17%	17%	0%	2.50
20 years or more	3	0%	100%	0%	0%	0%	3.00
TOTAL	18	6%	67%	22%	6%	0%	2.72
e. I regularly use data to enhance the effectiveness of my department.							
Classified	9	33%	22%	33%	0%	11%	3.00
Management/Supervisory	9	11%	56%	33%	0%	0%	2.78
Less than 5 years	5	40%	40%	0%	0%	20%	3.50
5 to 10 years	4	50%	0%	50%	0%	0%	3.00
11 to 19 years	6	0%	50%	50%	0%	0%	2.50
20 years or more	3	0%	67%	33%	0%	0%	2.67
TOTAL	18	22%	39%	33%	0%	6%	2.88

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
Participants' level of agreement about the structure within the department where they work:							
a. My department is adequately staffed to implement and advance its mission.							
Classified	9	11%	44%	11%	33%	0%	2.33
Management/Supervisory	9	22%	0%	56%	22%	0%	2.22
Less than 5 years	5	40%	20%	20%	20%	0%	2.80
5 to 10 years	4	0%	50%	0%	50%	0%	2.00
11 to 19 years	6	17%	17%	50%	17%	0%	2.33
20 years or more	3	0%	0%	67%	33%	0%	1.67
TOTAL	18	17%	22%	33%	28%	0%	2.28
b. The current organizational structure of my department works well.							
Classified	9	11%	67%	11%	11%	0%	2.78
Management/Supervisory	9	11%	56%	33%	0%	0%	2.78
Less than 5 years	5	0%	60%	40%	0%	0%	2.60
5 to 10 years	4	0%	75%	0%	25%	0%	2.50
11 to 19 years	6	17%	50%	33%	0%	0%	2.83
20 years or more	3	33%	67%	0%	0%	0%	3.33
TOTAL	18	11%	61%	22%	6%	0%	2.78
c. The organizational structure within my department is clear and understandable.							
Classified	9	22%	56%	22%	0%	0%	3.00
Management/Supervisory	9	11%	78%	11%	0%	0%	3.00
Less than 5 years	5	0%	80%	20%	0%	0%	2.80
5 to 10 years	4	0%	75%	25%	0%	0%	2.75
11 to 19 years	6	17%	67%	17%	0%	0%	3.00
20 years or more	3	67%	33%	0%	0%	0%	3.67
TOTAL	18	17%	67%	17%	0%	0%	3.00
d. There is adequate administration oversight in my department.							
Classified	9	22%	78%	0%	0%	0%	3.22
Management/Supervisory	9	22%	44%	22%	0%	11%	3.00
Less than 5 years	5	20%	80%	0%	0%	0%	3.20
5 to 10 years	4	25%	75%	0%	0%	0%	3.25
11 to 19 years	6	17%	50%	17%	0%	17%	3.00
20 years or more	3	33%	33%	33%	0%	0%	3.00
TOTAL	18	22%	61%	11%	0%	6%	3.12
e. My department has too many interim assignments.							
Classified	9	0%	0%	67%	11%	22%	1.86
Management/Supervisory	9	0%	33%	56%	0%	11%	2.38
Less than 5 years	5	0%	0%	80%	0%	20%	2.00
5 to 10 years	4	0%	0%	50%	25%	25%	1.67
11 to 19 years	6	0%	33%	67%	0%	0%	2.33
20 years or more	3	0%	33%	33%	0%	33%	2.50
TOTAL	18	0%	17%	61%	6%	17%	2.13
f. Responsibilities are evenly distributed among staff within my department.							
Classified	9	0%	67%	33%	0%	0%	2.67
Management/Supervisory	9	0%	33%	33%	11%	22%	2.29
Less than 5 years	5	0%	20%	40%	0%	40%	2.33
5 to 10 years	4	0%	75%	25%	0%	0%	2.75
11 to 19 years	6	0%	50%	33%	17%	0%	2.33
20 years or more	3	0%	67%	33%	0%	0%	2.67
TOTAL	18	0%	50%	33%	6%	11%	2.50

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
Respondents' level of agreement with the organizational structure of District Services:							
a. District Services is adequately staffed to implement and advance its mission.							
Classified	9	11%	33%	33%	11%	11%	2.50
Management/Supervisory	9	0%	0%	100%	0%	0%	2.00
Less than 5 years	5	20%	20%	60%	0%	0%	2.60
5 to 10 years	4	0%	50%	25%	25%	0%	2.25
11 to 19 years	6	0%	0%	100%	0%	0%	2.00
20 years or more	3	0%	0%	67%	0%	33%	2.00
TOTAL	18	6%	17%	67%	6%	6%	2.24
b. The current organizational structure of Distrcit Srvices works well.							
Classified	9	0%	33%	44%	11%	11%	2.25
Management/Supervisory	9	0%	44%	44%	0%	11%	2.50
Less than 5 years	5	0%	40%	40%	0%	20%	2.50
5 to 10 years	4	0%	50%	25%	25%	0%	2.25
11 to 19 years	6	0%	33%	50%	0%	17%	2.40
20 years or more	3	0%	33%	67%	0%	0%	2.33
TOTAL	18	0%	39%	44%	6%	11%	2.38
c. There are unnecessary duplication of services among departments.							
Classified	9	22%	22%	22%	0%	33%	3.00
Management/Supervisory	9	11%	11%	56%	11%	11%	2.25
Less than 5 years	5	40%	40%	0%	0%	20%	3.50
5 to 10 years	4	25%	0%	50%	0%	25%	2.67
11 to 19 years	6	0%	0%	67%	17%	17%	1.80
20 years or more	3	0%	33%	33%	0%	33%	2.50
TOTAL	18	17%	17%	39%	6%	22%	2.57
d. There is adequate administration oversight at District Services.							
Classified	8	0%	38%	0%	0%	63%	3.00
Management/Supervisory	9	0%	67%	22%	0%	11%	2.75
Less than 5 years	4	0%	75%	0%	0%	25%	3.00
5 to 10 years	4	0%	75%	0%	0%	25%	3.00
11 to 19 years	6	0%	50%	17%	0%	33%	2.75
20 years or more	3	0%	0%	33%	0%	67%	2.00
TOTAL	17	0%	53%	12%	0%	35%	2.82
e. District Services has too many interim assignments within its management level.							
Classified	9	11%	22%	22%	0%	44%	2.80
Management/Supervisory	9	0%	44%	33%	0%	22%	2.57
Less than 5 years	5	0%	60%	0%	0%	40%	3.00
5 to 10 years	4	0%	0%	75%	0%	25%	2.00
11 to 19 years	6	0%	33%	33%	0%	33%	2.50
20 years or more	3	33%	33%	0%	0%	33%	3.50
TOTAL	18	6%	33%	28%	0%	33%	2.67

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
f. District Services evaluates vacant positions to determine whether or not each can be combined with another similar position.							
Classified	9	0%	0%	22%	0%	78%	2.00
Management/Supervisory	9	0%	22%	44%	0%	33%	2.33
Less than 5 years	5	0%	0%	40%	0%	60%	2.00
5 to 10 years	4	0%	0%	0%	0%	100%	0.00
11 to 19 years	6	0%	17%	50%	0%	33%	2.25
20 years or more	3	0%	33%	33%	0%	33%	2.50
TOTAL	18	0%	11%	33%	0%	56%	2.25
g. Responsibilities are evenly distributed across departments at District Services.							
Classified	9	0%	33%	22%	0%	44%	2.60
Management/Supervisory	9	0%	0%	89%	0%	11%	2.00
Less than 5 years	5	0%	20%	40%	0%	40%	2.33
5 to 10 years	4	0%	50%	25%	0%	25%	2.67
11 to 19 years	6	0%	0%	83%	0%	17%	2.00
20 years or more	3	0%	0%	67%	0%	33%	2.00
TOTAL	18	0%	17%	56%	0%	28%	2.23
h. Information is disseminated in a timely manner and I am kept informed.							
Classified	9	0%	67%	22%	11%	0%	2.56
Management/Supervisory	9	0%	67%	22%	0%	11%	2.75
Less than 5 years	5	0%	100%	0%	0%	0%	3.00
5 to 10 years	4	0%	75%	25%	0%	0%	2.75
11 to 19 years	6	0%	33%	50%	0%	17%	2.40
20 years or more	3	0%	67%	0%	33%	0%	2.33
TOTAL	18	0%	67%	22%	6%	6%	2.65

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
Respondents' level of agreement with the organizational structure of District Services:							
a. District Services is adequately staffed to implement and advance its mission.							
Classified	9	11%	33%	33%	22%	0%	2.33
Management/Supervisory	9	0%	0%	89%	11%	0%	1.89
Less than 5 years	5	0%	40%	60%	0%	0%	2.40
5 to 10 years	4	25%	25%	25%	25%	0%	2.50
11 to 19 years	6	0%	0%	83%	17%	0%	1.83
20 years or more	3	0%	0%	67%	33%	0%	1.67
TOTAL	18	6%	17%	61%	17%	0%	2.11
b. The current balance of centralization and decentralization services between District Services and the colleges works well.							
Classified	9	11%	44%	22%	11%	11%	2.63
Management/Supervisory	9	0%	11%	56%	33%	0%	1.78
Less than 5 years	5	20%	40%	20%	20%	0%	2.60
5 to 10 years	4	0%	0%	50%	25%	25%	1.67
11 to 19 years	6	0%	33%	33%	33%	0%	2.00
20 years or more	3	0%	33%	67%	0%	0%	2.33
TOTAL	18	6%	28%	39%	22%	6%	2.18
c. The current division of labor between District Services and the colleges is clear and understandable.							
Classified	9	0%	67%	33%	0%	0%	2.67
Management/Supervisory	9	0%	33%	56%	0%	11%	2.38
Less than 5 years	5	0%	60%	40%	0%	0%	2.60
5 to 10 years	4	0%	100%	0%	0%	0%	3.00
11 to 19 years	6	0%	17%	67%	0%	17%	2.20
20 years or more	3	0%	33%	67%	0%	0%	2.33
TOTAL	18	0%	50%	44%	0%	6%	2.53
d. District Services adequately supports the work of the college.							
Classified	9	11%	56%	0%	11%	22%	2.86
Management/Supervisory	9	0%	78%	22%	0%	0%	2.78
Less than 5 years	5	0%	100%	0%	0%	0%	3.00
5 to 10 years	4	25%	25%	25%	0%	25%	3.00
11 to 19 years	6	0%	83%	17%	0%	0%	2.83
20 years or more	3	0%	33%	0%	33%	33%	2.00
TOTAL	18	6%	67%	11%	6%	11%	2.81
e. The district effectively communicates and advocates for the colleges in the community and the state.							
Classified	9	0%	44%	0%	0%	56%	3.00
Management/Supervisory	8	25%	63%	13%	0%	0%	3.13
Less than 5 years	4	0%	50%	0%	0%	50%	3.00
5 to 10 years	4	0%	75%	0%	0%	25%	3.00
11 to 19 years	6	17%	50%	17%	0%	17%	3.00
20 years or more	3	33%	33%	0%	0%	33%	3.50
TOTAL	17	12%	53%	6%	0%	29%	3.08

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
f. Information between District Services and college is disseminated in a timely manner.							
Classified	9	0%	22%	11%	11%	56%	2.25
Management/Supervisory	9	0%	56%	33%	0%	11%	2.63
Less than 5 years	5	0%	20%	20%	0%	60%	2.50
5 to 10 years	4	0%	25%	25%	0%	50%	2.50
11 to 19 years	6	0%	50%	33%	0%	17%	2.60
20 years or more	3	0%	67%	0%	33%	0%	2.33
TOTAL	18	0%	39%	22%	6%	33%	2.50
g. I am kept informed of the changes within the district.							
Classified	9	0%	67%	11%	11%	11%	2.63
Management/Supervisory	9	0%	89%	11%	0%	0%	2.89
Less than 5 years	5	0%	100%	0%	0%	0%	3.00
5 to 10 years	4	0%	75%	25%	0%	0%	2.75
11 to 19 years	6	0%	67%	17%	0%	17%	2.80
20 years or more	3	0%	67%	0%	33%	0%	2.33
TOTAL	18	0%	78%	11%	6%	6%	2.76

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
Respondents' level of agreement about the delivery of education and support services to students in relation to the financial health of District Services:							
a. District Services delivers instruction in a way that maximizes the financial health of the district.							
Classified	9	11%	22%	11%	11%	44%	2.60
Management/Supervisory	9	0%	33%	11%	33%	22%	2.00
Less than 5 years	5	0%	40%	20%	20%	20%	2.25
5 to 10 years	4	25%	25%	0%	0%	50%	3.50
11 to 19 years	6	0%	33%	17%	17%	33%	2.25
20 years or more	3	0%	0%	0%	67%	33%	1.00
TOTAL	18	6%	28%	11%	22%	33%	2.25
b. I understand the relationship of class size, support services, and educational quality with the district's financial health.							
Classified	9	0%	67%	22%	11%	0%	2.56
Management/Supervisory	9	22%	56%	0%	11%	11%	3.00
Less than 5 years	5	20%	60%	20%	0%	0%	3.00
5 to 10 years	4	0%	75%	25%	0%	0%	2.75
11 to 19 years	6	0%	67%	0%	17%	17%	2.60
20 years or more	3	33%	33%	0%	33%	0%	2.67
TOTAL	18	11%	61%	11%	11%	6%	2.76
c. I understand the relationship between average class size and the ability of the district to provide competitive salary and benefits, adequate instructional supplies, and afford new program development.							
Classified	9	0%	56%	33%	11%	0%	2.44
Management/Supervisory	9	33%	56%	0%	0%	11%	3.38
Less than 5 years	5	20%	40%	40%	0%	0%	2.80
5 to 10 years	4	25%	50%	25%	0%	0%	3.00
11 to 19 years	6	0%	83%	0%	0%	17%	3.00
20 years or more	3	33%	33%	0%	33%	0%	2.67
TOTAL	18	17%	56%	17%	6%	6%	2.88
d. Decisions related to educational quality, class size, and support staffing are made at the appropriate level.							
Classified	9	0%	22%	22%	0%	56%	2.50
Management/Supervisory	9	0%	11%	11%	44%	33%	1.50
Less than 5 years	5	0%	0%	40%	20%	40%	1.67
5 to 10 years	4	0%	25%	25%	0%	50%	2.50
11 to 19 years	6	0%	33%	0%	33%	33%	2.00
20 years or more	3	0%	0%	0%	33%	67%	1.00
TOTAL	18	0%	17%	17%	22%	44%	1.90

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
Respondents' level of agreement with the decision-making process at District Services:							
a. District Services has established governance structures, processes, and practices to facilitate effective communication among its constituencies.							
Classified	8	0%	63%	13%	13%	13%	2.57
Management/Supervisory	9	0%	89%	0%	0%	11%	3.00
Less than 5 years	5	0%	80%	0%	0%	20%	3.00
5 to 10 years	4	0%	65%	25%	0%	0%	2.75
11 to 19 years	6	0%	83%	0%	0%	17%	3.00
20 years or more	2	0%	50%	0%	50%	0%	2.00
TOTAL	17	0%	77%	6%	6%	12%	2.80
b. District Services uses data for planning and for budgeting resources.							
Classified	8	0%	50%	13%	0%	38%	2.80
Management/Supervisory	9	0%	56%	22%	0%	22%	2.71
Less than 5 years	5	0%	60%	20%	0%	20%	2.75
5 to 10 years	4	0%	75%	0%	0%	25%	3.00
11 to 19 years	6	0%	33%	33%	0%	33%	2.50
20 years or more	2	0%	50%	0%	0%	50%	3.00
TOTAL	17	0%	53%	18%	0%	29%	2.75
c. District Services uses data to assess student progress and achievement.							
Classified	8	0%	75%	0%	0%	25%	3.00
Management/Supervisory	9	11%	33%	11%	11%	33%	2.67
Less than 5 years	5	0%	60%	0%	0%	40%	3.00
5 to 10 years	4	25%	75%	0%	0%	0%	3.25
11 to 19 years	6	0%	50%	0%	17%	33%	2.50
20 years or more	2	0%	0%	50%	0%	50%	2.00
TOTAL	17	6%	53%	6%	6%	29%	2.83
d. District Services ensures accountability for student success by identifying clear goals, and implementing strategies for improvement.							
Classified	8	0%	63%	13%	0%	25%	2.83
Management/Supervisory	9	0%	22%	56%	0%	22%	2.29
Less than 5 years	5	0%	20%	40%	0%	40%	2.33
5 to 10 years	4	0%	75%	25%	0%	0%	2.75
11 to 19 years	6	0%	50%	33%	0%	17%	2.60
20 years or more	2	0%	0%	50%	0%	50%	2.00
TOTAL	17	0%	41%	35%	0%	24%	2.54
e. I am held accountable for accomplishing my assigned responsibilities.							
Classified	8	25%	75%	0%	0%	0%	3.25
Management/Supervisory	9	33%	56%	0%	0%	11%	3.38
Less than 5 years	5	40%	60%	0%	0%	0%	3.40
5 to 10 years	4	50%	50%	0%	0%	0%	3.50
11 to 19 years	6	0%	83%	0%	0%	17%	3.00
20 years or more	2	50%	50%	0%	0%	0%	3.50
TOTAL	17	29%	65%	0%	0%	6%	3.31

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
Respondents' level of agreement with the allocation of resources at District Services:							
a. Resource allocation processes are clearly linked to the planning processes.							
Classified	8	0%	50%	0%	0%	50%	3.00
Management/Supervisory	9	0%	56%	22%	0%	22%	2.71
Less than 5 years	5	0%	80%	0%	0%	20%	3.00
5 to 10 years	4	0%	50%	0%	0%	50%	3.00
11 to 19 years	6	0%	50%	17%	0%	33%	2.75
20 years or more	2	0%	0%	50%	0%	50%	2.00
TOTAL	17	0%	53%	12%	0%	35%	2.82
b. The current budget allocation process promotes the effective allocation of resources.							
Classified	8	0%	38%	13%	0%	50%	2.75
Management/Supervisory	9	0%	22%	44%	0%	33%	2.33
Less than 5 years	5	0%	40%	40%	0%	20%	2.50
5 to 10 years	4	0%	25%	0%	0%	75%	3.00
11 to 19 years	6	0%	33%	33%	0%	33%	2.50
20 years or more	2	0%	0%	50%	0%	50%	2.00
TOTAL	17	0%	29%	29%	0%	41%	2.50
c. I have appropriate opportunities to contribute input to planning and budgeting.							
Classified	8	0%	13%	25%	38%	25%	1.67
Management/Supervisory	9	0%	78%	22%	0%	0%	2.78
Less than 5 years	5	0%	60%	0%	20%	20%	2.50
5 to 10 years	4	0%	25%	25%	25%	25%	2.00
11 to 19 years	6	0%	50%	50%	0%	0%	2.50
20 years or more	2	0%	50%	0%	50%	0%	2.00
TOTAL	17	0%	47%	24%	18%	12%	2.33
d. District Services maintains and upgrades its technology infrastructure (hardware and software) to meet student learning and staff needs.							
Classified	8	13%	63%	25%	0%	0%	2.88
Management/Supervisory	7	0%	56%	22%	0%	22%	2.71
Less than 5 years	5	20%	40%	0%	0%	40%	3.33
5 to 10 years	4	0%	50%	50%	0%	0%	2.50
11 to 19 years	6	0%	67%	33%	0%	0%	2.67
20 years or more	2	0%	100%	0%	0%	0%	3.00
TOTAL	17	6%	59%	24%	0%	12%	2.80
e. District Services provides sufficient professional development opportunities.							
Classified	8	0%	50%	50%	0%	0%	2.50
Management/Supervisory	9	0%	78%	22%	0%	0%	2.78
Less than 5 years	5	0%	80%	20%	0%	0%	2.80
5 to 10 years	4	0%	75%	25%	0%	0%	2.75
11 to 19 years	6	0%	50%	50%	0%	0%	2.50
20 years or more	2	0%	50%	50%	0%	0%	2.50
TOTAL	17	0%	65%	35%	0%	0%	2.65

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
f. District Services creates opportunities for career advancement.							
Classified	8	0%	38%	50%	0%	13%	2.43
Management/Supervisory	9	0%	44%	33%	0%	22%	2.57
Less than 5 years	5	0%	60%	20%	0%	20%	2.75
5 to 10 years	4	0%	50%	20%	0%	25%	2.67
11 to 19 years	6	0%	17%	67%	0%	17%	2.20
20 years or more	2	0%	50%	50%	0%	0%	2.50
TOTAL	17	0%	41%	41%	0%	18%	2.50

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

Current college functions that should be centralized and provided by District Services:	
	n=18
Academic computing technologies	0%
Budgeting & funding for needed programs	0%
Campus safety & parking	0%
Centralizing management duties	0%
Communication	11%
Financial aid	0%
Grant writing to procure funds	11%
Human resources	0%
Information technologies	50%
Institutional research/data services	0%
Maintenance & operations	11%
Payroll & timesheet	0%
Procedure manuals/documentation	11%
Promotion of colleges & outreach	0%
Purchasing & traveling requests	6%
Title IX, accountability & compliance support	0%
Other	0%

Current District Services functions that should be decentralized and provided by the colleges:	
	n=9
Budget development & allocation	0%
Campus security	0%
Course offering & enrollment management	0%
CTE programming	0%
Curriculum development	0%
Diversity & compliance	0%
Grant oversight	0%
Graphic & printing services	0%
Hiring/staffing decisions	11%
Maintenance and operations	0%
Professional development	0%
Program review	0%
Public information & marketing	11%
Purchasing & traveling requests	0%
Research & need for data	0%
Technology support services	44%
Other	33%

Duplicate functions (provided by both the college and District Services) that should be reviewed:	
	n=11
Budgeting/accounting	18%
Categorical funds oversity (equity, Strong Workforce, Perkins, etc.)	9%
Communication (internal/external)	0%
CTE programming	0%
Diversity/complinance/Title IX	0%
Grants & Foundation	9%
Human resources, hiring process, evaluation process	0%
Information services (networking, access, enterprise system)	36%
Instructional technology & support services (online platform, helpdesk)	0%
Instructional programs	0%
Maintenance	9%
Marketing/outreach efforts	18%
Professional development	0%
Program review/planning	0%
Purchasing & traveling requests	0%
Research & reporting of data	0%
Review of management positions	0%
Safety & parking	0%
Other	0%

My former colleagues left NOCCCD for the following reason(s)?*	
	n=48
Retirement	25%
Better pay (lateral move)	17%
Better benefits	13%
Promotion (higher level)	21%
Lack of advancement	4%
Lack of job satisfaction	13%
Moved out of the area	0%
Closer to home	2%
Hostile work environment/ discrimination	0%
Lack of leadership/management	4%
Other	2%

**Respondents were give the opportunity to mark as many reasons as they see fit.*

SUMMARY OF DISTRICT SERVICES COMMENTS

Summary of Comments from District Classified Staff:

- The district should expand on our online class offerings
- There should be more collaboration between District Services and the colleges in the area of Maintenance & Operations

Summary of Comments from District Management/Supervisory:

- Need greater alignment in diversity and inclusion efforts
- There are many benefits our district reaps being a multi-college District
- There does not seem to be a clearly defined vision of the role District Services is to play in supporting the colleges and NOCE
- The colleges and NOCE look to District Services to provide some additional support, for which they are directed back to their campus administration
- There's always room to improve communication between the colleges/NOCE/DS
- Students interact with technology supported by both colleges/NOCE as well as District Services
- There should be a central point of contact, a helpdesk, that can field calls/emails for all these systems, provide a first level of support, and transfer calls which need additional support as needed
- The district functions effectively for our size but we can continue to make improvements
- We could improve by using data to make more decisions
- We should have a more centralize process for grants

APPENDIX G

G. Survey Results for Fullerton College

North Orange County Community College District
Results of the Organizational Structure Survey for Fullerton College

Spring 2018

North Orange County Community College District is conducting a comprehensive organizational structure to ensure it is serving its students and community effectively and efficiently. A component of such a review requires multiple perspectives, including the perspective of those who work within the organization. In early February 2018, all full-time faculty and staff were invited to share their opinions of the District and its Colleges via an online survey.

During a three-week period, 516 staff and faculty shared their understanding, compliments, and concerns about the existing structure of their department, the Colleges, as well as the District Services. Of those, 246 Fullerton College employees participated, including from employees of different employment classifications, and from employees grouped by years of employment:

- Slightly more than half of the respondents were faculty, 34% classified/confidential, and 15% were management/supervisory; and
- More than three-fourths (29%) have been employed at the college less than five years, 17% from 5 to 10 years, 31% 11 to 19 years and 23% have been with Fullerton College for more than 20 years.

This report summarizes the findings of the 246 respondents' feedback on organizational structure issues relating specifically to Fullerton College. Overall, respondents somewhat agreed that the District's, the College's, and their department's organizational structure works, but that there is room for improvement. Respondents were generous in sharing their comments, compliments and concerns. The comments may prove helpful as the college considers refining its structures for efficiency and effectiveness.

About Respondents' Work Location of Fullerton College:

- Many respondents stated that student needs are the main focus of their workplace (mean of 3.52, on a scale of 1 to 4, 1 being "strongly disagree" and 4 being "strongly agree"), that they engage in program reviews regularly (3.32) and that they use data to enhance the effectiveness of the department (3.12).
- Respondents somewhat agreed that management encourages employees to take initiative to improve institutional effectiveness (3.00) or that their workplace has established governance structures, processes and practices to facilitate effective communication (2.88).
- There were minor differences in ratings among the different employee groups and the respondents grouped by years of service at the college.

Organizational Structure at the Department Level:

- Respondents stated that there is adequate administration oversight (3.03) and that the organizational structure within their department is clear and understandable (2.94).

- However, respondents indicated less agreement that their department is adequately staffed to implement and advance its mission (2.44), that responsibilities are evenly distributed among staff within the department (2.49), or that the department has too many interim management assignments (2.16).
    - There were minor differences among the different employee groups and the respondents grouped by years of services. Classified staff noted slightly less agreement that there is adequate administrative oversight in their department (2.91 vs. 3.07 and 3.14 for faculty and management/supervisory respectively).

Organizational Structure at the College Level:

- Respondents agreed that there is adequate administrative oversight at the college (2.94), that the current organizational structure of the college level works well (2.76), and that information across the departments is not disseminated in a timely manner, leaving the respondents uninformed (2.75).
- Some respondents noted that the College somewhat evaluated vacant positions to determine whether or not each can be combined with another similar position (2.61), has too many interim assignments within its management level (2.61), and fairly adequate staffing to implement and advance its mission (2.60),
    - Management/supervisory were more likely than faculty to agree that the college does evaluate vacant positions (2.94 vs. 2.42 respectively).
    - The management/supervisory and those employed more than 20 years at Fullerton College were more in agreement that there are too many interim positions among management (2.84 and 2.74 respectively vs. 2.62 overall).
- There was an indication that responsibilities are not evenly distributed across departments (2.35) and that there is unnecessary duplication of services among departments (2.46).
    - The management/supervisory employee group indicated less agreement than the other employee groups (2.16 vs. 2.37 and 2.42 for faculty and classified respectively) that responsibilities are distributed across departments evenly.

Organizational Structure at the District Services:

- Respondents noted that the District effectively communicates and advocates for the Colleges in the community and at the state level (2.81) and that District Services is adequately staffed to implement and advance its mission (2.69).
    - District Services respondents did not rate their agreement as high that they are adequately staffed (2.11 vs. 2.69 to 2.77 from the other locations).
- Respondents did not find information between District Services and the College to be disseminated in a timely manner and that they are not kept informed of changes within the District (2.59 and 2.54 respectively).
    - Respondents employed more than 20 years at Fullerton College were in less agreement than the other sub-groups for these two categories.
- Respondents noted some agreement in that District Services adequately supports the work of the Colleges (2.59), that the current balance of centralization and decentralization between District Services and the Colleges works well (2.45) and that the division of labor between the two units is clear and understandable (2.42).

Delivery of Education and Support Services to Students in Relation to Financial Health:

- Respondents understood the relationship of class size, support services, and educational quality with the district's financial health (2.89), but slightly less agreement in their understanding of the relationship between average class size and the ability of the district to provide competitive salary and benefits, adequate instructional supplies, and afford new program development (2.75).
    - The management/supervisory group had a slightly higher understanding than the other sub-groups about these two areas (3.35 and 3.22 respectively).
- Respondents somewhat agreed that the college delivers instruction in a way that maximizes the financial health of the district (2.82) and much less agreement in that decisions related to educational quality, class size, and supporting staffing are made at the appropriate level (2.49).
- Faculty rated lower agreement than the other sub-groups that decision making is made at the appropriate level (2.42 vs. 2.56 and 2.60 for classified and management/supervisory respectively).

Decision-Making Process at Fullerton College:

- Many respondents agreed that they are held accountable for accomplishing their assigned responsibilities (3.42), but slightly less agreement in that the College ensures accountability for student success by identifying clear goals and implementing strategies for improvement (2.99).
    - Classified staff and those who have been employed at the district for less than five years were slightly more agreeable than those in the other sub-groups.
- The College uses data to assess student progress and achievement (3.10), as well as to plan and to budget resources (2.98).
- Respondents also agreed that the College has established governance structures, processes and practices to facilitate effective communication among its constituencies (2.88).
- Respondents employed at Fullerton College more than 20 years rated every question consistently lower than the other sub-groups regarding the decision-making process.

Allocation of Resources at Fullerton College:

- Respondents agreed that the College provides sufficient professional development opportunities (2.92), but somewhat agreed that the College creates opportunities for career advancement. There were minor differences among the sub-groups.
- Respondents were somewhat in agreement that the current budget allocation processes are clearly linked to the planning processes (2.62), but slightly lower agreement that it promotes the effective allocation of resources (2.48) and that there are appropriate opportunities to contribute input to planning and budgeting at the college (2.45).
- Many respondents also did not agree that the College maintains and upgrades its technology infrastructure to meet student learning and staff needs (2.32 respectively).
- Respondents employed at the District for 20+ years were consistently slightly less agreeable than those of other sub-groups in every question in this section,

Alignment of District Services and College Functions:

- Information technologies, budgeting and funding for needed programs, human resources, communications, grants writing and safety were among the functions that Fullerton College respondents would like to see centralized and offered by District Services. A comprehensive list of other functions can be found on page 16.
- Information technology services, budget development and allocation of funds, public information/marketing, professional development (new instructional strategies, conferences, training in the use of technology), and curriculum development were among the services respondents would like to see decentralized and offered at the colleges. A comprehensive list of other functions can be found on page 16.
- Budget development and allocation, information technology and instructional support services, human resources and hiring/staffing decisions, and Title IX and compliance were duplicate functions that should be reviewed for effectiveness. A comprehensive list of other functions can be found on page 17.
- Other than the one-fifth of responses noting retirement, respondents identified major reasons that former colleagues left the College due to better pay for lateral move (21%), better benefits (17%), promotion to higher level (13%), and lack of advancement (10%).
    - There was an additional 12% of respondents that identified lack of job satisfaction, hostile work environment and lack of leadership as the causes of former employees leaving.

Respondent comments:

Below are some observations from comments made by Fullerton College respondents. A completed list of comments, by employee group and by college location, can be found on pages 18 to 28.

- Staff expressed frustration when dealing with some of the District Services, such as human resources and IT. They do not get a response to their requests in a timely manner, nor do they feel the district staff plans meetings or trainings with consideration to the activities, schedules, and needs of the colleges.
    - Human resources, payroll, and purchasing processes take too much time.
    - There is a lack of documentation of many processes and procedures.
- Respondents noted there are too many interim management positions.
    - There were suggestions that the College needs to review various positions to ensure fair wages for like positions.
- There is a perception that decisions made at the District level do not include input from college staff and faculty.
- Communication between the Colleges and the District and between departments at the College is limited and that respondents are uninformed.
- Respondents did not understand many of the programs and services at District Services and, therefore, question the need for the programs and personnel.
- The College has not been able to hire the most qualified candidates due to low pay and benefits. They also feel hiring decisions should be made at the College.
    - There are indications that employees have left due to the lack of benefits coverages for dependents and low wages for the amount of work assigned.
- Safety/security, compliance and workplace environment need more oversight.
- Some respondents stated the need for oversight of various grants (equity, SSSP, workforce development, etc.).

North Orange County Community College District
Organizational Structure Survey Result for Fullerton College, Spring 2018

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
Respondents' level of agreement about their work location of Fullerton College:							
a. Student needs are the main focus of the unit where I work.							
Classified	84	57%	32%	6%	4%	1%	3.45
Faculty	125	57%	40%	2%	1%	0%	3.53
Management/Supervisory	36	67%	33%	0%	0%	0%	3.67
Less than 5 years	71	62%	31%	4%	3%	0%	3.52
5 to 10 years	40	58%	40%	3%	0%	0%	3.55
11 to 19 years	77	61%	33%	3%	3%	1%	3.54
20 years or more	57	51%	46%	4%	0%	0%	3.47
TOTAL	245	58%	36%	3%	2%	0%	3.52
b. The college has established governance structures, processes, and practices to facilitate effective communication							
Classified	84	17%	56%	17%	4%	7%	2.92
Faculty	125	12%	51%	24%	1%	12%	2.85
Management/Supervisory	36	14%	58%	25%	0%	3%	2.89
Less than 5 years	71	20%	52%	16%	1%	11%	3.02
5 to 10 years	41	12%	54%	20%	0%	15%	2.91
11 to 19 years	77	14%	53%	25%	3%	5%	2.84
20 years or more	56	7%	57%	27%	2%	7%	2.75
TOTAL	245	14%	54%	22%	2%	9%	2.88
c. The college engages in program reviews on a regular basis.							
Classified	83	28%	48%	4%	1%	19%	3.27
Faculty	125	30%	54%	3%	1%	11%	3.29
Management/Supervisory	36	50%	47%	0%	0%	3%	3.51
Less than 5 years	71	32%	49%	0%	1%	17%	3.36
5 to 10 years	40	33%	45%	8%	0%	15%	3.29
11 to 19 years	77	31%	52%	4%	1%	12%	3.28
20 years or more	56	34%	57%	2%	0%	7%	3.35
TOTAL	244	32%	51%	3%	1%	13%	3.32
d. Management encourages employees to take initiative to improve institutional effectiveness.							
Classified	84	25%	44%	18%	7%	6%	2.92
Faculty	125	24%	47%	13%	5%	11%	3.02
Management/Supervisory	36	28%	53%	17%	0%	3%	3.11
Less than 5 years	71	30%	45%	11%	4%	10%	3.11
5 to 10 years	41	20%	54%	15%	0%	12%	3.06
11 to 19 years	77	23%	46%	18%	8%	5%	2.89
20 years or more	56	25%	46%	16%	5%	7%	2.98
TOTAL	245	25%	47%	15%	5%	8%	3.00
e. I regularly use data to enhance the effectiveness of my department.							
Classified	84	29%	44%	10%	5%	13%	3.11
Faculty	125	17%	56%	17%	1%	10%	2.98
Management/Supervisory	36	56%	44%	0%	0%	0%	3.56
Less than 5 years	71	34%	48%	6%	4%	9%	3.22
5 to 10 years	40	35%	38%	15%	0%	13%	3.23
11 to 19 years	77	25%	53%	13%	1%	8%	3.10
20 years or more	57	14%	58%	16%	2%	11%	2.94
TOTAL	245	27%	50%	12%	2%	9%	3.12

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
Participants' level of agreement about the structure within the department where they work:							
a. My department is adequately staffed to implement and advance its mission.							
Classified	84	13%	31%	30%	25%	1%	2.33
Faculty	126	14%	38%	29%	15%	3%	2.53
Management/Supervisory	36	6%	44%	31%	19%	0%	2.36
Less than 5 years	71	20%	31%	31%	14%	4%	2.59
5 to 10 years	41	20%	42%	15%	22%	2%	2.60
11 to 19 years	77	8%	42%	35%	16%	0%	2.42
20 years or more	57	5%	33%	32%	28%	2%	2.16
TOTAL	246	13%	37%	30%	19%	2%	2.44
b. The current organizational structure of my department works well.							
Classified	84	21%	39%	24%	13%	2%	2.71
Faculty	126	21%	49%	20%	7%	2%	2.87
Management/Supervisory	36	17%	50%	25%	8%	0%	2.75
Less than 5 years	71	25%	37%	24%	11%	3%	2.78
5 to 10 years	41	27%	46%	17%	5%	5%	3.00
11 to 19 years	77	16%	55%	21%	8%	1%	2.79
20 years or more	57	18%	46%	25%	12%	0%	2.68
TOTAL	246	21%	46%	22%	9%	2%	2.80
c. The organizational structure within my department is clear and understandable.							
Classified	84	25%	46%	17%	11%	1%	2.87
Faculty	126	21%	56%	16%	4%	2%	2.98
Management/Supervisory	36	19%	64%	11%	6%	0%	2.97
Less than 5 years	71	30%	45%	13%	10%	3%	2.97
5 to 10 years	41	24%	54%	20%	0%	2%	3.03
11 to 19 years	77	16%	58%	17%	8%	1%	2.83
20 years or more	57	21%	60%	14%	5%	0%	2.96
TOTAL	246	22%	54%	15%	7%	2%	2.94
d. There is adequate administration oversight in my department.							
Classified	84	29%	42%	16%	11%	4%	2.91
Faculty	125	27%	53%	13%	4%	3%	3.07
Management/Supervisory	36	33%	53%	8%	6%	0%	3.14
Less than 5 years	70	37%	37%	13%	7%	6%	3.11
5 to 10 years	41	32%	49%	10%	7%	2%	3.08
11 to 19 years	77	21%	57%	14%	7%	1%	2.93
20 years or more	57	26%	53%	14%	5%	2%	3.02
TOTAL	245	29%	49%	13%	7%	3%	3.03
e. My department has too many interim assignments.							
Classified	84	8%	13%	35%	19%	25%	2.14
Faculty	126	5%	15%	36%	17%	28%	2.11
Management/Supervisory	36	11%	22%	47%	14%	6%	2.32
Less than 5 years	71	11%	9%	38%	14%	28%	2.24
5 to 10 years	41	7%	20%	27%	27%	20%	2.09
11 to 19 years	77	1%	13%	47%	18%	21%	1.97
20 years or more	57	9%	25%	30%	12%	25%	2.40
TOTAL	246	7%	15%	37%	17%	24%	2.16

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
f. Responsibilities are evenly distributed among staff within my department.							
Classified	84	13%	32%	35%	17%	4%	2.43
Faculty	126	10%	35%	25%	15%	15%	2.46
Management/Supervisory	36	8%	64%	19%	8%	0%	2.72
Less than 5 years	71	20%	39%	18%	14%	9%	2.71
5 to 10 years	41	15%	34%	29%	12%	10%	2.57
11 to 19 years	77	7%	39%	30%	18%	7%	2.36
20 years or more	57	2%	39%	35%	12%	12%	2.34
TOTAL	246	11%	38%	28%	15%	9%	2.49

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
Respondents' level of agreement with the organizational structure of Fullerton College:							
a. The college is adequately staffed to implement and advance its mission.							
Classified	84	10%	35%	36%	8%	12%	2.51
Faculty	125	14%	36%	23%	4%	23%	2.77
Management/Supervisory	36	3%	36%	47%	11%	3%	2.31
Less than 5 years	71	20%	31%	25%	3%	21%	2.86
5 to 10 years	40	10%	35%	30%	10%	15%	2.53
11 to 19 years	77	8%	39%	35%	7%	12%	2.54
20 years or more	57	4%	37%	33%	9%	18%	2.43
TOTAL	245	11%	36%	31%	7%	16%	2.60
b. The current organizational structure of college works well.							
Classified	84	11%	51%	23%	2%	13%	2.81
Faculty	126	10%	48%	18%	4%	20%	2.80
Management/Supervisory	36	3%	50%	42%	3%	3%	2.54
Less than 5 years	71	20%	44%	18%	1%	17%	2.98
5 to 10 years	41	7%	54%	27%	0%	12%	2.78
11 to 19 years	77	8%	48%	25%	5%	14%	2.68
20 years or more	57	0%	54%	25%	5%	16%	2.58
TOTAL	246	9%	49%	23%	3%	15%	2.76
c. There are unnecessary duplication of services among departments.							
Classified	84	8%	24%	32%	13%	23%	2.35
Faculty	124	7%	19%	37%	2%	35%	2.47
Management/Supervisory	36	6%	56%	25%	8%	6%	2.62
Less than 5 years	71	11%	28%	35%	6%	20%	2.56
5 to 10 years	39	8%	21%	36%	5%	31%	2.44
11 to 19 years	77	7%	23%	31%	9%	30%	2.39
20 years or more	57	4%	30%	33%	7%	26%	2.40
TOTAL	244	7%	26%	34%	7%	26%	2.46
d. There is adequate administration oversight at the college.							
Classified	82	11%	62%	13%	1%	12%	2.94
Faculty	125	16%	48%	14%	2%	20%	2.97
Management/Supervisory	34	9%	68%	21%	3%	0%	2.82
Less than 5 years	68	27%	50%	10%	2%	12%	3.15
5 to 10 years	41	15%	51%	12%	0%	22%	3.03
11 to 19 years	76	5%	59%	21%	3%	12%	2.76
20 years or more	56	7%	61%	13%	4%	16%	2.85
TOTAL	241	13%	56%	15%	2%	15%	2.94
e. The college has too many interim assignments within its management level.							
Classified	83	6%	23%	27%	4%	41%	2.53
Faculty	125	6%	23%	22%	3%	46%	2.58
Management/Supervisory	36	19%	36%	28%	3%	14%	2.84
Less than 5 years	71	10%	18%	20%	3%	49%	2.69
5 to 10 years	40	5%	28%	23%	5%	40%	2.54
11 to 19 years	76	3%	30%	29%	3%	36%	2.51
20 years or more	57	14%	25%	25%	4%	33%	2.74
TOTAL	244	8%	25%	24%	3%	40%	2.62

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
f. The college evaluates vacant positions to determine whether or not each can be combined with another similar position.							
Classified	84	6%	21%	19%	4%	50%	2.60
Faculty	126	2%	20%	12%	6%	60%	2.42
Management/Supervisory	36	22%	39%	22%	3%	14%	2.94
Less than 5 years	71	10%	23%	18%	1%	48%	2.78
5 to 10 years	41	2%	15%	15%	7%	61%	2.31
11 to 19 years	77	7%	20%	14%	5%	55%	2.60
20 years or more	57	4%	35%	16%	7%	39%	2.57
TOTAL	246	6%	23%	16%	5%	50%	2.61
g. Responsibilities are evenly distributed across departments at the college.							
Classified	84	6%	21%	32%	6%	35%	2.42
Faculty	125	2%	24%	22%	8%	44%	2.37
Management/Supervisory	36	3%	19%	53%	11%	14%	2.16
Less than 5 years	71	6%	23%	25%	6%	41%	2.48
5 to 10 years	40	3%	28%	33%	5%	33%	2.41
11 to 19 years	77	5%	17%	36%	8%	34%	2.29
20 years or more	57	0%	26%	25%	12%	37%	2.22
TOTAL	245	4%	22%	30%	8%	36%	2.35
h. Information is disseminated in a timely manner and I am kept informed.							
Classified	83	11%	48%	21%	15%	6%	2.59
Faculty	126	14%	55%	16%	6%	10%	2.83
Management/Supervisory	36	14%	67%	6%	11%	3%	2.86
Less than 5 years	71	17%	51%	13%	9%	11%	2.86
5 to 10 years	41	15%	59%	10%	10%	7%	2.84
11 to 19 years	77	10%	53%	21%	12%	4%	2.65
20 years or more	56	9%	57%	18%	9%	7%	2.71
TOTAL	245	13%	54%	16%	10%	7%	2.75

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
Respondents' level of agreement with the organizational structure of District Services:							
a. District Services is adequately staffed to implement and advance its mission.							
Classified	83	11%	35%	16%	6%	32%	2.75
Faculty	123	9%	23%	15%	2%	51%	2.78
Management/Supervisory	36	3%	33%	42%	6%	17%	2.40
Less than 5 years	70	13%	31%	16%	1%	39%	2.91
5 to 10 years	40	3%	35%	20%	8%	35%	2.50
11 to 19 years	76	7%	26%	25%	3%	40%	2.61
20 years or more	56	11%	23%	14%	7%	45%	2.68
TOTAL	242	9%	29%	19%	4%	40%	2.69
b. The current balance of centralization and decentralization services between District Services and the college works well.							
Classified	83	8%	31%	29%	5%	27%	2.59
Faculty	124	5%	23%	11%	7%	53%	2.55
Management/Supervisory	36	3%	14%	56%	19%	8%	2.00
Less than 5 years	70	9%	30%	29%	4%	29%	2.60
5 to 10 years	41	2%	27%	24%	5%	42%	2.46
11 to 19 years	76	5%	25%	30%	4%	36%	2.49
20 years or more	56	5%	16%	9%	21%	48%	2.10
TOTAL	243	6%	25%	24%	8%	37%	2.45
c. The current division of labor between District Services and the college is clear and understandable.							
Classified	83	6%	35%	27%	7%	25%	2.53
Faculty	123	6%	17%	19%	4%	54%	2.54
Management/Supervisory	36	0%	19%	53%	19%	8%	2.00
Less than 5 years	70	7%	33%	29%	4%	27%	2.59
5 to 10 years	40	3%	20%	25%	8%	45%	2.32
11 to 19 years	76	3%	24%	25%	8%	41%	2.36
20 years or more	56	7%	14%	27%	11%	41%	2.30
TOTAL	242	5%	24%	26%	7%	38%	2.42
d. District Services adequately supports the work of the college.							
Classified	83	7%	41%	27%	7%	18%	2.59
Faculty	124	5%	32%	19%	3%	42%	2.65
Management/Supervisory	35	3%	54%	26%	14%	3%	2.47
Less than 5 years	69	10%	41%	13%	9%	28%	2.72
5 to 10 years	41	2%	32%	27%	7%	32%	2.43
11 to 19 years	76	5%	40%	25%	4%	26%	2.63
20 years or more	56	2%	38%	27%	5%	29%	2.50
TOTAL	242	5%	38%	22%	6%	28%	2.59
e. The district effectively communicates and advocates for the colleges in the community and the state.							
Classified	83	13%	36%	12%	5%	34%	2.87
Faculty	123	7%	23%	16%	3%	51%	2.67
Management/Supervisory	36	11%	67%	3%	6%	14%	2.97
Less than 5 years	69	17%	32%	12%	4%	35%	2.96
5 to 10 years	40	5%	43%	8%	5%	40%	2.79
11 to 19 years	77	12%	33%	14%	4%	38%	2.83
20 years or more	56	0%	32%	16%	4%	48%	2.55
TOTAL	242	10%	34%	13%	4%	40%	2.81

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
f. Information between District Services and college is disseminated in a timely manner.							
Classified	83	8%	40%	30%	6%	16%	2.60
Faculty	124	7%	32%	19%	5%	38%	2.65
Management/Supervisory	35	3%	46%	37%	11%	3%	2.41
Less than 5 years	69	12%	39%	22%	6%	22%	2.72
5 to 10 years	41	5%	34%	29%	2%	29%	2.59
11 to 19 years	76	7%	37%	30%	4%	22%	2.59
20 years or more	56	2%	36%	20%	13%	30%	2.38
TOTAL	242	7%	37%	25%	6%	25%	2.59
g. I am kept informed of the changes within the district.							
Classified	84	7%	39%	26%	17%	11%	2.41
Faculty	122	7%	47%	28%	3%	16%	2.67
Management/Supervisory	35	6%	43%	43%	9%	0%	2.46
Less than 5 years	69	12%	42%	32%	7%	7%	2.63
5 to 10 years	40	3%	48%	28%	5%	18%	2.58
11 to 19 years	77	8%	44%	27%	12%	9%	2.53
20 years or more	55	2%	42%	31%	9%	16%	2.43
TOTAL	241	7%	44%	30%	9%	12%	2.54

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
Respondents' level of agreement about the delivery of education and support services to students in relation to the financial health of Fullerton College:							
a. The college delivers instruction in a way that maximizes the financial health of the district.							
Classified	82	7%	44%	12%	2%	34%	2.85
Faculty	118	9%	37%	14%	2%	37%	2.86
Management/Supervisory	36	8%	42%	31%	3%	17%	2.67
Less than 5 years	68	13%	47%	12%	2%	27%	2.98
5 to 10 years	40	8%	48%	13%	0%	33%	2.93
11 to 19 years	74	8%	32%	20%	3%	37%	2.72
20 years or more	54	4%	37%	19%	4%	37%	2.65
TOTAL	236	9%	40%	16%	2%	33%	2.82
b. I understand the relationship of class size, support services, and educational quality with the district's financial health.							
Classified	81	16%	47%	11%	3%	24%	3.00
Faculty	122	13%	51%	14%	6%	16%	2.85
Management/Supervisory	36	42%	44%	8%	0%	6%	3.35
Less than 5 years	68	19%	52%	10%	2%	18%	3.07
5 to 10 years	41	17%	44%	22%	2%	15%	2.89
11 to 19 years	75	17%	52%	12%	4%	15%	2.97
20 years or more	55	20%	44%	7%	7%	22%	2.98
TOTAL	239	18%	49%	12%	4%	17%	2.98
c. I understand the relationship between average class size and the ability of the district to provide competitive salary and benefits, adequate instructional supplies, and afford new program development.							
Classified	82	12%	40%	22%	2%	23%	2.81
Faculty	121	6%	46%	24%	9%	16%	2.57
Management/Supervisory	36	39%	31%	19%	0%	11%	3.22
Less than 5 years	69	12%	52%	19%	1%	17%	2.88
5 to 10 years	40	13%	33%	35%	3%	18%	2.67
11 to 19 years	75	13%	39%	24%	7%	17%	2.71
20 years or more	55	15%	40%	16%	11%	18%	2.71
TOTAL	239	13%	41%	23%	5%	18%	2.75
d. Decisions related to educational quality, class size, and support staffing are made at the appropriate level.							
Classified	82	10%	24%	17%	10%	39%	2.56
Faculty	123	5%	29%	24%	11%	32%	2.42
Management/Supervisory	36	3%	42%	19%	6%	31%	2.60
Less than 5 years	69	9%	35%	16%	4%	36%	2.75
5 to 10 years	41	5%	27%	15%	2%	51%	2.70
11 to 19 years	76	7%	26%	24%	12%	32%	2.40
20 years or more	55	4%	29%	27%	18%	22%	2.23
TOTAL	241	6%	30%	21%	10%	34%	2.49

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
Respondents' level of agreement with the decision-making process at Fullerton College:							
a. The college has established governance structures, processes, and practices to facilitate effective communication							
Classified	82	16%	56%	15%	5%	9%	2.91
Faculty	122	12%	56%	16%	4%	13%	2.86
Management/Supervisory	35	11%	63%	20%	0%	6%	2.91
Less than 5 years	68	24%	43%	15%	3%	16%	3.04
5 to 10 years	40	5%	75%	10%	0%	10%	2.94
11 to 19 years	75	12%	56%	23%	3%	7%	2.83
20 years or more	56	7%	63%	13%	9%	9%	2.75
TOTAL	239	13%	57%	16%	4%	11%	2.88
b. The college uses data for planning and for budgeting resources.							
Classified	82	17%	48%	9%	2%	24%	3.05
Faculty	123	10%	46%	11%	2%	31%	2.91
Management/Supervisory	35	11%	77%	9%	0%	3%	3.03
Less than 5 years	68	17%	49%	6%	2%	27%	3.12
5 to 10 years	41	15%	42%	15%	0%	29%	3.00
11 to 19 years	75	12%	55%	12%	3%	19%	2.93
20 years or more	56	5%	55%	9%	4%	27%	2.85
TOTAL	240	13%	51%	10%	2%	25%	2.98
c. The college uses data to assess student progress and achievement.							
Classified	81	26%	56%	4%	1%	14%	3.23
Faculty	121	17%	55%	12%	1%	16%	3.03
Management/Supervisory	35	14%	71%	11%	0%	3%	3.03
Less than 5 years	68	28%	56%	4%	2%	10%	3.23
5 to 10 years	40	18%	58%	10%	0%	15%	3.09
11 to 19 years	73	22%	56%	11%	0%	11%	3.12
20 years or more	56	7%	61%	13%	2%	18%	2.89
TOTAL	237	19%	57%	9%	1%	13%	3.10
d. The college ensures accountability for student success by identifying clear goals, and implementing strategies for							
Classified	82	20%	57%	6%	2%	15%	3.10
Faculty	123	14%	54%	11%	4%	17%	2.93
Management/Supervisory	35	11%	71%	17%	0%	0%	2.94
Less than 5 years	68	28%	52%	6%	2%	13%	3.22
5 to 10 years	41	12%	56%	10%	2%	20%	2.97
11 to 19 years	75	12%	59%	15%	3%	12%	2.91
20 years or more	56	7%	64%	11%	5%	13%	2.84
TOTAL	240	15%	58%	10%	3%	14%	2.99
e. I am held accountable for accomplishing my assigned responsibilities.							
Classified	80	44%	50%	0%	0%	6%	3.47
Faculty	122	43%	48%	4%	0%	5%	3.41
Management/Supervisory	35	40%	57%	3%	0%	0%	3.37
Less than 5 years	67	54%	43%	0%	0%	3%	3.55
5 to 10 years	40	40%	53%	0%	0%	8%	3.43
11 to 19 years	74	43%	51%	3%	0%	3%	3.42
20 years or more	56	32%	54%	7%	0%	7%	3.27
TOTAL	237	43%	50%	3%	0%	5%	3.42

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
Respondents' level of agreement with the allocation of resources at Fullerton College:							
a. Resource allocation processes are clearly linked to the planning processes.							
Classified	81	7%	35%	16%	5%	37%	2.71
Faculty	123	3%	35%	17%	7%	37%	2.55
Management/Supervisory	36	8%	50%	33%	3%	6%	2.68
Less than 5 years	68	9%	35%	13%	7%	35%	2.70
5 to 10 years	40	5%	35%	18%	5%	38%	2.64
11 to 19 years	77	7%	44%	17%	4%	29%	2.75
20 years or more	55	0%	31%	31%	7%	31%	2.34
TOTAL	240	5%	37%	19%	6%	33%	2.62
b. The current budget allocation process promotes the effective allocation of resources.							
Classified	82	7%	29%	22%	4%	37%	2.62
Faculty	123	2%	29%	21%	9%	40%	2.38
Management/Supervisory	36	3%	42%	44%	3%	8%	2.48
Less than 5 years	67	6%	33%	12%	6%	43%	2.68
5 to 10 years	41	2%	34%	22%	5%	37%	2.54
11 to 19 years	77	4%	34%	27%	5%	30%	2.52
20 years or more	56	2%	21%	39%	11%	27%	2.20
TOTAL	241	4%	31%	25%	7%	34%	2.48
c. I have appropriate opportunities to contribute input to planning and budgeting.							
Classified	81	10%	28%	33%	11%	17%	2.45
Faculty	123	4%	34%	33%	11%	17%	2.37
Management/Supervisory	36	11%	50%	33%	6%	0%	2.67
Less than 5 years	68	10%	31%	29%	7%	22%	2.57
5 to 10 years	40	8%	35%	35%	10%	13%	2.46
11 to 19 years	76	5%	41%	36%	11%	8%	2.44
20 years or more	56	5%	30%	34%	14%	16%	2.32
TOTAL	240	7%	35%	33%	10%	15%	2.45
d. The college maintains and upgrades its technology infrastructure (hardware and software) to meet student learning and staff needs.							
Classified	82	7%	45%	17%	23%	7%	2.39
Faculty	123	2%	32%	37%	16%	13%	2.23
Management/Supervisory	36	3%	42%	44%	8%	3%	2.40
Less than 5 years	67	9%	37%	22%	18%	13%	2.43
5 to 10 years	41	2%	37%	24%	22%	15%	2.23
11 to 19 years	77	3%	40%	39%	14%	4%	2.32
20 years or more	56	2%	36%	36%	18%	9%	2.24
TOTAL	241	4%	38%	31%	17%	10%	2.32
e. The college provides sufficient professional development opportunities.							
Classified	82	18%	46%	20%	7%	9%	2.83
Faculty	123	19%	59%	13%	4%	5%	2.97
Management/Supervisory	36	22%	53%	19%	6%	0%	2.92
Less than 5 years	68	21%	49%	15%	6%	10%	2.93
5 to 10 years	40	20%	63%	13%	3%	3%	3.03
11 to 19 years	77	21%	51%	20%	5%	4%	2.91
20 years or more	56	14%	59%	16%	7%	4%	2.83
TOTAL	241	19%	54%	16%	5%	5%	2.92

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
f. The college creates opportunities for career advancement.							
Classified	82	9%	31%	29%	21%	11%	2.30
Faculty	124	4%	45%	20%	8%	23%	2.58
Management/Supervisory	36	6%	36%	39%	11%	8%	2.39
Less than 5 years	68	12%	40%	18%	10%	21%	2.67
5 to 10 years	41	2%	39%	39%	5%	15%	2.46
11 to 19 years	77	5%	35%	27%	20%	13%	2.30
20 years or more	56	2%	43%	25%	13%	18%	2.41
TOTAL	242	6%	39%	26%	13%	16%	2.45

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

Current college functions that should be centralized and provided by District Services:	
	n=118
Academic computing technology services	4%
Budgeting & funding for needed programs	9%
Campus safety & parking	8%
Centralizing management duties	4%
Communications	9%
Financial aid	3%
Grant writing to procure funds	7%
Human resources	8%
Information technology services	13%
Institutional research/data services	4%
Maintenance & operations	3%
Payroll & timesheet	3%
Procedure manuals/documentation	4%
Promotion of colleges & outreach	5%
Purchasing & traveling requests	4%
Title IX, accountability & compliance support	4%
Other	6%

Current District Services functions that should be decentralized and provided by the colleges:	
	n=121
Budget development & allocation	13%
Campus security	2%
Course offering & enrollment management	5%
CTE programming	2%
Curriculum development	6%
Diversity & compliance	2%
Grants oversight	2%
Graphic & printing services	4%
Hiring/staffing decisions	12%
Maintenance and operations	3%
Professional development	7%
Program review	4%
Public information & marketing	9%
Purchasing & traveling requests	2%
Research & need for data	0%
Information technology support services	18%
Other	7%

Duplicate functions (provided by both the college and District Services) that should be reviewed:	
	n=119
Budgeting/accounting	14%
Categorical funds oversight (equity, Strong Workforce, Perkins, etc.)	4%
Communication (internal/external)	3%
CTE programming	3%
Diversity/compliances/Title IX	9%
Grants & Foundation	3%
Human resources, hiring process, evaluation process	8%
Information technology services (networking, access, enterprise system)	10%
Instructional technology & support services (online platform, helpdesk)	7%
Instructional programs	3%
Maintenance	4%
Marketing/outreach efforts	5%
Professional development	4%
Program review/planning	3%
Purchasing & traveling requests	4%
Research & reporting of data	3%
Review of management positions	5%
Safety & parking	3%
Other	4%

My former colleagues left NOCCCD for the following reason(s)?*	
	n=698
Retirement	19%
Better pay (lateral move)	21%
Better benefits	17%
Promotion (higher level)	13%
Lack of advancement	10%
Lack of job satisfaction	8%
Moved out of the area	5%
Closer to home	3%
Hostile work environment/ discrimination	2%
Lack of leadership/management	2%
Other	1%

**Respondents were give the opportunity to mark as many reasons as they see fit.*

SUMMARY OF FULLERTON COLLEGE COMMENTS

Summary of Comments from Fullerton College Classified Staff:

- District HR's decision to prevent classified employees from working at adjunct faculty was a mistake
- Students need to be held accountable for their actions, especially when they are coming to any Student Service department
- District Title IX coordinator needs to do a thorough investigation of what is happening in athletics
- Duplication of services is not an issue
- Focus attention to safety issues, make safety and protection a priority in the District
- The campus need to receive email notification of details such as payroll/timecard deadlines, travel/mileage rate changes, and other notifications of changes in district administrative procedures that affect the campuses
- District staff can help the campuses in the routing/approval process of forms
- The District should be a very minimal organization that seeks to support the smooth functioning and collaboration of the three sites (CC, FC, NOCE)
- The district needs to stop being a road block and become an enabler
- We need stable management and have too many interims
- More IT support is needed at the college level
- Managers and directors are not held to the same accountability as classified staff
- We need new programs that benefit the college as a whole
- The District or campus grants office makes grant management haphazard and does not encourage staff or faculty to pursue external funding

Summary of Comments from Fullerton Faculty:

- There should be timely replacement of faculty and staff who retire or leave District employment
- There should be a clear delineation of job responsibilities for faculty, managers, VP's, and staff
- Development of a proactive approach to solving challenges
- Provide resources in order to achieve student success and retention
- Faculty have moved due to lack of benefits for their families
- I am having difficulty staying abreast of developments in my field as training related to my major is not supported by the Professional Development group on my campus
- The Mindful Growth Initiative is beneficial to the college
- Collaboration between departments for student success needs improvement
- A focus on more individualized instruction for students is important
- The District should review successful models from other institutions: public and private institutions to consider for areas of improvement
- District efforts at faculty development and/or engaging faculty rings hollow and false when adjunct faculty are paid an unfair wage
- Fullerton College needs a Distance Education facilitator who is a faculty member on release time
- Hiring of positions is controlled only by a few and is structured to allow for too much bias
- It would be better to have a college grants position or office that would do nothing but write and assist in the writing of grants
- Without more space and a clear vision from the college or district on planning and construction we have a department with growing programs but no space to grow into
- Increase class offerings on Saturdays
- Read through all of the Program Review Self-Studies from each department to find out each areas Strengths, Weaknesses, Opportunities, and Challenges (SWOC's) as well as their KPI data and their Strategic Action Plans
- Rent the college campus out to the community for events

- More school outreach efforts starting at the kindergarten level in the Fullerton School District and Anaheim and other school districts
- Actively support departments that would like to offer four-year degrees in specific careers like Santa Monica College and other community colleges throughout California
- More outreach to corporations, industry, and businesses to develop relationships that could benefit the district
- Need more inter-district training sessions made available for faculty and staff
- There is no infrastructure support for CTE
- There are no maintenance support fees on computers, digital devices, and equipment
- Provide the infrastructure and financial support we need to run and expand our CTE programs
- Pay people for their extracurricular activities that lead to the outcomes
- Concerned about the centralization and additions of administrators at the district level
- The district so severely limits the number of hours that adjunct faculty or professional experts can work per week, it also constrains our ability to provide quality programs
- Pay for faculty medical, dental and vision coverage for spouses and dependents
- Do not accept that increasing class size is the only factor that influences "the ability of the district to provide competitive salary and benefits, adequate instructional supplies, and afford new program development"
- Retirement and benefits organizational structure is very confusing, counter-intuitive, and not people-focused
- Safety issues need a lot more attention
- The power distribution is transparent, nor is the budget allocation method explained to regular faculty
- There is very little diversity in middle management and is not reflective of the population we serve
- Professional development needs much more financial support, a dedicated space, and leadership resources
- The Mindful Growth Initiative should be better supported
- Many faculty who care deeply about the community are growing resentful about how our work is viewed when the compensation is so low
- The sheer number of committees almost seems detrimental to communication
- Continuing problems with Wi-Fi connectivity could cause students to go to another college that allows to them stay connected all day
- We are still the lowest paid district and have no benefits for dependents
- We need a better version of the software so we can help students achieve their goals, capture the data, and award the certificates
- Need hotlines for discrimination complaints and waste/fraud complaints
- There is a lack of professional management skills necessary to operate the district and colleges
- Departments have non-transparent decision making, favoritism and only certain folks are held accountable
- NOCCD is a great district with great people looking to advance the public education across Orange County
- Need more research done by the District to determine what factors (within our control) affect student success
- Need better pay to attract top-level faculty and administrators
- Changing management style and methods when it comes to teaching could prove to be very "non-efficient" and "non-effective"
- Subcommittees of Senates should be sending their recommendations to the Senate for the Senate's final vote
- The District does many things correctly
- There are many programs that are not being properly funded
- The cost of living in North Orange County continues to rise at a rate that does not equal salary and benefits of employees

- There is certainly need for a balance of centralization and decentralization in different areas for the effective functioning of the campuses and District as a whole
- Staffing levels and capability must first be raised to sufficiently address the changing needs of our students and our organization
- There should be a special hub or room that can accommodate professional development for faculty
- We do not need more centralization.
- The District should try to decentralize as much as possible, and reduce expensive District positions
- We don't need more administrators
- We need better pay and benefits and release time for faculty, who are overworked
- We need to address the levels of management for approving projects/purchases/donations/grants
- The District has an overly impersonal style
- Colleges should be independent of each other and that there should not be a district

Summary of Comments from Fullerton College Management/Supervisory:

- Planning processes really do not exist at the campus level
- Processes related to hiring and payroll take a lot of time away from working directly with students
- There is a need for better (updated) handbooks and trainings, especially related to Banner, Argos, preparing reports for fiscal affairs (related to state categorical funds).
- The payroll process is challenging due to short turnaround time and errors that have to be corrected by individuals on the campuses
- The process to request an on-going increase of funds in order to run a center or program is not clear
- Program Review provides an opportunity to request a limited amount of one-time funds but in order for programs to provide adequate staffing with increased costs for hourly employees
- New managers have been hired at a much higher rate than current managers
- Need to provide equal pay for equal work
- Need to review the professional growth and development benefits
- Need clear policies and procedures manual across district
- Some staff at district either do not respond or have long delays in responding to calls, emails, request for information or other
- Need better communication and clear points of contact between district and campus
- The colleges need associate deans
- The communication between the district and campuses could use improvement
- Could use opportunities for flexible schedules (4/10/ 9/80), working from home, comp time, and more part time opportunities (classified & manager) for women who have to juggle both a heavy load at work and at home
- The communication from District to the campuses is challenging
- There is a disconnect with the District offices being off campus
- The workload of the deans has grown exponentially over the years and is now truly untenable
- There are too many levels of approvals for simple processes
- There is a lack of written policies and procedures to protect the general liability of NOCCCD/college against incidents and accidents and staff that act inappropriately
- There needs to be more opportunities for growth at the management level
- With changing mandates from the state, we need to be able to be flexible with our staffing structure, policies and resource allocation to meet the shifting demands
- We also need to replace hourly with full time
- Workload has continued to increase every year, however due to an increase in health and welfare costs as well as step increases, COLA etc., staffing numbers have declined

APPENDIX H

H. Survey Results for
North Orange Continuing Education

North Orange County Community College District
Results of the Organizational Structure Survey
for North Orange Continuing Education

Spring 2018

North Orange County Community College District is conducting a comprehensive organizational structure review to ensure it is serving its students and community effectively and efficiently. A component of such a review requires multiple perspectives, including the perspective of those who work within the organization. In early February 2018, all district full-time faculty and staff were invited to share their opinions of the District and its Colleges via an online survey.

During a three-week period, 516 staff and faculty shared their understanding, compliments, and concerns about the existing structure of their department, the Colleges, as well as District Services. Of those working at North Orange Continuing Education (NOCE), 80 employees completed the survey, including 38% faculty, 40% classified/confidential, and 22% management/supervisory; and 45% have been employed at the NOCE less than five years, 17% 5 to 10 years, 27% 11 to 19 years and 11% have been with NOCE for more than 20 years.

This report summarizes the findings of the 80 respondents' feedback on organizational structure issues relating specifically to NOCE. Overall, respondents somewhat agreed that the District's, NOCE's and their department's organizational structure works, but that there is room for improvement. Respondents were generous in sharing their comments, compliments and concerns. The comments may prove helpful as NOCE considers refining its structure for efficiency and effectiveness.

About Respondents' Work Location of NOCE:

- Many respondents stated that student needs are the main focus of their workplace (mean of 3.24, on a scale of 1 to 4, 1 being "strongly disagree" and 4 being "strongly agree").
- Respondents somewhat agreed that they engage in program reviews regularly (2.73) and that they use data to enhance the effectiveness of the department (2.92).
- Respondents also agreed that management encourages employees to take initiative to improve institutional effectiveness (2.84) and that NOCE has established governance structures, processes and practices to facilitate effective communication (2.82).
- Classified staff and those employed at NOCE for 20+ years consistently noted a higher level of agreement than the other sub-groups that NOCE engages in program review regularly, that it has established governance structures and processes and that management encourages them to take initiative to improve institutional effectiveness.

Organizational Structure at the Department Level:

- Respondents stated that there is adequate administrative oversight (2.90), that the organizational structure within their department is clear and understandable (2.83), and that the current organizational structure of their department works well (2.70).

    - Respondents who have been employed at the district for 20+ years indicated a higher level of agreement that the organizational structure within their department is clear and understandable and that there is adequate oversight in their area (3.29 and 3.14 respectively).
- However, respondents indicated low agreement that their department is adequately staffed to implement and advance its mission (2.58), that responsibilities are evenly distributed among staff within the department (2.53), or that the department has too many interim management assignments (2.41).

Organizational Structure at NOCE:

- Respondents agreed that NOCE has too many interim assignments within its management level (2.87), that there is unnecessary duplication of services among departments (2.76), and that NOCE sometimes evaluates vacant positions to determine whether or not each can be combined with another similar position (2.51).
    - Respondents employed between 5 to 10 years strongly feel there is unnecessary duplication of services among departments (3.20 vs. 2.76 overall)
- Some respondents do not feel that information is disseminated across NOCE in a timely manner, thus leaving being uninformed (2.74).
- Respondents somewhat agreed that the college is adequately staffed to implement and advance its mission (2.66), that NOCE's current organizational structure works well (2.65), and that there is adequate administrative oversight at the college level (2.85).
- Many respondents stated that responsibilities are not evenly distributed across departments (2.30).
    - Classified employees indicated more agreement that there is unnecessary duplication of services among departments, but management/supervisory noted less agreement (3.04 vs. 2.56 respectively).

Organizational Structure at the District Services:

- Respondents somewhat agreed that the District effectively communicates and advocates for the Colleges in the community and at the state level (2.87), but that District Services is adequately staffed to implement and advance its mission (2.76).
    - Respondents employed more than 20 years at NOCE stated that the District effectively communicates and advocates for NOCE (3.50 vs. 2.87 overall) and that District Services is adequately staffed (3.33 vs. 2.76 overall).
- Respondents noted some agreement that information between District Services and NOCE is disseminated in a timely manner and that they are kept informed of the changes within the district (2.74 and 2.62 respectively).
- Respondents noted some agreement that District Services adequately supports NOCE (2.75), but the current balance of centralization and decentralization of services between District Services and NOCE does not work well (2.42) nor is the division of labor between the two units clear or understandable (2.37).

Delivery of Education and Support Services to Students in Relation to Financial Health:

- Respondents understood the relationship of class size, support services, and educational quality with the District's financial health (2.90), as well as the relationship between average class size and the ability of the district to provide competitive salary and benefits, adequate instructional supplies, and afford new program development (2.84).

    - The management/supervisory group indicated a slightly higher level of understanding of these two areas than other groups (3.24 and 3.17 respectively).
- Respondents slightly agreed that NOCE delivers instruction in a way that maximizes the financial health of the district (2.52) and that decisions related to educational quality, class size, and supporting staffing are made at the appropriate level (2.50).
    - Faculty rated that decision making is made at the appropriate level lower than other sub-groups (2.18 vs. 2.50 overall).

Decision-Making Process at NOCE:

- Most respondents agreed that they are held accountable for accomplishing their assigned responsibilities (3.38), but noted less agreement that NOCE ensures accountability for student success by identifying clear goals and implementing strategies for improvement (2.77).
- Respondents stated that NOCE uses data to assess student progress and achievement (2.81), as well as to plan and to budget resources (2.83).
- Respondents slightly agreed that NOCE has established governance structures, processes and practices to facilitate effective communication among its constituencies (2.71).
    - Respondents employed 20+ years at the district strongly agreed that NOCE uses data for planning and for budgeting resources (3.33 vs. 2.83 overall).

Allocation of Resources at NOCE:

- Respondents somewhat agreed that NOCE provides sufficient professional development opportunities (2.79), but stated less agreement that there are opportunities for career advancement (2.39).
    - Respondents employed 20+ years at the district strongly agreed that NOCE has professional opportunities (3.00 vs. 2.79 overall) and opportunities for advancement 3.00 vs. 2.39 overall).
- Respondents also slightly agreed that the college maintains and upgrades its technology infrastructure to meet student learning and staff needs (2.68).
- Many respondents indicated that the current budget allocation process promotes the effective allocation of resources (2.41), that these processes are not clearly linked to the planning processes (2.58), and that there is little opportunity to contribute input to planning and budgeting (2.59).

Alignment of District Services and NOCE Functions:

- Institutional research/data services, information technology services, promotion of NOCE and outreach efforts, and maintenance and operations were among the functions that NOCE respondents would like to see centralized and offered by district services. A comprehensive list of other functions can be found on page 16.
- Instructional technologies services, budget development and allocation of funds, hiring/staffing decisions, public information/marketing and research, and the need for data were among the services respondents would like to see decentralized and offered at the colleges. A comprehensive list of other functions can be found on page 16.
- Budget development and allocation, information technology and instructional support services, marketing and outreach efforts, and research and data were among the duplicate functions that should be reviewed for effectiveness. A comprehensive list of other functions can be found on page 17.

- Other than the one-fifth of responses (21%) noting retirement, respondents identified major reasons that former colleagues left NOCE were due to better pay for lateral move (16%), promotion to higher level (17%), better benefits (12%), and lack of advancement (13%).
    - There was an additional 13% of respondents that identified lack of job satisfaction and hostile work environment as the causes of former employees leaving.

Respondent comments:

Below are observations from comments made by NOCE respondents. A complete list of comments, by employee group and by location, can be found on pages 18 to 21.

- Staff expressed frustration when dealing with some of the District Services, such as human resources and IT. Respondents indicated that they do not get a response to their requests in a timely manner, nor do they feel the district staff plans meetings or trainings with consideration to the activities, schedules, and needs of the college.
    - Staff are concerned with the lack of documentation for district procedures and processes.
- Budget allocation is not understood by NOCE staff, which impacts the department work. The budgeting process needs to be easier to understand and implement.
- Respondents stated their need to understand the budget allocation processes at the District and at NOCE to ensure transparency and funding for needed programs.
- There were suggestions that NOCE needs to review the various positions to ensure fair wages for like positions.
    - Respondents noted there are too many management/supervisory positions.
    - Respondents indicated that job titles and pay levels need to be reviewed and aligned with positions with similar job duties at the colleges.
    - Staff at NOCE do not have opportunities for advancement and often have to move to the colleges in order to take a higher level position. There are no incentives for staff/faculty to stay at NOCE.
    - There is a need to reevaluate allocation of reassigned time and compensation for faculty to mentor and support part-time faculty.
- Decisions made at the District do not include input from NOCE staff and faculty and that their concerns and needs are often afterthoughts.
    - Staff and faculty stated being under appreciated and undervalued by the District and by NOCE management/directors.
- Communication between NOCE and District and between departments is limited. Respondents are uninformed of their environment.

North Orange County Community College District
Organizational Structure Survey Result for NOCE, Spring 2018

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
Respondents' level of agreement about their work location of NOCE:							
a. Student needs are the main focus of the unit where I work.							
Classified	32	54%	34%	6%	6%	0%	3.34
Faculty	29	28%	59%	10%	3%	0%	3.10
Management/Supervisory	18	39%	56%	0%	6%	0%	3.28
Less than 5 years	36	36%	50%	6%	8%	0%	3.14
5 to 10 years	14	28%	57%	7%	7%	0%	3.07
11 to 19 years	22	50%	46%	5%	0%	0%	3.45
20 years or more	8	50%	38%	13%	0%	0%	3.38
TOTAL	80	40%	49%	6%	5%	0%	3.24
b. NOCE has established governance structures, processes, and practices to facilitate effective communication among							
Classified	32	25%	41%	22%	6%	6%	2.90
Faculty	29	10%	48%	17%	3%	21%	2.83
Management/Supervisory	18	6%	67%	17%	11%	0%	2.67
Less than 5 years	36	22%	42%	19%	8%	8%	2.85
5 to 10 years	14	0%	57%	14%	14%	14%	2.50
11 to 19 years	22	9%	59%	18%	0%	14%	2.89
20 years or more	8	25%	38%	25%	0%	13%	3.00
TOTAL	80	15%	49%	19%	6%	11%	2.82
c. NOCE engages in program reviews on a regular basis.							
Classified	31	16%	32%	19%	3%	29%	2.86
Faculty	29	7%	38%	21%	7%	28%	2.62
Management/Supervisory	18	11%	28%	33%	0%	28%	2.69
Less than 5 years	35	14%	26%	29%	3%	29%	2.72
5 to 10 years	14	0%	21%	21%	7%	50%	2.29
11 to 19 years	22	9%	46%	18%	5%	23%	2.76
20 years or more	8	25%	50%	13%	0%	13%	3.14
TOTAL	79	11%	33%	23%	4%	29%	2.73
d. Management encourages employees to take initiative to improve institutional effectiveness.							
Classified	32	34%	34%	28%	3%	0%	3.00
Faculty	29	10%	52%	24%	3%	10%	2.77
Management/Supervisory	17	18%	53%	6%	24%	0%	2.65
Less than 5 years	35	26%	46%	20%	6%	3%	2.94
5 to 10 years	14	7%	43%	29%	14%	7%	2.46
11 to 19 years	22	18%	55%	14%	9%	5%	2.86
20 years or more	8	38%	25%	38%	0%	0%	3.00
TOTAL	79	22%	45%	22%	8%	4%	2.84
e. I regularly use data to enhance the effectiveness of my department.							
Classified	32	25%	47%	16%	6%	6%	2.97
Faculty	29	17%	41%	28%	7%	7%	2.74
Management/Supervisory	17	29%	53%	18%	0%	0%	3.12
Less than 5 years	35	29%	37%	17%	3%	14%	3.07
5 to 10 years	14	14%	50%	29%	7%	0%	2.71
11 to 19 years	22	23%	50%	23%	5%	0%	2.91
20 years or more	8	13%	63%	13%	13%	0%	2.75
TOTAL	79	23%	46%	20%	5%	6%	2.92

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
Participants' level of agreement about the structure within the department where they work:							
a. My department is adequately staffed to implement and advance its mission.							
Classified	31	23%	36%	29%	10%	3%	2.73
Faculty	29	7%	38%	21%	17%	17%	2.42
Management/Supervisory	18	6%	50%	39%	6%	0%	2.56
Less than 5 years	35	11%	49%	26%	11%	3%	2.62
5 to 10 years	14	14%	7%	36%	14%	29%	2.30
11 to 19 years	22	14%	46%	23%	9%	9%	2.70
20 years or more	8	13%	38%	38%	13%	0%	2.50
TOTAL	79	13%	39%	28%	11%	9%	2.58
b. The current organizational structure of my department works well.							
Classified	32	19%	50%	22%	9%	0%	2.78
Faculty	29	14%	48%	14%	14%	10%	2.69
Management/Supervisory	18	17%	39%	33%	11%	0%	2.61
Less than 5 years	36	17%	47%	22%	14%	0%	2.67
5 to 10 years	14	14%	29%	21%	21%	14%	2.42
11 to 19 years	22	18%	50%	27%	5%	0%	2.82
20 years or more	8	13%	63%	13%	0%	13%	3.00
TOTAL	80	16%	46%	23%	11%	4%	2.70
c. The organizational structure within my department is clear and understandable.							
Classified	32	22%	53%	19%	3%	3%	2.97
Faculty	29	14%	45%	24%	7%	10%	2.73
Management/Supervisory	17	24%	41%	24%	12%	0%	2.76
Less than 5 years	35	17%	46%	26%	9%	3%	2.74
5 to 10 years	14	7%	36%	29%	14%	14%	2.42
11 to 19 years	22	27%	50%	23%	0%	0%	3.05
20 years or more	8	25%	63%	0%	0%	13%	3.29
TOTAL	79	19%	47%	23%	6%	5%	2.83
d. There is adequate administration oversight in my department.							
Classified	32	28%	53%	9%	6%	3%	3.06
Faculty	29	17%	41%	14%	7%	21%	2.87
Management/Supervisory	18	22%	33%	22%	17%	6%	2.65
Less than 5 years	36	25%	47%	11%	14%	3%	2.86
5 to 10 years	14	14%	21%	21%	7%	36%	2.67
11 to 19 years	22	23%	55%	14%	5%	5%	3.00
20 years or more	8	25%	50%	13%	0%	13%	3.14
TOTAL	80	23%	45%	14%	9%	10%	2.90
e. My department has too many interim assignments.							
Classified	32	9%	19%	19%	16%	38%	2.35
Faculty	29	7%	7%	31%	10%	45%	2.19
Management/Supervisory	18	33%	11%	39%	11%	6%	2.71
Less than 5 years	36	22%	8%	17%	22%	31%	2.44
5 to 10 years	14	21%	14%	14%	7%	43%	2.88
11 to 19 years	22	0%	23%	41%	5%	32%	2.27
20 years or more	8	0%	0%	75%	0%	25%	2.00
TOTAL	80	14%	13%	29%	13%	33%	2.41

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
f. Responsibilities are evenly distributed among staff within my department.							
Classified	31	13%	32%	36%	19%	0%	2.39
Faculty	29	7%	31%	17%	10%	35%	2.53
Management/Supervisory	18	17%	50%	28%	6%	0%	2.78
Less than 5 years	36	14%	36%	31%	11%	8%	2.58
5 to 10 years	14	0%	29%	21%	14%	36%	2.22
11 to 19 years	22	14%	36%	27%	14%	9%	2.55
20 years or more	7	14%	43%	14%	14%	14%	2.67
TOTAL	79	11%	35%	27%	13%	14%	2.53

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
Respondents' level of agreement with the organizational structure of NOCE:							
a. NOCE is adequately staffed to implement and advance its mission.							
Classified	31	16%	36%	29%	0%	19%	2.84
Faculty	29	7%	31%	31%	10%	21%	2.43
Management/Supervisory	18	0%	72%	22%	6%	0%	2.67
Less than 5 years	35	11%	37%	37%	0%	14%	2.70
5 to 10 years	14	7%	36%	21%	14%	21%	2.45
11 to 19 years	22	5%	59%	14%	9%	14%	2.68
20 years or more	8	13%	38%	38%	0%	13%	2.71
TOTAL	79	9%	43%	28%	5%	15%	2.66
b. The current organizational structure of NOCE works well.							
Classified	32	13%	53%	22%	0%	13%	2.89
Faculty	29	7%	41%	31%	0%	21%	2.70
Management/Supervisory	18	0%	28%	44%	17%	11%	2.13
Less than 5 years	36	8%	42%	31%	3%	16%	2.67
5 to 10 years	14	7%	14%	57%	7%	14%	2.25
11 to 19 years	22	0%	68%	14%	5%	14%	2.74
20 years or more	8	25%	38%	25%	0%	13%	3.00
TOTAL	80	8%	44%	30%	4%	15%	2.65
c. There are unnecessary duplication of services among departments.							
Classified	32	16%	38%	25%	6%	16%	2.74
Faculty	29	10%	17%	24%	3%	45%	2.63
Management/Supervisory	18	33%	39%	17%	11%	0%	2.94
Less than 5 years	36	19%	33%	22%	11%	14%	2.71
5 to 10 years	14	29%	29%	14%	0%	29%	3.20
11 to 19 years	22	9%	32%	27%	5%	27%	2.63
20 years or more	8	13%	13%	38%	0%	38%	2.60
TOTAL	80	18%	30%	24%	6%	23%	2.76
d. There is adequate administration oversight at NOCE.							
Classified	32	19%	56%	9%	3%	13%	3.04
Faculty	29	7%	48%	17%	0%	28%	2.86
Management/Supervisory	18	6%	61%	17%	17%	0%	2.56
Less than 5 years	36	11%	56%	14%	6%	14%	2.84
5 to 10 years	14	14%	29%	29%	0%	29%	2.80
11 to 19 years	22	5%	68%	9%	9%	9%	2.75
20 years or more	8	25%	63%	0%	0%	13%	3.29
TOTAL	80	11%	55%	14%	5%	15%	2.85
e. NOCE has too many interim assignments within its management level.							
Classified	29	24%	24%	17%	0%	35%	3.11
Faculty	29	3%	28%	21%	3%	45%	2.56
Management/Supervisory	18	28%	33%	17%	11%	11%	2.88
Less than 5 years	35	26%	28%	17%	3%	26%	3.04
5 to 10 years	14	14%	43%	14%	0%	29%	3.00
11 to 19 years	21	5%	24%	19%	10%	43%	2.42
20 years or more	7	14%	14%	29%	0%	43%	2.75
TOTAL	77	17%	29%	18%	4%	33%	2.87

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
f. NOCE evaluates vacant positions to determine whether or not each can be combined with another similar position.							
Classified	31	3%	23%	16%	7%	52%	2.47
Faculty	29	3%	28%	14%	10%	45%	2.44
Management/Supervisory	18	0%	50%	28%	0%	22%	2.64
Less than 5 years	36	3%	31%	11%	6%	50%	2.61
5 to 10 years	14	0%	14%	36%	7%	43%	2.13
11 to 19 years	22	0%	41%	14%	9%	36%	2.50
20 years or more	7	14%	29%	29%	0%	29%	2.80
TOTAL	79	3%	30%	18%	6%	43%	2.51
g. Responsibilities are evenly distributed across departments at NOCE.							
Classified	32	9%	22%	38%	9%	22%	2.40
Faculty	29	3%	28%	10%	7%	52%	2.57
Management/Supervisory	18	0%	6%	61%	17%	17%	1.87
Less than 5 years	36	8%	19%	25%	11%	36%	2.39
5 to 10 years	14	0%	0%	64%	7%	29%	1.90
11 to 19 years	22	0%	32%	27%	14%	27%	2.25
20 years or more	8	13%	25%	25%	0%	38%	2.80
TOTAL	80	5%	20%	33%	10%	33%	2.30
h. Information is disseminated in a timely manner and I am kept informed.							
Classified	32	19%	50%	25%	6%	0%	2.81
Faculty	29	14%	55%	17%	7%	7%	2.81
Management/Supervisory	17	12%	35%	41%	12%	0%	2.47
Less than 5 years	35	20%	46%	26%	9%	0%	2.77
5 to 10 years	14	14%	29%	21%	21%	14%	2.42
11 to 19 years	22	0%	73%	27%	0%	0%	2.73
20 years or more	8	38%	38%	25%	0%	0%	3.13
TOTAL	79	15%	49%	25%	8%	3%	2.74

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
Respondents' level of agreement with the organizational structure of District Services:							
a. District Services is adequately staffed to implement and advance its mission.							
Classified	32	9%	31%	22%	3%	34%	2.71
Faculty	29	7%	21%	17%	0%	55%	2.77
Management/Supervisory	18	6%	56%	22%	0%	17%	2.80
Less than 5 years	36	3%	28%	22%	3%	44%	2.55
5 to 10 years	14	7%	14%	14%	0%	64%	2.80
11 to 19 years	22	5%	55%	23%	0%	18%	2.78
20 years or more	8	38%	25%	13%	0%	25%	3.33
TOTAL	80	8%	33%	20%	1%	38%	2.76
b. The current balance of centralization and decentralization services between District Services and NOCE works well.							
Classified	32	9%	31%	25%	3%	31%	2.68
Faculty	29	3%	10%	14%	7%	66%	2.30
Management/Supervisory	18	0%	11%	56%	6%	28%	2.08
Less than 5 years	36	6%	17%	22%	8%	47%	2.37
5 to 10 years	14	7%	0%	36%	7%	50%	2.14
11 to 19 years	22	0%	32%	32%	0%	36%	2.50
20 years or more	8	13%	25%	25%	0%	38%	2.80
TOTAL	80	5%	19%	28%	5%	44%	2.42
c. The current division of labor between District Services and NOCE is clear and understandable.							
Classified	32	6%	41%	25%	3%	25%	2.67
Faculty	29	3%	14%	7%	10%	66%	2.30
Management/Supervisory	18	0%	22%	50%	22%	6%	2.00
Less than 5 years	36	6%	17%	22%	14%	42%	2.24
5 to 10 years	14	0%	14%	36%	14%	36%	2.00
11 to 19 years	22	0%	50%	18%	5%	27%	2.63
20 years or more	8	13%	25%	25%	0%	38%	2.80
TOTAL	80	4%	26%	24%	10%	36%	2.37
d. District Services adequately supports the work of NOCE.							
Classified	31	16%	45%	13%	10%	16%	2.81
Faculty	29	7%	28%	14%	3%	48%	2.73
Management/Supervisory	18	6%	50%	22%	6%	17%	2.67
Less than 5 years	35	11%	37%	17%	9%	26%	2.69
5 to 10 years	14	14%	7%	21%	7%	50%	2.57
11 to 19 years	22	0%	73%	5%	5%	18%	2.83
20 years or more	8	25%	25%	25%	0%	25%	3.00
TOTAL	79	10%	41%	15%	6%	28%	2.75
e. The district effectively communicates and advocates for NOCE in the community and the state.							
Classified	32	19%	41%	6%	6%	28%	3.00
Faculty	29	14%	17%	21%	3%	45%	2.75
Management/Supervisory	18	17%	33%	22%	6%	22%	2.79
Less than 5 years	36	17%	28%	17%	6%	33%	2.83
5 to 10 years	14	7%	7%	29%	14%	43%	2.13
11 to 19 years	22	18%	50%	9%	0%	23%	3.13
20 years or more	8	25%	25%	0%	0%	50%	3.50
TOTAL	80	16%	30%	15%	5%	34%	2.87

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
f. Information between District Services and NOCE is disseminated in a timely manner.							
Classified	32	13%	47%	19%	6%	16%	2.78
Faculty	29	14%	38%	17%	0%	31%	2.95
Management/Supervisory	18	0%	33%	39%	6%	22%	2.36
Less than 5 years	36	11%	28%	25%	8%	28%	2.58
5 to 10 years	14	7%	14%	29%	0%	50%	2.57
11 to 19 years	22	5%	73%	18%	0%	5%	2.86
20 years or more	8	25%	50%	13%	0%	13%	3.14
TOTAL	80	10%	40%	23%	4%	24%	2.74
g. I am kept informed of the changes within the district.							
Classified	32	13%	47%	25%	13%	3%	2.61
Faculty	29	7%	59%	21%	3%	10%	2.77
Management/Supervisory	18	6%	44%	33%	17%	0%	2.39
Less than 5 years	36	8%	44%	28%	14%	6%	2.50
5 to 10 years	14	14%	21%	43%	14%	7%	2.38
11 to 19 years	22	0%	82%	14%	5%	0%	2.77
20 years or more	8	25%	50%	13%	0%	13%	3.14
TOTAL	80	9%	51%	25%	10%	5%	2.62

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
Respondents' level of agreement about the delivery of education and support services to students in relation to the financial health of NOCE:							
a. NOCE delivers instruction in a way that maximizes the financial health of the district.							
Classified	32	6%	34%	19%	6%	34%	2.62
Faculty	29	10%	28%	21%	14%	28%	2.48
Management/Supervisory	18	0%	44%	39%	6%	11%	2.44
Less than 5 years	36	8%	33%	22%	6%	31%	2.64
5 to 10 years	14	0%	29%	36%	21%	14%	2.08
11 to 19 years	22	5%	41%	18%	5%	32%	2.67
20 years or more	8	13%	25%	25%	13%	25%	2.50
TOTAL	80	6%	34%	24%	9%	28%	2.52
b. I understand the relationship of class size, support services, and educational quality with the district's financial health.							
Classified	32	18%	44%	22%	3%	13%	2.89
Faculty	29	10%	55%	10%	14%	10%	2.69
Management/Supervisory	18	22%	72%	0%	0%	6%	3.24
Less than 5 years	36	19%	47%	14%	3%	17%	3.00
5 to 10 years	14	21%	57%	7%	14%	0%	2.86
11 to 19 years	22	9%	55%	18%	5%	14%	2.79
20 years or more	8	13%	75%	0%	13%	0%	2.88
TOTAL	80	16%	54%	13%	6%	11%	2.90
c. I understand the relationship between average class size and the ability of the district to provide competitive salary and benefits, adequate instructional supplies, and afford new program development.							
Classified	32	16%	47%	19%	3%	16%	2.89
Faculty	29	14%	35%	24%	14%	14%	2.56
Management/Supervisory	18	22%	72%	6%	0%	0%	3.17
Less than 5 years	36	22%	39%	22%	3%	14%	2.94
5 to 10 years	14	14%	57%	7%	21%	0%	2.64
11 to 19 years	22	9%	46%	23%	0%	23%	2.82
20 years or more	8	13%	75%	0%	13%	0%	2.88
TOTAL	80	16%	48%	18%	6%	13%	2.84
d. Decisions related to educational quality, class size, and support staffing are made at the appropriate level.							
Classified	31	13%	26%	13%	3%	45%	2.88
Faculty	29	7%	14%	21%	17%	41%	2.18
Management/Supervisory	18	0%	39%	33%	6%	22%	2.43
Less than 5 years	36	11%	17%	17%	8%	47%	2.58
5 to 10 years	14	7%	14%	21%	21%	36%	2.11
11 to 19 years	21	0%	33%	29%	0%	38%	2.54
20 years or more	8	13%	50%	13%	13%	13%	2.71
TOTAL	79	8%	24%	20%	9%	39%	2.50

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
Respondents' level of agreement with the decision-making process at NOCE:							
a. NOCE has established governance structures, processes, and practices to facilitate effective communication among its constituencies.							
Classified	32	19%	44%	19%	6%	13%	2.86
Faculty	29	7%	35%	28%	7%	24%	2.55
Management/Supervisory	18	0%	72%	22%	6%	0%	2.67
Less than 5 years	36	17%	42%	22%	6%	14%	2.81
5 to 10 years	14	7%	29%	36%	14%	14%	2.33
11 to 19 years	22	0%	68%	9%	5%	18%	2.78
20 years or more	8	13%	38%	38%	0%	13%	2.71
TOTAL	80	10%	46%	23%	6%	15%	2.71
b. NOCE uses data for planning and for budgeting resources.							
Classified	32	19%	31%	13%	6%	31%	2.91
Faculty	29	10%	24%	7%	7%	52%	2.79
Management/Supervisory	18	11%	56%	22%	6%	6%	2.76
Less than 5 years	36	17%	36%	11%	6%	31%	2.92
5 to 10 years	14	14%	14%	14%	14%	43%	2.50
11 to 19 years	22	0%	46%	14%	5%	36%	2.64
20 years or more	8	38%	25%	13%	0%	25%	3.33
TOTAL	80	14%	34%	13%	6%	34%	2.83
c. NOCE uses data to assess student progress and achievement.							
Classified	32	22%	41%	3%	9%	25%	3.00
Faculty	29	7%	48%	7%	14%	24%	2.64
Management/Supervisory	17	12%	53%	24%	6%	6%	2.75
Less than 5 years	36	14%	39%	6%	11%	31%	2.80
5 to 10 years	14	14%	29%	21%	21%	14%	2.42
11 to 19 years	21	14%	67%	5%	5%	10%	3.00
20 years or more	8	13%	50%	13%	0%	25%	3.00
TOTAL	79	14%	46%	9%	10%	22%	2.81
d. NOCE ensures accountability for student success by identifying clear goals, and implementing strategies for improvement.							
Classified	32	22%	44%	6%	9%	19%	2.96
Faculty	29	10%	41%	21%	14%	14%	2.56
Management/Supervisory	18	17%	50%	28%	6%	0%	2.78
Less than 5 years	36	17%	44%	8%	11%	19%	2.83
5 to 10 years	14	7%	29%	29%	21%	14%	2.25
11 to 19 years	22	14%	50%	23%	5%	9%	2.80
20 years or more	8	38%	50%	13%	0%	0%	3.25
TOTAL	80	16%	44%	16%	10%	14%	2.77
e. I am held accountable for accomplishing my assigned responsibilities.							
Classified	32	56%	41%	0%	0%	3%	3.58
Faculty	29	35%	52%	14%	0%	0%	3.21
Management/Supervisory	18	39%	56%	6%	0%	0%	3.33
Less than 5 years	36	44%	47%	3%	0%	6%	3.44
5 to 10 years	14	36%	50%	14%	0%	0%	3.21
11 to 19 years	22	41%	55%	5%	0%	0%	3.36
20 years or more	8	63%	25%	13%	0%	0%	3.50
TOTAL	80	44%	48%	6%	0%	3%	3.38

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
Respondents' level of agreement with the allocation of resources at NOCE:							
a. Resource allocation processes are clearly linked to the planning processes.							
Classified	32	9%	25%	16%	9%	41%	2.58
Faculty	29	7%	17%	14%	7%	55%	2.54
Management/Supervisory	18	0%	56%	33%	0%	11%	2.63
Less than 5 years	36	8%	28%	19%	8%	36%	2.57
5 to 10 years	14	7%	21%	21%	14%	36%	2.33
11 to 19 years	22	0%	32%	18%	0%	50%	2.64
20 years or more	8	13%	38%	13%	0%	38%	3.00
TOTAL	80	6%	29%	19%	6%	40%	2.58
b. The current budget allocation process promotes the effective allocation of resources.							
Classified	32	6%	22%	19%	3%	50%	2.63
Faculty	29	7%	14%	14%	14%	52%	2.29
Management/Supervisory	18	6%	22%	50%	6%	17%	2.33
Less than 5 years	36	8%	17%	28%	3%	44%	2.55
5 to 10 years	14	7%	14%	21%	21%	36%	2.11
11 to 19 years	22	0%	18%	23%	9%	50%	2.18
20 years or more	8	13%	38%	25%	0%	25%	2.83
TOTAL	80	6%	19%	25%	8%	43%	2.41
c. I have appropriate opportunities to contribute input to planning and budgeting.							
Classified	31	7%	36%	29%	10%	19%	2.48
Faculty	29	14%	24%	24%	14%	24%	2.50
Management/Supervisory	18	22%	44%	22%	6%	6%	2.88
Less than 5 years	36	11%	39%	19%	8%	22%	2.68
5 to 10 years	14	21%	14%	21%	29%	14%	2.33
11 to 19 years	22	9%	32%	36%	5%	18%	2.56
20 years or more	7	14%	43%	29%	0%	14%	2.83
TOTAL	79	13%	33%	25%	10%	19%	2.59
d. NOCE maintains and upgrades its technology infrastructure (hardware and software) to meet student learning and staff needs.							
Classified	32	9%	56%	16%	9%	9%	2.72
Faculty	28	14%	61%	11%	4%	11%	2.96
Management/Supervisory	18	6%	28%	39%	22%	6%	2.18
Less than 5 years	36	14%	44%	17%	14%	11%	2.66
5 to 10 years	14	7%	57%	21%	7%	7%	2.69
11 to 19 years	22	5%	55%	18%	9%	14%	2.63
20 years or more	7	14%	57%	29%	0%	0%	2.86
TOTAL	79	10%	51%	19%	10%	10%	2.68
e. NOCE provides sufficient professional development opportunities.							
Classified	32	16%	44%	25%	6%	9%	2.76
Faculty	28	21%	50%	11%	7%	11%	2.96
Management/Supervisory	18	11%	50%	28%	11%	0%	2.61
Less than 5 years	36	22%	33%	28%	11%	6%	2.71
5 to 10 years	14	7%	57%	14%	7%	14%	2.75
11 to 19 years	22	9%	64%	18%	0%	9%	2.90
20 years or more	7	29%	43%	0%	14%	14%	3.00
TOTAL	79	17%	47%	20%	8%	9%	2.79

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

	Total	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know/ N/A	Mean*
f. NOCE creates opportunities for career advancement.							
Classified	31	7%	36%	29%	13%	16%	2.42
Faculty	28	7%	43%	14%	14%	21%	2.55
Management/Supervisory	18	6%	28%	44%	22%	0%	2.17
Less than 5 years	36	8%	33%	31%	14%	14%	2.42
5 to 10 years	14	0%	29%	21%	36%	14%	1.92
11 to 19 years	21	5%	38%	29%	10%	19%	2.47
20 years or more	7	14%	57%	14%	0%	14%	3.00
TOTAL	78	6%	36%	29%	15%	15%	2.39

** Average of responses from 1 to 4, 1 being "Strongly disagree" and 4 being "Strongly agree". "Don't know/N/A" responses were excluded from the calculation of the mean.*

Current college functions that should be centralized and provided by District Services:	
	n=62
Academic computing technologies	0%
Budgeting & funding for needed programs	6%
Campus safety & parking	3%
Centralizing management duties	3%
Communication	6%
Financial aid	0%
Grant writing to procure funds	6%
Human resources	6%
Information technologies	11%
Institutional research/data services	19%
Maintenance & operations	8%
Payroll & timesheet	3%
Procedure manuals/documentation	3%
Promotion of colleges & outreach	11%
Purchasing & traveling requests	5%
Title IX, accountability & compliance support	3%
Other	3%

Current District Services functions that should be decentralized and provided by the colleges:	
	n=9
Budget development & allocation	22%
Campus security	11%
Course offering & enrollment management	0%
CTE programming	0%
Curriculum development	0%
Diversity & compliance	0%
Grant oversight	0%
Graphic & printing services	0%
Hiring/staffing decisions	11%
Maintenance and operations	0%
Professional development	0%
Program review	0%
Public information & marketing	11%
Purchasing & traveling requests	11%
Research & need for data	11%
Technology support services	22%
Other	0%

Duplicate functions (provided by both the college and District Services) that should be reviewed:	
	n=41
Budgeting/accounting	10%
Categorical funds oversity (equity, Strong Workforce, Perkins, etc.)	0%
Communication (internal/external)	0%
CTE programming	7%
Diversity/complinance/Title IX	0%
Grants & Foundation	0%
Human resources, hiring process, evaluation process	2%
Information services (networking, access, enterprise system)	12%
Instructional technology & support services (online platform, helpdesk)	2%
Instructional programs	0%
Maintenance	0%
Marketing/outreach efforts	12%
Professional development	0%
Program review/planning	0%
Purchasing & traveling requests	0%
Research & reporting of data	12%
Review of management positions	5%
Safety & parking	7%
Other	29%

My former colleagues left NOCCCD for the following reason(s)?*	
	n=206
Retirement	21%
Better pay (lateral move)	16%
Better benefits	12%
Promotion (higher level)	17%
Lack of advancement	13%
Lack of job satisfaction	11%
Moved out of the area	3%
Closer to home	3%
Hostile work environment/ discrimination	2%
Lack of leadership/management	0%
Other	3%

**Respondents were give the opportunity to mark as many reasons as they see fit.*

SUMMARY OF NORTH ORANGE CONTINUING EDUCATION COMMENTS

Summary of Comments from NOCE Classified Staff:

- Admission and Registration offices in all three locations that should be staffed with well-knowledgeable people ready to deliver the best customer services that our students, co-workers and faculty deserve
- Do not hire people who don't have a personal desire to work with students
- Ineffective communication/archaic processes/outdated documentation are issues
- We are going in the right direction, but there is room for improvement
- Need to review each department organizational chart and justify the budget and the headcount of the department
- Student data can be used to analyze the departmental hiring and budget
- NOCE often feels sidelined during conversations, and district attitudes toward promoting the development of NOCE seems mostly negative
- Staff and faculty are spread too thin in relation to the number of students that need to be served, specifically in the high school diploma labs
- Vocational training should emphasize new technologies and green emphasis (robotics and solar energy)
- We need to include classified staff on department decision making as a whole with open dialogue

Summary of Comments from NOCE Faculty:

- DSS students should be given specific accommodation for his/her needs
- Classroom equipment need scheduled/regular maintenance such as replacing lights on ELMO and other teaching equipment
- Develop employee benefits such as paid holidays, lesson planning/office hours compensation, to all faculty members
- Need clear and thorough explanation of employee benefits and services and unions for adjunct faculty and part-time employees
- Change free class policy to attendance-based and state test-required policy for enrollment
- Too much management
- Too much time and treasure are spent on "process": layers of bureaucracy, work groups, planning sessions, etc.
- Importance of competent leadership may make a huge a difference in departments that work as a team
- Non-credit is often at the bottom of the totem pole and even our students
- The retirement incentive has left our department so sparsely staffed that student's needs are being affected
- Management is wonderful and supportive but we need more support working directly with the students
- There have been heavy handed top down decisions made outside of the ESL department regarding enrollment of 27 students per class
- There is a general feeling and belief among staff and instructors that the district's organizational structure is too focused on management and not enough on students

Summary of Comments from NOCE Management/Supervisory:

- Communication among departments relating to current programs being implemented/ activities/workshops, is still in need of strong improvement
- Departments are blind to budgets and how their programs impact budget within NOCE
- There is not proper or adequate training for new leaders
- The structure at the colleges, NOCE and district are quite archaic and have not evolved given the systemic changes within community colleges
- There is a plethora of new statewide initiatives which in turn bring about additional mandates, regulations and procedural changes, but NOCCCD entities have continued with its existing structure, resulting in staff feeling overworked, overwhelmed and overburdened
- The NOCE Deans' assignments are equivalent to Vice Presidents yet without fair compensation or classification
- NOCE Directors do the work of associate deans
- NOCE is the same size as Cypress College's student population, yet we have far fewer tenured faculty
- The communication of processes, use of technology, and customer service could use enhancement
- Currently, due to the uneven job titles and duties within the NOCE management team many times communication down to the directors and/or involving the proper ones in district meetings and in administrative decisions does not happen
- Many times, we move forward and don't communicate as best we can in order to ensure we do implement things that help or faculty and students succeed
- Some positions could adequately be accomplished with a shorter work week
- The District and colleges/NOCE need to be organized in a way that encourages courageous conversations - as a District, but also as individual entities within the District, we need to cultivate and foster a culture of candor in order always be improving what we do in order to better serve our students
- There are people who control certain processes that deliberately hold up the process
- District salaries may be competitive, but when prospective employees find out about this limited health benefit, they do not accept the position

APPENDIX I

I. FTE Employee Analysis of Comparative District and Colleges by FTES

North Orange Community College District
FTE Employee Analysis of Comparative Colleges by FTES for Fullerton College
2012-13 through 2016-17

Full-Time Equivalent Employee Analysis of Comparative Colleges, 2016-2017

College	Fall Semester FTE By Classification								Annual FTES	FTE Per 1,000 FTES							
	Educational Administrator	*Classified Management*	Total Management	*Tenured/Track Faculty*	*Adjunct Faculty*	Total Faculty	Classified* Support	Total FTE	Total FTES	*Educational Administrator*	*Classified Management*	Total Management	*Tenured/Track Faculty*	*Adjunct Faculty*	Total Faculty	Classified Support	Total FTE Per FTES
East LA College	*23.50*	*6.50*	30.00	*400.80*	*261.20*	662.00	360.50	1,052.50	27,902.95	0.84	0.23	1.08	14.36	9.36	23.73	12.92	37.72
Fullerton College	22.20	16.20	38.40	426.20	244.40	670.60	265.30	974.30	19,103.24	1.16	0.85	2.01	22.31	12.79	35.10	13.89	51.00
Orange Coast College	30.30	25.00	55.30	317.10	213.00	530.10	286.90	872.30	17,458.77	1.74	1.43	3.17	18.16	12.20	30.36	16.43	49.96
Santa Ana College	22.70	1.10	23.80	297.10	251.60	548.70	318.00	890.50	19,683.43	1.15	0.06	1.21	15.09	12.78	27.88	16.16	45.24

Full-Time Equivalent Employee Analysis of Comparative Colleges, 2015-2016

College	Fall Semester FTE By Classification								Annual FTES	FTE Per 1,000 FTES							
	Educational Administrator	*Classified Management*	Total Management	*Tenured/Track Faculty*	*Adjunct Faculty*	Total Faculty	Classified* Support	Total FTE	Total FTES	*Educational Administrator*	*Classified Management*	Total Management	*Tenured/Track Faculty*	*Adjunct Faculty*	Total Faculty	Classified Support	Total FTE Per FTES
East LA College	*19.70*	*6.30*	26.00	*360.00*	*260.70*	620.70	339.90	986.60	25,788.34	0.76	0.24	1.01	13.96	10.11	24.07	13.18	38.26
Fullerton College	17.20	14.00	31.20	384.60	284.50	669.10	265.70	966.00	19,380.39	0.89	0.72	1.61	19.84	14.68	34.52	13.71	49.84
Orange Coast College	21.40	23.00	44.40	293.60	202.20	495.80	291.20	831.40	18,434.40	1.16	1.25	2.41	15.93	10.97	26.90	15.80	45.10
Santa Ana College	19.60	1.10	20.70	268.50	260.60	529.10	294.40	844.20	20,884.54	0.94	0.05	0.99	12.86	12.48	25.33	14.10	40.42

Full-Time Equivalent Employee Analysis of Comparative Colleges, 2014-2015

College	Fall Semester FTE By Classification								Annual FTES	FTE Per 1,000 FTES							
	Educational Administrator	*Classified Management*	Total Management	*Tenured/Track Faculty*	*Adjunct Faculty*	Total Faculty	Classified* Support	Total FTE	Total FTES	*Educational Administrator*	*Classified Management*	Total Management	*Tenured/Track Faculty*	*Adjunct Faculty*	Total Faculty	Classified Support	Total FTE Per FTES
East LA College	*17.40*	*4.30*	21.70	*259.80*	*298.10*	557.90	317.60	897.20	24,316.22	0.72	0.18	0.89	10.68	12.26	22.94	13.06	36.90
Fullerton College	15.20	13.00	28.20	353.50	292.50	646.00	239.30	913.50	19,644.01	0.77	0.66	1.44	18.00	14.89	32.89	12.18	46.50
Orange Coast College	19.50	21.00	40.50	286.60	192.50	479.10	288.40	808.00	17,266.66	1.13	1.22	2.35	16.60	11.15	27.75	16.70	46.80
Santa Ana College	22.10	1.10	23.20	256.90	254.70	511.60	299.80	834.60	20,820.87	1.06	0.05	1.11	12.34	12.23	24.57	14.40	40.08

Full-Time Equivalent Employee Analysis of Comparative Colleges, 2013-2014

College	Fall Semester FTE By Classification								Annual FTES	FTE Per 1,000 FTES							
	Educational Administrator	*Classified Management*	Total Management	*Tenured/Track Faculty*	*Adjunct Faculty*	Total Faculty	Classified* Support	Total FTE	Total FTES	*Educational Administrator*	*Classified Management*	Total Management	*Tenured/Track Faculty*	*Adjunct Faculty*	Total Faculty	Classified Support	Total FTE Per FTES
East LA College	*14.90*	*3.30*	18.20	*252.10*	*256.50*	508.60	293.90	820.70	22,717.36	0.66	0.15	0.80	11.10	11.29	22.39	12.94	36.13
Fullerton College	16.70	13.00	29.70	364.30	246.50	610.80	232.00	872.50	19,465.40	0.86	0.67	1.53	18.72	12.66	31.38	11.92	44.82
Orange Coast College	21.60	19.00	40.60	284.50	172.40	456.90	269.80	767.30	17,798.44	1.21	1.07	2.28	15.98	9.69	25.67	15.16	43.11
Santa Ana College	26.80	1.00	27.80	238.30	251.60	489.90	317.20	834.90	20,443.11	1.31	0.05	1.36	11.66	12.31	23.96	15.52	40.84

Full-Time Equivalent Employee Analysis of Comparative Colleges, 2012-2013

College	Fall Semester FTE By Classification								Annual FTES	FTE Per 1,000 FTES							
	Educational Administrator	*Classified Management*	Total Management	*Tenured/Track Faculty*	*Adjunct Faculty*	Total Faculty	Classified* Support	Total FTE	Total FTES	*Educational Administrator*	*Classified Management*	Total Management	*Tenured/Track Faculty*	*Adjunct Faculty*	Total Faculty	Classified Support	Total FTE Per FTES
East LA College	*15.40*	*3.30*	18.70	*255.00*	*230.00*	485.00	304.80	808.50	22,940.56	0.67	0.14	0.82	11.12	10.03	21.14	13.29	35.24
Fullerton College	18.00	12.00	30.00	348.90	161.00	509.90	247.80	787.70	16,616.53	1.08	0.72	1.81	21.00	9.69	30.69	14.91	47.40
Orange Coast College	27.00	20.20	47.20	290.30	135.60	425.90	277.90	751.00	16,429.93	1.64	1.23	2.87	17.67	8.25	25.92	16.91	45.71
Santa Ana College	27.50	1.00	28.50	249.90	249.20	499.10	315.50	843.10	20,312.69	1.35	0.05	1.40	12.30	12.27	24.57	15.53	41.51

Sources: Fall FTE from California Community College Chancellor's Office Data Mart and Annual FTES (includes residents and nonresidents) from 320 Reports (North Orange CCD adjusted for Summer School shift in 2016-17).
* Classified Support includes those labeled as Classified Professionals.

North Orange Community College District
FTE Employee Analysis of Comparative Colleges by FTES for Cypress College
2012-13 through 2016-17

Full-Time Equivalent Employee Analysis of Comparative Colleges, 2016-2017

College	Fall Semester FTE By Classification								Annual FTES	FTE Per 1,000 FTES							
	Educational Administrator	*Classified Management*	Total Management	*Tenured/Track Faculty*	*Adjunct Faculty*	Total Faculty	Classified* Support	Total FTE	Total FTES	*Educational Administrator*	*Classified Management*	Total Management	*Tenured/Track Faculty*	*Adjunct Faculty*	Total Faculty	Classified Support	Total FTE Per FTES
Cypress College	*15.20*	*16.20*	31.40	*270.10*	*195.50*	465.60	189.80	686.80	11,845.11	1.28	1.37	2.65	22.80	16.50	39.31	16.02	57.98
Grossmont College	16.30	8.30	24.60	232.40	239.00	471.40	195.20	691.20	13,524.35	1.21	0.61	1.82	17.18	17.67	34.86	14.43	51.11
Los Angeles Pierce College	10.80	5.20	16.00	279.80	156.30	436.10	275.50	727.60	16,098.48	0.67	0.32	0.99	17.38	9.71	27.09	17.11	45.20
Moorpark College	11.00	2.00	13.00	202.30	137.10	339.40	150.90	503.30	11,150.31	0.99	0.18	1.17	18.14	12.30	30.44	13.53	45.14

Full-Time Equivalent Employee Analysis of Comparative Colleges, 2015-2016

College	Fall Semester FTE By Classification								Annual FTES	FTE Per 1,000 FTES							
	Educational Administrator	*Classified Management*	Total Management	*Tenured/Track Faculty*	*Adjunct Faculty*	Total Faculty	Classified* Support	Total FTE	Total FTES	*Educational Administrator*	*Classified Management*	Total Management	*Tenured/Track Faculty*	*Adjunct Faculty*	Total Faculty	Classified Support	Total FTE Per FTES
Cypress College	*17.20*	*12.20*	29.40	*253.90*	*199.80*	453.70	192.20	675.30	11,920.74	1.44	1.02	2.47	21.30	16.76	38.06	16.12	56.65
Grossmont College	17.40	5.00	22.40	207.00	236.70	443.70	192.00	658.10	13,792.32	1.26	0.36	1.62	15.01	17.16	32.17	13.92	47.71
Los Angeles Pierce College	10.20	5.20	15.40	249.30	180.70	430.00	235.80	681.20	15,993.28	0.64	0.33	0.96	15.59	11.30	26.89	14.74	42.59
Moorpark College	9.00	1.00	10.00	193.50	146.40	339.90	136.60	486.50	11,507.45	0.78	0.09	0.87	16.82	12.72	29.54	11.87	42.28

Full-Time Equivalent Employee Analysis of Comparative Colleges, 2014-2015

College	Fall Semester FTE By Classification								Annual FTES	FTE Per 1,000 FTES							
	Educational Administrator	*Classified Management*	Total Management	*Tenured/Track Faculty*	*Adjunct Faculty*	Total Faculty	Classified* Support	Total FTE	Total FTES	*Educational Administrator*	*Classified Management*	Total Management	*Tenured/Track Faculty*	*Adjunct Faculty*	Total Faculty	Classified Support	Total FTE Per FTES
Cypress College	*16.20*	*14.00*	30.20	*241.70*	*187.10*	428.80	182.80	641.80	11,380.40	1.42	1.23	2.65	21.24	16.44	37.68	16.06	56.40
Grossmont College	19.60	3.00	22.60	211.50	215.50	427.00	185.00	634.60	13,326.11	1.47	0.23	1.70	15.87	16.17	32.04	13.88	47.62
Los Angeles Pierce College	12.00	4.40	16.40	154.30	243.50	397.80	240.10	654.30	15,699.98	0.76	0.28	1.04	9.83	15.51	25.34	15.29	41.68
Moorpark College	8.00	1.00	9.00	182.90	138.00	320.90	134.80	464.70	11,332.86	0.71	0.09	0.79	16.14	12.18	28.32	11.89	41.00

Full-Time Equivalent Employee Analysis of Comparative Colleges, 2013-2014

College	Fall Semester FTE By Classification								Annual FTES	FTE Per 1,000 FTES							
	Educational Administrator	*Classified Management*	Total Management	*Tenured/Track Faculty*	*Adjunct Faculty*	Total Faculty	Classified* Support	Total FTE	Total FTES	*Educational Administrator*	*Classified Management*	Total Management	*Tenured/Track Faculty*	*Adjunct Faculty*	Total Faculty	Classified Support	Total FTE Per FTES
Cypress College	*14.00*	*13.00*	27.00	*241.30*	*169.60*	410.90	182.80	620.70	11,228.46	1.25	1.16	2.40	21.49	15.10	36.59	16.28	55.28
Grossmont College	13.10	2.00	15.10	209.00	206.60	415.60	181.00	611.70	13,178.46	0.99	0.15	1.15	15.86	15.68	31.54	13.73	46.42
Los Angeles Pierce College	7.70	4.20	11.90	157.10	225.00	382.10	223.20	617.20	14,847.23	0.52	0.28	0.80	10.58	15.15	25.74	15.03	41.57
Moorpark College	8.00	1.00	9.00	171.10	144.00	315.10	132.70	456.80	10,926.32	0.73	0.09	0.82	15.66	13.18	28.84	12.14	41.81

Full-Time Equivalent Employee Analysis of Comparative Colleges, 2012-2013

College	Fall Semester FTE By Classification								Annual FTES	FTE Per 1,000 FTES							
	Educational Administrator	*Classified Management*	Total Management	*Tenured/Track Faculty*	*Adjunct Faculty*	Total Faculty	Classified* Support	Total FTE	Total FTES	*Educational Administrator*	*Classified Management*	Total Management	*Tenured/Track Faculty*	*Adjunct Faculty*	Total Faculty	Classified Support	Total FTE Per FTES
Cypress College	*16.20*	*13.00*	29.20	*239.10*	*148.90*	388.00	193.90	611.10	10,889.52	1.49	1.19	2.68	21.96	13.67	35.63	17.81	56.12
Grossmont College	13.20	1.00	14.20	205.00	181.00	386.00	169.50	569.70	12,475.85	1.06	0.08	1.14	16.43	14.51	30.94	13.59	45.66
Los Angeles Pierce College	11.00	4.20	15.20	168.30	197.90	366.20	221.20	602.60	14,281.98	0.77	0.29	1.06	11.78	13.86	25.64	15.49	42.19
Moorpark College	8.00	1.00	9.00	182.60	131.10	313.70	125.20	447.90	10,885.22	0.73	0.09	0.83	16.78	12.04	28.82	11.50	41.15

Sources: Fall FTE from California Community College Chancellor's Office Data Mart and Annual FTES (includes residents and nonresidents) from 320 Reports (North Orange CCD adjusted for Summer School shift in 2016-17).

* Classified Support includes those labeled as Classified Professionals.

North Orange Community College District
FTE Employee Analysis of Comparative Districts by FTES
2012-13 through 2016-17

Full-Time Equivalent Employee Analysis of Comparative Districts, 2016-2017

District	Fall Semester FTE By Classification								Annual FTES	FTE Per 1,000 FTES							
	Educational Administrator	*Classified Management*	Total Management	*Tenured/Track Faculty*	*Adjunct Faculty*	Total Faculty	Classified* Support	Total FTE	Total FTES	*Educational Administrator*	*Classified Management*	Total Management	*Tenured/Track Faculty*	*Adjunct Faculty*	Total Faculty	Classified Support	Total FTE Per FTES
Coast CCD	*69.70*	*85.70*	155.40	*549.60*	*448.90*	998.50	709.50	1,863.40	32,578.15	2.14	2.63	4.77	16.87	13.78	30.65	21.78	57.20
North Orange CCD	50.40	59.40	109.80	724.30	564.10	1,288.40	606.50	2,004.70	35,940.49	1.40	1.65	3.06	20.15	15.70	35.85	16.88	55.78
Rancho Santiago CCD	46.90	8.10	55.00	432.50	387.80	820.30	615.80	1,491.10	28,238.46	1.66	0.29	1.95	15.32	13.73	29.05	21.81	52.80
San Diego CCD	57.50	35.00	92.50	710.60	765.40	1,476.00	995.90	2,564.40	44,751.52	1.28	0.78	2.07	15.88	17.10	32.98	22.25	57.30

Full-Time Equivalent Employee Analysis of Comparative Districts, 2015-2016

District	Fall Semester FTE By Classification								Annual FTES	FTE Per 1,000 FTES							
	Educational Administrator	*Classified Management*	Total Management	*Tenured/Track Faculty*	*Adjunct Faculty*	Total Faculty	Classified* Support	Total FTE	Total FTES	*Educational Administrator*	*Classified Management*	Total Management	*Tenured/Track Faculty*	*Adjunct Faculty*	Total Faculty	Classified Support	Total FTE Per FTES
Coast CCD	*56.20*	*76.70*	132.90	*503.50*	*451.00*	954.50	703.20	1,790.60	32,848.39	1.71	2.33	4.05	15.33	13.73	29.06	21.41	54.51
North Orange CCD	48.40	52.20	100.60	664.20	608.90	1,273.10	601.70	1,975.40	36,590.69	1.32	1.43	2.75	18.15	16.64	34.79	16.44	53.99
Rancho Santiago CCD	45.00	7.10	52.10	397.00	396.70	793.70	575.60	1,421.40	29,582.70	1.52	0.24	1.76	13.42	13.41	26.83	19.46	48.05
San Diego CCD	61.90	31.00	92.90	666.00	750.80	1,416.80	973.50	2,483.20	44,623.36	1.39	0.69	2.08	14.92	16.83	31.75	21.82	55.65

Full-Time Equivalent Employee Analysis of Comparative Districts, 2014-2015

District	Fall Semester FTE By Classification								Annual FTES	FTE Per 1,000 FTES							
	Educational Administrator	*Classified Management*	Total Management	*Tenured/Track Faculty*	*Adjunct Faculty*	Total Faculty	Classified* Support	Total FTE	Total FTES	*Educational Administrator*	*Classified Management*	Total Management	*Tenured/Track Faculty*	*Adjunct Faculty*	Total Faculty	Classified Support	Total FTE Per FTES
Coast CCD	*51.60*	*81.50*	133.10	*481.10*	*419.20*	900.30	680.10	1,713.50	32,816.61	1.57	2.48	4.06	14.66	12.77	27.43	20.72	52.21
North Orange CCD	44.40	51.00	95.40	617.00	599.10	1,216.10	555.30	1,866.80	36,784.26	1.21	1.39	2.59	16.77	16.29	33.06	15.10	50.75
Rancho Santiago CCD	48.30	5.10	53.40	376.20	383.40	759.60	580.70	1,393.70	29,464.33	1.64	0.17	1.81	12.77	13.01	25.78	19.71	47.30
San Diego CCD	72.00	30.00	102.00	661.00	671.90	1,332.90	1,013.20	2,448.10	43,223.55	1.67	0.69	2.36	15.29	15.54	30.84	23.44	56.64

Full-Time Equivalent Employee Analysis of Comparative Districts, 2013-2014

District	Fall Semester FTE By Classification								Annual FTES	FTE Per 1,000 FTES							
	Educational Administrator	*Classified Management*	Total Management	*Tenured/Track Faculty*	*Adjunct Faculty*	Total Faculty	Classified* Support	Total FTE	Total FTES	*Educational Administrator*	*Classified Management*	Total Management	*Tenured/Track Faculty*	*Adjunct Faculty*	Total Faculty	Classified Support	Total FTE Per FTES
Coast CCD	*55.90*	*65.00*	120.90	*480.20*	*384.90*	865.10	*646.00*	1,632.00	34,257.36	1.63	1.90	3.53	14.02	11.24	25.25	18.86	47.64
North Orange CCD	42.70	49.00	91.70	627.20	531.80	1,159.00	553.70	1,804.40	36,425.91	1.17	1.35	2.52	17.22	14.60	31.82	15.20	49.54
Rancho Santiago CCD	53.20	7.00	60.20	342.90	370.40	713.30	599.70	1,373.20	29,104.52	1.83	0.24	2.07	11.78	12.73	24.51	20.61	47.18
San Diego CCD	62.60	30.00	92.60	612.90	641.60	1,254.50	1,016.20	2,363.30	42,577.44	1.47	0.70	2.17	14.39	15.07	29.46	23.87	55.51

Full-Time Equivalent Employee Analysis of Comparative Districts, 2012-2013

District	Fall Semester FTE By Classification								Annual FTES	FTE Per 1,000 FTES							
	Educational Administrator	*Classified Management*	Total Management	*Tenured/Track Faculty*	*Adjunct Faculty*	Total Faculty	Classified* Support	Total FTE	Total FTES	*Educational Administrator*	*Classified Management*	Total Management	*Tenured/Track Faculty*	*Adjunct Faculty*	Total Faculty	Classified Support	Total FTE Per FTES
Coast CCD	*66.00*	*65.20*	131.20	*478.80*	*320.60*	799.40	*685.10*	1,615.70	31,420.95	2.10	2.08	4.18	15.24	10.20	25.44	21.80	51.42
North Orange CCD	44.20	49.00	93.20	609.60	417.90	1,027.50	576.00	1,696.70	33,127.90	1.33	1.48	2.81	18.40	12.61	31.02	17.39	51.22
Rancho Santiago CCD	53.70	6.00	59.70	360.20	364.50	724.70	591.20	1,375.60	28,617.18	1.88	0.21	2.09	12.59	12.74	25.32	20.66	48.07
San Diego CCD	61.50	169.10	230.60	699.90	619.20	1,319.10	876.40	2,426.10	40,323.53	1.53	4.19	5.72	17.36	15.36	32.71	21.73	60.17

Sources: Fall FTE from California Community College Chancellor's Office Data Mart and Annual FTES (includes residents and nonresidents) from 320 Reports (North Orange CCD adjusted for Summer School shift in 2016-17).
* Classified Support includes those labeled as Classified Professionals.

North Orange Community College District
FTE Employee Analysis of Comparative Districts by FTES for North Orange Continuing Education
2012-13 through 2016-17

Full-Time Equivalent Employee Analysis of Comparative Districts, 2016-2017

District	Fall Semester FTE By Classification								Annual FTES	FTE Per 1,000 FTES							
	Educational Administrator	*Classified Management*	Total Management	*Tenured/Track Faculty*	*Adjunct Faculty*	Total Faculty	Classified* Support	Total FTE	Total FTES	*Educational Administrator*	*Classified Management*	Total Management	*Tenured/Track Faculty*	*Adjunct Faculty*	Total Faculty	Classified Support	Total FTE Per FTES
Mt. San Antonio**	*8.00*	*4.00*	12.00	*4.00*	*87.52*	91.52	48.50	152.02	6,777.58	1.18	0.59	1.77	0.59	12.91	13.50	7.16	22.43
North Orange CE	9.00	6.00	15.00	28.00	124.20	152.20	71.20	238.40	4,992.14	1.80	1.20	3.00	5.61	24.88	30.49	14.26	47.76
San Diego Adult Educ.	incomplete	*0.00*	-	101.90	171.50	273.40	incomplete	#VALUE!	8,595.45	#VALUE!	-	#VALUE!	11.86	19.95	31.81	#VALUE!	#VALUE!
Santa Ana College**	4.00	1.00	5.00	17.00	115.50	132.50	92.50	230.00	4,171.63	0.96	0.24	1.20	4.08	27.69	31.76	22.17	55.13
Santiago Canyon College**	4.00	1.00	5.00	11.00	55.31	66.31	25.00	96.31	1,846.53	2.17	0.54	2.71	5.96	29.95	35.91	13.54	52.16

Full-Time Equivalent Employee Analysis of Comparative Districts, 2015-2016

District	Fall Semester FTE By Classification								Annual FTES	FTE Per 1,000 FTES							
	Educational Administrator	*Classified Management*	Total Management	*Tenured/Track Faculty*	*Adjunct Faculty*	Total Faculty	Classified* Support	Total FTE	Total FTES	*Educational Administrator*	*Classified Management*	Total Management	*Tenured/Track Faculty*	*Adjunct Faculty*	Total Faculty	Classified Support	Total FTE Per FTES
Mt. San Antonio**	*7.00*	*3.00*	10.00	*2.00*	*75.82*	77.82	41.50	129.32	6,288.18	1.11	0.48	1.59	0.32	12.06	12.38	6.60	20.57
North Orange CE	10.00	5.00	15.00	25.80	124.60	150.40	68.10	233.50	5,289.56	1.89	0.95	2.84	4.88	23.56	28.43	12.87	44.14
San Diego Adult Educ.	12.30	1.00	13.30	90.90	168.00	258.90	90.10	362.30	8,369.07	1.47	0.12	1.59	10.86	20.07	30.94	10.77	43.29
Santa Ana College**	4.00	1.00	5.00	13.00	118.74	131.74	98.00	234.74	4,811.45	0.83	0.21	1.04	2.70	24.68	27.38	20.37	48.79
Santiago Canyon College**	4.00	1.00	5.00	5.00	52.54	57.54	27.50	90.04	1,816.10	2.20	0.55	2.75	2.75	28.93	31.68	15.14	49.58

Full-Time Equivalent Employee Analysis of Comparative Districts, 2014-2015

District	Fall Semester FTE By Classification								Annual FTES	FTE Per 1,000 FTES							
	Educational Administrator	*Classified Management*	Total Management	*Tenured/Track Faculty*	*Adjunct Faculty*	Total Faculty	Classified* Support	Total FTE	Total FTES	*Educational Administrator*	*Classified Management*	Total Management	*Tenured/Track Faculty*	*Adjunct Faculty*	Total Faculty	Classified Support	Total FTE Per FTES
Mt. San Antonio**	*5.00*	*3.00*	8.00	*1.00*	*72.76*	73.76	-	#VALUE!	5,987.79	0.84	0.50	1.34	0.17	12.15	12.32	#VALUE!	#VALUE!
North Orange CE	10.00	5.00	15.00	21.80	119.50	141.30	62.20	218.50	5,759.85	1.74	0.87	2.60	3.78	20.75	24.53	10.80	37.94
San Diego Adult Educ.	13.00	1.00	14.00	92.20	149.90	242.10	93.70	349.80	8,559.12	1.52	0.12	1.64	10.77	17.51	28.29	10.95	40.87
Santa Ana College**	4.00	1.00	5.00	13.00	113.12	126.12	96.50	227.62	4,820.41	0.83	0.21	1.04	2.70	23.47	26.16	20.02	47.22
Santiago Canyon College**	3.00	1.00	4.00	5.00	45.76	50.76	30.50	85.26	1,721.89	1.74	0.58	2.32	2.90	26.58	29.48	17.71	49.52

Full-Time Equivalent Employee Analysis of Comparative Districts, 2013-2014

District	Fall Semester FTE By Classification								Annual FTES	FTE Per 1,000 FTES							
	Educational Administrator	*Classified Management*	Total Management	*Tenured/Track Faculty*	*Adjunct Faculty*	Total Faculty	Classified* Support	Total FTE	Total FTES	*Educational Administrator*	*Classified Management*	Total Management	*Tenured/Track Faculty*	*Adjunct Faculty*	Total Faculty	Classified Support	Total FTE Per FTES
Mt. San Antonio**	*5.00*	*3.00*	8.00	*1.00*	*72.32*	73.32	-	#VALUE!	5,598.99	0.89	0.54	1.43	0.18	12.92	13.10	#VALUE!	#VALUE!
North Orange CE	10.00	6.00	16.00	21.60	115.70	137.30	61.80	215.10	5,732.05	1.74	1.05	2.79	3.77	20.18	23.95	10.78	37.53
San Diego Adult Educ.	11.00	1.00	12.00	82.40	147.00	229.40	94.90	336.30	8,169.30	1.35	0.12	1.47	10.09	17.99	28.08	11.62	41.17
Santa Ana College**	4.00	1.00	5.00	11.00	120.90	131.90	97.50	234.40	4,594.12	0.87	0.22	1.09	2.39	26.32	28.71	21.22	51.02
Santiago Canyon College**	3.00	1.00	4.00	6.00	38.02	44.02	30.00	78.02	1,807.01	1.66	0.55	2.21	3.32	21.04	24.36	16.60	43.18

Full-Time Equivalent Employee Analysis of Comparative Districts, 2012-2013

District	Fall Semester FTE By Classification								Annual FTES	FTE Per 1,000 FTES							
	Educational Administrator	*Classified Management*	Total Management	*Tenured/Track Faculty*	*Adjunct Faculty*	Total Faculty	Classified* Support	Total FTE	Total FTES	*Educational Administrator*	*Classified Management*	Total Management	*Tenured/Track Faculty*	*Adjunct Faculty*	Total Faculty	Classified Support	Total FTE Per FTES
Mt. San Antonio**	*5.00*	*3.00*	8.00	*0.00*	-	#VALUE!	-	#VALUE!	5,511.43	0.91	0.54	1.45	-	#VALUE!	#VALUE!	#VALUE!	#VALUE!
North Orange CE	8.00	8.00	16.00	21.70	108.00	129.70	63.90	209.60	5,571.85	1.44	1.44	2.87	3.89	19.38	23.28	11.47	37.62
San Diego Adult Educ.	12.00	14.00	26.00	87.50	133.50	221.00	83.50	330.50	8,171.79	1.47	1.71	3.18	10.71	16.34	27.04	10.22	40.44
Santa Ana College**	4.00	1.00	5.00	11.00	124.81	135.81	98.50	239.31	4,557.93	0.88	0.22	1.10	2.41	27.38	29.80	21.61	52.50
Santiago Canyon College**	2.00	1.00	3.00	8.00	36.76	44.76	30.00	77.76	1,892.47	1.06	0.53	1.59	4.23	19.42	23.65	15.85	41.09

Sources: Fall FTE from California Community College Chancellor's Office Data Mart and Annual FTES (includes residents and nonresidents) from 320 Reports (North Orange CCD adjusted for Summer School shift in 2016-17).

* Classified Support includes those labeled as Classified Professionals.

** FTE counts provided by Mt. San Antonio College, Santa Ana College and Santiago Canyon College respectively and includes labs

APPENDIX J

J. State Recommendation on Position Control

California Community Colleges

Sound Fiscal Management
Self-Assessment Checklist

1. **Deficit Spending** - Is this area acceptable? **Yes / No**
   - Is the district spending within their revenue budget in the current year?
   - Has the district controlled deficit spending over multiple years?
   - Is deficit spending addressed by fund balance, ongoing revenue increases, or expenditure reductions?
   - Are district revenue estimates based upon past history?
   - Does the district automatically build in growth revenue estimates?

2. **Fund Balance** – Is this area acceptable? **Yes / No**
   - Is the district's fund balance stable or consistently increasing?
   - Is the fund balance increasing due to on-going revenue increases and/or expenditure reductions?

3. **Enrollment** - Is this area acceptable? **Yes / No**
   - Has the district's enrollment been increasing or stable for multiple years?
   - Are the district's enrollment projections updated at least semiannually?
   - Are staffing adjustments consistent with the enrollment trends?
   - Does the district analyze enrollment and full time equivalent students (FTES) data?
   - Does the district track historical data to establish future trends between P-1 and annual for projection purposes?
   - Has the district avoided stabilization funding?

4. **Unrestricted General Fund Balance** – Is this area acceptable? **Yes / No**
   - Is the district's unrestricted general fund balance consistently maintained at or above the recommended minimum prudent level (5% of the total unrestricted general fund expenditures)?
   - Is the district's unrestricted fund balance maintained throughout the year?

5. **Cash Flow Borrowing** - Is this area acceptable? **Yes / No**
   - Can the district manage its cash flow without interfund borrowing?
   - Is the district repaying TRANS and/or borrowed funds within the required statutory period?

6. **Bargaining Agreements** - Is this area acceptable? **Yes / No**
   - Has the district settled bargaining agreements within new revenue sources during the past three years?
   - Did the district conduct a pre-settlement analysis identifying an ongoing revenue source to support the agreement?
   - Did the district correctly identify the related costs?
   - Did the district address budget reductions necessary to sustain the total compensation increase?

7. **Unrestricted General Fund Staffing** - Is this area acceptable? **Yes / No**
   - Is the district ensuring it is not using one-time funds to pay for permanent staff or other ongoing expenses?
   - Is the percentage of district general fund budget allocated to salaries and benefits at or less than the statewide average (i.e. the statewide average for 2003-04 is 85%)?

8. **Internal Controls** - Is this area acceptable? **Yes / No**
   - Does the district have adequate internal controls to insure the integrity of the general ledger?
   - Does the district have adequate internal controls to safeguard the district's assets?

9. **Management Information Systems** - Is this area acceptable? **Yes / No**
   - Is the district data accurate and timely?
   - Are the county and state reports filed in a timely manner?
   - Are key fiscal reports readily available and understandable?

10. **Position Control** – Is this area acceptable? **Yes / No**
    - Is position control integrated with payroll?
    - Does the district control unauthorized hiring?
    - Does the district have controls over part-time academic staff hiring?

11. **Budget Monitoring** - Is this area acceptable? **Yes / No**
    - Is there sufficient consideration to the budget, related to long-term bargaining agreements?
    - Are budget revisions completed in a timely manner?
    - Does the district openly discuss the impact of budget revisions at the board level?
    - Are budget revisions made or confirmed by the board in a timely manner after the collective bargaining agreements are ratified?
    - Has the district's long-term debt decreased from the prior fiscal year?
    - Has the district identified the repayment sources for the long-term debt?
    - Does the district compile annualized revenue and expenditure projections throughout the year?

12. **Retiree Health Benefits** - Is this area acceptable? **Yes / No**
    - Has the district completed an actuarial calculation to determine the unfunded liability?
    - Does the district have a plan for addressing the retiree benefits liabilities?

13. **Leadership/Stability** - Is this area acceptable? **Yes / No**
    - Has the district experienced recent turnover in its management team (including the Chief Executive Officer, Chief Business Officer, and Board of Trustees)?

14. **District Liability** – Is this area acceptable? **Yes / No**
    - Has the district performed the proper legal analysis regarding potential lawsuits that may require the district to maintain increased reserve levels?
    - Has the district set up contingent liabilities for anticipated settlements, legal fees, etc?

15. **Reporting** – Is this area acceptable? **Yes / No**
    - Has the district filed the annual audit report with the System Office on a timely basis?
    - Has the district taken appropriate actions to address material findings cited in their annual audit report?
    - Has the district met the requirements of the 50 percent law?
    - Have the Quarterly Financial Status Reports (CCFS-311Q), Annual Financial and Budget Reports (CCFS-311), and Apportionment Attendance Reports (CCFS-320) been submitted to the System Office on or before the stated deadlines?

APPENDIX K

K. NOCCCD Average Class Size

*North Orange County Community College District Average Class Size 3-26-2018**

		Overall		Exclude non-credit labs		Exclude Independent Study		Lecture Only	
TERM	COLLEGE	Number of Sections	Average Enrollment	Number of Sections	Average Enrollment	Number of Sections	Average Enrollment	Number of Sections	Average Enrollment
Summer 2015	Cypress	261	29	261	29	254	30	165	29
Summer 2015	Fullerton	421	34	419	32	412	32	296	27
Fall 2015	Cypress	1434	31	1434	31	1398	32	1111	32
Fall 2015	Fullerton	2283	33	2281	31	2250	31	1845	31
Spring 2016	Cypress	1448	29	1448	29	1406	30	1093	30
Spring 2016	Fullerton	2386	30	2384	29	2313	29	1893	29
Summer 2016	Cypress	255	29	255	29	245	29	147	28
Summer 2016	Fullerton	455	31	453	30	444	30	289	27
Fall 2016	Cypress	1490	29	1490	29	1453	30	1112	30
Fall 2016	Fullerton	2308	32	2306	30	2277	30	1866	30
Spring 2017	Cypress	1463	28	1463	28	1421	29	1070	29
Spring 2017	Fullerton	2397	29	2395	27	2366	27	1929	27
Fall 2017	Cypress	1491	29	1491	29	1452	29	1106	30
Fall 2017	Fullerton	2275	32	2273	29	2237	30	1825	30
Spring 2018	Cypress	1463	28	1462	27	1426	28	1054	28
Spring 2018	Fullerton	2248	29	2246	27	2205	28	1781	27

*Source - Office of Education Services and Technology

APPENDIX L

L. WSCH/FTES Comparison by College/Unit

WSCH/FTES Comparison Cypress College

Category	Fall					% Change	Count Change
	2012	2013	2014	2015	2016	From Prior Year	From Prior Year
Section Count	1401	1487	1529	1595	1654	3.7	59
Enrolled	43263	44109	43723	44690	43526	-2.6	-1164
Seat Count	45935	48489	48958	50830	50721	-0.21	-109
Fill Percent	94.18	90.97	89.31	87.92	85.81	-2.4	-2.11
FTES	5053.22	5294.08	5327.89	5504.59	5419.88	-1.54	-84.71
FTEF	334.79	361.04	371.34	393.32	399.98	1.69	6.66
WSCH per FTEF	452.8	439.9	430.44	419.85	406.51	-3.18	-13.34

Category	Spring					% Change	Count Change
	2013	2014	2015	2016	2017	From Prior Year	From Prior Year
Section Count	1475	1474	1582	1613	1643	1.86	30
Enrolled	44279	42399	42632	42058	40635	-3.38	-1423
Seat Count	49204	47409	50443	50720	48930	-3.53	-1790
Fill Percent	89.99	89.43	84.52	82.92	83.05	0.16	0.13
FTES	5062.17	5154.71	5235.7	5205.02	5119.93	-1.63	-85.09
FTEF	357.28	357.89	380.48	395.93	396.22	0.07	0.29
WSCH per FTEF	425.06	432.09	412.82	394.39	387.66	-1.71	-6.73

Category	Summer					% Change	Count Change
	2013	2014	2015	2016	2017	From Prior Year	From Prior Year
Section Count	184	182	267	269	290	7.81	21
Enrolled	5600	5513	7564	7306	7630	4.43	324
Seat Count	6650	6670	9732	9417	10101	7.26	684
Fill Percent	84.21	82.65	77.72	77.58	75.54	-2.63	-2.04
FTES	617.65	629.13	852.33	830.55	827.22	-0.4	-3.33
FTEF	38.76	39.55	58.61	57.82	59.85	3.51	2.03
WSCH per FTEF	478.1	477.24	436.24	430.95	414.67	-3.78	-16.28

WSCH/FTES Comparison Fullerton College

Category	Fall					% Change	Count Change
	2012	2013	2014	2015	2016	From Prior Year	From Prior Year
Section Count	1802	2229	2364	2412	2495	3.44	83
Enrolled	63966	75722	77737	75150	74773	-0.5	-377
Seat Count	61521	72428	78718	77975	82654	6	4679
Fill Percent	103.97	104.55	98.75	96.38	90.47	-6.13	-5.91
FTES	7264.86	8546.33	8863.02	8713.49	8640.69	-0.84	-72.8
FTEF	459.46	544.26	574.42	579.21	586.73	1.3	7.52
WSCH per FTEF	474.35	471.08	462.89	451.31	441.8	-2.11	-9.51

Category	Spring					% Change	Count Change
	2013	2014	2015	2016	2017	From Prior Year	From Prior Year
Section Count	2141	2367	2520	2519	2509	-0.4	-10
Enrolled	69994	74604	74018	71996	70385	-2.24	-1611
Seat Count	72031	76731	81131	80858	81260	0.5	402
Fill Percent	97.17	97.23	91.23	89.04	86.62	-2.72	-2.42
FTES	7703.63	8355.24	8499.9	8412.33	8071.46	-4.05	-340.87
FTEF	519.29	557.33	588.68	583.37	586.97	0.62	3.6
WSCH per FTEF	445.05	449.74	433.17	432.6	412.53	-4.64	-20.07

Category	Summer					% Change	Count Change
	2013	2014	2015	2016	2017	From Prior Year	From Prior Year
Section Count	555	462	450	473	430	-9.09	-43
Enrolled	17595	14729	14223	14110	13714	-2.81	-396
Seat Count	20557	16773	17122	17955	17179	-4.32	-776
Fill Percent	85.59	87.81	83.07	78.59	79.83	1.58	1.24
FTES	1827.59	1633.2	1565.86	1623.62	1558.48	-4.01	-65.14
FTEF	130.64	110.17	111.08	114.65	111.35	-2.88	-3.3
WSCH per FTEF	419.69	444.75	422.89	424.85	419.89	-1.17	-4.96

Source: Office of Education Services and Technology.

WSCH/FTES Comparison NOCE

Category	Summer					% Change	Count Change
	2013	2014	2015	2016	2017	From Prior Year	From Prior Year
Section Count	1202	1037	990	970	940	-3.09	-30
Enrolled	36054	26659	26694	26829	24832	-7.44	-1997
Seat Count	281693	187526	177969	237285	239765	1.05	2480
Fill Percent	12.8	14.22	15	11.31	10.36	-8.4	-0.95
FTES	64.08	62.85	63.17	64.48	57.31	-11.12	-7.17
FTEF	68.29	63.59	63.95	57.89	52.87	-8.67	-5.02
WSCH per FTEF	28.15	29.65	29.64	33.42	32.52	-2.69	-0.9

Category	Fall					% Change	Count Change
	2012	2013	2014	2015	2016	From Prior Year	From Prior Year
Section Count	1042	1064	1125	1136	1105	-2.73	-31
Enrolled	43771	36161	38147	36620	37727	3.02	1107
Seat Count	210055	199606	196284	249899	246255	-1.46	-3644
Fill Percent	20.84	18.12	19.43	14.65	15.32	4.57	0.67
FTES	178.08	192.76	187.74	191.21	177.79	-7.02	-13.42
FTEF	127.14	134.65	139.85	144.36	140.44	-2.72	-3.92
WSCH per FTEF	42.02	42.95	40.27	39.74	37.98	-4.43	-1.76

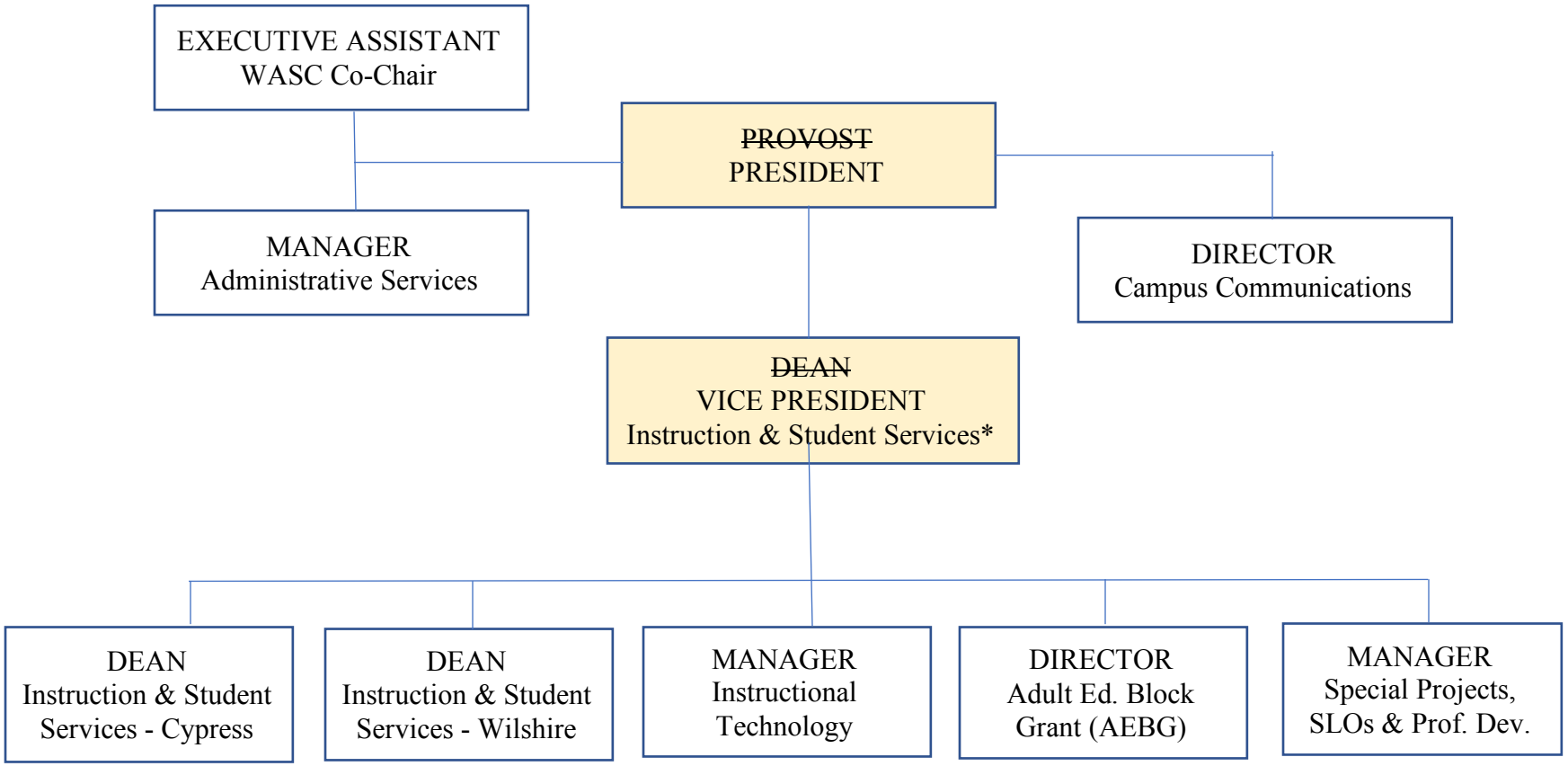
Category	Winter					% Change	Count Change
	2013	2014	2015	2016	2017	From Prior Year	From Prior Year
Section Count	1056	1054	1091	1121	1084	-3.3	-37
Enrolled	40358	37048	37654	35929	36757	2.3	828
Seat Count	202135	196593	203174	246862	247129	0.11	267
Fill Percent	19.97	18.85	18.53	14.55	14.87	2.2	0.32
FTES	162.97	178.17	172.41	170.96	160.42	-6.17	-10.54
FTEF	127.94	134.54	137.07	146.64	135.38	-7.68	-11.26
WSCH per FTEF	38.22	39.73	37.74	34.98	35.55	1.63	0.57

Category	Spring					% Change	Count Change
	2013	2014	2015	2016	2017	From Prior Year	From Prior Year
Section Count	1063	1081	1105	1086	1057	-2.67	-29
Enrolled	39529	37048	36975	36094	34662	-3.97	-1432
Seat Count	198879	197680	206347	248406	266047	7.1	17641
Fill Percent	19.88	18.74	17.92	14.53	13.03	-10.32	-1.5
FTES	166.31	176.43	176.73	177.85	141.58	-20.39	-36.27
FTEF	136.36	134.64	142.42	141.43	130.26	-7.9	-11.17
WSCH per FTEF	36.59	39.31	37.23	37.73	32.61	-13.57	-5.12

APPENDIX M

M. Draft Revised Organizational Chart for
North Orange Continuing Education

DRAFT
Revised North Orange Continuing Education Organizational Chart
4/1/2018



* Formerly – Anaheim only