CAÑADA COLLEGE

PARTICIPATORY GOVERNANCE MANUAL

Collaboration on Planning, Program Review, and Budgeting

Cañada College

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Participatory Governance: Collaboration on Planning, Program Review, and Budgeting

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APPENDICES   35

1. **Overview, Mission, Values, Strategic Directions, and Decision-making Philosophy**

Overview

Participatory governance is defined as a collaborative effort of administration, faculty, staff, and students for the purpose of providing high quality college programs and services. All members of the campus community are invited to participate in planning for the future and in developing policies, regulations, and recommendations under which the College is governed and administered.

The Education Code (70901(b)(1)(E) describes the requirement as follows: "*Minimum standards governing procedures established by governing boards of community college districts to ensure faculty, staff and students the right **to participate** effectively in district and college governance, and the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration and the right of the academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards." See page 10 for 10+1 information on Academic Senate.* There are also several accreditation requirements (in Standard IV – Governance) related to participatory governance and these are outlined in the Appendix.

Mission

Cañada College provides our community with a learning-centered environment, ensuring *that* students from diverse backgrounds have the opportunity to achieve their educational goals by providing transfer, career/technical, and basic skills programs, and lifelong learning. The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively to make analytical judgments, and understand and appreciate different points of view within a diverse community.

Vision

Cañada College is committed to being a preeminent institution of learning, renowned for its quality of academic life, its diverse culture and practice of personal support and development, extraordinary student success, and its dynamic, innovative programs that prepare students for the university, the modern workplace, and the global community.

Values
- Transforming Lives
- High Academic Standards
- Diverse and Inclusive Environment
- Student Success in Achieving Educational goals
- Community, Education and Industry Partnerships
- Communication and Collaboration
- Engaging Student Life
- Accountability
- Sustainability
- Transparency

Strategic Directions

1. **Teaching and Learning**
   Equip students with the knowledge and transferable skills so they can become productive citizens in our global community; provide clear pathways for students to achieve educational goals; invest in opportunities to promote engagement; conduct provocative professional development; and create innovative and flexible learning systems

2. **Completion**
   Commit to student completion of certificates, degrees, and transfer; and create pathways which support the success, retention and persistence of students in their educational goals.

3. **Community Connections**
   Build and strengthen collaborative relationships and partnerships to support the needs for our community

4. **Global and Sustainable**
   Promote shared responsibility for our environment and social justice; and create a diverse and culturally enriched community of global citizens.

Decision-Making Philosophy

The following philosophy applies to participatory governance, planning, program review, and budgeting:

1. To base decisions on data
2. To create links between program review, planning, and budget.
3. To encourage widespread institutional dialog.
4. To base the participatory decision-making process on cooperation, trust, and shared values rather than confrontation.
5. To focus on issues that are institutional in nature and affect the college as a whole.
6. To reach solutions that are made better through the expertise of the participants and made more acceptable through the participatory process.
7. To foster a climate of mutual trust, creative conflict resolution, and positive communication skills.
8. To communicate regularly and clearly with those stakeholders directly affected by decisions.
9. To effectively use time and resources by streamlining the processes to avoid duplication of effort.
10. To identify purpose, function, membership, and reporting relationships for each committee or work group.
11. To maintain reasonable balance and continuity of representation and continuity of representation within each participatory governance group.
12. To expect representatives on committees to be familiar with committee functions, to be responsible for attendance, and to regularly consult and communicate with constituents.
13. The participatory governance process will be reviewed regularly by the PBC.
14. To consider equity as reflected in the Student Equity plan.

2. Participatory Governance Groups, & Responsibilities

<u>**Organizational Structure**</u>

The primary participatory governance groups include:
- Academic Senate (see page 28 for the key sub committees including Basic Skills, Curriculum, Honors, Professional Development, & Student Equity)
- Administrative Planning Council
- Associated Student Government
- Cabinet
- Classified Senate/CSEA
- Planning & Budgeting Council (PBC)
- Instructional Planning Council
- Student Services Planning Council

The following organizational chart outlines their relationship.
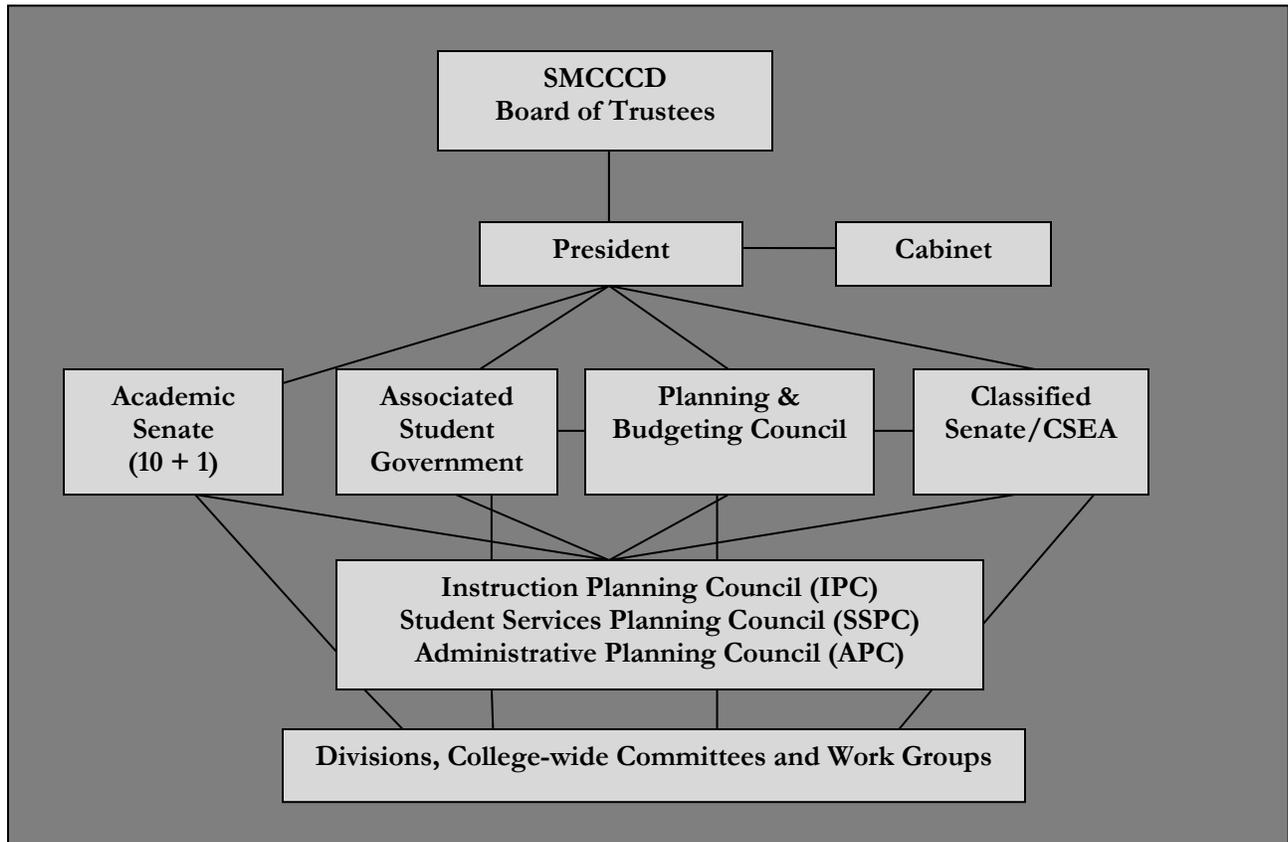
Planning & Budgeting Council (PBC)

Goals for the Planning & Budgeting Council
To create a structure to facilitate effective institutional planning and evaluation:
- By ensuring that human resource, physical resource and financial planning are effective and integrated across institutional planning;
- By ensuring that leadership, governance structures and decision-making processes are effective and integrated across institutional planning;
- By ensuring that instructional and student support services and administrative services are effective and integrated across institutional planning;
- By ensuring that all college activities and plans are effective and aligned with the college's mission and goals;
- By integrating accreditation standards throughout college structures and processes and facilitate the review and updating of the Institutional Self-Evaluation Report.

PBC Membership
Membership in the PBC should address two goals: 1) representation of constituencies, and 2) inclusion of individuals with specialized knowledge, skills, and abilities. The following individuals would be members:

Member:	Appointed by:
Academic Senate President or Vice President	Academic Senate
Classified Senate President or Vice President	CSEA
AFT Representative	AFT
CSEA Representative	CSEA
IPC Representative	IPC
SSPC Representative	SSPC
Faculty Representatives - one from each of the three instructional divisions & one from student services	Academic Senate
Part-time Faculty Representative at-large	Academic Senate
Classified Staff Representative at-large	CSEA
ITS or Facilities Representative	CSEA
ASCC Representatives (2)	ASCC
Dean of Planning, Research and Institutional Effectiveness	Not applicable
College Business Officer	Not applicable
Director of Public Information	Not applicable
Dean	Not applicable
VPI	Not applicable
VPSS	Not applicable

Members serve for a minimum of two years and are assigned to the oversight work groups based on their ability to best contribute to the focus of the work group. Work groups generally consist of two to four PBC members, thereby requiring each member to participate in more than one work group.

Structure
Members of the PBC shall be assigned to seven work groups that are aligned with the accreditation standards: I. Mission, Planning and Goals; IIA Instructional Services; IIB-IIC Student and Support Services; IIIA Human Resources; IIIB-IIIC Infrastructure; IIID Finance; and IV Governance & Process.

The role of PBC is to facilitate college planning, advise the President, and evaluate institutional effectiveness.

Plan + Advise + Evaluate

I	IIA	IIB,C	IIIA	IIIB,C	IIID	IV
Mission, Planning & Goals	Instructional Services	Student & Support Services	Human Resources	Infra-structure	Finance	Governance & Process

PBC consists of seven workgroups with areas of responsibility corresponding to accreditation standards.
Periodic reports from each workgroup will update the college's Institutional Self Evaluation accreditation report.

Workgroups are able to create and dissolve various types of ad hoc committees in order to facilitate efficient decision making and action. And, the workgroups work collaboratively with the college's standing committees to assure the planning, program review, student learning outcome and institutional effectiveness evaluation activities are taking place in a timely manner. Some of the key activities that will be assigned to PBC for review include:

- Educational Master Plan
- Facilities Master Plan
- Technology Master Plan
- Student Equity Plan
- Distance Education Plan
- Basic Skills Plan
- Annual Plans/Program Reviews submitted by IPC, SSPC and APC
- Resource Allocation

By referring to the college's Integrated Planning, Program Review and Budgeting Timeline, together with the District's Strategic Planning Calendar, workgroups ensure that these college plans are updated in a timely manner to synchronize with other institutional planning cycles. Progress towards achieving the goals specified in these plans is a major determinant in identifying annual goals for the college.

Workgroups have the responsibility to assist in providing leadership in the decision-making processes of the college. Workgroups shall present recommendations to the collective PBC for vote. For example,

- The Human Resources workgroup reviews the annual Hiring Prioritization process;
- The Instructional Services workgroup reviews the Program Improvement and Viability process; and
- The Finance workgroup provides input to PBC on budgeting.

Typical Responsibilities of the Workgroups

I. Mission, Planning, & Goals Workgroup
- Educational Master Planning implementation and revision
- Student Equity planning implementation
- Evaluating Institutional metrics from the Office of Planning, Research & Student Success
- Institutional Learning Outcomes Assessment
- Identification and implementation of college's Annual Goals
- Construct the college's annual Planning & Assessment Calendar
- Strategic review of grant funding applications
- Annual update of relevant sections of Institutional Self-Evaluation accreditation report

IIA. Instructional Services Workgroup
- Reviews IPC Strategic Plan (Annual Plans/Program Reviews)
- Reviews Basic Skills Plan
- Reviews Program Learning Outcomes Assessment
- Reviews Program Review Action Plans/Goals
- Reviews Instructional Equipment Allocation
- Reviews Program Improvement and Viability Process
- Annual update of relevant sections of Institutional Self-Evaluation accreditation report

IIB/C Student & Support Services Workgroup
- Reviews SSPC Strategic Plan (Annual Plans/Program Reviews)
- Reviews Program Learning Outcomes Assessment
- Reviews Program Review Action Plans/Goals
- Annual update of relevant sections of Institutional Self-Evaluation accreditation report

IIIA. Human Resources Workgroup
- Facilitation of Hiring Prioritization process and recommendations
- Reviews and assessment of administrator evaluations
- Growth and development of campus climate, diversity, and equity
- Work with CIETL on FLEX day programming and other professional development
- Annual update of relevant sections of Institutional Self-Evaluation accreditation report

IIIB/C Infrastructure Workgroup
- Reviews goals and recommendations of Technology committee and Safety committee
- Implementation, review and update of Technology and Facilities Master Plans
- Review and consult with District facilities planning and services
- Facilitate decisions regarding space programming
- Annual update of relevant sections of Institutional Self-Evaluation accreditation report

IIID Finance Workgroup
- Advises other workgroups and provides recommendations to PBC
- Make recommendations to PBC concerning available funding for positions
- In consultation with other workgroups, make recommendations to PBC concerning allocation of financial resources

- In consultation with other workgroups, identify the guidelines and priorities to be used in developing the annual budget
- Facilitate decision-making processes related to budget development and modification
- Review revenue forecasts and make recommendations to PBC on budget modifications
- Review and report on results of financial audits
- Review and assess the District Resource Allocation Model
- Annual update of relevant sections of Institutional Self-Evaluation accreditation report

IV. <u>Governance and Process Workgroup</u>
- Reviews and assessment of participatory governance
- Reviews and assessment of decision-making processes
- Annual update of relevant sections of Institutional Self-Evaluation accreditation report

Academic Senate
Academic and Professional Matters: Mutual Agreement (District Shared Governance Policy 2.08):
The Academic Senate and the College President are to reach mutual agreement on issues recognized as academic and professional in nature and will adhere to Title 5, Subchapter 2, Academic Senates, Sections 53200-53204. Note: In certain matters, as part of the SMCCCD, recommendations will be made by the District Academic Senate to the Board of Trustees.

> The areas defined as academic and professional matters are:
> 1. Curriculum, including establishing prerequisites and placing courses within disciplines*
> 2. Degree and certificate requirements*
> 3. Grading policies*
> 4. Educational program development
> 5. Standards or policies regarding student preparation and success
> 6. District and college governance structures, as related to faculty roles*
> 7. Faculty roles and involvement in accreditation processes, including the self study and the annual report*
> 8. Policies for faculty development activities*
> 9. Processes for program review*
> 10. Processes for institutional planning and budget development*
> 11. Other academic and professional matters, as mutually agreed upon between the governing board and the Academic Senate

An asterisk (*) noted above indicates that the SMCCCD will rely primarily upon the advice and judgment of the Academic Senate. For those items without an asterisk, the governing board or its designees shall reach mutual agreement in accordance with Title 5 Administrative Code, Section 53202. d. (2).

Associated Students (District Shared Governance Policy 2.08)
According to Title 5 §51023.7 the governing board is required to adopt policies and procedures that provide students opportunity to participate effectively in district and college governance.   This participation is defined as the formulation and development policies and procedures and processes for jointly developing recommendations that have or will have a significant effect on students.

Additionally, the Board shall not take action on a matter having a significant effect on students until the recommendations and positions by students are given every reasonable consideration. The policies and procedures that have a "significant effect on students" include:
1. grading polices;
2. codes of student conduct;
3. academic disciplinary policies;
4. curriculum development;
5. courses or programs which should be initiated or discontinued;
6. processes for institutional planning and budget development;
7. standards and polices regarding student preparation and success;
8. student services planning and development;
9. student fees within the authority of the district to adopt;
10. any other district and college policy, procedure or related matter that the district governing board determines will have a significant effect on students.

Educational Administrators
Educational administrators lead, plan, facilitate, recommend, supervise, and maintain accountability in the academic environment. They create an environment of empowerment and encourage innovation, help identify institutional values and help set and achieve goals.

CSEA/Classified Senate
It is the mission of the Cañada College Classified Senate to work with the administration, faculty, and students in the interest of enriching the educational and social environment of the College, in accordance with the College's mission and strategic goals.

As per Board policy 2.08 and Education Code Section 70901.2, CSEA is the official body representing the classified staff in their full participation in the participatory governance process on items pertaining to their interests. The selection of classified representatives to serve on District and/or College committees, task forces, or other governance groups shall be made by CSEA with the expectation that all classified staff will be considered in the process of selecting representatives.

Instruction Planning Council (IPC):
The Instructional Planning Council is advisory to the Planning & Budgeting Council on a range of issues related to instruction:
1. Development of a calendar for program review, staffing, equipment and facilities needs as they pertain to instruction
2. Development of an evaluation process for the program review cycle
3. Recommendations about policies and procedures as they relate to instruction
4. Recommendations about prioritization of resources as they relate to Strategic Goals regarding instruction and review of Instructional Strategic Goals yearly.
5. Evaluation of proposals for new instructional programs and instructional program discontinuance
6. Support of accreditation review process and self-study
7. Completion of a yearly review of the mission statement and roles of this Planning Council

Student Services Planning Council (SSPC):
The Student Services Planning Council is advisory to the Planning & Budgeting Council. The role of the Student Services Planning Council includes:
1. Develop, implement, and evaluate a Student Services Planning cycle (including staffing, equipment, and facilities needs)
2. Integrate and synthesize Student Services Division Plans
3. Make recommendations about policies and procedures related to student services
4. Make recommendations to College Planning Council regarding prioritization of resources advancing the Strategic Goals regarding Student Services
5. Meet at least once a semester with Instructional Program Planning Council to communicate and integrate plans
6. Evaluate proposals for adding, modifying, and discontinuing student services programs

Administrative Planning Council (APC):

In collaboration and communication with SSPC and IPC, the role of the APC is:

1. Implementation of a comprehensive process for planning and assessing administrative services, instruction/student services based on program review,
2. Effective integration of student learning outcomes into program activities and services, and alignment with the college's mission and strategic goals.
3. Development, implementation, and evaluation of an Administrative Program Plan cycle (including staffing) and
4. Making recommendations about policy.

Participatory Governance Matrix: The following describes the process from the origination of the idea through the final decision for a variety of decisions that are made on campus.

Recommendation/Task	Origination	Review, Discussion, Coordination	Recommending Body	Final College Approval	Final Decision
Integrated Institutional Planning:					
Annual College Activities	Educational Master Plan; Program Review; IPC/SSPC/APC; Academic Senate	PBC	PBC	College President	Board of Trustees
Budget and Resource Allocation	District Budget Committee	PBC	PBC	College President	Board of Trustees
HIRING DECISIONS:					
FACULTY					
New Faculty Positions	Annual Plans/Program Reviews; Divisions, Academic Senate	Academic Senate, IPC/SSPC/PBC	Academic Senate, PBC	College President	Board of Trustees
Replacement Faculty Positions	Annual Plans/Program Reviews; Division-level Review, Academic Senate	Academic Senate, IPC/SSPC/APC	Academic Senate, PBC	College President	Board of Trustees
CLASSIFIED					
New Classified Staff Positions	Annual Plans/Program Reviews	Classified Senate/CSEA, IPC/SSPC/APC	PBC	College President	
Replacement	Division/Department (Form)	Cabinet	PBC	College President	Board of Trustees
ADMINISTRATOR					
New Position (Dean, Director)	Annual Plans/Program Reviews	IPC/SSPC/APC Cabinet	PBC	College President	Board of Trustees
Replacement	VPI, VPSS (Form)	Cabinet	PBC	College President	Board of Trustees
GRANT or CATEGORICAL POSITIONS					
Grant or Categorically Funded	Grant proposal or categorical plan (ex: Basic Skills)	Academic Senate, Cabinet	College President	College President	Board of Trustees
Equipment and Instructional Materials	Annual Plans/Program Review Division-level Prioritization	IPC, SSPC, APC, Technology Committee	VPI/VPSS	College President	Board of Trustees
Capital Improvements	Annual Plans/Program Reviews	IPC/SSPC/APC	PBC	College President	Board of Trustees

Recommendation/Decision/ Task	Origination	Review, Discussion, Coordination	Final Shared Governance Body	Final College Approval	Final Decision
Curriculum and Academic Policies:					
Routine modifications to programs/courses	Annual Plans/Program Reviews/Faculty	Curriculum Committee	Curriculum Committee	Vice President, Instruction	
Program Discontinuance	PIV Process	Curriculum Committee IPC/SSPC/APC/Academic Senate/VPI	PBC	College President	Board of Trustees
New Programs	Annual Plans/Program Review	Curriculum Committee IPC/SSPC/APC/VPI	Academic Senate PBC	College President	Board of Trustees
Academic Policies	Dean/VP; IPC/SSPC/APC Academic Senate	IPC/SSPC/APC Academic Senate	PBC Academic Senate	College President	Board of Trustees (if policy)
Other:					
District Policies and Procedures	Various	IPC/SSPC/APC/PBC Academic Senate Classified Senate (as appropriate)	DSGC	NA	Board of Trustees

3. Integrated Planning, Program Review, and Budgeting Processes

All programs at the college develop an annual plan, program review and budget recommendation document each year. The Annual Planning, Program Review, and Budgeting timeline is outlined in the table below. The primary participatory groups (IPC, SSPC, APC and PBC) lead this effort each year. This process provides on-going evaluation components and the dialogue at the meetings of these key groups influences changes on campus. Each year, this process is evaluated and changes made as needed.

Integrated Planning, Program Review, and Budgeting Timeline

Month	Activity	Who's Responsible
September - October	Distribution of Program Evidence Packets and Planning Guidelines: Annual Program Plan guidelines and directions provided to all faculty and staff to plan for the following year. Review external audit reports and audit findings.	VPI VPSS Director of Planning, Research & Student Success
September	PBC convenes to review priorities, budget goals for current year and accomplishments for the past year. Staffing request forms are prepared based on the annual plans submitted in the previous March. These staffing request forms follow the *"New Position Request" Process.*	President VPI VPSS
October – March	College and District works together on budget parameters, FTES goals; college discusses District preliminary resource allocation, budget strategy, adjustments requiring legal, state, fiscal action and makes recommendations for the PIV process, if needed.	District Office Personnel College Cabinet
November - March	Meet and Develop Annual Program Plans: By March 31, the Annual Program Plan will be completed for each of the identified areas and submitted. Any additional resources (including staff and equipment) are identified in this plan.	Individual Programs
January-February	Review current expenditures against budget.	President, VPI, VPSS, CBO
February	College finalizes summer schedule of classes.	VPI, VPSS
March	College finalizes fall schedule of classes.	VPI, VPSS
April	Planning Councils will review the plans developed by the individual areas and provide feedback.	IPC, SSPC APC
April	Review/Recommendations for Budgeting: The action proposals submitted by the Planning Councils will be reviewed and priorities established for facilities and capital equipment needs for inclusion in the annual budget. Short-term and long-term institutional strategies for achievement of the objectives in the Educational Master Plan are presented to PBC.	PBC
March – May	Review Preliminary Budget: The individual budgets are entered into the system and reviewed. Review projected current year ending balance. Review Accomplishments in the EMP: The PBC reviews the accomplishments made during the previous year.	PBC

May	The tentative budget is completed and submitted to the District.	President Business Officer
June	The District compiles all tentative budgets from the sites. The tentative budget is reviewed and adopted by the Board of Trustees.	Board of Trustees President
August	Adjustments are made to the tentative budget and a final budget is submitted to the District. Previous year's books are closed. College finalizes spring schedule of classes.	President CBO VPI VPSS
September	The District compiles budgets and submits to Board of Trustees for adoption.	Board of Trustees President

Programs

APC Programs
- Research and Planning
- Public Information/Marketing/Web
- Outreach
- Cañada International & University Studies
- Business Office

IPC Programs
- Accounting and Business
- Biological Sciences
- Career
- CBET/ESL
- Center for Design and Technology and Creative Arts
- Computer Business Office Technology
- Cooperative Education
- Distance Education
- Early Childhood Education/Child Development
- Engineering/Computer Information Science
- Fine and Performing Arts
- Foreign Language
- Honors Transfer
- Human Services
- Kinesiology, Athletics and Dance
- Language Arts
- Learning Center
- Library
- Mathematics
- Medical Assisting
- Paralegal
- Physical Sciences
- Radiologic Technology
- Social Sciences

SSPC Programs
1. Application
2. Assessment, Orientation and Registration

3. Articulation and Transfer
4. Financial Aid and Financial Literacy
5. Counseling
6. Career Services
7. Student Life and Leadership
8. Wellness: Disability Resource Center, Psychological Services, Health Services
9. Student Support: TRiO, Beating the Odds, Veterans, EOPS/CalWORKs & CARE
10. Academic Support (Learning Center)

Comprehensive Program Review Cycle (6 Year Cycle)

Although annual program reviews are conducted by all programs, a comprehensive program review cycle is used to provide for more extensive individual course review. As part of this process, presentations are made in an open forum sponsored by the Curriculum Committee in order to promote continuous improvement.

COMPREHENSIVE PROGRAM REVIEW SCHEDULE (6 year cycle)

PROGRAM	DIVISION	PREVIOUS REVIEW	NEXT REVIEW
Distance Education	Office of Instruction	none	2012-2013
Career and Personal Development	Student Services	2005-2006	2012-2013

Center for Design & Technology & Creative Arts
    Architecture
    Fashion Design Merchandising ***
    Interior Design
    Multimedia Art & Technology
	Business, Workforce, & Athletics	2005-2006	2012-2013

Engineering/Computer Information Science	Science & Technology	2005-2006	2012-2013

Social Sciences (see courses below)
    Anthropology
    Communication Studies **
    Economics
    Geography
    History
    Interdisciplinary Studies (Social & Behavioral Sciences)
    Latin American Studies
    Philosophy
    Political Science
    Psychology
    Sociology
	Humanities & Social Sciences	2006-2007	2012-2013

Cooperative Education	Business, Workforce, & Athletics	2007-2008	2013-2014
Paralegal	Business, Workforce, & Athletics	2007-2008	2013-2014
Radiologic Technology	Science & Technology	2006-2007	2013-2014

Fine & Performing Arts (see courses below)
 	
    Art
    Art History
    Interdisciplinary Studies (Arts & Humanities)
    Music
    Theatre Arts
	Humanities & Social Sciences	2008-2009	2014-2015

Early Childhood Education/Child Development	Business, Workforce, & Athletics	2008-2009	2014-2015
Human Services	Business, Workforce, & Athletics	2008-2009	2014-2015
Learning Center	Office of Instruction	2008-2009	2014-2015
Library	Office of Instruction	2008-2009	2014-2015

Biological Sciences (see courses below)
    Biology
    Health Science
	Science & Technology	2009-2010	2015-2016

Mathematics	Science & Technology	2009-2010	2015-2016
CBET/ESL	Humanities & Social Sciences	2010-2011	2016-2017
Computer Business Office Technology	Business, Workforce, & Athletics	2010-2011	2016-2017

Language Arts (see courses below)
    English
    Literature
	Humanities & Social Sciences	2010-2011	2016-2017

Kinesiology, Athletics, Dance *
 	
    Athletics
    Dance
    Fitness
    Physical Education
	Business, Workforce, & Athletics	2010-2011	2016-2017

Medical Assisting	Business, Workforce, & Athletics	2010-2011	2016-2017
Honors Transfer Program	Office of Instruction	none	2016-2017

Accounting, Business (see courses below)
 	
    Accounting
    Business Administration
    Business Management
	Business, Workforce, & Athletics	2011-2012	2017-2018

Foreign Language (see course below) Spanish	Humanities & Social Sciences	2011-2012	2017-2018
Physical Sciences (see courses below) Astronomy	Science & Technology	2011-2012	2017-2018

| Chemistry |
| Earth Science |
| Physics |

* renamed from PE & Athletics Spring 2011
** renamed from Speech Spring 2011
*** renamed from Fashion Design Spring 2011

Work in the Fall semester and submit to Dean in February, Spring semester.

Integration of SLOs/PLOs /ILOs

The course, program, and institutional learning outcomes are tied together. Data on the assessment and evaluation of course learning (SLOs), instructional and student support program learning (PLOs), and institutional learning (ILOs) are housed in TracDat which produces extensive reports. The faculty and staff use the information obtained from the assessments as part of their annual planning and program review discussions and make changes based on these data.

Once the data have been collected, the information on SLOs and PLOs is integrated in the Annual Plan/Program Review and also in the Comprehensive Review documents.   There are extensive discussions at the Instructional Planning Council, Student Services Planning Council and the Administrative Planning Council on the results and the groups provide feedback to the programs on changes that might be made to improve student learning.

For academic programs, the program-level data is updated and available as part of Annual Program Planning (APP). To help identify gaps, faculty discuss a topic of inquiry and request research data to help provide answers.

For student services, the annual plans include a section related to dialogue about SLOs and the changes to be made as a result of the conversation. The dialogue takes place at the bi-monthly Student Services Planning Council meetings and is documented annually in the plans.

College-wide data is regularly presented to the campus and to subgroups through the college governance committees, and they review data and discuss its implications regularly.

4. **Staffing Request Process**

Hiring Timeline for New Positions
The following table is the general timeline for hiring new positions. All new positions proposed must be a part of an annual program plan and justifications must be submitted (form is available on-line for both Faculty and Non-Faculty New Position Requests). These are then reviewed by the divisions, the IPC, SSPC, APC, and PBC, and for faculty positions, by the Academic Senate. The recommendations are then forwarded to the President who makes the final decision.

For Spring Hires		
FALL DATES	**Group**	**Process**
October	CPC	Discuss and approve process and timeline
October	Divisions	Written justifications/requests to Deans or VPSS
October	Divisions	Review positions to prioritize what comes forward for presentation
October	Divisions	Submit Position Justifications to the VPs
November	Academic Senate	Faculty Position Requests to the Senate President
November	Divisions	Submit PowerPoint presentations to Joan Tanaka (VPI Office)
November	**Joint IPC/SSPC/APC and Academic Senate**	**Presentations: College data presented and Position Presentations given**
November	**Joint IPC/SSPC/APC**	**Discussion: Group conducts discussion of the college needs and develops a list of rationale to merge to one list for PBC**
November	**PBC**	**Discuss list and process integrity; forward list to President**
November	Academic Senate	Forward list to President
November	President	Announces positions to be hired
December	Hiring Committees	Meet for job descriptions and questions
December	District HR	Post positions

For Fall Hires		
SPRING DATES	**Group**	**Process**
Feb	CPC	Discuss and approve process and timeline
Feb	Divisions	Written justifications/requests to Deans or VPSS
Feb	Divisions	Review positions to prioritize what comes forward for presentation
March	Divisions	Submit Position Justifications to the VPs
March	Academic Senate	Faculty Position Requests to the Senate President
March	Divisions	Submit PowerPoint presentations to Joan Tanaka (VPI Office)
April	**Joint IPC/SSPC/APC and Academic Senate**	**Presentations: College data presented and Position Presentations given**
April	**Joint IPC/SSPC/APC**	**Discussion: Group conducts discussion of the college needs and develops a list of rationale to merge to one**

		list for PBC
April	**PBC**	**Discuss list and process integrity; forward list to President**
April	Academic Senate	Forward list to President
April	President	Announces positions to be hired
May	Hiring Committees	Meet for job descriptions and questions
May	District HR	Post positions

Position Justification – Contents for Classified/Administrative Request
1. Describe the specific needs for the position requested and the duties of this position in a brief statement.
2. Explain how this position aligns with and supports the mission and strategic goals of the college.
3. Explain how adding this position will strengthen the department or division.
4. Explain how this work will be accomplished if the position is not filled.

Position Justification – Contents for Faculty Request
Part A.
1. Identify current Comprehensive Program and current Annual Program documents with position need and justification in the annual plan.
2. Identify specialized knowledge (area expertise) or training needed for the discipline/program.
3. Identify extraordinary program development and/or needs (for example: laboratory oversight, industry connections, student mentoring, etc.)
4. Describe any future needs for the discipline/program
5. Describe any future economic, community, or government initiatives/mandates this proposal is addressing.
6. Describe any budgetary implications of the proposal.
Part B.
1. How is the request in line with the goals of the strategic plan?
2. What unmet needs will this position address (student, district, community)?
3. How will this position enhance retention or produce college-wide growth?
4. Describe how the position supports a pathway to student educational goal completion (certificates and/or degrees) or GE transfer certification?
Part C.
1. Discuss department/discipline/program enrollment and student service trends the proposal addresses.

Process for Hiring Permanent Replacement or Changing Positions

If a retirement or resignation occurs or there is a need to change a position, there is a separate process which is followed to review the position. This process can occur at any time during the year, differs from the process for "New Positions" and is as follows:

Step 1.
*   Notification of Retirement or Resignation

Step 2.
- Department/Division reviews the need for the position. This needs assessment includes completing a hiring justification and responding to the Hiring Replacement questions.

Step 3.
- CSEA for classified positions within CSEA's purview—lateral transfer
- Planning & Budgeting Council – Information/Discussion*
- Faculty positions, discussion and input by Academic Senate

Step 4.
- Action taken by the President

Possible summer PBC meetings required

Questions to be Asked/Answered for Hiring Replacement of Faculty Positions
1) Does the loss of a faculty member bring that department to having NO full-time faculty?
2) Are there any special regulations such as law, Title 5, Education Code, Student Success Initiative, or accreditation standards, etc., that would require a minimum of one full-time faculty member?
3) Are the offerings/services in the department integral to transfer pathways (required courses) or to CTE programs? Or, are all of the offerings general education?
4) Does the request support the goals of the college strategic plan located in the Educational Master Plan?
5) Are the offerings/services in the department rapidly changing, related to technology standards, or closely connected with local industry needs and/or standards?
6) Do the data indicate a demonstrated program/service need?
7) Is this request in your Annual Plan?

Suggestion: 4 out of 7 questions need to be true to justify a replacement hire outside of the "normal" hiring process and timeline.

Questions to be Asked/Answered for Hiring Replacement of Non-Faculty Positions
1) Are there any special regulations such as law, Title 5, Education Code, Student Success Initiative or accreditation standards, etc. for the position?
2) Does the request support the goals of the college strategic plan located in the Educational Master Plan?
3) Do the data indicate a demonstrated program need?

New Hire or Replacement Hiring Process for Grant or Categorical Funded Positions

Step 1.
- Grant proposal form/categorical funding is reviewed by Cabinet
- If OK, signed by the President

Step 2.
- Dean or Designee submits personnel request form to President for staff hiring in the grant/categorical program

Step 3.
- Personnel Request submitted to the Business Office for processing
- Personnel Request submitted to the Board of Trustees for approval

5. New Program Development Process (Fund 1)

The process for developing new programs can be varied – it may be recommended by an individual within a department, a dean, a vice president or an outside mandate. The following is a "general" guide for how the process will work for creating new programs:

Step 1. The Idea
The idea for a new general fund (Fund 1) program is identified and a proposal developed.

Step 2. Review by Dean/VP
The proposal for a new program is reviewed by the Dean, VPI or VPSS and feedback provided.

Step 3.   Data and Financial Analysis
The Office of Research, Planning & Student Success and the Business Office provides an analysis of the proposal presented.

Step 4. Review by Groups
The new program idea is reviewed by appropriate groups such as the Division, the Curriculum Committee, Academic Senate, or the SSPC/IPC/APC.

Step 5. Review by Cabinet
The College Cabinet will review and discuss the proposed program.

Step 6. Review by PBC
The Planning & Budgeting Council will review the request for a new program and advise the President.

Step 7. Decision by the President
The President will review and make a decision about funding the new program.

6. Other Processes (Within Participatory Governance)

Resource Allocation
Resource allocation is facilitated through the District Office. The process uses the District Budget and Finance Committee, the Chancellor's Council, and the Board of Trustees. The college has representatives on the district committee.

Process for Program/Course Reductions (PIV—Program Improvement Viability)

There is a specific process to be used for the closure of programs – the Program Improvement Viability or PIV. There are several principles that guide this process:

Overall Principles of PIV
- Cañada's mission and college goals are guides
- IPC articulates a vision for Cañada College (long-range) to guide where we are headed with instructional programs
- SSPC articulates a vision for Cañada College (long-range) to guide where we are headed with student services programs
- For programs with faculty, the Academic Senate and Administration work closely together on the process
- A careful review of section scheduling and section reductions is used

Instruction

Tools:
- Faculty and Deans' knowledge of academic programs and schedules
- Course Overview Matrix maps every course at the college. It allows us to look at factors in our mission and 4 goals such as:
  1. Identify every course offered at took at factors such as transferability; CSU/UC articulations; IGETSE; Cañada AA/AS, Cañada AA-T/AS-T, and certificate; basic skills; ESL
  2. Look at percentages, section size, trends

Process:
1. Deans work with faculty to look at section reduction, scheduling, program needs, etc.
2. IPC will review PIV and instruction plan
3. Conduct a PBC meeting and invite feedback from:
   - Academic Senate President
   - IPC Co-Chair
   - Curriculum Chair
   - AFT President

Student Services

Tools:
- Faculty, staff and administrators knowledge of student services programs
- Data on use of the student services programs, to include such factors as: number of students served, trends, student success
  Process:

1. Deans work with faculty to look at section reduction, scheduling, program needs, etc.
2. SSPC will review PIV and student services plan
3. Conduct a PBC meeting and invite feedback from:
   - SSPC Co-Chair
   - AFT or CSEA President (as appropriate)

Equipment and Technology Decision-Making Process

Although technology on campus is managed by the district IT department, the college has the responsibility for conducting local planning.   The Technology Committee develops a Technology Plan which is updated periodically in order to make certain technology remains up-to-date.

In the Annual Plans/Program Reviews, each program is asked to identify technology needs for the upcoming year. The equipment and technology needs are summarized and reviewed early in the fall semester and equipment and technology is purchased by the end of the fall. The following steps outline the process for making decisions regarding technology.

Step 1. Setting Standards/Criteria for Equipment and Technology

Although technology on campus is managed by the district IT department, the college has the responsibility for reviewing local planning in order to make certain technology remains up-to-date. The Technology Committee has the responsibility of working with the district which determines the standards and criteria by which requests for equipment and technology should be reviewed. For example, the committee will address such items as: replacement cycles, ADA compatibility, and types of standard equipment to be purchased (for given functions), etc. The committee also reviews one time "emergency requests" as needed.

Step 2. Summarizing Needs from the Annual Plans/Program Reviews (August/September)

In the Annual Plan/Program Review, each program is asked to identify equipment and technology needs for the upcoming year. These needs are summarized from these plans and provided to appropriate participatory committee. IPC/SSPC/APC, for their review..

Step 3. Providing Input on the Need Requests – Participatory Governance Group (September/October)

Using on the criteria/guidelines from the district ITS and Technology Committee, the IPC/SSPC/APC review and prioritize the equipment/technology lists and provide feedback.

Step 4. Providing Input on the Need Requests – Cabinet (October/November)

The IPC/SSPC/APC then forwards their recommendations to the Cabinet. The Cabinet reviews all requests and provides input. This input is used by the VPI/VPSS/President who will make final decision based on funding.

Step 5. Purchasing the Equipment/Technology (November/December)

The VPI/VPSS offices coordinate the purchase of the approved equipment and technology.

7. Other Processes (Outside Participatory Governance)

Emergency Requests
If there is an emergency request for funding, the College President will work with the appropriate Vice President and department to address it.

Allocation of Office Space
Principles:
- To insure that office space be allocated equitably to meet the needs of the college and to maximize the utilization of space throughout the campus.
- To allocate offices to full-time faculty, classified staff, and administrators according to the nature and content of the job.
- To locate faculty and staff working in similar areas/programs or disciplines in physical proximity, if practicable.
- To have adjunct faculty share offices within each division, if practicable.

Procedures:
- Division Deans, using the principles above, shall designate office spaces equivalent to the number of full-time faculty in the division.
- Unmet needs for additional office spaces for full time faculty are discussed with all Deans and decisions are made.
- The President and Vice Presidents resolve room conflicts if Division Deans are unable to come to a resolution.
- The President and Vice Presidents have authority to resolve conflicts for administrative offices.
- The President and Vice Presidents allocate office space for other parties only after the allocation of office space for faculty, classified staff, and administrators.

8. Groups and Committees

In addition to the primary participatory governance groups, there are a number of committees established to facilitate activities on campus. These committees are divided into two categories:
- General Campus Committees – support specific efforts
- Career/Technical Advisory Committees - are required by California Education Code

General Campus Committees
1. Academic Senate, key sub committees include:
    a. Basic Skills
    b. Curriculum
    c. Honors
    d. Professional Development
    e. Student Equity
    f. Trustees Program Improvement Fund
2. Accreditation Oversight Committee
3. Academic Standards Committee
4. Administrative Planning Council*
5. Associated Student Senate
6. Basic Skills Initiative Committee
7. Cabinet
8. CASAC (College Auxiliary Services Advisory Committee)
9. CIETL Advisory
    a. FLEX Day
10. Classified Senate/CSEA*
11. Convocation/Commencement Committee
12. Curriculum Committee
13. Distance Education Committee
14. EOPS/CARE/CALWORKS Advisory Committee
15. Extenuating Circumstances Committee
16. Facilities Planning Committee
17. FLEX Day
18. Grievance/Conduct Committee
19. Honors Program Committee
20. Instructional Planning Council*
21. International Education Advisory Committee
22. Outreach Advisory Committee
23. Peer Review Guidance Committee
24. Planning & Budgeting Council*
25. Safety Committee
26. Social Justice Committee
27. Student Equity Committee
28. Student Services Planning Council*
29. Sustainability Committee
30. Technology Planning Committee
31. Tenure Review Committee
32. Transfer Advisory Committee

*** Indicates Participatory Governance Committee*

General Campus Committee Descriptions

Cañada College actively encourages collaborative participation in the participatory governance process from all levels of the college community including faculty, students, classified staff, and members of the surrounding community. The College respects diversity, creativity, and innovative thought. If you are interested in becoming a part of shaping our community, there is a variety of ways you can become involved. Just click on any of the following councils and committees to learn more!

The Student Learning Outcomes Advisory Committee (SLOAC) and the responsibilities of this committee have been integrated into the IPC, SSPC, & APC governance bodies.

1. **ACADEMIC SENATE: (See page 10 regarding 10+1 section)**
The Academic Senate-Governing Council provides for the effective participation of faculty in governance and assumes primary responsibility for making recommendations in the areas of curriculum and academic and professional standards.
The purposes of this Senate shall be to:
- concern itself with professional relations between the Senate and Cañada College administration and/or the San Mateo County Community College District,
- promote the general welfare of Cañada College and the San Mateo County Community College District,
- work toward the development and improvement of professional standards,
- act as a body, and
- provide for continuous study of Senate problems at the local and state levels.

2. ACCREDITATION OVERSIGHT STEERING COMMITTEE: Advises the President
An Accreditation Oversight Steering Committee has been established to ensure that Cañada College acts swiftly, collegially, and with integrity in preparing a response to the three recommendations made by ACCJC.

3. ACADEMIC STANDARDS COMMITTEE: Advises the VPI
The Academic Standards Committee is established on an as-needed basis to review student petitions related to academic matters. The composition includes faculty members and a dean.

4. ADMINISTRATIVE PLANNING COUNCIL: Advises the President
The Administrative Planning Council oversees the implementation of a comprehensive process for planning and assessing administrative services based on program review, the effective integration of student learning outcomes into program activities and services, and alignment with the College's mission and strategic goals.

5. **ASSOCIATED STUDENT SENATE:** Advises the President
The Associated Student Senate of Cañada College represents the students in the shared governance process. The purpose of this body is to:
- provide students with the opportunity to participate in the decision making process of the College and improve the college experience for all students; and
- provide students with support in achieving their educational and social goals through interaction with successful and goal oriented mentors.

6. BASIC SKILLS INITIATIVE COMMITTEE: Advises the Academic Senate & VPI
Cañada College is committed to empowering students with basic skills needs by teaching them the necessary academic skills, counseling them about educational and career opportunities, and providing them with necessary academic support.

7. CABINET: Advises the President
The Cabinet consists of the key college administrators and the direct reports to the President. This group serves to provide feedback on major college issues to the President.

8. COLLEGE AUXILIARY SERVICES ADVISORY COMMITTEE (CASAC): Advises the VPSS
To review the auxiliary services provided in the SMCCCD – Bookstore, Food Service, Vending – and provide feedback to these offices as well as DASAC (District Auxiliary Services Advisory Committee).

9. Center for Innovation and Excellence in Teaching and Learning **(**CIETL): Advises the VPI
CIETL is dedicated to promoting innovation and excellence for faculty and staff and serves as an institutionalized place for directed focus on issues of teaching and learning. Also is responsible for organizing Flex Day activities.

10. CLASSIFIED SENATE/CSEA**:** Advises the President
The purpose of the Cañada College Classified Senate is to work with the administration, faculty, and student groups in the interest of enriching the educational and social environment of the College.

11. CONVOCATION/COMMENCEMENT COMMITTEE: Advises the President
This group oversees two important events on campus – Convocation and Commencement – and is coordinated by the President's Office and the Office of Student Life and Leadership Development.

12. Curriculum Committee: Advises the Academic Senate
This committee is appointed by the Academic Senate and acts as an advisory body to the Board of Trustees in consultation with the Vice President of Instruction and College President. The primary function of the Curriculum Committee is to coordinate and monitor Cañada's curricular offerings so that they shall uphold the California Education Code.

13. DISTANCE EDUCATION COMMITTEE: Advises the VPI
Cañada College, College of San Mateo, and Skyline College, the three colleges in the San Mateo County Community College District (SMCCCD) will support a distance education program that consists of courses offered completely online or partially online (hybrid). Use of technology by Moodle and traditional face-to-face courses will also be considered in this planning effort, where appropriate.

14. EOPS/CARE/CALWORKS ADVISORY COMMITTEE: Advises the VPSS
Mandated by Title 5, this committee consists of students, faculty and staff and provides feedback to the program staff for program improvement.

15. EXTENUATING CIRCUMSTANCES COMMITTEE – Advises the VPSS
This committee meets regularly to review student petitions. These petitions can be related to payment of fees, course repeats, withdrawal dates, etc. The committee reviews them to determine if the circumstances meet the definition of "extenuating" as described in the Education Code and Title 5.

16. FACILITIES PLANNING COMMITTEE: Advises the President
The Planning & Budgeting Council approved the formation of a new committee that will develop a long-range facilities plan that will work in conjunction with the Educational Master Plan.

17. FLEX Day: Advises CIETL
Working with college community, creates agenda for FLEX days.

18. GRIEVANCE AND CONDUCT COMMITTEE: Advises the VPSS
Set up on an as-needed basis (and identified from a pool of trained faculty, staff and students) the Grievance Committee or the Conduct Committee review either grievances from students or violations of the student code of conduct. In either case, the committee hears the case, determines whether the student violated the code of conduct or has valid rationale for their grievance, and then makes recommendations to the VPSS.

19. HONORS TRANSFER PROGRAM COMMITTEE: Advises the VPI
The Honors Coordinator works with the faculty and the advisory committee in operating the college honors program which is designed to support highly motivated students as they pursue their educational goals for graduation and transfer. Honors students benefit from studying in a research rich environment with other students who are dedicated to a rigorous exploration of academic, intellectual, cultural and social issues.

20. INSTRUCTIONAL PLANNING COUNCIL: Advises the VPI
The Instructional Planning Council is a primary participatory governance group and is representative of the instructional divisions and working groups and actively collaborates with the Student Services Planning Council.

21. INTERNATIONAL EDUCATION ADVISORY COMMITTEE: Advises the CIUS Director
This committee serves to provide feedback on the college's international program activities and coordinates with the district's International Education Advisory Committee.

22. OUTREACH ADVISORY COMMITTEE: Advises the PIO
This committee provides input to the college's Outreach Program. This program serves as the 'face' of Cañada College and supports its mission by encouraging high school students and community members, especially those from underserved populations, to pursue a college education via the excellent Cañada College programs and services, as an avenue to reach their career and life goals.

23. PEER REVIEW COMMITTEE: Advises the VPI/VPSS
As per the AFT contract, the Peer Review Committee reviews student surveys of the faculty member, the dean's assessment, and the faculty member's self-assessment, along with a portfolio developed by the faculty member.

24. PLANNING & BUDGETING COUNCIL: Advises the President
The Planning & Budgeting Council, which advises the President, is made up of representatives of each of the constituency groups. The Council's purpose is to:
- oversee and facilitate planning processes;
- encourage open dialogue and involvement in the shared governance process; and
- promote advancement of the mission and strategic goals of the College.

25. PROFESSIONAL DEVELOPMENT/ SABBATICAL LEAVE/TRUSTEES FUND COMMITTEES: Oversight by VPI
This group meets periodically and reviews applications from academic employees seeking funding to update, retrain, and extend their expertise to meet current and future student instructional needs.

26. SAFETY COMMITTEE: Advises the VPSS
The Safety Committee works to improve safety on campus and provides emergency situation training (earthquake and fire preparedness) and procedures as well as hostile intruder alert/lockdowns.

27. SOCIAL JUSTICE COMMITTEE: Advises the President
The group provides leadership in the development of policies, practices, and resources that promote diversity awareness and equity within a safe, respectful and inclusive learning and working environment.

28. STUDENT EQUITY COMMITTEE: Advises the VPSS/VPI
Cañada College welcomes all students, cherishes their diversity, and supports them in achieving their personal, educational, and career goals in an environment of academic excellence. As part of this commitment, the Committee for Student Equity will update the Cañada College Student Equity Plan in accordance with the California Code of Regulations Title 5, Section 54220, and will study, monitor, and make recommendations to appropriate college bodies regarding student equity issues and efforts.

29. STUDENT SERVICES PLANNING COUNCIL: Advises the VPSS
The Student Services Planning Council is a primary participatory governance group and is representative of the student services divisions and working groups and actively collaborates with the Instructional Planning Council.

30. SUSTAINABILITY COMMITTEE: Advises the President
The committee develops an implementation plan to implement the Educational Master Plan sustainability objective.

31. TECHNOLOGY COMMITTEE: Advises the President
The Technology Committee was formed to keep the College current in a continually changing teaching and learning environment. The Cañada College Technology Committee will ascertain that its plan informs and is integrated with the San Mateo County Community College Strategic Plan.

32. TENURE REVIEW COMMITTEE: Advises the VPI/VPSS
As per the AFT contract, the Tenure Review Committee provides the recommendation for tenure and forwards the recommendations to the appropriate Vice President.Transfer Center Advisory Committee

Career and Technical Education Advisory Committees

§ 55601. Appointment of Vocational Education Advisory Committee: The governing board of each community college district participating in a vocational education program shall appoint a vocational education advisory committee to develop recommendations on the program and to provide liaison between the district and potential employers. The committee shall consist of one or more representatives of the general public knowledgeable about the educational needs of disadvantaged populations, students, teachers, business, industry, the college administration, and the field office of the Employment Development Department.

At Cañada College, the Career and Technical Education Programs establish advisory committees with representatives external to the college. Committee members from businesses and agencies that are served by the CTE program give insight and information on the needs of the workforce area. The purpose of the advisory committees is to ensure that each program provides students with the skills and knowledge that are relevant and up to date. The current list of Career and Technical Education Advisory Committees is below.

> Accounting/Business
> Chemical Laboratory Technology
> Computer Business Office Technology
> Early Childhood Ed/Child Development
> Fashion Design
> Human Services
> Interior Design
> Kinesiology
> Medical Assisting
> Multimedia
> Paralegal
> Radiologic Technology

9. Evaluation of the Participatory Governance Process

In order to assure institutional improvement of the teaching and learning environment, the participatory governance and decision-making processes (planning, program review) will be evaluated regularly. The Planning & Budgeting Council and the College President will share primary responsibility for assuring this evaluation is completed. These evaluations are set up to ensure the participatory governance structure provides for:

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

Elements of the Evaluation Process

➢ *Staff and Student Survey*: Periodically, the faculty, staff and students will be surveyed to determine if the processes described in this document are working effectively.

➢ *Review by Primary Participatory Governance Groups*: The primary participatory governance groups: IPC/SSPC/APC/Academic Senate/Classified Senate/ASCC will review the data collected and make recommendations for improvement based on the data.

➢ *Review by Planning & Budgeting Council*: The PBC will receive reports from the primary groups and recommend changes to processes as needed.

Timeline for the Evaluation Process

Annual Timeline	Group	Activity
March	PBC	Reviews evaluation questions for key governance groups, which may include: • Are we achieving the desired levels of awareness and participation from faculty, staff and students? • Is the governance group advancing the appropriate agenda? • How is the coordination among the governance groups working? • How well did the annual planning process work this year? • How well did the new hire priority setting process work? • Are there any structural issues which should be addressed? • Are agendas and minutes communicated to the entire campus? • How effective is the group? • What could be changed for the upcoming year?
April	IPC/APC/SSPC/PBC	Respond to the evaluation questions on governance and prepare information to be shared with PBC
May	PBC	Report from the governance groups reviewed and discussed. Changes made as needed.

10 . Office of Planning, Research & Institutional Effectiveness

The Office of Planning, Research & Institutional Effectiveness at Cañada College, is committed to building, maintaining and nurturing a culture of inquiry and reflection by providing a foundation for the effective and pervasive practice of evidence-based decision making at every layer of the institution.

Its primary purpose is to empower faculty, students, staff, and administrators with information to effectively pursue and achieve the mission of the college. Because the pursuit of that mission relies heavily on the ability of the institution to constantly improve and adapt, the Office of Planning, Research & Institutional Effectiveness maintains an infrastructure to support on-going assessment and continuous improvement within a framework oriented toward **achieving sustained improvements in student learning.**
Specifically, the Office of Planning, Research & Institutional Effectiveness aims to:
1. Provide information to improve decision making at every layer of the institution**.**
2. Stimulate thoughtful reflection on established processes and encourage on-going review and improvement.
3. Encourage the use data and evidence to identify and incubate new opportunities**.**
4. Actively support and nurture an institutional culture of inquiry that supports a pervasive commitment to excellence in student learning.

APPENDICES

Appendix 1: Accreditation Rubrics
Appendix 2: Planning and Program Review Forms
Appendix 3: Board Policy 2.05 –Academic Senate—Role & Scope
Appendix 4: Board Policy 2.08 – District Shared Governance Process
Appendix 5: Board Policy 2.18: Participation in District and College Shared Governance
Appendix 6: Board Policy 2.75: Institutional Planning
Appendix 7: Board Policy 8.11: District Budget
Appendix 8: Committee Descriptions
Appendix 9: Excerpts from Title 5
Appendix 10: Associated Students of Cañada College – Bylaws
Appendix 11: CSEA: Shared Governance Classified Representation Appointment Process

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Rubric for Evaluating Institutional Effectiveness – Part I: Program Review
(See cover letter for how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Program Review *(Sample institutional behaviors)*
Awareness	• There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review. • There is recognition of existing practices and models in program review that make use of institutional research. • There is exploration of program review models by various departments or individuals. • The college is implementing pilot program review models in a few programs/operational units.
Development	• Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness. • Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness. • Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin. Etc.) • Appropriate resources are allocated to conducting program review of meaningful quality. • Development of a framework for linking results of program review to planning for improvement. • Development of a framework to align results of program review to resource allocation.
Proficiency	• Program review processes are in place and implemented regularly. • Results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making. • The program review framework is established and implemented. • Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness. • Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples. • The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes.
Sustainable Continuous Quality Improvement	• Program review processes are ongoing, systematic and used to assess and improve student learning and achievement. • The institution reviews and refines its program review processes to improve institutional effectiveness. • The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.

Rubric for Evaluating Institutional Effectiveness – Part II: Planning
(See cover letter for how to use this rubric.)

Levels of Implementation	**Characteristics of Institutional Effectiveness in Planning** *(Sample institutional behaviors)*
Awareness	• The college has preliminary investigative dialogue about planning processes. • There is recognition of case need for quantitative and qualitative data and analysis in planning. • The college has initiated pilot projects and efforts in developing systematic cycle of evaluation, integrated planning and implementation (e.g. in human or physical resources). • Planning found in only some areas of college operations. • There is exploration of models and definitions and issues related to planning. • There is minimal linkage between plans and a resource allocation process, perhaps planning for use of "new money" • The college may have a consultant-supported plan for facilities, or a strategic plan.
Development	• The Institution has defined a planning process and assigned responsibility for implementing it. • The Institution has identified quantitative and qualitative data and is using it. • Planning efforts are specifically linked to institutional mission and goals. • The Institution uses applicable quantitative data to improve institutional effectiveness in some areas of operation. • Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement. • Planning processes reflect the participation of a broad constituent base.
Proficiency	• The college has a well documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements. • The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness. • The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes. • The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission). • The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses). • The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources.
Sustainable Continuous Quality Improvement	• The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. • There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution. • There is ongoing review and adaptation of evaluation and planning processes. • There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes.

Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes
(See cover letter for how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Student Learning Outcomes Updated May 2011 *(Sample institutional behaviors)*
Awareness	• There is preliminary, investigative dialogue about student learning outcomes. • There is recognition of existing practices such as course objectives and how they relate to student learning outcomes. • There is exploration of models, definitions, and issues taking place by a few people. • Pilot projects and efforts may be in progress. • The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin.
Development	• College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline. • College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes. • Existing organizational structures (e.g. Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment. • Leadership groups (e.g. Academic Senate and administration), have accepted responsibility for student learning outcomes implementation. • Appropriate resources are being allocated to support student learning outcomes and assessment. • Faculty and staff are fully engaged in student learning outcomes development.
Proficiency	• Student learning outcomes and authentic assessment are in place for courses, programs and degrees. • There is widespread institutional dialogue about the results *of assessment and identification of gaps.* • Decision-making includes dialogue on the results of assessment and is purposefully directed toward *aligning institution-wide practices to support and improve* student learning. • Appropriate resources continue to be allocated and fine-tuned. • Comprehensive assessment reports exist and are completed *and updated* on a regular basis. • Course student learning outcomes are aligned with degree student learning outcomes. • Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.
Sustainable Continuous Quality Improvement	• Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement. • Dialogue about student learning is ongoing, pervasive and robust. • *Evaluation of student learning outcomes processes.* • Evaluation and fine-tuning of organizational structures to support student learning is ongoing. • Student learning improvement is a visible priority in all practices and structures across the college. • Learning outcomes are specifically linked to program reviews.

sc: 5/25/2011

ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

The purpose of this document is to collect information to be used by the college planning bodies IPC (Instruction Planning Council), APC (Administrative Planning Council), SSPC (Student Services Planning Council), Budget Planning Committee, and CPC (College Planning Council) and may be used for Program Improvement and Viability (PIV). Through this process, faculty have the opportunity to review the mission and vision of their department/program. Then, using multiple measures and inquiry, faculty will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, facilities, and equipment. *Faculty should use their judgment in selecting the appropriate level of detail when completing this document.*

The deadline for submission of the Annual Program Plan to the IPC is March 31. Complete this document in consultation with your Dean who will then submit a copy to IPC. Members of the IPC review the document and return their comments to the author for use in the next annual program plan.

Cañada College

Mission Statement
It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

Vision
Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.

ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

Document Map:

0)   Key Findings
1)   Planning group
2)   Authors
3)   Program
4)   Responses to previous Annual Program Plan &Review (APP&R)
5)   Curricular Offerings
6)   Program Level Data
7)   Action Plan
8)   Resource Identification

Cañada College

ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

<div style="border:1px solid black; background:yellow;">
Note: To complete this form, **SAVE** it on your computer, then send to your Division Dean as an **ATTACHMENT to an e-mail message.**
</div>

Department/Program Title: **Date submitted:**

0. Key Findings:

1. Planning Group (include PT& FT faculty, staff, stakeholders)
       List of names and positions:

2. Writing Team and Contact Person:

3. Program Information

   A. Program Personnel
       Identify all personnel (faculty, classified, volunteers, and student workers) in the program:

   FT Faculty   PT Faculty   FTE FT Classified

   PT Classified (hrs/wk)   Volunteers   Student Workers

   B. Program mission and vision
       Include the purpose of the program, the ideals the program strives to attain, and whom the program serves. The program mission and vision must align with the college's mission and goals. (200 word limit)

   C. Expected Program Student Learning Outcomes
       Tool: **TracDAT folders in the SLOAC sharepoint.** Click on the link below to access your folder and log in with your complete smccd e-mail account, ex:smithj@smccd.edu and password http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC

       List expected Program Student Learning Outcomes (PSLOs) (minimum of 3) and assessment tools for each.

   > Guideline: List knowledge, skills, abilities, or attitudes upon completion of program or significant discipline work and list assessment tools. Can be copied from Tracdat.

4. Response to Previous Annual Program Plan & Review
   Tool: http://sharepoint.smccd.edu/SiteDirectory/canio/ipc
  (log in with your complete smccd e-mail account, ex: smithj@smccd.edu and password)

   List any recommendations for the program and your responses to these recommendations based on previous Annual Program Plan and/or CTE Professional Accreditation report.

   > Guideline: Original documents can be linked or attached, as needed.

5. Curricular Offerings *(current state of curriculum and SLOAC)*

   All curriculum and SLOAC updates must be completed when planning documents are due.
   SLOAC = Student Learning Outcomes Assessment Cycle
   Tools: **TracDAT folders in SLOAC** sharepoint http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC
         Curriculum Committee http://sharepoint.smccd.edu/SiteDirectory/cancurriculum/

   A. Attach the following TracDat and Curriculum data in the appendix:
   - List courses, SLOs, assessment plans, and results and action plans (attach report from TracDAT folders in SLOAC sharepoint).

   - List courses with COR's over 6 years old (attach documents from Curriculum Committee)

   B. Identify Patterns of Curriculum Offerings

   > Guidelines: What is the planning group's 2-year curriculum cycle of course offerings by certificates and degrees? What is the ideal curriculum cycle? Discuss any issues.

6. Program Level Data

   A. Data Packets and Analysis from the Office of Planning, Research & Student Success and any other relevant data.
   Tool: http://www.canadacollege.edu/inside/research/programreview/info_packet/info_packet.html

ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

Guidelines: The data is prepared by the Office of Planning, Research & Student Success and is to be attached to this document. Include the following:
- Describe trends in the measured parameters.
- Reflect and analyze causes of trends.

B. Analyze evidence of Program performance. Explain how other information may impact Program (examples are business and employment needs, new technology, new transfer requirements)

Tool: **TracDAT folders in SLOAC** sharepoint http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC

Guidelines:
- Explain how the assessment plan for Program Student Learning Outcomes (listed on #3c) measures quality and success of each Program.
- Summarize assessment results of Program Student Learning Outcomes.
- Describe and summarize other data that reveals Program performance.
- Explain how changes in community needs, technology, and transfer requirements could affect the Program.

C. Other Considerations

7. Action Plan
Include details of planning as a result of reflection, analysis and interpretation of data.

Guidelines:
- Describe data and assessment results for Program Student Learning Outcomes. Analyze and reflect on assessment results for Program Student Learning Outcomes and other measures of Program performance.
- Analyze and reflect on other evidence described in previous sections. Identify the next steps, including any planned changes to curriculum or pedagogy.
- Identify questions that will serve as a focus of inquiry for next year.
  - > Determine the assessments; set the timeline for tabulating the data and analyzing results.
  - > Describe what you expect to learn from the assessment efforts.

8. Resource Identification

A. Faculty and Staff hiring requests

Guidelines:
- Explain clearly and with supporting data showing how hiring requests will serve Department/Division/College needs.
- Include information from the most recent Comprehensive Program Review or Annual Program Plan, whichever was last year's document.

B. Professional Development needs

Guidelines:
- List faculty and staff professional development activities.
- Describe faculty and staff professional development plans for next year.
- Explain how professional development activities improved student learning outcomes.

C. Classroom & Instructional Equipment requests

Guidelines:
- List classroom & instructional equipment requested, including item description, suggested vendor, number of items, and total cost.
- Explain how it will serve Department/Program/Division/College needs.
- List the requests (item description, suggested vendor, number of items, and total cost).
- List special facilities and equipment that you currently use and require.

D. Office of Planning, Research & Student Success requests

Guidelines:
- List data requests for the Office of Planning, Research & Student Success.
- Explain how the requests will serve the Department/Program/Division/College needs.

E. Facilities requests

Guidelines:
- List facilities requests.
- Explain how the requests will serve the Department/Program/Division/College needs.

The purpose of this document is to collect information to be used by the college planning bodies IPC, SSPC, Budget Planning Committee, and CPC and may be used for Program Improvement. Through this process, Student Services staff will have the opportunity to review the mission and vision of their program(s). Then, using multiple measures and inquiry, staff will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, facilities, and equipment.

The deadline for submission of the Annual Program Plan to the SSPC is March 31. Complete this document in consultation with your Dean/VP who will then submit a copy to SSPC. Members of the SSPC will review the document and provide comments to the authors for use in the next annual program plan.

Terminology:
- **Program** – Student Services has six Programs. ex. Financial Literacy, Transfer & Articulation, etc.
- **Department** – Student Services also has individual departments. ex. TRiO, DRC, Outreach, etc.

Most of the information in the Annual Plan is written as programs. However, information and data from individual departments may also be included.

Cañada College

Vision

Cañada College is committed to being a preeminent institution of learning, renowned for its quality of academic life, its diverse culture and practice of personal support and development, extraordinary student success and completion, and its dynamic, innovative programs that prepare students for the university, the modern workplace, and the global community.

Mission :

Cañada College provides our community with a learning-centered environment, ensuring that students from diverse backgrounds have the opportunity to achieve their educational goals by providing transfer, career/technical, and basic skills programs, and lifelong learning. The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively to make analytical judgments, and understand and appreciate different points of view within a diverse community.

Values
- Transforming Lives
- High Academic Standards
- Diverse and Inclusive Environment
- Student Success in Achieving Educational Goals
- Community, Education, and Industry Partnerships
- Communication and Collaboration
- Engaging Student Life
- Accountability
- Sustainability
- Transparency

ANNUAL PROGRAM PLAN & REVIEW (Student Services)

Document Map:
1)   Program
2)   Lead Contact Person
3)   Program/Department Data Measures and Reflection
4)   Student Learning Outcome
5)   Student Area Outcome
6)   Resource Identification
7)   Curricular Offerings (if applicable)

Educational Master Plan Strategic Directions:

1. Teaching and Learning: Equip students with the knowledge and transferable skills so they can become productive citizens in our global community; provide clear pathways for students to achieve educational goals; invest in opportunities to promote engagement; conduct provocative professional development; and create innovative and flexible learning systems.

2. Completion: Commit to student completion of certificates, degrees, and transfer; and create pathways which support the success, retention and persistence of students in their educational goals.

3. Community Connections: Build and strengthen collaborative relationships and partnerships to support the needs for our community.

4. Global and Green: Promote shared responsibility for our environment and social justice; and create a diverse and culturally enriched community of global citizens.

Cañada College Student Learning Outcomes

1. Critical and Creative Thinking
Select, evaluate, and use information to solve problems, investigate a point of view, support a conclusion, or engage in creative expression.

2. Communication Skills
Use language to effectively convey an idea or set of facts, including the ability to use source material and evidence according to institutional and disciplinary standards.

3. Understanding Society and Culture
Understand and interpret various points of view that emerge from a diverse world of people and / or cultures.

4. Scientific and Quantitative Reasoning
Represent complex data in various mathematical forms (e.g. equations, graphs, diagrams, tables and words) and analyze these data to make judgments and draw appropriate conclusions.

ANNUAL PROGRAM PLAN & REVIEW (Student Services)

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1. Program:

2. Team Leader:

A. Team Members:

B. Program mission and vision

Include the purpose of the program, the ideals the program strives to attain, and whom the program serves. The program mission and vision must align with the college's mission and goals. (200 word limit)

3. Program / Department Data Measures – and reflection

Guidelines:
- *What program or department data measures were used this past cycle? (surveys, usage, etc.)*
- *List any program / department major accomplishments.*
- *What changes have you seen, and why?*
- *What changes, if any, will you make?*

4. Student Learning Outcome (SLO)
A. **Results** from prior cycle's SLO.

Guidelines:
- *Explain how the Student Learning Outcome measured student learning.*
- *Summarize the assessment results of the SLO.*
- *Explain how changes in community needs, technology, and transfer requirements could affect the program/department.*
B. **Current SLO and relationship to College SLO or Strategic Directions**

Guidelines:
- *Given the results from the last SLO, did you keep the same SLO or develop a new one? Why?*
- *List the objective(s) from the EMP's Strategic Plan that the SLO aligns with.*
C. **Action Plan**

Guidelines:
- *What activities will be done for this SLO?*
- *What criteria will be used for assessment? What assessment tools will be used?*
- *What do you expect to learn from the assessment?*

5. Student Area Outcomes (SAOs)
A. **Results** from prior cycle's SAO

Guidelines:
- *Explain how the Service Area Outcome measured the quality and success of the program/department.*
- *Summarize the assessment results of the SAO.*
- *Describe and summarize other data that reveals Program/Department performance.*
- *Describe and reflect on any observed trends that affected the SAO.*
- *Explain how changes in community needs, technology, and transfer requirements could affect the unit/program.*

B. Current SAO and relationship to College SLO or Strategic Directions

Guidelines:
- *Given the results from the last SAO, did you keep the same SAO or develop a new one? Why?*
- *List the objective(s) from the EMP's Strategic Plan that the SAO aligns with.*

C. Action Plan

Guidelines:
- *What activities will be done for this SAO?*
- *What criteria will be used for assessment? What assessment tools will be used?*
- *What do you expect to learn from the assessment?*

6. Resource Identification
A. Faculty and Staff hiring requests
Guidelines: complete the appropriate form and attach
- *Permanent Classified Hiring Justification Form*
- *Faculty Hiring Justification Form*

B. Professional Development needs

Guidelines:
- *List any professional development activities faculty/staff participated in.*
- *Explain how professional development activities improved either program/department SLOs or SAOs.*
- *Describe professional development requests for next year.*

C. Equipment requests – must be related to instruction

Guidelines:
- *List equipment requested, including item description, suggested vendor, number of items, and total cost.*
- *Explain how it will serve the Program/Department/College needs.*

ANNUAL PROGRAM PLAN & REVIEW (Student Services)

D. Office of Planning, Research & Student Success requests

Guidelines:
- *List data requests for the Office of Planning, Research & Student Success.*
- *Explain how the requests will serve the Program/Department/College needs.*

E. Facilities requests

Guidelines:
- *List facilities requests.*
- *Explain how the requests will serve the Program/Department/College needs.*

7. Curricular Offerings *(current state of curriculum and SLOAC)* (if applicable)
All curriculum and SLOAC updates must be completed when planning documents are due.
SLOAC = Student Learning Outcomes Assessment Cycle.
Tool: TracDAT   https://sanmateo.tracdat.com/tracdat/
         CurriCUNET http://www.curricunet.com/smcccd

A. Attach the following TracDat and CurricUNET data in the appendix:
- List courses, SLOs, assessment plans, results and action plans (attach report from TracDat).
- List courses with COR's over 6 years old (data from CurricUNET)

B. Identify Patterns of Curriculum Offerings

Guidelines:
- *What is the department's 2-year curriculum cycle of course offerings by certificates and degrees?*
- *What is the ideal curriculum cycle?*
- *Discuss any issues.*

2.05 Academic Senate

1. Academic Senates, organized under the provisions of the California Code of Regulations, Title 5, shall represent the faculty and make recommendations to the administration and to the Board with respect to academic and professional matters, so long as the exercise of such functions does not conflict with the lawful collective bargaining agreement.

2. The College Academic Senates shall represent the faculty and make recommendations to their College administration and to the Board concerning academic and professional matters of importance at a single College in the District.

3. A District Academic Senate shall coordinate activities of and communications among the College Academic Senates and shall represent the faculty and make recommendations to the District administration and to the Board concerning academic and professional matters of importance at all Colleges in the District. The District Academic Senate shall bring forth only those recommendations that have the unanimous vote of all three College Senates.

4. The Academic Senates' organization, membership functions and committee structure shall be developed by the Academic Senate at each of the Colleges.

5. "Academic and professional matters" means the following policy development and implementation matters:
    a. curriculum, including establishing prerequisites and placing courses within disciplines;
    b. degree and certificate requirements;
    c. grading policies;
    d. educational program development;
    e. standards or policies regarding student preparation and success;
    f. district and college governance structures, as related to faculty roles;
    g. faculty roles and involvement in accreditation processes, including self-study and annual reports;
    h. policies for faculty professional development activities;
    i. processes for program review;
    j. processes for institutional planning and budget development; and
    k. other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

6. The Board or its designees will consult collegially with the Academic Senate when adopting policies and procedures. The Board will rely primarily on faculty expertise on academic and professional matters as listed above through the established Academic Senate processes. The Academic Senate will consult collegially with the administration of the college and/or district.

7. The Academic Senate will provide an opportunity for students and staff to participate effectively in the formulation and development of policies and procedures that have or will have a significant effect upon them. (See Rules and Regulations 2.08(9).

8. Recommendations regarding matters identified in Rules and Regulations 2.08 (4) as subject to the shared governance processes of the District shall undergo review by those bodies prior to advising the Chancellor on policy matters for Board action.

9. The recommendations of the Academic Senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendation not be accepted. If a

2.05 Academic Senate (continued)

recommendation is not accepted, the Board or its designee, upon request of the Senate, shall promptly communicate its reasons in writing to the Senate. The reasons will be based upon a clear and substantive rationale which puts the decision in an accurate, appropriate, and relevant context.

References: Title 5 Sections 53200 et seq; 53200.c; 53202.b; 53203.d.1; Ed Code 70902.b.7

(Revised 5/09)

2.08 District Shared Governance Process

1. In order to provide an opportunity for students, staff, and faculty to participate effectively in District governance, the Board of Trustees of the San Mateo County Community College District hereby establishes a District Shared Governance Council (DSGC).

2. Governance is defined as those institutional structures and processes for decision-making and communications that engage students, staff, faculty, and administrators relative to the mission and values of the District.

3. The Board of Trustees is committed to a shared governance system which ensures faculty, staff and students the right to participate effectively in district and college governance and the opportunity to express their opinions at the campus and District levels and to ensure that these opinions are given every reasonable consideration.

4. The purpose of the District Shared Governance Council is to advise the Board of Trustees, through its designee, the Chancellor, on the following matters:
   a. Procedures for faculty, staff, and management hiring and equal employment opportunities
   b. Periodic review of the District Shared Governance Council policy
   c. Planning for Districtwide professional development activities
   d. Oversight of the District Budget and Planning Subcommittee
   e. Changes to or the addition of locally determined student fees
   f. Educational and facilities master planning processes
   g. Board policies that directly affect faculty, staff and students of the District, as determined by the District administrator responsible for Rules and Regulations, in conjunction with the DSGC co-chairs. All other Board policies will be brought to the DSGC as information items.

   In addition to these items, any Council member may, after consultation with the DSGC co-chairs, place informational or advisory items on the agenda.

5. The DSGC makes decisions democratically by polling appointed members to determine if general agreement has been reached, based upon the following levels of responses:
   a. I support the recommendation completely.
   b. I support the recommendation with reservations.
   c. I cannot support the recommendation.

   A recommendation will be forwarded to the Chancellor when 60% of members present are at any one level. Any member of DSGC can submit a brief rationale for his or her vote which will accompany the recommendation to the Chancellor and the Board of Trustees.

6. The District Shared Governance Council membership is twenty (20) representatives with (5) representatives from Faculty, Administration, Classified, and Student constituencies, and specifically includes:
   a. Faculty (5): the District Academic Senate President, the three Academic Senate Presidents of each college or designees, and the AFT president or designee.
   b. Administration (5): one Manager appointed by the President of each college, one appointment from the District office chosen by the Chancellor, and one non-represented member. The non-represented member is appointed by the Chancellor and represents non-union associated employees and can be either classified or administrative.
   c. Classified (5): the CSEA President or designee, the AFSCME president or designee, and three additional classified representatives appointed by CSEA.

2.08 District Shared Governance Process (continued)

    d.   <u>Students (5)</u>: the three Associated Students Presidents or designees from each college, the Student Trustee, and one at-large member.

    e.   <u>Council Chair</u>: The Council will be served by co-chairs, namely, the District Academic Senate President and the District administrator appointed by the Chancellor in (b.) above.

7. <u>Term of Appointments:</u> Membership appointments for students are for one semester and may be continued from semester to semester. Membership appointments for all other constituent groups are for one year and may be continued.

8. A quorum for a meeting is as follows:
    a.   Presence of fifty percent plus one of current members, and
    b.   At least one representative from each site (District office and the three colleges), and
    c.   At least one representative from each constituency (faculty, administration, classified staff, and students).

9. The Board recognizes the Academic Senate as the official body representing faculty in shared governance (Title 5, 53200) and the "the right of Academic Senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards".   In academic and professional matters, the Board will rely primarily on faculty expertise through the established Academic Senate processes. The Academic Senate is expected to provide an opportunity for students and staff to participate effectively in the formulation and development of policies and procedures that have or will have a significant effect upon them. (See Rules and Regulations 2.06 for the delineation of authority agreement between the Board and the Academic Senates.)   "Academic and professional matters " include the following:

    a.   curriculum, including establishing prerequisites and placing courses within disciplines;
    b.   degree and certificate requirements;
    c.   grading policies;
    d.   educational program development;
    e.   standards or policies regarding student preparation and success;
    f.   district and college governance structures, as related to faculty roles;
    g.   faculty roles and involvement in accreditation processes, including self-study and annual reports;
    h.   policies for faculty professional development activities;
    i.   processes for program review;
    j.   processes for institutional planning and budget development; and
    k.   other academic and professional matters as are mutually agreed upon between the governing board and the academic senate. (Title 5 §53200.c)

10. The Board recognizes the Associated Students organizations as the official bodies representing students and considers students to be full participants in shared governance on all items pertaining to their interests. District and college policies and procedures that have or will have a "significant effect on students" includes the following (Title 5, §51023.7,4 (b):
    a.   grading policies;
    b.   codes of student conduct;
    c.   academic disciplinary policies;
    d.   curriculum development;
    e.   courses or programs which should be initiated or discontinued;

2.08 District Shared Governance Process (continued)

      f.   processes for institutional planning and budget development;
      g. standards and policies regarding student preparation and success;
      h. student services planning and development;
      i.   student fees within the authority of the district to adopt; and
      j.   any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students.

11. The Board recognizes CSEA as the official body representing classified staff and considers classified staff to be full participants in shared governance on all items pertaining to their interests (Education Code §70901.2). The selection of classified representatives to serve on District and/or College committees, task forces, or other governance groups shall be made by CSEA with the expectation that all classified staff will be considered in the process of selecting representatives (Title 5 §51023.5).

12. A copy of the complete and updated text of the District shared governance policy shall be maintained in the Office of the Chancellor.

References: Education Code Section 70901.2; Title 5 Sections 53200-53206, 51023.5 and 51023.7; Accreditation Standard IV.A

(Revised 10/11)

2.18 Student Participation in District and College Governance

1. The Board of Trustees values and recognizes the importance of effective student participation in College and District governance processes and, to that end, students will be represented in fair numbers.

2. The Board of Trustees recognizes the Associated Students of the three Colleges, organized under the provisions of the Education Code, as the representative bodies to participate effectively in District and College governance with regard to policies and procedures that have or will have a significant effect on students.

3. The Associated Students Organizations at each College will have the sole right to make appointments for their student representatives to College and District committees, task forces, or other governance groups through a process which they will develop.

4. Students will be provided an opportunity to participate in formulation and development of District and College policies and procedures that have or will have a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the Board of Trustees regarding such policies and procedures.

5. The Board of Trustees will ensure that, at District and College levels, recommendations and positions developed by students are given every reasonable consideration.

6. Except in unforeseeable emergency situations, the governing board shall not take action on a matter having a significant effect on students until it has provided students with an opportunity to participate in the formation of the policy or procedure or the joint development of recommendations regarding the action. District and College policies and procedures that have or will have a "significant effect on students" include the following:

    a. grading policies;
    b. codes of student conduct;
    c. academic disciplinary policies;
    d. curriculum development;
    e. courses or programs which should be initiated or discontinued;
    f. formulation of policies and procedures concerning graduation requirements;
    g. processes for institutional planning and budget development;
    h. standards and policies regarding student preparation and success;
    i. student services planning and development;
    j. student fees within the authority of the District to adopt; and
    k. any other District and College policy, procedure, or related matter that the District governing board determines will have a significant effect on students.

7. The Board of Trustees will give reasonable consideration to recommendations and positions developed by students regarding District and College policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.

8. Student representatives will be treated with equal inclusion, opportunity and consideration in respect to all participatory governance and will have access to necessary and relevant information, documents and resources necessary for meaningful participation in governance processes.

2.18 Student Participation in District and College Governance (continued)

9. Students serving on District and College committees will maintain minimum scholastic standards as set by the California Education Code, Title 5 Code of Regulations, District Regulations, and regulations of their respective associated student organizations, while serving in governance capacities.

10. Every reasonable effort shall be made to schedule meetings so that student participation is possible.

11. At the beginning of each semester, designated student members on District and College committees shall be provided with an orientation conducted by the committee chairperson or other senior member of the committee within the first two meetings of the committee.

12. Nothing in this section shall be construed to impinge upon the due process rights of faculty, the responsibilities delegated to academic senates or detract from any negotiations or negotiated agreements between collective bargaining agents and the Board of Trustees.

    References: Education Code Sections 76060 ,70902 (b) (7); Title 5 Sections, 51023.7 (a)(1), 51023.7 (a)(3), 51023.7 (a)(4), 51023.7 (b), 51023.7 (c), 53200-53206, 51023.7 (d)

    (Rev. 5/09)

ADMINISTRATIVE PROCEDURE
<u>**San Mateo County Community College District**</u>

*<u>Subject</u>***:**   2.75 Institutional Planning
<u>Revision Date</u>: 7/12
*<u>References</u>***:**   Accreditation Standard I.B; Title 5 Sections 51008, 51010, 51027, 53003, 54220, 55080,
           55190, 55510 and 56270 et seq.; 66030, 66250 et seq., and 72010 et seq.

_____

1. The Chancellor and College Presidents ensure that District and institutional committee structures are maintained that will facilitate the ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. They ensure that the college research organizations engage in ongoing institutional effectiveness research by which planning objectives may be developed and measured.

2. District Strategic Planning

    a. The District maintains a District Strategic Planning Committee that is advisory to the Chancellor. The committee is responsible for the development and implementation of a district strategic plan. The plan is informed by an environmental scan conducted periodically to coincide with the beginning of the planning cycle. College data on institutional effectiveness are also considered.

    b. Committee membership includes the vice chancellor of educational services and planning, the three college presidents, the district academic senate president, the academic senate presidents from each college, representatives from classified staff from each college, research directors from each college, and staff representation from the district office. The committee is co-chaired by the vice chancellor of educational services and planning or a college president and the district academic senate president. The committee membership is listed on the committee's website.

    c. In developing the plan, the committee ensures that the plan is synchronized with the college planning cycles and that its assumptions and recommendations inform the development of the Board of Trustees' yearly goals. It ensures that the plan is vetted through the college committee structures and that the plan is widely disseminated. The committee submits the plan to the chancellor for submission to the Board of Trustees for approval.

3. College Strategic Planning

    a. To ensure the implementation and ongoing assessment of the institutional planning process, each college maintains an institutional planning committee that is advisory to the college council. The committee structure ensures that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources and leads to improvement of institutional effectiveness. The institutional planning committees maintain websites that document the committees' procedures.

2.75 Institutional Planning (continued)

b. Membership of the institutional planning committees is comprised of administration, faculty, classified staff and students. The Academic Senate, CSEA, Classified Council, and the Associated Students appoint committee members. College administration membership includes but is not limited to the vice president of instruction, instructional deans and directors of research. Specific committee composition is published on the college institutional planning website.

c. The institutional planning committees develop the college strategic plans. The college strategic plans follow a specific planning cycle and consist of objectives and goals determined and measured by institutional effectiveness research. The plans are also informed by input from college committees that are concerned with specific college needs including but not limited to enrollment management, human resources, budget planning, technology, distance education, basic skills and diversity. The planning cycles are synchronized among the Colleges and with the District Strategic Plan. College plans are approved by the appropriate college constituencies, the College Council, and the College President. College plans are documented on the college planning websites.

d. The planning committees meet on a regular basis. Committee meetings are open to the public and meeting calendars, agendas and minutes are published on the committee website.

e. Committees conduct a review of the plans on a regularly scheduled basis during the planning cycle. Periodic reports on the progress of strategic plans are disseminated to the broad college community.

4. Facilities Planning

a. The District updates Facilities Master Plans for each College approximately every five years. The Facilities Master Plans are complied with input from key constituents and are informed by current and anticipated instructional needs in conjunction with the College's Educational Master Plan. Current Facilities Master Plans are available at: http://www.smccd.edu/accounts/smccd/departments/facilities/masterplan.shtml

b. Facilities staff submits a certified Space Inventory to the California Community Colleges Chancellor's Office (CCCO) annually. The certified space inventory is a database of all District facilities, and includes detailed room by room information indicating the type, size and use of each space.   This data is used to calculate capacity load ratios, a measure whereby the state determines if facilities are adequate to serve the current and forecasted future space needs for each college as well as capital funding.   The space Inventory report is available online as part of a state-wide database: http://fusion.deltacollege.edu/.

c. If capacity load ratios—calculated using current and forecasted enrollment levels in any given instructional area in comparison with available and planned new space—indicate space is inadequate to serve instructional needs, grant request are submitted in pursuit of funding to insure facilities are adequate to support instructional needs. Grant requests for CCCO Capital Outlay Funding are submitted annually as part of the Five Year Construction Plan (5YCP). In addition to requests for state funding to upgrade or expand facilities, the 5YCP also documents planned locally funded facilities construction and renovation projects. The 5YCP is also available online in the same-state-wide database as the Space Inventory: http://fusion.deltacollege.edu/

2.75 Institutional Planning (continued)

d. Facilities Staff meet with the President's Cabinet at each College at least once a month to review facilities issues and needs.   This is an open forum in which facilities construction, renovation, and maintenance service needs are reviewed and collaboratively prioritized.

5. Categorical Program Planning - the Chancellor and College Presidents ensure that college program staff prepare, implement and monitor program plans for categorical programs including but not limited to EOPS, Matriculation and Transfer Center, according to the processes and procedures prescribed by the State Chancellor's Office.

6. EEO Planning

    a. The Human Resources Department assures that every Screening Committee has been oriented in equal employment opportunity, non-discrimination in employment and inclusiveness when considering candidates for positions.

    b. The Human Resources department tracks all hiring for equal employment opportunity and evaluates the diversity of newly hired employees and reports to administration its findings. The results thus far reflect a wide range of diversity in hiring over the last several years.

7. Student Equity Planning - the Chancellor and College Presidents ensure that the Colleges comply with California Community College Board of Governors' regulations related to the Student Equity Policy which are intended to ensure that historically underrepresented groups in higher education have an equal opportunity for access, success and transfer. Each College has a student equity plan developed in collaboration with representatives of faculty, staff and administration. The Student Equity Plan addresses the following activities; campus-based research, establishment of goals and implementation schedules, evaluation of progress; and identification of funding sources for the activities of the plan. The Student Equity Plan shall be maintained, and updated under the guidance of each college's shared governance body.

8. Instructional Technology Planning

    a. The Information Technology Services (ITS) department is a centralized service organization providing information technology leadership, support staff, training, policies and procedures related to technology, strategies for the effective deployment and utilization of information technology, and assisting Cañada College, the College of San Mateo, and Skyline College, as directed, with local technology initiatives, projects, and planning for future technologies.

    b. ITS collaborates with the Colleges to develop college and district wide information technology plans which reflect the roles and responsibilities of each college and ITS. ITS staff participates regularly in various College committees to discuss operational issues and to develop project plans for the deployment of technology in support of teaching and learning, district-wide communications, research, and other operational systems.

    c. The current Information Technology Strategic Plan can be found at: http://www.smccd.edu/itstrategicplan

ADMINISTRATIVE PROCEDURE
<u>**San Mateo County Community College District**</u>

<u>*Subject*</u>**:**   8.11 District Budget
<u>*Revision Date*</u>*:*   7/12
<u>*References*</u>:   Education Code Section 70902(b)(5); Title 5 Sections 58300 et seq.; Accreditation
                Standard III.D

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This procedure includes information on the process of budgeting within the Colleges, the District, and the State, how District budgets are organized and how they are developed, and how changes at the State and local levels have changed how and what is budgeted. It also includes information about the major sources of District revenue.

Some key ideas to keep in mind when reading this procedure include:

- Many individuals and groups participate in the budget development process according to their respective interests, responsibilities and expertise. Ultimate responsibility for the fiscal integrity of the District rests with the publicly elected Board of Trustees. The Board, in turn, holds the District's management accountable for creating a realistic budget and adhering to it. Faculty, staff, and students are valuable participants in the budgeting process and help ensure that all needs of the District's instruction and student services programs are recognized.

- Budgeting in the San Mateo County Community College District is an ongoing, dynamic, and complicated process. Budgets are essentially estimates of projected incomes and expenditures, and they are subject to continuous revision, as new information becomes available. Many of the factors influencing the District's projected revenue and expenditures are difficult to assess and continually change, not only during the budgeted year, but also into future years.

- In recent years, funding for California community colleges has not kept pace with increasing costs and demands for service. Even in years when California has had a strong economy, community college funding has not increased proportionate to the increases in costs. While the California economy showed dramatic improvements in the late 1990's, since then, the decline in the technology and housing industry has significantly reduced state funding. Other significant changes have taken place in the political, social, and economic environment, which make it difficult to project a measurable improvement in the fiscal outlook for any sustained period.   Examples of these change factors are changes in State government leadership, shrinking State coffers resulting from the decline in the housing industry and, more recently statewide economic growth without significant job gains.

WHAT IS A BUDGET?

Framework for Planning, Control, Accountability

In the current context, a budget is an organized estimate of revenue to be received and expenditures to be
8.11 Budget Preparation and Budget Management (continued)

made in the coming fiscal year (July 1 through June 30). It reflects an estimate of monies to be received from a variety of sources and an assumed level of operation.

A budget is also a tool for planning, controlling, and evaluating activity. The District's budget expresses all of the individual department, division, College, and District-wide plans in terms of the monetary resource requirements for executing those plans. The process of creating a budget provides a framework for decision-makers to prioritize activities and evaluate alternatives in accomplishing the organization's goals.

It is important to remember that a budget results from a large number of interrelated assumptions and estimates. The actual level of resources and activity are never completely certain until they occur -- which may be well into the budget year or possibly at year-end. For example, a major portion of revenue is dependent on property tax collections that in turn are influenced by changes in market value and property turnover in the county during the year. The San Francisco Bay Area and San Mateo County specifically, is one of the most expensive places to live, where the sale of homes and property has fluctuated between expensive and "above the asking price." Even in recent years during the recession, housing has fared better in San Mateo County than in the rest of the State. Commercial property taxes have varied more, such as the devaluation of United Airlines' property after September 2001. Similarly, some expenditures are dependent on enrollments which in turn are influenced by student fees, employment activity and the job market, non-resident tuition, competing educational opportunities, etc.

As activities are undertaken, the budget provides a guideline for managing resources. As the unknowns regarding the budget process become known, adjustments are made to activity levels to ensure that the District meets its objectives with the resources available and takes advantage of any opportunities that arise.

Finally, the budget provides one measure of accountability. Managers are accountable for accomplishing the planned activities, and doing so within the planned resources. Comparing actual results with the budget provides some feedback on how well that is done. Of course, it is important to note that comparing actual expenditures with budgeted expenditures does not indicate whether the budget was sufficient to accomplish organization goals or whether the goals were accomplished -- the comparison only tells whether expenditures were more or less than expected and authorized.

HOW IS THE BUDGET ORGANIZED?

Systematic Classification

Basic to all revenue and expenditure accounting is a systematic classification scheme for describing and reporting transactions. This organization is in large part prescribed by State law and we have little flexibility in the way we categorize our accounts. Within these parameters, the District's budget is organized according to funds, organizations, accounts, and programs. Every item of revenue and expense is coded in this way: fund – organization – account - program.

For example:

8.11 Budget Preparation and Budget Management (continued)

Fund	10002	Unrestricted General Fund at Skyline College
Organization	2411	Skyline College Business Division
Account	4510	Supplies
Program	094800	Automotive Technology

The full account distribution within the District's accounting records would appear like this:

    10002-2411-4510-094800

Further information on these terms will follow; however, several things should be noted at this point:

➢ The District must comply with generally accepted accounting principles (GAAP) as they relate to public accounting, and also comply with State Community College reporting requirements as contained in the Budget and Accounting Manual issued from the State Chancellor's Office. This accounting system must meet the basic informational needs of many groups and individuals who need reliable information on the community college finances. As a result, the accounting system must make it possible to: (a) present fairly and with full disclosure the financial position and results of financial operations of the funds and account groups of the District in conformity with GAAP; and (b) determine and demonstrate compliance with finance-related legal and contractual provisions. The portions of the coding scheme related to Fund, Account, and Program reflect these State requirements.

➢ Distinguishing activities by Organization is an internal dynamic denoting administrative responsibility.

➢ The coding scheme used in the District's accounting system encompasses more than revenues and expenses. It also applies to assets, liabilities, and ending fund balances. However, because we are concerned here primarily with an explanation of budgeting revenues and expenditures, these extensions of the scheme will only be mentioned in passing.

  ➢ The entire coding scheme is called the Chart of Accounts. Significant control is placed on the Chart in order to assure that any changes to the coding meet the required standards and ultimately records and reports the District's fiscal data accurately. Similarly, access to use of the Chart is restricted by individual user and is dependent upon their level of responsibilities and location.

  ➢ There is some duplication in the coding scheme. For example, a particular activity may be uniquely identified both by Fund for one reason and by Program code for another reason. An example is the Child Development Center (**60001**-2411-4510-**69600**).

  ➢ The term "revenue" is used here to describe inflows of monies from all sources.

  ➢ The term "expenditure" is used to describe not only those expenses which are actually paid during the budgeting year, but any obligations which are expected to be paid and are due for which actual payment may have not been actually issued.

8.11 Budget Preparation and Budget Management (continued)

  ➢ The fund code is a five digit number. For purposes of simplicity, a fund is commonly referred to

by its first digit—or summary number.

Funds

What is a Fund?

Because of the varied sources of revenue, some with restrictions and some without restrictions, a unique type of financial accounting known as "fund accounting" is used by governmental and other nonprofit entities. Basic to fund accounting is the concept that a single fund is used to report sources and uses of resources available for, or in most cases restricted to, essentially the same purpose. This is similar to an individual maintaining separate personal checking accounts to track income and outgo for specific purposes.

Fund Balances

Revenues received in a fund are not always expended immediately. For that reason, at any particular time, funds may have a balance of unspent revenues. For a variety of reasons, these unspent revenues may remain at the end of a fiscal year and be carried over into the next year.

More technically, fund balances consist of cash or other current assets (assets which in the coming year are expected to be used, such as supplies -- or converted to cash, such as accounts receivable) and the balance is the excess of current assets over current liabilities (amounts owed in the coming fiscal period). Therefore a fund balance is really the amount of <u>net</u> current assets and may or may not be in monetary form. An example of a non-monetary, current asset is the inventory of books and supplies that is held in the Bookstores.

Fund balances may be committed for future expenditures and/or restricted in their potential use. For example, much of the ending balance of the District's General Fund, which becomes the beginning balance for the next fiscal period, is restricted by external sources (Fund 3), prior commitments, and by Board designation.

Fund Transfers

Resources often cannot be transferred from one fund to another because of restrictions on the use of the monies. However, transfers can be made from the General Fund to other funds. For example, monies are set aside and transferred each year from the Unrestricted General Fund (Fund 1) to the Self-Insurance Fund (Fund 2) in anticipation of losses. In some cases, transfers occur as a result of decisions by the Board of Trustees to set aside General Fund money for specific purposes. In other cases, the source of money in other funds (e.g. State Capital Outlay) may require a match of money from the District's general fund. Regardless of the particular need to make such a transfer, the District Office accounting staff makes those financial entries and insures that the appropriate accounting requirements are met and reporting is done.

Organizations

The second major budget classification is **organization**. Each administrator in the District is assigned responsibility for some portion of the District's total resources. That area of responsibility is identified within the accounting system as an "organization." A typical organization is an instructional division, and the Dean of the division is responsible for that Organization's budget. The use of this element provides access to accounts and reports of the areas under his/her control. Similarly, access is denied to those without proper security.

8.11 Budget Preparation and Budget Management (continued)

Organizations are identified first by location, then by unit within the location. The first digit of the organization code represents the location. For example, organization 2411 is Skyline College's (2) Instructional (4) Business Division (11).

1- Chancellor's Office or District Central Services
2- Skyline College
3- Canada College
4- College of San Mateo

Accounts

The next level of budget classification is by **account,** actually the most specific of the numbering classifications. Accounts are numbered in a way that distinguishes assets, liabilities, fund balances, revenues and expenditures.

Assets are economic resources that are owned or substantially controlled by the District. They include cash (in the County treasury, local bank, revolving cash fund, petty cash funds, or investments), accounts receivable (money owed to the District from contractors, granting agencies, the County, student outstanding fees), inventories of supplies, equipment, land, and buildings. Assets are recorded in account numbers 9100-9400.

Liabilities represent economic obligations of the District. They include accounts payable (money owed to suppliers or unpaid wages for employees), deferred revenue (monies received but not yet earned and therefore technically owed back to the provider), and loans payable. Liabilities are recorded in account numbers 9500-9599.   Financial obligations to full-time faculty who have 'banked' overload work compensation as a participant in the Unit Banking Program are considered liabilities on the District books.

Fund balances, representing the excess of assets over liabilities, are recorded in account numbers 9600-9800.

Revenue represents monetary resources "earned" by or allocated to the District for providing educational services. Revenue is distinguished by source: Federal, State, Local, and Other Funding Sources (which includes transfers from other funds).   Revenues are represented by account numbers in the 8000s. More specifically, the four major sources as defined by State reporting requirements are distinguished as follows:
8100: Federal Revenues
8600: State Revenues
8800: Local Revenues
8900: Other Financing Sources/Transfers In

Expenditures represent the cost to the District of providing various educational services to its students. There are seven major categories of expenditure accounts required for State reporting:

1000 accounts: Academic Salaries
2000 accounts: Non-Academic Salaries
3000 accounts: Employee Benefits
4000 accounts: Supplies and Materials
5000 accounts: Other Operating Expenses and Services
6000 accounts: Capital Outlay
7000 accounts: Other Outgo & Transfers Out

The Annual Financial and Budget Report submitted by the District to the Chancellor's Office of the
8.11 Budget Preparation and Budget Management (continued)

California Community Colleges (CCFS-311 report) identifies revenues and expenditure according to the account classifications described above.

Within the broad categories, the remaining digits of the account numbers provide additional detail. For example, all "Other Operating Expenses and Services" are assigned a 5000 account code. Accounts in the 5200 sub-group are for Reimbursable Travel Expenses and the account 5220 is used to identify mileage expense, specifically.

Programs

The last level of budget classification is **program**. Another word for program is **activity** and the latter term is more commonly used for State reporting purposes.

Programs are groups of closely related activities; and in the accounting system, program numbers identify revenues or expenditures by type of activity such as Custodial Services, Admissions and Records, or Humanities. The codes used in the instructional programs are generally based on the State TOP (Taxonomy of Programs) coding standards. Non-instructional activities follow the State ASA (Administrative Service Areas) coding. For example, the TOP category "Engineering and Related Technologies" has a number of 0900. Electronics Technology is a program within this general category and has a number 0934.00. The District uses 093400 (a six digit number).

For purposes of reporting and comparing District operations, program activities are grouped as follows:

0100-5900 Instruction
Includes expenditures for all major instructional disciplines including benefits and retirement incentives for academic retirees

6000 Instructional Administration
Includes expenditures related to administrative support and management of instructional activities such as division deans; includes Academic Senate as well as course and curriculum development

6100 Instructional Support Services
Includes library, learning center, media (KCSM: portion related to instruction)
6200 Admissions & Records
Includes recruitment, commencement
6300 Counseling and Guidance
Includes career development, job placement, testing, school relations

6400 Other Student Services
Includes EOPS, financial aid administration, health services, student personnel administration

6500 Operation & Maintenance of Plant
Includes expenditures for utilities, custodial, buildings and grounds maintenance and repair

6600 Planning and Policy Making
Includes institutional research, management planning, College presidents, governing board, chief labor negotiator, associate chancellor, chancellor, budget office, etc.

8.11 Budget Preparation and Budget Management (continued)
8.11 Budget Preparation and Budget Management (continued)

6700 General Institutional Support Services
Includes management information services and fiscal operations, personnel management, staff development and staff diversity, and non-instructional retiree benefits and retirement incentives

6800 Community Services
Includes expenditures for community use of facilities

6900 Ancillary Services
Includes bookstores, child development center, parking, student co-curricular activities such as athletics and clubs

7000 Auxiliary Operations
Includes Associated Students, not-for-profit contract instruction (contract classes generating FTES or approved for credit are included in the appropriate Instructional Activity Codes—0100-4900), special events, public broadcasting (KCSM: portion not related to instruction)

7100 Physical Property & Related Acquisitions
Includes capital outlay projects

It is important to note that regardless of Fund, the use of account and program coding is consistent throughout the District. For example, a supply account (4510) is still a supply account (4510) whether it is in the Non-Restricted General Fund, the Restricted General Fund, the Child Development Fund, the Capital Outlay Fund, or the Bookstore Fund.

Similarly, for reporting purposes, there is integrity in the reporting structure. For instance, a contract teaching salary account (1100) can not be paired with a non-instructional program code—say Buildings and Grounds, or Counseling, or the President's Office. A teacher teaches a course in an instructional discipline for which the District is eligible to receive funding through the calculation of full-time equivalent students (FTES).   Only those codes can be used for classroom teachers' salaries and related benefits.

HOW IS THE BUDGET CREATED?

Shared Interests and Responsibilities

The District's budget development process is one of estimating total monetary resources expected to be available in the coming fiscal year and matching those resources to a prioritized set of needs. There are many "stakeholders" in the District who participate in this process. Each has an interest in seeing to it that the resources available are used in the most efficient and effective way to accomplish the District's mission.

The Board of Trustees represents the public and has ultimate responsibility for ensuring that the District prepares and adheres to a fiscally responsible budget. Theirs is a legal, fiduciary responsibility and each Trustee is ultimately accountable to the public for his/her actions.

Administrators are charged by the Board of Trustees with direct responsibility for preparing and managing the budget in a fiscally sound manner. They are accountable to the Board and to the State of California for ensuring that all legal requirements are met, that funds are used as intended by the various funding sources, that budget matters are properly recorded and reported, and that the institution "lives within its means."

Faculty, staff, and students are directly affected by the budget and need to have a voice in the decisions
8.11 Budget Preparation and Budget Management (continued)

represented and supported by the budget. Their responsibility is to help inform those who prepare the detailed budget about the current and anticipated needs of each College program and the institution as a whole. Their feedback on the effectiveness of all programs is needed to ensure accountability for the decisions that are made.

District-wide Processes

Setting District Priorities

How should we spend our money? Answering that question is always difficult whether it is one person trying to organize his or her own budget or whether it is a group of people trying to decide on priorities. A family, for example, may agree that rent, loan repayments and food are high level commitments and should have the highest priority. But after that, there may be some sharp disagreements about the relative importance of using money for savings, clothing, entertainment and other items.

While initial budget decisions might be made with great difficulty, they then tend to become established and routine. Right or wrong, expenditure patterns become set and habits are formed about such things as savings. Usually these familiar patterns are challenged only when there are major changes to income, expenses, or life style.

With a district that has revenues well over a hundred million dollars and several different groups of stakeholders, setting budget priorities is always a matter of discussion and debate. Even if there is agreement among the majority, there are usually strongly held minority viewpoints. Nonetheless, budgets tend to develop along similar lines each year unless there is dramatic change in anticipated revenue, expense, or perceived mission -- or some basic structural change in operations or personnel.

The District budget development process is comprehensive and complex. There are many participants in the process: the Board of Trustees, administrators, faculty, staff, students, and members of the public. Each represents a somewhat different interest and therefore often advocates different priorities. It is intended that the consultative processes of the District provide adequate voice to all of the stakeholders so that final decisions related to the budget are reflective of the varied needs of the institution.

At the District level, needs and opportunities are identified by gathering information from the Colleges, from the external environment, and from deliberations of various planning groups. The District Committee on Budget and Finance (DCBF) meets regularly to discuss and evaluate budget assumptions and strategies. College input is received through regular District-wide councils such as the District's Shared Governance Council, Instruction Council, Student Services Council, and Chancellor's Council. College input is also received when special groups are formed to address specific issues and various advisory committees, such as the District Auxiliary Services Advisory Committee (DASAC).

Through District research efforts, the local environment is constantly monitored. Information is gathered through inter-district meetings, consultants, professional associations, publications, local legislators, community and industry advisors, and others.
The District is continuously engaged in some form of long-range planning activity (i.e. strategic, educational, facilities, financial) through formalized master planning, accreditation self-study, and program review. Teams of employees, consultants, community advisors and students are drawn together for these tasks. Every year, as the budget is developed, the Colleges and Chancellor's Office review their operations in relation to the District's and Colleges' strategic plan, set new goals and objectives, and evaluate results of past activities.

8.11 Budget Preparation and Budget Management (continued)

The technical job of constructing a District budget is the responsibility of the Executive Vice Chancellor in conjunction with the Chief Financial Officer, the District Budget Officer and the DCBF. They provide revenue and expenditures projections for the coming year, and the Executive Vice Chancellor formally reports that information to the Chancellor and Board of Trustees. The estimates take into account such critical information as the funds remaining unspent at the end of the year (beginning balance for the next year), assumptions that go into estimating revenue, the obligations of the District (liabilities) and restrictions on the use of funds. The Executive Vice Chancellor works with the Chief Financial Officer and the District Budget Officer to communicate this critical information to those who are charged with the responsibility for preparing and managing District and College budgets.

At each of the Colleges, a mechanism for consultative budget development and review continues to evolve. These processes, which are fairly comprehensive and carefully defined, will be described in a subsequent section. The District Shared Governance Council (DSGC) is consulted on all policy matters and serves as an overall planning body. The DSGC receives budget information from the DCBF and receives recommendations from them related to budget process such as the schedule for budget development (calendar), assumptions used in revenue estimates and the allocations system, set asides for such things as staff development and instructional equipment, and overall District goals and procedures.

Allocation of District Resources

So how do resources get allocated to units within the District? An attempt has been made to allocate resources according to a formula that is intended to provide for the equitable allocation of available resources in relation to attaining planned goals. The allocation formula is based on a projection of all available funding. Many of the sources of revenue dictate how that revenue will be spent. These targeted monies are allocated according to the funding sources' guidelines. The Board of Trustees also designates the use of monies to recognize commitments or to achieve certain goals. This money is set aside in special allocations before determining the amount to be distributed to the Colleges and Chancellor's Office. The remaining monies are subject to the allocation formula.

The current allocation model used to distribute resources within the District has evolved during a particularly difficult period of diminishing overall resources, changed during the recent past situation of substantial funding with State-directed goals and is again being reviewed by the DCBF. As the sources of our funding changes, so has the allocation. The current resource allocation model was developed over a two year period beginning in 2004-05 and was implemented in 2006-07 and is reviewed annually by DCBF. Faculty, staff, and students are engaged to consider various aspects of the model and the District's Shared Governance Council continue to be consulted on the allocation process.

The previous allocation formula was devised for the Colleges only and did not include Districtwide operations (facilities, payroll, purchasing, personnel, computing services, etc.). The current formula allows for approximately 85-86% to be provided to the Colleges and the remaining 14-15% allocated to the Chancellor's Office and Facilities.

Rather than allocating resources to the Colleges based exclusively on enrollment, the allocation formula has recognized legitimate cost differences among the Colleges in the following ways:

- During growth years, each College's allocation was based upon the respective share resulting from a three-year FTES average (resident plus non-resident FTES). Without major changes in this allocation element, the prior year's allocation as adjusted during that year for cost of living (COLA), and special on-going augmentations becomes the beginning allocation for the new budget year. This might then be adjusted further to accommodate an increase/decrease in available funding.

8.11 Budget Preparation and Budget Management (continued)

- Site allocations are then augmented for step increments and longevity service based upon the final position control personnel cost report available at a time certain during the development process— around July 1. An estimated salary schedule adjustment amount is set aside early in the budgeting process to be made available at this step of the process.

- The allocation model includes the ability to make special allocations for a demonstrated need. For example, this was done in 2010-11 to keep the Child Development Centers open.

District Budget Work Schedule

Developing a budget is a lengthy and time-consuming process. Many activities must start early in the prior year in order to have a budget on time for the following fiscal year (July 1 - June 30). On a Districtwide basis, a Budget and Planning Calendar is developed by the District Budget Office in consultation with the DCBF during late fall and is adopted by the Board of Trustees in January. This Calendar serves as the master schedule for all subsequent budget development activities. The Budget and Planning Calendar is disseminated to all affected District and College groups to provide a framework for individual budget-related activities taking place within the District.

The earliest stages of the budget development cycle involve a review of the allocation by the DCBF and an evaluation of the Governor's proposed budget for the community colleges by the Executive Vice Chancellor. The Governor first proposes a budget in January. The Legislative Analyst prepares recommendations on the State's budget by the end of February. The Legislature conducts hearings and proposes further changes to the Governor's proposal during the spring. The Governor presents revised revenue and spending projections in May while the Legislature's budget subcommittees deliberate on the budget. A final budget for the State should legally be in place by July 1, although this has not always been the case in recent years. After the budget is signed by the Governor, there is usually clean-up activity, called trailer bills, which then work their way through the system. These serve to clarify language, augment or provide certain special funding or possibly change some code section relating to fees, process, or guidelines. Even after a budget is enacted and trailer bills are passed, there can be changes during the year if revenue and expenditure assumptions change significantly. In the current year 2011-12, mid-year "trigger cuts" were implemented as revenue assumptions contained in the budget did not materialize.

One can follow the State budget activities and their effects on community colleges over the Internet. Both of the following sites provide regular updates on the progress of the State budget.

www.ccco.edu - The California Community Colleges Chancellor's Office
www.ccleague.org - The Community College League

Throughout the spring semester, staff in the Executive Vice Chancellor's office prepares estimates of revenue for the District and revises them according to updates on the State's budget development process. Also prepared are estimates of revenue and expenditures by analyzing other revenue sources (parcel tax, grants, and redevelopment dollars), enrollment projections, current year expenditure trends, the status of negotiations with employee representatives, legal obligations, prior commitments, rate changes for health benefits, insurance, utilities and other ongoing obligations.
Summaries of these budget projections are provided to the DCBF. Members of this Committee communicate this information to their campus colleagues, especially College Budget and Planning Committees.

A sequence of activities is initiated in early spring to develop the actual budget. Budget worksheets are
8.11 Budget Preparation and Budget Management (continued)

developed for six major budget segments or "phases" related to various types of expenditures and funds. These worksheets are used by the College business offices and Chancellor's Office staff who are responsible for the development of their unit's budget. One of the phases, Position Control—a computerized human resource information system within the Districts administrative Banner software—allows maintenance of all regular personnel information including compensation. This Position Control budget phase projects salary and benefits costs and distributes the appropriate amounts based upon the assigned labor distribution account numbers and related FTE. Once set, these "fixed costs," combined with hourly salaries, make up approximately 90% of the base site allocations, including related fringe benefits. The remaining 10% balance of the allocation then needs to be budgeted. In addition, the Colleges and Chancellor's Office prepare an annual budget "priority" listing which includes goals upon which their budget has been developed (see section below).

During the budget development cycle, there is interaction and participation among shared governance groups, campus administrators, and Chancellor's Office staff. After this review, the Executive Vice Chancellor presents a Tentative Budget to the Board of Trustees for approval in June and that budget is used to establish beginning (but temporary) balances in the operating ledger. The Tentative Budget is actually "loaded" into the operating system and a budget is established for use (before July 1) so that expenditures required for the following fiscal year can be initiated in time for summer school to prevent interruption of services. A Final Budget is presented and adopted in September after the prior year ending balance is known, the State budget has passed, and there is opportunity for a public hearing. Pursuant to the California Code of Regulations, the District is required to adopt a Tentative Budget prior to June 30th and a Final Budget by September 15th. Two copies of the adopted budget are submitted to the California Community College Chancellor's Office on or before September 30th. Appropriate forms (311's) are also submitted to the California Community College Chancellor's Office.

College Processes

Setting College Priorities

While the budget process varies somewhat at each of our three Colleges, there are many commonalities. One could think of the typical process this way:

The budgeting process starts at the departmental level. Faculty, staff, and students gain direct input through the program review process and through the process of setting goals and objectives each year according to the College strategic plan. Through these and other consultative processes, programs are examined to determine their opportunities, needs, and ability to accomplish their mission.

Ultimately the findings are translated into budget requests. Division administrators assemble the budget requests for each department and with input from members of the division, prioritize the requests.

Division requests are forwarded to the vice presidents who consult with their deans as a group to establish overall priorities for their area of responsibility—instruction or student services. The vice presidents then bring their budget priorities into Cabinet sessions with the president and College business officer. At that level, broader institutional requirements are added and a College-wide budget is developed. The budget is then discussed with one or more College shared governance groups. A key group is usually a budget committee that is part of or reports to a College council. The shared governance group then studies the budget and makes recommendations back to the Cabinet. Throughout the process, the results of College and District planning efforts are used to guide budget deliberations. Usually there are multiple iterations of consultation up, down, and across the organization.

8.11 Budget Preparation and Budget Management (continued)

It is the responsibility of the College president to approve a budget that is consistent with the resources allocated to the College. Final reconciliation of the College budget development process with available resources is challenging. The bottom-up budget development process confronts a top-down budget allocation process. Usually more resources are needed or wanted than are available. And, like members of any family, each College, division and department questions the appropriateness of their allocation.

Internal College Allocation Mechanisms

A review of the prior year's budget and any anticipated changes to College programs is the primary basis for allocating monies within a College. The reason for this is that the major operational activities at each College are relatively stable and predictable. There is a predictable mix of full-time and part-time employees who are responsible for delivering a consistent program of instruction and a variety of expected and required instructional support services.

Because of this stability and the fact that a large percent of the budget is related to committed employment costs, budgets usually do not change dramatically each year. Most decision making related to budgets within a given year have to do with the distribution of marginal increases or decreases in the amount of money available or the redistribution of monies for supplies, equipment, travel, and other "discretionary" sums.

Increases can occur due to such factors as increases in total District revenue, a favorable College ending balance, salary savings from changes in employment, increases in enrollment relative to the other Colleges (which could influence the allocation formula), or the opportunity to use grant funds to supplement normal operating costs. Decreases can occur due to such factors as declines in total District revenue, loss of grant funds, or declines in enrollment relative to the other Colleges.

It is common to have mid-year adjustments to budgets based on changing information or actual results that differ from earlier estimates. These adjustments may be favorable or unfavorable. Unexpected mid-year declines in revenue or increases in cost are especially difficult to deal with because so much of the budget is committed early in the fiscal year. On the other hand, late budget augmentations may increase site ending balances as fully executed plans for their use cannot be accomplished within the fiscal year. The District has made it a budgeting priority to anticipate and plan for midyear cuts so as to have the ability to use the collaborative process in advance (at the beginning of the fiscal year) and not to have to make decisions in a crisis mode.

Additional decisions having budgetary implications involve establishing priorities for hiring new full-time employees, prioritizing construction and/or repairs to physical plant, and prioritizing major instructional equipment requests. The decisions on priorities ultimately are reflected in the budget.

On a long term basis, College budgets shift as old programs are phased out and new programs are introduced. Usually these shifts occur as the result of long-term, strategic planning. Such planning is informed by program review, accreditation self-study, and long-range master planning efforts. Faculty, staff, and students play a significant role in these planning efforts.

Role of Program Review

An intensive, periodic review of each academic and student services program in the District is an activity that can have profound influence in the way resources are deployed. Each College introduces the results of program review into its budget process a little differently, but however it is done, the overall College budget ultimately responds to those results.
8.11 Budget Preparation and Budget Management (continued)

Through program review, the College identifies what is required to support existing programs and the opportunities for program change which may include expansion, modification, or reduction. Program review provides an opportunity for programs to develop a rationale for budgetary support as they compete for resources with other existing or potential new programs.

The results of program review are used by divisions to set goals, plan activities, and prioritize budget requests. Collectively, these are reviewed by senior administrators and College-wide shared governance bodies. Program review provides a foundation on which to build College plans and budgets.

Program review is a critical shared governance vehicle for institutional planning, budgeting, and accountability. Through careful review of existing programs, the College community can understand how well it is meeting the needs of students and how effectively it is using its resources.

STATE BUDGETING

WHAT ARE THE SOURCES OF REVENUE?

The District receives revenue from a variety of sources. Each source may dictate the basis upon which the revenue is "earned" or allocated, how the revenue may be spent, and the continuing availability of the revenue. Further restrictions may be placed on the use of revenue by the Board of Trustees. The Board sometimes decides that it is in the best interest of the District to set aside monies to support special projects/purchases, provide for contingencies, or to anticipate future obligations. These are important distinctions to make when planning for the use of revenues.

State Allocation Formula

Proposition 98

General State revenue available to community colleges is dictated in large measure by constitutional amendments (Propositions 98 and 111) and enabling legislation which established a minimum funding guarantee for K-12 and community colleges. The exact amount of the guarantee is modified by factors such as prior year funding and changes in enrollment, per-capita personal income, and general fund revenue. The continuous application of Proposition 98 is currently in question. Enacted during 1988-89, the original split between K-12 and community colleges was set at 10.93% for community colleges. There have been years since 1988 that community colleges received 10.93%. In addition, the Legislature has moved expenditures in and out of Proposition 98 and the guarantee has not held up to its original intent.

Based on these legal requirements and their own projection of total revenues available in the coming year, the State Legislature and Governor ultimately determine an amount to be budgeted for community colleges. As you will see in reading the subsequent sections on the State's allocation system, there are many different factors to be considered when estimating the amount of revenue that will be received by a particular college district.

The State Chancellor has recently appointed a task force in order to determine what changes would be needed in California Community College funding formulas to improve the system's "fiscal playing field". It should be noted that the system funding per Full-Time Equivalent Student (FTES) is approximately $5,400 per FTES. This is compared to California's K-12 average of $7,708; CSU's $11,500 and UC's $21,500.

Calculation of Base Revenue

Most of the revenue received by community colleges is determined by a Statewide allocation formula. A
8.11 Budget Preparation and Budget Management (continued)

base revenue amount is established for each community college district. The current State funding model, SB361 became effective on October 2006. The new allocation model gives each district an allocation for each college or center, but the amount would vary depending on the number of students the district serves.

In addition to this base allocation, districts receive an allocation per credit FTES that is uniform throughout the State. This per-FTES allocation is at the 90th percentile of funded FTES. Non-credit FTES is provided in a two tiered mechanism that provides a higher level of funding for classes in the areas of English as a Second Language, Citizenship, Remediation and Basic Skills, and Vocational or Occupational Education.

The purpose of this change from Program Based Funding was to provide a stable, reliable and equitable funding allocation.

The formula consists of the following components:

1. Foundation Base Revenues

    Multi-College Districts
    Greater than 20,000 FTES $4 million
    Greater than 10,000 FTES $3.5 million
    Less than 10,000 FTES $3 million
    CPEC less than 1,000 FTES $1 million

2. Credit Revenues
    Reported FTES x $4,565

3. Non-Credit Revenue
    Reported Non-Credit FTES x $2,626 per non-credit

4. Program Based Funding Guarantee
    Guarantee for districts which would have received greater revenue under the former program based funding model

5. Cost of Living Adjustment (COLA)
    An amount which is intended to offset the effects of inflation on community college budgets. The amount of inflation is measured by an index of the costs of governmental goods and services. The absence of COLA for the last few years does not mean that the cost of these goods and services did not rise during this time period.

6. Growth Rates
    Growth revenue assumes that districts have first restored any revenue declines from the prior three fiscal years.

Sources of Base Revenue

The base revenue for community colleges is drawn from four sources:

- local property taxes
- resident enrollment fees
- State tax subventions (augmentation to offset loss of revenue from property tax exemptions)
- State apportionment

8.11 Budget Preparation and Budget Management (continued)

The State apportionment is calculated based on initial estimates of the other three sources. This can be explained using the bucket analogy. The total calculated base revenue for all districts is the bucket which defines the total amount of water contained. Then an estimate is made of how much property taxes, enrollment fees, and subventions will be poured into the bucket. The empty space in the bucket that remains is to be filled by State apportionment.

Once calculated, the total Statewide apportionment is not adjusted upward, even if there are shortfalls in the other sources (and the bucket is not filled). This has made it very difficult in past years when property tax revenue, by far the largest single source, has fallen short of estimates and the State has had to reduce base revenue available (apply a deficit factor) to community college districts. On a Statewide basis, apportionment did not make up the difference created by the loss of property tax revenue.

When property tax revenue falls short of estimates, all districts share in the deficit. Even though Statewide there may be less property tax revenue than originally estimated, the amount of some local property taxes may be greater than expected. This is due to differences in the change in assessed valuation of property from county to county. Changes in local property taxes become adjustments to the State apportionment each district receives. San Mateo County's assessed valuation has remained relatively stable and continues to rise slowly as the housing market improves. Nonetheless, the District has had its allocations reduced due to Statewide over-estimation of property taxes and student fees.

Property Tax

Typically, much of a college district's base revenue is derived from local property taxes collected in a college district's service area. Estimates of property taxes to be collected are made prior to the beginning of a fiscal year and are revised throughout the year. Because of the timing of property tax collections (December and April), the actual amount cannot be determined until late in the fiscal year.

A few districts derive enough revenue from local property taxes and fees to fully fund their base revenue amount. Therefore, they do not receive any apportionment revenue from the State. Such college districts are referred to as "self-supporting" or "basic aid" (a term more appropriate to K-12 school districts) and they may not be affected by Statewide shortfalls in property tax revenue since there is no apportionment to be adjusted. If local property taxes are sufficient to provide revenue in excess of the base revenue allocation calculated by the State, the district may keep the excess.

There is an exception to the above related to the amount of property tax derived from the Educational Revenue Augmentation Fund (ERAF). Starting in 1992-93, ERAF legislation redirects to schools and community colleges (K-14) a portion of local property tax that otherwise would accrue to counties, cities, special districts, and redevelopment agencies. However, **this additional property tax cannot be used to exceed a district's revenue limit**. The amount of ERAF monies available to a district is limited to the amount needed to bring its total revenue up to the district's calculated base revenue. If, however, a deficit factor is in force during that year, the ERAF capacity of the district is the amount which will bring the District up to the true base (not deficited) revenue figure.

For the past few years, the San Mateo County Community College District has received State apportionment. However, due to State budget constraints, the revenue limit has been decreased and the District achieves Basic Aid Status in 2011-12 wherein there will be sufficient local property taxes and student fees to meet the basic funding level. Reduced revenue limits will likely create more districts reaching the self-supporting status over the next decade.

8.11 Budget Preparation and Budget Management (continued)

Relying heavily on property tax has its drawbacks. Whereas State apportionment is allocated in relatively even amounts throughout the twelve months of the fiscal year (July-June), most property tax revenue is received in two months, December and April. Having most cash inflows in the sixth and tenth month of the fiscal year puts a significant strain on a district's cash reserves because of cash requirements for payroll and other demands on a regular, monthly basis. As a result, the district must either maintain higher cash balances of its own (through reserves and ending budget balances) and/or engage in short-term borrowing through Tax Revenue Anticipation Notes (TRANS).

Other problems may be faced by districts which become self-supporting. It would be easy to rely on excess funds to support continuing commitments such as permanent salary increases. However, it should be clear that the excess funds may be in jeopardy. Because of the State's fiscal constraints and because there is growing concern related to inequitable distribution of resources among colleges and schools within the State, possible legislation changes might propose to redistribute the excess funds to other districts. This would save apportionment funds for the State and/or improve the budgets of low revenue districts.

Another problem faced by districts when they cross over to self-supporting status is the possibility of swinging back and forth between self-supporting and reliance on base revenue (apportionment) from the State. This possibility in the early years of being self-supporting requires changes in the way affairs are managed. For example, under the State's current allocation methods, it may help revenue to increase enrollment. When self-supporting, however, districts do not automatically receive more revenue for more enrollments, but they might realize increased costs. Under this circumstance, it would not benefit the district financially to grow—unless it is a planned, efficient growth. Here is where efficiency measures come into play. It also becomes important to determine a planned use of revenue over which the district has full control.

Enrollment Fees

In recent years, enrollment fees have become a significant part of available revenue for community colleges. To understand how this revenue flows to colleges, we need to distinguish between monies received from resident versus non-resident students.

Of the enrollment fees received from California residents, 98% is considered part of the base revenue for the College district as described earlier. The remaining 2% is used by the college district to defray administrative costs associated with collecting and accounting for it. That 2% is not considered part of the State allocation. Initiated in 1985, the enrollment fee rate is set by the State. In each of the past two years, this fee has been increased – from $26 to $36 per semester unit in summer 2011 and again in summer 2012 to $46. One might think that this increase would increase available revenue to a district. However, any increase in student enrollment fees merely reduces the State apportionment needed to meet the calculated base revenue (refer back to the section on "Sources of Base Revenue" above).

While non-residents pay the same enrollment fees as resident students, they also pay non-resident tuition. All of non-resident tuition is kept by the college district and is not considered part of the State allocation. On the other hand, no State allocation is received for non-resident FTES. The District's Board of Trustees sets the amount of fees charged to non-resident students at a rate intended to fully recover all costs of their education.

Subventions

The last component of base revenue is financial assistance received from the State to offset the loss of
8.11 Budget Preparation and Budget Management (continued)

revenue suffered as a result of tax relief granted to certain groups. This assistance is referred to as a subvention.

For example, residential property owners who occupy their homes receive a property tax credit. Because this results in reduced property tax revenues for community colleges, the State uses part of its general revenues to offset the loss to the colleges.

Non Base Revenue Sources

In addition to base revenue and sources identified earlier in this document, the District receives revenue from a variety of other sources.

Following are some of the additional sources of funding:

Student Fees

The District collects student fees for health services, parking, audit classes, instructional materials, and certain types of payment and record processing.

Revenue from fees for health services and parking can only be spent on the provision of those services. Funds collected for instructional materials fees are spent on classroom materials distributed and made available to students in the particular classes. There are no restrictions, however, on revenue received from the other fees.

Contributions

Contributions are received from private sources to invest in and support a number of the District's programs. For instance, there are partnership arrangements like the agreement between San Mateo Union High School and the College of San Mateo and Skyline College's Automotive Technology Department and Hyundai Motor Company USA.

Some contributions are directed to the San Mateo County Community College District Foundation (SMCCCDF). The Foundation is a separate entity and is not included in the District budget process. Although most of the Foundation funds are used for scholarships, the Foundation has increased fund-raising efforts within the last few years in order to support a broader range of activities.

Community Education Services

The District offers educational services to other organizations and to the public for which it charges fees that are intended to cover all direct and indirect costs of providing the services. The courses or classes may be for credit or not-for-credit. Community education course fees are set to fully cover the costs of the programs.

Redevelopment

When local cities approve a redevelopment project that utilizes tax increment financing (TIF), provision is made for community colleges to receive revenue. The amount received depends upon whether the district is a revenue limit or a basic aid district at the time the redevelopment agency (RDA) adopts its plan. Some of this revenue is restricted for use on capital outlay projects. Typically, revenues continue for 30 to 40 years.

8.11 Budget Preparation and Budget Management (continued)

Currently, the District receives redevelopment revenue from 17 projects in ten cities: South San Francisco, Millbrae, Belmont, Redwood City, East Palo Alto, San Mateo, Daly City, Pacifica, San Bruno and Menlo Park. In addition, the District has "hold harmless" agreements with Brisbane and San Carlos; these agreements provide that the District will be reimbursed for any losses directly attributable to redevelopment activities. The specific amounts to be received and the timing of the receipts are separately negotiated with each agency. The annual revenue will grow incrementally for the next 25 years reaching a maximum annual amount of $2.2 million.

Because of budgetary issues, recent legislation abolished redevelopment agencies. The State Supreme Court rendered its decision on the challenge by redevelopment agencies (RDAs) regarding two bills enacted as part of the 2011-12 State budget. The Court ruled that Assembly Bill 26 of the First Extraordinary Session (ABX1 26), which dissolved RDAs, was constitutional. Its companion bill ABX1 27, was ruled unconstitutional. ABX1 27 would have allowed an RDA to remain in existence if it provided a payment to the county treasury to support local schools and other agencies, which the State would have used to offset its General Fund spending. The decision eliminated more than 400 RDAs throughout California.

The termination of RDAs will direct local property taxes to go back to local governments and local educational agencies (LEAs), thus, allowing the State to recapture approximately $1 billion through school district revenue limits and community college apportionments; the adjustment is included in the Governor's 2012-13 proposal. The District estimates its share of RDA funds returned to general property taxes to be about $2.8 million in 2012-13.

Committee	Academic Senate Governing Council
Mission/Purpose	The purposes of this Senate shall be to: • concern itself with professional relations between the Senate and Cañada College administration and/or the San Mateo County Community College District • promote the general welfare of Cañada College and the San Mateo County Community College District • work toward the development and improvement of professional standards • act as a body, and provide for continuous study of Senate problems at the local and state levels.
Brown Act	yes
Meeting Frequency/Times	twice a month, on the 2nd and 4th Thursdays
Months/Year	10 months/yr
Reports to	College Faculty Board of Trustees Governance Committees
Committee Represents/Charge	ASGC represents the college faculty. Charge: see purposes above (under revision)
Chair/Co-Chairs	Governing Council Senate President
Recorder	Governing Council Secretary
Chair Selections Process and Term of Office	The President and Vice President shall be elected in odd numbered years, and the Secretary and Treasurer shall be elected in even numbered years.
Members and Term	President: 2 years Vice President: 2 years Secretary: 2 years Treasurer: 2 years Curriculum Chair: 2 years Professional Personnel Committee Representative: 2 years Humanities and Social Sciences Division Representative: 2 years Science and Technology Division Representative: 2 years Business, Workforce Devmt and Athletics Division Representative: 2 years Counseling and Enrollment Services Representative: 2 years
Method of Action	Majority vote
Committees and Sub-committees	Curriculum Professional Personnel Committee for Student Equity
Major Reports Required	Agendas & Minutes
Month of Annual Self-Evaluation and Goal Setting	Beginning of each semester

Committee	Academic Standards Committee
Mission/Purpose	The Academic Standards Committee is held on an "As Needed" basis to review student petitions related to academic matters.
Brown Act	No
Meeting Frequency/Times	Held on an "As Needed" Basis"
Months/Year	Held on an "As Needed" Basis"
Reports to	Office of Instruction/Vice President of Instruction
Committee Represents/Charge	To review student petitions related to academic matters.
Chair/Co-Chairs	Faculty Member/Dean
Recorder	Faculty Member
Chair Selections Process and Term of Office	Committee selects Chair for one year.
Members and Term	The composition includes three instructional faculty members and one instructional dean
Method of Action	Majority vote
Committees and Sub-committees	N/A
Major Reports Required	Decision by the committee is documented on the academic petition and forwarded to the Office of Instruction/VPI for processing.
Month of Annual Self-Evaluation and Goal Setting	N/A

Committee	Accreditation Oversight Committee
Mission/Purpose	Oversight and coordination of Cañada College's ongoing accreditation process development and review of responses to ACCJC recommendations and action plans
Brown Act	No
Meeting Frequency/Times	At least one time per semester
Months/Year	10 months
Reports to	President and ALO
Committee Represents/Charge	To assist in college in providing input on accreditation
Chair/Co-Chairs	College ALO and Faculty Co-Chair
Recorder	Chair or designee
Chair Selections Process and Term of Office	n/a
Members and Term	Accreditation Team Standard Chairs/Co-chairs President, Academic Senate President, Classified Senate President Vice President Student Services Vice President Instruction
Method of Action	Consensus
Committees and Sub-committees	Standard Teams
Major Reports Required	ACCJC Planning & Budgeting Council
Month of Annual Self-Evaluation and Goal Setting	n/a

Committee	**Administrative Planning Council**
Mission/Purpose	APC, in collaboration and communication with SSPC and IPC, oversees the implementation of a comprehensive process for planning and assessing administrative services [instruction/student services] based on program review, the effective integration of student learning outcomes into program activities and services, and alignment with the college's mission and strategic goals. Develops, implements, and evaluates an Administrative Program Plan cycle (including staffing) and makes recommendations about policy.
Brown Act	No
Meeting Frequency/Times	The Administrative Planning Council meets three times per year, mid-spring, summer, and early fall.
Months/Year	Mid-spring, summer, and early fall
Reports to	Planning & Budgeting Council
Committee Represents/Charge	Represent administrative positions proposed in annual position review
Chair/Co-Chairs	Roberta Chock
Recorder	Chair or designee
Chair Selections Process and Term of Office	Chair selected by committee; two year term
Members and Term	President College Business Officer VP, Student Services VP, Instruction Dean, Planning Research, & Institutional Effectiveness Director, Marketing & Outreach Classified staff from administrative area (2)
Method of Action	Consensus
Committees and Sub-committees	n/a
Major Reports Required	Annual Program Plans
Month of Annual Self-Evaluation and Goal Setting	April

Committee	Associated Student Senate (ASCC)
Mission/Purpose	**Program Mission** Create a learning environment outside of the classroom by: • Providing services, activities, and information that promote leadership development; • Encouraging student participation in campus life (i.e. clubs, student government, volunteer activities, events, etc); and Supporting student success in leadership roles and processes. **ASCC LEADERSHIP BENCHMARKS** **Leadership**-Student Life and Leadership will strive to give each student, who is part of student life, the opportunity to attend a leadership conference, retreat, and/or workshop, or enroll in leadership course. **Community**-Student Life and Leadership will strive to give each student, who is part of student life, the opportunity to feel part of the campus community by attending a campus event, club or ASCC meeting and/or making friendships outside the classroom. **Change**-Student Life and Leadership will strive to give each student, who is part of student life, the opportunity to be part of Civic Engagement on the campus and make change by serving as a student representative on a campus committee, planning an educational event and/or attending a student government meeting. **Mentorship** -Student Life and Leadership will strive to give each student, who is part of student life, the opportunity to identify their strengths, develop supporting relationships, and to understand how to keep their Student Educational Goal updated.
Brown Act	**Yes**
Meeting Frequency/Times	Meets every week for the general body meeting, Tuesdays 3:15pm-5pm in Building 2, Room 10. ASCC executive board also meets every week, Thursdays, 3:15-5pm
Months/Year	The ASCC meets throughout the year.
Reports to	The ASCC is a student governing body advised by the Center for Student Life and Leadership Manager. The ASCC is the voice of

	Cañada College students, and makes recommendations to their students, faculty, staff, and administrators.
Committee Represents/Charge	The ASCC represents the entire student population, and is open to all students registered at Cañada College. The Associated Student Senate represents the voting parties the student population has voted to represent their voice and wishes.
Chair/Co-Chairs	The Chair of ASCC is the ASCC President Alaa Aissi, and Co-Chair is Vice President Jolani Chun Moy.
Recorder	The ASCC Secretary is Maria Ayala creates minutes of each meeting and the minutes are posted publically online each week. The ASCC Agenda is also posted publically on campus and online 72 hours in advance to each meeting.
Chair Selections Process and Term of Office	The students wishing to be part of the Associated Student Senate must attend 3 meetings, get 25 signatures from other students supporting their ballot, and are voted on in the Spring by a majority vote. In the Fall, students must attend 3 meetings, get 25 signatures from other students supporting their ballot, and pass the interview process of the current ASCC members. Students inducted serve up to a year and are voted on each Spring.
Members and Term	Alaa Aissi: President

Jolani Chun-Moy Vice President

Maria Ayala: Secretary

Ivan Evans: Treasurer

Jessica Marie Loi: Commissioner of Activities

Arian Kashaniamin: Commisioner of Publicity

Geovanna Morena: Senator

Claire Marie: Senator

Term is contingent upon being elected and voted into position each year. |
| **Method of Action** | The ASCC makes decisions democratically by taking a public vote on issues—needing a 2/3 vote for decisions to pass. |
| **Committees and Sub-committees** | The ASCC has numerous Sub-Committees, including:

The Leadership Retreat Committee

The Budget Committee

The Elections Committee

The Programming Board Committee

The Inter-Club Council |

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Major Reports Required	Minutes and Agendas are required to be publically posted according to Brown Act policies. Additionally, ASCC student members make reports on the District and College committees they have attended and report at each ASCC meeting.
Month of Annual Self-Evaluation and Goal Setting	Goal setting happens in the Fall, Spring, and Summer semesters. Evaluating goals/self happen both at the beginning and end of each semester.

Committee	Basic Skills Initiative Committee
Mission/Purpose	Cañada College is committed to empowering students with basic skills needs by teaching them the necessary academic skills; counseling them about educational and career opportunities; and providing them with necessary academic support
Brown Act	Yes
Meeting Frequency/Times	1/month
Months/Year	10 months
Reports to	VP, Instruction
Committee Represents/Charge	- Plan Basic Skills Initiative programs and professional development and keep faculty and staff appraised of state initiative developments, opportunities and resources. - Work with the College Research Office to gather data, and with the Basic Skills Committee, share data and discuss program needs - Maintain and update the Basic Skills Committee web page - Keep the College community involved in implementing the Basic Skills Action Plan - Participate in the statewide Basic Skills Initiative activities and conferences
Chair/Co-Chairs	Basic Skills Coordinator
Recorder	Chair or designee
Chair Selections Process and Term of Office	Chaired by the BSI Coordinator
Members and Term	1. Student representative 2. Basic Skills Writing Faculty 3. Basic Skills Reading Faculty 4. Basic Skills Math Faculty 5. CTE Faculty Representative 6. ESL Faculty 7. Library Faculty 8. TRIO/EOPS/College Readiness 9. Learning Support Center 10. Counseling Faculty 11. Non-Basic Skills Faculty 12. Instruction Administrative Representative 13. Student Services Administrative Representative
Method of Action	Consensus/majority
Committees and Sub-committees	
Major Reports Required	Reports to the state on Basic Skills Initiative Planning and budget reports to state
Month of Annual Self-Evaluation and Goal Setting	

Committee	Cabinet
Mission/Purpose	To provide input to the President on College wide issues
Brown Act	No
Meeting Frequency/Times	1/week
Months/Year	12 months
Reports to	College President
Committee Represents/Charge	All areas of the College
Chair/Co-Chairs	College President
Recorder	Chair or designee
Chair Selections Process and Term of Office	n/a
Members and Term	College President VP, Student Services VP, Instruction Dean, Science and Technology Dean, Humanities and Social Sciences Dean Business, Workforce, and Athletics Dean, Student Services College Business Officer Director, Planning, Research and Student Success Director, Marketing
Method of Action	Consensus/Majority
Committees and Sub-committees	none
Major Reports Required	none
Month of Annual Self-Evaluation and Goal Setting	none

Committee	CASAC – (College Auxiliary Services Advisory Council)
Mission/Purpose	To provide input from Cañada College on the districts auxiliary services' Bookstore, Food Service, Vending and Drinks.
Brown Act	No
Meeting Frequency/Time	Once per semester
Months/Year	10 months
Reports to	Coordinator of Student Activities
Committee Represents/Charge	Collect information on how well the auxiliary services at Cañada College are meeting the needs of our students.
Chair/Co-Chairs	Coordinator of Student Activities
Recorder	Coordinator of Student Activities
Chair Selection Process and Term of Office	n/a
Membership	Students, Bookstore Manager, Vice President of Student Services, District Auxiliary Services Representative, Food Service Manager,
Method of Action	Consensus
Committees and Subcommittees	No
Major Reports Required	None
Month of Annual Self-Evaluation and Goal Setting	Fall Semester Meeting

Committee	CIETL (Center for Innovation and Excellence in Teaching and Learning) Advisory Committee
Mission/Purpose	CIETL is committed to the college's core mission of helping all our students move successfully through their academic plan, including basic skills, transfer, and career/technical education courses. CIETL does this by piloting, evaluating, and supporting innovative teaching and learning practices that encourage collaboration and community building and increase the retention, success, and persistence rates of our students. CIETL promotes sharing of this scholarship of teaching and learning among faculty here and elsewhere.
Brown Act	N/A
Meeting Frequency/Times	Monthly
Months/Year	10
Reports to	Vice President of Instruction
Committee Represents/Charge	Planning, Implementing, and documenting professional development activities to support innovation in teaching and learning based on college needs.
Chair/Co-Chairs	Denise Erickson, Carol Rhodes, and Anniqua Rana
Recorder	Anniqua Rana
Chair Selections Process and Term of Office	Office of Instruction
Members and Term	Flex day committee representing all constituents
Method of Action	Consensus
Committees and Sub-committees	Taskforce created as needed
Major Reports Required	Professional Development Report
Month of Annual Self-Evaluation and Goal Setting	On-going

Committee	Classified Senate
Mission/Purpose	The purpose of the Cañada College Classified Senate is to work with the administration, faculty and student groups in the interest of enriching the educational and social environment of the College. The Classified Senate is organized to: - Participate in the Cañada College governance process - Provide a body representing the needs, concerns, and viewpoints of classified staff - Provide a centralized means of communication between classified staff and the rest of the College community ; and between the Cañada classified staff and other local and statewide public bodies (i.e., California Community College Classified Senate (4CS) - Promote and support opportunities for classified staff development - Promote a scholarship fund for Cañada students
Brown Act	No
Meeting Frequency/Times	1/month
Months/Year	10 months
Reports to	President's Office
Committee Represents/Charge	Classified Staff at Cañada College regardless of their union representation.
Recorder	Chair or designee
Chair Selections Process and Term of Office	The Cañada Classified Senate Officers shall consist of: President, 2 year term Vice President, 1 year term Treasurer, 2 year term Secretary, 1 year term Activities Coordinators (2), 1 year term A term is from June 1 through May 31. These officers shall comprise the Executive Committee whose primary function is to expedite the business of the Classified Senate. Officers shall be eligible for re-election; however, no person shall serve more than two consecutive terms in the same office.

Membership	The Cañada College Classified Senate membership is open to all permanent classified employees assigned or located at Cañada College. Every member may vote.
Method of Action	Consensus/majority
Committees and Sub-committees	Taskforce created as needed
Month of Annual Self-Evaluation and Goal Setting	Self-evaluation – Fall Goal-setting - Summer

Committee	Commencement Taskforce (ad hoc)
Mission/Purpose	The mission of Commencement is to give an opportunity to all students graduating with a certificate or degree to celebrate their achievements at Cañada College and be recognized in front of their fellow students, family, friends, faculty, and staff.
Brown Act	No
Meeting Frequency/Times	The Commencement Taskforce meets every other week in March and every week in April and May. Times contingent on staff member's schedule.
Months/Year	The Commencement Taskforce meets March, April, and May.
Reports to	The Commencement Taskforce reports to the President's Office.
Committee Represents/Charge	The Taskforce represents staff from the President's Office and classified staff from Student Services.
Chair/Co-Chairs	The Chair is Maggie Souza, with Co-Chair Trish Guevarra.
Recorder	Each member records information and tasks for Commencement.
Chair Selections Process and Term of Office	Chair selected by the President of the College, term of office lasts for a year upon reselection in Spring Semester.
Members Name and Term	Members Maggie Souza, Trish Guevarra, and Misha Maggi are appointed for the event each year.
Method of Action	Consensus Method: The Taskforce makes decisions democratically by polling members to determine if general agreement has been reached.
Committees and Sub-committees	n/a
Major Reports Required	An assessment of the number and demographics of Commencement participants are required after the Commencement Ceremony.
Month of Annual Self-Evaluation and Goal Setting	Self-evaluation and goal setting happens after the Commencement Ceremony, at the end of May.

Committee	Convocation Taskforce (ad hoc)
Mission/Purpose	To coordinate and execute the details pertaining to the Cañada Convocation.
Brown Act	n/a
Meeting Frequency/Times	As necessary
Months/Year	July/August
Reports to	Office of the President
Committee Represents/Charge	n/a
Chair/Co-Chairs	Dave Johnson
Recorder	Maggie Souza
Chair Selections Process and Term of Office	Ad hoc
Members Name and Term	David Johnson Maggie Souza
Method of Action	Consensus
Committees and Sub-committees	n/a
Major Reports Required	n/a
Month of Annual Self-Evaluation and Goal Setting	n/a

Committee	Curriculum Committee
Mission/Purpose	The Curriculum Committee, a standing committee of the Academic Senate, in consultation with the Vice President of Instruction and College President, acts as an advisory body to the Board of Trustees. The by-laws of the Canada College Academic Senate state that: "The primary function of the Curriculum Committee shall be to coordinate and monitor Cañada's curricular offerings so that they shall uphold the California Education Code, be consistent among the divisions and colleges of the District, be understandable to our students and staff, articulate with high schools and four-year institutions, and support goals and objectives of the San Mateo County Community College District and Cañada College. To these ends, the Curriculum Committee shall make recommendations to the Governing Council about general instructional policy and standards, degree and certification requirements, initiation and modification of programs and courses."
Brown Act	Yes
Meeting Frequency/Times	Twice a month – 2nd and 4th Fridays
Months/Year	10/year
Reports to	Academic Senate, Instructional Planning Council, and District Curriculum Committee
Committee Represents/Charge	Curriculum Committee Represents: Faculty, Divisions, Admissions Staff Charge: Monitor Curriculum offerings – Mission of the College
Chair/Co-Chairs	Chair of Curriculum Committee- no Co-Chair
Recorder	Assistant to the Vice President of Instruction
Chair Selections Process and Term of Office	Chair is selected by the committee members
Members Name and Term	Representatives from each Division, Student Services, Student representatives from ASCC – 2 year, 7 terms
Method of Action	Majority vote
Committees and Sub-committees	Ethnic Studies Committee (sub-committee of Curriculum) and Ad Hoc Committees
Major Reports Required	Agendas and Minutes, Board Reports, State Report
Month of Annual Self-Evaluation and Goal Setting	Self-Evaluation at the end of the semester Goal Setting at the beginning of semester

Committee	EOPS/CARE & CalWORKs Advisory Committee
Mission/Purpose	A combined advisory committee for EOPS, CARE and CalWORKs comes together twice a year. Important issues that have faced the programs for are discussed.
Brown Act	No
Meeting Frequency/Times	Twice a year. Once in the fall and once in the spring.
Months/Year	12 months
Reports to	EOPS/CARE CalWORKs Director
Committee Represents/Charge	Representation comes from staff and students from all three programs, and community members that work collaboratively with the programs.
Chair/Co-Chairs	EOPS/CARE Coordinator and CalWORKs Coordinator
Recorder	EOPS/CARE/CalWORKs Office Assistant
Chair Selections Process and Term of Office	n/a
Members Name and Term	EOPS/CARE/CalWORKs Director EOPS/Care Counselor & Coordinator EOPS/CalWORKs Counselor & CalWORKs Coordinator EOPS/CARE/CalWORKs Program Services Coordinator 3 Faculty Representatives 3-5 Student Representatives from EOPS/CARE & CalWORKs
Method of Action	Consensus/majority
Committees and Sub-committees	n/a
Major Reports Required	n/a
Month of Annual Self-Evaluation and Goal Setting	n/a

Committee	Extenuating Circumstances Committee
Mission/Purpose	To review extenuating circumstance petitions
Brown Act	No
Meeting Frequency/Time	Weekly – generally Thursday 9:00-10:00
Months/Year	12 months
Reports to	Vice President of Student Services
Committee Represents/ Charge	To review extenuating circumstance petitions
Chair/Co-Chairs	n/a
Recorder	Registrar
Chair Selection Process and Term of Office	n/a
Membership	Registrar, Dean of Enrollment Services, Faculty Coordinator, Vice President of Student Services, Instructional Dean
Method of Action	Consensus
Committees and Subcommittees	n/a
Major Reports Required	n/a
Month of Annual Self-Evaluation and Goal Setting	Ongoing review of process

Committee	Facilities Planning Committee
Mission/Purpose	The Facilities Planning Committee meets on an as needed basis
Brown Act	
Meeting Frequency/Times	
Months/Year	
Reports to	
Committee Represents/Charge	
Chair/Co-Chairs	
Recorder	
Chair Selections Process and Term of Office	
Members Name and Term	
Method of Action	
Committees and Sub-committees	
Major Reports Required	
Month of Annual Self-Evaluation and Goal Setting	

Committee	Flex Day Planning Committee
Mission/Purpose	
Brown Act	
Meeting Frequency/Times	As needed to plan for Flex Day activities
Months/Year	10 months
Reports to	VP, Instruction
Committee Represents/Charge	
Chair/Co-Chairs	CIETL Coordinator
Recorder	Chair or designee
Chair Selections Process and Term of Office	
Members Name and Term	
Method of Action	Consensus
Committees and Sub-committees	Subcommittee or taskforce is formed as needed
Major Reports Required	Annual state report
Month of Annual Self-Evaluation and Goal Setting	

Committee	Grievance & Conduct Boards
Mission/Purpose	To review and make recommendations on Grievance Petitions (non-grade related) and incidents of Student Code of Conduct violations.
Brown Act	No
Meeting Frequency/Time	As needed
Months/Year	All-year as needed
Reports to	Vice President of Student Services
Committee Charge	To make recommendations to the Vice President of Student Services on grievance and conduct matters.
Chair/Co-Chairs	Selected at each meeting
Recorder	Chair
Chair Selection Process and Term of Office	Selected at each meeting
Membership	One faculty, one staff and one student from a pool of individuals who have received training.
Method of Action	Consensus
Committees and Subcommittees	n/a
Major Reports Required	n/a
Month of Annual Self-Evaluation and Goal Setting	Annual Survey

Committee	Honors Program Committee
Mission/Purpose	The Honors Transfer Program supports the mission and values of Cañada College by: • Creating an environment of scholarship that nurtures highly motivated students • Providing increased transfer opportunities and access to scholarships for participating students • Supporting faculty innovation in educational practices that lead to student success
Brown Act	No
Meeting Frequency/Time	Second Tuesday of each month during the academic year 1:30-3:00
Months/Year	10 months
Reports to	Program Coordinator & Program Counselor
Committee Represents/Charge	The purpose of this committee shall be to advise the program faculty and staff on topics related to the development and operation of the Cañada College Honors Transfer Program.
Chair/Co-chair	Honors Faculty Coordinator & Honors Counselor
Recorder	Chair or designee
Chair Selection Process and Term of Office	Positional appointment
Members Name and Term	Faculty: Patty Hall, Alicia Aguirre, Amelito Enriquez, Sarah Harmon, Ray Lapuz, Cathy Lipe, David Meckler, Jeanette Medina, Sandra Mendez, Lisa Palmer, Paul Roscelli, Mike Stanford, Lezlee Ware Members will serve two terms with the option of serving an additional term after consultation with the committee and Academic Senate leadership. There shall be a six year limit at which time the person must take a break of at least on calendar year prior to re-joining.
Method of Action	Consensus
Committees and Sub-committees	None
Major Reports Required	Contributes to Annual and Comprehensive Program Review Contributes to UCLA Certification Review
Month of Annual Self-Evaluation and Goal Setting	Annual academic program review cycle

Committee	Instructional Planning Council
Mission/Purpose	Shared governance, or collegial consultation, is a decision-making process committed to the best interest of our students and our institution based upon participation of those affected by decisions in an environment of cooperation and trust. Planning is an on-going and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation intentionally designed to verify and improve the effectiveness by which the institutional mission is accomplished. The College must use analyses of quantitative and qualitative data to document achievement of student learning and a commitment to continuous improvement. Planning processes must include staff, faculty, administrators, and students. 1. The Instructional Planning Council is advisory to the Planning & Budgeting Council, whose role is to advise the College President on matters pertaining to budgeting, planning, program review, and governance issues. 2. The membership of the Instructional Planning Council is representative of the instructional divisions and working groups and will include representation from student services. 3. The meetings of the Instructional Planning Council are open to the public. The Instructional Planning Council is advisory to the Planning & Budgeting Council on a range of issues related to instruction: 1. Development of a calendar for program review, staffing, equipment and facilities needs as they pertain to instruction 2. Development of an evaluation process for the program review cycle 3. Recommendations about policies and procedures as they relate to instruction 4. Recommendations about prioritization of resources as they relate to Strategic Goals regarding instruction and review of Instructional Strategic Goals yearly. 5. Evaluation of proposals for new instructional programs and instructional program discontinuance 6. Support of accreditation review process and self-study 7. Completion of a yearly review of the mission statement and roles of this Planning Council
Brown Act	No
Meeting Frequency/Times	The Instructional Planning Council will meet twice a month and will meet jointly with the Student Services Planning Council at least once a semester, as the need arises. The Instruction Planning Council meets on the 1st and 3rd Fridays of the month, from 9:30-11:30 am in Building 6 Room 112.

Months/Year	The Instructional Planning Council meets August to May; it does not meet in June or July.
Reports to	The Instructional Council is advisory to the Planning & Budgeting Council.
Committee Represents/Charge	The membership of the Instructional Planning Council is representative of the instructional divisions and working groups and includes representation from student services. The Instructional Planning Council is advisory to the Planning & Budgeting Council, whose role is to advise the College President on matters pertaining to budgeting, planning, program review, and governance issues.
Chair/Co-Chairs	Vice President of Instruction and a faculty member are co-chairs. Gregory Anderson and Carol Rhodes
Recorder	The Vice-President of Instructions' office will provide appropriate clerical support to the Council. Clerical assistance will include: designate a person to take notes, prepare and distribute agendas, attend meetings and prepare minutes, and provide a depository of the meeting notes and materials. Jo'an Tanaka
Chair Selections Process and Term of Office	VPI (By Laws) Faculty member and term by consensus of IPC

Members and Term	**Composition – 15 voting members**
	Co-Chairs: Vice President, Instruction and one faculty member
	  6 Full-Time Faculty – appointed by Academic Senate
	       Curriculum committee chair
	       Honor's coordinator
	       Professional Development Coordinator
	       Basic Skills Coordinator
	       SLO Assessment Coordinator
	       Counselor
	2 Classified Staff – appointed by CSEA and Classified Council
	         One from instruction
	         One from student services
	2 Students – approved by the ASCC
	3 Instructional Deans
	Dean of Planning, Research, and Institutional Effectiveness
	Vice President of Instruction
	
	Terms are dependent on service on the committee represented. Terms for classified staff will be for two years (August-June) except for initial appointments and any mid-term replacements, which will result in staggered terms. Appointments will be made by June preceding the terms of appointment.
	
	Student terms will be for one year (August 15 - June 30) with appointments made in August.

Method of Action	Consensus Method: The Instructional Planning Council makes decisions democratically by polling appointed members to determine if general agreement has been

reached, based upon the following levels of responses:

    a. I support the recommendation completely.
    b. I support the recommendation with reservations.
    c. I cannot support the recommendation.

A recommendation will be forwarded to the Planning & Budgeting Council when 60% of members present are at any one level. Any member of the Instructional Planning Council can submit a brief rationale for his or her vote which can be presented to the Planning & Budgeting Council.

Committees and Sub-committees	Task Forces created on an as needed basis
Major Reports Required	n/a
Month of Annual Self-Evaluation and Goal Setting	Completion of a yearly review of the mission statement and roles of this Planning Council. September - November

Committee	International Education Advisory Committee
Mission/Purpose	Advise ISC staff on international programs and policies for Cañada College
Brown Act	N/A
Meeting Frequency/Times	Once per semester
Months/Year	October and March
Reports to	VPSS
Committee Represents/Charge	Administration, Faculty, Staff and Students
Chair/Co-Chairs	Kim Lopez, Dean of Counseling, Matriculation & Orientation Supinda Sirihekaphong, Project Director, International Support Services
Recorder	Supinda Sirihekaphong
Chair Selections Process and Term of Office	ISC Staff, ongoing
Members Name and Term	Jai Kumar Roberta Chock Dave Vigo Sue Eftekhari Danni Redding Lapuz Chialin Hsieh Marina Brodskaya Karen Olesen Candice Nance Jenny Castello Leonor Cabrera Raj Lathigara Denise Erickson Patty Hall Marina Andrijevic (Student Ambassador) Ruixuan Zhang (Student Ambassador) Ongoing
Method of Action	None
Committees and Sub-committees	None
Major Reports Required	None
Month of Annual Self-Evaluation and Goal Setting	Goal-setting: October

Committee	Outreach Advisory Committee
Mission/Purpose	To advise the College Recruiter on outreach activities
Brown Act	N/A
Meeting Frequency/Times	Quarterly; weekly prior to Preview Day
Months/Year	N/A
Reports to	President's Office
Committee Represents/Charge	President's office. Charged with overseeing outreach activities
Chair/Co-Chairs	College Recruiter VPSS
Recorder	College Recruiter
Chair Selections Process and Term of Office	Committee vote – two years
Members Name and Term	College Recruiter: Vacant Celia Arceo Linda Hayes Robert Hood Robin Richards Danni Redding Lapuz
Method of Action	Committee Vote
Committees and Sub-committees	No Subcommittees
Major Reports Required	Outreach Report, Preview Day Report
Month of Annual Self-Evaluation and Goal Setting	Augsut

Committee	Peer Review Guidance Committee
Mission/Purpose	There are several Peer Review Guidance Committees and each provide guidance and training for peer review of tenure track faculty and tenured faculty – per the AFT Contract
Brown Act	
Meeting Frequency/Times	
Months/Year	
Reports to	
Committee Represents/Charge	
Chair/Co-Chairs	
Recorder	
Chair Selections Process and Term of Office	
Members Name and Term	
Method of Action	
Committees and Sub-committees	
Major Reports Required	
Month of Annual Self-Evaluation and Goal Setting	

Committee	Planning and Budget Council

Mission/Purpose	Mission Statement
	Planning and Budget Council is the committee of the College that oversees and facilitates planning processes, including the Strategic Plan, the Educational Master Plan, the Instructional Program Plan, the Student Services Program Plan, ACCJC Recommendations, Accreditation Planning Agendas, and the Facilities Plan; advises and makes recommendations to the President on matters pertaining to
	1) prioritizing expenditures to advance the College goals
	2) planning
	3) governance issues
	4) issues regarding college facilities, maintenance, and operations 5) issues regarding campus climate
	6) any other issue affecting the well-being of the College at large; reviews College and District policies and develops procedures to implement policy; provides Accreditation Oversight; establishes Ad-hoc workgroups and subcommittees to address college planning needs and priorities, as needed.
	
	Planning and Budget Council is the committee of the College that oversees and facilitates planning processes and makes recommendation to the President.
	
	The Planning and Budget Council:
	
	A. advises the College President on matters pertaining to: i. prioritizing expenditures to advance the College goals,
	      ii. planning,
	      iii. governance issues,
	      iv. issues regarding college facilities, maintenance, and operations,
	      v. issues regarding campus climate,
	      vi. any other issue affecting the well-being of the College at large.
	B. oversees and drives institutional planning agendas for each academic year,
	C. integrates and synthesizes planning and assessment of all college wide plans, including the Strategic Plan, the Educational Master Plan, the Instructional Program Plan, the Student Services Program Plan, ACCJC Recommendations, Accreditation Planning Agendas, and the Facilities Plan,
	D. reviews College and District policies and develops procedures to implement policy,
	E. provides Accreditation Oversight,
	F. establishes Ad-hoc workgroups and subcommittees to address college planning needs and priorities, as needed.

Brown Act	No
Meeting Frequency/Times	Planning & Budgeting Council and Budget Committee are meeting jointly Wednesdays during Spring 2012 in Building 22, Room 114. Jan 18 February 1 & 15 March 7 & 21 April 18 May 2 & 16

Months/Year	August to May
Reports to	Planning & Budgeting Council is the committee of the College that oversee and facilitates planning processes and makes recommendations to the President.
Committee Represents/Charge	Planning & Budgeting Council is the committee of the College that oversees and facilitates planning processes and makes recommendations to the President.
Chair/Co-Chairs	At the first Planning & Budgeting Council meeting of each academic year, the Council will select one Faculty and one Classified member from its current membership to serve as Co-Chairs for one year. Each Co-Chair may be re-appointed for a maximum of two consecutive years.
Recorder	The President's Office will provide appropriate administrative support to the Council. Assistance will include: designating a person to take notes, preparing and distributing agendas, attending meetings and preparing minutes, and providing a depository of the meeting notes and materials. Video support will be provided by the District.
Chair Selections Process and Term of Office	Each college constituency (Academic Senate, Classified Senate, ASCC, Instructional Planning Council and Student Services Planning Council) will appoint its council members. Student representative may appoint a voting alternate to attend a meeting. Terms for appointed positions will be for two years (August-June) except for initial appointments and any mid-term replacements, which will result in staggered terms, and for any ex-officio holders, whatever their position terms of office may be. Appointments will be made by June preceding the terms of appointment. Student terms will be for one year (August 15 - June 30) with appointments made in August At the first Planning & Budgeting Council meeting of each academic year, the Council will select one Faculty and one Classified member from its current membership to serve as Co-Chairs for one year. Each Co-Chair may be re-appointed for a maximum of two consecutive years.
Members Name and Term	Academic Senate President Classified Senate President or VP of Classified Senate AFT Representative CSEA Representative Student Senate President IPC Representative SSPC Representative Faculty Representatives (4) – one from each instructional division and one from student services Part-Time Faculty Representative at Large Classified Staff Representative at Large ITS or Facilities Representative ASCC Student Representative (2) Director of Planning, Research and Student Success College Business Officer Director of Public Information Dean VPI VPSS

Method of Action	Consensus Method: The Planning and Budgeting Council makes decisions democratically by polling appointed members to determine if general agreement has been reached, based upon the following levels of responses: i. I support the recommendation completely. ii. I support the recommendation with reservations. iii. I cannot support the recommendation. Recommendations will be made by consensus. If consensus is not reached, Roberts' Rules of Order will be followed in order to reach a decision by conducting a vote. A motion will be made, seconded, and passed by the majority of voting members in attendance. A roll call vote may be called by any voting member. Abstentions will be noted in the minutes. Recommendations: A recommendation will be forwarded to the President when at least 60% of members present is/are at any one level. Any member of CPC can submit a brief rationale for his or her vote which will accompany the recommendation to the President. Recommendations will be recorded in the meeting minutes Quorum: A quorum must be present in order to forward a specific recommendation to the President. In the absence of a quorum, discussion may take place, but final action must be taken at a later meeting when a quorum is present. For this purpose a quorum is defined as six (6) voting members which constitutes more than 50% of the voting members.
Committees and Sub-committees	Establishes Ad-hoc workgroups and subcommittees to address college planning needs and priorities, as needed.
Major Reports Required	Educational Master Plan, Strategic Plan, Self-Evaluation
Month of Annual Self-Evaluation and Goal Setting	April

Committee	Safety Committee
Mission/Purpose	The Health and Safety Committee promotes a healthful and safe environment for staff and students, educating and training personnel in safe work practices.
Brown Act	No
Meeting Frequency/Times	Once per month Tuesday, 10:30-12:00
Months/Year	12 months
Reports to	Vice President Student Service's Office
Committee Represents/Charge	The Safety Committee is the committee of the College that oversees all safety issues on campus and makes recommendations to the President.
Chair/Co-Chairs	Vice President Student Services
Recorder	A member of the Safety Committee takes minutes
Chair Selections Process and Term of Office	Academic Senate, Classified Senate/CSEA, and ASCC will appoint its council members to the safety committee.
Members Name and Term	Robin Richards John Hashizume Ignacio Carlos Linda Hayes Robert Hood Gary Hoss Deborah Joy Misha Maggi Vickie Nunes John Cuevas Devitt Hartney Ongoing terms
Method of Action	Consensus
Committees and Sub-committees	n/a
Major Reports Required	n/a
Month of Annual Self-Evaluation and Goal Setting	n/a

Committee	Social Justice Working Group/Dreamer's Task Force
Mission/Purpose	The Dreamer's Task Force addresses issues related to immigrant students by: • Educating and training faculty, staff, and students. • Conducting outreach and raising awareness among campus and community members through printed materials, special events, and workshops. • Acquiring and disseminating accurate information about policy updates and public and community events.
Brown Act	No
Meeting Frequency/Times	Once per month for the duration of the academic year
Months/Year	8 months
Reports to	VPSS, as needed
Committee Represents/Charge	The Social Justice working group was established to raise awareness about social justice issues. The Dreamer's Task Force grew out of the Social Justice Working Group to raise awareness about issues of concern to immigrant students.
Chair/Co-Chairs	Faculty co-chair: Alison Field; student services co-chair; recruiting; student co-chair recruiting
Recorder	Chair or designee
Chair Selections Process and Term of Office	Faculty, staff, and student nominations and/or volunteers. Term: one year, or as determined by nominees and/or volunteers.
Members Name and Term	Representatives from faculty, staff, and students. Term: open
Method of Action	Majority vote
Committees and Sub-committees	n/a
Major Reports Required	Agenda, minutes, educational master plan self-evaluation
Month of Annual Self-Evaluation and Goal Setting	May and August/September

Committee	Student Equity Committee
Mission/Purpose	Cañada College welcomes all students, cherishes their diversity, and supports them in achieving their personal, educational, and career goals in an environment of academic excellence. As part of this commitment, the Committee for Student Equity will update the Cañada College Student Equity Plan in accordance with the California Code of Regulations Title 5, Section 54220, and will study, monitor, and make recommendations to appropriate college bodies regarding student equity issues and efforts.
Brown Act	All meetings are open. Agendas and minutes are posted
Meeting Frequency/Times	Meetings are on 2nd Wednesdays, 1:00-3:00 pm. The Committee for Student Equity meets during the academic year.
Months/Year	Academic year
Reports to	College President and Academic Senate President
Committee Represents/Charge	The committee represents the Academic Senate and the college administration.
Chair/Co-Chairs	David Johnson, David Clay
Recorder	Chairs
Chair Selections Process and Term of Office	Chairs are selected by the committee for 2 year terms.
Members Name and Term	Administration Representatives - David Johnson (Co-Chair) and Robert Hood Faculty Representatives - David Clay (Co-Chair) and Hyla Lacefield

	Dean of Planning, Research, Student Success -Chialin Hsieh
	Classified Representatives - Paul Gaskins and Jonathan MacSwain
	Student Services Representative - Maria Huning
	Basic Skills Representative - Anniqua Rana
	Workforce Development Representative - Kay O'Neil
	Student Representative -
Method of Action	Democratic Method – see committee by-laws
Committees and Sub-committees	Access/Success Equity Work Group
Major Reports Required	Cañada College Student Equity Plan & updates to the plan
Month of Annual Self-Evaluation and Goal Setting	Ongoing - See the 'Evaluation section of the Student Equity Plan, pp. 15, ff.

Committee	Student Services Planning Council
Mission/Purpose	In collaboration and communication with the Instructional Planning Council, oversee the implementation of a comprehensive process for envisioning, planning and assessing student services based on program review and community needs, the effective integration of student learning outcomes into program activities and services, and alignment with the college's mission and strategic goals.
Brown Act	No
Meeting Frequency/Time	Twice monthly; 2nd & 4th Wednesday, 2:00-4:00
Months/Year	12 months
Reports to	Vice President of Student Services and ultimately Planning & Budgeting Council
Chair/Co-Chairs	Elected at first meeting in July
Recorder	Vice President Student Services' Administrative Assistant
Chair Selection Process and Term of Office	n/a
Membership	Majority Student Services managers but also includes Instructional personnel Classified Staff (2); one "at large" from Classified Senate and Administrative Assistant from VPSS office College Recruiter Coordinator, Career & Assessment Coordinator, Student Activities Dean, Student Services Director, DRC Director, EOPS Director, Financial Aid Director, Planning, Research and Student Success (ex-officio) Director, TRiO (1) Director, Transfer Center

	Faculty appointed by ASGC (2), one Counseling faculty and one Instructional faculty Learning Center/Library Representative Registrar Students (2) Vice President, Student Services
Method of Action	Consensus and voting
Committees and Subcommittees	Program Review and SLO Teams Outreach and Application Assessment, Orientation and registration Articulation and Transfer Financial Aid and Financial Literacy Counseling Career Services Student Life and Leadership Wellness: Disability Resource Center, Psychological Services, Health Center Student Support: TRiO, Beating the Odds, Veterans, EOPS/CalWORKs & Care Academic Support (Learning Center)
Major Reports Required	Annual Program Plan and Review
Month of Annual Self-Evaluation and Goal Setting	June

Committee	Sustainability Committee
Mission/Purpose	The mission of the Cañada College Environmental Sustainability Committee is to develop, implement, and maintain the Cañada College Environmental Sustainability Plan and provide leadership in the development of policies, practices, and resources that promote environmental sustainability.
Brown Act	No, Quorum requirement for action items
Meeting Frequency/Times	At least once a month during academic months
Months/Year	10
Reports to	District Environmental Sustainability Steering Committee
Committee Represents/Charge	Cañada College
Chair/Co-Chairs	Dr. Raj Lathigara and Susan Mahoney
Recorder	Jenny Castello (until Spring 2013) currently vacant position
Chair Selections Process and Term of Office	Majority vote – 2 years
Members Name and Term	Faculty: Raj Lathigara, Susan Mahoney, Elsa Torres, Lisa Palmer, Jennifer Castello Staff: Krystal Johnson, Diana Espinoza Osuna, Supinda Sirihekaphong, District: Jai Kumar, John Hashizume, Administrators: Janet Stringer Students: Chris Garcia, Jay Rojas, Jennifer Fitzgerald 2 year terms
Method of Action	Consensus or Majority Vote if needed
Committees and Sub-committees	None at this time
Major Reports Required	Cañada College Environmental Sustainability Plan

Month of Annual Self-Evaluation and Goal Setting	May

Committee	**Technology Planning Committee**
Mission/Purpose	The Technology Committee was formed to keep the College current in a continually changing teaching and learning environment and that its plan informs and is integrated with the San Mateo County Community College Strategic Plan. Further, the plan addresses technology decisions and issues and how these impact faculty and student learning and administration processes.
Brown Act	No
Meeting Frequency/Time	Once per semester/time scheduled when the majority of the members can attend.
Months/Year	Fall/Spring
Reports to	Cañada College President
Committee Represents/Charge	Faculty, staff, and students in the technology decisions and issues at the college.
Chair/Co-chair	Instructional Dean/Instructional Faculty Member
Recorder	Chair or Designee
Chair Selection Process and Term of Office	Technology Committee members select the chair and co-chair every three years on a staggered basis.
Members Name and Term	Instructional Dean (chair) Student Services Dean Campus IT (2) District IT (3) VPI PIO Researcher Instructional Designer

	Instructional Faculty members (3)--one from each division Classified Staff members (three) Library Faculty member Student
Method of Action	Consensus/majority
Committees and Sub-committees	A taskforce is created when a specific project arises.
Major Reports Required	Report due to Planning & Budgeting Council once per year.
Month of Annual Self-Evaluation and Goal Setting	September/October

Committee	Tenure Review Committee
Mission/Purpose	See Appendix G of the AFT Contract
Brown Act	
Meeting Frequency/Times	
Months/Year	
Reports to	
Committee Represents/Charge	
Chair/Co-Chairs	
Recorder	
Chair Selections Process and Term of Office	
Members Name and Term	
Method of Action	
Committees and Sub-committees	
Major Reports Required	
Month of Annual Self-Evaluation and Goal Setting	

Committee	Transfer Center Advisory Committee
Mission/Purpose	The mission of the Transfer Advisory Board is to develop and implement transfer services and create avenues to disseminate transfer information in order for students to make informative decisions, ease their transition to a four year university, and empower them to successfully reach their educational and career goals.
Brown Act	no
Meeting Frequency/Times	Two times a year
Months/Year	September and February
Reports to	Dean of Counseling
Committee Represents/Charge	Transfer Center Program Supervisor
Chair/Co-Chairs	n/a
Recorder	Chair or designee
Chair Selections Process and Term of Office	n/a
Members Name and Term	• A-to B Program Coordinator • Dean of Business and Workforce Development • Career Services Coordinator • Counselor • EOPS Coordinator, counselor • Dean of Counseling • Director of Learning Center • Director of TRIO - Vacant • MESA Coordinator • Student Life Coordinator • Student Representative • Transfer Center Program Supervisor • College Recruiter – vacant (Robert Hood is an Interim) • CSU East Bay UC Davis – Vacant this semester due to retirement

Method of Action	Consensus/majority
Committees and Sub-committees	None
Major Reports Required	Program Review, State Report
Month of Annual Self-Evaluation and Goal Setting	March

§ 53206.   Academic Senate for California Community Colleges.

(a) An Academic Senate for the California Community Colleges has been established through ratification by local academic senates or faculty councils so that the community college faculty of California may have a formal and effective procedure for participating in the formation of state policies on academic and professional matters.

(b) The Board of Governors recognizes the Academic Senate of the California Community Colleges as the representative of community college academic senates or faculty councils before the Board of Governors and Chancellor's Office.

§ 51023. Faculty.

The governing board of a community college district shall:

(a) adopt a policy statement on academic freedom which shall be made available to faculty and be filed with the Chancellor;

(b) adopt procedures which are consistent with the provisions of Sections 53000-53206, regarding the role of academic senates and faculty councils and are filed with the Chancellor;

(c) substantially comply with district adopted policy and procedures adopted pursuant to Subsections (a) and (b).

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

History

1. New section filed 6-27-84; effective thirtieth day thereafter (Register 84, No. 26).
2. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901. 5 (b).
3. Amendment filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant Education Code section 70901.5 (Register 94, No. 38).
4. Editorial correction of HISTORY 2 (Register 95, No.15).

§ 51023.5 Staff.

(a) The governing board of a community college district shall adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance. At minimum, these policies and procedures shall include the following:

   (1)   Definitions or categories of positions or groups of position other than faculty that compose the staff of the district and its college(s) that, for the purposes of this Section, the governing board is required by law to recognize or chooses to recognize pursuant to legal authority. In addition, for the purposes of this Section, management and non-management positions or groups of positions shall be separately defined or categorized.

   (2)   Participation structures and procedures for the staff positions defined or categorized.

   (3)   In performing the requirements of Subsections (a)(1) and (2), the governing board or its designees shall consult with the representatives of existing staff councils, committees, employee organizations, and other such bodies. Where no groups of structures for participation exist that provide representation for the purposes of this Section for particular groups of staff, the governing board or its designees, shall broadly inform all staff of the policies and procedures being developed, invite the participation of staff, and provide opportunities for staff to express their views.

   (4)   Staff shall be provided with opportunities to participate in the formulations and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff.

   (5)   Except in unforeseeable, emergency situations, the governing board shall not take action on matters significantly affecting staff until it has provided staff an opportunity to participate in the formulations and development of those matters through appropriate structures and procedures as determined by the governing board in accordance with the provisions of this Section.

   (6)   The policies and procedures of the governing board shall ensure that the recommendations and opinions of staff are given every reasonable consideration.

   (7)   The selection of staff representatives to serve on college and district task forces, committees, or other governance groups shall, when required by law, be made by those councils, committees, employee organizations, or other staff groups that the governing board has officially recognized in its policies and procedures for staff participation. In all other instances, that selection shall either be made by, or in consultation with such staff groups. In all cases, representatives shall be selected from the category that they represent.

(b) In developing and carrying out policies and procedures pursuant to Subsection (a), the district governing board shall ensure that its actions do not dominate or interfere with the formation or administration of any employee organization, or contribute financial or other support to it, or in any way encourage employees to join any organization in preference to another. In addition, in order to comply with Government Code Sections 3540, et seq., such procedures for staff participate shall not intrude on matters within the scope of representation under Section 3543.2 of the Government Code. In addition, governing boards shall not interfere with the exercise of employee rights to form, join, and participate in the activities of employee organizations of their own choosing for the purpose of representation on all matters of employer-employee relations. Nothing in this Section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards. It is the intent of the Board of Governors to respect lawful agreements between staff and exclusive representatives as to how they will consult, collaborate, share, or delegate among themselves the responsibilities that are or may be delegated to staff pursuant to these regulations.

(c) Nothing in this Section shall be construed to impinge upon the policies and procedures governing the participation rights fo faculty and students pursuant to Sections 53200-53204, and Sections 51023.7, respectively.

(d) The governing board of a community college district shall comply substantially with the provisions of this Section.

§ 51023.7 Students.

(a) The governing board of a community college district shall adopt policies and procedures that provide students the opportunity to participate effectively in district and college governance. Among other matters, said policies and procedures shall include the following:

(1)   Students shall be provided an opportunity to participate in formulation and development of district and college polices and procedures that have or will be a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the governing board regarding such policies and procedures.

(2)   Except in unforeseeable, emergency situations, the governing board shall not take action on a matter having a significant effect on students until it has provided students with an opportunity to participate in the formulation of the policy or procedure or the joint development of recommendations regarding the action.

(3)   Governing board procedures shall ensure that at the district and college levels, recommendations and positions developed by students are given every reasonable consideration.

(4)   For the purpose of this Section, the governing board shall recognize each associated student organization or its equivalent within the district as provided by Education Code Section 76060, as the representative body of the students to offer opinions and to make recommendations to the administration of a college and to the governing board of a district with regard to district and college policies and procedures that have or will have a significant effect on students. The selection of student representatives to serve on college or district committees, task forces, or other governance groups shall be made after consultation with designated parties, by the appropriate officially recognized associated student organization(s) with in the district.

(b) For the purposes of this Section, district and college policies and procedures that have or will have a "significant effect on students" includes the following:

(1) grading policies;

(2) codes of student conduct;

(3) academic disciplinary polices;

(4) curriculum development;

(5) courses or programs which should be initiated or discontinued;

(6) processes for institutional planning and budget development;

(7) standards and policies regarding student preparation and success;

(8) student services planning and development;

(9) student fees within the authority of the district to adopt; and

(10) any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students.

(c) The governing board shall give reasonable consideration to recommendations and positions developed by students regarding district and college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.

(d) Nothing in this Section shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiations or negotiated agreements between collective bargaining agents and district governing boards. It is the intent of the Board of Governors to respect agreements between academic senates and collective bargaining agents as to how they will consult, collaborate, share or delegated among themselves the responsibilities that are or may be delegated to academic senates pursuant to the regulations on academic senates contained in Sections 53200-53206.

(e) The governing board of a community college district shall comply substantially with policies and procedures adopted in accordance with this Section.

Note: Authority cited: Sections 66700 and 70901 (b)(1)(E), Education Code. Reference: Sections 70901 (b)(1)(E), 70902(b)(7), Education Code.

Associated Students of Cañada College

STUDENT SENATE

ARTICLE I: STUDENT SENATE

Section 1. Charge. The Student Senate shall act as the major legislative body of the ASCC and as such shall:

a) Require two-thirds (2/3) of its voting membership present to vote upon any legislation about appropriations of money.
b) B. Author, approve, and amend bylaws and policies necessary to carry out the Constitution.
c) C. Ratify by a two-thirds (2/3) vote the President's nominees to any appointed positions.
d) D. May form committees for special purposes as it deems necessary.

Section 2. Officers. The membership of the Student Senate shall consist of the President, Vice-President, and a minimum of four (4) and a maximum of twenty (20) senators.

Section 3. Vacant Student Senate positions shall be appointed by the ASCC board after candidate has attended two meetings and has been interviewed. If elected candidate will be bestowed with the following rights and responsibilities:

1. Attend senate meetings
2. Support senate events and functions
3. Serve on a college committee, it is mandatory to attend the following senate meetings for the committee report
4. Represent Clubs
5. Work on a project or task set by the Executive Board
6. Receive a free Polo Shirt, Messenger bag, Strengths Finder Assessment, graduation stole and attendance at leadership retreats and statewide leadership conferences.

Section 4. Meetings. Senate Meetings are normally held weekly throughout the academic year—with the exception of recognized breaks and summer. The Senate shall establish a calendar of regular meetings at the beginning of the academic year.

a) A special meeting may be called by the President, Vice-President, or majority of the Student Senate. Before a special meeting can be held, all voting members must be notified, at least twenty four (24) hours in advance.

b) A quorum shall consist of a majority (50% plus one) of the voting members of the Student Senate. Quorum must be present before any action can be voted upon. The following business may take place without quorum: Call to Order, Roll Call, Public Comments, Business Reports, Discussion Items, Introduction of Prospective Senators, and Adjournment.

Section 5. Attendance. Any member of the Executive Board or Student Senate who misses three consecutive regular meetings or a total of four regular meetings in one semester shall automatically forfeit his/her position unless-(1) the absences are due to carrying out of designated Senate business, or (2) the absences are due to health and/or emergency situations. Excused absences shall be approved by the Senate Advisor. Excused absences must be ratified by a majority vote of Senators present.

A tardy is defined as arriving to a meeting 10 minutes after the meeting has officially started. Three late arrivals to a meeting are equal to one (1) absence. One hour of attendance is required to be considered present at a Student Senate meeting.

> a) Senators that miss three consecutive shared governance meetings and/or five shared governance meetings in one semester shall automatically forfeit their position on the ASCC senate.

Section 6. Voting. The Vice President, Secretary, Treasurer, Commissioner of Activities Commissioner of Publicity and senators shall be voting members. The President shall vote only to make or break a tie. Voting by proxy shall not be allowed.

Section 7. GPA and Course Requirements. Senators and Executive Officers shall maintain a minimum GPA of 2.0. Executive officers shall be enrolled in a minimum of 6 units throughout the serving term. Senators shall be enrolled in a minimum of 5 units throughout the serving term.

Section 8. Elections. All Senate positions are elected by the ASCC in a general and/or special election. Executive Officer vacancies shall be filled through nominations by the Senate. All members of the ASCC are eligible for nomination. Nominees shall be elected to office by majority vote.

ARTICLE II: EXECUTIVE BOARD

Section 1. Meetings.
    a) The Executive Board shall:
        1. Hold Regular weekly meetings throughout the academic year.
        2. Set the "Action Items" on the weekly Student Senate agenda.

Section 2. Duties of the Executive Board Members:
    a) President
The president shall:
    1. Preside as the chairperson the Student Senate and Executive Board meetings.
    2. Represent the Associated Students at all official functions.
    3. Appoint any special committees deemed necessary, with the consent of the Student Senate.
    4. Have the power to veto any legislation passed by the Student Senate. The veto must be submitted in writing within two school days after the passing of said legislation. This veto maybe overridden by a two-thirds (2/3) vote of the Student Senate.
    5. Be empowered to sign, in the absence of the Treasurer, all requisitions for the disbursement of funds according to the budgets established by the Student Senate. The disbursement shall be ratified by a two-thirds (2/3) vote of the entire Student Senate.
    6. Work with the Treasurer to prepare the annual budget.

    b) Vice-President
The vice president: shall:
    1. Preside as chair of ASCC Senate meetings in the absence of the President
    2. Serve as Parliamentarian
    3. Direct constitutional updating and revisions
    4. Serve as chairperson of the Inter-Organizational Council
    5. Perform other duties as directed by the President

    c) Secretary
The Secretary: shall:
    1. Reserve meeting rooms for senate meetings for the year.
    2. Maintain a phone and email directory of all members
    3. Maintain a record (both electronically and hard copy) of the minutes and agendas
    4. Prepare meeting agendas with the President
    5. Duplicate and distribute agendas to senators and post a copy of the agenda on the ASCC bulletin board three (3) calendar days before the next meeting.
    6. Maintain attendance sign in sheets of all meetings.
    7. Prepare and distribute folders for senators that include: the ASCC Constitution and Bylaws, contact list, list of meeting dates, times, and locations and additional documents as needed.
    8. Maintain all correspondence for the Student Senate.

d) Treasurer

The Treasurer shall:

      1. Chair the ASCC senate budget committee

      2. Sign ASCC Requisitions for payment.

      3. Prepare ASCC Requisitions for approved expenses, payments, and reimbursements.

      4. Prepare and present a monthly report of ASCC senate expenses.

      5. Maintain a file of all ASCC Funding Requests and Fundraising Match requests.

      6. Serve on the Vending Commission Committee

      7. Present request for Fundraising Matches to the senate.

e) Commissioner of Activities

The Commissioner of Activities shall:

      1. Prepare a working copy of the calendar of semester activities, and present it to the Student Senate for approval, by the third week of the semester.

      2. Maintain a current copy of the calendar to be posted in the Student Activities and Senate Offices.

      3. Designate a chairperson for all activities sponsored by the Associated Students.

      4. Work with the Treasurer to prepare the annual budget.

      5. Work in conjunction with the Commissioner of Publicity.

f) The Commissioner of Publicity

The Commissioner of Publicity: shall:

      1. Publicize all ASCC sponsored events, and assist in publicizing campus student events.

      2. Coordinate all media coverage (print and broadcast).

      3. Designate Senators and Representatives to publicize specific events.

      4. Maintain adequate supplies for publicity purposes.

      5. Work with the Treasurer to prepare the annual budget.

      6. Work in conjunction with the Commissioner of Activities.

ARTICLE III: Student Trustee

Section 1.   A Student Trustee nominee shall be elected during the general election. The election of this nominee must meet with the requirements of the ASCC Election Codes.
Add new board policy dates

Section 2.   An active Student Trustee shall not simultaneously serve on the ASCC Executive Board and the District Board of Trustees.

Revision History

Spring 2000   Revised and approved by the ASCC Student Senate
Spring 2006   Revised and approved by the ASCC Senate and passed the ASCC General Elections
Fall 2006   Revised and approved by the ASCC Student Senate
Spring 2008   Article I, Section 2 Revised and approved by the ASCC Student Senate
Spring 2008   Article I, Section 4 a., b., c., and d. Revised and approved by the ASCC Student Senate
Spring 2009   Section 5 a. added and approved by the ASCC Student Senate
June 2011   Editing
September 2011 Article 1 Section 3 Line 1 approved to be changed on February 4th 2011 meeting, and added on September 29,2011
September 2011 Article 1 Section 3 Line 6 was approved on March 25 2011, and added September 29, 2011.

Associated Students of Cañada College

STUDENT ORGANIZATIONS

ARTICLE I. ASCC RECOGNIZED STUDENT ORGANIZATION

Section 1.   Responsibilities
All recognized student organizations are required to commit to the following:
a) Maintain an organization constitution in the Student Activities Office
b) Participate in "Club" Day activities
c) Be a student body card holder
d) Give discounts to all student body card holders on all revenue producing activities.
e) Follow all policies and procedures as stated in the Student Organization Handbook and ASCC constitution.

Section 2.   Membership
Membership in all student organizations is open to all Cañada College registered students. Denial of membership or participation in any activity on the basis of age, gender, marital status, disability, race, color, sexual orientation, religion, national origin, or other similar factor is specifically prohibited.

Section 3.   Recognition Procedure
a) Any group seeking recognition for a new student organization must complete an ASCC Student Organization Registration packet. Completed registration packets must be submitted to the Student Activities Office for review and approval.

b) Once approved, each student organization will be required to send one representative to a Student Organization Orientation.

c) All approved student organizations will be identified as an "ASCC recognized student organization".

d) Re-recognition Process. All student organizations are required to renew their recognition status each academic year. Once group status has been re-approved, one representative from each organization will be required to attend the Student Organization Orientation. Until a representative has attended the orientation all account transactions, facilities request, etc will not be processed. In addition startup funds will not be deposited into campus account.

Section 4.   Privileges
The privileges of recognized student organizations include:
   a) Access to ASCC Funds
   b) Use of College name
   c) Use of buildings, grounds, equipment and services of the College when available and officially scheduled.
   d) Publicity through appropriate college channels
   e) Appropriate advice and assistance from the Student Activities Office.

Section 5.   Inter-Organizational Council (IOC)
          Membership in the Inter-Organizational Council is open to all ASCC recognized student organizations. To be considered an active member of the IOC one (1) representative from the organization must attend all IOC meetings.

Section 6.   Club Funding
   a) To be eligible for funding from ASCC a registered club and/or organization must attend all scheduled IOC meetings; participate in all Club Day events, and be in good financial and club standing.
   b) All registered student clubs and/organizations will receive a pre-loaded copy card from the Office of Student Activities, for use on the ASCC copy machine.
   c) Newly registered clubs and organizations will have access to $100.00 for the purpose of supporting initial club/organization activities.
   d) Eligible registered clubs and/or organizations may request a fundraising match for approved fundraisers, for a maximum of $250.00 for the academic year.

Section 7.   International, National, or Local Affiliation
          All students seeking to establish a group on campus that is affiliated with a local, national, or international organization, hereafter called AFFILIATE, must comply with the following guidelines:
   a) The policies of the AFFILIATE must be compliant with College policies and educational objectives
   b) A copy of the AFFILIATES policies and/or constitution must be attached to the student organizations constitution.
   c) A clause stating the following must appear in the organization's constitution.
      This organization shall adhere to the regulations and constitution of the "AFFILIATE" that do not conflict with the regulations and policies of Cañada College or the Associated Students of Cañada College.

Section 8.   Revocation/Suspension of Privileges
          Failure to comply with ASCC and College policies or administrative direction in policies may result in revocation or suspension of recognition status and/or suspension of privileges.Student organizations that are no longer considered an ASCC recognized club will lose all access to club

account funds. Funds will become the property of ASCC and will be placed in a reserve fund.

Section 9.   Inactive Status
An organization will be considered inactive, if registration status is not renewed for a year and/or no account transactions occur for two consecutive semesters. All account funds will become the property of the Associated Students.

Section 10.   Organizational Revisions
Any changes to an organization's constitution, structure, officers, advisor (s), and/or affiliation, must be submitted in writing to the Student Activities Office.

Revision History

Fall 2005 Student Organization By-Laws added to ASCC Constitution, ASCC Approved
Spring 2008 Section 5. Club Funding amended, ASCC approved
June 2011   editing, update policies

Associated Students of Cañada College
Committee Code

Article I: Purpose
This code is established to define policies and procedures regarding the conduct and organization of any and all committees by the Student Senate of the Associated Students of Cañada College.

Article II: Committees
Section 1   There shall be two (2) recognized classifications for committees.
   a) Standing committees are formed for the purpose of providing organized guidance and solutions towards the administration of ongoing and or long-term projects and situations.
   b) Ad hoc committees are formed for the purpose of providing organized guidance and solutions towards the administration of projects and situations that are relatively short term in nature, and whose purpose is expected to be completed by the end of the academic year.

Article III: Membership
Section 1   Committees shall be required to have a minimum number of members.
   a) Standing committees are required to have a chairperson and no less than three (3) additional members.
   b) Ad hoc committees are required to have a chairperson and no less than two (2) additional members.
   c) If the committee has less than its requisite minimum number of members for more than three (3) weeks at a time after the committee has been formed, then the committee shall be immediately disbanded.

Article IV Chairperson
Section 1   The chairperson of a committee shall be appointed through a simple majority vote of the standing membership of the senate, except where stated otherwise in the Constitution and By-Laws of the Associated Students of Cañada College.
   a) Any Senator may chair any committee that is not specifically designated to be chaired by an Executive Council member. If no Senator is available, members of the Executive Council may act as chair.

Article V: Chairperson Responsibilities
Section 1. The chairperson shall be required to obtain additional members from the membership roster of the Student Senate before the first meeting of the committee.
Section 2. The chairperson shall organize a meeting of its members at least once every three weeks.
   a) The first meeting of the committee shall take place no later than three weeks after its formation by the Student Senate.

Section 3. The chairperson shall ensure that all committee meetings are in accord with Robert's Rule of Order.

Section 4. The chairperson shall submit a written report of the meeting for the next regularly scheduled meeting of the Student Senate.

      a) The report shall include a summary of proposed solutions and ideas presented during the meeting, along with arguments in favor and against the solution idea.

      b) An ongoing record of the reports shall be maintained by the chairman of the committee and admitted to the Vice President of Special projects for archival purposes at the end of the academic year.

Article VI: Members in General

Section 1. Members will actively participate in the proposal, debate, organization and implementation of the committee's activities and projects.

      a) Members who fail to actively participate in the proposal, debate, organization an implementation of the committee's activities and projects shall be removed from the membership roster for that committee.

Article VII: The Committee in General

Section 1. The committee shall strive to produce and/or procure solutions and projects that are viable, efficient, economical, and readily implemented upon approval of the solution or project by the Student Senate.

Section 2. The committee shall conduct itself in a legitimate and ethical manner regarding its handling of committee business.

Section 3. The committee shall review and consider any suggestions or ideas from outside the committee regarding the problem or projected at hand.

Section 4. When the committee encounters a question of focus or desires another perspective regarding particulars of a project or problem, the committee shall request the opinion of the Student Senate when the committee presents its report to the Student Senate.

Created ASCC 2002-2003

Associated Students of Cañada College

Article I: Committee Stipend Policy
The following By-laws, Policies and Regulations shall apply to all persons attending designated Shared Governance meetings on behalf of the Associated Students of Cañada College.

Section 1. Students attending designated Shared Governance meetings shall be eligible to receive $18.00 per meeting to be paid from the Student Representation Fee.

Section 2. Designated meetings, committees/activities shall include but are not limited to:
Student Senate for the CA Community College (SSCCC) Region III Meeting Student Senate for the California Community College (SSCCC) Region III Sub-committee's
District Shared Governance Council
District Auxiliary Services Committee (DASAC)
College Council
District Fee's Committee
College Curriculum Committee
Campus Auxiliary Services Committee (CASAC)
District Student Council
District Board of Trustee's Meetings
Affirmative Action Committee
College Hiring/Search Committee
College/District Facilities/Master Planning Committee

Article II

Eligibility:
Section 1. A person interested in representing the Associated Students at these meetings should meet the following qualifications:
a) Be currently enrolled in at least 6 units or 1 class & have completed at least 24 units at Cañada College
b) Have a cumulative G.P.A. o f 2.00 in course work completed in the San Mateo County Community College District (SMCCCD).

Article III

Representatives Responsibilities:
Section 1. The responsibilities of the committee person shall include:
a) Attend an orientation session with the Coordinator of Student &/or the Committee Chairperson.
b) Attend all meetings of your committee and maintain a binder (provided by the ASCC) which shall include all agendas, minutes and all other materials pertaining to the committee.
c) File a written Synopsis within five school days.

d) To attend Senate meetings &/or Executive Board meetings to give a verbal
report as requested by the AS President and Vice-President.

e) To recommend positions, actions and strategies to the Student Senate and/or
the Executive board.

f) Notify the Coordinator of Student Activities and the ASCC President if unable
to attend an assigned committee meeting for any reason.

    a) Make arrangements for an alternate representative when possible.

Article IV

Failure to Complete Responsibilities:

Section 1. Failure to fulfill any or all of the responsibilities as outlined above may
result in any or all of the following:

a) Suspension from committee

b) Withholding of stipend

c) Removal from the committee appointment

June 2011   Editing

Associated Students of Cañada College

ELECTIONS

ARTICLE I: Election Board

Section 1. Purpose. The Election Board shall serve as the governing body for enforcing the Election Bylaws and conducting the Elections.

Section 2. Membership. The Election Board shall include the ASCC Vice President who shall serve as chairperson, Coordinator of Student Activities, and four student representatives.

Section 3. Duties of board members.
   a) **Chairperson**
The chairperson: shall:
   1. Preside over Election Board meetings
   2. Prepare and distribute meeting agendas
   3. Have the power to appoint committee members
   4. Serve as an ex officio member of the board, voting in the event of a tie
   5. Preparing the Election Packet
   6. Oversee the Election process

   b) **Secretary**
The secretary shall:
   1. Record and maintain minutes of all committee meetings and hearings
   2. Send minutes to committee members
   3. Maintain a record of all public comments, board rulings, and written infractions.
   4. Prepare an agenda with the chairperson for all meetings
   5. Maintain attendance (roll call) at all meetings
   6. Assist with the overall election process

   c) **Volunteer Coordinator**
The volunteer coordinator shall:
   1. Recruit and train poll workers and other volunteers
   2. Create a work schedule for poll workers
   3. Maintain records of hours worked by each poll worker
   4. Ensure poll workers are properly compensated
   5. Assist with the overall election process

   d) **Campaign Coordinator**
The campaign coordinator shall:
   1. Design and distribute general Election materials (i.e., fliers, posters, table tents, etc)
   2. Ensure candidates comply with all campaigning guidelines

3.   Ensure all election materials are removed following the conclusion of the Elections
4.   Schedule events (e.g., Meet the Candidates, Candidates Meetings, information sessions, etc)
5.   Assist with the overall election process

e) **Coordinator of Student Activities**
The coordinator of student activities: shall:
1.   Determine each candidate's eligibility

Section 4. Appointment of members. All members except for the chairperson and Coordinator of Student Activities shall be appointed by the Senate. The term of office may extend to seven school days following the conclusion of the Elections.

Section 5. Restrictions. Members of the Election Board shall not campaign for any candidate or resolutions on the ballot. No member of the Election Board shall be a candidate for office.

Section 6. Removal from the board. A majority vote of the senate shall be required to remove a member from the election board.

Section 7. Vacancies. The Senate shall fill vacancies by a majority vote.

Section 8. Meetings. The Election Board shall determine a regular meeting time through the duration of the Elections.

Section 9. Quorum shall consist of a majority of the current membership, excluding the Coordinator of Student Activities.

ARTICLE II—Requirements for Candidacy

Section 1. Filing for candidacy. All candidates shall submit an Election Candidate Eligibility form and a petition containing the signatures of 50 currently enrolled Cañada College students by deadline set by the Election Board and the Coordinator of Student Activities.

Section 2. Eligibility.

a)   **GPA.** All candidates shall have a minimum GPA of 2.0 upon filing for office.
b) **Units.** A candidate shall be enrolled in a minimum of 6 units at Cañada College students by a deadline set by the Election Board and the Coordinator of Student Activities.

Section 3. Meetings and activities. Candidates shall attend all mandatory meetings and activities organized by the Election Board.

Section 4. Restrictions. A candidate running for an Executive position (i.e., President, Vice President, Student Trustee, etc) shall not run for another Executive position concurrently.

Section 5. Compliance. All candidates are expected to know and understand the Election Bylaws and Election packet.

Section 6. Disqualification.

    a)   Candidates that do not comply with the Requirements for Candidacy shall be disqualified from the Elections.

    b)   The Election Board may disqualify a candidate that does not comply with the Election Bylaws.

ARTICLE—III General Elections

Section 1. Time and Duration. Elections shall be completed at least once a year, a minimum of two weeks before the first day of finals during the spring or fall semesters. Elections shall be held for a minimum of two school days and a maximum of four school days.

Section 2. Voting. The Election Board shall choose to conduct the elections using a method (e.g., paper ballots, an online voting programs, etc) of their choice.
    a) Voting eligibility.
      1. Students shall present a valid student identification card or other type of photo identification at the time of voting
      2. Student's enrollment status shall be verified at the time of voting.
      3. Voting shall be limited to students enrolled at Cañada.
    b) Proxy votes shall not be allowed.

Section 3. Polling
    a) Hours. Polls shall be open a minimum of five hours a day for day students and a minimum of two hours a day for evening students.

    b) Polling location. The Election Board may designate the amphitheater stage as the official polling location.

Section 4. Poll workers. Cañada students shall be used as poll workers at the polling location(s). If the Election Board is unable to find a minimum number of students to work on the polls. The Board may seek volunteers from the Cañada community.

    a. Duties of poll workers
Poll workers shall:
    1. Verify student identification
    2. Distribute ballots and/or provide qualified students with access to ballot

3. Enforce the election bylaws
4. Report violations to the Election Board
5. Complete all other duties as assigned

b. Compensation. Poll workers may be compensated a minimum of $8.00 an hour.

Section 5. Results. The Coordinator of Student Activities shall be responsible for informing candidates and the student body of the results. Results may be posted on the ASCC website. Candidates that receive a majority of the votes shall be elected to the Student Senate.

Section 6. Special elections Special Elections shall be conducted using the same procedures as General Elections.
    a) Special Election shall be held if:
        1. A contested General Election was found not to be conducted under the Election bylaws.
        2. A majority of the membership is not met.
        3. The Student Senate calls a Special Election by a majority vote.

Section 7. Runoff elections A Runoff Election shall be held within three school days of an election. Runoff elections shall be conducted within the guidelines of the Election Bylaws.

ARTICLE—IV Campaigning

Section 1. Definition of Campaigning. Campaigning shall be defined as any action taken by a candidate or on behalf of a candidate to promote themselves.

    a) Campaign posting. Candidates shall have all campaign materials date stamped and approved by the Office of Student Activities prior to posting. Campaigning materials such as posters, fliers, and table tents, etc shall only be displayed in approved areas as designated by the Coordinator of the Student Activities.

    b) Candidates and supporters of candidates shall not campaign within 30 ft of a polling location. For Elections conducted online candidates and supporters of candidates shall not campaign within 100ft of a campus computer.

    c) Removal of campaign materials. Candidates shall remove all campaign materials (i.e., fliers, posters, banners, table tents, etc) two school days following the last day of elections.

Section 2. Restrictions. Candidates and supporters of candidates shall comply with all requests by the Election Board, Coordinator of Student Activities, and/or poll worker that are within the guidelines of the election bylaws.

a) Use of ASCC office supplies. Candidates and supporters of candidates shall not use the ASCC office equipment and supplies to create, copy, or print campaign materials.

b) Spending limits. Candidates shall not spend more than $100.00 on campaign materials. The Election Board may request a report and receipts detailing expenses from a candidate.

c) Bribes. Candidates and supporters of candidates shall not offer money or in-kind items of value (other than campaign literature i.e., buttons, pins, candy, fliers, etc) in exchange for votes.

ARTICLE—V Grievances

Section 1. Grievances. Candidates or voters may submit a grievance documenting the alleged misconduct of all persons, including of Student Act, poll workers, Election Board members, senators, candidates, etc. involved in the elections.

Section 2. Submission of Grievances. All grievances shall be submitted to the Coordinator using the Election Grievance Form.
   a) The following information shall be included except where noted.
      1. Name (optional)
      2. Student I.D. number
      3. Date of incident
      4. Time of incident
      5. Location of incident
      6. Persons involved
      7. Description of incident
   b) All grievances shall be received by the Coordinator within two school days the final day of voting
   c) The Coordinator shall inform the Election Board of all grievances.

Section 3. Review process
   a) The Coordinator shall review all urgent grievances.
   b) The Election Board shall review take action upon non-urgent grievances within five school days.

February 10, 2009 Revised Election Bylaws were adopted by the ASCC.
June 07, 2011 Edited

Associated Students of Cañada College

Judiciary Review Code

Article I- Purpose

This code is an internal part of government because it creates a system of checks and balances. The Judiciary Review Code is hereby established to create a state of accountability for all policies established, procedures followed, and actions taken by the Associated Students of Cañada College.

Article II – Responsibilities of the IOC Chair

Section 1. The IOC Chair shall be the chairperson of the JRC responsible for executing the provisions of this code.

   a) If the position of IOC Chair is vacated, the IOC Finance-Chair shall assume the responsibility.
   b) If it befalls the ASCC to have the IOC chair and Finance-Chair positions vacant, then the Senate must take action to fill the position of IOC Chair by following the procedure stated in Section eight of the ASCC constitution.

Article III- Formation of the Judiciary Review Committee

   Section 1. The Judiciary jury committee, hereafter referred to as JRC, shall be the   judiciary body of the ASCC. It shall be designated as a Standing Committee.
   Section 2. The Chairperson shall from JRC with four (4) other members. The members shall consist of the following:

   a) One (1) Executive Council member, excluding the ASCC president.
   b) Three (3) senators or representatives, including the IOC Vice- Chair.

Section 3. Each member has one vote- with the exception of the chairperson.

   a) The chairperson shall cast a vote only if the vote is decisive.
   b) No member shall have more than one vote.

Section 4. These positions will be rotated each semester with the exception of the IOC Finance-Chair.

Article IV- Responsibilities of the Judiciary Review Committee

Section 1. The chairperson shall be responsible for the following:

    a) Organizing the committee

          1. The committee is to be formed at the beginning of the chairperson's term.

    b) Organizing meetings on a bi- weekly basis.

          1. The chairperson reserves the right to call more than two (2) meetings a month.

    c) Keeping records of each ruling the committee has made.
    d) The chairperson shall provide any member of the student body with any information on the committee rulings.
    e) The chairperson shall be solely responsible for the evaluation of every member of the senate, including the Executive council and Senators.

          1. Evaluation shall include, but is not limited to, the checking of time cards.

    f) The chairperson shall also have the duty of enforcing this code.

Section 2. The Committee shall:

    a) Make rulings of all bills, proposals, and resolutions passed by the Senate.
    b) Make rulings on each Executive order made by the ASCC President.
    c) Make rulings on actions based on the enforcement of ASCC and IOC governing documents. Those documents are as follows:

          1. The ASCC Constitution
          2. ASCC By-Laws
          3. ASCC Financial Code
          4. ASCC Election Code
          5. ASCC Committee Code
          6. IOC Constitution
          7. Any code passed after the ratification of this Judiciary Review code.

a. Make rulings on actions based on the enforcement of any rules or regulations that apply to the San Mateo Community College District.
b. Make rulings on actions taken by the Executive Council and/ or Senator without consultation of the entire Senate.
c. Make rulings taken by the Senate by means of general consensus.

Article V- Rulings

Section 1. Rulings are defined as a decision made by JRC in favor or against any action of the ASCC or IOC. Action being defined under Section IV, 2(a)-(f)

Section 2. Rulings that are in favor of an action shall be left as is.

Section 3. Rulings against a particular action require that the Senate do the following.

a) Discuss and reconsider its decision the following week to find if the committee still feels the ruling is valid.
b) If the committee still finds their opposition valid, then action must be taken to repeal the previous action.
c) The original motion which JRC opposed must be restated correctly on an entirely new motion which is with the committees ruling must be made.

Section 4. Rulings will be made against any Executive Council member, Senator, or Representative who does not fulfill his/her responsibilities as cited in the ASCC Constitution By-Laws.

a) The chair will make a formal recommendation on what type of action shall be taken upon the member.
b) The Senate may approve/disapprove the chair's recommendations with two-thirds (2/3) majority vote.

Section 5. If the Chair is under evaluation and a ruling is against him/her, then a recommendation should be prepared by the committee to the Senate. In a case where the committee cannot make a recommendation due to a tie vote, the decision will be made by the Senate by a two-thirds (2/3) majority vote.

Article VI- Amendments to the Judiciary Review Code

Any amendments to this code may be made with a recommendation of the Judiciary Review Committee and a two-thirds (2/3) vote of the Senate.

June 07, 2011 Edited

Financial Contracts

Article I: Purpose
This code is established to define policies and procedures regarding any and all financial transactions and decisions by the Associated Students of Cañada College.

Article II: Budget

Section 1.   The ASCC annual budget shall be constructed by means of a budget committee. The Budget committee shall be considered a standing committee. The ASCC shall conduct it's budgetary planning according to a predetermined schedule.

(a)   The ASCC Treasurer shall act as chair for the Budget Committee.

(b)   Faculty and administrative members of the Budget Committee shall include the Coordinator of Student Activities and the Business Services Technician.

(c)   ASCC Senate members of the Budget Committee shall include two (2) Executive Board members and two (2) Senators.

(d)   Preliminary meetings of the Budget Committee shall be held no later than twelve (12) weeks prior to the end of the spring semester or regular instruction to formulate the initial study budget.

(e)   The initial study budget shall be reviewed by the Student Senate no later than eight (8) weeks prior to the end of the spring semester of regular instruction.

(f)   The Student Senate shall amend the initial study where deemed necessary in order to construct and approve a finalized budget by a two-thirds (2/3) majority vote no later than four (4) weeks prior to the end of the spring semester of regular instruction.

(g)   The ASCC President shall present the finalized budget to the ASCC Advisor no later than three (3) weeks prior to the end of the spring semester of regular instruction.

(h)   The ASCC President shall present the finalized budget to the Cañada College Vice President of Student Services no later than two (2) weeks prior to the end of the spring semester.

Article III: Financial Accounting Duties and Responsibilities

Section 1.   The ASCC Treasurer shall be responsible for the maintenance and upkeep of ASCC financial records as stated in the By-Laws and compile the initial

study, the final budget as approved by the Student Senate, and any information pertinent to the formation of the ASCC annual budget as an archival record.

Section 2.   **Records**

(a)   A copy of this compilation must be maintained by the ASCC Advisor for no less than two (2) years after the approval of the ASCC annual budget which the compilation concerns itself with.

(b)   Organizers of ASCC sponsored activities and events shall maintain current and accurate records of all expenditures and incomes accrued and allow their records to be audited at any time by the Cañada College Business Services Office.

Section 3.   **Audits**

Audits of ASCC sponsored activities and events shall be initiated through a written request directly to the ASCC Treasurer and Coordinator of Student Activities with the written approval of the Vice President of Student Services.

Section 4.   **College Business Service Officer**

(a)   The Cañada College Business Services Office shall be responsible for the banking of ASCC funds, maintenance and upkeep of all official ASCC accounting records, the provision of a monthly report of incomes and expenditures, and issuance of receipts for all ASCC financial transactions.

(b)   The Cañada College Business Services Operations Assistant shall conduct all financial actions in accordance with police and procedures set forth by the San Mateo County Community College District.

Article IV: Financial Contracts

Section 1.   The Student Senate shall consult with the Coordinator of Student Activities or the Vice President of Student Services where applicable to obtain a recommendation prior to engaging in any contract or agreement that ASCC may be a party to.

Any contract or agreement that places ASCC under any obligation must be approved by a two-thirds (2/3) majority vote of the Student Senate, and shall be signed solely by the Coordinator of Student Activities.

Section 1: Incomes and Revenues

(a)   All money collected by a registered student organization and the ASCC shall be deposited into the clubs on-campus account within five (5) working days after receipt.

(b)   Any fundraising activity undertaken by ASCC shall be approved by a
        majority vote of the Student Senate.

(c)   Any donations of funds received by ASCC shall be deposited in a specific
        account created for the sole purpose of receipt of donated funds.

(d)   Any funds received by ASCC through a grant shall be distributed among
        the various expenditure accounts based upon the relative percentage of
        total anticipated expenditures of the ASCC Finalized budget.

(e)   Income received through services rendered by ASCC and through the
        return of borrowed or advance funds shall be accounted for through the
        use of specific accounts created for the purpose of receiving said funds.

Section 2.   Expenditures
(a)   All funds (including money in club accounts) remain the property of
        ASCC until the expenditure of such funds is approved by the completion
        of the ASCC requisition form.

(b)   Expenditures of ASCC funds for payment of goods and services obtained
        by ASCC for standard daily operation purposes shall be approved by a
        majority vote of the standing membership of the Student Senate.

(c)   Reimbursement of the expended funds to individuals and/or organizations
        shall only be made for expenses accrued through the production of ASCC
        sponsor activities and events.

Section 3.   Cash Advances
(a)   Cash advances shall only be made available to members of the ASCC
        Student Senate. The recipient of the cash advance must submit receipts of
        all purchases have been made. The amount of funds provided by a cash
        advance is not to exceed three hundred dollars (300.00)

Section 4.   Loans
(a)   The loaning of ASCC funds shall be made available only to on-campus
        recognized student organizations.
(b)   All on-campus recognized student organizations shall be limited to
        receiving one (1) loan per academic year.

(c)   A Loan Application/Agreement must be completed in full and submitted
        to the treasurer no later than four (4) weeks prior to the anticipated need
        for the requested funds.
(d)   Potential recipients for a loan shall submit a thoroughly itemized budget of
        anticipated expenditures to accompany the completed Loan
        Application/Agreement.

(e)   All loans shall be limited to three hundred dollars (300.00) or less.

(f)   All loans shall be repaid to ASCC in full by the borrower within one hundred eighty (180) days from the date of approval of the loan.

The treasurer shall review the Loan Application/Agreement and submit it along with a recommended course of action to the Student Senate no later than three (3) business days after receipt of the completed Loan Application/Agreement.

All loans shall be approved through a two-thirds (2/3) majority vote of the Student Senate.

Section 5.   ASCC Funding Request

(a)   Cañada College registered clubs/organizations, departments, and programs can request funding from ASCC for on campus events that benefit or target a maximum number of Cañada College students. Events targeting non Cañada College students, members of the community, faculty, and staff **DO NOT** qualify for funding. Funding provided for on campus events, activities, and programs must be used for expenses incurred for providing service, supplies, food, etc to Cañada College students. The ASCC reserves the right to decide if a program or activity expense directly benefits students, and therefore qualifies for funding from the ASCC.

(b)   Registered clubs/organizations, departments, and programs requesting funding from ASCC must comply with all policies and procedures identified in the Financial Code and the ASCC Funding Request. The following is a summary of the policies and procedures from the ASCC Funding Request Packet. Need to update

1. A completed ASCC Funding Request form must be submitted to the Office of Student Activities (Building 5, Room 211A) to the Coordinator of Student Activities or a member of the Office of Student of Activities staff during normal business hours. Applications submitted to the OSA outside of normal business hours will be date stamped on the following business day. Need to update

2. Fund allocations cannot be used for any of the following purposes:
   a) The purchase of alcohol or to support an event where alcohol is served,
   b) Organization recruitment programs or events,
   c) Any startup cost for a specific organization or group,
   d) Events taking place off-campus
   e) Scholarships
   f) To purchase apparel or banners for a organization or department, and
   g) Fundraising events

3. Request must be date stamped by the Office of Student Activities four weeks prior to the need for financial or contractual commitments for the event; the Associated Students will find it inappropriate to approve any amount greater than $100 maximum toward the program or event.

4. Eligible clubs/organizations, campus departments, and programs may request a maximum amount of $2,500.00 for any single event.

5. All eligible clubs/organizations requesting funding from the ASCC must contribute at least 20% of the current club account balance to the cost of the event.

6. Request for payment, reimbursement, or account transfer for grants allocated for the Fall semester (September, October, November, and December) must be submitted by the last day of instruction of the fall semester. Request for payment, reimbursement, or account transfer for grants allocated for the Spring semester (February, March, April, and May) must be submitted by the last day of instruction of the spring semester.

7. Balances remaining from ASCC funding request may not carry over into the following academic year; financially support an activity or program that was not approved in the original request; and cannot be transferred into the account of the club/organization, department, or program.

c) All ASCC Funding Request shall be approved through a majority vote of the Student Senate.

Section 8.   Disbursement Procedures
Any and all individuals and/or organizations requesting funding from ASCC shall complete a ASCC Requisition form, and submit it to the ASCC Treasurer at least two (2) weeks prior to the anticipated need for said funds.

a) All submitted requisitions shall be accompanied by itemized receipts for all expenditures and a complete listing of names and student identification numbers of those students directly involved with the expenditures.

b) If funds are requested by an IOC recognized student organization, then the signatures of the organization's Treasurer and Faculty Advisor must be secured where the title Treasurer requires signature at the bottom of the page.

c) The ASCC Treasurer must recognize valid submission of the requisitions (other than clubs) by affixing his/her signature to the requisition prior to submission for review by the Student Senate.

The Student Treasurer shall review the requisition to determine whether or not the disbursement shall be made.

Approved requisitions shall be validated by the Coordinator of Student Activities and the Canada College Vice President of Student Services no later than one (1) week approval of the requisition by the Student Senate.

Section 9.   Revocation of Expenditure Authorization
Failure of any ASCC sponsored activity or event to comply with any provision of this code shall be cause of revocation of authorization for expenditures by the Student Senate.

If revocation of authorization should occur, the Student Senate shall review the situation no later than one (1) week after the revocation.

(a)   The Student Senate shall decide what action shall be necessary to rectify the situation by means of a two-thirds (2/3) majority vote immediately after review of the situation.

June 07, 2011 Updated Editing and practice
On August 24 2011 ASCC board meeting, the group approved to remove line Article IV: Financial Contracts Section 5 item2 Fund allocations cannot be used for any of the following purposes. Section (d) Attendance at conferences meetings, retreats or conventions.
On August 31 2011 ASCC board meeting, the group approved to remove line Article IV: Financial Contracts Section 5 item2 Fund allocations cannot be used for any of the following purposes. Section (e) Sponsorship of conferences, meetings, retreats or conventions which subsidizes any non ASCC student to attend.
September 29, 2011 Updated header.

Associated Students of Cañada College

CONFERENCE POLICY

ARTICLE I: Conference attendance

Section 1.   Only students approved by the Associated Student of Cañada College (ASCC) are   allowed to attend conferences, in which funds appropriated by the (ASCC) are allowed to attend conferences, in which funds appropriated by the ASCC are expanded. (This *does not* exclude individuals who are not members of the ASCC who would like to attend *any* conference.)

Section 2.   Any delegation sent to a conference must be approved by the ASCC and fall within a specific budgeted line item in the ASCC or Student Representation Fee accounts.

Section 3.   Approved conferences shall include, but are not limited to: the student senate on fall, CCCSAA Fall Leadership Conference, Spring general assembly, and regional meetings; workshops, outreaches, and retreats, other conferences sponsored by other educational institutions, educational and/or community based organizations which provide legislative, instructional, and leadership training or other significant benefit to the ASCC, to Student Body and/or the College.

IOC:

a) Travel and conference expenses are included within the allocation provided to each club/organization and not considered separately.

Caucuses:

a) Conferences, statewide meetings and regional meetings, shall be subject to all the provisions of Article One. Expenses for individual caucuses officers will not be funded, outside of and approved conference delegation and budgeted line-item.

Section 4.   A preliminary delegation is determined by the Advisor, President, and Vice - President. The size of a delegation must not exceed the following guidelines:
- Senate size 2-6 delegation of not more than 6 members.
- Senate size 7-10 delegation of not more than two-thirds (2/3) of the senate size.
- Senate size 10-16 delegation of not more than three-fourths and not to exceed ten (10) members.

Section 5.   A delegation must be approved by the ASCC with a majority vote. If the Delegation is not approved; the President and Vice- President must submit a new delegation for approval. This process is repeated until a delegation is approved. The Advisor of the ASCC may call for a Final Approval, after three delegations have been dismissed. If the final approval does not pass, the delegation formed by the advisor and the AS President, this delegation does not need approval of the ASCC.

Section 6.   In formation of any delegation, due consideration of the college's student Population and diversity must be taken into consideration.

ARTICLE II: Conference Conduct

Section 1. Members of the conference delegation must display appropriate conduct as Specified in the student Code of Conduct, the Student Handbook, and the Steps for Successful Conference Attendance signed by the student and returned to the advisor prior to the conference.

Section 2.   Delegation members shall act as representative of Cañada College.

Section 3.   Members of the delegation must secure authorization of the Delegation Advisor/Leader before leaving conference grounds.

Section 4.   All selected members of the delegation must fulfill the "minimum" requirements for conference participation (i.e. completion of liability release medical consent forms, workshop attendance, etc.) as specified by the Advisor or other appointed delegation leader.

Section 5.   Workshops:
Attendance at workshops and other agendized activities are mandatory. Specific workshop attendance will be specified by the conference Advisor/Leader. A minimum level of participation in conference activities will be required of the members of the delegation and will be established prior to the conference by the conference Advisor/Leader.

ARTICLE III: Post Conference Requirements

Section 1.   All conferences are institutional components used to build leaders on the Cañada College Campus. All members of the delegation are expected to bring something back to the Campus that adds to the student environment.

Section 2.   Each conference participant is required, upon return, to submit a conference report. The conference report is due within three weeks after return for the conference. The conference report is due within three weeks after return for the conference. The conference report must be turned in to the ASCC Secretary and will be maintained I the binder in the Senate

Office. The Secretary will maintain records of those members who have not turned in a conference report and will inform the Senate and Advisor by the fourth week after a conference has ended. Failure to submit a conference report will jeopardize future conference attendance.

ARTICLE IV
CONFERENCE REPORT

Section 1.   Conference attendees shall produce a record of all the workshops and activities pertaining to the conference.

Section 2.   The conference report shall outline aspects of the conference which an individual plans to incorporate into the Cañada College campus environment.

Section 3.   Included in the report a copy of all materials distributed during a workshop will be available.

June 07, 2011 Updated and edited

CSEA

California School Employees Association ~ Chapter 33

Shared Governance Classified Representation Appointment Process
San Mateo County Community College District
December 19, 2003

Intent and Timelines

State assembly bill 1725 (Education Code Section 70901 (b) (1) (E)) institutionalized the participation of classified staff in governance decisions. However, it did not specifically require any organization to represent classified employees in the consultation process. Effective January 1, 2002, state senate bill 235 (Education Code Section 70901.2) rectified that oversight. SB235 provides the "exclusive representative" (unions) of classified employees in California community colleges the right to appoint representatives to district consultative bodies such as task forces, committees or other shared governance groups.

 It is the intent of the California School Employees Association, Chapter 33 Executive Board to encourage participation in "shared governance" by all classified staff. It is hoped the following process dealing with classified staff appointments to shared governance committees will be inclusive of classified constituencies while meeting the mandates of Senate Bill 235. Candidates for committee service will be drawn from CSEA members, AFSCME members, and non-represented classified staff. CSEA will consult with classified senate leaders and other appropriate groups in making appointments. It is important to note that recommendations for appointments are made at the local level. Localization of process will help ensure representation that is reflective of local classified staff concerns. Selection of representation will be oriented towards "shared governance" needs and not "labor relations" concerns.

The process, outlined below, is an attempt to provide a uniform, efficient and inclusive method of appointment of "shared governance classified representation." Participants in the process are encouraged to utilize phone and email communication throughout the process to promote quick turnaround. The process should seldom take more then 5-7 working days. The appointment process will be monitored, evaluated and changed, if necessary, to improve methodology or re-enforce "intent."

The Appointment Process

Request for Classified Representation:

The appropriate administrator, manager, supervisor or committee chairperson makes a request for classified staff representation (to a shared governance committee). The request is directed to the CSEA Vice-President located on the college campus at which the committee will meet. Requests for classified staff representation for committee work at the Chancellor's Office will be

directed to the District Office CSEA Steward. Requests for district wide shared governance committee representation will be directed to the CSEA President.

Requests should be made in writing via email. A description of the committee's purpose, responsibilities, scope, expertise being sought, timelines, length of service, number of representatives being requested and any other pertinent details should be included in the email or discussed with appropriate CSEA officer. The CSEA President should be copied on the initial email but need not be a party to subsequent discussions. At this time, requesters may make suggestions for classified representatives they believe could make positive contributions to the committee for which representation is being sought.

Determination of Classified Representation:

CSEA Vice-Presidents at Canada and Skyline will consult with Classified Senate Presidents as to their recommendations for classified representation. Classified Senate Presidents will utilize their organizations' internal resources to determine their recommendations.

At the College of San Mateo, the CSEA Vice-President will confer with the CSEA First Vice-President and a small sub committee that will include CSEA executive board officers along with rank and file members (all members of this sub committee will be CSM employees).

The District Office CSEA Steward will consult with the First Vice-President and will inquire for suggestions among classified staff at the Chancellor's Office.

The CSEA President will consult with the CSEA Executive Board, Classified Senate Presidents and other appropriate groups concerning district wide appointments.

In coming to a recommendation; the charge of the committee, all suggested candidates, classified staff that have expressed an interest in service, willingness of candidates to serve and the "good of our education community" will be considered. Candidates should be familiar with or be able to quickly get up to speed on issues that will be discussed by the committee. They should be aware or willing to make themselves knowledgeable of opinions held by their constituencies and be able to put aside opinions not consistent with those they represent. As mentioned before, recommendations and appointments will be oriented towards "shared governance" and not "labor relations" concerns.

Appointment of Classified Representation:

The appropriate CSEA Vice-President or District Office CSEA Steward will make their recommendation for classified representation to the CSEA President. At that time, they will confer with CSEA President and outline how they came to their recommendation. The CSEA President will make direct appointments to shared governance committees.

In the case of district wide committee classified representation, as mentioned above; after consultation, the CSEA President will make direct appointments to district wide shared governance committees.

The CSEA President will make formal appointment via email, notifying all concerned. If there are questions or concerns about appointments made or method used; they should to be addressed to the CSEA President.

Classified Representatives Scope of Responsibility and Authority:

Representatives will be expected to keep their constituencies informed of committee progress and issues being discussed. This can be done via written progress reports, committee minutes, and/or email and verbal reports made at meetings of their constituency groups. It is the responsibility of representatives to poll opinions and concerns of those they represent and actively lobby for the positions favored by their constituencies. CSEA and Classified Senates will assist representatives with these responsibilities.

Shared governance appointees do not have authority to make binding agreements regarding mandatory subjects of bargaining or to wave any collective bargaining rights or contractual provisions. Recommendations of shared governance groups and committees may still be subject to a "demand to bargain" should it be determined that issues discussed by the committee are negotiable (fall into the area of labor relations).

All questions concerning the process of appointment should be directed to the CSEA Chapter President.

Integrated Planning Calendar of Cañada College

Activity	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Final budget approval by BOT		President, BOT									
Develop budget parameters			District Office, President, Cabinet								
Develop action proposals regarding facilities and capital improvement requests from Annual Plan/Program Reviews									IPC, SSPC, APC		
Review action proposals from Annual Plan/Program Reviews and make recommendations for budgeting									PBC		
Review preliminary budget							PBC				
Tentative budget plan presented to BOT									President, CBO		
Tentative budget approval by BOT											President, BOT
Make overall recommendation to move forward		PBC									
Prepare staffing request forms based on annual plans		President, VPI, VPSS									
Discuss hiring process; identify criteria and President's parameters			IPC, SSPC, APC								
Write position justifications				Divisions							
Prioritize position requests					Divisions						
Presentation of position proposals							IPC, SSPC, APC, PBC				
Discussion of presentations and listing of rationale to merge one list for PBC								Joint IPC, SSPC, APC			
Final hiring recommendations								PBC, Academic Senate			
Hiring decision								President			
Hiring committees approved and positions posted								Academic and Classified Senates, Deans, HR			

KEY:

Budgeting	Hiring/Staffing	Equipment	Planning	Evaluation

1

Integrated Planning Calendar of Cañada College

Activity	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Summarize equipment requests from APPs		Technology committee, Instruction Ofc									
Prioritize equipment requests		IPC, SSPC, APC									
Final decision on equipment to purchase			Cabinet								
Purchase equipment				VPI, VPSS							
Evaluate progress on Educational Master Plan		PBC, Academic Senate									
Evaluate progress on Strategic Plan		PBC, Academic Senate									
Evaluate progress on Facilities Master Plan			PBC, District								
Evaluate progress on District Strategic Plan			PBC, District								
Evaluate progress on Distance Education Plan				Distance Ed. Committee, Academic Senate, PBC							
Evaluate progress on Technology Plan							Technology Committee, PBC				
Evaluate progress on Sustainability Plan								Sustainability Committee, Academic Senate, PBC			
Evaluate progress on Basic Skills Plan									Basic Skills Committee, Academic Senate, PBC		
Evaluate progress on Student Equity Plan										Student Equity Committee, Academic Senate, PBC	

KEY: Budgeting   Hiring/Staffing   Equipment   Planning   Evaluation

Integrated Planning Calendar of Cañada College

Activity	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Set goals for upcoming year based on Strategic Plan, ILO assessment and Dashboard	All governance groups										
Evaluation of previous year ILO assessments and Dashboard benchmarks	APC, IPC, SSPC, PBC, Academic Senate										
Distribute data packets for Annual Plan/Program Review		OPRSS, VPI, VPSS									
Develop Annual Plan/Program Review and complete PLO assessment				Divisions							
Review Annual Plan/Program Reviews and provide feedback to programs									IPC, SSPC, APC		
ILO Assessment									IPC		
Establish governance evaluation instrument								PBC			
Evaluation of governance									IPC, SSPC, APC, Senates		
Review governance evaluation and determine actions										PBC	

KEY: Budgeting   Hiring/Staffing   Equipment   Planning   Evaluation