



Orientation to Participatory Governance at Cañada College

For Planning and Budgeting Council (PBC) members
as well as members and prospective members of all College Councils,
Senates, and Committees

by

PBC Co-Chairs: Gampi Shankar, Academic Senate President, and Maria Huning, Classified Senate President
Dean of Planning, Research, Innovation, and Effectiveness (PRIE), Karen Engel

September 2025

Agenda

- Part 1: Who are we? What is participatory governance?
 - Mission, Vision, and Values of the College
 - College Organizational Chart
 - What is Participatory Governance?
 - The Law
- Part 2: Roles and Responsibilities
 - Participatory Governance Bodies at Cañada College
 - Roles and Responsibilities of Academic, Classified, and Student Senates
 - Roles and Responsibilities of Council Members
 - Roles and Responsibilities of College Committee Members
- Part 3: The College Planning and Budgeting Cycle
 - Integrated Planning and Budgeting Cycle
 - Program Review, Priority Setting and Resource Allocation
 - Measuring and Monitoring our Effectiveness

Part 1: Who are we?

What is participatory governance?

- People, Programs, Service Area
- Mission, Vision, and Values of the College
- College Organizational Chart
- What is Participatory Governance?
- The Law

Cañada College: Fall 2025

Students	6,404
Classified Staff	137
Full-time Faculty	67
Part-time Faculty	174
Administrators	13

Offering 126 degree and certificate programs

Serving San Mateo County Residents, particularly residents of:

- Atherton
- Belle Haven
- East Palo Alto
- Emerald Lake Hills
- Kensington Square
- La Honda
- Ladera
- Menlo Oaks
- Menlo Park
- North Fair Oaks
- North Skyline
- Pescadero
- Portola Valley
- Redwood City
- Rural Mid Coast
- San Carlos
- San Gregorio
- Sequoia Tract
- South Skyline
- Stanford Lands
- Weekend Acres
- Woodside



Mission

Cañada College engages and empowers students in transforming their lives and communities through quality education.

Vision

Cañada College provides equitable education such that students from diverse backgrounds are able to achieve their educational goals and benefit the world.

Values

Social Justice and Racial Equity

Antiracism

Equity

Inclusion

Diversity

Access

Liberation

Transforming Lives

Community Partnerships

Academic Excellence

Sustainability

Transparency and

Authenticity

Student Centered

Cultural Empathy

College Goals: 2022-27

Student Access, Success and Completion

Cañada College ensures student access to relevant and transformative student services and instructional programs that are inclusive, diverse, equitable, and antiracist. As an institution, Cañada contributes to the financial stability of students to empower them to pursue personal, academic, professional, and civic goals. Cañada College continuously assesses processes and removes barriers to student access, success, and completion.

Community Connections

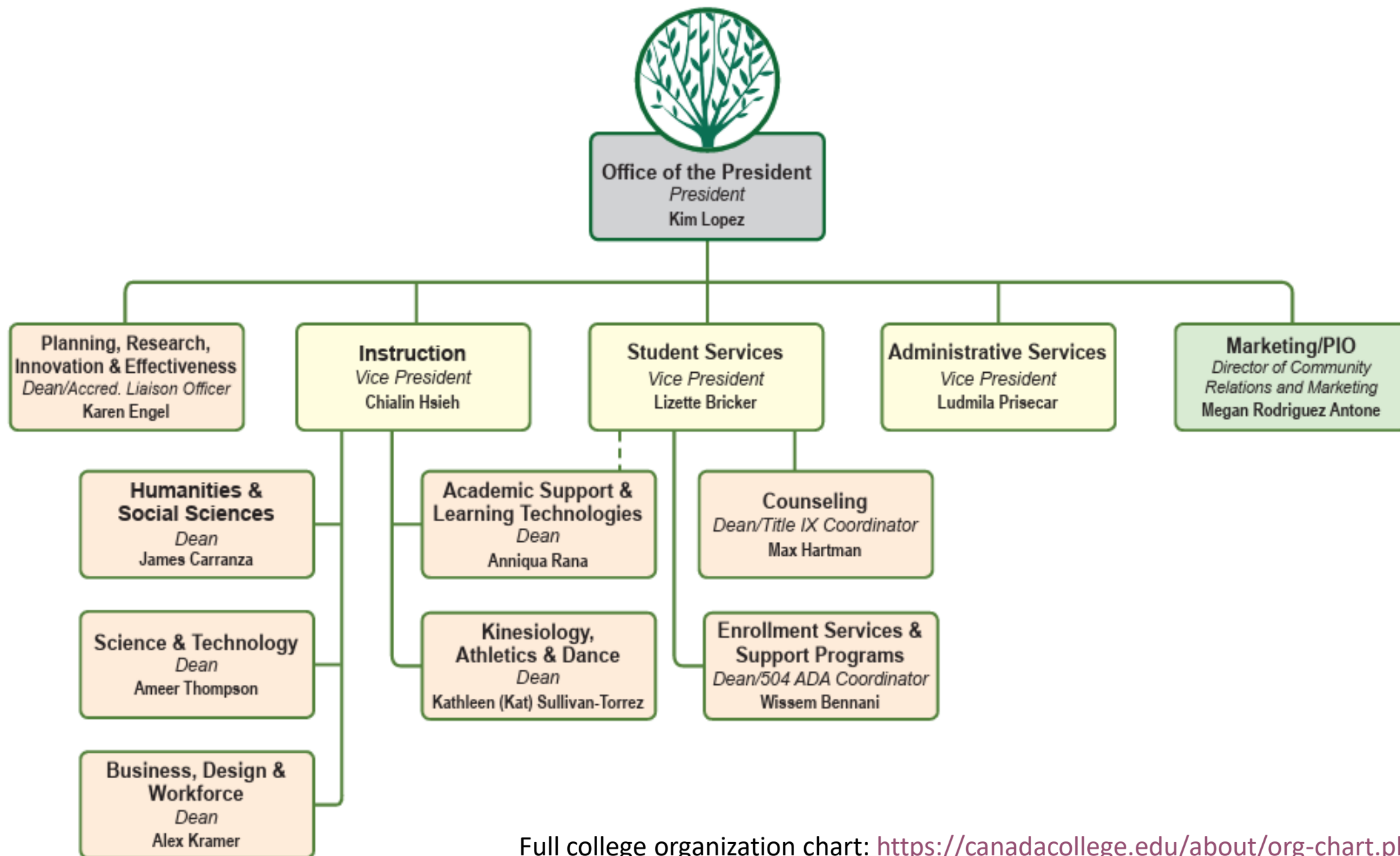
Cañada College establishes equity-minded partnerships with other educational institutions, employers, governments, and community-based organizations that result in seamless pathways for high school students transitioning to college, college students transitioning to university, and all community members pursuing career, and lifelong educational opportunities.

Equity-Minded and Antiracist College Culture

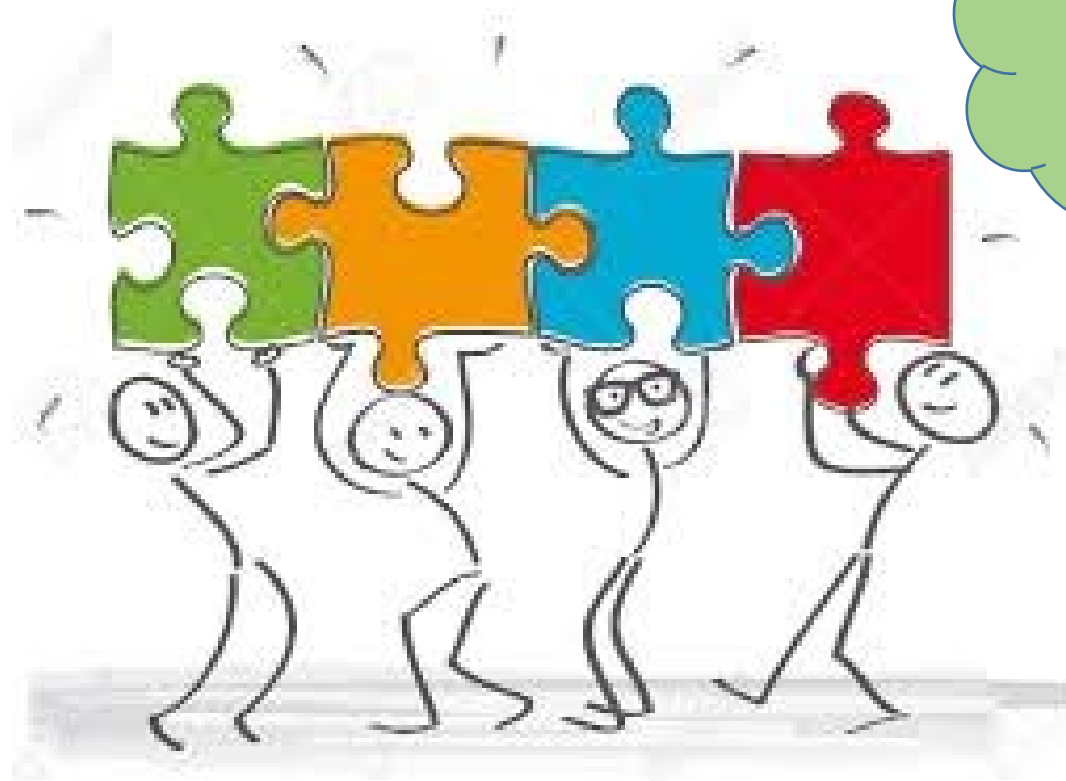
Cañada College transforms its culture to be equity-minded and antiracist. Our teaching, learning, and services create a sense of belonging among all community members so they are able to recognize that their unique selves are valued, express themselves fully, and thrive. Our educational practices reflect the fundamental importance of individualized learning experiences, the shared building of knowledge, and promoting social justice at Cañada College.

Accessible Infrastructure and Innovation

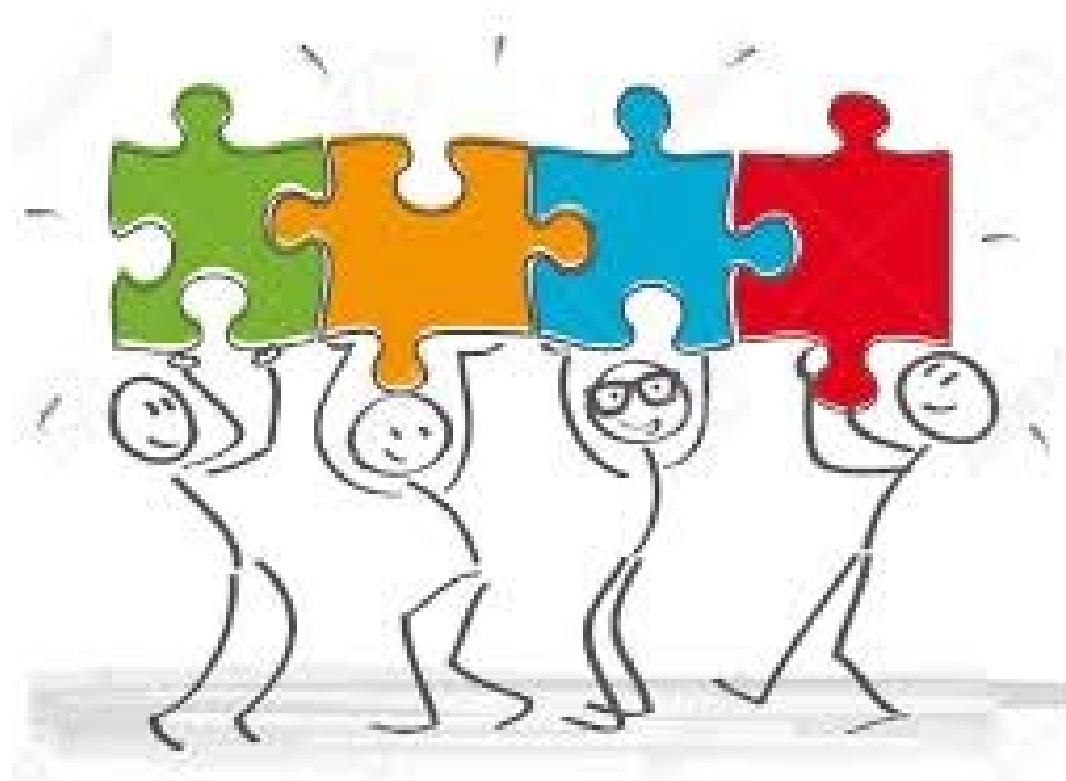
College financial resources are well managed in support of the College's values and to provide accessible physical and virtual spaces that promote continuous innovation and excellence in teaching and learning. Cañada's investments in physical, technological and transportation infrastructure create sustainable, equitable access to the College and support equitable educational outcomes across the diverse members of the community we serve.



Full college organization chart: <https://canadacollege.edu/about/org-chart.php>

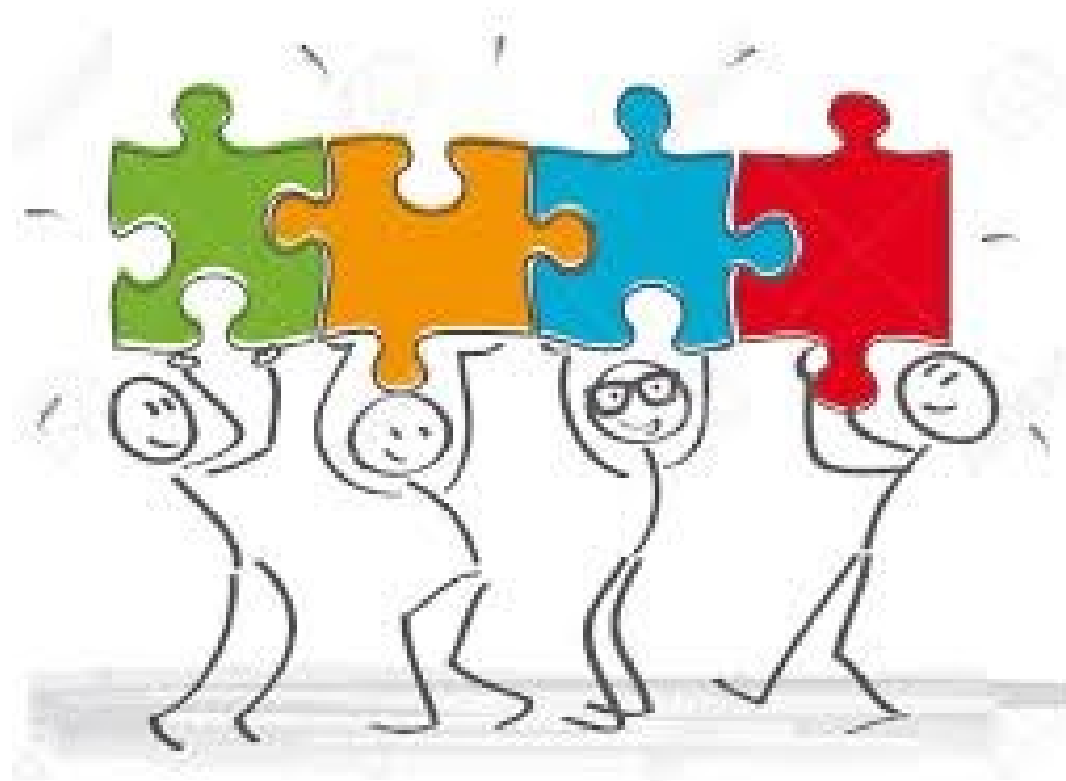


What is
participatory
governance?



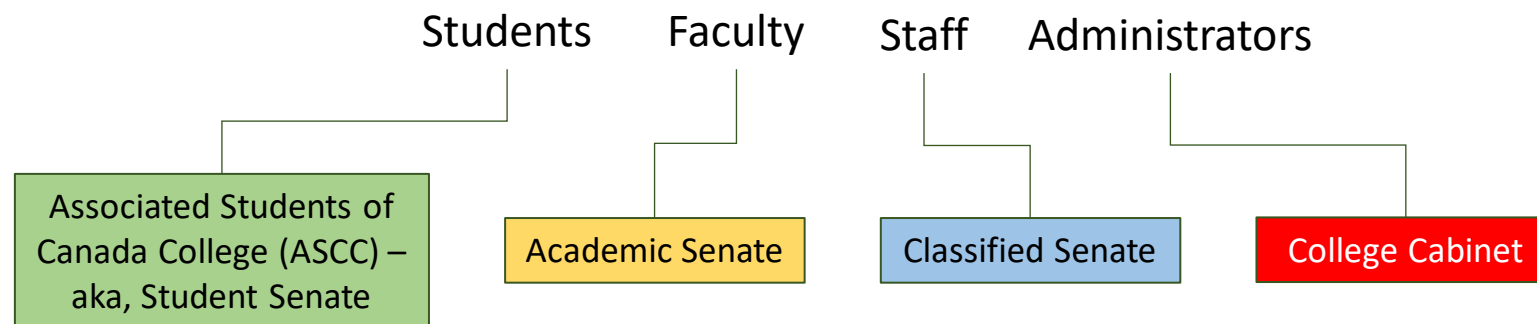
Students Faculty Staff Administrators

Working Together for Student Success!



College constituency
groups...

...represented by:



Participatory Governance

“ ... not a simple process to implement”

“ ... goodwill, thoughtful people, a willingness to take risks and the ability to admit problems exist – can go far toward establishing a positive environment...”

“The central objective should be creation of a climate where energy is devoted to solving crucial educational tasks and not to turf battles over governance.”

California Community College Trustees (CCCT) and the Chief Executive Officers of the
California Community Colleges (CEOCCC)
Policy Paper, December 1989

Participatory Governance: the law

The California Community College Board of Governors shall establish "minimum standards" and local governing boards shall "establish procedures not inconsistent" with those standards to ensure:

- Faculty, staff and students the right to participate effectively in district and college governance and
- The right of **academic senates** to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

Education Code Sections 70901 and 70902

Cañada College's Decision-Making Philosophy

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

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

Proposed Community Agreements for all Councils and Committees

- USE “I” STATEMENTS: Everyone speaks from their own experiences
- ONE MIC, ONE VOICE: Respect means one colleague speaks at a time
- MAKE SPACE, TAKE SPACE: Colleagues should be aware of how much they are speaking. If they feel they are speaking a lot, they should let others speak, and if they find themselves not talking, they should try to contribute some comments, ideas or suggestions
- ASSUME THE BEST: Assume your colleagues are speaking with the best intentions and do not mean to offend anyone
- CORRECT GENTLY, BUT DO CORRECT: If colleagues say something that hurts you or you’re unpacking, politely address what was said. Letting comments slip by only makes the space less safe and increases the difficulty of building successful partnerships
- LEAN INTO DISCOMFORT: Be willing to experience some discomfort in discussions, and learn from it as a team
- UPHOLD COMMITMENTS: The key to a safe and successful team is honoring your commitments and communicating if challenges come up
- PERSONALIZATION: What else does this particular Participatory Governance unit want to add to these community agreements?

Participatory Governance Manual

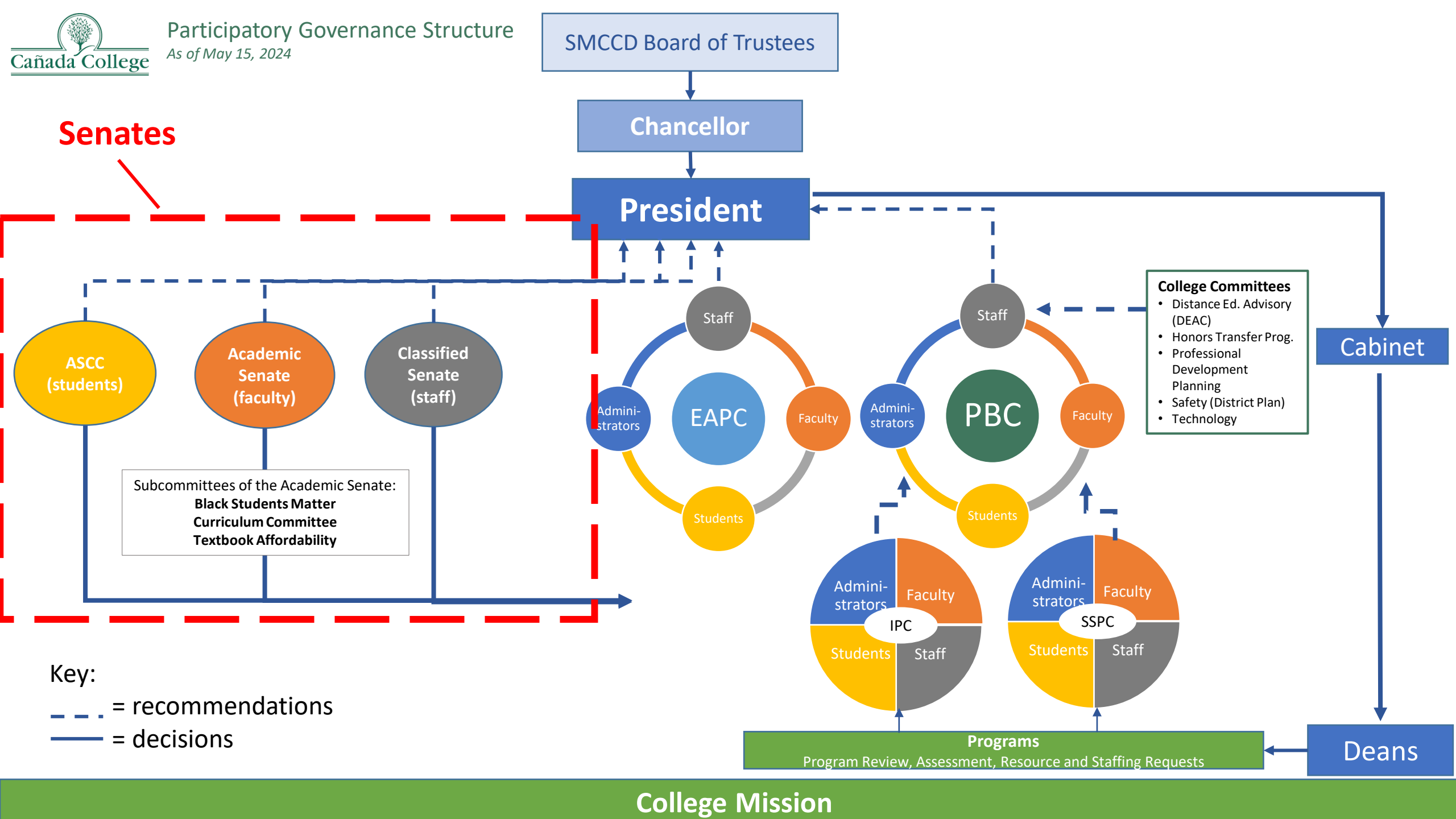
<https://canadacollege.edu/pgm/>

Part 2: Roles and Responsibilities

- Participatory Governance Bodies at Cañada College
- Roles and Responsibilities of Academic, Classified, and Student Senates
- Roles and Responsibilities of Council Members
- Roles and Responsibilities of College Committee Members

Participatory Governance Definitions

Council	A primary participatory governance body: PBC, IPC, SSPC, and EAPC, whose membership is representative of all four college constituency groups—students, faculty, classified staff, and administration
Senate	Academic, Classified and Student Senates each represent a single college constituency group. (These may include subcommittees per their bylaws.)
College Committee	Participatory governance bodies (with <i>at least</i> one of each of the four college constituency groups in their membership) each responsible for a specific plan. College Committees complete the following: • Draft the plan (based on the college plan template to ensure alignment with college goals and accreditation objectives/standards) • Solicit input and seek approval for plan from each Planning Council • Submit plan to PBC for final review and approval • Monitor college-wide implementation of the committee plan • Report annually to PBC on the progress made toward achieving the committee plan
Task Force or <i>ad hoc</i> Work Group	Small groups created by a Planning Council or a Committee for a short time—less than a year—for a defined “task” or purpose. The membership of the Task Force relies on topic experts, interested parties, and may include representation of college constituency groups as determined by the founding Planning Council or Committee.
Operational Groups	Operational groups, for example, like iDeans or College Council, serve College functions or specific purposes related to college operations. Likewise, Professional Development (Article 13) or Evaluation Guidance Committees fulfill faculty contract obligations. They serve operational functions per the faculty contract. Operational groups are not college participatory governance planning committees.



Participatory Governance: Academic Senate

CA Ed Code: Title 5 §53203

- (a) The governing board shall adopt policies for appropriate delegation of authority and responsibility to its academic senate.

...providing at a minimum the governing board or its designees **consult collegially** with the academic senate when adopting policies and procedures on academic and professional matters.

The “10+1”

Academic and professional matters means the Academic Senate is primarily responsible for the following policy development and implementation matters:

1. Degree and certificate requirements
2. Curriculum, including establishing prerequisites and placing courses within disciplines
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 self study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development, and
11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate

Participatory Governance: Classified Senate

The primary governing body for all classified professionals at Cañada College in conjunction with CSEA is the Classified Senate.

Members are from various areas, full-time or part-time permanent employment, and actively participate in all college-wide discussions, excluding collective bargaining matters.

Classified Senate represents:

- non-represented (non-union) classified employees, including supervisors and management
- CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION, Chapter 33 (CSEA)
- LOCAL 829, COUNCIL 57 AMERICAN FEDERATION OF STATE, COUNTY AND MUNICIPAL EMPLOYEES (AFSCME), AFL-CIO

[B.P 2.08](#): The SMCCCD Board recognizes CSEA as the official body representing classified staff and considers classified staff to be full participants in participatory 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).

Classified Senate [constitution](#), [by-laws](#), and [statement of ethics](#) help them to fairly represent all their constituents.

Staff Roles in College Governance

- Governing boards adopt policies and procedures that provide staff opportunity to participate effectively in district and college governance.
 - formulation and development of policies and procedures, and
 - processes for jointly developing recommendations that have or will have a significant effect on staff.
- Board shall not take action on matters significantly affecting staff until the recommendations and opinions of staff are given every reasonable consideration.

California Education Code: Title 5 § 51023.5

Associated Students of Cañada College (ASCC)

- The ASCC is the official student government organization of Cañada.
 - The ASCC leaders are elected and appointed student representatives who organize and promote campus wide programs, protect student rights, and represent the student voice on campus committees.
-
- Governing boards adopt policies and procedures that provide students opportunity to participate effectively in district and college governance on formulation and development of policies and procedures and processes for jointly developing recommendations that have or will have a significant effect on students.
 - Board shall not take action on a matter having a significant effect on students until recommendations and positions by students are given every reasonable consideration.

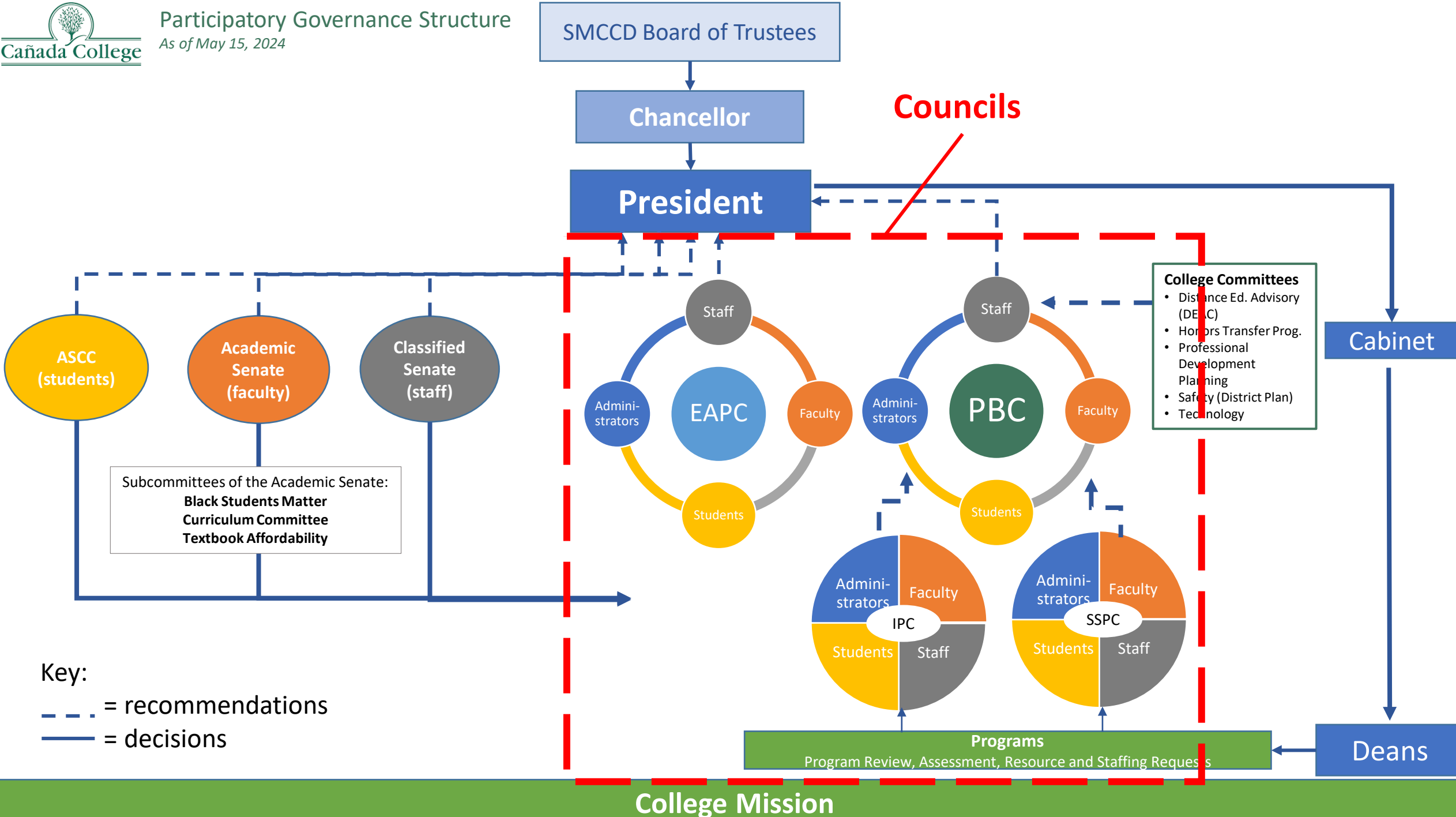
California Education Code: § Title 5 §51023.7

Policies and procedures that have a “significant effect on students” include:

1. Grading policies;
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 policies 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; and
11. Policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.

Supporting Student Participation

- Use acronyms mindfully
 - Spell out an acronym on first use in order to avoid distancing people from a conversation/information item
- Facilitate student participation during governance meetings. Consider multiple approaches, such as:
 - Check-ins with student representatives during meetings
 - Follow-ups after a meeting to see if there are confusions
 - Buddy system: identify a fellow committee member who can provide more immediate answers, feedback, and encouragement
- Practice critical pedagogies when students participate, ensuring students have equal voice (minding potential infantilizing)
 - Every perspective deserves to be understood



PBC Responsibilities

The Planning and Budgeting Council ...

- Oversees and facilitates the institution's planning processes, including the Annual Strategic Plan, the Educational Master Plan.
- These plans are based upon annual cycles of Program Review and Student Learning Outcomes assessment.
- PBC uses data from these plans to makes decisions and recommendations regarding resource allocation.
- Establishes *ad hoc* work groups and subcommittees to address college planning needs and priorities.
- Serves as the College's Accreditation Oversight Committee with particular focus on ensuring that the College meets all of the requirements and standards set by the Accrediting Commission for Community and Junior Colleges (ACCJC).

PBC Responsibilities

The Planning and Budgeting Council advises and makes recommendations to the President on matters pertaining to:

- prioritizing expenditures to advance the College goals
- planning
- governance issues
- issues regarding college facilities, maintenance, and operations
- issues regarding campus climate
- any other issue affecting the well-being of the College at large

Roles & Responsibilities of all PBC members

- Communicating
- Representing your constituency while keeping your “college-wide” hat on → wearing multiple hats!
- Responsibility for the overall well-being of the College as a whole
- Ultimately: recommendations to President

PBC Members: expectations of service

- Members will commit to attend and prepare for Planning & Budget Council (PBC) meetings
- Members will notify co-chairs if unable to attend scheduled meetings
- Meetings will start on time
- Members will provide information to and solicit feedback from constituent groups.
- Members may be removed or asked to resign by consensus of the other members, after three (3) absences in one semester.

Instructional Planning Council (IPC) responsibilities:

The Instructional Planning Council (IPC) is advisory to the Planning & Budgeting Council on a range of issues related to instruction:

1. Develop and oversee the annual process of instructional program review (on behalf of Academic Senate)
2. Provide feedback on instructional program review narratives in accordance with the Academic Senate guidelines.
3. Evaluate the instructional program review process yearly.
4. Host Instructional Program Review presentations (this could include a collaboration with SSPC).
5. Coordinate the annual program review college-wide process (including the timeline, communication, due dates) in collaboration with all councils and appropriate workgroups
6. Recommend and review policies and procedures as they relate to instruction.
7. Provide support and feedback on the development of new instructional programs and instructional program discontinuance.
8. Regularly monitor through the agenda process how the campus is meeting relevant parts of ACCJC Standard II.
9. Completion of a yearly review of the purpose and the role of the Instructional Planning Council.
10. Discuss and identify innovative instructional methods and opportunities to enhance teaching and learning.
11. Review and provide feedback on reassigned time applications.

Student Services Planning Council (SSPC) responsibilities:

The Student Services Planning Council is advisory to the Planning and Budgeting Council on a range of issues pertaining to student services. Its duties include:

1. Develop, implement, and evaluate a Student Services planning cycle (including staffing, equipment, facilities and budgetary needs.)
2. Integrate Student Services Division plans.
3. Make recommendations about policies and procedures related to Student Services.
4. Make recommendations to College Planning and Budgeting Council regarding prioritization of resources advancing the Strategic Goals regarding Student Services.
5. Meet at least once a year with the Instructional Planning Council (IPC) through the PBC hiring process.
6. Evaluates proposals for adding, modifying, and discontinuing Student Services programs.
7. Develop ongoing communication strategy with IPC by designating a SSPC member representative(s) to report to IPC on SSPC matters and to report back to SSPC on IPC matters.
8. Form subcommittees, work groups and task forces as needed.

Equity and Antiracism Planning Council (EAPC) responsibilities:

Mission: The mission of the Equity and Antiracism Planning Council is to disrupt and dismantle systemic racism and White supremacy for our college community in pursuit of equity, antiracism, justice and liberation.

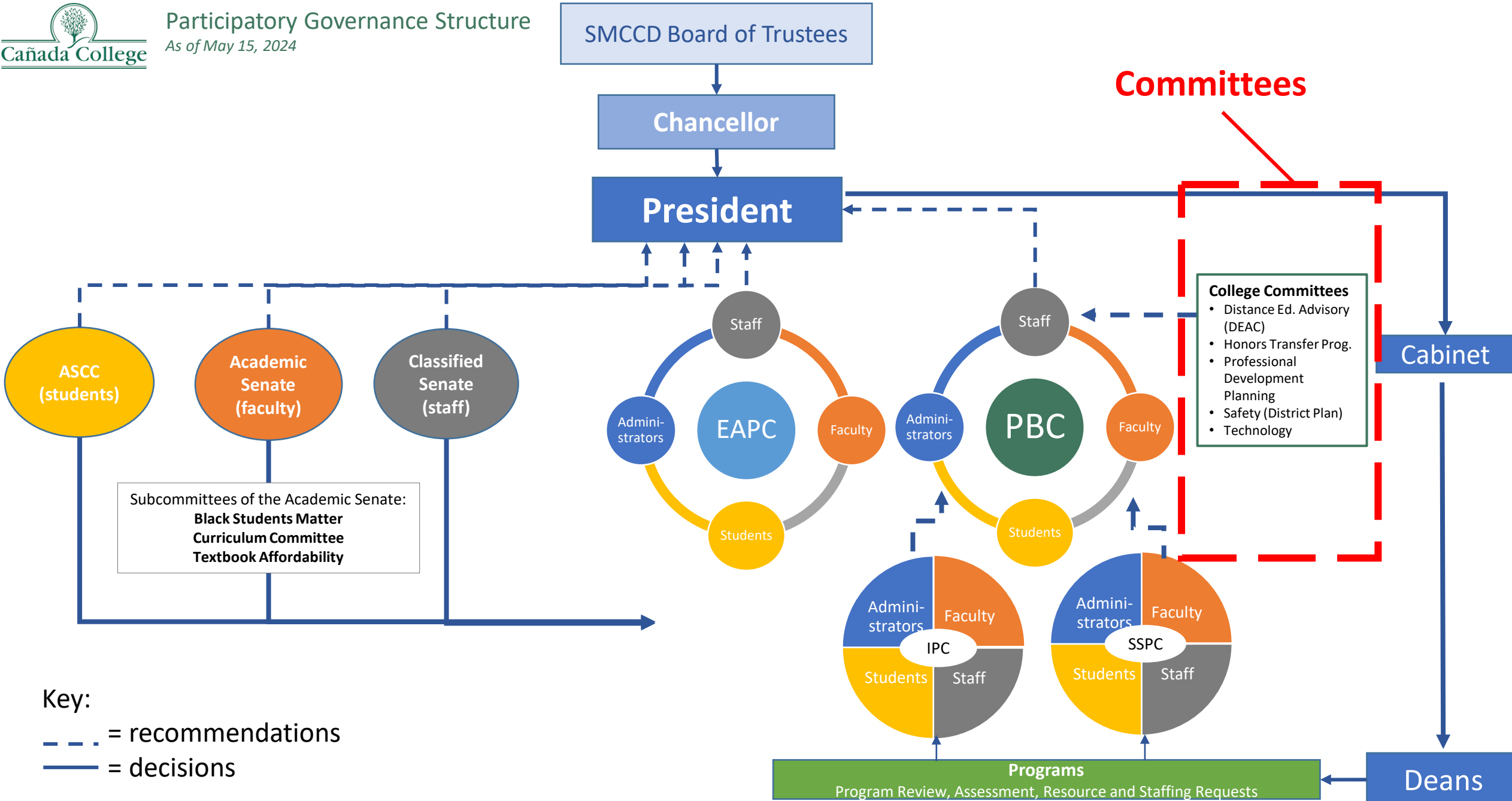
In an effort to achieve the Council mission/purpose, the EAPC will:

- **Goal #1:** Collaborate with other bodies to review and revise college policies and practices.
- **Goal # 2:** Facilitate training for students, faculty, staff, and administration.
- **Goal #3:** Develop and implement college-wide programming related to equity and antiracism.

Responsibilities include: Strategic Planning (oversight of the SEAP Plan), Priority Setting, Participatory Governance (partner with PBC), Program Development & Support, Address Systemic Barriers, Innovation & Inquiry, Campus Climate, Professional Development.

Reporting Structure (pilot): EAPC currently makes recommendations directly to the College President (this reporting structure will be piloted through spring 2024).

[EAPC Bylaws](#)



Roles & responsibilities of all College Committee members in 2023-24

- Ensure balanced participation by all four campus constituencies
- Ensure participation of some issue-area experts from across the College and/or the District (as needed)
- Create (or update) Bylaws per PBC approved template
- Understand the changes approved by PBC regarding the role and responsibilities of all college-wide committees
- Review the Education Master Plan and Strategic Enrollment Management Plan to identify those aspects of each Plan for which the Committee should take responsibility
- Update or revise the Committee's Plan and vet those changes with IPC and SSPC before coming to PBC for approval
- Monitor college-wide implementation of the Plan and report to PBC if progress is or is not being made (at least annually)

College committees report their recommendations, plans and progress to the Planning & Budgeting Council every year

Part 3: The College Planning & Budgeting Cycle

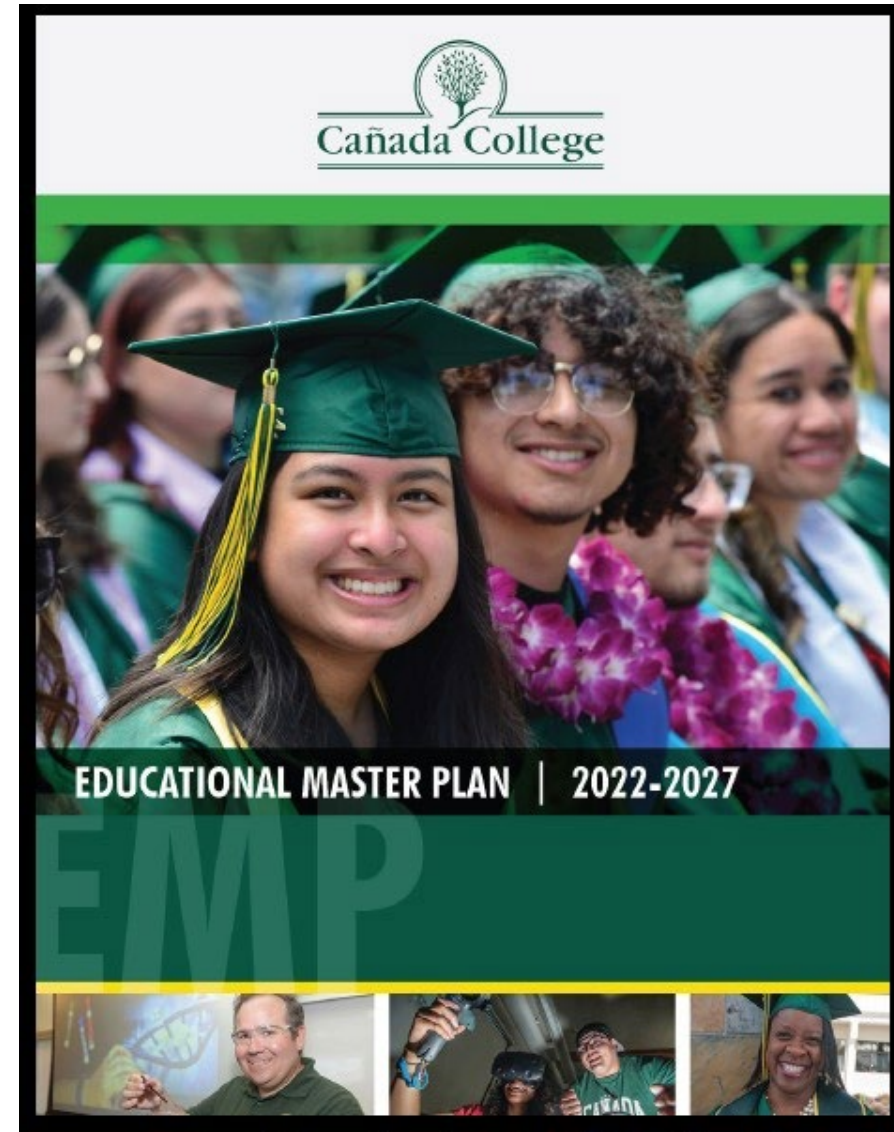
- Integrated Planning and Budgeting Cycle
- Program Review, Priority Setting and Resource Allocation
- Measuring and Monitoring our Effectiveness

Cañada College Strategic Planning Calendar		2022-23	2023-24	2024-25	2025-26	2026-27	2027-2028
Educational Master Plan 2022-27		Year 1	Year 2	Year 3	Year 4	Year 5	EMP Planning Year
Committee Plans:							
Distance Education Plan				Year 1	Year 2	Year 3	
Facilities Master Plan (District)	Year 1	Year 2	Year 3		Plan Amendment (2025-30) →		
Professional Development Plan				Year 1	Year 2	Year 3	
Strategic Enrollment Management Plan			Year 1	Year 2	Year 3	Year 4 (extension)	Year 5 (extension)
Student Equity & Achievement Plan	Year 1	Year 2	Year 3				
Technology Plan				Year 1	Year 2	Year 3	
Transfer Plan*					Year 1	Year 2	Year 3

Committee plans operationalize and help monitor the implementation of the goals and strategic initiatives established in the Education Master Plan by topic

*Plan developed and monitored by the Canada Transfer Advisory Board (not a committee)

We're now in
year THREE of
implementing
our FIVE YEAR
Education
Master Plan



Primary objective: To *maximize the probability* that each student is able to achieve their educational goal(s) at Cañada *within two years*.

Help achieve the College's goals for student success and equity.



Strategic Enrollment Management Plan

2020-23

Updated and Operationalized for 2023-25

Date Update Submitted to PBC:

May 17, 2023

Date Update Approved by PBC:

May 17, 2023

Responsible Committee:

Cabinet subcommittee

Cañada Collaborates website

canadacollege.edu/prie

Helps operationalize our new EMP:

- Who is responsible for what?

Overview
Accreditation
Cañada Collaborates
College Metrics
College Planning
Contact Us
Data Dashboards & Packets
Educational Master Plan
Enrollment Management
Institutional Review Board (IRB)
Learning Outcomes & Assessment
Making a Research Request
Participatory Governance
Planning & Budgeting Council

Cañada Collaborates

This website is organized to help Cañada College students, faculty, staff and administrators collaborate effectively as they implement our Educational Master Plan and achieve our [College Mission](#).

What are our strategic initiatives for 2025-26 and beyond?

Leadership Retreat

As part of the College's [annual planning and budgeting cycle](#), student, faculty, and classified staff leaders and administrators at Cañada College gather for a [Leadership Retreat](#) just prior to the start of the academic year. These leaders review the progress made on implementing the College's [Educational Master Plan \(EMP\)](#) and discuss and choose priorities from the EMP (and Strategic Enrollment Management Plan) on which to focus during the coming academic year.

Working on our strategic priorities in 2025-26

During the 2025-26 academic year, College leaders will organize collaboration to continue working on 5 EMP initiatives that were identified during this year's Leadership Retreat. These are laid out in the [Annual Plan for EMP Implementation in 2025-26](#) adopted by the Planning & Budgeting Council. Each of these work groups is open to all faculty, staff, and students. For more information or to get involved, please contact the leads below:

Annual EMP Priority Project for 2025-26	Project Lead(s)	Project Reviewer
1.8 Ensure academic program viability	Gampi Shankar, Academic Senate President Chialin Hsieh, Vice President of Instruction	
1.15 Create and scale the First Year Experience Program	Ron Andrade, Director of Learning Center Mayra Arellano, Director of Promise Scholars Program and High School Transitions	

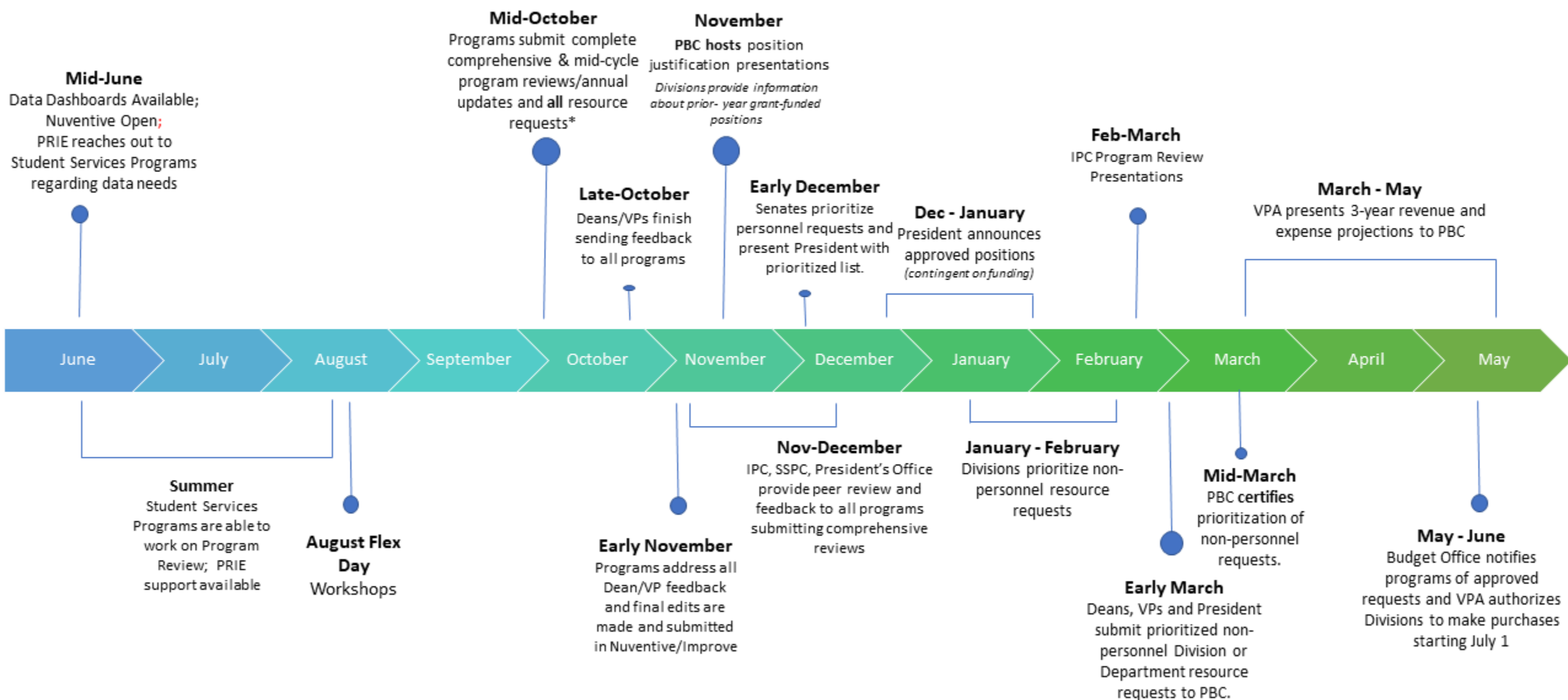
Program Review, Priority Setting and Resource Allocation

Program Review

PURPOSE: Program review is the process through which constituencies on a campus take stock of their successes and shortcomings and seek to identify ways in which they can meet their goals more effectively.

- A candid self-evaluation supported by evidence
- Guides internal decision making
- Provides external accountability (accreditation)
- Connects program review with the college mission, planning, and budgeting
- Faculty and Student Service Programs describes and documents what they do and why they do it
- Instructional Program Review is faculty led: at Cañada the Academic Senate delegates process of peer review of program reviews to IPC
- SSPC facilitates the peer review of student services program reviews
- The President's Office facilitates the peer review of administrative program reviews

Cañada College: Program Review Timeline



Revised by PBC on April 5, 2023

*Resource requests include an Annual Update in non-comprehensive program review years.

Program
Review
website:
<https://canadacollege.edu/programreview/timeline.php>

Program Review

Overview
Our Program Review Process
Final Deadline Extension & Deferral Process
Program Review PBC Sub-Committee
Timeline
Templates & Forms
Exemplary Responses
Administrative Programs
Instructional Programs
Student Services Programs
Personnel Request Process

Program Review at Cañada College

Important Dates for the 2025-2026 Program Review Cycle

- **Before October 17, 2025:** Submit your completed Comprehensive Program Review or Annual Update, Goals and Resource Requests in Nuventive.
- **Before October 31, 2025:** Deans and VPs provide feedback on submitted program reviews.
- **Before November 7, 2025:** Review your supervisor's feedback and incorporate it into a final submittal of your Comprehensive Program Review or Annual Plan in Nuventive.

If you need a deferral, please visit the [Final Deadline Extension & Deferral Process page](#).

2025-2026 Program Review Schedule

Below is a timeline of important dates and activities for the Program Review process.

Date	Activity
June 13	Nuventive/Improve and Data Dashboards open; PRIE available to provide custom data. PRIE data dashboards are updated.
August Flex Day	Program Review training open to all
September & October Division/Department Meetings	Divisions or departments discuss program reviews at monthly meetings.
October 17	All Comprehensive Program Reviews, Annual Updates, Goals and Resource Requests DUE in Nuventive
October 31	Supervisors (Deans and VPs) complete their feedback on submitted program



PROGRAM REVIEW > STEP 1: Comprehensive Program Review Questions

Close

Save

Review Cycle: 2024 - 2025

JUMP TO SECTION

EXPAND ALL

COLLAPSE ALL

** denotes a required field.*

1. Mission

Share how your program contributes to the College or fits into the College's Mission. For example, what other academic programs and student/academic services does your program engage with? Examples of student/academic services include the Learning Center, Library, STEM Center, SparkPoint, Dream Center, etc. Another example, how does your program fit into any of the College's plans (such as Equity, Technology, Strategic Enrollment, etc.)? If your program has a mission statement, you may include it here. [Press ALT + 0 for accessibility help](#)



VIDEO GUIDE - Entering C



Improve - Answering Comprehensive Program Review Questions

Clicking on the links will take you to the help guides for each section of the program review questions.

[Clicking on the links will take you to the help guides for each section of the program review questions.](#)

[Clicking on the links will take you to the help guides for each section of the program review questions.](#)

[Clicking on the links will take you to the help guides for each section of the program review questions.](#)

HELP GUIDE - Entering C



PROGRAM REVIEW > STEP 1: Annual Update Questions

Close

Save

Review Cycle: 2024 - 2025

JUMP TO SECTION

EXPAND ALL

COLLAPSE ALL

* denotes a required field.

1. Describe any changes or updates that have occurred since you last submitted program review. If there haven't been any changes or updates since your last program review, enter N/A. [Press ALT + 0 for accessibility help](#)



VIDEO GUIDE - En



HELP GUIDE - En



CAN Discipline - Communication Studies



PROGRAM REVIEW > STEP 2: Resource Request (OPTIONAL)

Close

Save

Resource Request: Non-Personnel Item (2024 - 2025)

JUMP TO SECTION

EXPAND ALL

COLLAPSE ALL



Non-Personnel Item (2024 - 2025)

** denotes a required field.*

Requested Year



Program Requesting Resources

Item Requested



College and Student Quality, Health and Safety Services

[College and Student Quality, Health and Safety Services](#)
[College and Student Quality, Health and Safety Services](#)
[College and Student Quality, Health and Safety Services](#)
[College and Student Quality, Health and Safety Services](#)
[College and Student Quality, Health and Safety Services](#)

CAN - Links to College a



Resource Requests

CAN Discipline - Library

CAN - Resource Request

Planning & Budgeting Council

Overview

Personnel Request Process

Resource Prioritization
Process

Evaluation of Governance

Budget Development

Strategic Enrollment
Management

[https://canadacollege.edu/
planningbudgetingcouncil/
resource-prioritization-
process.php](https://canadacollege.edu/planningbudgetingcouncil/resource-prioritization-process.php)

Resource Prioritization Process

As part of its annual, [integrated planning and budgeting cycle](#), Cañada College uses [Program Review](#) of its instructional programs, student services and administrative services to identify needed resources and prioritize them. By linking these resource requests to an analysis of program/service effectiveness and alignment with the program, college and District goals, decision-makers can better prioritize the allocation of limited financial resources. Each year, resource requests are compiled from Comprehensive Program Reviews and Annual Updates and submitted to Division Deans. Divisions have primary responsibility for prioritizing resources. Prioritizations are sent to the Planning and Budgeting Council (PBC) which has primary responsibility for certifying that resource requests are prioritized according to the process outlined below.

Non-Personnel Resource Request Prioritization Process

Proposed to PBC by the Program Review Work Group & Approved by PBC in the Spring of 2021

Step One: Programs Rate Level of Priority Upon the Creation of Non-Personnel Resource Requests

As program review authors are entering their resource requests into Improve, they will use the 'Resource Priority Ranking' field to prioritize their program's non-personnel resource requests (High, Medium, or Low Priority). This initial prioritization happens at the program level and will be included on the resource request spreadsheet that will then be reviewed and prioritized by the Division.

Step Two: Divisions Ensure Requests Meet Minimum Criteria

College Divisions must make it possible for the College to accomplish its Mission and improve its institutional effectiveness and academic quality. The Program Review planning and resource prioritization process should address the short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Divisions must consider all of the information gathered in the resource request spreadsheet to further prioritize all of the Division's non-personnel resource requests. If Divisions use additional information to prioritize their non-personnel resource requests, they must reference the information and the manner in which it was collected. Important data to reference and document includes:

- The context for the resource requested (included in the comprehensive program review or annual update)
- Does the resource(s) requested support the program's goals?
- Do the program's goals support the achievement of the College's Mission?

Updated: Timeline for new position requests

<https://canadacollege.edu/pgm/staffing-new.php>

Overview
Mission, Vision, Values
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Documentation of Dialogue
New Position Request & Decision Timeline (non-temporary)
Vacancy Replacement Positions
Externally Funded and Other Temporary Positions
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Grant-development Decisions
Space Allocation
Evaluation of Governance
Other Decisions

New position request and decision timeline (for new, non-temporary funding only)

Approved Dec. 5, 2012; revised Dec. 16, 2015, revised May 17, 2017; revised and updated by PBC May 4, 2022.

The table below provides an overview of the timeline and process. Detailed timelines are posted each semester on the PBC website.

Process/Steps	Deadline Dates
STEP 1. Submit Proposal Authors submit written proposals to dean/supervising administrator who forwards to VPI/VPSS. Proposals will posted on PBC website. New Position Proposals are located on the Program Review and PBC websites.	Late-October
STEP 2. Submit Presentations Authors submit PowerPoint slides to PBC Co-Chairs and Office of the President; presentations are posted on PBC website.	Early November
STEP 3. Presentation & Discussion All-governance group meeting hosted by PBC: presentations and group discussion of strengths and weaknesses for the position proposals. All members of the college community are invited to participate in the discussion.	Mid November
STEP 4. Senate Analysis of Faculty Positions Academic Senate reviews faculty positions proposals, prioritizes them and forwards their recommendations to PBC (information) and to the College President. Classified Senate reviews classified staff position proposals, prioritizes them and forwards their recommendations to PBC (information) and to the College President.	Early December
STEP 5. College President Decision College President announces decision on new positions after consultation with Cabinet. Announcement is college-wide.	December - January
STEP 6. Screening Process Begins Academic Senate and CSEA appoint members to screening committees.	Late January
STEP 7. President Approves Additional Positions	Until commencement of next

PBC Role in Resource Prioritization

As part of the Program Review resource request process:

For New Personnel Requests:

- Host an all-governance group meeting where programs can make presentations about new positions needed. Host a college-wide discussion of strengths and weaknesses for the position proposals. All members of the college community are invited to participate in the discussion.

For Non-personnel Requests:

- After Divisions complete the process of prioritizing resource requests, PBC must certify that the prioritization process has been followed. PBC will collect a brief summary of the process used by each Division from a Dean and a Program Review Author (representative) from each Division. The summary includes answers to the following questions:
 - Do all prioritized resource requests align with and support the College's Mission, Vision and Values?
 - If No, please explain.
 - Please provide a brief summary of how your Division went about the resource request prioritization process during this cycle. Include any rubrics, tools, or other information you considered during your process.
- Once PBC certifies the process, forward the non-personnel requests in priority order to the President.

Integrated Planning & Budgeting

Cañada College Annual Integrated Planning & Budgeting Calender				Key:	Budget		Staffing		Planning		Resources		Evaluation	
	Activity	Responsible Party	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
Budget	Develop budget parameters based on program review	Admin & Faculty								X				
	Draft budget based on Division priorities, staffing approvals	VPAS									X			
	Submit tentative budget to District	VPAS										X		
	Finalize position control	VPAS											X	
	Finalize budget and submit District	VPAS	X											
	Approve budget (Budget of Trustees)	President, VPAS		X										
Staffing	Submit proposals for faculty reassigned time	Faculty			X									
	Review faculty proposals for faculty reassigned time	IPC				X								
	Review, consult, and make decisions on faculty reassigned time	VPI					X	X						
	Confirm timeline and process for program review cycle	PBC										X		
	New position process (part of program review resource request process)	Divisions			X	X								
	Announcement of approved new positions	President					X	X						
College and Program Planning	Set annual priorities	Leadership Retreat	X											
	Approve annual priorities (annual plan for EMP implementation)	PBC		X										
	EMP priority work groups established and begin work	President		X	X									
	Prepare and present progress reports to PBC	Committees/EMP leads								X	X	X		
	Approve progress reports and any new 3-year plans from Committees	PBC								X	X	X		
	Update data dashboards and packets for program review	PRIE											X	X
	Post SLO and PLO assessment reports	VPI	X											X
	Conduct program review and update program plans	Programs/Deans/VPs	X	X	X	X								
Resource Requests	Peer evaluation of comprehensive program reviews	IPC/SSPC				X	X							
	Complete program review or annual updates to request resources	Programs				X								
	PBC hosts personnel request presentations. Senates prioritize requests.	PBC/Senates				X	X							
	Prioritize non-personnel resource requests	Divisions							X	X				
	Certify prioritization of resource requests	PBC								X				
	VPAS presents mid-year budget update and forecast for next year	VPAS								X				
Evaluation	Announce results of resource request process	VPAS										X		
	Conduct ILO assessment	PRIE										X	X	
	Consider results of ILO assessment and plan accordingly	PBC		X	X									
	Establish governance evaluation instrument	PBC/PRIE								X				
	Evaluate governance process	PRIE									X	X		
	Consider resluts of governance evaluation and determine actions	PBC		X	X									
	Present updated college metrics (Institution Set Standards)	PRIE/PBC			X	X								

Measuring our effectiveness

College Metrics

College Metrics

<https://canadacollege.edu/prie/institutionsetstandards.php>

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Learning Outcomes & Assessment
Making a Research Request
Participatory Governance
Planning & Budgeting Council

Cañada College Metrics

Cañada College Institution-Set Standards

Cañada College strives continually to meet and surpass all of the standards set by the Accrediting Commission for Community and Junior College (ACCJC) and the Western Association of Schools and Colleges (WASC). [ACCJC Standard I.B.3](#), reads, "the institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving the standards in the pursuit of continuous improvement, and publishes this information." Each year, to meet this Standard, Cañada College reports on how well it measured up against its set standards and it sets new goals for the future. These reports can be found here and are discussed periodically at the College's Planning and Budgeting Council (PBC), College Cabinet, and Academic Senate meetings.

[Cañada College Institution-Set Standards and Goals 2023-2024](#)

[+ Archived Institution Set Standards](#)

College Fact Sheets

[Cañada College Fast Facts 2023-2024](#)

[Cañada College Fast Facts 2023-2024 \(Spanish\)](#)

California Community College Chancellor's Office (CCCCO)

As part of its effort to continuously develop and implement equitable placement processes, Cañada College is monitoring the impact of changes it has made to the process of placing incoming students in transfer-level math and English courses. As required by [California AB 1805](#), the College's disaggregated placement data is available here:

Data Dashboards: <https://canadacollege.edu/prie/data-dashboards.php>

Office of Planning, Research, and Institutional Effectiveness (PRIE)

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Cañada College Program Review Data Dashboards



Student Enrollment

(Use to answer question 7A in Program Review)

Details



Course Outcomes

(Use to answer questions 7A, 7B, 8A and 8C in Program Review)

Details



Equity Dashboard

(Use to answer question 8B in Program Review)

Details

Important Information

- [Participatory Governance Manual](#)
- [Compendium of Committees](#)
- [PBC Website](#)
- [PRIE Website](#)
- PBC Co-Chairs: [Gampi Shankar](#) and [Maria Huning](#)
- [PBC Bylaws](#)
- PBC Agenda Planning Team Members: PBC Co-Chairs plus [President Lopez](#), [VPAS Prisecar](#), and [Dean of PRIE, Engel](#)

Questions & Answers