



Orientation to Participatory Governance at Cañada College

For Planning and Budgeting Council (PBC)
and other participatory governance committee members, prospective
members, and college-wide committee co-chairs and members

by

PBC Co-Chairs: DAVID ECK, Academic Senate President, and ROSLIND YOUNG, Classified Senate President
Dean of Planning, Research, Innovation and Effectiveness (PRIE), Karen Engel

September 24, 2021

Welcome to our new Vice President



Ludmila Prisecar
Interim Vice President of Administrative Services

Mission

Cañada College provides our community with a learning-centered environment, ensuring that all students have equitable opportunities to achieve their transfer, career education, and lifelong learning educational goals. The College cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively, and understand and appreciate different points of view within a diverse community.

Vision

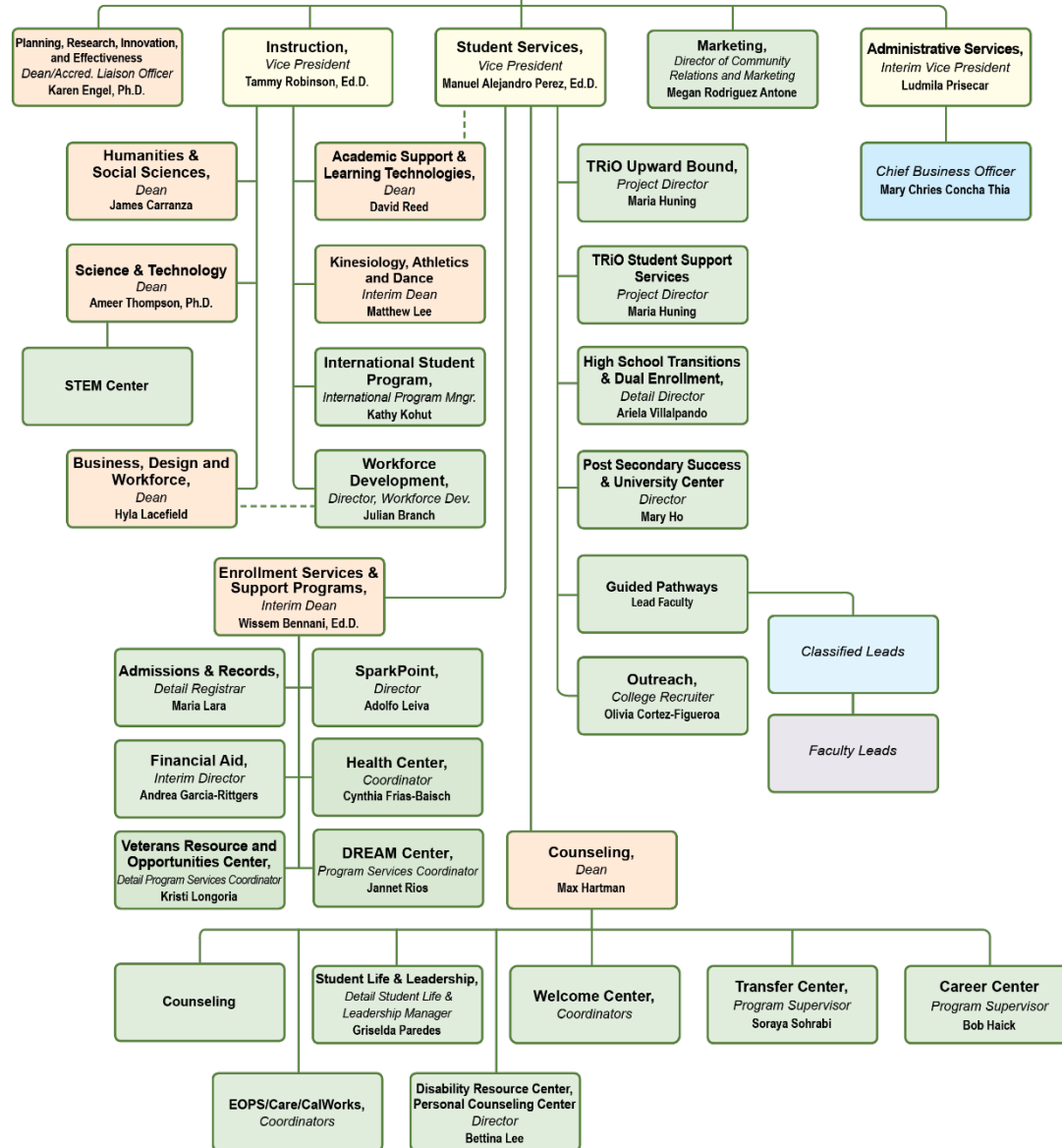
Cañada College is committed to being a preeminent institution of learning, renowned for its quality of academic life, its diverse culture and practice of personal support and development, extraordinary student success, and its dynamic, innovative programs that prepare students for the university, the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



Office of the President,
Interim President
Kim Lopez





What is participatory governance?

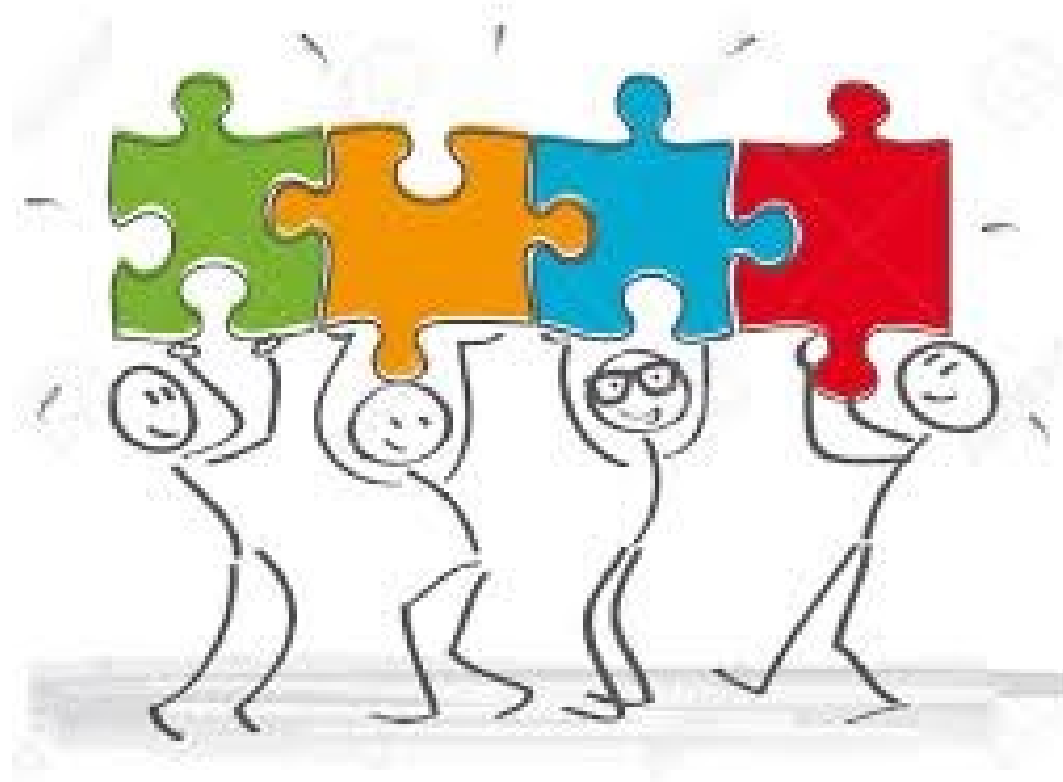


Students

Faculty

Staff

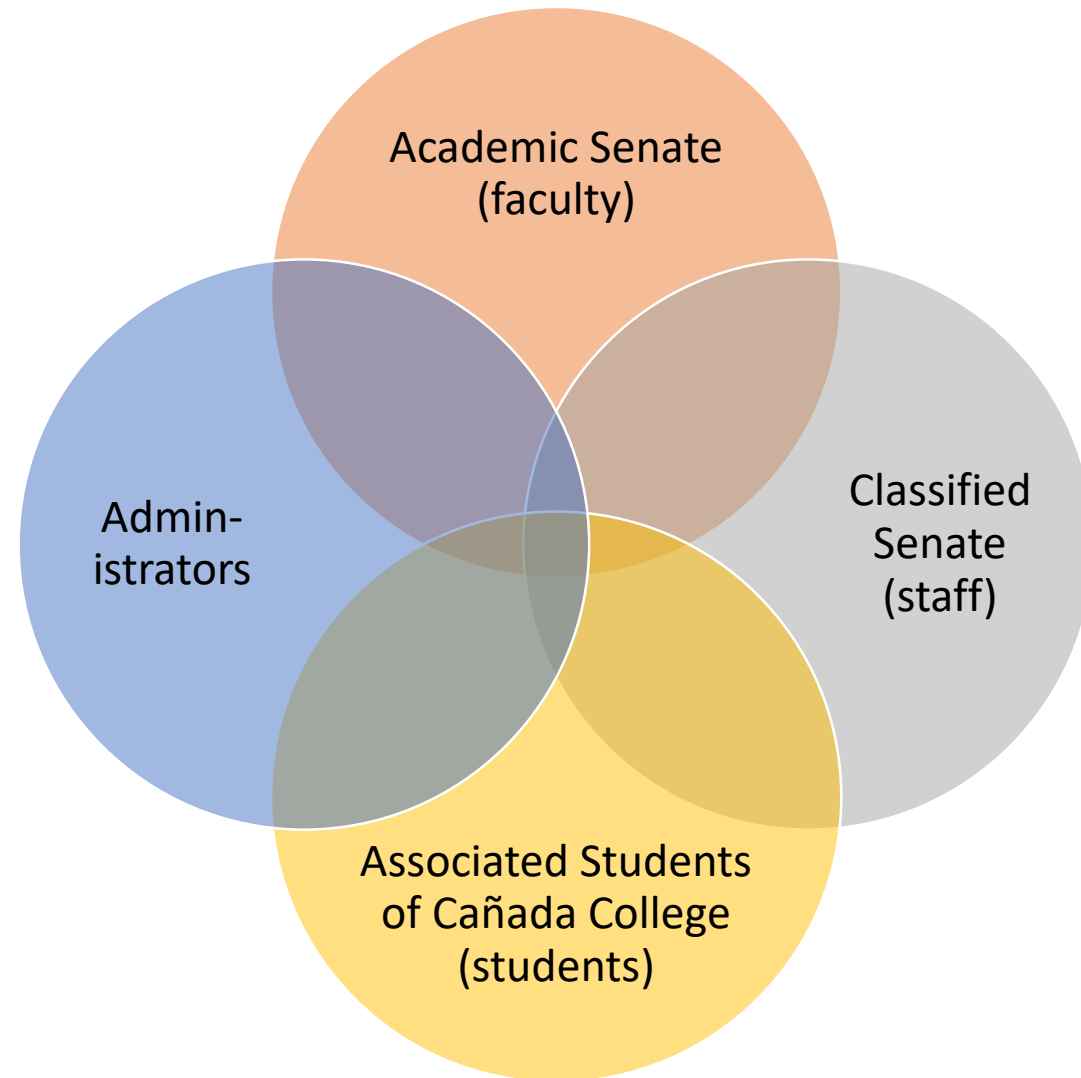
Administrators



Students Faculty Staff Administrators

Working Together for Student Success!

Constituency Groups at Cañada College



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.”

CCCT/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.

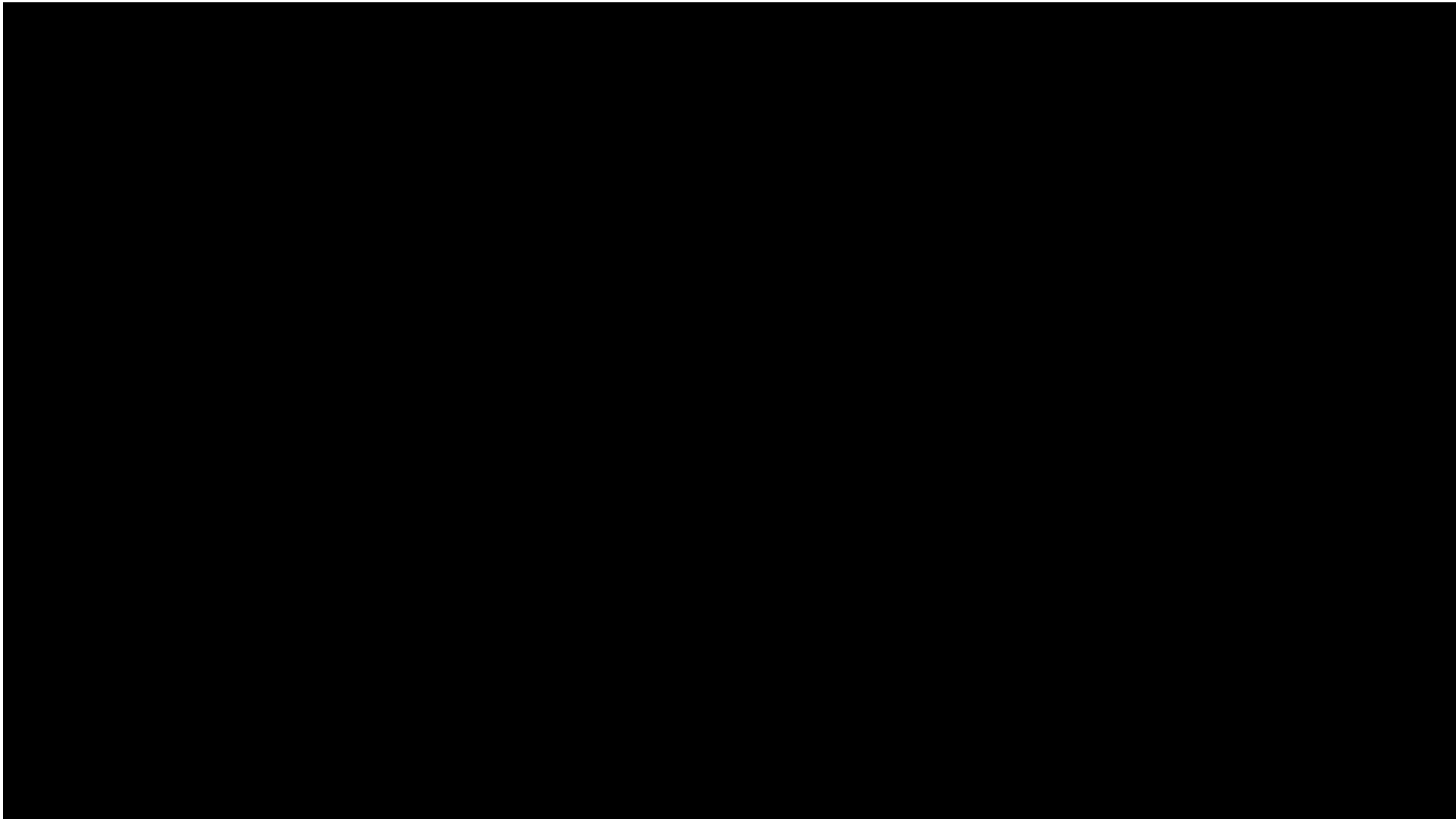
Education Code Sections 70901 and 70902

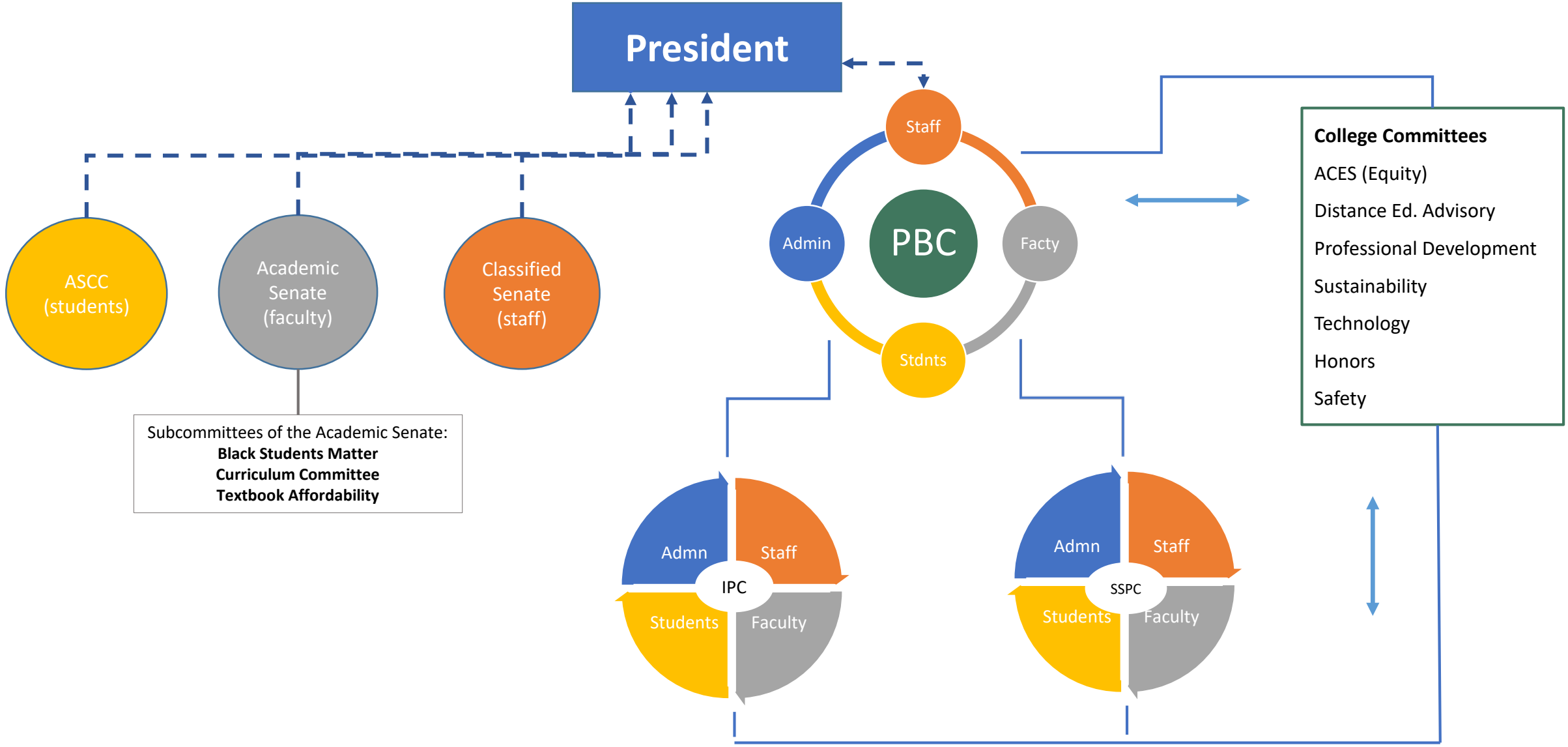
Part 2: Roles and Responsibilities

- **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**

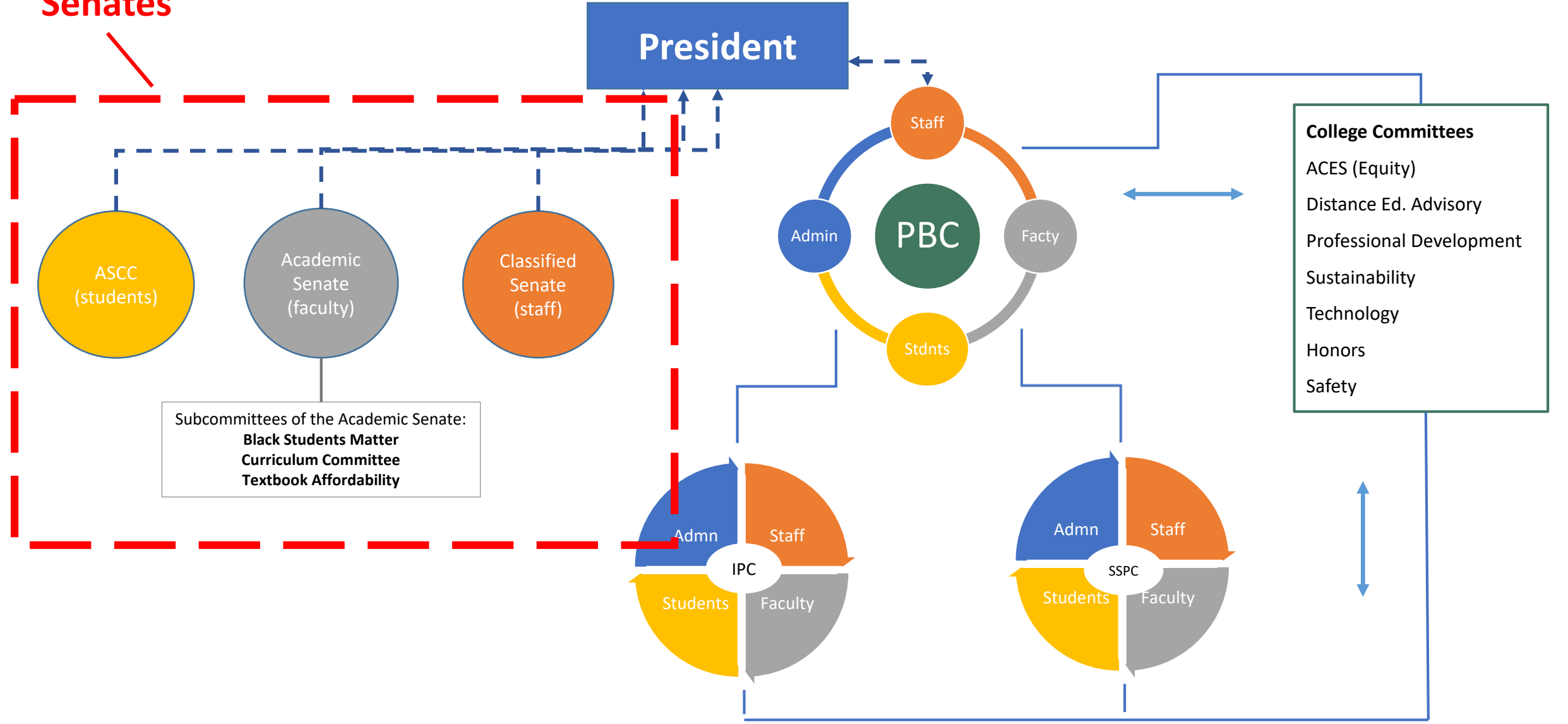
Participatory Governance Manual

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





Senates



Participatory Governance: Academic Senate

- **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 classified professionals at Cañada College.

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

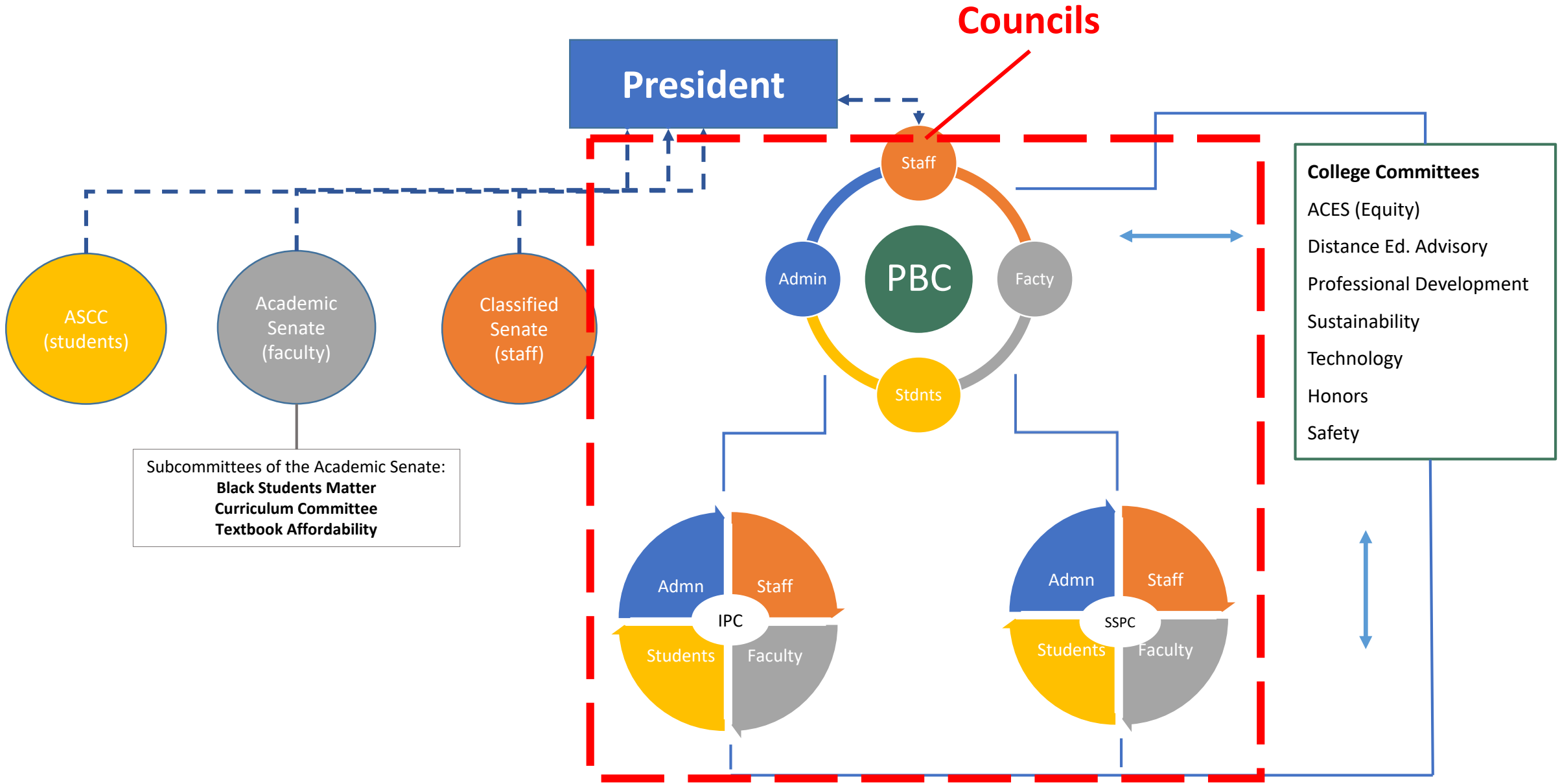
Classified Senate represents:

- 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

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

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.



PBC Responsibilities

The PBC reviews College and District policies and develops procedures to implement policy; provides accreditation oversight; establishes ad hoc work groups and subcommittees to address college planning needs and priorities.

PBC Responsibilities

PBC advises and makes recommendations to the President on matters pertaining to:

- prioritizing expenditures to advance the College goals
- planning
- governance issues
- serve as the Accreditation Oversight Committee
- 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:

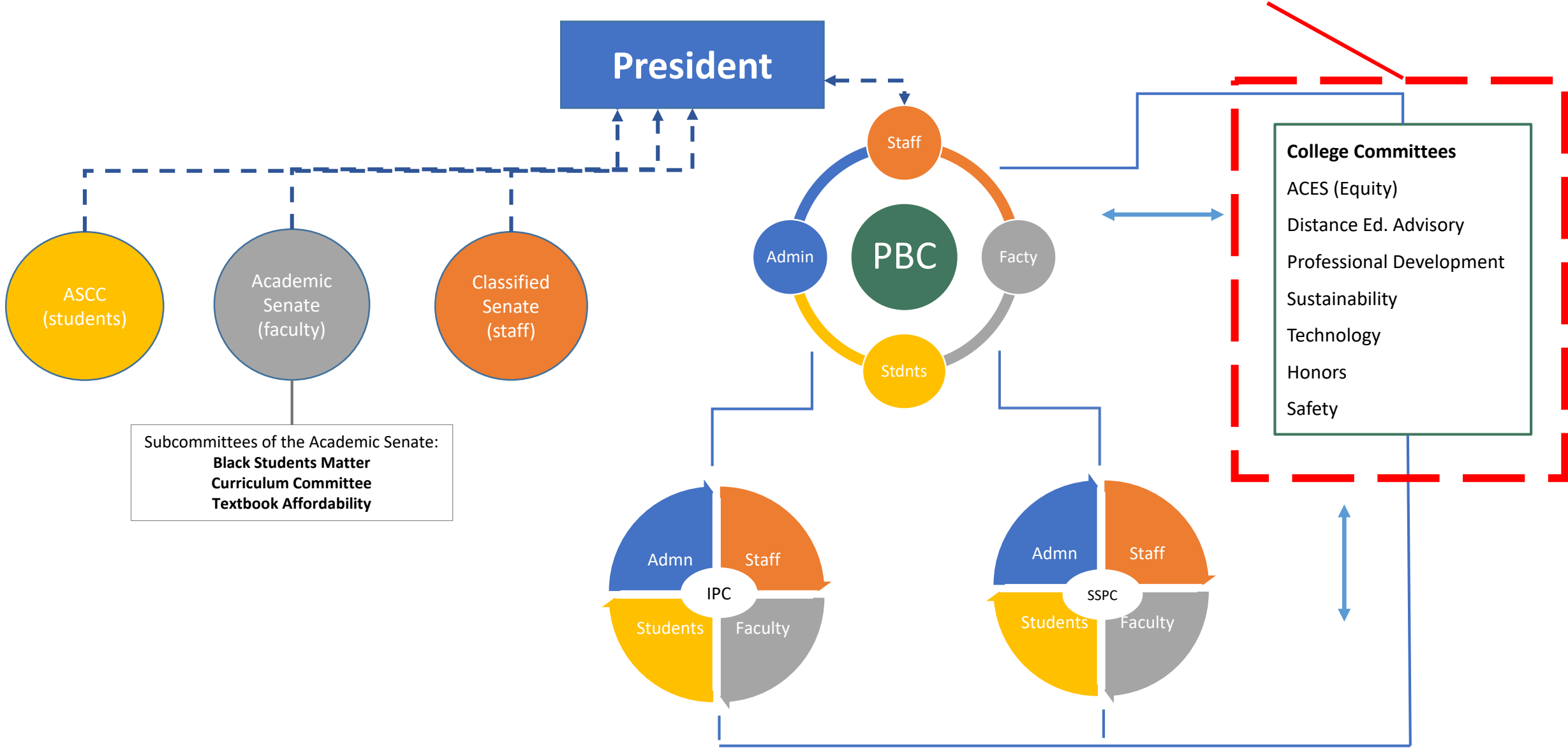
The Instructional Planning Council (IPC) is advisory to the Planning & Budgeting Council on a range of issues related to instruction:

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. Annually review how the campus is meeting Standard IIA and IIB.
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.




Roles & responsibilities of all College Committee members in 2021-22

- 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)


COMMITTEE bylaws and plan templates – New in 2020

1



Council and College Committee
Bylaws Template

Date Submitted to PBC:
Approved by PBC:



College Committee
3-Year Plan

|

Insert Committee Title

Date Submitted to PBC:
Approved by PBC:

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

Part 3: College Planning Cycle

Education Master Plan: 2017-2022

Year 1
2017-18

Year 2
2018-19

Year 3
2019-20

Year 4
2020-21

Year 5
2021-22

Strategic Enrollment Management Plan: 2020-23

Year 1
2020-21

Year 2
2021-22

Year 3
2022-23

College Committee Planning: 2020-2023
Align 3-year planning as appropriate per committee

Annual Strategic Plan
(operational)

Annual Strategic Plan
(operational)

Annual Strategic Plan
(operational)

Leadership Retreat helps align plans and set priorities:
what do we do this year?



Cañada's Education Master Plan Goals:



Student Completion/Success

To provide educational and student services programs that help students meet their unique academic goals; minimize logistical and financial barriers to success; and highlight inclusivity, diversity and equity.

Community Connections

To build and strengthen collaborative relationships and partnerships that support the needs of, reflect and enrich our diverse and vibrant local community.

Organizational Development

To invest institutional resources on the structures, processes and practices that focus on a diverse student and staff population, promote excellence, equity, inclusion and transformative learning.

Process to
update this
happening
now!

Purpose: To help the College sustain and grow enrollment, particularly of Full-Time Equivalent Students, while supporting the College's goals for student success and equity.

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



Strategic Enrollment Management Plan 2020-23

Date Submitted to PBC: March 18, 2020

Date Approved by PBC: April 29, 2020

Responsible Committee: PBC Strategic Enrollment Management Committee

Cañada Collaborates website

canadacollege.edu/prie

Annual Plan helps operationalize who will do what this year to achieve our college goals

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

Research Plan & Reports

Program Review

Research Archive

Resources

Student Right-to-Know Rates

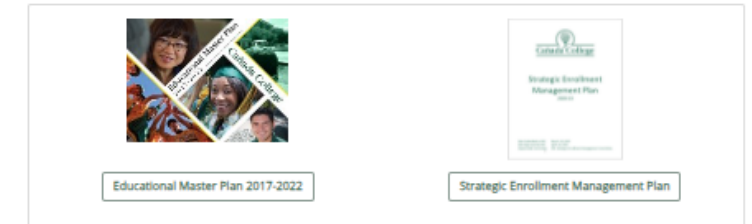
Survey Results

Cañada Collaborates

This website is organized to help Cañada College students, faculty, staff and administrators collaborate effectively as they strive to achieve our College Mission and ensure success for all of our students – particularly in a virtual environment during the Covid-19 pandemic.

What are our strategic initiatives for 2021-22 and beyond?

Each year, student, faculty, staff and administrator leaders at Cañada College identify the specific actions we will take during the coming academic year to operationalize the strategic initiatives laid out in our Educational Master Plan (EMP) and our Strategic Enrollment Management Plan (SEM). In 2021-22, the College is in 5 of our EMP and year 2 of our SEM. The College has launched a collaborative effort to update its 5-year Educational Master Plan by spring 2022.



Leadership Retreat

As part of the College's [annual planning cycle](#), campus leaders will convene for a 2-day Leadership Retreat on August 11 & 12, 2021 to refine strategic priorities for the coming academic year. Information from prior Leadership Retreats can be found [here](#).

Working on our Strategic Priorities in 2021-22

The draft annual strategic priorities discussed and refined by Leadership Retreat participants will be presented to the larger campus community on Flex Day (August 17, 2021) and then to the Planning and Budgeting Council during their first meeting on September 1, 2020, at which time the specific actions to be taken and the groups responsible for taking them will be identified.

Cañada College committees will be responsible for developing three-year plans which align planning objectives, strategies, and actions with the college's Educational Master Plan (EMP) 2017-2022 goals, Strategic Enrollment Plan (SEM) 2020-2023 strategic initiatives, and Integrated Guided Pathways college re-design efforts. These plans will also help achieve the annual strategic priorities identified by the August Leadership Retreat participants.

To familiarize yourself with college-wide planning and activities, please click and review below in [BLUE](#) EMP Strategic Initiatives and in [GREY](#) SEM and Integrated Guided Pathways strategies and actions. For further information, reach out to your committee representatives or the primary contact provided in the tabs or identified far below.

College Goal #1: Student Completion/Success

Develop Clear Pathways

Improve Student Completion

Implement Promise Scholars Program

Expand Cohort Bridge Programs

College Goal #2: Community Connections

K-12 & Adult School Partnerships

Connect Students with Internships and Mentorships

Create an Alumni Network

Build Relationships with Employers

Enhance Marketing

Hold on-campus events

Partner with 4-year Colleges and Universities

New in 2020-21: A college Research Plan

How do we know our strategic initiatives are effective?



College Research & Evaluation Plan 2020-22

Adopted by the Planning & Budgeting Council
as of November 18, 2020

Prepared by the
Office of Planning, Research and Institutional Effectiveness

- Identify strategies and actions to achieve mission effectively

- Implement actions

Plan

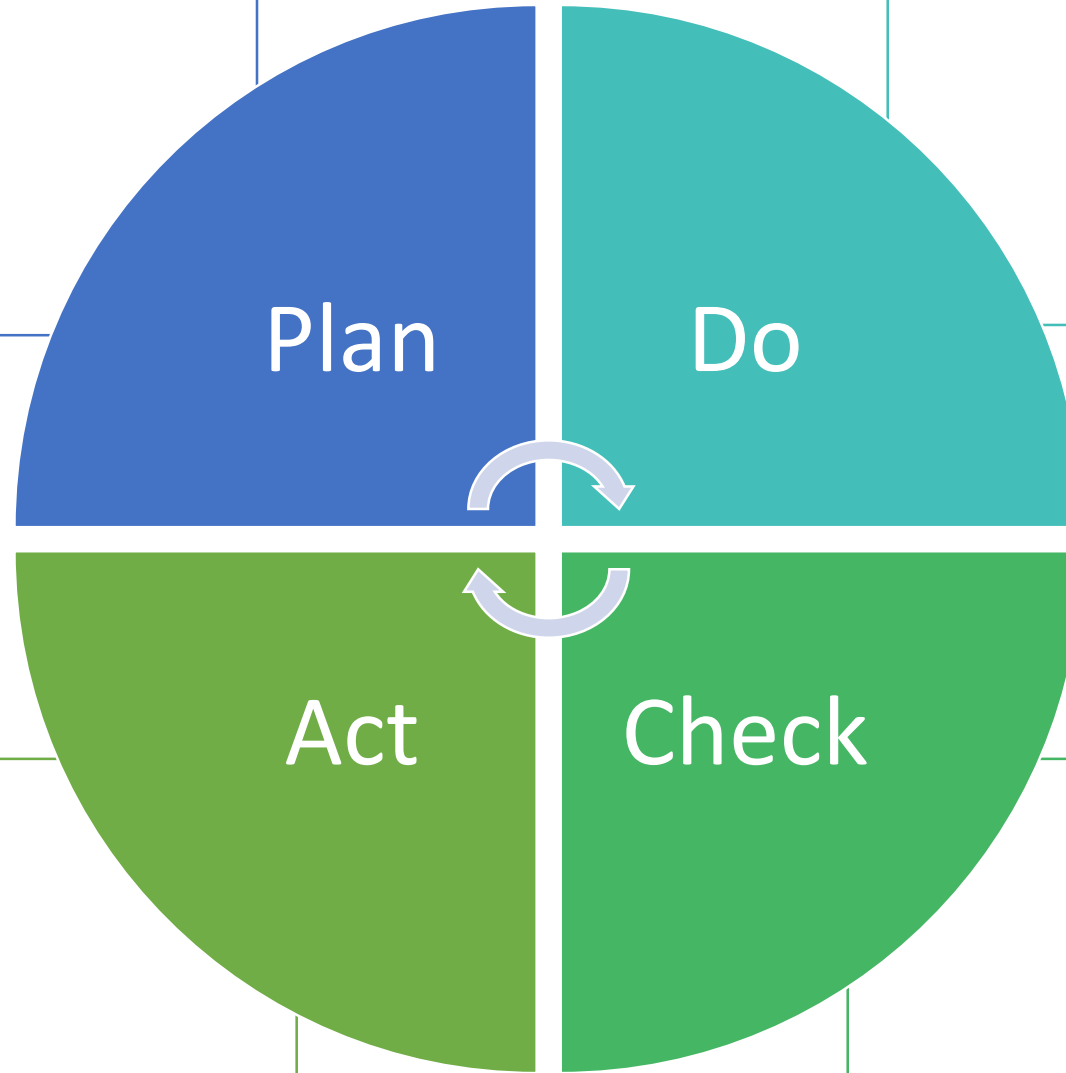
Do

Act

Check

- Adjust strategies based on this evaluation
- Scale effective practices
- Scaling back less effective practices/policies

- Measure the impact of those actions
- Evaluate their effectiveness



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

Planning & Budgeting Council

<https://canadacollege.edu/planningbudgetingcouncil/resource-prioritization-process.php>

Overview

Personnel Request Process

Resource Prioritization Process

Evaluation of Governance

Budget Development

Strategic Enrollment Management

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.

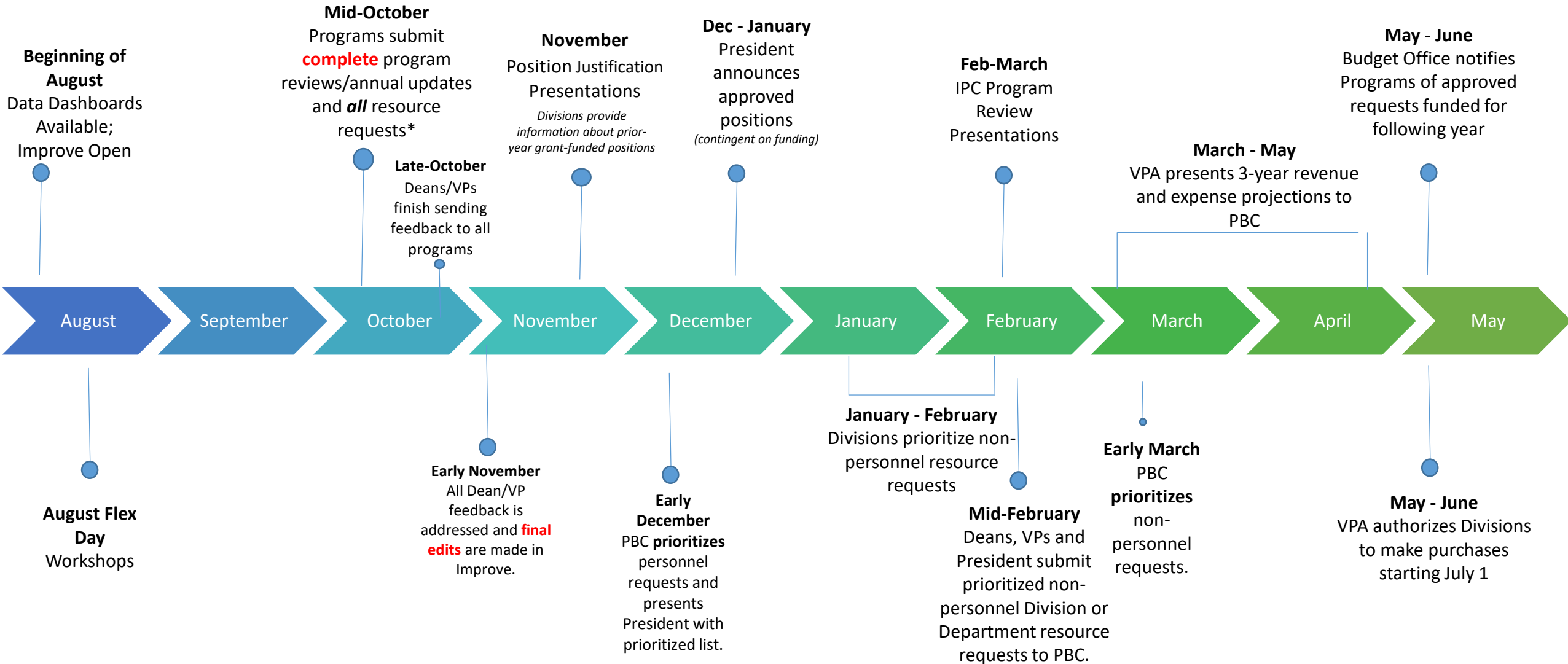
Divisions must consider all of the information gathered in the resource request spreadsheet to further prioritize all of the Division's non-personnel resource requests. If Divisions use additional information to prioritize their non-personnel resource requests, they must reference the information and 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?



New!

Program Review Timeline



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

Revised by Program Review Work Group, Spring 2021

PBC Role in Resource Allocation

As part of the Program Review resource request process:

- PBC Prioritize requests according to established criteria (including college ability to achieve mission and goals)
- Accept Academic Senate prioritization of faculty positions and Classified Senate prioritization of classified positions (if completed) and consider them in PBC's recommendation to the President

Integrated Planning & Budgeting

Measuring our effectiveness

College Scorecard

College Scorecard



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

Cañada Home / Office of Planning, Research, and Institutional Effectiveness (PRIE)

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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 them in pursuit of continuous improvement, and publishes this information." Each year, to meet this Standard, Cañada College reviews 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 2020-21](#)
- [Cañada College Institution-Set Standards and Goals 2019-20](#)
- [Cañada College Institution-Set Standards and Goals 2018-19](#)
- [Cañada College Institution-Set Standards and Goals 2017-2018](#)
- [Cañada College Institution-Set Standards and Goals 2016-2017](#)
- [Cañada College Benchmarks and Goals 2015-2016 \(combine with IEPI Indicators\)](#)
- [Cañada College Benchmarks and Goals 2014-2015](#)
- [Cañada College Benchmarks and Goals 2013-2014](#)
- [Cañada College Benchmarks and Goals 2012-2013](#)

College Fact Book

[Cañada College Fast Facts 2020-21](#)

[Cañada College Fast Facts 2019-20](#)

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:

[AB 705 Placement Results](#)

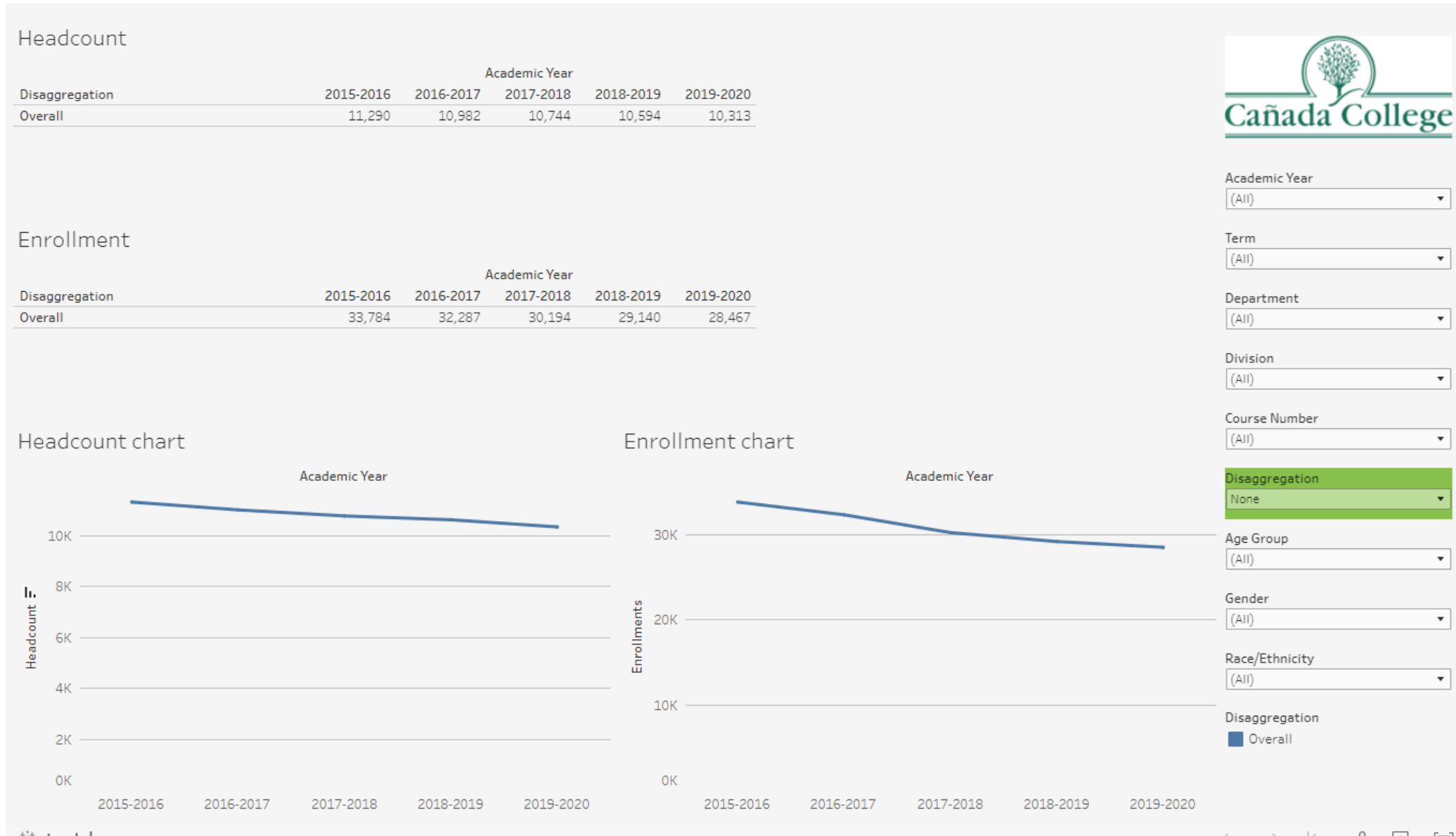
U.S Department of Education

[Cañada College federal scorecard](#)

National Center for Education Statistics (NCES)

[National Center for Education Statistics: Cañada College data](#)

Data Dashboards: canadacollege.edu/prie



Important Information

- [Participatory Governance Manual](#)
- [Compendium of Committees](#)
- [PBC Website](#)
- [PRIE Website](#)
- PBC Co-Chairs: [David Eck](#) and [Roslind Young](#)
- [PBC Bylaws](#)
- PBC Agenda Planning Team Members: PBC Co-Chairs plus [Interim President Lopez](#), [Interim VPAS Prisecar](#), and [Dean of PRIE, Engel](#)

Questions & Answers