

Participatory Governance Survey Results - Spring 2026

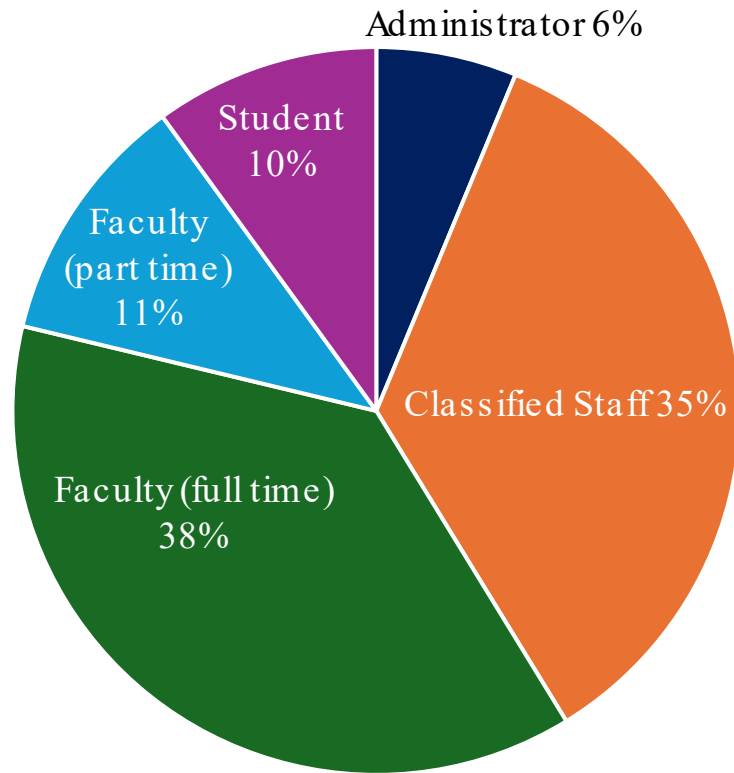
October 21, 2026

Prepared by the Office of Planning, Research & Institutional
Effectiveness (PRIE)

For the Planning & Budgeting Council

Spring 2026 Respondents by Constituency (n=80)

Percentage of Respondents by Constituency Group in Spring 2026



completed surveys on par relative to other years

2026 = 80

2025 = 72

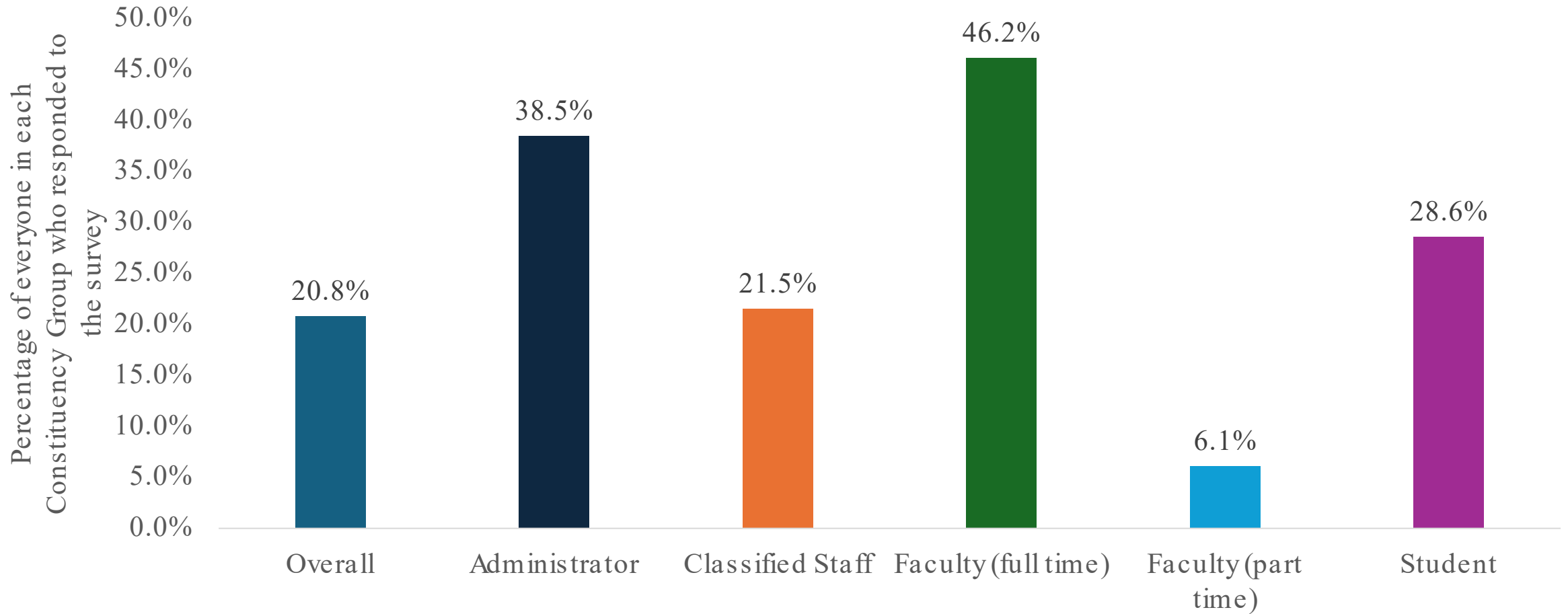
2024 = 201*

2023 = 96

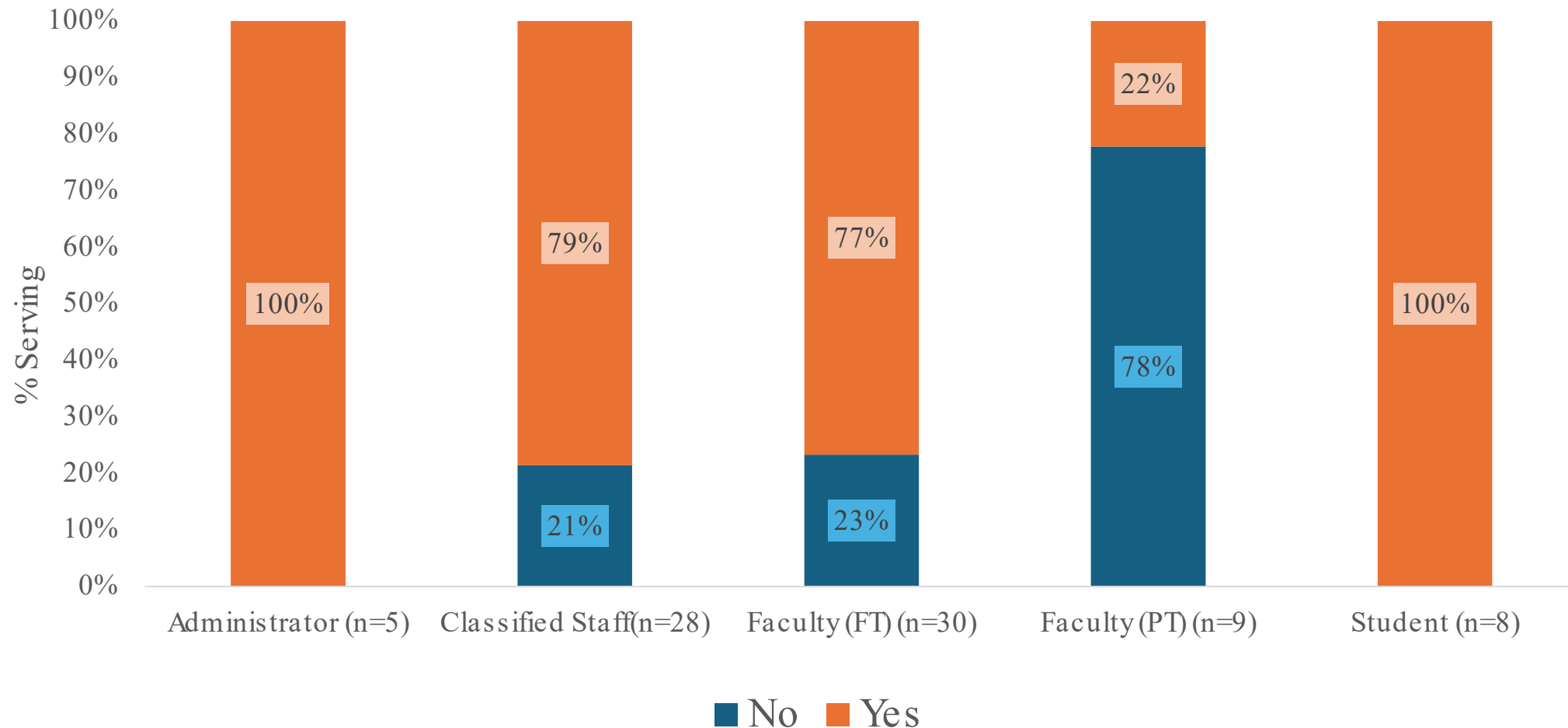
2022 = 88

*All enrolled students were sent the survey link this year and prizes were given out in 2024. In other years, the survey was sent only to students serving on ASCC and participatory governance councils and committees.

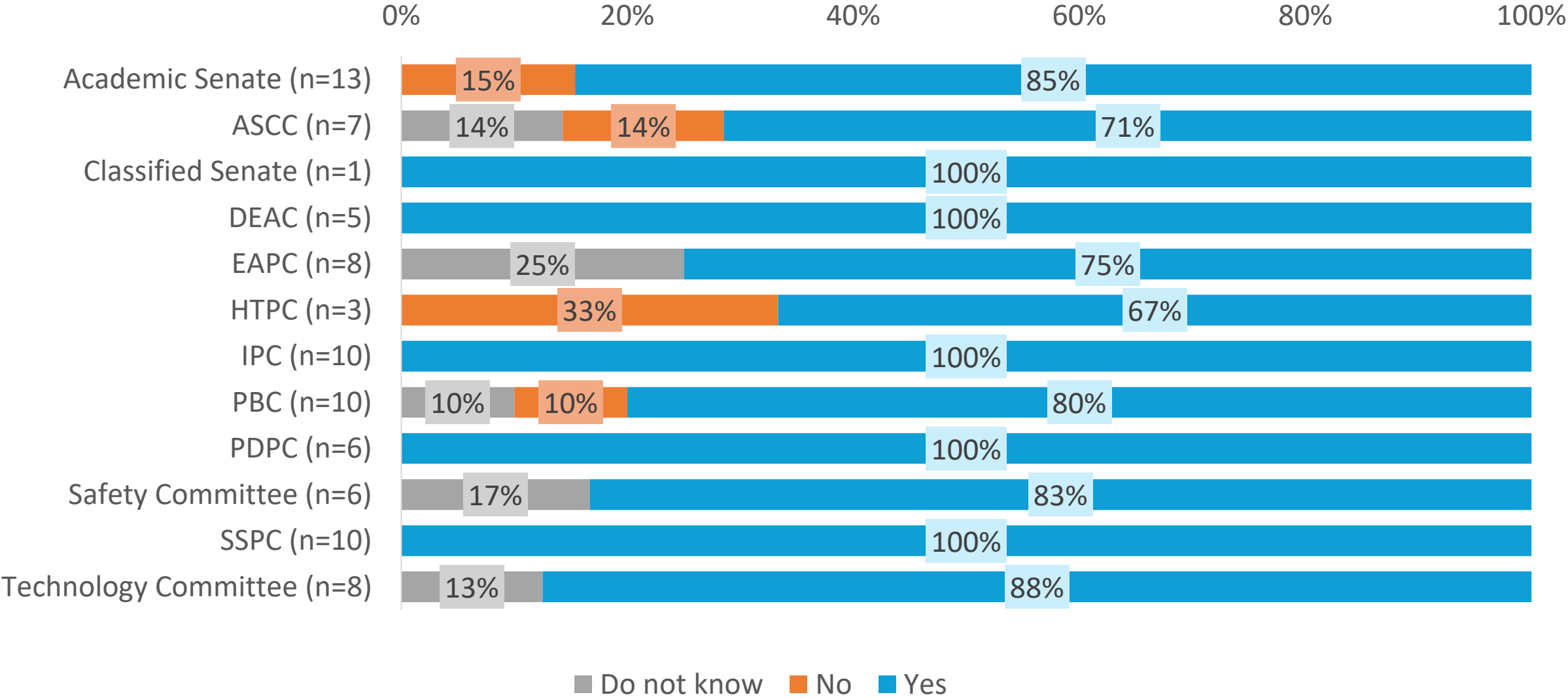
Survey Response Rates by Constituency Group



Did you serve on a college Participatory Governance Council, Senate, or Committee during the 2025-26 year?



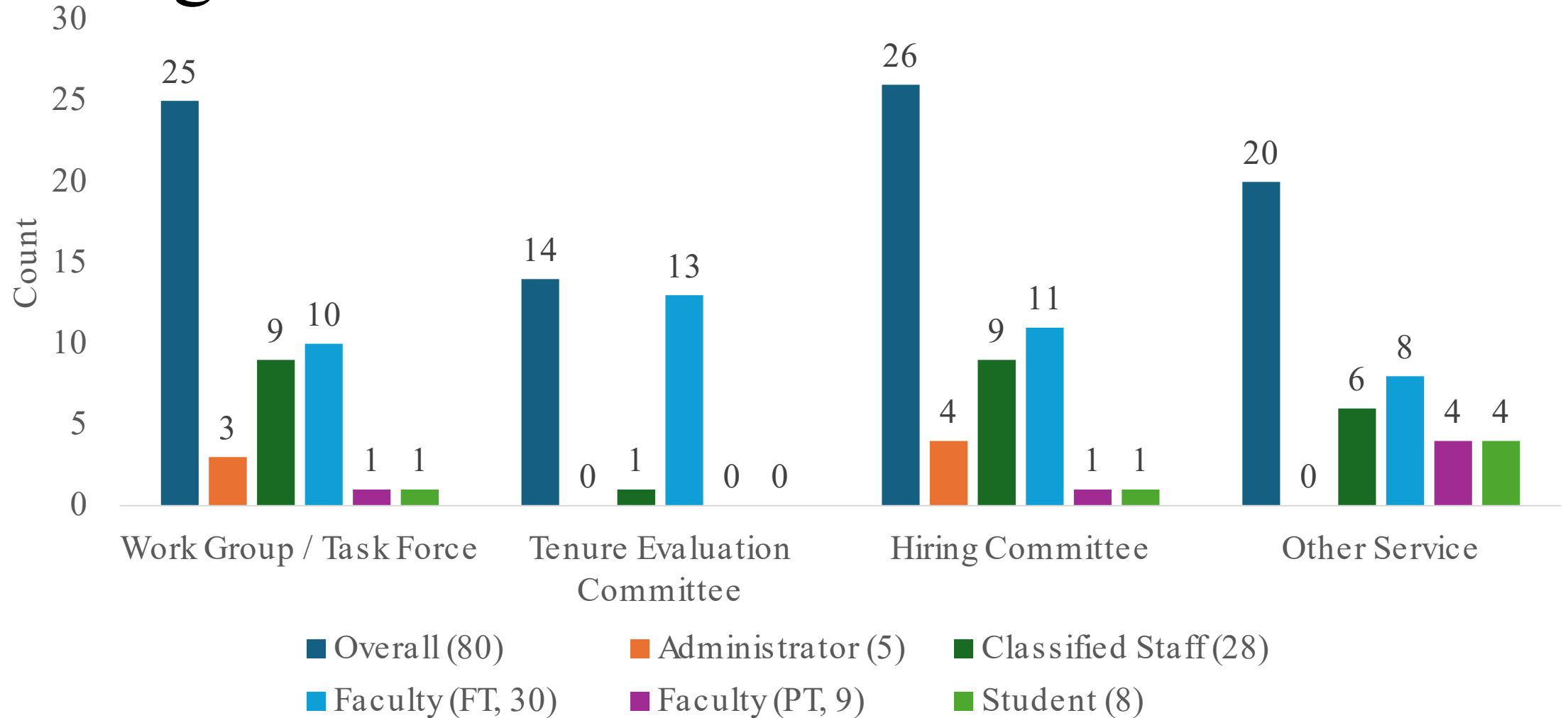
Rating of Committees/Councils fulfilling their roles and responsibilities



Feedback by those indicating “no”

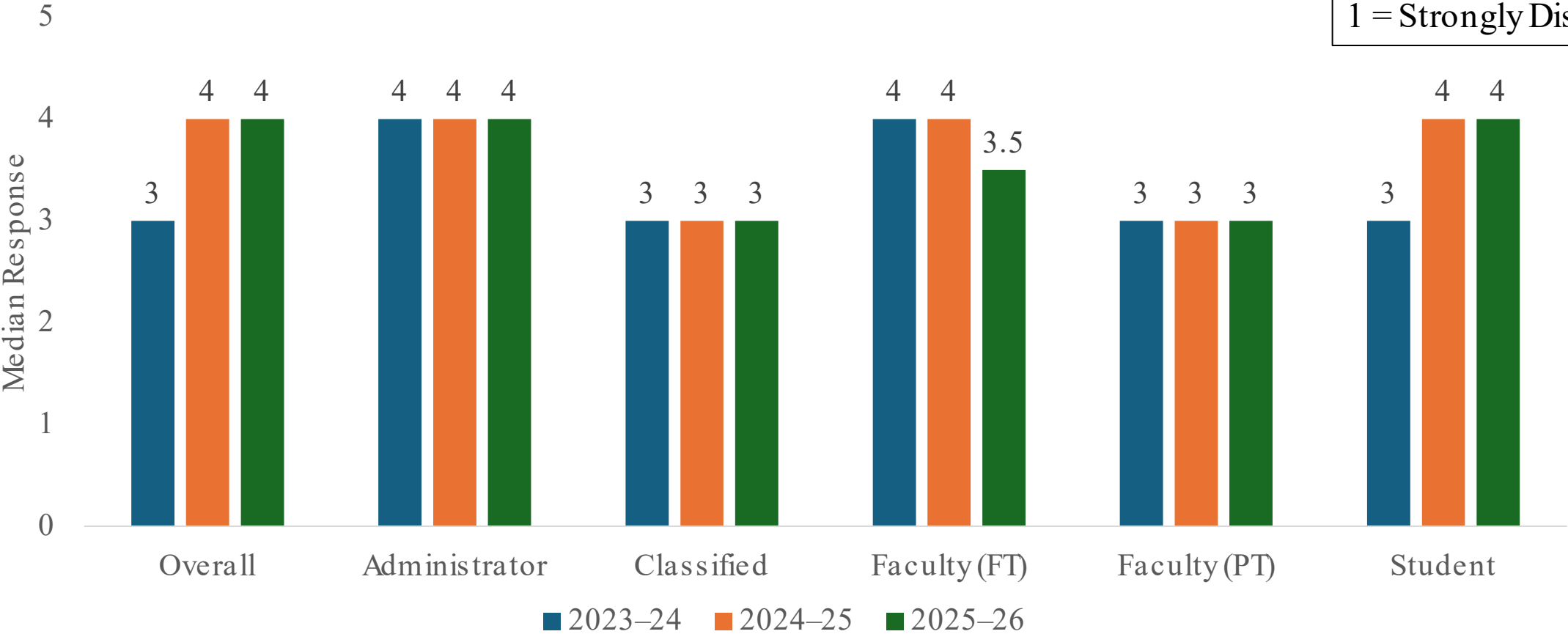
- ASCC respondent: Student voices are not being heard or taken seriously. Suggested training students before their first meeting so they understand what is happening and what they need to do.
- Academic Senate respondent #1: Part-time Faculty said administration changed faculty release time after it had already been approved.
- Academic Senate respondent #2: The Academic Senate is off track and does not stay focused on its 10+1 responsibilities.
- HTPC respondent: Administrators make decisions without enough reason, thought, or consultation. Suggested that they listen, discuss, adapt, and follow college standards.
- PBC respondent: The president, vice presidents, and business office sometimes make and implement decisions before bringing them to a committee, so it is too late for the committee to make changes. Suggested better real-time communication and transparency.

Please specify other ways you served Cañada College in 2025-26

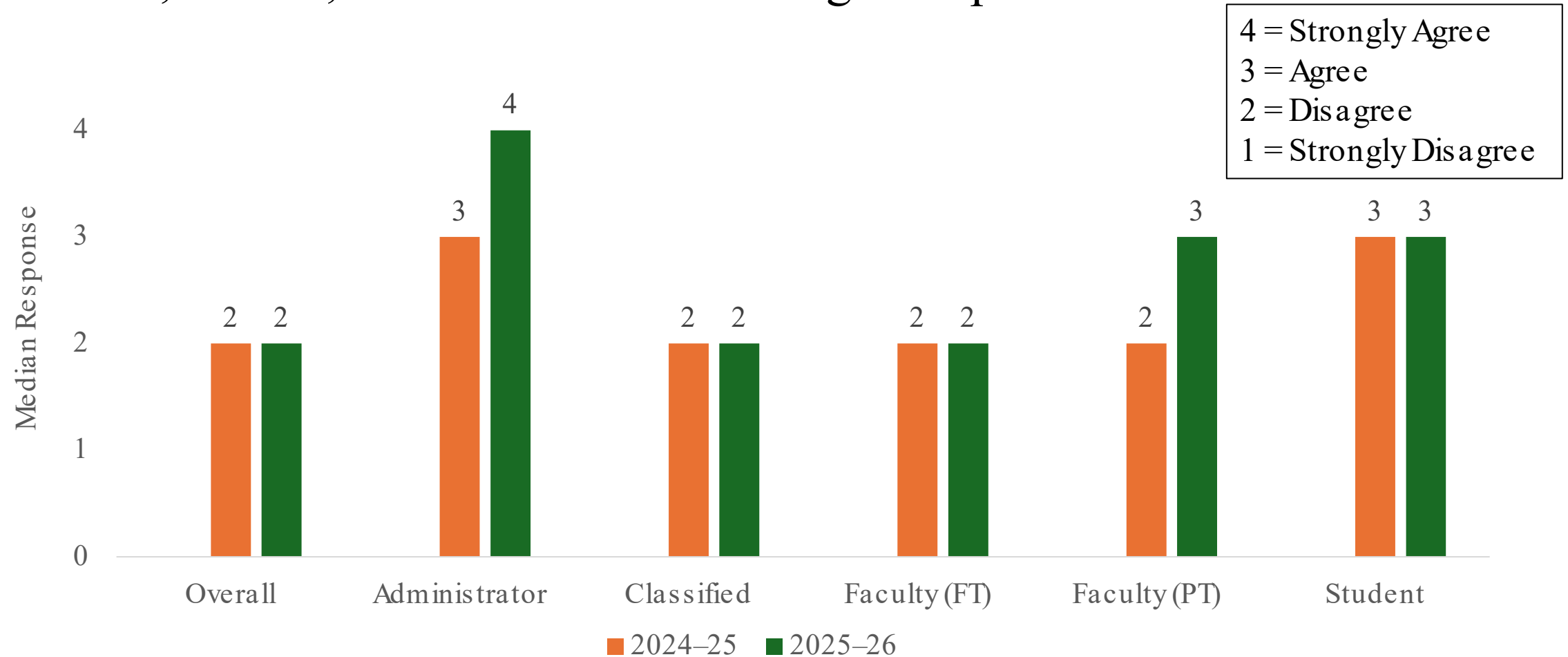


I am aware that all members of the campus community (faculty, students, classified staff, and administrators) are encouraged to participate in college participatory governance Council, Senate and Committee meetings and processes.

4 = Strongly Agree
3 = Agree
2 = Disagree
1 = Strongly Disagree

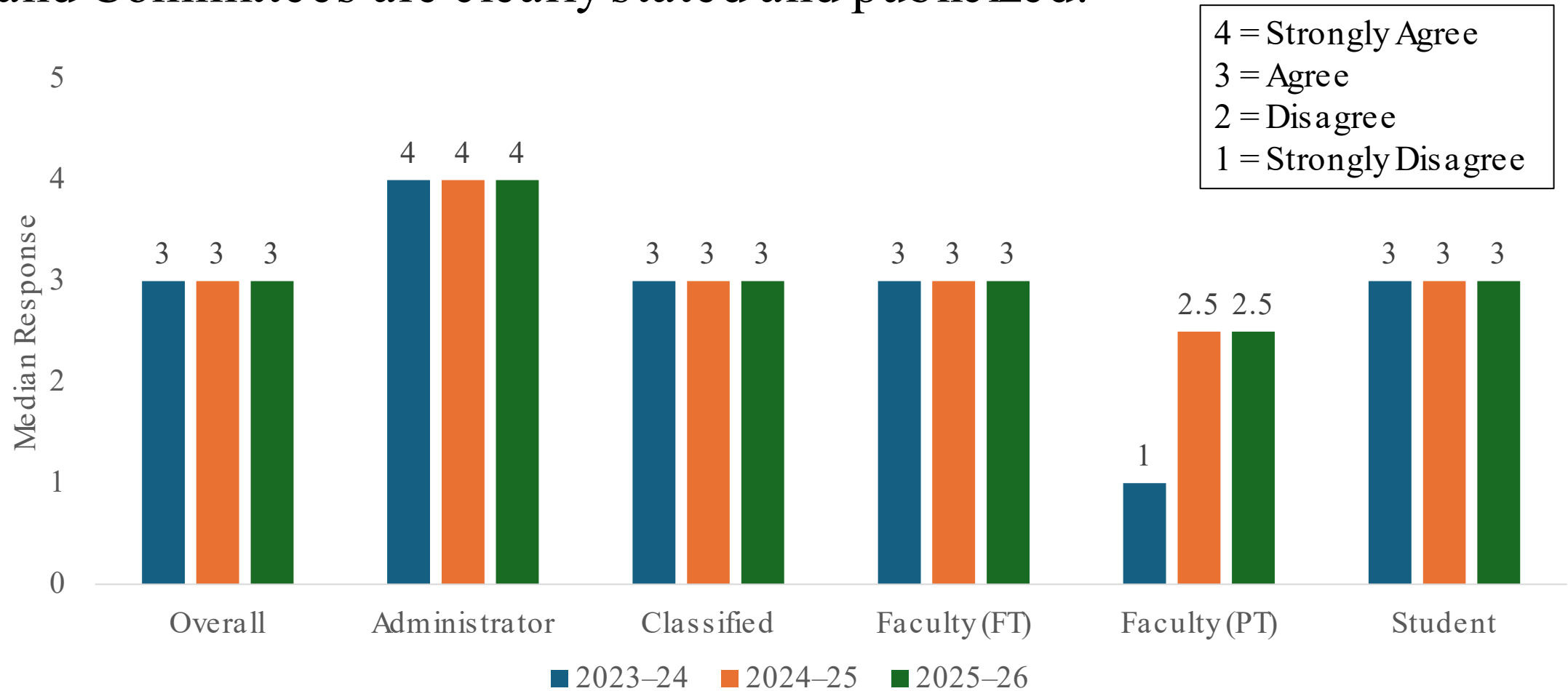


I have enough time to participate in college participatory governance Council, Senate, and Committee meetings and processes



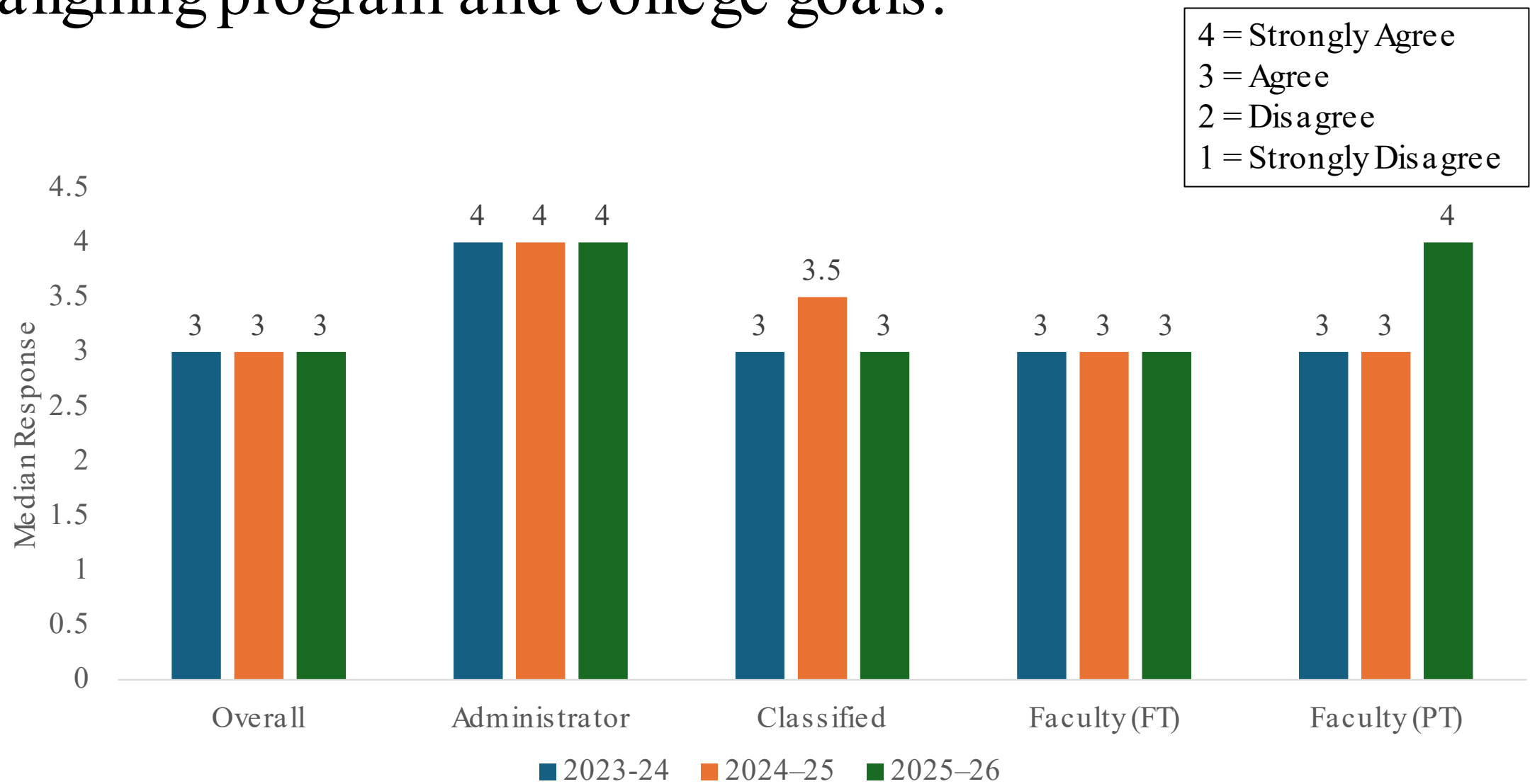
Note: This question was added in 2024-25, therefore only 2 years of data are available for this question.

The roles and responsibilities of employees and students participating as members of the College's participatory governance Councils, Senates and Committees are clearly stated and publicized.

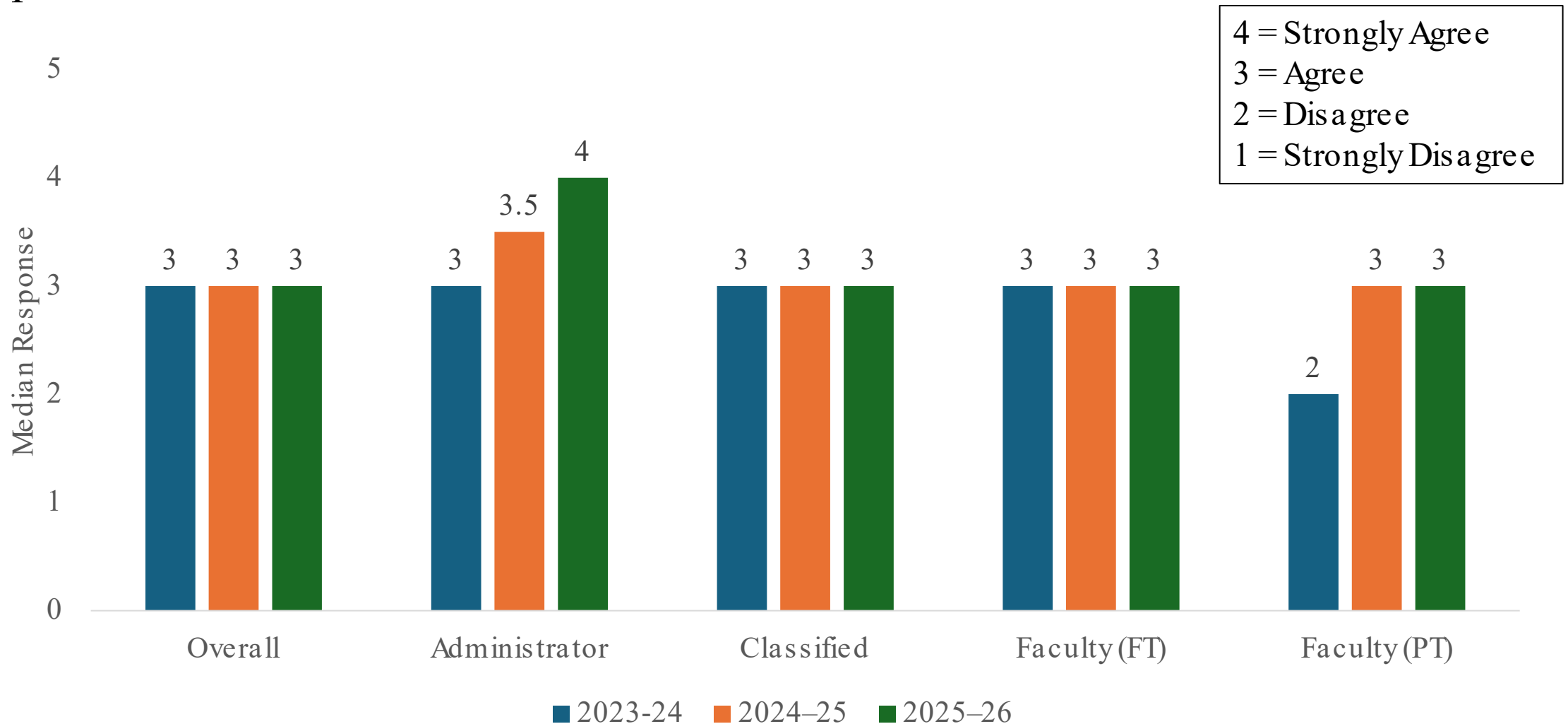


Program Review

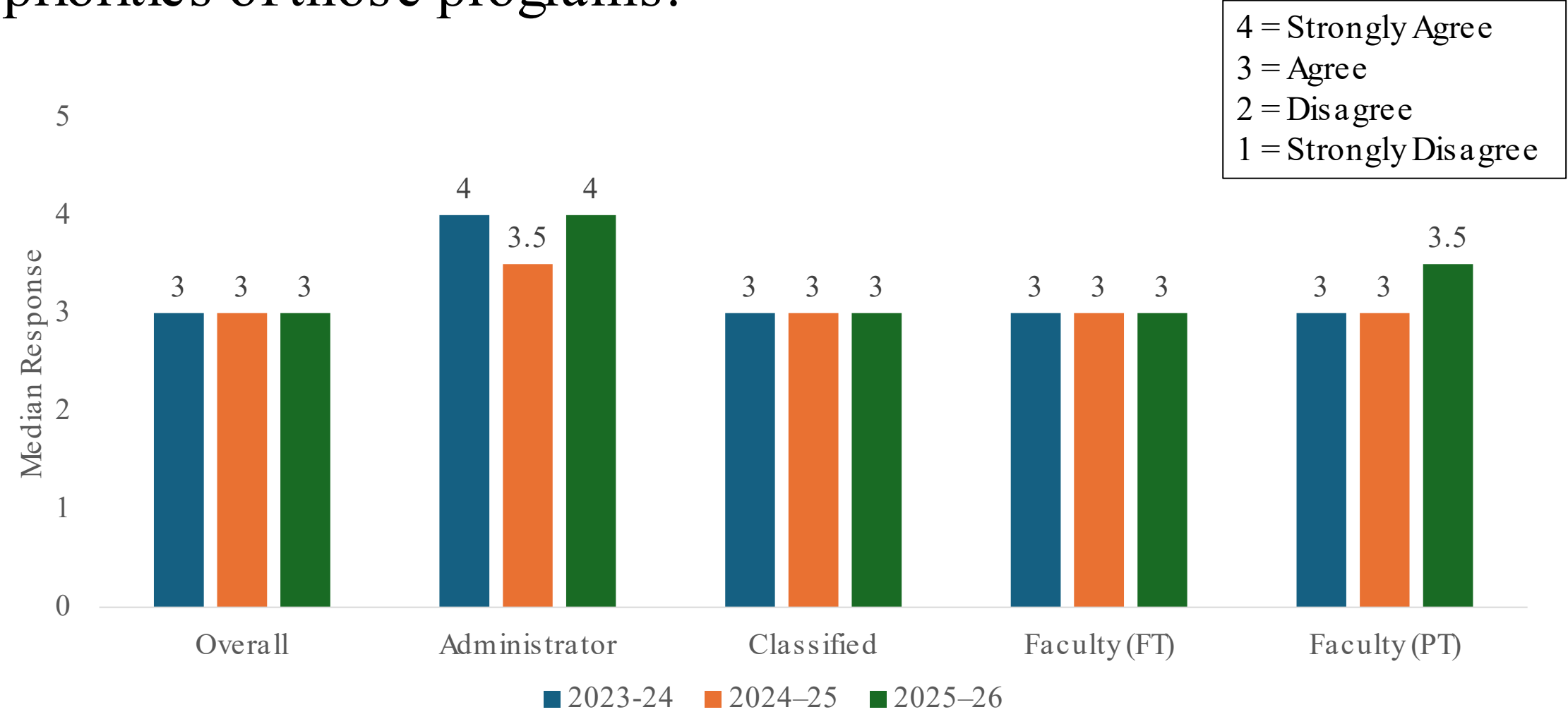
I understand the program review process and its role in aligning program and college goals.



I engage in dialogue with others in my department or service area about how to improve our program (via program assessments (PLOs), course assessments (SLOs), or service area outcome assessments (SAOs)), and subsequent action plans.



The program review process is an effective way to evaluate programs on campus to identify the future direction, needs and priorities of those programs.

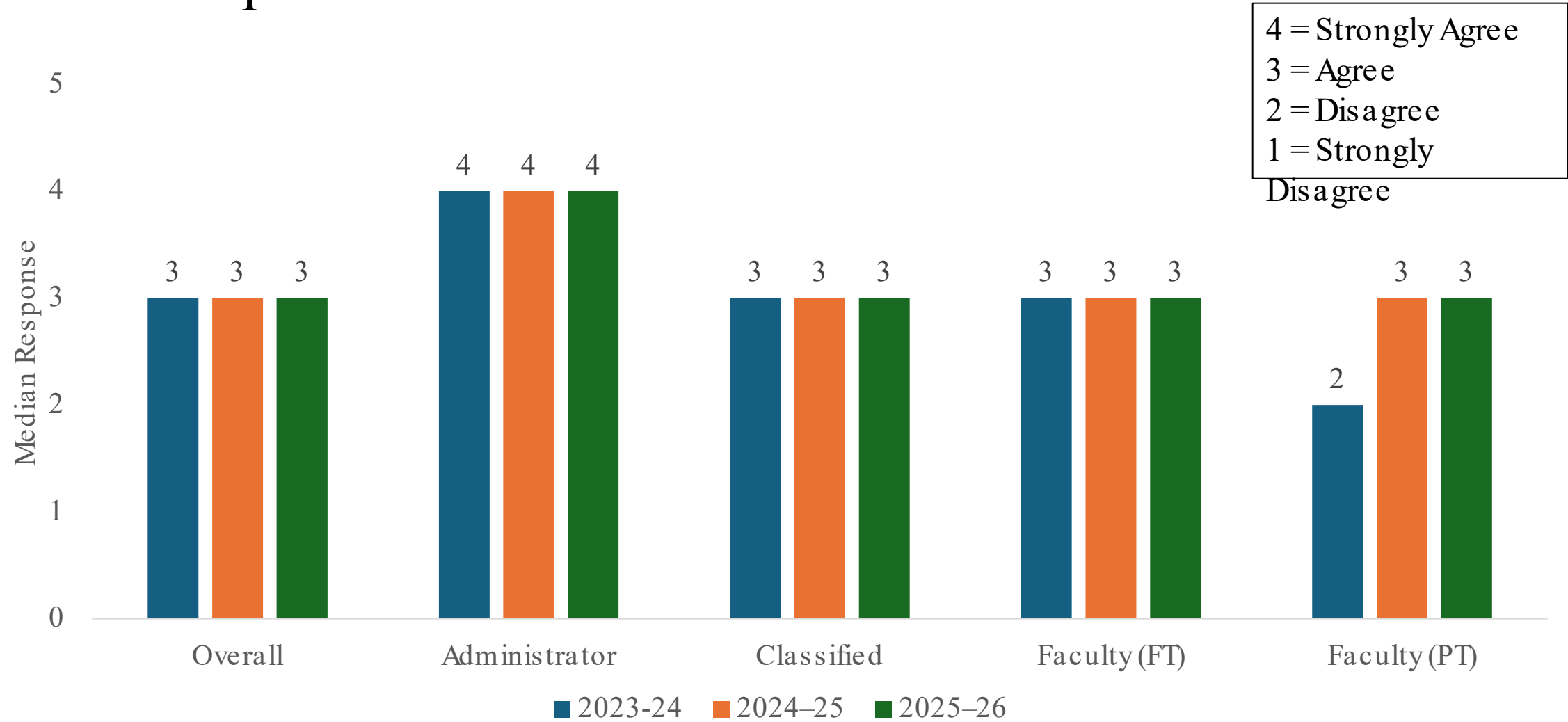


Participation & Program Review Takeaways

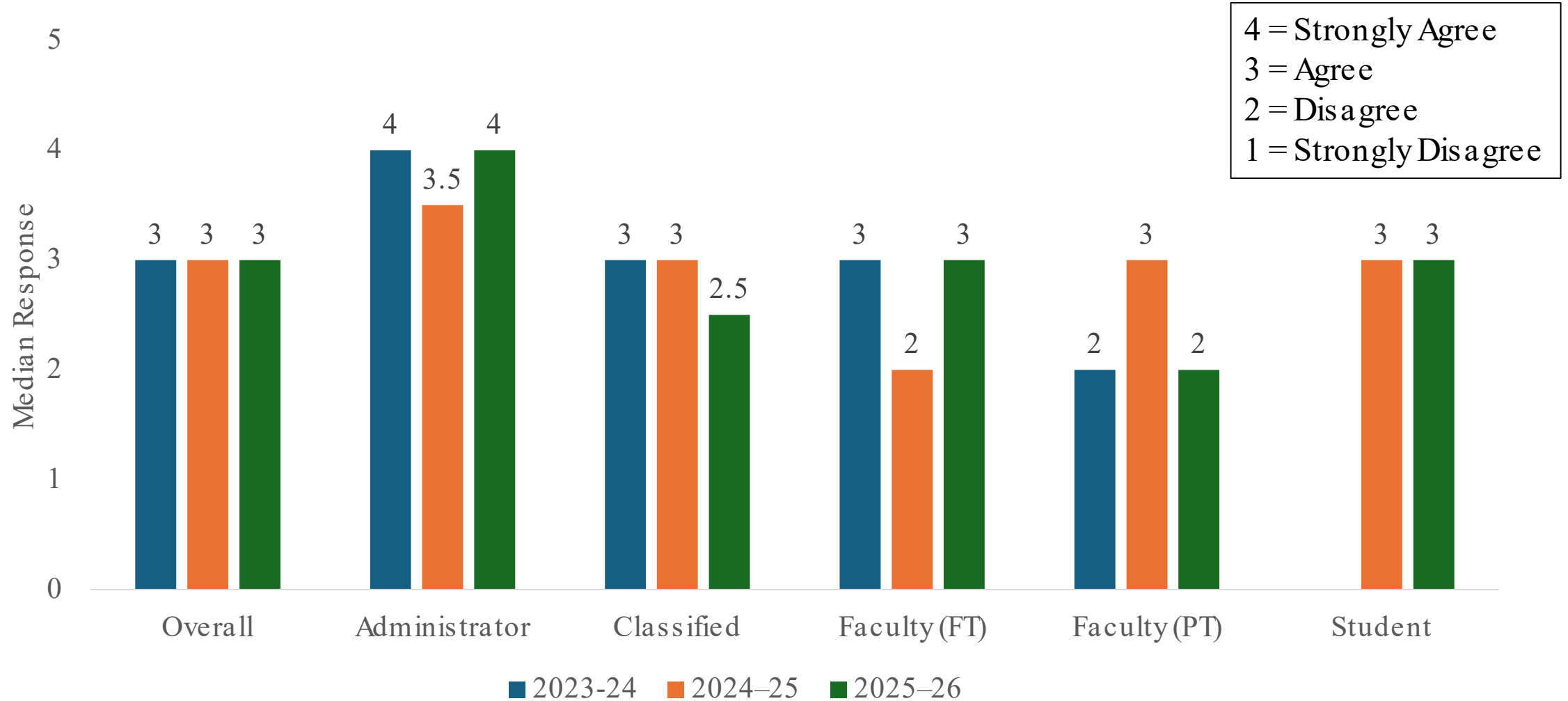
- Time continues to be a concern for most groups when it comes to participatory governance, though Administrators and part-time Faculty reported having more time to participate this year.
- Largely the same results as last year, with only small changes in perceptions of encouragement, time, and clarity of roles and responsibilities.
- Generally, program review continues to be understood and viewed as effective, with somewhat more positive ratings from Administrators and part-time Faculty.
- Little change year over year overall, though survey participation increased from 72 to 80 respondents.

Budgeting & Resource Requests

I understand the College's annual resource request process and how it relates to both comprehensive program reviews and annual updates.

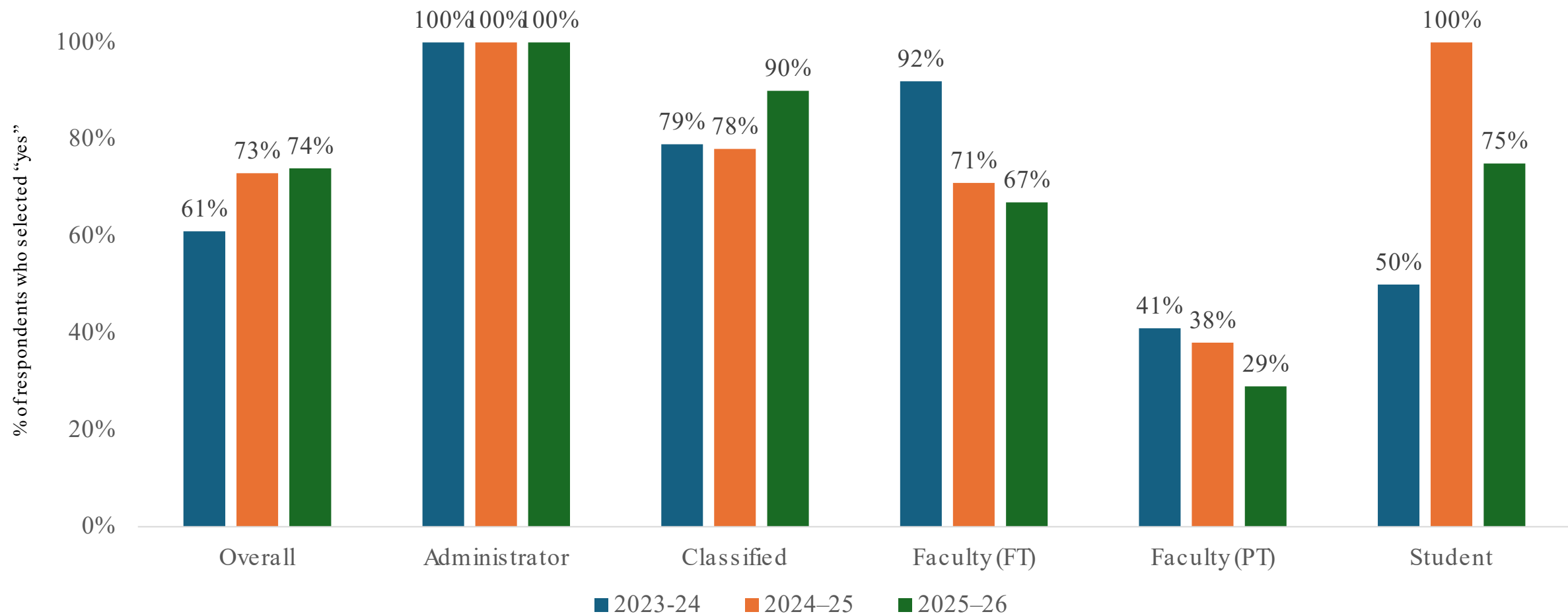


Cañada College employees and students have adequate opportunities to participate in resource prioritization and budgeting.

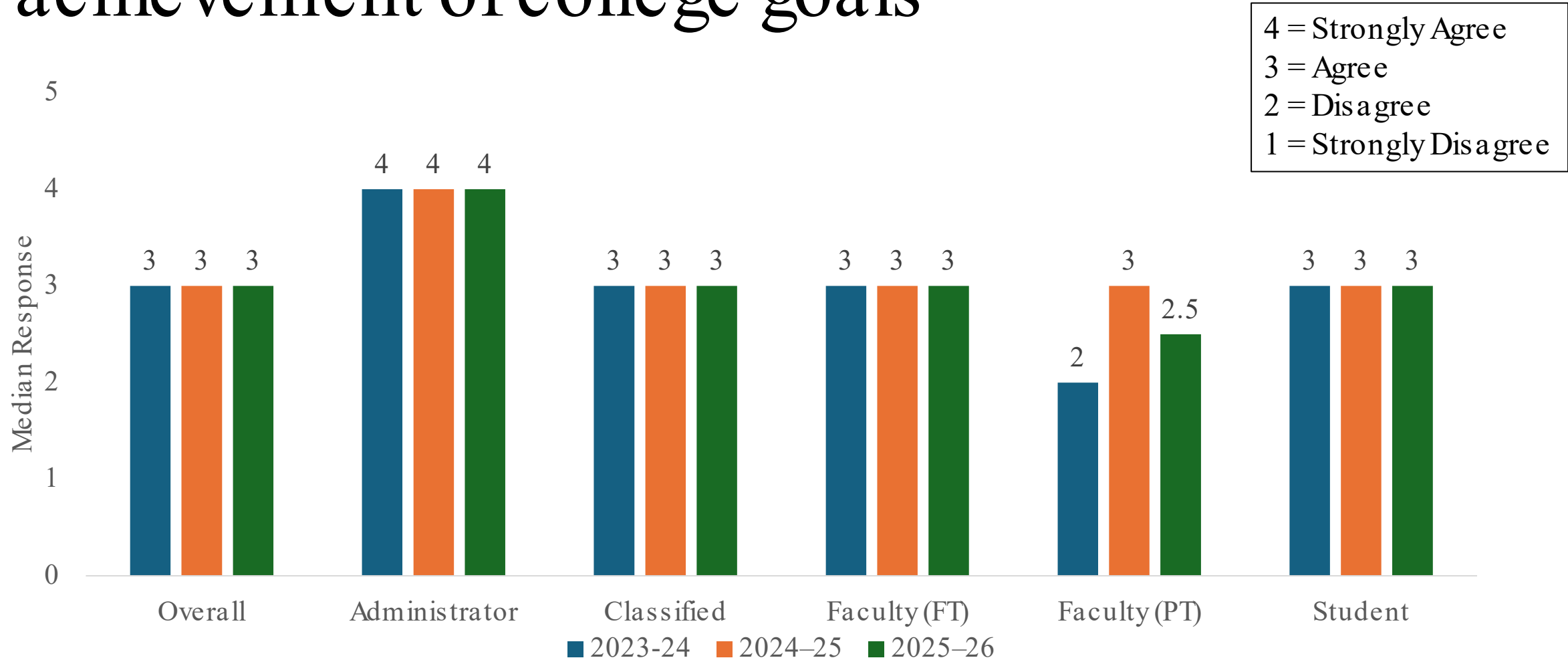


Planning

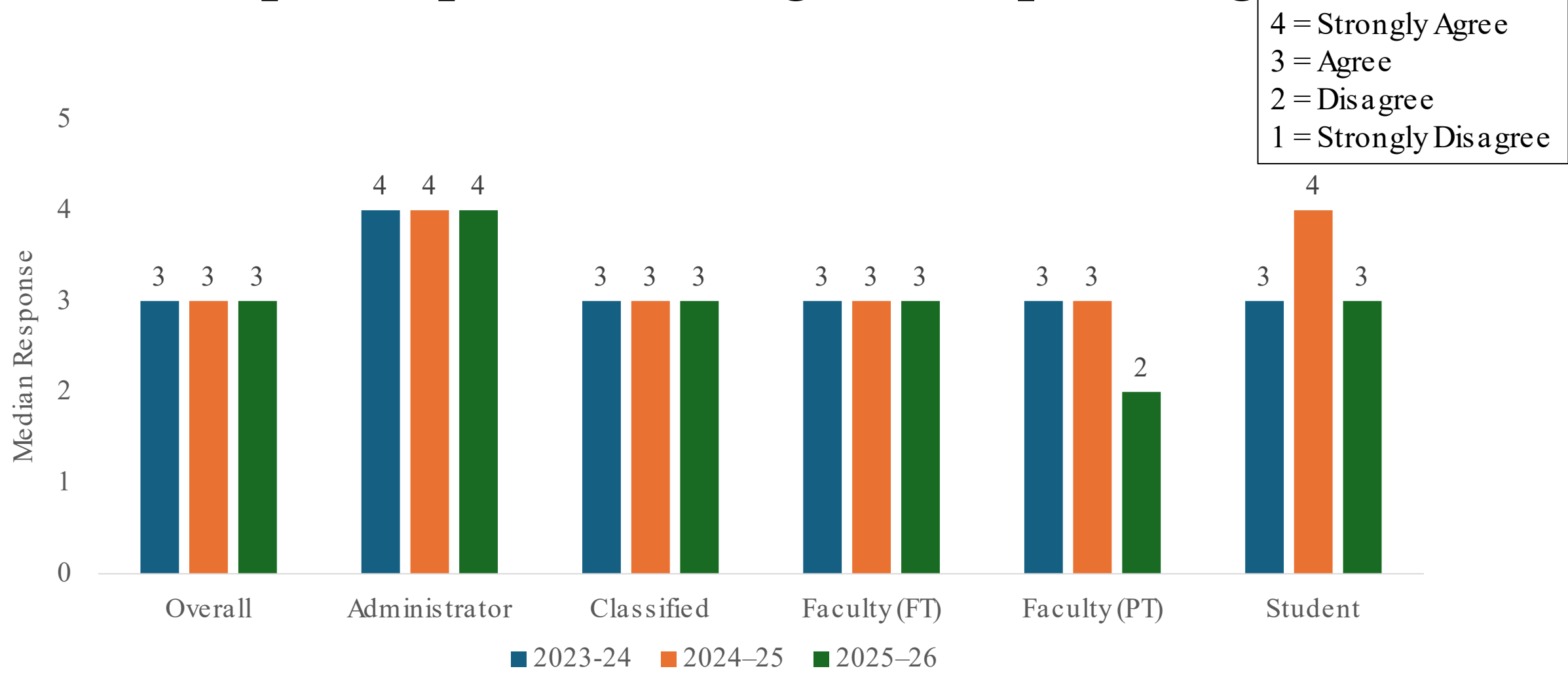
I am aware of Cañada's goals for the College.



The College works collaboratively towards the achievement of college goals



I am satisfied with the amount of opportunity I have to participate in college-wide planning.

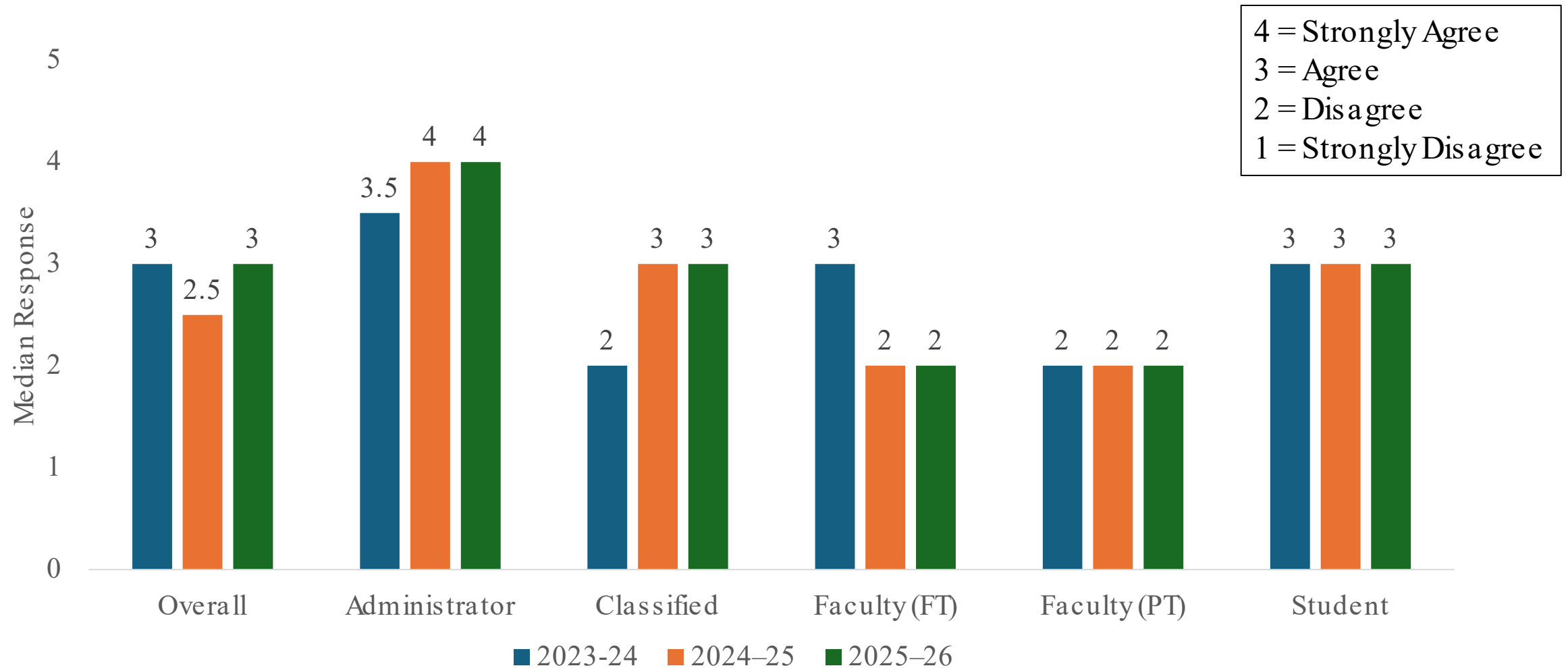


Planning & Budgeting Takeaways

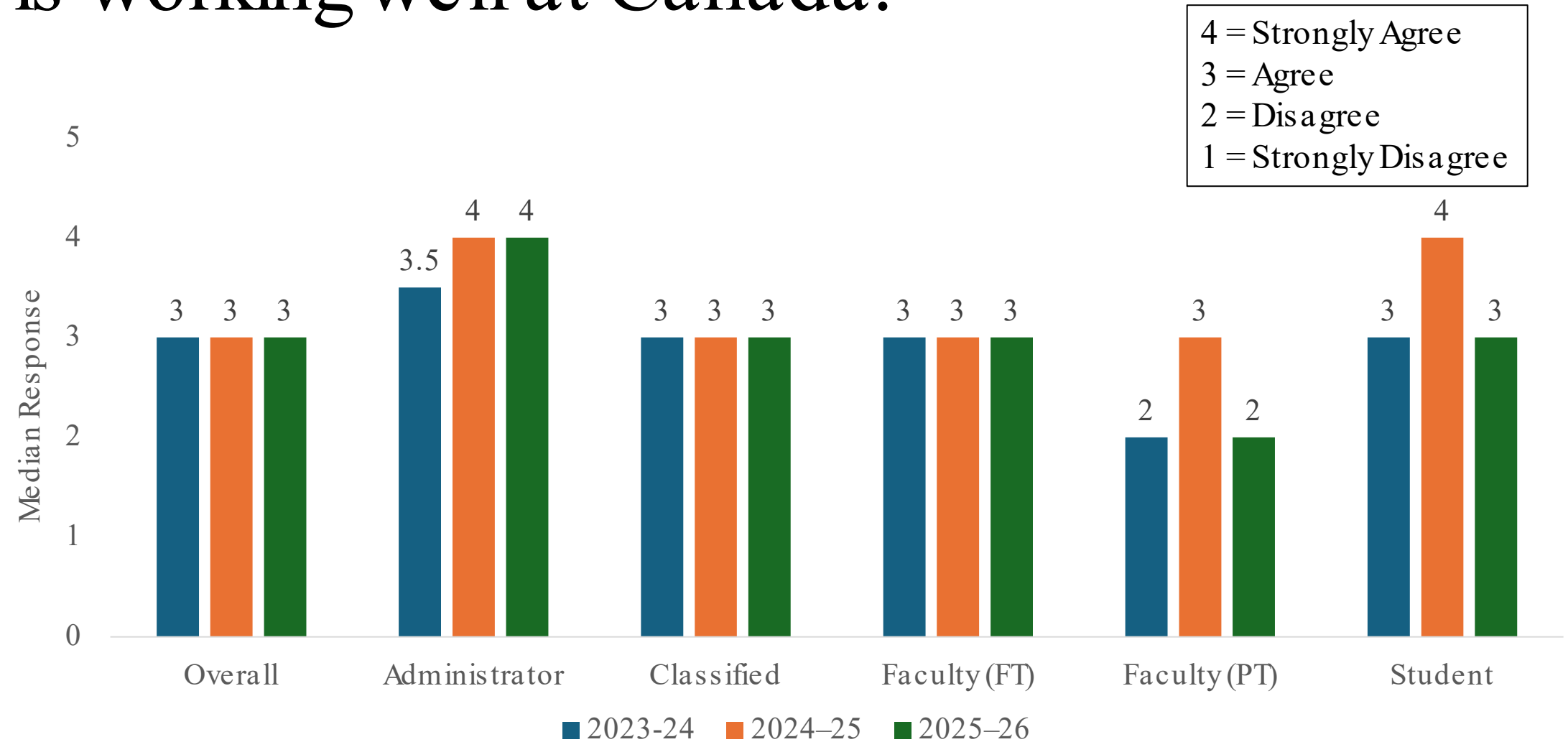
- Generally, the budget process is understood and participation is adequate overall
- Awareness of college goals increased among classified staff, but decreased among students
- Overall, the results are very similar to last year

Overall Assessment

Overall, I feel the voices of the four major constituent groups of the College (students, faculty, classified staff, and administrators) are balanced in Cañada's participatory governance processes.



Overall, the participatory governance process is working well at Cañada.



If “disagree”: “In your opinion, where is the imbalance?”

- Student voices are not being heard or taken seriously.
- On paper, most college stakeholders can be involved in participatory governance in one way or another. In practice, this is often not the case. Scheduling conflicts and seniority play major rolls in who gets to be on different committees, working groups, etc. The Annual Resource Request process is deeply flawed. I also do not believe that the four major constituent groups of the College are balanced or that adjuncts have near as much weight as tenure professors.
- Need more student training and employee training to support student voice
- Students are often not in meetings/their seats are unfilled
- Student first and Administrators second.
- Administration
- Admin and faculty tend to take over the conversations and prioritize their needs and unfortunately classified and student needs are typically only acknowledged on the surface there is no long term support or prioritization of classified or student needs.

If “disagree”: “In your opinion, where is the imbalance?”

- Input from college is performative. Upper administration regularly makes decisions without input and only goes to participatory governance for a rubber stamp.
- The imbalance is mostly around the course offerings and how the college prioritizes courses being offered. It is unclear how impacted courses with long waitlists are not able to offer additional sections.
- Committee work results in "silo"-ing of faculty, staff, students, and admin. While some committees are cross-pollinated with these four groups' representatives, overall the communication between these bodies and the broader campus is hazy. I feel like governance needs more upwelling from the larger campus community. Maybe a reinvigorated marketing strategy is worth considering so that the work and results of said work from each committee resonates across the campus.
- Administration has way more power than faculty and students when it comes to the direction of the College. And the Board of Trustees can essentially (in my understanding) veto things. I do not fully understand the power of the BoT, but it surely does seem to outweigh faculty and student voices.
- Participatory governance is a farce. We all sit in meetings and express our opinions, sometimes strongly, and then Administration does what it was going to do all along. A waste of everyone's time.
- It feels as though classified staff are not as incentivized to be able to participate in college planning.
- The imbalance is in student participation and adjunct faculty participation
- Admins do whatever they want without reason, thought, or consultation.

Open Responses

Free response themes by constituent group

Student

- Increase publicity about how students can participate in governance
- Make clear that participation is open to students beyond ASCC
- Provide more opportunities for students to raise concerns and become involved

Faculty (FT)

- Provide more onboarding/workshops explaining participatory governance
- Review committee overlap and whether governance responsibilities use faculty time efficiently
- Give programs more autonomy in some funding/resource decisions
- Some respondents raised concerns about survey anonymity and the budgeting process for smaller departments

Classified / Manager

- Provide release time, overtime, or comp time so staff can participate
- Offer orientations and regular training about governance roles and opportunities
- Increase awareness, accessibility, and communication about participation
- Encourage greater student involvement and clearer feedback loops

Administrator

- One respondent expressed strong appreciation for the college's participatory governance process

All Open-Ended Responses: Students

- Participatory governance could be improved by sharing this option more publicly to students. I was not aware that any student could serve on participatory governance, I thought it was only for students serving on ASCC.
- Share how students can get involved in participatory governance more often!
- I think that overall, the participatory governances are great. But I think we have not been publicizing it enough to the general population to raise concerns. While ASCC does do its part in raising student concerns, it we should still allow students a platform to raise awareness regardless of if they are senators or not.

All Open-Ended Responses: Classified Staff/ Manager-Supervisor

- Support classified staff in taking time away from their primary role to participate in committees and councils
- Regular trainings around the benefits of being on committees as well as the roles we all play.
- Have managers inform new hires on what this structure looks like on our campus and make it clear that they encourage staff to take time to participate in the governance process. Empower each other and mentor each other.

All Open-Ended Responses: Classified Staff/ Manager-Supervisor

- While administrators do need to keep informed of the outcomes and discussions in participatory governance, their presence creates a power dynamic that causes voices to be silenced. The same can be said of faculty who dominate conversations in many meetings. If folks cannot opt out then maybe there is a way where times are carved out for specific groups in these meetings (ex. X amount of time for admin, faculty, classified and students) and governance leads can check people who tried to appropriate conversations of other groups. This tends to happen more than people care to admit and unfortunately it can lead to mixed messaging or even moving away from core concerns as time is misspent on assuaging the fears/concerns of one individual without being action/solutions oriented as a whole (i.e. folks who use the platforms as a personal soapbox rather than having a dialogue that leads to solutions or analysis of the efficacy of current systems in place).

All Open-Ended Responses: Classified Staff/ Manager-Supervisor

- A. Schedule mandatory orientations for employees
B. Include a section on how to participate in the manager's forum, at the beginning of each semester.
- Increase student involvement. Everything we do is to support their success, so getting them to attend more meetings would provide value insights!
- Perhaps offer overtime or comp time to ensure the work is meaningful and engaging. I found it challenging at times to manage Co-Chairing SSPC and two campus positions. I enjoy being on hiring committees, however, I am unable due to time restrictions.

All Open-Ended Responses: Classified Staff/ Manager-Supervisor

- One recommendation would be to increase accessibility and awareness of participatory governance opportunities across campus. Improved communication, clearer feedback loops, and additional support for student and classified staff participation could help make sure that all voices are heard and valued in the decision-making process.

All Open-Ended Responses: Faculty (Full Time)-Part 1 Faculty (full time)

- More workshops and structured on boarding that explain the participatory governance.
- If you want real responses and also put the \$20 gift card behind linking your email, you've already invalidated your results.
- Asking people to put a lot of time and effort into participating and then overriding the work that results or putting your finger on the scale for your preferred outcome makes all of the time spent feel like a complete waste. There is a reason so many people on campus simply refuse to be on hiring committees now.

All Open-Ended Responses: Faculty (Full Time)

- It would be helpful to allow more autonomy to programs using strong workforce and perks and to have opportunities to decide how the money gets divided.
- Have a Flex Day activity or a Mini-Course on Canvas explaining the power structures and participatory governance process for new faculty, staff, and students. Why not?
- There is no improving the process as long as Administration gets the final (and only) say on what will happen. The rest is just performance. True participatory governance would be democratic, with the path forward being decided by the collective voice of those on the committee. But that's not how it works, nor will it ever work that way.
- good job

All Open-Ended Responses: Faculty (Full Time)

- Maybe checking the overlap of committees. Also, if a coordinator has say .2 (?) units, say 7.5 hours a week and they are required to spend 2 of those at shared governance meetings, is 5.5 enough hours for them to complete the listed duties for their role or does it seep into student time? What if 1 of those hours at the shared governance ends up being repeats of other meetings they are required to attend and/or work unrelated to their coordinator work- is this the best use of faculty time and of college dollars at that point? Since faculty are expensive and have special training for work with students and are the principal contact for students, should we be more focused on and cognizant of faculty time being student time; every shared governance meeting a faculty member attends is a time slot they cannot meet with students, give timely feedback on assignments, or do other student focused work like preparing and updating classes to constantly meet student needs. How are we maximizing faculty time with students at our college? Could we make our structure a little more efficient in some ways while still being collaborative and reconsider some of the required shared governance responsibilities?

All Open-Ended Responses: Faculty (Full Time)

- Classified staff should be compensated or given a release from duties to participate in governance.
- Fire all administrators.
- I think the budgeting process needs to be changed a bit. Often, it seems larger departments get their needs met and it makes sense because they have more people voting on behalf of their needs, but that doesn't happen with smaller departments.

All Open-Ended Responses: Administrator

- Administrator The college is very committed to its participatory governance processes. I appreciate it very much!