



Participating in College Decision-Making

Hosted by

PBC Co-Chairs: Diana Tedone-Goldstone and Allison Hughes,
Academic Senate Co-Presidents

Dean of Planning, Research, Innovation, and Effectiveness (PRIE),
Karen Engel

August 14, 2026

Sign in sheet



Agenda

Part 1: Who are we? What is Participatory Governance?

Part 2: Participatory Governance Roles and Responsibilities

Part 3: The College Planning and Budgeting Cycle

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 2026

Students	6,705
Classified Staff	130
Full-time Faculty	65
Part-time Faculty	148
Administrators	13

Offering 121 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

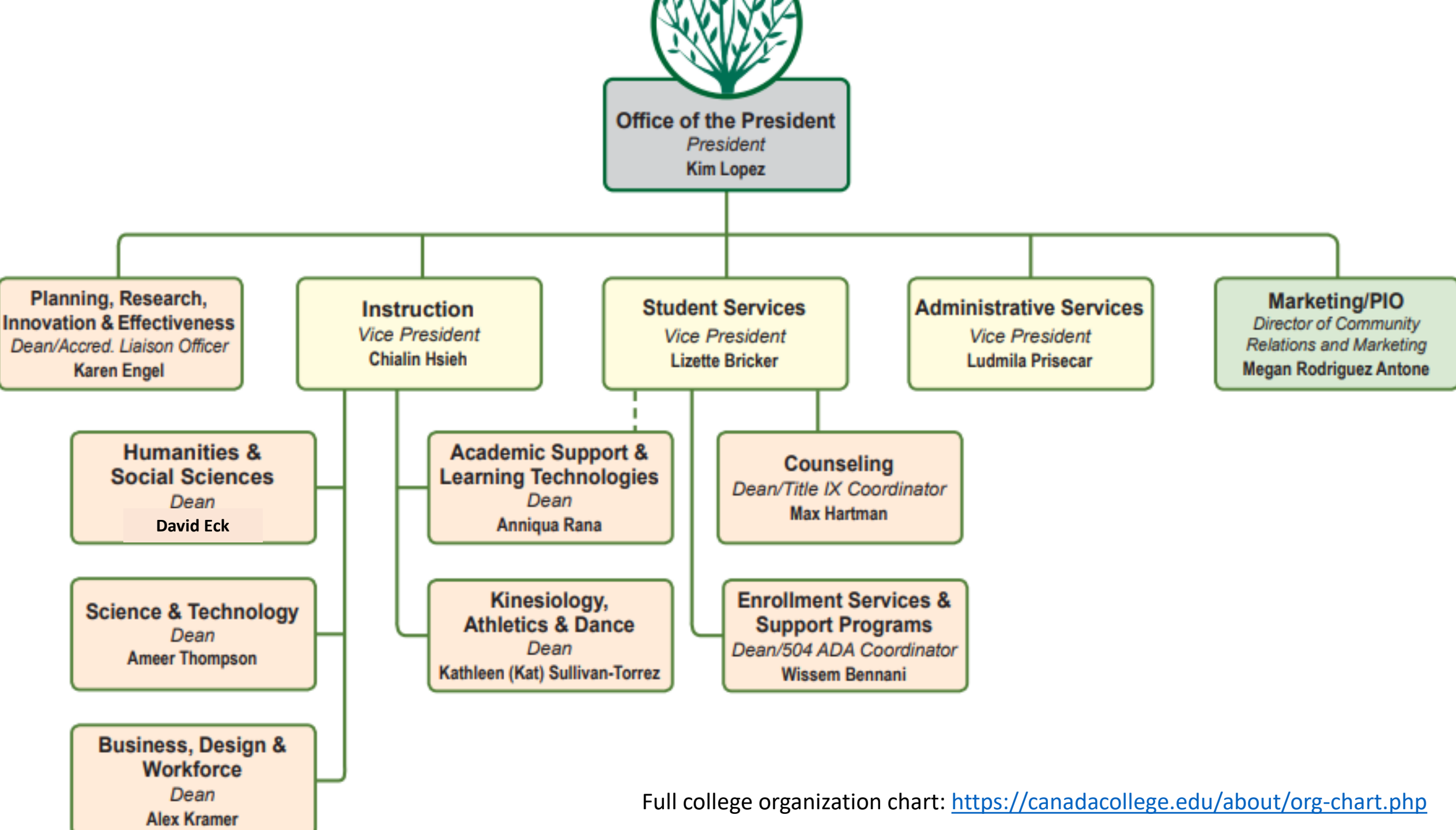
Cañada College establishes equity-minded partnerships with other educational institutions, employers, governments, and community-based organizations that result in seamless pathways for high school students transitioning to college, college students transitioning to university, and all community members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

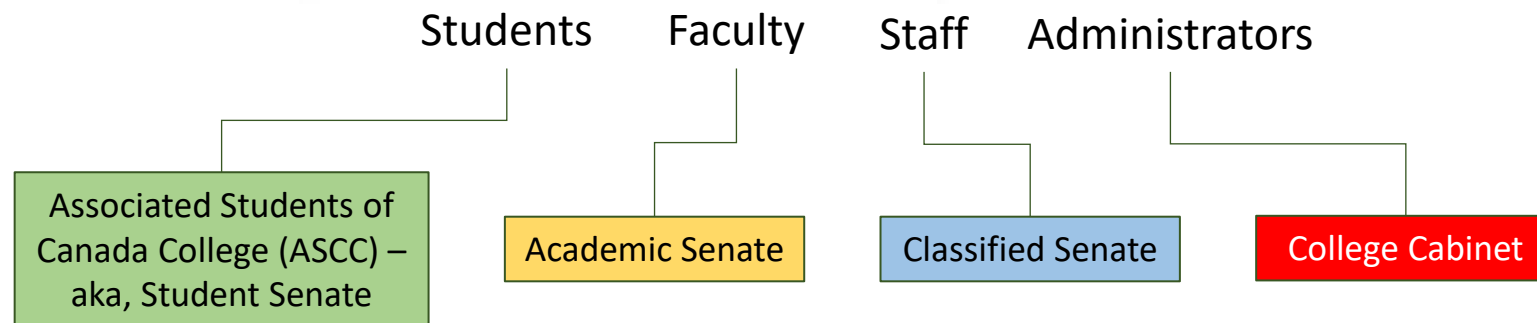


Participatory Governance is 4 constituency groups working together for student success!



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 have 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:

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

Proposed Community Agreements for all Councils and Committees

- **VALUE OUR COMMUNITY:** Maintain a collegial and constructive environment focused on solutions and future planning
- **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

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/>

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.

Documentation of Dialogue

Publicizing agendas and minutes

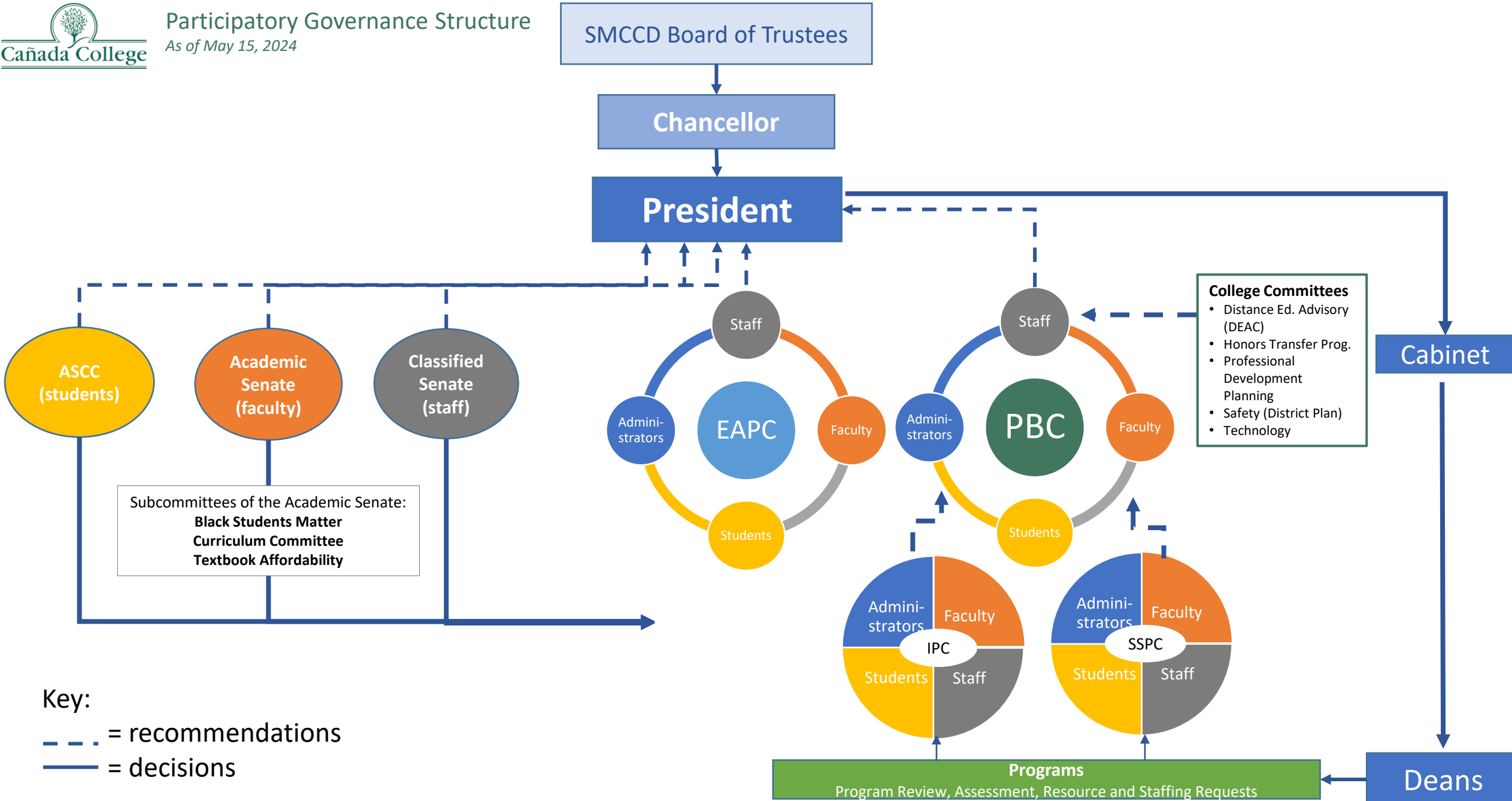
Agendas of all participatory governance groups are posted on websites and emailed to the entire college community. Those governance groups that are subject to the Open Meetings Act finalize their agendas and post them to the campus community within 72 hours of the meeting. Note takers at these meetings strive to capture the substance and spirit of conversations with as much detail as possible, [using the note-taking guidelines from PBC](#). These minutes, once approved, are posted on the respective governance group's website.

Documenting dialogue

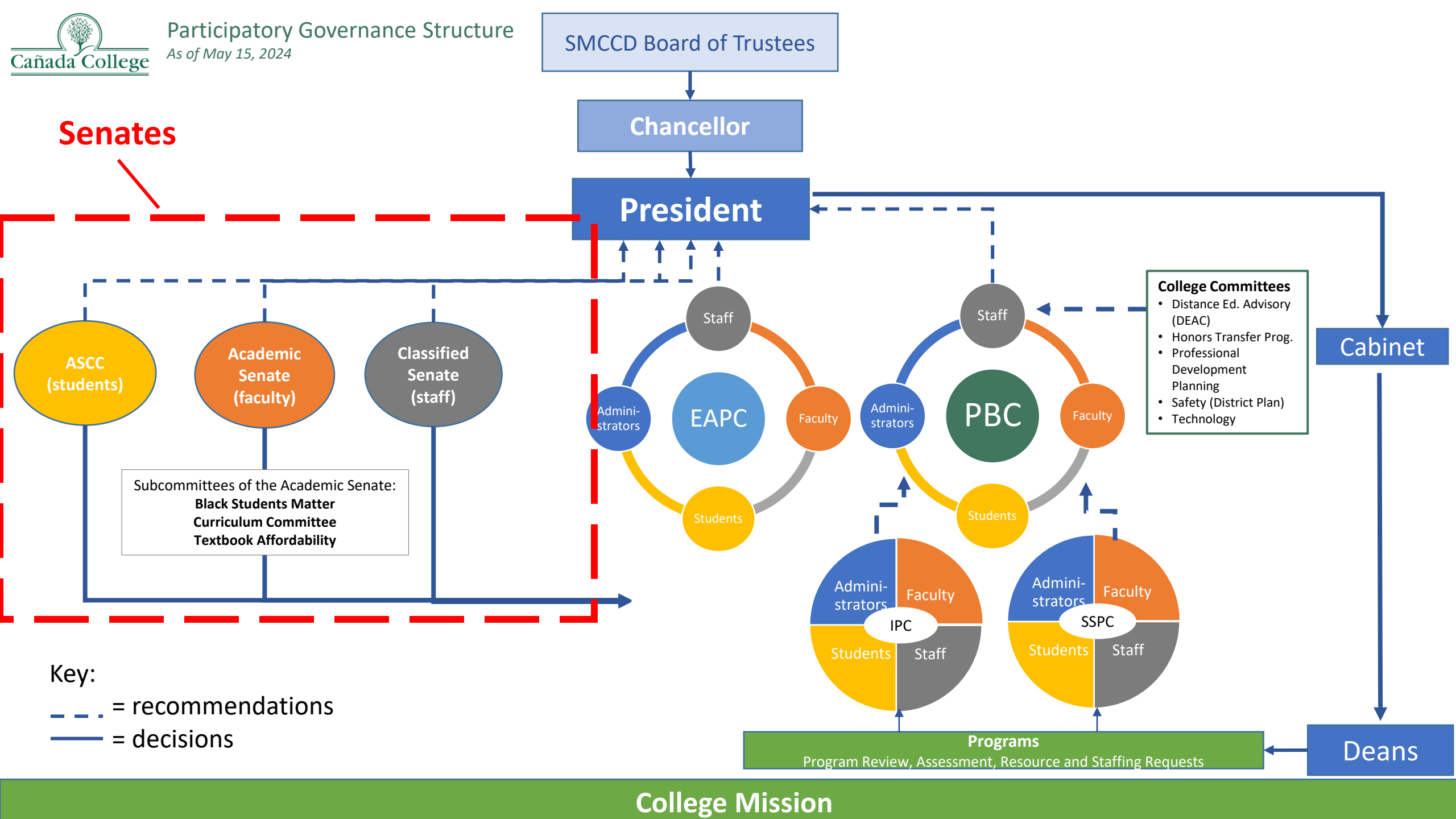
In cases where dialogue concerning a particular significant issue is spread out over a period of months and/or occurs between multiple governance bodies, the college creates a dedicated web page documenting and tracking the conversation in chronological order with links to relevant documents including processes, timelines, meeting minutes and college-wide communications.

Meeting Minute Template

On October 01, 2025, the Planning & Budgeting Council adopted [this template](#) and recommends it to all Councils and Committees at Cañada to use to document dialogue and actions taken by their participatory governance group.



Key:
--- = recommendations
— = decisions



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.

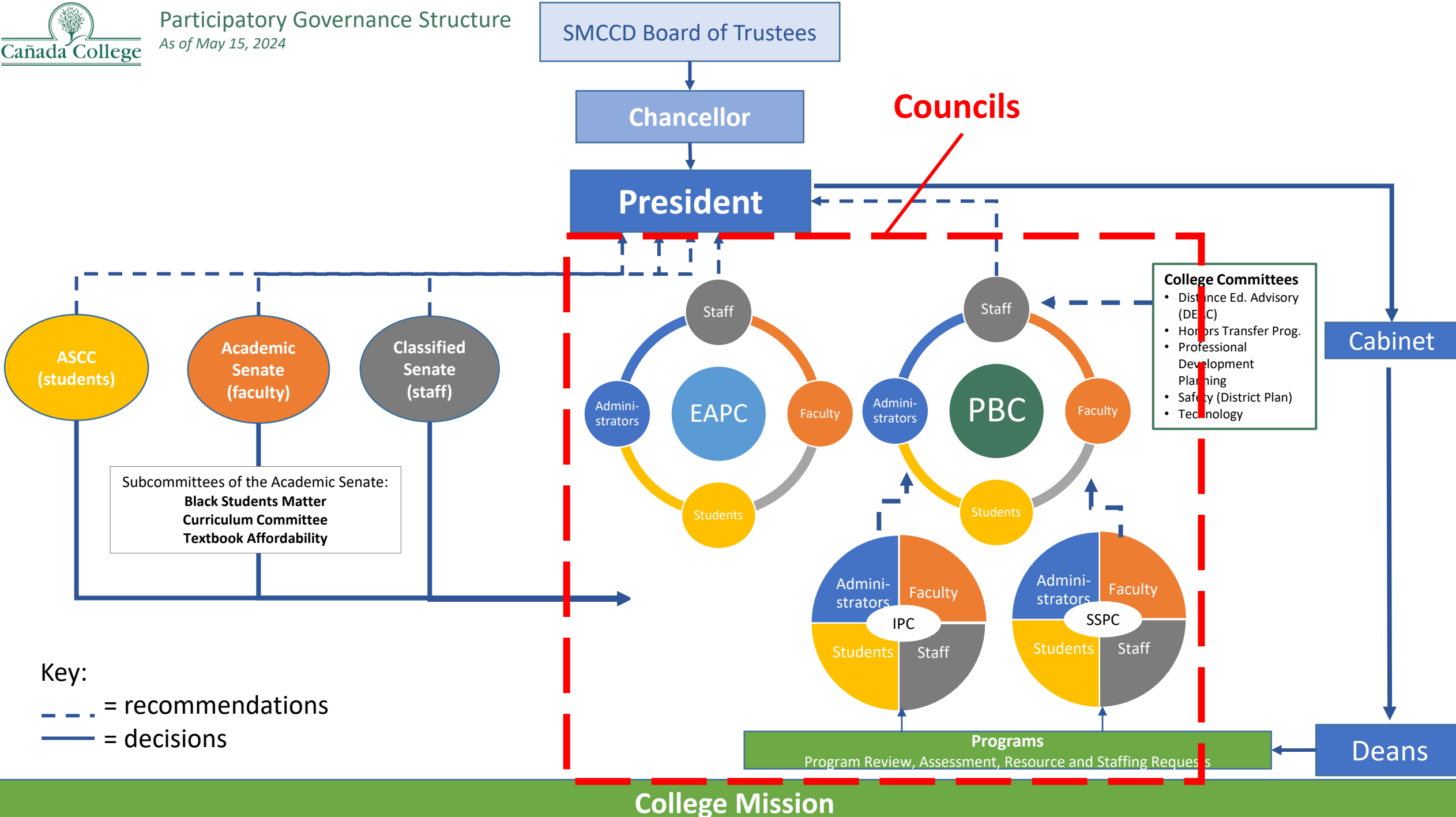
California Education Code: § Title 5 §51023.7

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 at Cañada

- 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 purpose of the Planning & Budgeting Council is to advise and make recommendations to the President on matters pertaining to:

- Institutional priorities
- Policies and procedures
- Accreditation
- Program Review processes
- How to prioritize expenditures to advance the College goals
- Budget development
- College-wide 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

PBC Responsibilities:

- oversees and facilitates Cañada's planning processes, including the Annual Strategic Plan, the Educational Master Plan
- ensures that the Instructional Planning Council (IPC) and Student Services Planning Council (SSPC) implement annual cycles of Program Review as well as Student Learning Outcomes and Service Area Outcome assessments that allow for continuous improvement.
- ensures that College Committees fulfill their responsibilities for shaping and implementing college plans related to their area of expertise (e.g., distance education, technology, etc).
- 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).
- hosts regular presentations and discussions of the College budget.
- reviews feedback on current budgeting processes and makes recommendations for improvement, such as the processes for requesting personnel and non-personnel items.
- ensures the Office of Planning, Research, and Institutional Effectiveness (PRIE) conducts an annual evaluation of college participatory governance processes and makes recommendations for any areas identified for improvement.

Roles & Responsibilities of all PBC members

- Communicating
- Representing your constituency while keeping your “college-wide” hat on → wearing multiple hats!
- Honoring your 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 work groups
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.

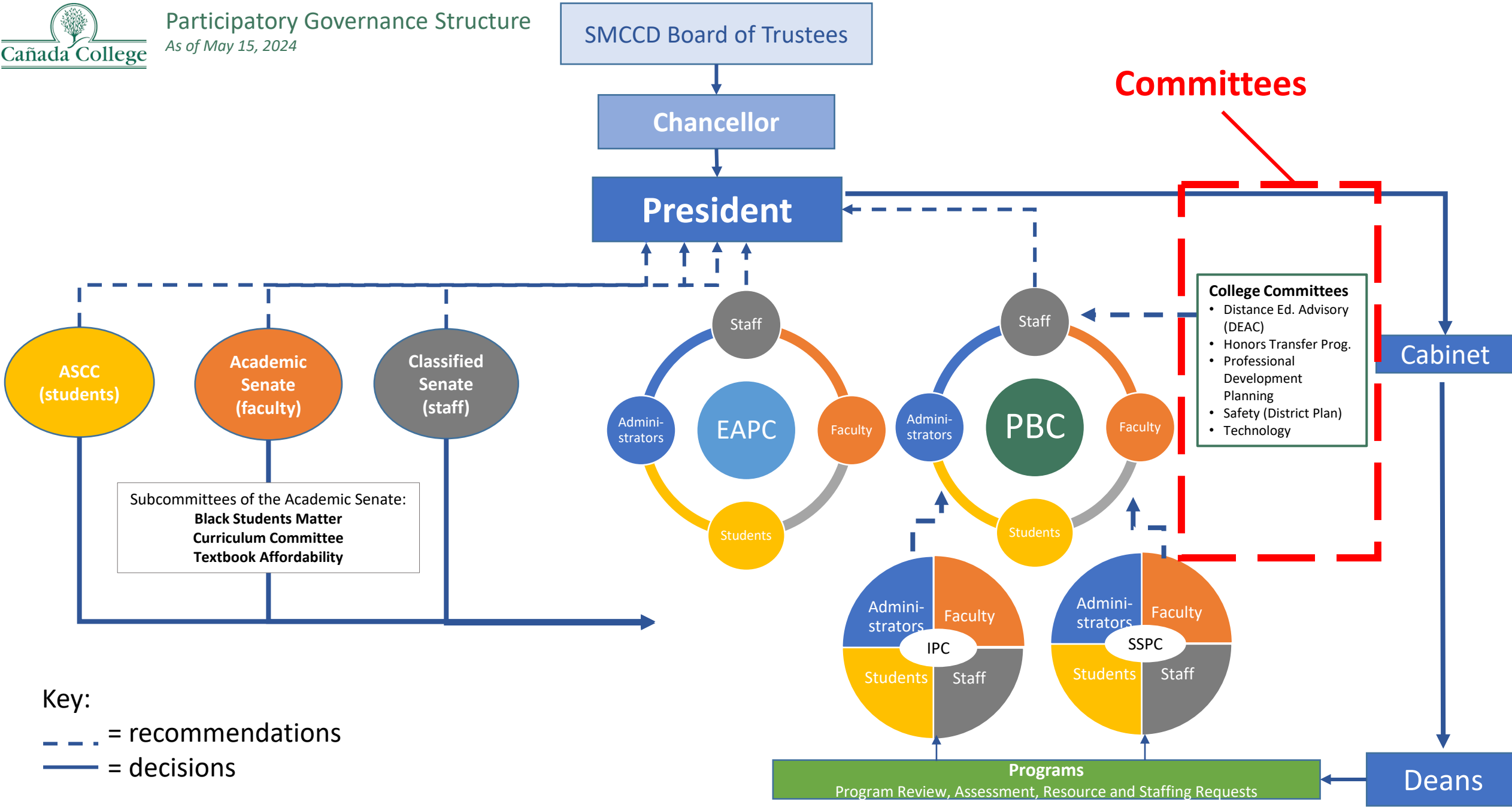
In an effort to achieve the Council mission/purpose, the EAPC will:

- **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 EAPC makes recommendations directly to the College President.

[EAPC Bylaws](#)



Roles & responsibilities of all College Committee members

- 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 each Planning Council 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)

Part 3: The College Planning & Budgeting Cycle

- Integrated Planning and Budgeting Cycle
- Program Review, Priority Setting and Resource Allocation
- Basing decisions based on data

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								
	Peer evaluation of comprehensive program reviews	IPC/SSPC				X	X							
Resource Requests	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				
	Announce results of resource request process	VPAS										X		
Evaluation	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								

Working on College Plans Together

Each year our collaborative work on our strategic priorities starts at our [Summer Leadership Retreat](#) and continues all year in our college Councils, Committees, and ad hoc work groups.

Information on how to get involved is posted on our [Cañada Collaborates website](#)

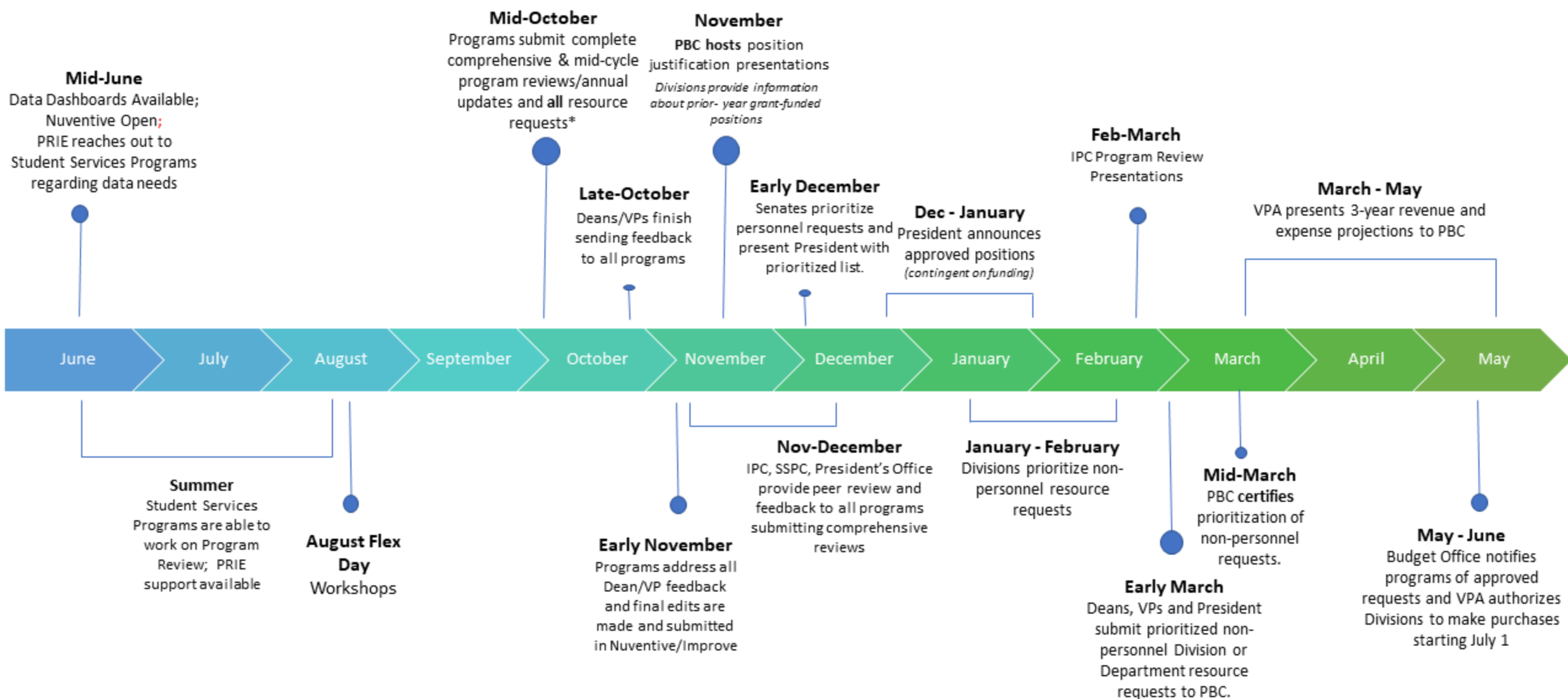


Program Review

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.

Important Dates for the 2026-2027 Program Review Cycle

- **Before October 16, 2026:** Submit your completed Comprehensive Program Review or Annual Update, Goals and Resource Requests in Nuventive.
- **Before October 30, 2026:** Deans and VPs provide feedback on submitted program reviews.
- **Before November 6, 2026:** 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 & Defferal Process page](#).

June 12, 2026	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 Divisions/Department Meetings	Divisions or departments discuss program reviews at monthly meetings
October 16, 2026	All Comprehensive Program Reviews, Annual Updates, Goals and Resource Requests DUE in Nuventive
October 30, 2026	Supervisors (Deans and VPs) complete their feedback on submitted program reviews in Nuventive
November 6, 2026	All responses to supervisor feedback are due and final submittals of all program reviews and materials are DUE in Nuventive
November 18, 2026	Administrative Peer Review session
November 18, 2026	PBC Hosts Position Proposal Presentations
November 20 or December 4	IPC Peer Review session
Early December	Senates Prioritize New Position Requests and Recommend to President
December 9, 2026	SSPC Peer Review: fully submitted to the programs
February and March Division/Department Meetings	Divisions/departments and VP Offices meet to prioritize non-personnel resource requests
February 10, 2027	SSPC Program Review Presentations
March 17, 2027	PBC Certifies Prioritization Process & Collects Division Summaries
March 19, 2027	IPC Instructional Program Review Presentations

Program Development & Viability

The College uses the Program Review process to regularly monitor the growth and success of all existing instructional and student services programs.

The [Academic Senate](#) is currently updating the process for proposing **new academic programs**.

In recent years, the [Academic Senate](#) created and refined its [program improvement and viability processes](#).

PBC Role in Resource Prioritization

The College uses Program Review as evidence for justifying new and replacement positions.

For New Personnel Requests, three distinct processes exist:

- [Process for New \(non-temporary\) Positions](#)
- [Process for Vacancy Replacements](#)
- [Process for Externally-funded and other Temporary Positions](#)

For new position requests, PBC hosts 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.

Base decisions on data



- PBC monitors the college's outcome metrics via an annual review of Canada's [Institution-Set Standards and Goals](#)
- [Programs utilize institutional data](#) provided by PRIE to conduct their comprehensive program reviews
- [PRIE maintains data dashboards](#) on student outcomes and enrollment management for public use
- PRIE provides data related to [equitable student outcomes in dashboards](#), in the college's [Student Equity Plan](#), and in program review [data packets](#)
- PRIE regularly conducts surveys and [posts the results its website](#)
- PRIE also conducts bespoke program evaluations as needed

Questions & Answers

Flex session evaluation form:



Thank you for coming!