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: Diana Tedone-Goldstone, Academic Senate President, and Jeanne Stalker, Classified Senate President
Dean of Planning, Research, Innovation and Effectiveness (PRIE), Karen Engel
Vice President of Administrative Services, Graciano Mendoza
James Carranza, Dean of Humanities and Social Sciences, PBC Member, IPC Member

September 11, 2020
Agenda

- Mission, Vision, and Values of the College
- College Organizational Chart
- What is Participatory Governance?
- The Law
- Roles and Responsibilities of Academic, Classified and Student Senates
- Participatory Governance bodies at Cañada College
- Roles and Responsibilities of Council Members
- Roles and Responsibilities of College Committee Members
- Program Review, Priority Setting and Resource Allocation
- Integrated planning and budgeting cycle
- Measuring and monitoring our effectiveness
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
What is participatory governance?
Students       Faculty     Staff      Administrators

Working Together for Student Success!
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
Constituency Groups at Cañada College

- Academic Senate (faculty)
- Classified Senate (staff)
- Associated Students of Cañada College (students)
- Administrators
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
(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.

Title 5 § 53203
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.

Title 5 §53200
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.
The primary stakeholder groups at Cañada College are **Senates:**
- Academic Senate
- Associated Students of Cañada College (ASCC)
- Classified Senate

Representatives from each of these stakeholder groups come together with college administrators to collaborate in the following participatory governance **Councils:**
- Planning & Budgeting Council (PBC)
- Instructional Planning Council (IPC)
- Student Services Planning Council (SSPC)
- Administrative Services Council (APC)*

and **College Committees:**
- Academic Committee for Equity & Success (ACES)
- Distance Education Advisory Committee (DEAC)
- Environmental Sustainability Committee
- Professional Learning Committee
- Safety Committee
- Technology Committee

*There is a pending proposal to PBC to demote APC to be an operational group, not a Planning Council.
Participatory Governance Structure
Approved by PBC on 11.7.18

Key:
- Recommendation
- Decision

SMCCD Board of Trustees
SMCCD Chancellor
President

ASCC (students)
Academic Senate (faculty)
Classified Senate (staff)

PBC
- Staff
- Faculty
- Students
- Administrators

Cabinet (VPs, all Deans, Marketing)
Deans

College Mission

Programs
Program Review, Resource Requests, Staffing Requests
## Definitions
Approved by PBC on April 15, 2020

<table>
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<tr>
<th>Council</th>
<th>A primary participatory governance body: PBC, IPC, SSPC, APC whose membership is representative of all four college constituency groups—students, faculty, classified staff, and administration</th>
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<tr>
<td>Senate</td>
<td>Academic, Classified and Student Senates each represent a single college constituency group. (These may include subcommittees per their bylaws.)</td>
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</table>
| College Committee | Participatory governance bodies (with at least 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 ad hoc 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: Committee Reporting Structure
Approved by PBC on 04.15.2020

**President**

- **ASCC** (students)
- **Academic Senate** (faculty)
- **Classified Senate** (staff)

**Curriculum Committee**
Subcommittee of the Academic Senate

**PBC**
- **Admin**
- **Faculty**
- **Students**

**College Committees**
- ACES (Equity)
- Distance Ed. Advisory
- Environmental Sustainability
- Professional Learning
- Safety
- Technology

**Staff**
- APC
- IPC
- SSPC
Roles & responsibilities of all College Committee members in 2020-21

- 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)
Coming soon: bylaw and plan templates
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 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
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 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. Development of a calendar for program review, staffing, equipment and facilities needs as they pertain to instruction.
2. Development of an evaluation process for the program review cycle.
3. Recommendations about policies and procedures as they relate to instruction.
4. Recommendations about prioritization of resources as they relate to Strategic Goals regarding instruction and review of Instructional Strategic Goals yearly.
5. Evaluation of proposals for new instructional programs and instructional program discontinuance.
7. Completion of a yearly review of the mission statement and roles of this Planning Council.
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 the Planning and Budgeting Council (PBC) regarding prioritization of resources advancing the Strategic Goals regarding Student Services
5. Meet at least once a year with the Instructional Program Planning Council as part of the hiring process.
6. Evaluate proposals for adding, modifying, and discontinuing student services programs
7. Develop ongoing communication strategy with Instructional Planning Council by designating a Student Services Planning Council member(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
College Planning Cycle
College Planning: the “big picture” (video)
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.
Leadership Retreat helps align plans and set priorities: what do we do this year?
Annual Plan helps operationalize who will do what this year to achieve our college goals.
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
- APC facilitates the peer review of administrative program reviews
## Resource Prioritization Rubric

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<th>Minimal (1)</th>
<th>Low (2)</th>
<th>Moderate (3)</th>
<th>Strong (4)</th>
<th>Score</th>
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<tbody>
<tr>
<td><strong>Program review</strong></td>
<td>Request not addressed in program review</td>
<td>Minimally addressed in program review</td>
<td>Moderately addressed in program review</td>
<td>Substantially addressed in program review</td>
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<tr>
<td><strong>College Mission &amp; Strategic Goals</strong></td>
<td>Does not align with college mission and strategic goals</td>
<td>Minimally aligns with college mission and strategic goals</td>
<td>Moderately aligns with college mission and strategic goals</td>
<td>Fully aligns with college mission and strategic goals</td>
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<tr>
<td><strong>College Plans</strong></td>
<td>Does not support any of the College operational plans</td>
<td>Minimally supports one or more of the College operational plans</td>
<td>Moderately supports one or more of the College operational plans</td>
<td>Fully supports two or more of the College operational plans</td>
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<tr>
<td><strong>Learning Outcomes (Student Learning Outcomes, Service Area Outcomes)</strong></td>
<td>Does not support achievement of student learning or service area outcomes</td>
<td>Minimally impacts achievement of student learning or service area outcomes</td>
<td>Moderately impacts achievement of student learning or service area outcomes</td>
<td>Directly and significantly impacts achievement of student learning or service area outcomes</td>
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<td><strong>Critical Question Considered by PBC: Contributes to closing the equity gap</strong></td>
<td>Does not contribute to closing the equity gap</td>
<td>Minimally impacts closing the equity gap</td>
<td>Moderately impacts closing the equity gap</td>
<td>Directly and significantly impacts closing the equity gap</td>
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<tr>
<td><strong>Critical Question Considered by PBC: Contributes to supporting Latinx student success</strong></td>
<td>Does contribute to supporting Latinx student success</td>
<td>Minimally impacts supporting Latinx student success</td>
<td>Moderately impacts supporting Latinx student success</td>
<td>Directly and significantly supporting Latinx student success</td>
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Program Review Timeline (as of fall 2020)
(pending IPC and PBC approval in September, 2020)

- **Beginning of August**: Data Dashboards Available; Improve Open
- **Mid-October**: Programs submit complete drafts of program reviews/annual updates and all resource requests*
- **November**: Position Justification Presentations
  - Divisions provide information about prior-year grant-funded positions
- **Dec - January**: President announces approved positions (contingent on funding)
- **Feb - March**: Joint IPC-SSPC Program Review Presentations
- **May - June**: PBC prioritizes non-personnel resource requests
- **Mid-February**: PBC prioritizes personnel requests and presents President with prioritized list.
- **Early March**: VPA authorizes Divisions to make purchases starting July 1
- **Mid-February**: Deans, VPs and President submit prioritized non-personnel Division or Department resource requests to PBC.
- **Early November**: Deans complete review and discussions with each program; Programs submit final program reviews/annual updates and all resource requests*
- **August Flex Day**: Workshops
- **January**: PBC prioritizes personnel resource requests
- **Early December**: President announces approved positions (contingent on funding)
- **May - June**: PBC prioritizes non-personnel resource requests
- **January - February**: PBC prioritizes non-personnel resource requests
- **Early March**: VPA presents 3-year revenue and expense projections to PBC
- **January**: President announces approved positions (contingent on funding)
- **Mid-February**: Deans, VPs and President submit prioritized non-personnel Division or Department resource requests to PBC.
- **Mid-October**: Programs submit complete drafts of program reviews/annual updates and all resource requests*

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

Revised by Program Review Work Group, Summer 2020
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
# Cañada College Annual Integrated Planning & Budgeting Calendar (updated 9.10.2020)

**Key:**
- Budget
- Staffing
- Planning
- Resources
- Evaluation

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<th>Activity</th>
<th>Responsible Party</th>
<th>Aug</th>
<th>Sept</th>
<th>Oct</th>
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<th>May</th>
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<td>Develop budget parameters based on program review</td>
<td>Admin &amp; Faculty</td>
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<td>Draft budget based on Division priorities, staffing approvals</td>
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<td>Submit tentative budget to District</td>
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<td>Finalize position control</td>
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<td>Finalize budget and submit to District</td>
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<td>Approve budget (Board of Trustees)</td>
<td>President, VPAS</td>
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<td>Submit proposals for faculty reassigned time</td>
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<td>Review faculty proposals for faculty reassigned time</td>
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<td>Review, consult, and make decisions on faculty reassigned time</td>
<td>VPI</td>
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<td>Confirm timeline and process for program review cycle</td>
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<td>New position process (part of program review process)</td>
<td>Divisions</td>
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<td>Announcement of approved new positions</td>
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<td>Set annual priorities</td>
<td>Leadership Retreat</td>
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<td>Consider College Scorecard and confirm priorities</td>
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<td>Consider draft and approval final Annual (operational) Plan</td>
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<td>Align annual work plans to Annual Plan</td>
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<td>Prepare progress reports to PBC</td>
<td>Committees</td>
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<td>Approve progress reports and any new 3-year plans from Committees</td>
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<td>Update data dashboards for program review</td>
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<td>Post SLO and PLO assessment reports</td>
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<td>Conduct program review, update program plans &amp; resource needs</td>
<td>Programs/Deans</td>
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<td>Peer evaluation of comprehensive program reviews</td>
<td>IPC/SSPC</td>
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<td>Complete program review or annual updates to request resources</td>
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<td>Prioritize resource requests (part of program review process)</td>
<td>Divisions</td>
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<td>Certify prioritization of resource requests</td>
<td>PBC</td>
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<td>VPAS presents 3-year revenue and and budget scenarios</td>
<td>VPAS</td>
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<td>Announce results of resource request process</td>
<td>VPAS</td>
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<td>Conduct ILO assessment</td>
<td>PRIE</td>
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<tr>
<td>Consider results of ILO assessment and determine actions</td>
<td>PBC</td>
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<tr>
<td>Establish governance evaluation instrument</td>
<td>PBC/PRIE</td>
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<tr>
<td>Evaluate governance process</td>
<td>PRIE</td>
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<tr>
<td>Update College Scorecard and post on website</td>
<td>PRIE</td>
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<tr>
<td>Complete annual research and evaluation cycle (&amp; present to PBC)</td>
<td>PRIE</td>
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Measuring our effectiveness

College Scorecard
## Data Element Definition of the Measure

### Successful course completion rate (%)
Applies to all students: successful course completion, grade C or better if graded, over the number of students enrolled when the general enrollment period ends: summer, fall, spring.

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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>70%</td>
<td>72%</td>
<td>72.9%</td>
<td>72.0%</td>
<td>70.8%</td>
<td>70.2%</td>
<td>69.3%</td>
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</tbody>
</table>

### Student success rates during their first year (First Time Students only)
Same as above - applies to students who are enrolled at Cañada College for the first time. This may include transfer students and students who had prior enrollment at other SMCCCD institutions. Summer, fall, spring.

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<tbody>
<tr>
<td></td>
<td></td>
<td>62%</td>
<td>64%</td>
<td>69.6%</td>
<td>63.4%</td>
<td>68.5%</td>
<td>63.9%</td>
<td>63.6%</td>
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</tbody>
</table>

### Fall-to-spring persistence rate (First-Time Students only)
First Time Students enrolled in at least 6 credits in fall semester and enrolled in at least .5 credits in the subsequent spring semester.

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<tbody>
<tr>
<td></td>
<td></td>
<td>80%</td>
<td>82%</td>
<td>73.1%</td>
<td>75.7%</td>
<td>80.1%</td>
<td>75.2%</td>
<td>78.7%</td>
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</table>

### Fall-to-fall persistence rate (First-Time Students only)
First Time Students enrolled in at least 6 credits in fall semester and enrolled in at least .5 credits in the subsequent fall semester.

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<tbody>
<tr>
<td></td>
<td></td>
<td>64%</td>
<td>66%</td>
<td>TBD</td>
<td>63.0%</td>
<td>61.8%</td>
<td>64.5%</td>
<td>65.5%</td>
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</table>

### Degree completion (total #)
All Associate and Associate for Transfer degrees awarded by the College: summer, fall, spring.

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<tbody>
<tr>
<td></td>
<td></td>
<td>300</td>
<td>380</td>
<td>754</td>
<td>558</td>
<td>585</td>
<td>486</td>
<td>463</td>
</tr>
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</table>

### Transfer (total #)
All Cañada students who successfully transfer to a 4-year college or university: summer, fall, spring.

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<tbody>
<tr>
<td></td>
<td></td>
<td>240</td>
<td>300</td>
<td>TBD</td>
<td>341</td>
<td>307</td>
<td>276</td>
<td>293</td>
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</table>

### UC/CSU Transfer #
Based on UC and CSU data, all Cañada students who successfully transfer to a UC or CSU: summer, fall, spring.

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<tbody>
<tr>
<td></td>
<td></td>
<td>150</td>
<td>170</td>
<td>TBD</td>
<td>305</td>
<td>243</td>
<td>217</td>
<td>217</td>
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</table>

### Certificate completion (tot #)
All certificates awarded by the College: summer, fall, spring.

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<tbody>
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<td>280</td>
<td>300</td>
<td>310</td>
<td>372</td>
<td>292</td>
<td>244</td>
<td>332</td>
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</tbody>
</table>
Important Information

- Participatory Governance Manual
- Compendium of Committees
- PBC Website
- PRIE Website
- PBC Co-Chairs: Jeanne Stalker and Diana Tedone-Goldstone
- PBC Bylaws
- PBC Agenda Planning Team Members: Co-Chairs plus President Moore, VPA Mendoza, and Dean of PRIE, Engel
Questions & Answers