



# **Participatory Governance: Collaboration on Planning, Program Review, and Budgeting**

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Collaboration on Planning, Program Review, and Budgeting**

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## 1. Overview, Mission, Values, Strategic Directions, and Decision-making Philosophy

### Overview

Participatory governance is defined as a collaborative effort of administration, faculty, staff, and students for the purpose of providing high quality college programs and services. All members of the campus community are invited to participate in planning for the future and in developing policies, regulations, and recommendations under which the College is governed and administered.

The Education Code (70901(b)(1)(E) describes the requirement as follows: *“Minimum standards governing procedures established by governing boards of community college districts to ensure faculty, staff and students the right **to participate** effectively in district and college governance, and the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration and the right of the academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.”* See page 10 for 10+1 information on Academic Senate. There are also several accreditation requirements (in Standard IV – Governance) related to participatory governance and these are outlined in the Appendix.

### 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.

### Mission

Cañada College provides our community with a learning-centered environment, ensuring *that* students from diverse backgrounds have the opportunity to achieve their educational goals by providing transfer, career/technical, and basic skills programs, and lifelong learning. The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively to make analytical judgments, and understand and appreciate different points of view within a diverse 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

## **Strategic Directions**

### **1. Teaching and Learning**

Equip students with the knowledge and transferable skills so they can become productive citizens in our global community; provide clear pathways for students to achieve educational goals; invest in opportunities to promote engagement; conduct provocative professional development; and create innovative and flexible learning systems

### **2. Completion**

Commit to student completion of certificates, degrees, and transfer; and create pathways which support the success, retention and persistence of students in their educational goals.

### **3. Community Connections**

Build and strengthen collaborative relationships and partnerships to support the needs for our community

### **4. Global and Sustainable**

Promote shared responsibility for our environment and social justice; and create a diverse and culturally enriched community of global citizens.

## **Decision-Making Philosophy**

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

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

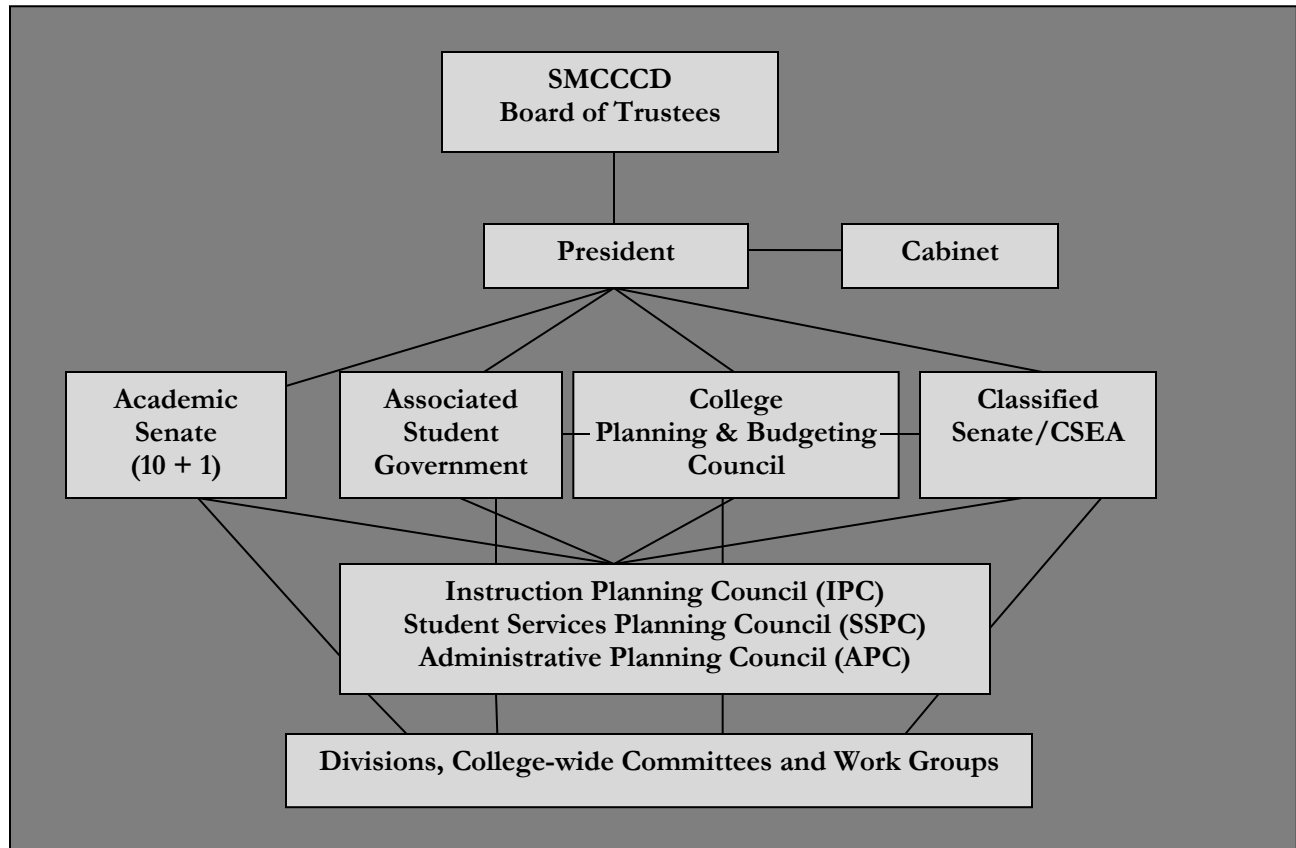
## 2. Participatory Governance Groups, & Responsibilities

### Organizational Structure

The primary participatory governance groups include:

- Academic Senate (see page 28 for the key sub committees including Basic Skills, Curriculum, Honors, Professional Development, & Student Equity)
- Administrative Planning Council
- Associated Student Government
- Cabinet
- Classified Senate/CSEA
- Planning & Budgeting Council (PBC)
- Instructional Planning Council
- Student Services Planning Council

The following organizational chart outlines their relationship.



## **Planning & Budgeting Council (PBC)**

### ***Goals for the Planning & Budgeting Council***

To create a structure to facilitate effective institutional planning and evaluation:

- By ensuring that human resource, physical resource and financial planning are effective and integrated across institutional planning;
- By ensuring that leadership, governance structures and decision-making processes are effective and integrated across institutional planning;
- By ensuring that instructional and student support services and administrative services are effective and integrated across institutional planning;
- By ensuring that all college activities and plans are effective and aligned with the college's mission and goals;
- By integrating accreditation standards throughout college structures and processes and facilitate the review and updating of the Institutional Self-Evaluation Report.

### ***PBC Membership***

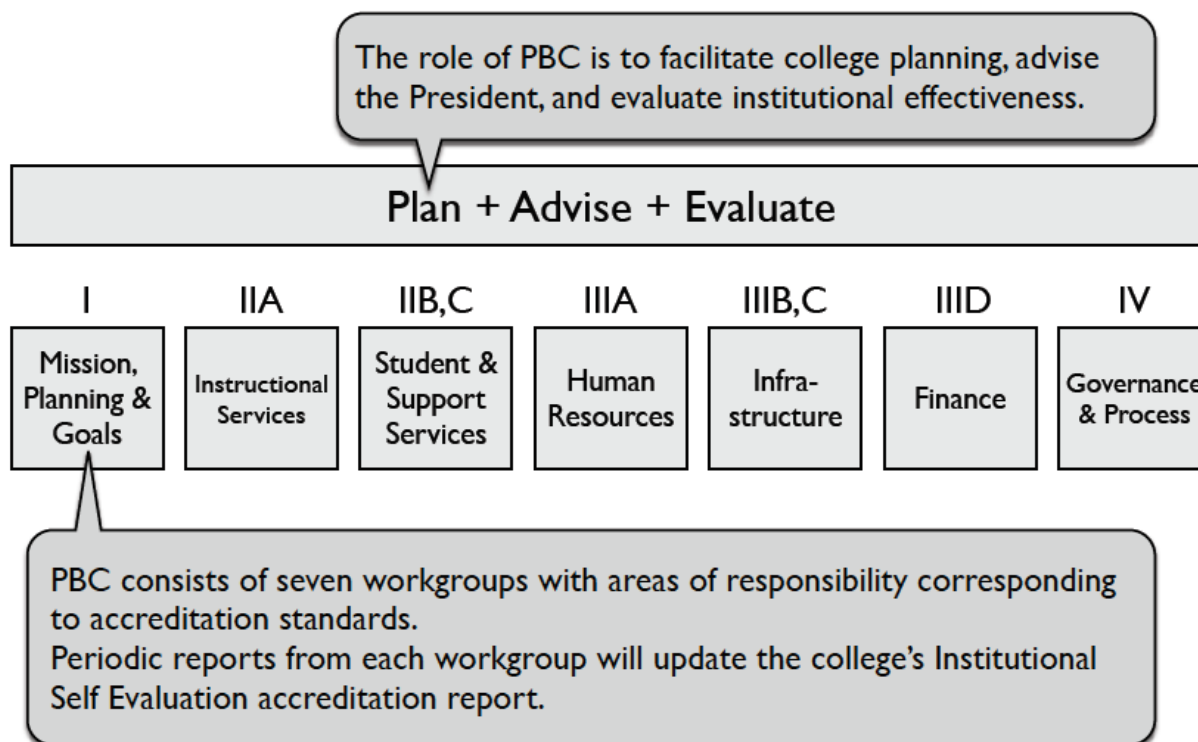
Membership in the PBC should address two goals: 1) representation of constituencies, and 2) inclusion of individuals with specialized knowledge, skills, and abilities. The following individuals would be members:

<b>Member:</b>	<b>Appointed by:</b>
Academic Senate President or Vice President	Academic Senate
Classified Senate President or Vice President	CSEA
AFT Representative	AFT
CSEA Representative	CSEA
IPC Representative	IPC
SSPC Representative	SSPC
Faculty Representatives - one from each of the three instructional divisions & one from student services	Academic Senate
Part-time Faculty Representative at-large	Academic Senate
Classified Staff Representative at-large	CSEA
ITS or Facilities Representative	CSEA
ASCC Representatives (2)	ASCC
Director of Planning, Research and Student Success	Not applicable
College Business Officer	Not applicable
Director of Public Information	Not applicable
Dean	Not applicable
VPI	Not applicable
VPSS	Not applicable

Members serve for a minimum of two years and are assigned to the oversight work groups based on their ability to best contribute to the focus of the work group. Work groups generally consist of two to four PBC members, thereby requiring each member to participate in more than one work group.

### ***Structure***

Members of the PBC shall be assigned to seven work groups that are aligned with the accreditation standards: I. Mission, Planning and Goals; IIA Instructional Services; IIB-IIC Student and Support Services; IIIA Human Resources; IIIB-IIIC Infrastructure; IIID Finance; and IV Governance & Process.



Workgroups are able to create and dissolve various types of ad hoc committees in order to facilitate efficient decision making and action. And, the workgroups work collaboratively with the college's standing committees to assure the planning, program review, student learning outcome and institutional effectiveness evaluation activities are taking place in a timely manner. Some of the key activities that will be assigned to PBC for review include:

- Educational Master Plan
- Facilities Master Plan
- Technology Master Plan
- Student Equity Plan
- Distance Education Plan
- Basic Skills Plan
- Annual Plans/Program Reviews submitted by IPC, SSPC and APC
- Resource Allocation

By referring to the college's Integrated Planning, Program Review and Budgeting Timeline, together with the District's Strategic Planning Calendar, workgroups ensure that these college plans are updated in a timely manner to synchronize with other institutional planning cycles. Progress towards achieving the goals specified in these plans is a major determinant in identifying annual goals for the college.

Workgroups have the responsibility to assist in providing leadership in the decision-making processes of the college. Workgroups shall present recommendations to the collective PBC for vote. For example,

- The Human Resources workgroup reviews the annual Hiring Prioritization process;
- The Instructional Services workgroup reviews the Program Improvement and Viability process; and
- The Finance workgroup provides input to PBC on budgeting.



## Typical Responsibilities of the Workgroups

### I. Mission, Planning, & Goals Workgroup

- Educational Master Planning implementation and revision
- Student Equity planning implementation
- Evaluating Institutional metrics from the Office of Planning, Research & Student Success
- Institutional Learning Outcomes Assessment
- Identification and implementation of college's Annual Goals
- Construct the college's annual Planning & Assessment Calendar
- Strategic review of grant funding applications
- Annual update of relevant sections of Institutional Self-Evaluation accreditation report

### IIA. Instructional Services Workgroup

- Reviews IPC Strategic Plan (Annual Plans/Program Reviews)
- Reviews Basic Skills Plan
- Reviews Program Learning Outcomes Assessment
- Reviews Program Review Action Plans/Goals
- Reviews Instructional Equipment Allocation
- Reviews Program Improvement and Viability Process
- Annual update of relevant sections of Institutional Self-Evaluation accreditation report

### IIB/C Student & Support Services Workgroup

- Reviews SSPC Strategic Plan (Annual Plans/Program Reviews)
- Reviews Program Learning Outcomes Assessment
- Reviews Program Review Action Plans/Goals
- Annual update of relevant sections of Institutional Self-Evaluation accreditation report

### IIIA. Human Resources Workgroup

- Facilitation of Hiring Prioritization process and recommendations
- Reviews and assessment of administrator evaluations
- Growth and development of campus climate, diversity, and equity
- Work with CIETL on FLEX day programming and other professional development
- Annual update of relevant sections of Institutional Self-Evaluation accreditation report

### IIIB/C Infrastructure Workgroup

- Reviews goals and recommendations of Technology committee and Safety committee
- Implementation, review and update of Technology and Facilities Master Plans
- Review and consult with District facilities planning and services
- Facilitate decisions regarding space programming
- Annual update of relevant sections of Institutional Self-Evaluation accreditation report

### IIID Finance Workgroup

- Advises other workgroups and provides recommendations to PBC
- Make recommendations to PBC concerning available funding for positions
- In consultation with other workgroups, make recommendations to PBC concerning allocation of financial resources
- In consultation with other workgroups, identify the guidelines and priorities to be used in developing the annual budget

- Facilitate decision-making processes related to budget development and modification
- Review revenue forecasts and make recommendations to PBC on budget modifications
- Review and report on results of financial audits
- Review and assess the District Resource Allocation Model
- Annual update of relevant sections of Institutional Self-Evaluation accreditation report

IV. Governance and Process Workgroup

- Reviews and assessment of participatory governance
- Reviews and assessment of decision-making processes
- Annual update of relevant sections of Institutional Self-Evaluation accreditation report

### **Academic Senate**

#### **Academic and Professional Matters: Mutual Agreement (District Shared Governance Policy 2.08):**

The Academic Senate and the College President are to reach mutual agreement on issues recognized as academic and professional in nature and will adhere to Title 5, Subchapter 2, Academic Senates, Sections 53200-53204. Note: In certain matters, as part of the SMCCCD, recommendations will be made by the District Academic Senate to the Board of Trustees.

The areas defined as academic and professional matters are:

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

An asterisk (\*) noted above indicates that the SMCCCD will rely primarily upon the advice and judgment of the Academic Senate. For those items without an asterisk, the governing board or its designees shall reach mutual agreement in accordance with Title 5 Administrative Code, Section 53202. d. (2).

#### **Associated Students (District Shared Governance Policy 2.08)**

According to Title 5 §51023.7 the governing board is required to adopt policies and procedures that provide students opportunity to participate effectively in district and college governance. This participation is defined as the formulation and development policies and procedures and processes for jointly developing recommendations that have or will have a significant effect on students.

Additionally, the Board shall not take action on a matter having a significant effect on students until the recommendations and positions by students are given every reasonable consideration. The 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.

### **Educational Administrators**

Educational administrators lead, plan, facilitate, recommend, supervise, and maintain accountability in the academic environment. They create an environment of empowerment and encourage innovation, help identify institutional values and help set and achieve goals.

### **CSEA/Classified Senate**

It is the mission of the Cañada College Classified Senate to work with the administration, faculty, and students in the interest of enriching the educational and social environment of the College, in accordance with the College's mission and strategic goals.

As per Board policy 2.08 and Education Code Section 70901.2, CSEA is the official body representing the classified staff in their full participation in the participatory governance process on items pertaining to their interests. 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.

### **Instruction Planning Council (IPC):**

The Instructional Planning Council 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
6. Support of accreditation review process and self-study
7. Completion of a yearly review of the mission statement and roles of this Planning Council

### **Student Services Planning Council (SSPC):**

The Student Services Planning Council is advisory to the Planning & Budgeting Council. The role of the Student Services Planning Council includes:

1. Develop, implement, and evaluate a Student Services Planning cycle (including staffing, equipment, and facilities needs)
2. Integrate and synthesize Student Services Division Plans
3. Make recommendations about policies and procedures related to student services
4. Make recommendations to College Planning Council regarding prioritization of resources advancing the Strategic Goals regarding Student Services
5. Meet at least once a semester with Instructional Program Planning Council to communicate and integrate plans
6. Evaluate proposals for adding, modifying, and discontinuing student services programs

**Administrative Planning Council (APC):**

In collaboration and communication with SSPC and IPC, the role of the APC is:

1. Implementation of a comprehensive process for planning and assessing administrative services, instruction/student services based on program review,
2. Effective integration of student learning outcomes into program activities and services, and alignment with the college's mission and strategic goals.
3. Development, implementation, and evaluation of an Administrative Program Plan cycle (including staffing) and
4. Making recommendations about policy.

**Participatory Governance Matrix:** The following describes the process from the origination of the idea through the final decision for a variety of decisions that are made on campus.

Recommendation/Task	Origination	Review, Discussion, Coordination	Recommending Body	Final College Approval	Final Decision
<b>Integrated Institutional Planning:</b>					
<b>Annual College Activities</b>	Educational Master Plan; Program Review; IPC/SSPC/APC; Academic Senate	PBC	PBC	College President	Board of Trustees
<b>Budget and Resource Allocation</b>	District Budget Committee	PBC	PBC	College President	Board of Trustees
<b>HIRING DECISIONS:</b>					
<b>FACULTY</b>					
New Faculty Positions	Annual Plans/Program Reviews; Divisions, Academic Senate	Academic Senate, IPC/SSPC/ PBC	Academic Senate, PBC	College President	Board of Trustees
Replacement Faculty Positions	Annual Plans/Program Reviews; Division-level Review, Academic Senate	Academic Senate, IPC/SSPC/ APC	Academic Senate, PBC	College President	Board of Trustees
<b>CLASSIFIED</b>					
New Classified Staff Positions	Annual Plans/Program Reviews	Classified Senate/CSEA, IPC/ SSPC/ APC	PBC	College President	
Replacement	Division/Department (Form)	Cabinet	PBC	College President	Board of Trustees
<b>ADMINISTRATOR</b>					
New Position (Dean, Director)	Annual Plans/Program Reviews	IPC/SSPC/APC Cabinet	PBC	College President	Board of Trustees
Replacement	VPI, VPSS (Form)	Cabinet	PBC	College President	Board of Trustees
<b>GRANT or CATEGORICAL POSITIONS</b>					
Grant or Categorically Funded	Grant proposal or categorical plan (ex: Basic Skills)	Academic Senate, Cabinet	College President	College President	Board of Trustees
<b>Equipment and Instructional Materials</b>					
	Annual Plans/Program Review Division-level Prioritization	IPC, SSPC, APC, Technology Committee	VPI/VPSS	College President	Board of Trustees
<b>Capital Improvements</b>					
	Annual Plans/Program Reviews	IPC/SSPC/APC	PBC	College President	Board of Trustees

Adopted December 5, 2012

Recommendation/Decision/ Task	Origination	Review, Discussion, Coordination	Final Shared Governance Body	Final College Approval	Final Decision
<b>Curriculum and Academic Policies:</b>					
<b>Routine modifications to programs/courses</b>	Annual Plans/Program Reviews/Faculty	Curriculum Committee	Curriculum Committee	Vice President, Instruction	
<b>Program Discontinuance</b>	PIV Process	Curriculum Committee IPC/SSPC/APC/Academic Senate/VPI	PBC	College President	Board of Trustees
<b>New Programs</b>	Annual Plans/Program Review	Curriculum Committee IPC/SSPC/APC/VPI	Academic Senate PBC	College President	Board of Trustees
<b>Academic Policies</b>	Dean/VP; IPC/SSPC/APC Academic Senate	IPC/SSPC/APC Academic Senate	PBC Academic Senate	College President	Board of Trustees (if policy)
<b>Other:</b>					
<b>District Policies and Procedures</b>	Various	IPC/SSPC/APC/PBC Academic Senate Classified Senate (as appropriate)	DSGC	NA	Board of Trustees

### 3. Integrated Planning, Program Review, and Budgeting Processes

All programs at the college develop an annual plan, program review and budget recommendation document each year. The Annual Planning, Program Review, and Budgeting timeline is outlined in the table below. The primary participatory groups (IPC, SSPC, APC and PBC) lead this effort each year. This process provides on-going evaluation components and the dialogue at the meetings of these key groups influences changes on campus. Each year, this process is evaluated and changes made as needed.

#### Integrated Planning, Program Review, and Budgeting Timeline

Month	Activity	Who's Responsible
September - October	Distribution of Program Evidence Packets and Planning Guidelines: Annual Program Plan guidelines and directions provided to all faculty and staff to plan for the following year.	VPI VPSS Director of Planning, Research & Student Success
September	Staffing request forms are prepared based on the annual plans submitted in the previous March. These staffing request forms follow the <b>"New Position Request" Process</b> .	President VPI VPSS
October – March	College and District works together on budget parameters, FTES goals; college discusses budget strategy, adjustments requiring legal, state, fiscal action and makes recommendations for the PIV process, if needed.	District Office Personnel College Cabinet
November - March	Meet and Develop Annual Program Plans: By March 31, the Annual Program Plan will be completed for each of the identified areas and submitted.	Individual Programs
April	Planning Councils will review the plans developed by the individual areas and provide feedback.	IPC, SSPC APC
April	Review/Recommendations for Budgeting: The action proposals submitted by the Planning Councils will be reviewed and priorities established for facilities and capital equipment needs for inclusion in the annual budget. Short-term and long-term institutional strategies for achievement of the objectives in the Educational Master Plan are presented to PBC.	PBC
March – May	Review Preliminary Budget: The individual budgets are entered into the system and reviewed. Review Accomplishments in the EMP: The PBC reviews the accomplishments made during the previous year.	PBC
April/May	Tentative Budget and Plans: The tentative budget is submitted to the Board of Trustees.	President Business Officer
June	Tentative Budget: The tentative budget is reviewed and adopted by the Board of Trustees.	Board of Trustees President
September	Final Budget: The final budget is submitted to the Board of Trustees for approval.	Board of Trustees President

#### Programs



***APC Programs***

- Research and Planning
- Public Information/Marketing/Web
- Outreach
- Cañada International & University Studies
- Business Office

***IPC Programs***

- Accounting and Business
- Biological Sciences
- Career
- CBET/ESL
- Center for Design and Technology and Creative Arts
- Computer Business Office Technology
- Cooperative Education
- Distance Education
- Early Childhood Education/Child Development
- Engineering/Computer Information Science
- Fine and Performing Arts
- Foreign Language
- Honors Transfer
- Human Services
- Kinesiology, Athletics and Dance
- Language Arts
- Learning Center
- Library
- Mathematics
- Medical Assisting
- Paralegal
- Physical Sciences
- Radiologic Technology
- Social Sciences

***SSPC Programs***

1. Application
2. Assessment, Orientation and Registration
3. Articulation and Transfer
4. Financial Aid and Financial Literacy
5. Counseling
6. Career Services
7. Student Life and Leadership
8. Wellness: Disability Resource Center, Psychological Services, Health Services
9. Student Support: TRiO, Beating the Odds, Veterans, EOPS/CalWORKs & CARE
10. Academic Support (Learning Center)

### **Comprehensive Program Review Cycle (6 Year Cycle)**

Although annual program reviews are conducted by all programs, a comprehensive program review cycle is used to provide for more extensive individual course review. As part of this process, presentations are made in an open forum sponsored by the Curriculum Committee in order to promote continuous improvement.

### **COMPREHENSIVE PROGRAM REVIEW SCHEDULE (6 year cycle)**

PROGRAM	DIVISION	PREVIOUS REVIEW	NEXT REVIEW
Distance Education	Office of Instruction	none	2012-2013
Career and Personal Development	Student Services	2005-2006	2012-2013
<u>Center for Design &amp; Technology &amp; Creative Arts</u> Architecture Fashion Design Merchandising *** Interior Design Multimedia Art & Technology	Business, Workforce, & Athletics	2005-2006	2012-2013
Engineering/Computer Information Science	Science & Technology	2005-2006	2012-2013
<u>Social Sciences</u> (see courses below) Anthropology Communication Studies ** Economics Geography History Interdisciplinary Studies (Social & Behavioral Sciences) Latin American Studies Philosophy Political Science Psychology Sociology	Humanities & Social Sciences	2006-2007	2012-2013
Cooperative Education	Business, Workforce, & Athletics	2007-2008	2013-2014
Paralegal	Business, Workforce, & Athletics	2007-2008	2013-2014
Radiologic Technology	Science & Technology	2006-2007	2013-2014
<u>Fine &amp; Performing Arts</u> (see courses below) Art Art History Interdisciplinary Studies (Arts & Humanities) Music Theatre Arts	Humanities & Social Sciences	2008-2009	2014-2015

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Early Childhood Education/Child Development	Business, Workforce, & Athletics	2008-2009	2014-2015
Human Services	Business, Workforce, & Athletics	2008-2009	2014-2015
Learning Center	Office of Instruction	2008-2009	2014-2015
Library	Office of Instruction	2008-2009	2014-2015
<u>Biological Sciences</u> (see courses below) Biology Health Science	Science & Technology	2009-2010	2015-2016
Mathematics	Science & Technology	2009-2010	2015-2016
CBET/ESL	Humanities & Social Sciences	2010-2011	2016-2017
Computer Business Office Technology	Business, Workforce, & Athletics	2010-2011	2016-2017
<u>Language Arts</u> (see courses below) English Literature	Humanities & Social Sciences	2010-2011	2016-2017
<u>Kinesiology, Athletics, Dance</u> * Athletics Dance Fitness Physical Education	Business, Workforce, & Athletics	2010-2011	2016-2017
Medical Assisting	Business, Workforce, & Athletics	2010-2011	2016-2017
Honors Transfer Program	Office of Instruction	none	2016-2017
<u>Accounting, Business</u> (see courses below) Accounting Business Administration Business Management	Business, Workforce, & Athletics	2011-2012	2017-2018
Foreign Language (see course below) Spanish	Humanities & Social Sciences	2011-2012	2017-2018
<u>Physical Sciences</u> (see courses below) Astronomy Chemistry Earth Science Physics	Science & Technology	2011-2012	2017-2018

\* renamed from PE & Athletics Spring 2011

\*\* renamed from Speech Spring 2011

\*\*\* renamed from Fashion Design Spring 2011

**Work in the Fall semester and submit to Dean in February, Spring semester.**

**Integration of SLOs/PLOs /ILOs**

The course, program, and institutional learning outcomes are tied together. Data on the assessment and evaluation of course learning (SLOs), instructional and student support program learning (PLOs), and institutional learning (ILOs) are housed in TracDat which produces extensive reports. The faculty and staff use the information obtained from the assessments as part of their annual planning and program review discussions and make changes based on these data.

Once the data have been collected, the information on SLOs and PLOs is integrated in the Annual Plan/Program Review and also in the Comprehensive Review documents. There are extensive discussions at the Instructional Planning Council, Student Services Planning Council and the Administrative Planning Council on the results and the groups provide feedback to the programs on changes that might be made to improve student learning.

For academic programs, the program-level data is updated and available as part of Annual Program Planning (APP). To help identify gaps, faculty discuss a topic of inquiry and request research data to help provide answers.

For student services, the annual plans include a section related to dialogue about SLOs and the changes to be made as a result of the conversation. The dialogue takes place at the bi-monthly Student Services Planning Council meetings and is documented annually in the plans.

College-wide data is regularly presented to the campus and to subgroups through the college governance committees, and they review data and discuss its implications regularly.

#### 4. Staffing Request Process

##### **Hiring Timeline for New Positions**

The following table is the general timeline for hiring new positions. All new positions proposed must be a part of an annual program plan and justifications must be submitted (form is available on-line for both Faculty and Non-Faculty New Position Requests). These are then reviewed by the divisions, the IPC, SSPC, APC, and PBC, and for faculty positions, by the Academic Senate. The recommendations are then forwarded to the President who makes the final decision.

<b>Date</b>	<b>Group</b>	<b>Process</b>
September	Budget Planning/PBC	Make overall recommendation to move forward
October	IPC/SSPC/APC	Discuss process; identify criteria for hiring; President's parameters
November	Divisions	Revise written justifications submitted in Annual Plan on 3/31; which positions will be forwarded
December	Divisions	Review positions to prioritize what comes forward for presentation
Mid December	Division Dean/VPSS	Submit to VPI or VPSS; and for faculty positions, send to Academic Senate
Mid February	Presentations of Positions	IPC/SSPC; Academic Senate; Administrative Planning Council; Classified Senate; College data presented and Position Presentations given
Late February	Joint IPC/SSPC/APC	Discussion of presentations and listing of "rationale" to merge to one list for PBC
Early March	Academic Senate	Forward list to President
Mid March	President	Announces positions to be hired
March	Hiring Committees	Meet for job descriptions and questions
March	Human Resources	Post positions

##### **Position Justification – Contents for Classified/Administrative Request**

1. Describe the specific needs for the position requested and the duties of this position in a brief statement.
2. Explain how this position aligns with and supports the mission and strategic goals of the college.
3. Explain how adding this position will strengthen the department or division.
4. Explain how this work will be accomplished if the position is not filled.

##### **Position Justification – Contents for Faculty Request**

###### **Part A.**

1. Identify current Comprehensive Program and current Annual Program documents with position need and justification in the annual plan.
2. Identify specialized knowledge (area expertise) or training needed for the discipline/program.
3. Identify extraordinary program development and/or needs (for example: laboratory oversight, industry connections, student mentoring, etc.)
4. Describe any future needs for the discipline/program
5. Describe any future economic, community, or government initiatives/mandates this proposal is addressing.
6. Describe any budgetary implications of the proposal.

###### **Part B.**

1. How is the request in line with the goals of the strategic plan?
2. What unmet needs will this position address (student, district, community)?

3. How will this position enhance retention or produce college-wide growth?
4. Describe how the position supports a pathway to student educational goal completion (certificates and/or degrees) or GE transfer certification?

Part C.

1. Discuss department/discipline/program enrollment and student service trends the proposal addresses.

**Process for Hiring Permanent Replacement or Changing Positions**

If a retirement or resignation occurs or there is a need to change a position, there is a separate process which is followed to review the position. This process can occur at any time during the year, differs from the process for “New Positions” and is as follows:

Step 1.

- Notification of Retirement or Resignation

Step 2.

- Department/Division reviews the need for the position. This needs assessment includes completing a hiring justification and responding to the Hiring Replacement questions.

Step 3.

- CSEA for classified positions within CSEA’s purview—lateral transfer
- Planning & Budgeting Council – Information/Discussion\*
- Faculty positions, discussion and input by Academic Senate

Step 4.

- Action taken by the President

*\*Possible summer PBC meetings required*

**Questions to be Asked/Answered for Hiring Replacement of Faculty Positions**

- 1) Does the loss of a faculty member bring that department to having NO full-time faculty?
- 2) Are there any special regulations such as law, Title 5, Education Code, Student Success Initiative, or accreditation standards, etc., that would require a minimum of one full-time faculty member?
- 3) Are the offerings/services in the department integral to transfer pathways (required courses) or to CTE programs? Or, are all of the offerings general education?
- 4) Does the request support the goals of the college strategic plan located in the Educational Master Plan?
- 5) Are the offerings/services in the department rapidly changing, related to technology standards, or closely connected with local industry needs and/or standards?
- 6) Do the data indicate a demonstrated program/service need?
- 7) Is this request in your Annual Plan?

Suggestion: 4 out of 7 questions need to be true to justify a replacement hire outside of the “normal” hiring process and timeline.

**Questions to be Asked/Answered for Hiring Replacement of Non-Faculty Positions**

- 1) Are there any special regulations such as law, Title 5, Education Code, Student Success Initiative or accreditation standards, etc. for the position?
- 2) Does the request support the goals of the college strategic plan located in the Educational Master Plan?
- 3) Do the data indicate a demonstrated program need?

**New Hire or Replacement Hiring Process for Grant or Categorical Funded Positions**

Step 1.

- Grant proposal form/categorical funding is reviewed by Cabinet
- If OK, signed by the President

Step 2.

- Dean or Designee submits personnel request form to President for staff hiring in the grant/categorical program

Step 3.

- Personnel Request submitted to the Business Office for processing
- Personnel Request submitted to the Board of Trustees for approval

## **5. New Program Development Process (Fund 1)**

The process for developing new programs can be varied – it may be recommended by an individual within a department, a dean, a vice president or an outside mandate. The following is a “general” guide for how the process will work for creating new programs:

### **Step 1. The Idea**

The idea for a new general fund (Fund 1) program is identified and a proposal developed.

### **Step 2. Review by Dean/VP**

The proposal for a new program is reviewed by the Dean, VPI or VPSS and feedback provided.

### **Step 3. Data and Financial Analysis**

The Office of Research, Planning & Student Success and the Business Office provides an analysis of the proposal presented.

### **Step 4. Review by Groups**

The new program idea is reviewed by appropriate groups such as the Division, the Curriculum Committee, Academic Senate, or the SSPC/IPC/APC.

### **Step 5. Review by Cabinet**

The College Cabinet will review and discuss the proposed program.

### **Step 6. Review by PBC**

The Planning & Budgeting Council will review the request for a new program and advise the President.

### **Step 7. Decision by the President**

The President will review and make a decision about funding the new program.



## **6. Other Processes (Within Participatory Governance)**

### **Resource Allocation**

Resource allocation is facilitated through the District Office. The process uses the District Budget and Finance Committee, the Chancellor's Council, and the Board of Trustees. The college has representatives on the district committee.

### **Process for Program/Course Reductions (PIV—Program Improvement Viability)**

There is a specific process to be used for the closure of programs – the Program Improvement Viability or PIV. There are several principles that guide this process:

#### **Overall Principles of PIV**

- Cañada's mission and college goals are guides
- IPC articulates a vision for Cañada College (long-range) to guide where we are headed with instructional programs
- SSPC articulates a vision for Cañada College (long-range) to guide where we are headed with student services programs
- For programs with faculty, the Academic Senate and Administration work closely together on the process
- A careful review of section scheduling and section reductions is used

### **Instruction**

#### **Tools:**

- Faculty and Deans' knowledge of academic programs and schedules
- Course Overview Matrix maps every course at the college. It allows us to look at factors in our mission and 4 goals such as:
  1. Identify every course offered at took at factors such as transferability; CSU/UC articulations; IGETSE; Cañada AA/AS, Cañada AA-T/AS-T, and certificate; basic skills; ESL
  2. Look at percentages, section size, trends

#### **Process:**

1. Deans work with faculty to look at section reduction, scheduling, program needs, etc.
2. IPC will review PIV and instruction plan
3. Conduct a PBC meeting and invite feedback from:
  - Academic Senate President
  - IPC Co-Chair
  - Curriculum Chair
  - AFT President

### **Student Services**

#### **Tools:**

- Faculty, staff and administrators knowledge of student services programs
- Data on use of the student services programs, to include such factors as: number of students served, trends, student success

#### **Process:**

1. Deans work with faculty to look at section reduction, scheduling, program needs, etc.
2. SSPC will review PIV and student services plan
3. Conduct a PBC meeting and invite feedback from:
  - SSPC Co-Chair
  - AFT or CSEA President (as appropriate)

### **Equipment and Technology Decision-Making Process**

Although technology on campus is managed by the district IT department, the college has the responsibility for conducting local planning. The Technology Committee develops a Technology Plan which is updated periodically in order to make certain technology remains up-to-date.

In the Annual Plans/Program Reviews, each program is asked to identify technology needs for the upcoming year. The equipment and technology needs are summarized and reviewed early in the fall semester and equipment and technology is purchased by the end of the fall. The following steps outline the process for making decisions regarding technology.

#### ***Step 1. Setting Standards/Criteria for Equipment and Technology***

Although technology on campus is managed by the district IT department, the college has the responsibility for reviewing local planning in order to make certain technology remains up-to-date. The Technology Committee has the responsibility of working with the district which determines the standards and criteria by which requests for equipment and technology should be reviewed. For example, the committee will address such items as: replacement cycles, ADA compatibility, and types of standard equipment to be purchased (for given functions), etc. The committee also reviews one time “emergency requests” as needed.

#### ***Step 2. Summarizing Needs from the Annual Plans/Program Reviews (August/September)***

In the Annual Plan/Program Review, each program is asked to identify equipment and technology needs for the upcoming year. These needs are summarized from these plans and provided to appropriate participatory committee. IPC/SSPC/APC, for their review..

#### ***Step 3. Providing Input on the Need Requests – Participatory Governance Group (September/October)***

Using on the criteria/guidelines from the district ITS and Technology Committee, the IPC/SSPC/APC review and prioritize the equipment/technology lists and provide feedback.

#### ***Step 4. Providing Input on the Need Requests – Cabinet (October/November)***

The IPC/SSPC/APC then forwards their recommendations to the Cabinet. The Cabinet reviews all requests and provides input. This input is used by the VPI/VPSS/President who will make final decision based on funding.

#### ***Step 5. Purchasing the Equipment/Technology (November/December)***

The VPI/VPSS offices coordinate the purchase of the approved equipment and technology.

## **7. Other Processes (Outside Participatory Governance)**

### **Emergency Requests**

If there is an emergency request for funding, the College President will work with the appropriate Vice President and department to address it.

### **Allocation of Office Space**

Principles:

- To insure that office space be allocated equitably to meet the needs of the college and to maximize the utilization of space throughout the campus.
- To allocate offices to full-time faculty, classified staff, and administrators according to the nature and content of the job.
- To locate faculty and staff working in similar areas/programs or disciplines in physical proximity, if practicable.
- To have adjunct faculty share offices within each division, if practicable.

Procedures:

- Division Deans, using the principles above, shall designate office spaces equivalent to the number of full-time faculty in the division.
- Unmet needs for additional office spaces for full time faculty are discussed with all Deans and decisions are made.
- The President and Vice Presidents resolve room conflicts if Division Deans are unable to come to a resolution.
- The President and Vice Presidents have authority to resolve conflicts for administrative offices.
- The President and Vice Presidents allocate office space for other parties only after the allocation of office space for faculty, classified staff, and administrators.

## 8. Groups and Committees

In addition to the primary participatory governance groups, there are a number of committees established to facilitate activities on campus. These committees are divided into two categories:

- General Campus Committees – support specific efforts
- Career/Technical Advisory Committees - are required by California Education Code

### **General Campus Committees**

1. Academic Senate, key sub committees include:
  - a. Basic Skills
  - b. Curriculum
  - c. Honors
  - d. Professional Development
  - e. Student Equity
  - f. Trustees Program Improvement Fund
2. Accreditation Oversight Committee
3. Academic Standards Committee
4. Administrative Planning Council\*
5. Associated Student Senate
6. Basic Skills Initiative Committee
7. Cabinet
8. CASAC (College Auxiliary Services Advisory Committee)
9. CIETL Advisory
  - a. FLEX Day
10. Classified Senate/CSEA\*
11. Convocation/Commencement Committee
12. Curriculum Committee
13. Distance Education Committee
14. EOPS/CARE/CALWORKS Advisory Committee
15. Extenuating Circumstances Committee
16. Facilities Planning Committee
17. FLEX Day
18. Grievance/Conduct Committee
19. Honors Program Committee
20. Instructional Planning Council\*
21. International Education Advisory Committee
22. Outreach Advisory Committee
23. Peer Review Guidance Committee
24. Planning & Budgeting Council\*
25. Safety Committee
26. Social Justice Committee
27. Student Equity Committee
28. Student Services Planning Council\*
29. Sustainability Committee
30. Technology Planning Committee
31. Tenure Review Committee
32. Transfer Advisory Committee

\* Indicates Participatory Governance Committee

### **General Campus Committee Descriptions**

Cañada College actively encourages collaborative participation in the participatory governance process from all levels of the college community including faculty, students, classified staff, and members of the surrounding community. The College respects diversity, creativity, and innovative thought. If you are interested in becoming a part of shaping our community, there is a variety of ways you can become involved. Just click on any of the following councils and committees to learn more!

The Student Learning Outcomes Advisory Committee (SLOAC) and the responsibilities of this committee have been integrated into the IPC, SSPC, & APC governance bodies.

**1. ACADEMIC SENATE: (See page 10 regarding 10+1 section)**

The Academic Senate-Governing Council provides for the effective participation of faculty in governance and assumes primary responsibility for making recommendations in the areas of curriculum and academic and professional standards.

The purposes of this Senate shall be to:

- concern itself with professional relations between the Senate and Cañada College administration and/or the San Mateo County Community College District,
- promote the general welfare of Cañada College and the San Mateo County Community College District,
- work toward the development and improvement of professional standards,
- act as a body, and
- provide for continuous study of Senate problems at the local and state levels.

**2. ACCREDITATION OVERSIGHT STEERING COMMITTEE: Advises the President**

An Accreditation Oversight Steering Committee has been established to ensure that Cañada College acts swiftly, collegially, and with integrity in preparing a response to the three recommendations made by ACCJC.

**3. ACADEMIC STANDARDS COMMITTEE: Advises the VPI**

The Academic Standards Committee is established on an as-needed basis to review student petitions related to academic matters. The composition includes faculty members and a dean.

**4. ADMINISTRATIVE PLANNING COUNCIL: Advises the President**

The Administrative Planning Council oversees the implementation of a comprehensive process for planning and assessing administrative services based on program review, the effective integration of student learning outcomes into program activities and services, and alignment with the College's mission and strategic goals.

**5. ASSOCIATED STUDENT SENATE: Advises the President**

The Associated Student Senate of Cañada College represents the students in the shared governance process. The purpose of this body is to:

- provide students with the opportunity to participate in the decision making process of the College and improve the college experience for all students; and
- provide students with support in achieving their educational and social goals through interaction with successful and goal oriented mentors.

- 6. [BASIC SKILLS INITIATIVE COMMITTEE](#):** Advises the Academic Senate & VPI  
Cañada College is committed to empowering students with basic skills needs by teaching them the necessary academic skills, counseling them about educational and career opportunities, and providing them with necessary academic support.
- 7. [CABINET](#):** Advises the President  
The Cabinet consists of the key college administrators and the direct reports to the President. This group serves to provide feedback on major college issues to the President.
- 8. [COLLEGE AUXILIARY SERVICES ADVISORY COMMITTEE \(CASAC\)](#):** Advises the VPSS  
To review the auxiliary services provided in the SMCCCD – Bookstore, Food Service, Vending – and provide feedback to these offices as well as DASAC (District Auxiliary Services Advisory Committee).
- 9. [Center for Innovation and Excellence in Teaching and Learning \(CIETL\)](#):** Advises the VPI  
CIETL is dedicated to promoting innovation and excellence for faculty and staff and serves as an institutionalized place for directed focus on issues of teaching and learning. Also is responsible for organizing Flex Day activities.
- 10. [CLASSIFIED SENATE](#)/CSEA:** Advises the President  
The purpose of the Cañada College Classified Senate is to work with the administration, faculty, and student groups in the interest of enriching the educational and social environment of the College.
- 11. [CONVOCATION/COMMENCEMENT COMMITTEE](#):** Advises the President  
This group oversees two important events on campus – Convocation and Commencement – and is coordinated by the President’s Office and the Office of Student Life and Leadership Development.
- 12. [Curriculum Committee](#):** Advises the Academic Senate  
This committee is appointed by the Academic Senate and acts as an advisory body to the Board of Trustees in consultation with the Vice President of Instruction and College President. The primary function of the Curriculum Committee is to coordinate and monitor Cañada's curricular offerings so that they shall uphold the California Education Code.
- 13. [DISTANCE EDUCATION COMMITTEE](#):** Advises the VPI  
Cañada College, College of San Mateo, and Skyline College, the three colleges in the San Mateo County Community College District (SMCCCD) will support a distance education program that consists of courses offered completely online or partially online (hybrid). Use of technology by-Moodle and traditional face-to-face courses will also be considered in this planning effort, where appropriate.
- 14. [EOPS/CARE/CALWORKS ADVISORY COMMITTEE](#):** Advises the VPSS  
Mandated by Title 5, this committee consists of students, faculty and staff and provides feedback to the program staff for program improvement.
- 15. [EXTENUATING CIRCUMSTANCES COMMITTEE](#) –** Advises the VPSS  
This committee meets regularly to review student petitions. These petitions can be related to payment of fees, course repeats, withdrawal dates, etc. The committee reviews them to determine if the circumstances meet the definition of “extenuating” as described in the Education Code and Title 5.

**16. FACILITIES PLANNING COMMITTEE:** Advises the President

The Planning & Budgeting Council approved the formation of a new committee that will develop a long-range facilities plan that will work in conjunction with the Educational Master Plan.

**17. FLEX Day:** Advises CIETL

Working with college community, creates agenda for FLEX days.

**18. GRIEVANCE AND CONDUCT COMMITTEE:** Advises the VPSS

Set up on an as-needed basis (and identified from a pool of trained faculty, staff and students) the Grievance Committee or the Conduct Committee review either grievances from students or violations of the student code of conduct. In either case, the committee hears the case, determines whether the student violated the code of conduct or has valid rationale for their grievance, and then makes recommendations to the VPSS.

**19. HONORS TRANSFER PROGRAM COMMITTEE:** Advises the VPI

The Honors Coordinator works with the faculty and the advisory committee in operating the college honors program which is designed to support highly motivated students as they pursue their educational goals for graduation and transfer. Honors students benefit from studying in a research rich environment with other students who are dedicated to a rigorous exploration of academic, intellectual, cultural and social issues.

**20. INSTRUCTIONAL PLANNING COUNCIL:** Advises the VPI

The Instructional Planning Council is a primary participatory governance group and is representative of the instructional divisions and working groups and actively collaborates with the Student Services Planning Council.

**21. INTERNATIONAL EDUCATION ADVISORY COMMITTEE:** Advises the CIUS Director

This committee serves to provide feedback on the college's international program activities and coordinates with the district's International Education Advisory Committee.

**22. OUTREACH ADVISORY COMMITTEE:** Advises the PIO

This committee provides input to the college's Outreach Program. This program serves as the 'face' of Cañada College and supports its mission by encouraging high school students and community members, especially those from underserved populations, to pursue a college education via the excellent Cañada College programs and services, as an avenue to reach their career and life goals.

**23. PEER REVIEW COMMITTEE:** Advises the VPI/VPSS

As per the AFT contract, the Peer Review Committee reviews student surveys of the faculty member, the dean's assessment, and the faculty member's self-assessment, along with a portfolio developed by the faculty member.

**24. PLANNING & BUDGETING COUNCIL:** Advises the President

The Planning & Budgeting Council, which advises the President, is made up of representatives of each of the constituency groups. The Council's purpose is to:

- oversee and facilitate planning processes;
- encourage open dialogue and involvement in the shared governance process; and
- promote advancement of the mission and strategic goals of the College.

**25. PROFESSIONAL DEVELOPMENT/ SABBATICAL LEAVE/TRUSTEES FUND COMMITTEES:** Oversight by VPI

This group meets periodically and reviews applications from academic employees seeking funding to update, retrain, and extend their expertise to meet current and future student instructional needs.

**26. SAFETY COMMITTEE:** Advises the VPSS

The Safety Committee works to improve safety on campus and provides emergency situation training (earthquake and fire preparedness) and procedures as well as hostile intruder alert/lockdowns.

**27. SOCIAL JUSTICE COMMITTEE:** Advises the President

The group provides leadership in the development of policies, practices, and resources that promote diversity awareness and equity within a safe, respectful and inclusive learning and working environment.

**28. STUDENT EQUITY COMMITTEE:** Advises the VPSS/VPI

Cañada College welcomes all students, cherishes their diversity, and supports them in achieving their personal, educational, and career goals in an environment of academic excellence. As part of this commitment, the Committee for Student Equity will update the Cañada College Student Equity Plan in accordance with the California Code of Regulations Title 5, Section 54220, and will study, monitor, and make recommendations to appropriate college bodies regarding student equity issues and efforts.

**29. STUDENT SERVICES PLANNING COUNCIL:** Advises the VPSS

The Student Services Planning Council is a primary participatory governance group and is representative of the student services divisions and working groups and actively collaborates with the Instructional Planning Council.

**30. SUSTAINABILITY COMMITTEE:** Advises the President

The committee develops an implementation plan to implement the Educational Master Plan sustainability objective.

**31. TECHNOLOGY COMMITTEE:** Advises the President

The Technology Committee was formed to keep the College current in a continually changing teaching and learning environment. The Cañada College Technology Committee will ascertain that its plan informs and is integrated with the San Mateo County Community College Strategic Plan.

**32. TENURE REVIEW COMMITTEE:** Advises the VPI/VPSS

As per the AFT contract, the Tenure Review Committee provides the recommendation for tenure and forwards the recommendations to the appropriate Vice President. Transfer Center Advisory Committee



**Career and Technical Education Advisory Committees**

**§ 55601. Appointment of Vocational Education Advisory Committee:** The governing board of each community college district participating in a vocational education program shall appoint a vocational education advisory committee to develop recommendations on the program and to provide liaison between the district and potential employers. The committee shall consist of one or more representatives of the general public knowledgeable about the educational needs of disadvantaged populations, students, teachers, business, industry, the college administration, and the field office of the Employment Development Department.

At Cañada College, the Career and Technical Education Programs establish advisory committees with representatives external to the college. Committee members from businesses and agencies that are served by the CTE program give insight and information on the needs of the workforce area. The purpose of the advisory committees is to ensure that each program provides students with the skills and knowledge that are relevant and up to date. The current list of Career and Technical Education Advisory Committees is below.

- Accounting/Business
- Chemical Laboratory Technology
- Computer Business Office Technology
- Early Childhood Ed/Child Development
- Fashion Design
- Human Services
- Interior Design
- Kinesiology
- Medical Assisting
- Multimedia
- Paralegal
- Radiologic Technology

## 9. Evaluation of the Participatory Governance Process

In order to assure institutional improvement of the teaching and learning environment, the participatory governance and decision-making processes (planning, program review) will be evaluated regularly. The Planning & Budgeting Council and the College President will share primary responsibility for assuring this evaluation is completed. These evaluations are set up to ensure the participatory governance structure provides for:

- a collegial process that sets values, goals, and priorities;
- evaluation and planning rely on high quality research and analysis on external and internal conditions; and
- educational planning is integrated with resource planning and distribution to achieve student learning outcomes.

### Elements of the Evaluation Process

- *Staff and Student Survey:* Periodically, the faculty, staff and students will be surveyed to determine if the processes described in this document are working effectively.
- *Review by Primary Participatory Governance Groups:* The primary participatory governance groups: IPC/SSPC/APC/Academic Senate/Classified Senate/ASCC will review the data collected and make recommendations for improvement based on the data.
- *Review by Planning & Budgeting Council:* The PBC will receive reports from the primary groups and recommend changes to processes as needed.

### Timeline for the Evaluation Process

Annual Timeline	Group	Activity
March	PBC	Reviews evaluation questions for key governance groups, which may include: <ul style="list-style-type: none"><li>• Are we achieving the desired levels of awareness and participation from faculty, staff and students?</li><li>• Is the governance group advancing the appropriate agenda?</li><li>• How is the coordination among the governance groups working?</li><li>• How well did the annual planning process work this year?</li><li>• How well did the new hire priority setting process work?</li><li>• Are there any structural issues which should be addressed?</li><li>• Are agendas and minutes communicated to the entire campus?</li><li>• How effective is the group?</li><li>• What could be changed for the upcoming year?</li></ul>
April	IPC/APC/SSPC/PBC	Respond to the evaluation questions on governance and prepare information to be shared with PBC
May	PBC	Report from the governance groups reviewed and discussed. Changes made as needed.

## **10 . Office of Planning, Research & Student Success**

The Office of Planning, Research & Student Success at Cañada College, is committed to building, maintaining and nurturing a culture of inquiry and reflection by providing a foundation for the effective and pervasive practice of evidence-based decision making at every layer of the institution.

Its primary purpose is to empower faculty, students, staff, and administrators with information to effectively pursue and achieve the mission of the college. Because the pursuit of that mission relies heavily on the ability of the institution to constantly improve and adapt, the Office of Planning, Research & Student Success maintains an infrastructure to support on-going assessment and continuous improvement within a framework oriented toward **achieving sustained improvements in student learning.**

Specifically, the Office of Planning, Research & Student Success aims to:

1. Provide information to improve decision making at every layer of the institution.
2. Stimulate thoughtful reflection on established processes and encourage on-going review and improvement.
3. Encourage the use data and evidence to identify and incubate new opportunities.
4. Actively support and nurture an institutional culture of inquiry that supports a pervasive commitment to excellence in student learning.

## **APPENDICES**

Appendix 1: Accreditation Rubrics

Appendix 2: Planning and Program Review Forms

Appendix 3: Board Policy 2.05 –Academic Senate—Role & Scope

Appendix 4: Board Policy 2.08 – District Shared Governance Process

Appendix 5: Board Policy 2.18: Participation in District and College Shared Governance

Appendix 6: Board Policy 2.75: Institutional Planning

Appendix 7: Board Policy 8.11: District Budget

Appendix 8: Committee Descriptions

Appendix 9: Excerpts from Title 5

Appendix 10: Associated Students of Cañada College – Bylaws

Appendix 11: CSEA: Shared Governance Classified Representation Appointment Process