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

Cañada College

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.
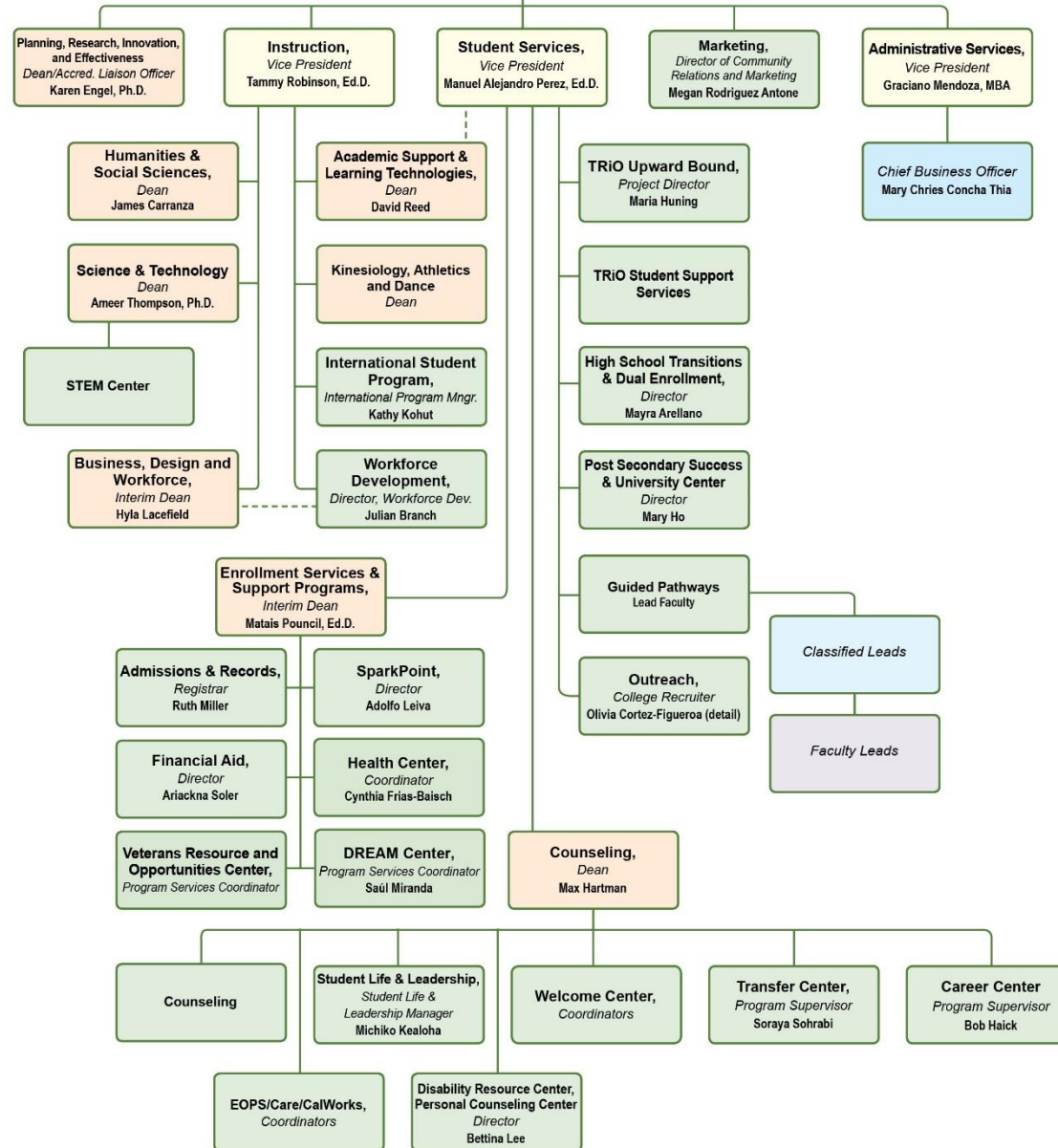
Values

- 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

Office of the President,
President
Jamillah Moore, Ed.D.

Planning, Research, Innovation, and Effectiveness
Dean/Accred. Liaison Officer
Karen Engel, Ph.D.

Instruction,
Vice President
Tammy Robinson, Ed.D.

Student Services,
Vice President
Manuel Alejandro Perez, Ed.D.

Marketing,
Director of Community Relations and Marketing
Megan Rodriguez Antone

Administrative Services,
Vice President
Graciano Mendoza, MBA

Chief Business Officer
Mary Chries Concha Thia

Humanities & Social Sciences,
Dean
James Carranza

Academic Support & Learning Technologies,
Dean
David Reed

TRiO Upward Bound,
Project Director
Maria Huning

Science & Technology
Dean
Ameer Thompson, Ph.D.

Kinesiology, Athletics and Dance
Dean

TRiO Student Support Services

STEM Center

International Student Program,
International Program Mngr.
Kathy Kohut

High School Transitions & Dual Enrollment,
Director
Mayra Arellano

Business, Design and Workforce,
Interim Dean
Hyla Lacefield

Workforce Development,
Director, Workforce Dev.
Julian Branch

Post Secondary Success & University Center
Director
Mary Ho

Enrollment Services & Support Programs,
Interim Dean
Matais Pouncil, Ed.D.

Guided Pathways
Lead Faculty

Classified Leads

Admissions & Records,
Registrar
Ruth Miller

SparkPoint,
Director
Adolfo Leiva

Outreach,
College Recruiter
Olivia Cortez-Figueroa (detail)

Faculty Leads

Financial Aid,
Director
Ariackna Soler

Health Center,
Coordinator
Cynthia Frias-Baisch

Veterans Resource and Opportunities Center,
Program Services Coordinator

DREAM Center,
Program Services Coordinator
Saúl Miranda

Counseling,
Dean
Max Hartman

Counseling

Student Life & Leadership,
Student Life & Leadership Manager
Michiko Kealoha

Welcome Center,
Coordinators

Transfer Center,
Program Supervisor
Soraya Sohrabi

Career Center
Program Supervisor
Bob Haick

EOPS/Care/CalWorks,
Coordinators

Disability Resource Center, Personal Counseling Center
Director
Bettina Lee

What is participatory governance?

Students   Faculty   Staff   Administrators

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
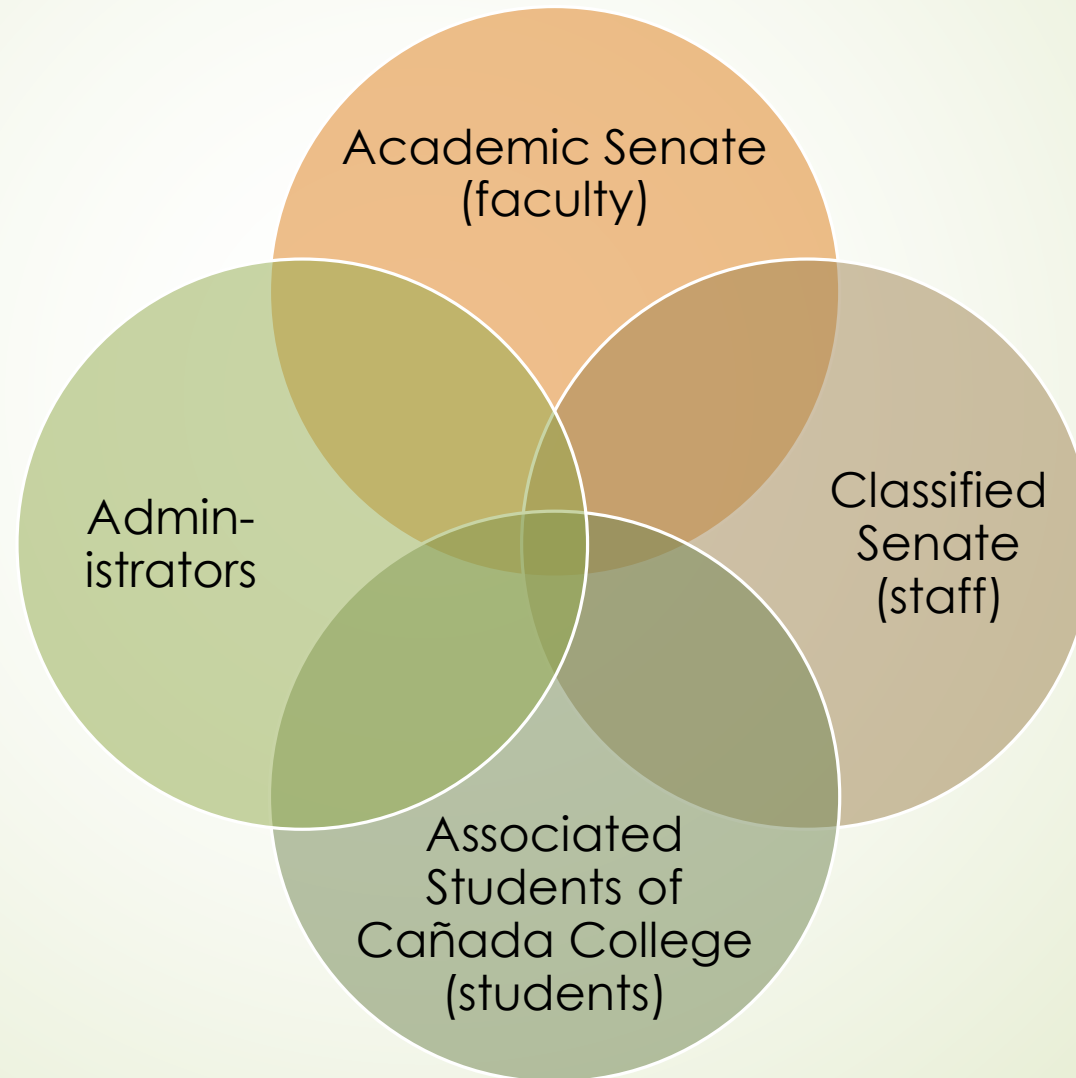
Participatory Governance: the law

The California Community College Board of Governors shall establish "minimum standards" and local governing boards shall "establish procedures not inconsistent" with those standards to ensure:

- Faculty, staff and students the right to participate effectively in district and college governance and

- The right of **academic senates** to assume <u>primary responsibility for making recommendations in the areas of curriculum and academic standards</u>.

Education Code Sections 70901 and 70902

Participatory Governance: Academic Senates

(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 Senate: "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.

Title 5 §53200

Classified Senate

The primary governing body for classified professionals at Cañada College.

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

Classified Senate represents:

- non-represented (non-union) classified employees, including supervisors and management

- CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION, Chapter 33 (CSEA)

- LOCAL 829, COUNCIL 57 AMERICAN FEDERATION OF STATE, COUNTY AND MUNICIPAL EMPLOYEES (AFSCME), AFL-CIO

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

Associated Students of Cañada College (ASCC)

- The ASCC is the official student government organization of Cañada.

- The ASCC leaders are elected and appointed student representatives who organize and promote campus wide programs, protect student rights, and represent the student voice on campus committees.

Participatory Governance bodies at Cañada College

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
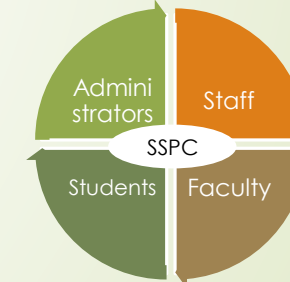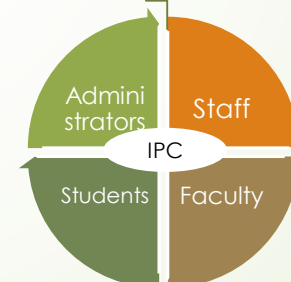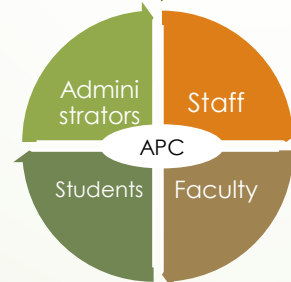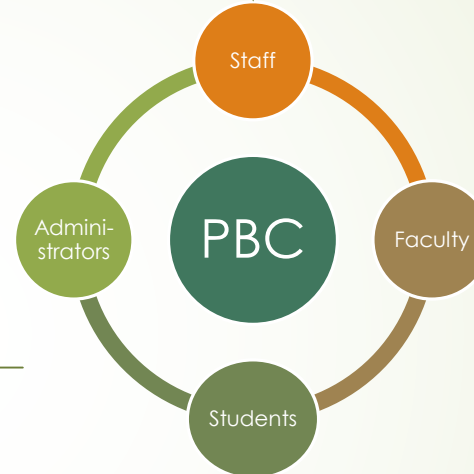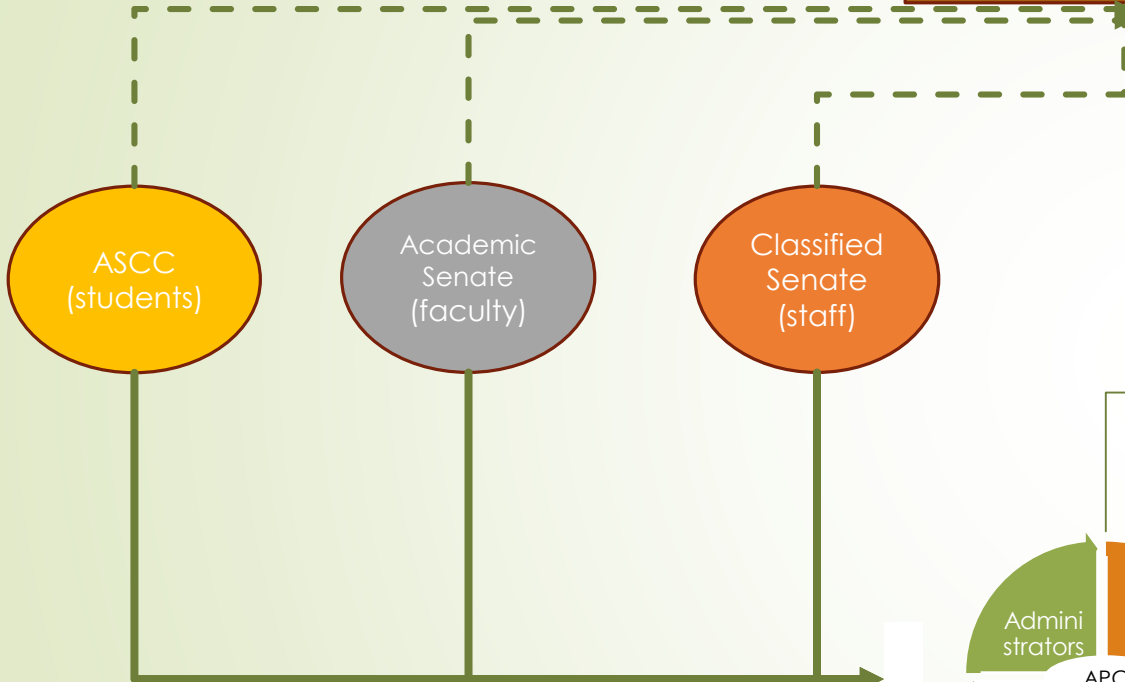
Definitions

Approved by PBC on April 15, 2020

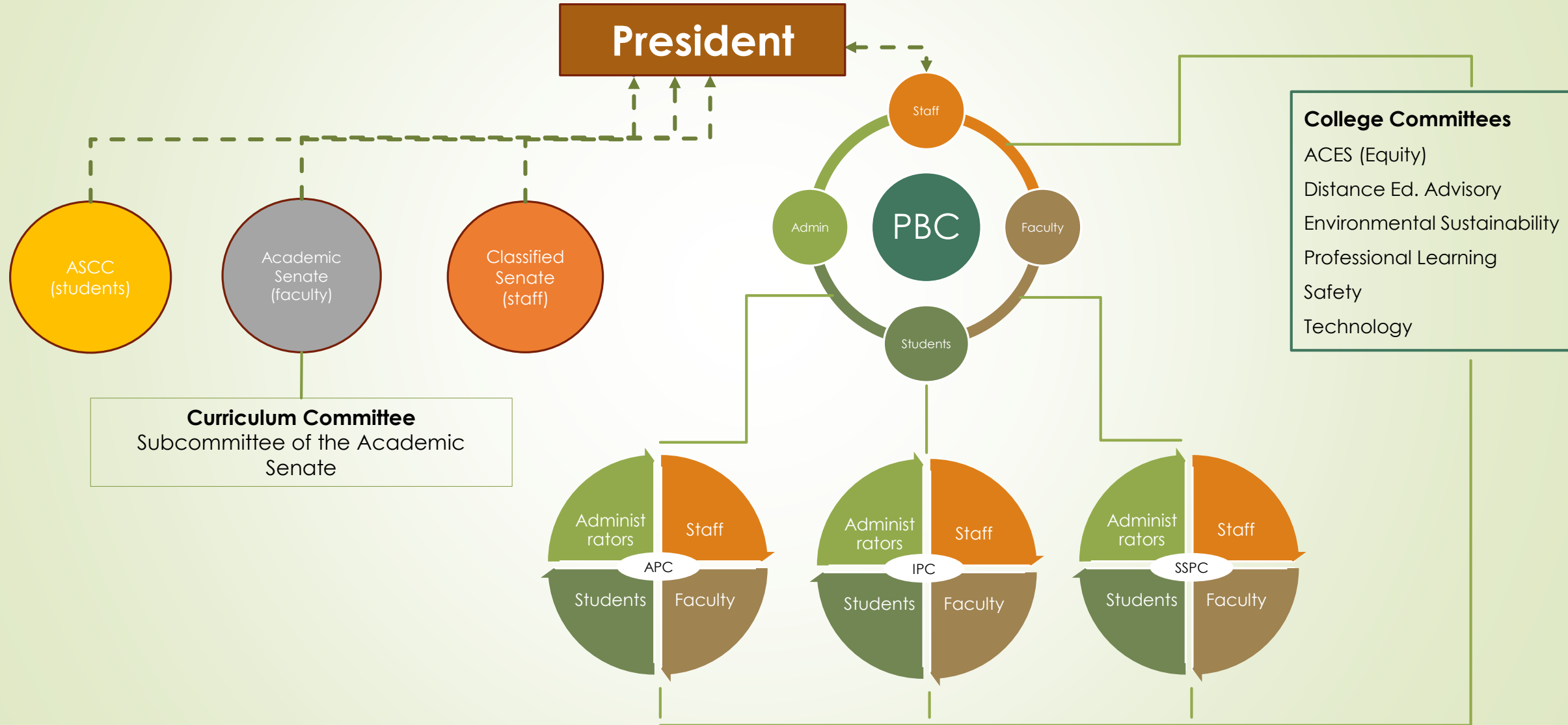|	
Council	A primary participatory governance body: PBC, IPC, SSPC, APC whose membership is representative of all four college constituency groups—students, faculty, classified staff, and administration
Senate	Academic, Classified and Student Senates each represent a single college constituency group. (These may include subcommittees per their bylaws.)
College Committee	Participatory governance bodies (with *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

PBC

Staff
Admin
Faculty
Students

ASCC (students)

Academic Senate (faculty)

Classified Senate (staff)

Curriculum Committee
Subcommittee of the Academic Senate

APC — Administrators, Staff, Students, Faculty
IPC — Administrators, Staff, Students, Faculty
SSPC — Administrators, Staff, Students, Faculty

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

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

Cañada College

College

Committee

BYLAWS

TEMPLATE

DRAFT

Cañada College

College
Committee

PLAN
TEMPLATE

Insert Title

Date Submitted to PBC:
Approved by PBC:
Responsible Committee:

DRAFT
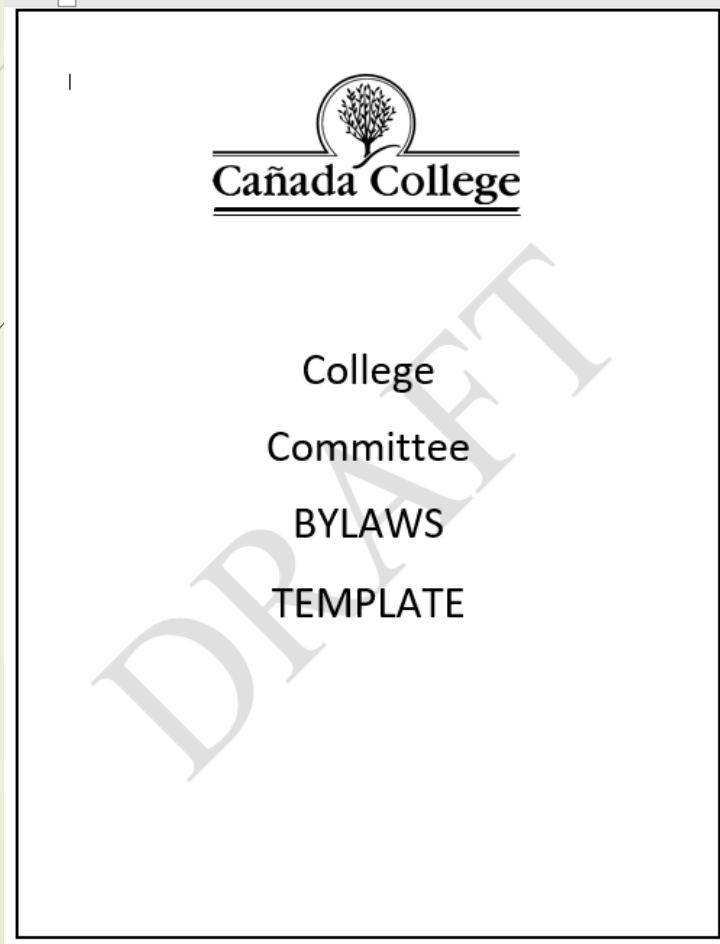
Roles & responsibilities of all PBC members

- 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

PBC Responsibilities

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

PBC 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.

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) 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.

Education Master Plan: 2017-2022

Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22
			Strategic Enrollment Management Plan: 2020-23	
			Year 1 2020-21	Year 2 2021-22	Year 3 2022-23
			College Committee Planning: 2020-2023 *Align 3-year planning as appropriate per committee*	
			Annual Strategic Plan (operational)	Annual Strategic Plan (operational)	Annual Strategic Plan (operational)

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

Cañada Collaborates [website](#) canadacollege.edu/prie

[Annual Plan](#) helps operationalize who will do what this year to achieve our college goals

Cañada Collaborates

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

What are our strategic initiatives for 2020-21 and beyond?

Our Education Master Plan (EMP) and our Strategic Enrollment Management Plan (SEM) describe our strategic initiatives for the year. We are in year 4 of our EMP and year 1 of our SEM.

Educational Master Plan 2017-2022   Strategic Enrollment Management Plan
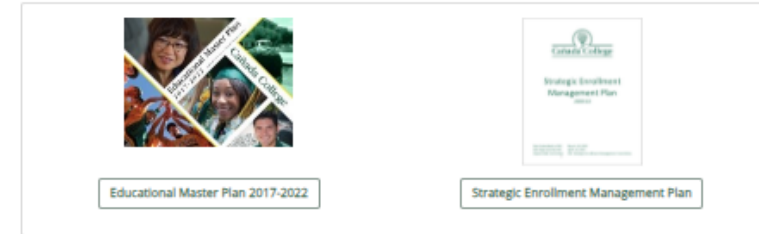
Leadership Retreat

As part of the College's annual planning cycle, campus leaders convened for a 2-day Leadership Retreat on August 12 & 13, 2020 to help develop a draft anti-racist framework for the College as well as refine strategic priorities for the coming academic year. The slides used during the Retreat can be found here; the draft notes are here; and the list of student, faculty, and classified staff leaders and administrators who RSVP'd for the Retreat can be found here.

Working on our Strategic Priorities in 2020-21

The draft annual strategic priorities discussed and refined by Leadership Retreat participants will be presented to the larger campus community on Flex Day (August 18, 2020) and then to the Planning and Budgeting Council during their first meeting on September 2, 2020, at which time the specific actions to be taken and the groups responsible for taking them will be identified.

At the same time, the PBC will continue to implement the refined roles and responsibilities of college committees it adopted in April, 2020. Beginning Fall 2020, Cañada College committees will be responsible for developing three-year plans which align planning objectives, strategies, and actions with the college's Educational Master Plan (EMP) 2017-2022 goals, Strategic Enrollment Plan (SEM) 2020-2023 strategic initiatives, and integrated Guided Pathways college re-design efforts. These plans will also help achieve the annual strategic priorities identified by the August Leadership Retreat participants.

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

College Goal #1: Student Completion/Success

Develop Clear Pathways

Improve Student Completion

Implement Promise Scholars Program

Expand Cohort Bridge Programs

College Goal #2: Community Connections

K-12 & Adult School Partnerships

Connect Students with Internships and Mentorships

Create an Alumni Network

Build Relationships with Employers

Enhance Marketing

Hold on-campus events

Partner with 4-year Colleges and Universities

Five-year Education Master Planning Cycle

Mission

College Strategic Goals

District Strategic Goals

Chancellor's *Vision for Success*

Annual Resource Prioritization & Allocation Process in support of college mission

Academic Senate Prioritizes Faculty

Academic Senate Prioritizes Staff

President

PBC ensures requests prioritized to best achieve college mission & goals

VPA develops budget

Divisions prioritize non-personnel resource requests

Program Review

Sources of Innovation & Organizational Change

Grants

Emergency Online Operations

Guided Pathways

Strong Workforce Plan

Strategic Enrollment Plan

Antiracism Framework

Annual Plan aligns and operationalizes college plans, identifies specific projects to be completed in one year in support of 5-year goals

Student Voice & the Student Experience Informs All

Bi-Annual Program Review Cycle

Program Improvement Plans (diata informed)

Professional Learning

Research & access to information

Technology

Facilities

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

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

Program Review Timeline (as of fall 2020)
(pending IPC and PBC approval in September, 2020)

Beginning of August
Data Dashboards Available; Improve Open

August Flex Day
Workshops

Mid-October
Programs submit complete **drafts** of program reviews/annual updates and **all** resource requests*

Early November
Deans complete review and discussions with **each** program; Programs submit **final** program reviews/annual updates and **all** resource requests*

November
Position Justification Presentations
Divisions provide information about prior- year grant-funded positions

Early December
PBC **prioritizes** personnel requests and presents President with prioritized list.

Dec - January
President announces approved positions
(contingent on funding)

January - February
Divisions prioritize non-personnel resource requests

Feb-March
Joint IPC-SSPC Program Review Presentations

Mid-February
Deans, VPs and President submit prioritized non-personnel Division or Department resource requests to PBC.

March - May
VPA presents 3-year revenue and expense projections to PBC

Early March
PBC **prioritizes** non-personnel requests.

May - June
Budget Office notifies Programs of approved requests funded for following year

May - June
VPA authorizes Divisions to make purchases starting July 1

| August | September | October | November | December | January | February | March | April | May |

*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

# Annual Integrated Planning, Budgeting & Evaluation Cycle

Cañada College Annual Integrated Planning & Budgeting Calendar (updated 9.10.2020)		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 to District	VPAS	X											
	Approve budget (Board 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 process)	Divisions			X	X								
	Announcement of approved new positions	President					X	X						
College and Program Planning	Set annual priorities	Leadership Retreat	X											
	Consider College Scorecard and confirm priorities	PBC		X										
	Consider draft and approval final Annual (operational) Plan	PBC		X	X									
	Align annual work plans to Annual Plan	All		X										
	Prepare progress reports to PBC	Committees								X	X	X		
	Approve progress reports and any new 3-year plans from Committees	PBC								X	X			
	Update data dashboards for program review	PRIE	X											X
	Post SLO and PLO assessment reports	VPI	X											
	Conduct program review, update program plans & resource needs	Programs/Deans	X	X	X	X								
	Peer evaluation of comprehensive program reviews	IPC/SSPC		X	X	X								
Resource Requests	Complete program review or annual updates to request resources	Programs				X								
	Prioritize resource requests (part of program review process)	Divisions						X	X					
	Certify prioritization of resource requests	PBC								X				
	VPAS presents 3-year revenue and and budget scenarios	VPAS								X	X			
	Announce results of resource request process	VPAS											X	
Evaluation	Conduct ILO assessment	PRIE									X	X	X	
	Consider results of ILO assessment and plan accordingly	PBC												
	Establish governance evaluation instrument	PBC/PRIE								X				
	Evaluate governance process	PRIE								X				
	Consider results of governance evaluation and determine actions	PBC												
	Update College Scorecard and post on website	PRIE	X	X										
	Complete annual research and evaluation cycle (& present to PBC)	PRIE	X	X									X	

Measuring our effectiveness

College Scorecard

Institution-set Standards: Scorecard

Data Element	Definition of the Measure	Institution-Set Standard	Stretch Goal	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	Six-year Average
COLLEGE-WIDE STUDENT ACHIEVEMENT										
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.	**70%**	72%	**72.9%**	72.4%	72.0%	70.8%	70.2%	69.3%	72.9%
Student success rates during their first year (First Time Students only)	Same as above - applies to studens 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.	**62%**	64%	**69.6%**	63.4%	68.5%	63.9%	63.6%	59.8%	69.6%
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.	**80%**	82%	**73.1%**	75.7%	80.1%	75.2%	78.7%	77.1%	76.7%
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.	**64%**	66%	**TBD**	63.0%	61.8%	64.5%	65.5%	62.5%	63.5%
Degree completion (total #)	All Associate and Associate for Transfer degrees awarded by the College: summer, fall, spring.	**300**	380	**754**	558	585	486	463	422	545
Transfer (total #)	All Cañada students who successfully transfer to a 4-year college or university: summer, fall, spring.	**240**	300	**TBD**	341	307	276	293	260	295
UC/CSU Transfer #	Based on UC and CSU data, all Cañada students who successfully transfer to a UC or CSU: summer, fall, spring.	**150**	170	**TBD**	305	243	217	217	193	235
Certificate completion (tot #)	All certificates awarded by the College: summer, fall, spring.	**280**	300	**310**	372	292	244	332	400	325

Data Dashboards: canadacollege.edu/prie
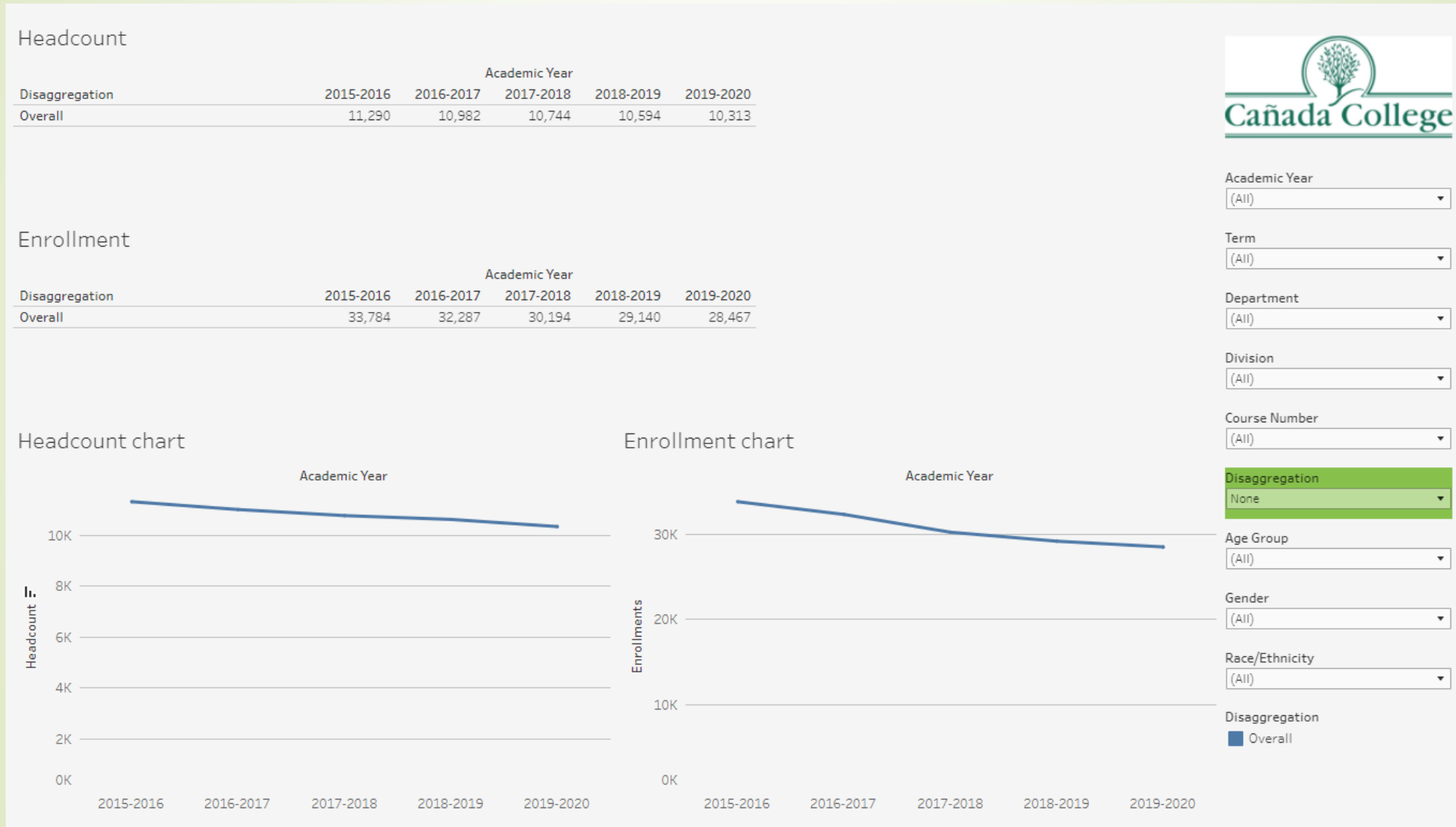
Important Information

- [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