



# Orientation to Participatory Governance at Cañada College

For Planning and Budgeting Council (PBC) members  
as well as members and prospective members of all College Councils,  
Senates, and Committees

by

PBC Co-Chairs: David Eck, Academic Senate President, and Maria Huning, Classified Senate Vice President  
Dean of Planning, Research, Innovation, and Effectiveness (PRIE), Karen Engel

September 29, 2023

# Agenda

- Part 1: Who are we? What is participatory governance?
  - Mission, Vision, and Values of the College
  - College Organizational Chart
  - What is Participatory Governance?
  - The Law
- Part 2: Roles and Responsibilities
  - Participatory Governance Bodies at Cañada College
  - Roles and Responsibilities of Academic, Classified, and Student Senates
  - Roles and Responsibilities of Council Members
  - Roles and Responsibilities of College Committee Members
- Part 3: The College Planning and Budgeting Cycle
  - Integrated Planning and Budgeting Cycle
  - Program Review, Priority Setting and Resource Allocation
  - Measuring and Monitoring our Effectiveness

# Part 1: Who are we?

## What is participatory governance?

- People, Programs, Service Area
- Mission, Vision, and Values of the College
- College Organizational Chart
- What is Participatory Governance?
- The Law

# Cañada College: Fall 2023

Students	6,020
Classified Staff	119
Full-time Faculty	63
Part-time Faculty	125
Administrators	13

Offering 130 degree and certificate programs

Serving San Mateo County Residents, particularly residents of:

- Atherton
- Belle Haven
- East Palo Alto
- Emerald Lake Hills
- Kensington Square
- La Honda
- Ladera
- Menlo Oaks
- Menlo Park
- North Fair Oaks
- North Skyline
- Pescadero
- Portola Valley
- Redwood City
- Rural Mid Coast
- San Carlos
- San Gregorio
- Sequoia Tract
- South Skyline
- Stanford Lands
- Weekend Acres
- Woodside



# Mission

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Cañada College engages and empowers students in transforming their lives and communities through quality education.

# Vision

Cañada College provides equitable education such that students from diverse backgrounds are able to achieve their educational goals and benefit the world.

# Values

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## **Social Justice and Racial Equity**

Antiracism

Equity

Inclusion

Diversity

Access

Liberation

**Transforming Lives**

**Community Partnerships**

**Academic Excellence**

**Sustainability**

**Transparency and**

**Authenticity**

**Student Centered**

**Cultural Empathy**

# College Goals: 2022-27

## Student Access, Success and Completion

Cañada College ensures student access to relevant and transformative student services and instructional programs that are inclusive, diverse, equitable, and antiracist. As an institution, Cañada contributes to the financial stability of students to empower them to pursue personal, academic, professional, and civic goals. Cañada College continuously assesses processes and removes barriers to student access, success, and completion.

## Community Connections

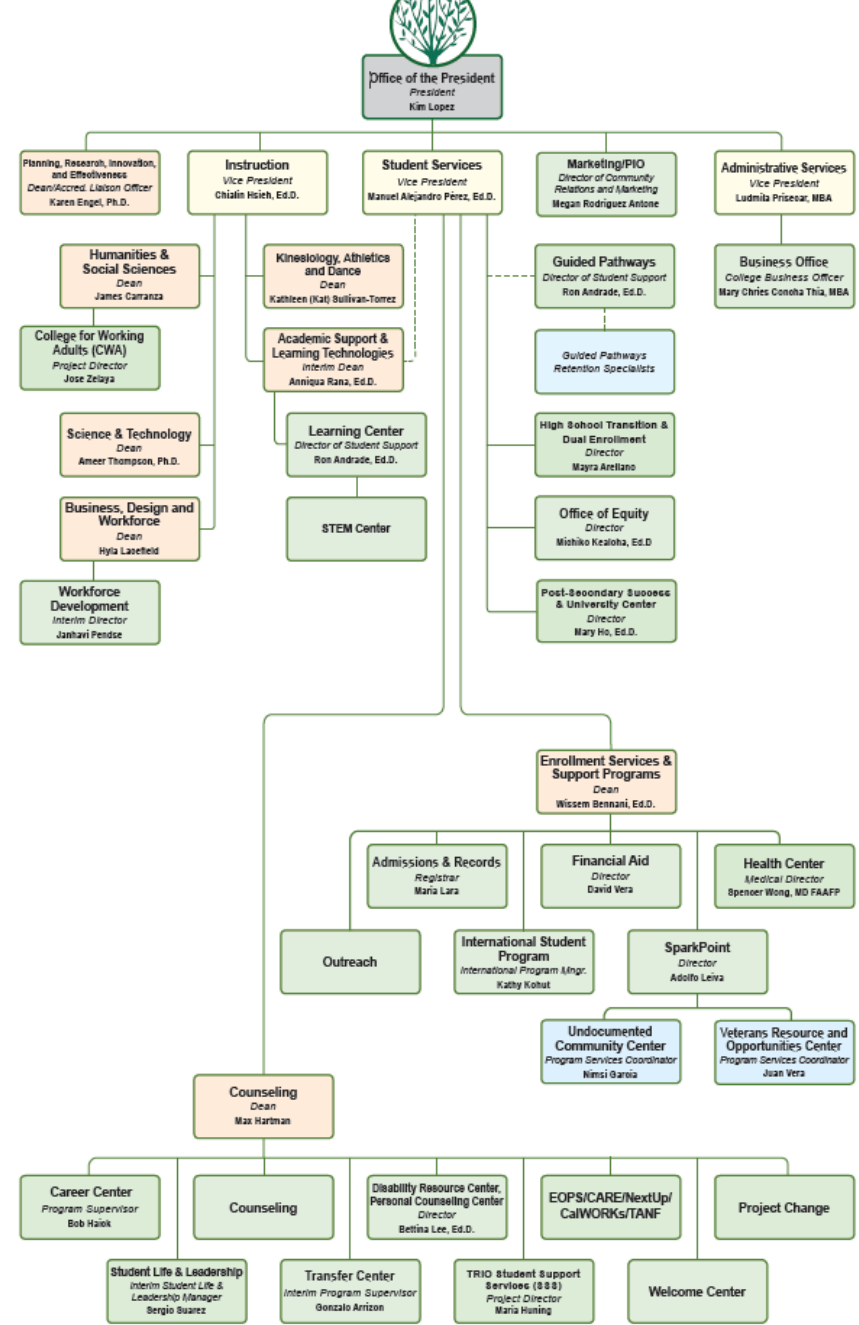
Cañada College establishes equity-minded partnerships with other educational institutions, employers, governments, and community-based organizations that result in seamless pathways for high school students transitioning to college, college students transitioning to university, and all community members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

## Equity-Minded and Antiracist College Culture

Cañada College transforms its culture to be equity-minded and antiracist. Our teaching, learning, and services create a sense of belonging among all community members so they are able to recognize that their unique selves are valued, express themselves fully, and thrive. Our educational practices reflect the fundamental importance of individualized learning experiences, the shared building of knowledge, and promoting social justice at Cañada College.

## Accessible Infrastructure and Innovation

College financial resources are well managed in support of the College's values and to provide accessible physical and virtual spaces that promote continuous innovation and excellence in teaching and learning. Cañada's investments in physical, technological and transportation infrastructure create sustainable, equitable access to the College and support equitable educational outcomes across the diverse members of the community we serve.



President   
 Director/Manager/Supervisor/Program/Division Supervisor   
 Singular Reporting  
Vice President   
 Faculty   
 Multiple Reporting





What is  
participatory  
governance?



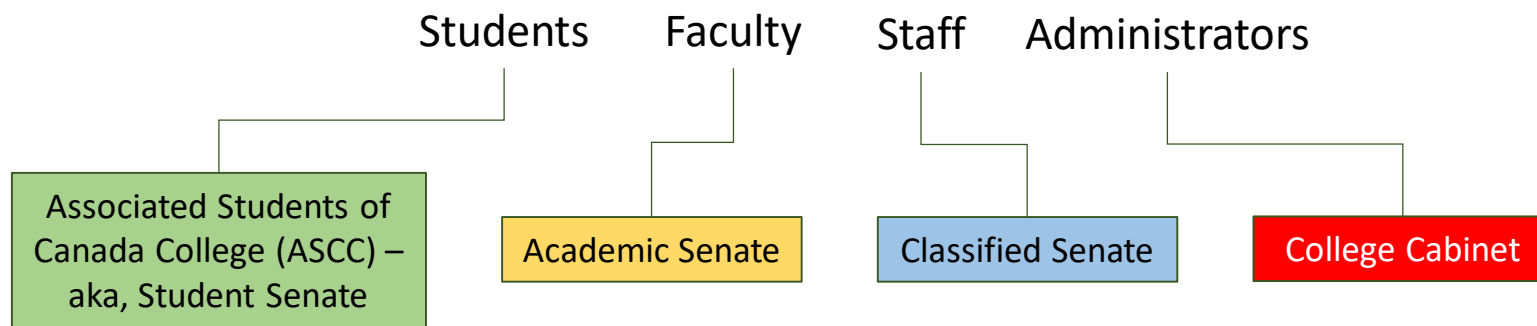
Students Faculty Staff Administrators

**Working Together for Student Success!**



College constituency groups...

...represented by:



# Participatory Governance

“ ... not a simple process to implement“

“ ... goodwill, thoughtful people, a willingness to take risks and the ability to admit problems exist – can go far toward establishing a positive environment...”

“The central objective should be creation of a climate where energy is devoted to solving crucial educational tasks and not to turf battles over governance.”

California Community College Trustees (CCCT) and the Chief Executive Officers of the  
California Community Colleges (CEOCCC)  
Policy Paper, December 1989

# Participatory Governance: the law

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

- Faculty, staff and students the right to participate effectively in district and college governance and
- The right of **academic senates** to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

Education Code Sections 70901 and 70902

# Cañada College's Decision-Making Philosophy

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

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

# Participatory Governance Manual

<https://canadacollege.edu/pgm/>

# Part 2: Roles and Responsibilities

- Participatory Governance Bodies at Cañada College
- Roles and Responsibilities of Academic, Classified, and Student Senates
- Roles and Responsibilities of Council Members
- Roles and Responsibilities of College Committee Members



## Participatory Governance Definitions

Council	A primary participatory governance body: PBC, IPC, SSPC, and EAPC, whose membership is representative of all four college constituency groups—students, faculty, classified staff, and administration
Senate	Academic, Classified and Student Senates each represent a single college constituency group. (These may include subcommittees per their bylaws.)
College Committee	<p>Participatory governance bodies (with <i>at least</i> one of each of the four college constituency groups in their membership) each responsible for a specific plan. College Committees complete the following:</p> <ul style="list-style-type: none"> <li>• Draft the plan (based on the college plan template to ensure alignment with college goals and accreditation objectives/standards)</li> <li>• Solicit input and seek approval for plan from each Planning Council</li> <li>• Submit plan to PBC for final review and approval</li> <li>• Monitor college-wide implementation of the committee plan</li> <li>• Report annually to PBC on the progress made toward achieving the committee plan</li> </ul>
Task Force or <i>ad hoc</i> Work Group	Small groups created by a Planning Council or a Committee for a short time—less than a year—for a defined “task” or purpose. The membership of the Task Force relies on topic experts, interested parties, and may include representation of college constituency groups as determined by the founding Planning Council or Committee.
Operational Groups	Operational groups, for example, like iDeans or College Council, serve College functions or specific purposes related to college operations. Likewise, Professional Development (Article 13) or Evaluation Guidance Committees fulfill faculty contract obligations. They serve operational functions per the faculty contract. Operational groups are not college participatory governance planning committees.

SMCCD Board of Trustees

Chancellor

President

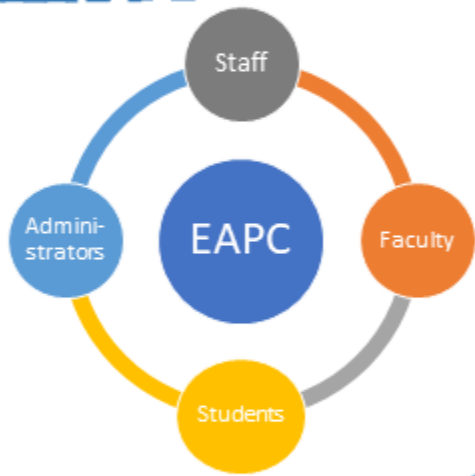
Cabinet

ASCC (students)

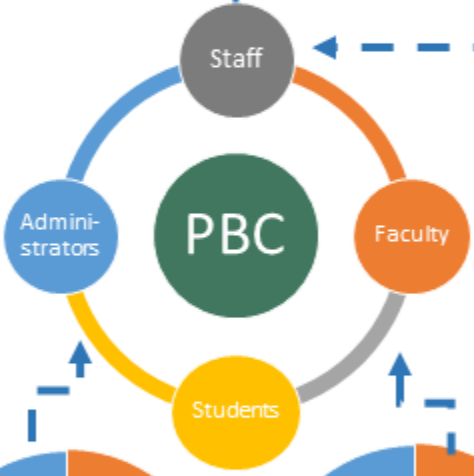
Academic Senate (faculty)

Classified Senate (staff)

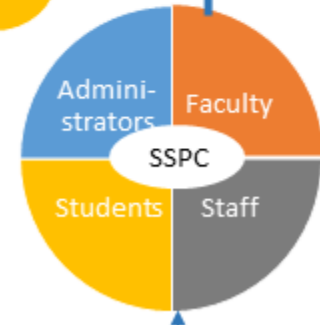
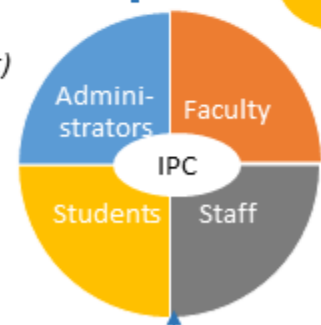
Subcommittees of the Academic Senate:  
Black Students Matter  
Curriculum Committee  
Textbook Affordability



(reporting structure pilot)



- College Committees**
- Distance Ed. Advisory (DEAC)
  - Honors Transfer Prog.
  - Professional Development Planning
  - Safety (District Plan)
  - Technology



**Programs**  
Program Review, Assessment, Resource and Staffing Requests

Deans

**College Mission**

**Key:**  
- - - = recommendations  
— = decisions

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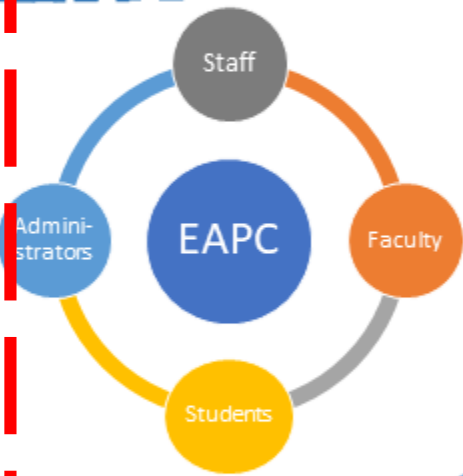
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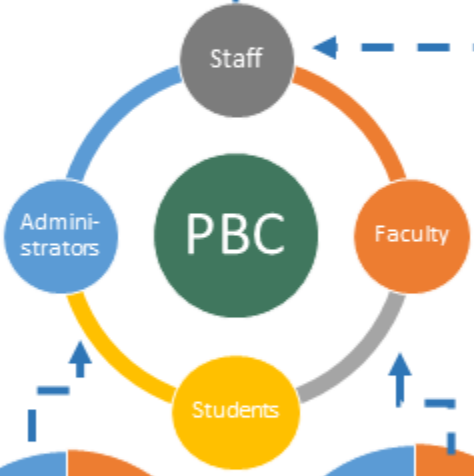
**Senates**



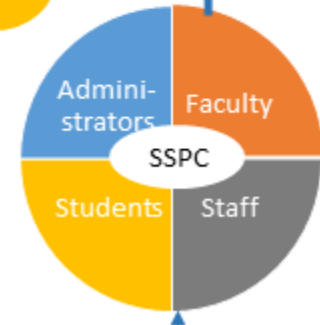
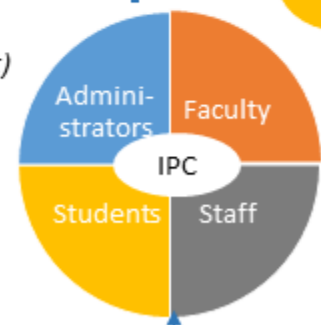
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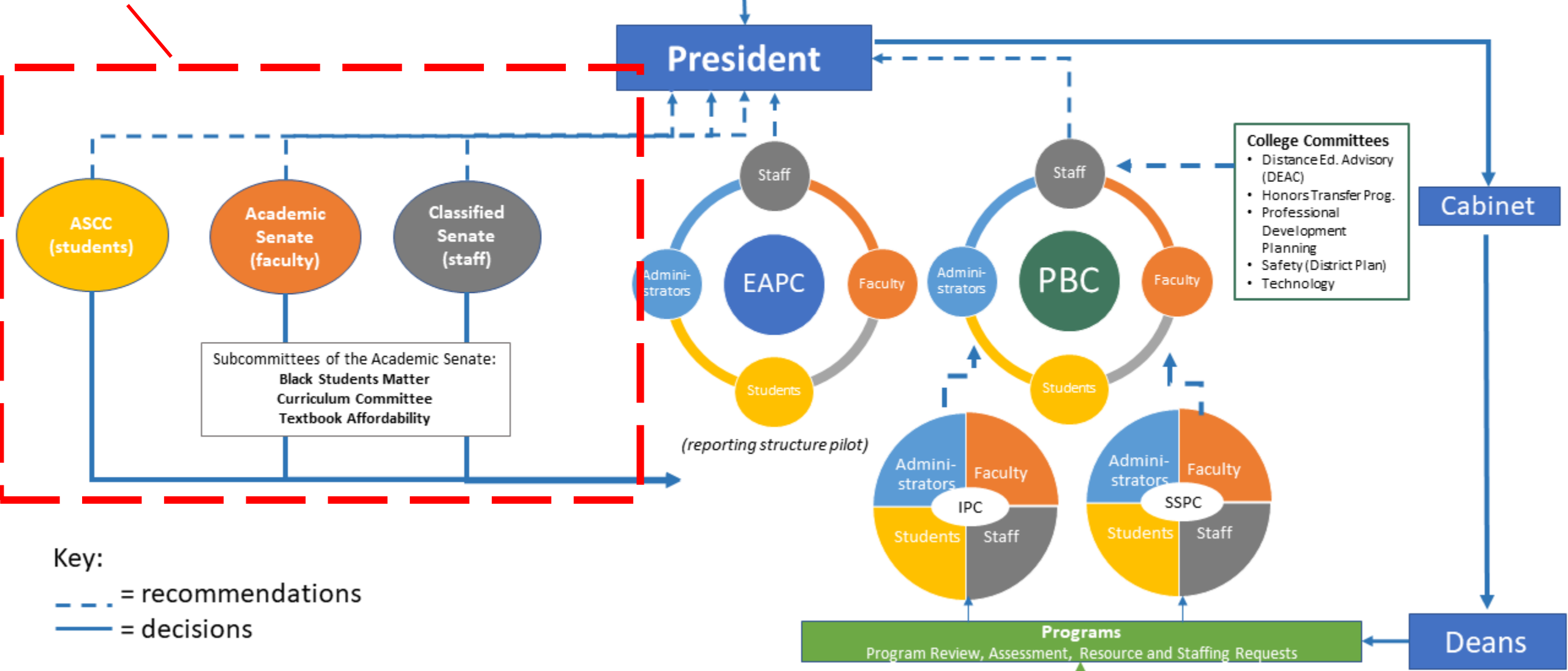
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# Participatory Governance: Academic Senate

## CA Ed Code: Title 5 §53203

(a) The governing board shall adopt policies for appropriate delegation of authority and responsibility to its academic senate.

...providing at a minimum the governing board or its designees **consult collegially** with the academic senate when adopting policies and procedures on academic and professional matters.

## The “10+1”

Academic and professional matters means the Academic Senate is primarily responsible for the following policy development and implementation matters:

1. Degree and certificate requirements
2. Curriculum, including establishing prerequisites and placing courses within disciplines
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development, and
11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate

# Participatory Governance: Classified Senate

**The primary governing body for all classified professionals at Cañada College in conjunction with CSEA is the Classified Senate.**

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

Classified Senate represents:

- non-represented (non-union) classified employees, including supervisors and management
- CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION, Chapter 33 (CSEA)
- LOCAL 829, COUNCIL 57 AMERICAN FEDERATION OF STATE, COUNTY AND MUNICIPAL EMPLOYEES (AFSCME), AFL-CIO

[B.P 2.08](#): The SMCCCD Board recognizes CSEA as the official body representing classified staff and considers classified staff to be full participants in participatory governance on all items pertaining to their interests (Education Code §70901.2). The selection of classified representatives to serve on District and/or College committees, task forces, or other governance groups shall be made by CSEA with the expectation that all classified staff will be considered in the process of selecting representatives (Title 5 §51023.5).

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

# Staff Roles in College Governance

- Governing boards adopt policies and procedures that provide staff opportunity to participate effectively in district and college governance.
  - formulation and development of policies and procedures, and
  - processes for jointly developing recommendations that have or will have a significant effect on staff.
- Board shall not take action on matters significantly affecting staff until the recommendations and opinions of staff are given every reasonable consideration.

California Education Code: Title 5 § 51023.5

# Associated Students of Cañada College (ASCC)

- The ASCC is the official student government organization of Cañada.
  - The ASCC leaders are elected and appointed student representatives who organize and promote campus wide programs, protect student rights, and represent the student voice on campus committees.
- 
- Governing boards adopt policies and procedures that provide students opportunity to participate effectively in district and college governance on formulation and development of policies and procedures and processes for jointly developing recommendations that have or will have a significant effect on students.
  - Board shall not take action on a matter having a significant effect on students until recommendations and positions by students are given every reasonable consideration.

California Education Code: § Title 5 §51023.7

# Policies and procedures that have a “significant effect on students” include:

1. Grading policies;
2. Codes of student conduct;
3. Academic disciplinary policies;
4. Curriculum development;
5. Courses or programs which should be initiated or discontinued;
6. Processes for institutional planning and budget development;
7. Standards and policies regarding student preparation and success;
8. Student services planning and development;
9. Student fees within the authority of the district to adopt;
10. Any other district and college policy, procedure or related matter that the district governing board determines will have a significant effect on students; and
11. Policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.



# Supporting Student Participation

- Use acronyms mindfully
  - Spell out an acronym on first use in order to avoid distancing people from a conversation/information item
- Facilitate student participation during governance meetings. Consider multiple approaches, such as:
  - Check-ins with student representatives during meetings
  - Follow-ups after a meeting to see if there are confusions
  - Buddy system: identify a fellow committee member who can provide more immediate answers, feedback, and encouragement
- Practice critical pedagogies when students participate, ensuring students have equal voice (minding potential infantilizing)
  - Every perspective deserves to be understood

SMCCD Board of Trustees

Chancellor

President

**Councils**

Cabinet

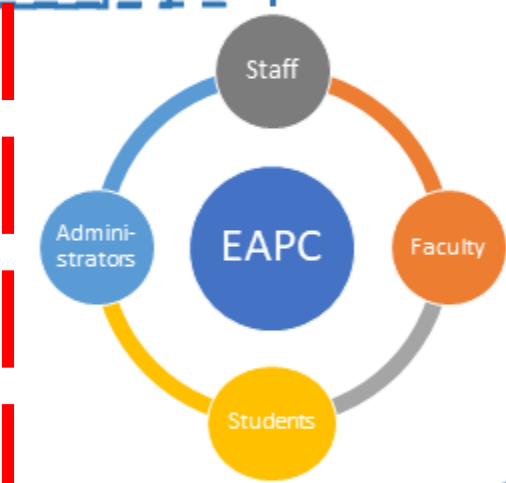
Deans

ASCC  
(students)

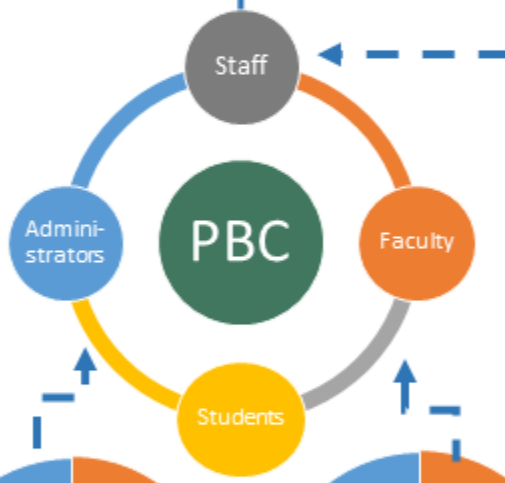
Academic  
Senate  
(faculty)

Classified  
Senate  
(staff)

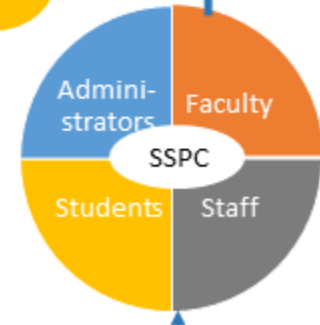
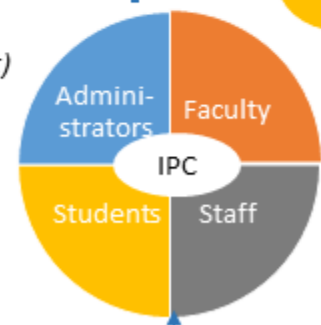
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*(reporting structure pilot)*



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Program Review, Assessment, Resource and Staffing Requests

**Key:**  
- - - = recommendations  
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**College Mission**



# PBC Responsibilities

## The Planning and Budgeting Council ...

- Oversees and facilitates the institution's planning processes, including the Annual Strategic Plan, the Educational Master Plan.
- These plans are based upon annual cycles of Program Review and Student Learning Outcomes assessment.
- PBC uses data from these plans to makes decisions and recommendations regarding resource allocation.
- Establishes *ad hoc* work groups and subcommittees to address college planning needs and priorities.
- Serves as the College's Accreditation Oversight Committee with particular focus on ensuring that the College meets all of the requirements and standards set by the Accrediting Commission for Community and Junior Colleges (ACCJC).

# PBC Responsibilities

The Planning and Budgeting Council advises and makes recommendations to the President on matters pertaining to:

- prioritizing expenditures to advance the College goals
- planning
- governance issues
- issues regarding college facilities, maintenance, and operations
- issues regarding campus climate
- any other issue affecting the well-being of the College at large

# 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 Members: expectations of service

- Members will commit to attend and prepare for Planning & Budget Council (PBC) meetings
- Members will notify co-chairs if unable to attend scheduled meetings
- Meetings will start on time
- Members will provide information to and solicit feedback from constituent groups.
- Members may be removed or asked to resign by consensus of the other members, after three (3) absences in one semester.

# Instructional Planning Council (IPC) responsibilities:

**The Instructional Planning Council (IPC) is advisory to the Planning & Budgeting Council on a range of issues related to instruction:**

1. Develop and oversee the annual process of instructional program review (on behalf of Academic Senate)
2. Provide feedback on instructional program review narratives in accordance with the Academic Senate guidelines.
3. Evaluate the instructional program review process yearly.
4. Host Instructional Program Review presentations (this could include a collaboration with SSPC).
5. Coordinate the annual program review college-wide process (including the timeline, communication, due dates) in collaboration with all councils and appropriate workgroups.
6. Recommend and review policies and procedures as they relate to instruction.
7. Provide support and feedback on the development of new instructional programs and instructional program discontinuance.
8. Annually review how the campus is meeting [ACCJC Accreditation Standards IIA and IIB](#).
9. Completion of a yearly review of the purpose and the role of the Instructional Planning Council.
10. Discuss and identify innovative instructional methods and opportunities to enhance teaching and learning.
11. Review and provide feedback on reassigned time applications.

# Student Services Planning Council (SSPC) responsibilities:

**The Student Services Planning Council is advisory to the Planning and Budgeting Council on a range of issues pertaining to student services. Its duties include:**

1. Develop, implement, and evaluate a Student Services planning cycle (including staffing, equipment, facilities and budgetary needs.)
2. Integrate Student Services Division plans.
3. Make recommendations about policies and procedures related to Student Services.
4. Make recommendations to College Planning and Budgeting Council regarding prioritization of resources advancing the Strategic Goals regarding Student Services.
5. Meet at least once a year with the Instructional Planning Council (IPC) through the PBC hiring process.
6. Evaluates proposals for adding, modifying, and discontinuing Student Services programs.
7. Develop ongoing communication strategy with IPC by designating a SSPC member representative(s) to report to IPC on SSPC matters and to report back to SSPC on IPC matters.
8. Form subcommittees, work groups and task forces as needed.



# Equity and Antiracism Planning Council (EAPC) responsibilities:

We  
established  
EAPC last  
year

**Mission:** The mission of the Equity and Antiracism Planning Council is to disrupt and dismantle systemic racism and White supremacy for our college community in pursuit of equity, antiracism, justice and liberation.

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

- **Goal #1:** Collaborate with other bodies to review and revise college policies and practices.
- **Goal # 2:** Facilitate training for students, faculty, staff, and administration.
- **Goal #3:** Develop and implement college-wide programming related to equity and antiracism.

**Responsibilities** include: Strategic Planning (oversight of the SEAP Plan), Priority Setting, Participatory Governance (partner with PBC), Program Development & Support, Address Systemic Barriers, Innovation & Inquiry, Campus Climate, Professional Development.

**Reporting** Structure (pilot): EAPC currently makes recommendations directly to the College President (this reporting structure will be piloted through spring 2024).

[EAPC Bylaws](#)

SMCCD Board of Trustees

Chancellor

President

**Committees**

Cabinet

ASCC  
(students)

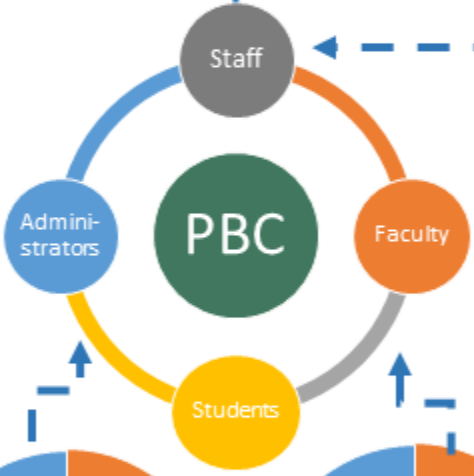
Academic  
Senate  
(faculty)

Classified  
Senate  
(staff)

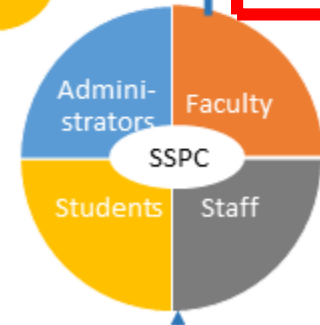
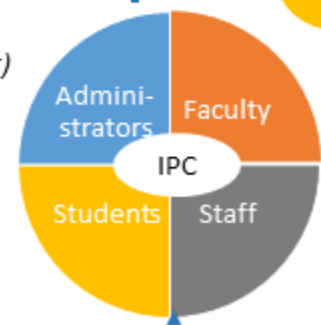
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(reporting structure pilot)



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Programs  
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Deans

College Mission

Key:  
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# Roles & responsibilities of all College Committee members in 2022-23

- 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)

College committees report their recommendations, plans and progress to the Planning & Budgeting Council every year

# Part 3: The College Planning & Budgeting Cycle

- Integrated Planning and Budgeting Cycle
- Program Review, Priority Setting and Resource Allocation
- Measuring and Monitoring our Effectiveness

# Education Master Plan: 2022-27

Year 1  
2022-23

Year 2  
2023-24

Year 3  
2024-25

Year 4  
2025-26

Year 5  
2026-27

Strategic Enrollment Management  
Plan: 2020-23

Strategic Enrollment Management  
Operational Plan: 2023-2025

Year 1  
2020-21

Year 2  
2021-22

Year 3  
2022-23

Year 1  
2023-24

Year 2  
2024-25

## College Committee Plans

- Student Equity & Achievement Plan
- Honors Transfer Program Plan
- Environmental Sustainability Plan (District Plan)
- Online Education Plan
- Professional Development Plan
- Safety Plan (District Plan)
- Technology Plan

*Committee plans operationalize and help monitor the implementation of the goals and strategic initiatives established in the EMP and SEM by topic*



Strategic Planning  
Calendar  
2022-27

2020-21  
Annual Plan  
(EMP Priorities)

2021-22  
Annual Plan  
(EMP Priorities)

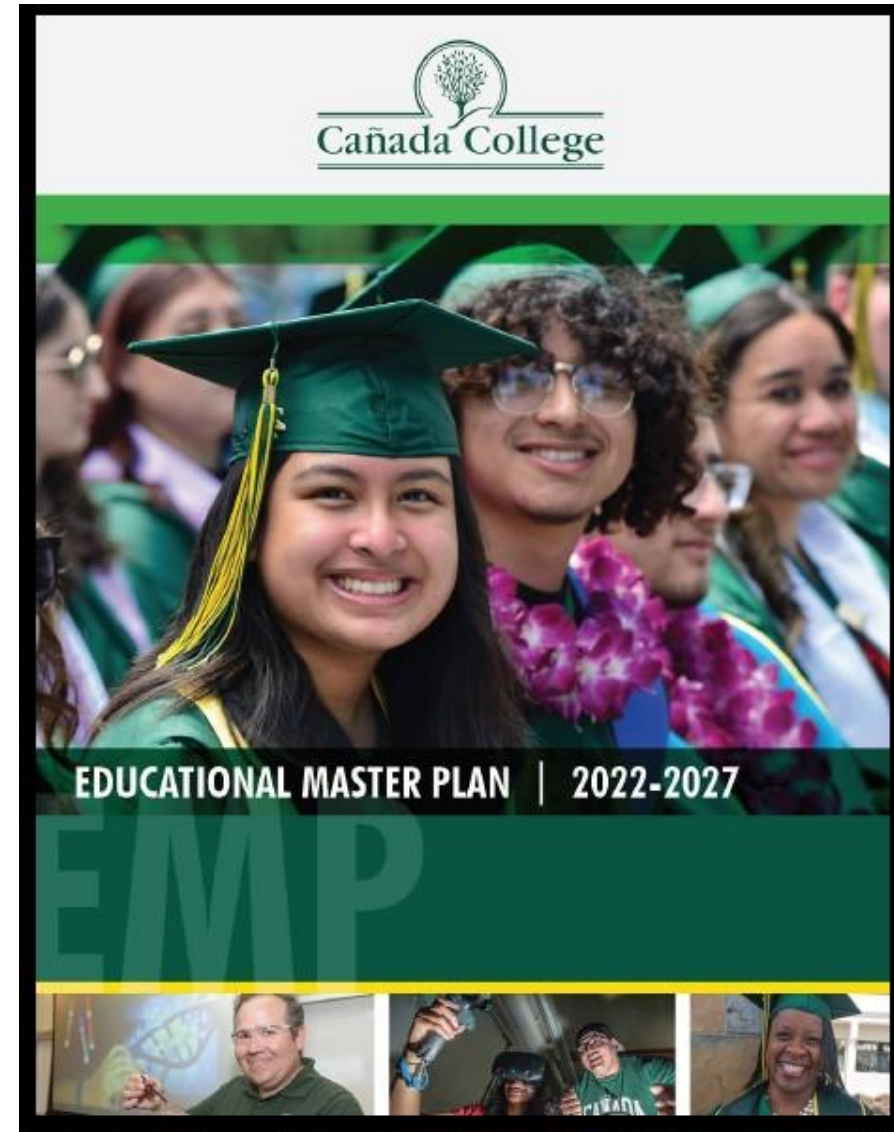
2022-23  
Annual Plan  
(EMP Priorities)

2023-24  
Annual Plan  
(EMP Priorities)



Where we are now

We're now in  
year TWO of  
implementing  
our FIVE YEAR  
Education  
Master Plan



We adopted  
a new SEM  
Plan in  
Spring 2023

**Primary objective: To *maximize the probability* that each student is able to achieve their educational goal(s) at Cañada *within two years*.**

**Help achieve** the College's goals for student success and equity.



## Strategic Enrollment Management Plan

2020-23

Updated and Operationalized for 2023-25

Date Update Submitted to PBC:

May 17, 2023

Date Update Approved by PBC:

May 17, 2023

Responsible Committee:

Cabinet subcommittee



# Cañada Collaborates website

canadacollege.edu/prie

Helps operationalize our new EMP:

- Who is responsible for what?

Overview
Accreditation
Cañada Collaborates
College Metrics
College Planning
Contact Us
Data Dashboards & Packets
Educational Master Plan
Enrollment Management
Institutional Review Board (IRB)
Learning Outcomes & Assessment
Making a Research Request
Participatory Governance
Planning & Budgeting Council
Program Review
Resources

## Cañada Collaborates

This website is organized to help Cañada College students, faculty, staff and administrators collaborate effectively as they achieve our [College Mission](#) and ensure success for all of our diverse students.

### What are our strategic initiatives for 2023-24 and beyond?

Each year, student, faculty, staff and administrator leaders at Cañada College identify the the specific actions we will take the coming academic year to operationalize the strategic initiatives laid out in our Educational Master Plan (EMP) and our Enrollment Management Plan (SEM). In 2022-23, the College will launch the implementation of our [new Educational Master Plan for 2022-2027](#).

### Leadership Retreat

As part of the College's [annual planning cycle](#), campus leaders convened for a Leadership Retreat on August 10, 2023 to discuss how to operationalize and implement the strategies contained in the new Educational Master Plan during the coming academic year. Information from [prior Leadership Retreats](#) can be found [here](#). The Planning and Budgeting Council adopted a new Annual Plan based on the Leadership Retreat recommendations on September 20, 2023.

### Working on our strategic priorities in 2023-2024

During the 2023-24 academic year, four work groups will tackle nearly a dozen of our EMP initiatives as laid out in [the College's 2023-24 Annual Plan](#) for EMP implementation.

At the same time, work continues on our other EMP initiatives as defined by PBC here: [EMP implementation matrix](#) and

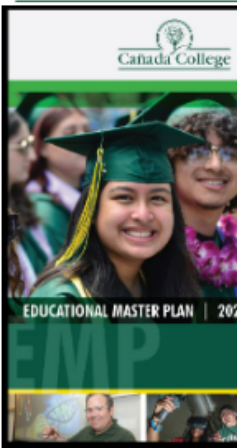
#### [EMP Initiatives](#)

#### [Groups Responsible for EMP Initiative\(s\)](#)

#### [Persons Responsible for EMP Initiative\(s\)](#)

### College Councils, Senates, Committees, Work Groups and Operational Groups

To work together effectively to achieve our goals, the College is organized into Councils, Senates, Committees, Work Groups and Operational Groups which are part of our [participatory governance decision-making process](#). These groups, and the points of contact to include:



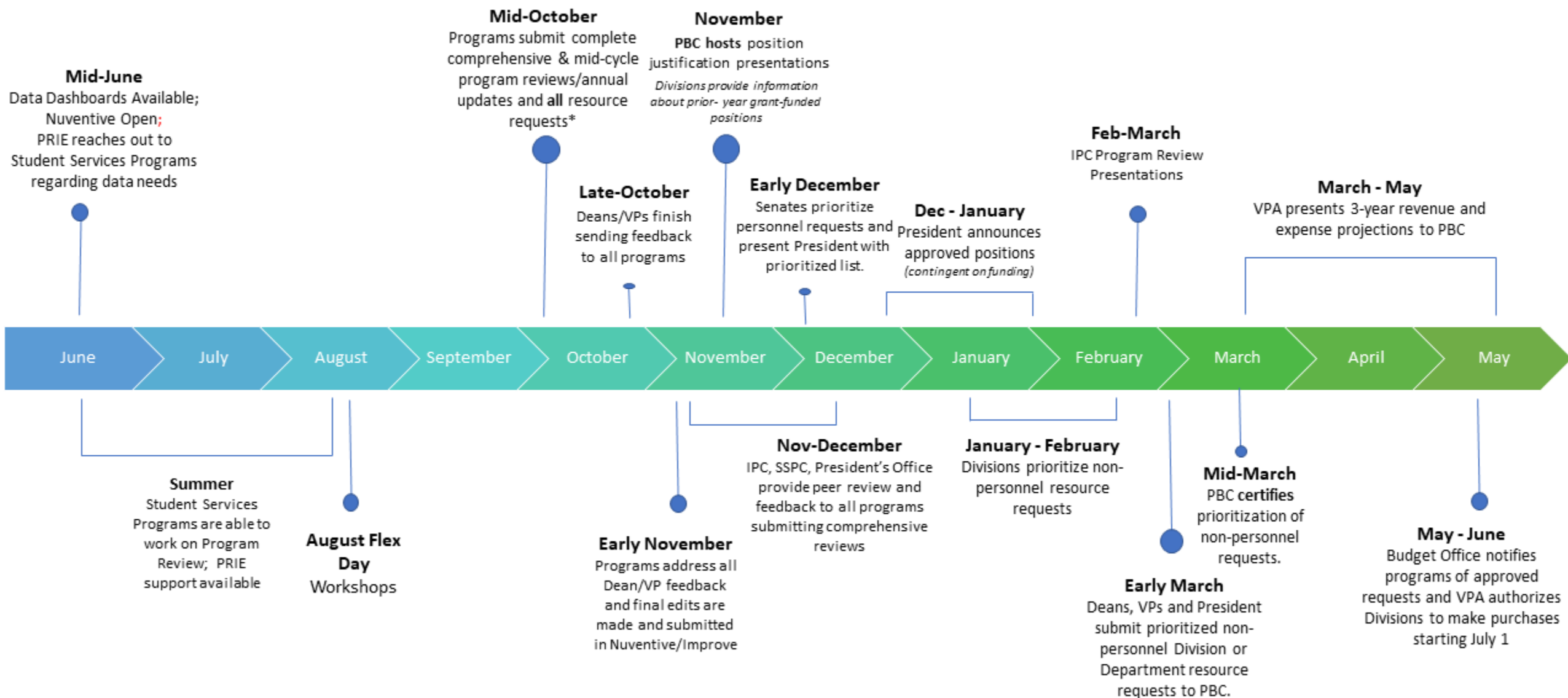
# Program Review, Priority Setting and Resource Allocation

# 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
- The President's Office facilitates the peer review of administrative program reviews

# Cañada College: Program Review Timeline



Revised by PBC on April 5, 2023

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

[ADMISSIONS](#)[ACADEMICS](#)[STUDENT LIFE](#)[STUDENT SERVICES](#)[ABOUT CAÑADA](#)

## Program Review

### Overview

[Our Program Review Process](#)[Final Deadline Extension & Deferral Process](#)[Program Review PBC Sub-Committee](#)[Timeline](#)[Templates & Forms](#)[Exemplary Responses](#)[Administrative Programs](#)[Instructional Programs](#)[Student Services Programs](#)[Personnel Request Process](#)[Nuventive Link and Guides](#)[Data Dashboards &](#)

## Program Review at Cañada College

### Welcome to 2023-2024 Program Review Cycle!

*Here are the steps needed to complete program review this year:*

1. Check the Administrative, Instructional, and Student Services Program Review schedules to see if your program is up for comprehensive program review this year.
2. If your program is up for comprehensive program review this year, enter your [Comprehensive Program Review](#). If you're not up for comprehensive program this year and you have resources you want to request this year, enter an [Annual Update](#).
3. If you are requesting resources, be sure to complete STEP 2 in Nuventive.
4. Submit your complete Comprehensive Program Review or Annual Update **before October 13, 2023**.
5. Deans and VPs **complete feedback of all program review materials** and send out **before October 27, 2023**.
6. Review your supervisor's feedback and incorporate it into your program review **before November 3, 2023**.

### Additional Resources

- [Data Dashboards & Packets](#)
- [Program Review Timeline](#)
- Review Your Past PR Submissions:
  - [Administrative Programs](#)
  - [Instructional Programs](#)
  - [Student Services Programs](#)
- [Review How Resource Requests are Prioritized](#)
- [All Program Review Guides](#)

COLLAPSE ALL

Program Context

Last Modified: 06/08/2023, N. Support

\* denotes a required field.

Mission (100 word limit)

1- How does your program align with the college and district mission? <https://smccd.edu/dpgc/files/dsgc-DistrictMission.pdf> <https://canadacollege.edu/about/mission.php>

Sample

Program Description (500 word limit)

2- Who does your program serve?

Sample

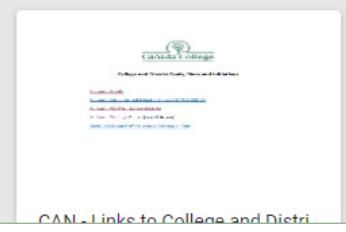
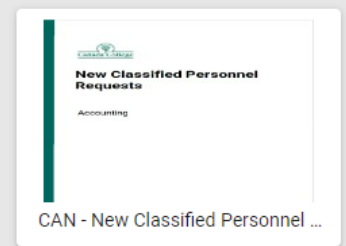
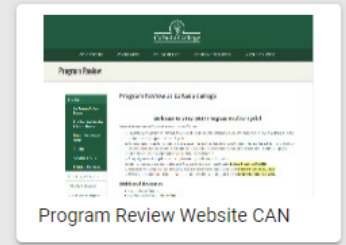
a. How many students are served by your program?

b. How does your program intentionally serve underrepresented, disproportionately impacted or racially minoritized students (ie. Black and/or Indigenous People of Color; Gay, Lesbian, Bisexual, Transgender, Queer, Intersex, and Asexual; 1st Gen; Foster; Homeless; Undocumented; Veteran; Low-Income; or other disproportionately impacted student populations identified in our Student Equity data, etc.)?

3- How has student access, retention, and completion changed over the course of this program review cycle?

4- What delivery method(s) does your program utilize to best serve students? (ie. in person, in the community, online, hybrid, hyflex, scheduled appointments, drop ins etc.). How does your program determine which delivery methods are most beneficial for students?

5- What are your on and off-campus community partnerships and how are they operationalized to support students?



## 2023 - 2024

*Last Modified: 06/08/2023, N. Support*

1. Describe any changes or updates that have occurred since you last submitted program review. If there haven't been any changes or updates since your last program review, enter N/A.

Sample

2. Provide a summary of the progress you have made on the goals identified in your last program review.

Sample

3. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.

Sample

General Supporting Documents

Tables &amp; Graphs

## 2022 - 2023

*Last Modified: 08/03/2022, A. Hughes*

1. Describe any changes or updates that have occurred since you last submitted program review. If there haven't been any changes or updates since your last program review, enter N/A.

5\* faculty members have completed the OEI POCR training course which certifies them to review and provide feedback on other online and hybrid courses to bring them up to the standard of Quality Reviewed courses. Three programs have been identified to align with the POCR criteria as part of the larger goal of bringing them into the OEI-CVC (Virtual Campus). These programs are: Paralegal, Cloud Computing, and Communications Studies. A non-tenure track, part-time faculty Instructional Designer position was approved and posted for the fall 2020 semester.

\* denotes a required field.

Resource Request: Non-Personnel Item (2023 - 2024)

COLLAPSE ALL

Non-Personnel Item (2023 - 2024) \*

Program Requesting Resources

Item Requested ⓘ

Item Description ⓘ

Program Goals this Request Supports \*

Status ⓘ



Type of Resource ⓘ



Cost ⓘ

One-Time or Recurring Cost? ⓘ



Critical Question: How does this resource request support closing the equity gap? ⓘ



# Planning & Budgeting Council

Overview

Personnel Request Process

Resource Prioritization  
Process

Evaluation of Governance

Budget Development

Strategic Enrollment  
Management

[https://canadacollege.edu/  
planningbudgetingcouncil/  
resource-prioritization-  
process.php](https://canadacollege.edu/planningbudgetingcouncil/resource-prioritization-process.php)

## Resource Prioritization Process

As part of its annual, [integrated planning and budgeting cycle](#), Cañada College uses Program Review of its instructional programs, student services and administrative services to identify needed resources and prioritize them. By linking these resource requests to an analysis of program/service effectiveness and alignment with the program, college and District goals, decision-makers can better prioritize the allocation of limited financial resources. Each year, resource requests are compiled from Comprehensive Program Reviews and Annual Updates and submitted to Division Deans. Divisions have primary responsibility for prioritizing resources. Prioritizations are sent to the Planning and Budgeting Council (PBC) which has primary responsibility for certifying that resource requests are prioritized according to the process outlined below.

## Non-Personnel Resource Request Prioritization Process

*Proposed to PBC by the Program Review Work Group & Approved by PBC in the Spring of 2021*

### Step One: Programs Rate Level of Priority Upon the Creation of Non-Personnel Resource Requests

As program review authors are entering their resource requests into Improve, they will use the 'Resource Priority Ranking' field to prioritize their program's non-personnel resource requests (High, Medium, or Low Priority). This initial prioritization happens at the program level and will be included on the resource request spreadsheet that will then be reviewed and prioritized by the Division.

### Step Two: Divisions Ensure Requests Meet Minimum Criteria

College Divisions must make it possible for the College to accomplish its Mission and improve its institutional effectiveness and academic quality. The Program Review planning and resource prioritization process should address the short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Divisions must consider all of the information gathered in the resource request spreadsheet to further prioritize all of the Division's non-personnel resource requests. If Divisions use additional information to prioritize their non-personnel resource requests, they must reference the information and the manner in which it was collected. Important data to reference and document includes:

- The context for the resource requested (included in the comprehensive program review or annual update)
- Does the resource(s) requested support the program's goals?
- Do the program's goals support the achievement of the College's Mission?

Updated: Timeline for new position requests

<https://canadacollege.edu/pgm/staffing-new.php>

Overview
Mission, Vision, Values
Decision-Making Process
Integrated Planning and Budgeting
Documentation of Dialogue
<b>New Position Request &amp; Decision Timeline (non-temporary)</b>
Vacancy Replacement Positions
Externally Funded and Other Temporary Positions
Program Development
Program Improvement and Viability
Grant-development Decisions
Space Allocation
Evaluation of Governance
Other Decisions

## New position request and decision timeline (for new, non-temporary funding only)

*Approved Dec. 5, 2012; revised Dec. 16, 2015, revised May 17, 2017; revised and updated by PBC May 4, 2022.*

The table below provides an overview of the timeline and process. Detailed timelines are posted each semester on the PBC website.

Process/Steps	Deadline Dates
<p><b>STEP 1. Submit Proposal</b></p> <p>Authors submit written proposals to dean/supervising administrator who forwards to VPI/VPSS. Proposals will posted on PBC website. New Position Proposals are located on the Program Review and PBC websites.</p>	Late-October
<p><b>STEP 2. Submit Presentations</b></p> <p>Authors submit PowerPoint slides to PBC Co-Chairs and Office of the President; presentations are posted on PBC website.</p>	Early November
<p><b>STEP 3. Presentation &amp; Discussion</b></p> <p>All-governance group meeting hosted by PBC; presentations and group discussion of strengths and weaknesses for the position proposals. All members of the college community are invited to participate in the discussion.</p>	Mid November
<p><b>STEP 4. Senate Analysis of Faculty Positions</b></p> <p>Academic Senate reviews faculty positions proposals, prioritizes them and forwards their recommendations to PBC (information) and to the College President.</p> <p>Classified Senate reviews classified staff position proposals, prioritizes them and forwards their recommendations to PBC (information) and to the College President.</p>	Early December
<p><b>STEP 5. College President Decision</b></p> <p>College President announces decision on new positions after consultation with Cabinet. Announcement is college-wide.</p>	December - January
<p><b>STEP 6. Screening Process Begins</b></p> <p>Academic Senate and CSEA appoint members to screening committees.</p>	Late January
<p><b>STEP 7. President Approves Additional Positions</b></p>	Until commencement of next

# PBC Role in Resource Prioritization

As part of the Program Review resource request process:

## **For New Personnel Requests:**

- Host an all-governance group meeting where programs can make presentations about new positions needed. Host a college-wide discussion of strengths and weaknesses for the position proposals. All members of the college community are invited to participate in the discussion.

## **For Non-personnel Requests:**

- After Divisions complete the process of prioritizing resource requests, PBC must certify that the prioritization process has been followed. PBC will collect a brief summary of the process used by each Division from a Dean and a Program Review Author (representative) from each Division. The summary includes answers to the following questions:
  - Do all prioritized resource requests align with and support the College's Mission, Vision and Values?
    - If No, please explain.
  - Please provide a brief summary of how your Division went about the resource request prioritization process during this cycle. Include any rubrics, tools, or other information you considered during your process.
- Once PBC certifies the process, forward the non-personnel requests in priority order to the President.

# Integrated Planning & Budgeting



# Measuring our effectiveness

College Metrics

# College Metrics

<https://canadacollege.edu/prie/institutionsetstandards.php>

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[Accreditation](#)

[Cañada Collaborates](#)

[College Metrics](#)

[College Planning](#)

[Contact Us](#)

[Data Dashboards & Packets](#)

[Educational Master Plan](#)

[Enrollment Management](#)

[Institutional Review Board \(IRB\)](#)

[Learning Outcomes & Assessment](#)

[Making a Research Request](#)

[Participatory Governance](#)

[Planning & Budgeting Council](#)

[Program Review](#)

[Resources](#)

[Student Right-to-Know Rates](#)

[Survey Results](#)

## Cañada College Metrics

### Cañada College Institution-Set Standards

Cañada College strives continually to meet and surpass all of the standards set by the Accrediting Commission for Community and Junior College (ACCJC) and the Western Association of Schools and Colleges (WASC). [ACCJC Standard I.B.3](#), reads, "the institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information." Each year, to meet this Standard, Cañada College reviews how well it measured up against its set standards and it sets new goals for the future. These reports can be found here and are discussed periodically at the College's Planning and Budgeting Council (PBC), College Cabinet, and Academic Senate meetings.

- [Cañada College Institution-Set Standards and Goals 2021-2022](#)
- [Cañada College Institution-Set Standards and Goals 2020-2021](#)
- [Cañada College Institution-Set Standards and Goals 2019-2020](#)
- [Cañada College Institution-Set Standards and Goals 2018-2019](#)
- [Cañada College Institution-Set Standards and Goals 2017-2018](#)
- [Cañada College Institution-Set Standards and Goals 2016-2017](#)
- [Cañada College Benchmarks and Goals 2015-2016 \(combine with IEPI Indicators\)](#)
- [Cañada College Benchmarks and Goals 2014-2015](#)
- [Cañada College Benchmarks and Goals 2013-2014](#)
- [Cañada College Benchmarks and Goals 2012-2013](#)

### College Fact Book

[Cañada College Fast Facts 2022-23](#)

[Cañada College Fast Facts 2022-23 \(Spanish\)](#)

### California Community College Chancellor's Office (CCCCO)

As part of its effort to continuously develop and implement equitable placement processes, Cañada College is monitoring the impact of changes it has made to the process of placing incoming students in transfer-level math and English courses. As required by [California AB 1805](#), the College's disaggregated placement data is available here:

[AB 705 Placement Results 2022-23](#)

[AB 705 Placement Results 2021-22](#)

[AB 705 Placement Results 2020-21](#)

[AB 705 Placement Results 2019-20](#)

### U.S Department of Education

[Cañada College federal scorecard](#)

### National Center for Education Statistics (NCES)

[National Center for Education Statistics: Cañada College data](#)

Data Dashboards: <https://canadacollege.edu/prie/data-dashboards.php>

## Office of Planning, Research, and Institutional Effectiveness (PRIE)

Overview

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Institutional Review Board (IRB)

Learning Outcomes & Assessment

### Cañada College Program Review Data Dashboards



#### Student Enrollment

(Use to answer question 7A in Program Review)

Details



#### Course Outcomes

(Use to answer questions 7A, 7B, 8A and 8C in Program Review)

Details



#### Equity Dashboard

(Use to answer question 8B in Program Review)

Details



# Important Information

- [Participatory Governance Manual](#)
- [Compendium of Committees](#)
- [PBC Website](#)
- [PRIE Website](#)
- PBC Co-Chairs: [David Eck](#) and [Maria Huning](#)
- [PBC Bylaws](#)
- PBC Agenda Planning Team Members: PBC Co-Chairs plus [President Lopez](#), [VPAS Prisecar](#), and [Dean of PRIE, Engel](#)

# Questions & Answers