



**Planning Structure & Framework**  
**Adopted by College Council**  
**December 18, 2008**

## **Narrative**

After several years without a formalized planning process, Cañada College embarked on a concerted effort to develop and institutionalize systematic planning and assessment. Since 2006, the College has committed significant time, resources and opportunities for open and inclusive participation in developing and adopting a College Strategic Plan (2007) and a comprehensive Educational Master Plan (2008). Both of these planning documents lay the framework and guiding principles by which major decisions will be made at the College. The 2008 Cañada College Educational Master Plan (“EMP”) serves to link and integrates planning sub-units, including but not limited to: educational master planning, program reviews, facilities planning and financial planning and enrollment planning. This overarching document has been developed in response to the 2006 College Strategic Plan, the District’s 2008 Strategic Plan, the 2007 Accreditation Self-study and recommendations based on the October 2007 site visit by the ACCJC.

One of the basic principles of academic governance in higher education is that effective decisions derive from the powers vested in governing boards and colleges by law, the faculty, administration, staff and students. Because these sources of information are vital to the development and implementation of sound educational policy, Cañada College wishes to encourage to the greatest extent possible the practice of collegial consultation in its planning structure.

Collegial consultation recognizes and, indeed, is predicated on the sincere commitment on the part of all participants to our students, our professions, and to our institution. It is a complex process of consultation that demands from faculty, administrators, classified staff and students, a respect for divergent opinions, a sense of mutual trust, and a willingness to work together for the good of the instructional enterprise. Collegial consultation embraces the basic objective that all key parties of interest should be given the opportunity to participate in jointly developing recommendations and priorities for the well-being of the institution in accordance with its mission. The development of a planning structure by which shared governance is fully integrated into the decision-making process at Cañada College is a natural progression.

The establishment of this planning structure is in many ways a reaffirmation of the institution’s commitment to the principles of shared governance. The structure and the processes laid out within it, are intended to encourage a more holistic and comprehensive view of planning and lay a foundation to support and nurture a culture of inquiry. The future of the College will be determined by the decisions made by its stakeholders; it is hoped that this framework will introduce a degree of permanence into the planning process that will effectively endure the employment cycles of faculty, staff and the administration and furthermore, support the institution’s strategic planning and goal setting activities for years to come.

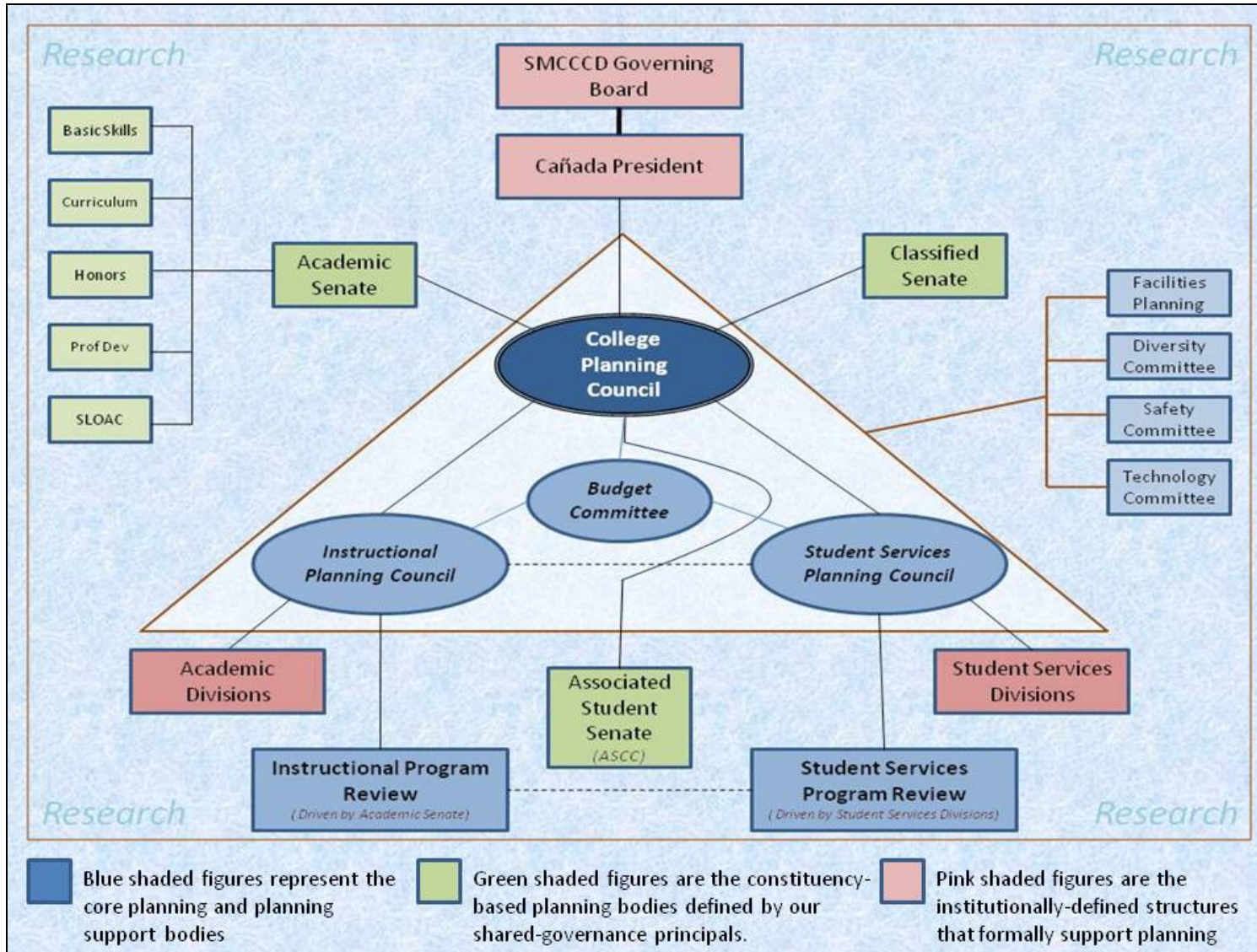
## Process

At the request of the Cañada College Council in September 2008, a subcommittee of the EMP Steering Committee lead by the Director of Planning and Research was charged with indentifying or developing a draft planning model that would potentially fit with our college culture and commitment to collegial consultation through shared governance. The draft planning document was initially circulated by email to the College Council members on October 5, 2008 followed by the Director of Planning and Research presenting and leading an in-depth discussion of the draft “Planning Structure and Framework” at the October 16, 2008 meeting.

The initial reaction to the draft was positive and members of the College Council were charged with bringing the document to their constituent groups for comment/feedback and to then report back at subsequent College Council meetings throughout late October and November. As recommendations for changes were incorporated into the draft, updated versions where circulated for additional comment and feedback. At its November 20, 2008 meeting, members of the College community were strongly encouraged to participate in finalizing changes to the draft planning structure and framework with the intent on approving the new planning structure and framework at the December 18, 2008 meeting for implementation in the Spring 2009 semester.

The Cañada College planning structure involves faculty, staff, students, and administration. The process of planning supports the [Mission](#) of the College (see Appendix E) and honors the principle of participatory governance. The planning cycle is designed to meet the ACCJC Standards for Institutional Effectiveness in Planning (see Appendix F). Towards this end, we recognize the Academic Senate authority in academic and professional matters, as well as the rights of classified staff to participate in governance outside of the arena of collective bargaining and the rights of students to have the opportunity to participate in college governance and to make recommendations concerning College policies and procedures that has effects on them as described in [Assembly Bill \(AB\) 1725](#)

## Cañada Planning Framework Schematic



## **Charge of Each Council/Committee**

Four new or revised council/committee structures will be central to all major college planning and decision-making. These bodies must first determine their composition and then meet as soon as possible to become fully operational by mid February. The College Planning Council will conduct its first meeting on January 29, 2009 to reorganize itself and will conduct its first regular business meeting on Thursday, February 5, 2009 from 1:30 pm to 3:30 pm.

### ***College Planning Council (CPC)***

The CPC replaces and assumes role of current College Council effective January 2009. The immediate charge of the CPC is to confirm its membership, re-establish co-chairs for the spring 2009 semester, establish timeline to review and change bylaws immediately impacted by change in council composition and to continue to oversee all institutional planning while in its transitional stage. *First spring meeting is January 29, 2009.* See Appendix A for CPC Structure.

### ***Instructional Planning Council (IPC)***

The IPC is a new planning council. Once the composition of this body has been confirmed and formally adopted, the members will begin the task of reviewing and defining mission and roles while concurrently responding to appropriate College planning needs. A report on council progress towards becoming operational is requested by the CPC at its February 5, 2009 meeting with an expectation that the IPC will have met as a formal body and be fully functional prior to the February 19, 2009 CPC meeting. An IPC report will be on the CPC agenda. See Appendix B for IPC Structure.

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

The SSPC is a new planning council; however, its composition for the most part, replicates membership of the Student Services Supervisory Council with the addition of students and non-supervisory classified staff. Once the composition of this body has been confirmed and formally adopted, the members will begin the task of reviewing and defining mission and roles while concurrently responding to appropriate College planning needs. A report on council progress towards becoming operational is requested by the CPC at its February 5, 2009 meeting with an expectation that the SSPC will have met as a formal body and be fully functional prior to the February 19, 2009 CPC meeting. A SSPC report will be on the CPC agenda. See Appendix C for SSPC Structure.

### ***Budget Committee***

The Budget Committee replaces and assumes role of current Planning and Budget Committee effective January 2009. The immediate charge of the Budget Committee is to continue its work in advising the CPC and College community in

budgetary matters and as the IPC and SSPC become operational, serve as an advisory body on budgetary matters of particular importance to their council roles. See Appendix D for Budget Committee Structure.

## **Assessment**

All councils need to consider the assessment component of the planning process and framework. Each council will determine the method of assessment under the advisement of the Director of Planning and Research. Assessment will include each council conducting a self-assessment and an external assessment of the other two councils. Additionally, all College constituencies and operational groups will be requested to assess the overall planning structure as a means of measuring effectiveness and inclusiveness of the adopted structure and framework.

The planning process will be assessed at the end of the Spring 2009 semester. Recommendations for adjustments as a result of assessment findings will be incorporated into the council(s) effective Fall 2009. For the following year and thereafter, assessment will occur at the end of each academic year (May/June) with recommended adjustments incorporated into the council/committee structure the following assessment cycle at the beginning of the next academic year.

## **Appendices**

- A. College Planning Council Structure
- B. Instructional Planning Council Structure
- C. Student Services Planning Council Structure
- D. Budget Committee Structure
- E. Cañada College Mission Statement
- F. ACCJC Standards for Institutional Effectiveness in Planning and Recommendation 5

## **Appendix A**

### College Planning Council

**Mission** (have everyone adopt a mission statement that supports our College mission)

#### **Role**

1. Oversees and drive institutional planning agendas for each academic year. Integrate and synthesize planning and assessment of all college wide plans, including the Strategic Plan, the Instructional Program Plan, the Student Services Program Plan, ACCJC Recommendations, Accreditation Planning Agendas, and the Facilities Plan
2. Prioritizes expenditures to advance the College goals
3. Reviews College and District policies and develops procedures to implement policy
4. Advises the president on issues regarding college facilities, maintenance, and operations
5. Provides Accreditation Oversight
6. Advises the President on issues regarding campus climate
7. Advises the President on any other issue affecting the well-being of the College at large

#### **Products**

Development of the Strategic Plan, Strategic Plan Progress Reports, development of criteria for annual evaluation of the planning outcomes and process, prioritized list of expenditures to advance the 11 Strategic Goals, policies and procedures recommendations.

#### **Meeting Schedule**

First and Third Thursdays 1:30 – 3:30

#### **Chair(s)**

Co-Chairs (one classified and one faculty member)

#### **Members**

- Academic Senate President
- Classified Senate President or VP of Classified Senate
- Student Senate President
- One Full-time Faculty Member
- One Adjunct or Full-time Faculty Member
- Two Classified Staff Members
- Two Student Senate Members
- Director of Planning, Research and Student Success
- College President (non-presiding, non-voting)



## **Appendix B**

### Instructional Planning Council

**Mission** (have everyone adopt a mission statement that supports our College mission)

#### **Role**

1. Develops, implements, and evaluates an Instructional Program Plan cycle (including staffing, instructional equipment and facilities needs)
2. Integrates and synthesizes Instructional Division Plans
3. Makes recommendations about policies and procedures related to Instruction
4. Makes recommendations to College Planning Council regarding prioritization of resources advancing the Strategic Goals regarding Instruction
5. Meets twice a semester with Student Services Planning Council to communicate and integrate plans
6. Evaluates proposals for new instructional programs and instructional program discontinuance

#### **Products**

Development of the Instruction Strategic Plan, development of criteria for annual assessment of the instructional planning outcomes and instructional planning processes, prioritized recommendations to advance the Strategic Goals regarding instruction, policies and procedures recommendations regarding Instruction.

#### **Meeting Schedule**

#### **Chair(s)**

Co-Chairs: Vice President, Instruction and one Faculty Member

#### **Members**

- Six faculty
  - o Curriculum Chair
  - o Honor's Coordinator
  - o Professional Development Coordinator
  - o Basic Skills Coordinator
  - o SLO Assessment Coordinator
  - o One Counselor
- Two classified staff
  - o One from an Instructional Area
  - o One from Student Services
- Two Students
- Three Instructional Deans
- Director of Planning, Research and Student Success
- Vice President, Instruction

## **Appendix C**

### Student Services Planning Council

**Mission** (have everyone adopt a mission statement that supports our College mission)

#### **Role**

1. Develops, implements, and evaluates an Student Services Planning cycle (including staffing, equipment and facilities needs)
2. Integrates and synthesizes Student Services Division Plans
3. Makes recommendations about policies and procedures related to student services
4. Makes recommendations to College Planning Council regarding prioritization of resources advancing the Strategic Goals regarding Student Services
5. Meets twice a semester with Instructional Program Planning Council to communicate and integrate plans
6. Evaluates proposals for new student services programs and student service program discontinuance

#### **Products**

Development of the Student Services Strategic Plan, development of criteria for annual assessment of the Student Services planning outcomes and Student Services planning processes, prioritized recommendations to advance the College's Strategic Goals regarding Student Services, policies and procedures recommendations regarding Student Services.

#### **Meeting Schedule**

#### **Chair(s)**

Co-Chairs: Vice President, Student Services and one non-administrative member

#### **Members**

- Director of DSPS
- Director of EOPS
- Health Services Representative
- One faculty member from the ASGC
- Coordinator of Student Activities
- One Director of TRiO
- Director of the Transfer Center
- Two Classified Staff
  - o One from an Instruction area
  - o One from Student Services
- College Recruiter
- Assistant Registrar
- Director of Financial Aid
- Manager of the Learning Center
- One Librarian
- Two Students
- Two Student Services Deans
- Director of Planning, Research and Student Success
- Vice President, Student Services

## **Appendix D**

Budget Committee
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**Mission** (have everyone adopt a mission statement that supports our College mission)

### **Role**

1. Recommends the process for the development of guidelines for preparation of budgets
2. Recommends to the College and Strategic Planning Council parameters that align the priorities of the college to budgets and institutional planning
3. Reviews revenue projections for each upcoming Fiscal Year based on reported and estimated FTES allocations from the District
4. Promote awareness and understanding of Cañada College budgeting, our district budget and the state budget

### **Products**

Process for the development of the Guidelines for Budget Development, Review the Budget Development Timeline, Recommendations regarding alignment of budget to college priorities, Recommends an annual fiscal plan to College and Strategic Planning Council (reminder: budgets are adopted by the Governing Board)

### **Meeting Schedule**

### **Chair(s)**

Co-Chairs: Classified Senate President and Academic Senate President

### **Members**

- Classified Senate President or VP of Classified Senate
- CSEA representative
- One classified staff member
- Academic Senate President
- AFT representative
- One faculty member
- College Business Officer
- Director of Marketing (Ex Officio)
- Two Students
- Director of Planning, Research and Student Success
- Vice President, Student Services
- Vice President, Instruction
- President (ex-officio)

## **Appendix E**

### **Cañada College Mission Statement**

It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

## **Appendix F**

List of Relevant ACCJC Standards for Institutional Effectiveness in Planning:

**Standard II.A.2.a:** The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

**Standard II.A.2.e:** The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

**Standard II.B.4:** The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

**Standard II.C.2:** The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

**Standard IV.A.5:** The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

**Standard IV.B.1:** The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

**Standard IV.B.1.e:** The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

**Standard IV.B.1.j:** The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator

(most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

**Standard IV.B.2:** The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

**Standard IV.B.2.a:** The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

**Standard IV.B.2.b:** The president guides institutional improvement of the teaching and learning environment by the following:

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

**Standard IV.B.3:** In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.<sup>7</sup>

**Standard IV.B.3.g:** The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

**ACCJC Recommendation #5**

To increase institutional effectiveness, the college should develop and implement systematic evaluation of its decision-making processes, specifically in the areas of shared governance, budgeting, staffing, technology, and facilities usage. (Standards II.A.2.a, II.A.2.e, II.B.4, II.C.2, IV.A.5, IV.B.1, IV.B.1.e, IV.B.1. j, IV.B.2, IV.B.2.a, IV.B.2.b, and IV.B.3.g)