



2016-2019

PARTICIPATORY GOVERNANCE MODEL

GOVERNANCE AND PROCEDURES HANDBOOK

**AN OVERVIEW OF THE PARTICIPATORY GOVERNANCE
PROCESS AT CERRO COSO COMMUNITY COLLEGE;
HOW DECISIONS ARE MADE AND THE LINKAGE
AMONG THE VARIOUS CONSTITUENT GROUPS.**

Revised Fall 2015

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Participatory Governance Model

This document serves to provide an overview of the participatory governance process at Cerro Coso Community College: how decisions are made and the linkage among the various constituent groups. This document strives to demonstrate how those constituent groups' items and issues of concern are brought forward to College President to ensure that all parties are heard and represented. This document also provides information regarding the procedures and responsibilities of the College Council, its associated and reporting committees, and its representatives.

Introduction and Purpose

Cerro Coso Community College hereby establishes a model for participatory governance to facilitate broad participation and involvement in college decision-making by all members of the college community, including students, faculty, classified staff, and administrators. The College President, however, retains ultimate authority and responsibility for all decisions. In keeping with the spirit of the Education Code of the State of California, the success of participatory governance at Cerro Coso depends upon the levels of cooperation and trust attained, the values shared, and the consensus achieved among all college constituencies. The goal of the participatory governance process is to bring together all constituent groups in order to facilitate the development of college-wide recommendations.

Participatory governance at Cerro Coso must also function harmoniously with, but separate from, collective bargaining laws and the negotiated agreements between the respective employee bargaining units and the Kern Community College District. The California School Employees Association (CSEA) and the Community College Association (CCA) represent the college classified staff and the faculty, respectively, in all matters pertaining to hours, wages, and working conditions. The Academic Senate also has rights and responsibilities that are defined by AB1725 (commonly referred to as the 10 + 1) and reflected in District Board Policy. A complete list of these rights and responsibilities is available in the State Academic Senate website.

The participatory governance model strives to function within:

- the mandates of AB 1725, the Education Code, and Title V of the Code of Regulations
- the Collective Bargaining Agreement(s), and
- the Board Policies of the Kern Community College District.

Value of Participatory Governance

Participatory governance is a process and structure designed to enable those who work and study in an academic institution to share the responsibility for planning and guiding the direction of the institution and for the implementation of recommendations and decisions. While decisions are not always based on majority rule, due to a number of factors, participatory governance shares the democratic belief in the inherent equality and dignity of persons, and the goal of promoting mutual benefit and individual liberty through an open deliberative process. It is this process that, when embraced by its participants, can lead to effective governance and can result in an environment of innovation, respect, collaboration, and collegiality.

Structure of Participatory Governance

Participatory governance at Cerro Coso relies on advisory committees, each concerned with functions critical to the well-being of the college community. College Council is the primary body for participatory recommendations to the President. The Academic Senate President and the College President jointly chair College Council. College Council is assisted by information gathered by many segments of the college. Information will be provided on a regular basis by representatives of Business Services, Human Resources, the Cerro Coso Community College Foundation, Facilities Construction, and Maintenance and Operations.

Other governance and representative groups at the college include:

- Academic Senate (Full-time Faculty)
- Administrative Cabinet (Management Team)
- California State Employees Association (CSEA) (Permanent Full-time & Part-time Classified)
- Classified Senate (All Classified Staff)
- Community College Association (CCA) (Full-time & Part-time Faculty)
- Student Senate/Student Government of Cerro Coso (SGCC) (Students)

College Council

College Council is primarily responsible for setting the mission, vision, values, and long-term direction of the College, also known as the Strategic Plan. The mission, vision, and values are reviewed every three years to ensure appropriateness, while the strategic objectives and benchmarks are assessed annually. In all its actions, College Council must place the highest value on building communication and trust with the entire college community, and in using consensus to reach its decisions. It defines a shared vision that has college-wide support. College Council integrates the planning efforts of all organizations within the College. College Council makes recommendations regarding District policy, college procedures, instruction, student services, facilities, financial planning, staffing, and organizational development.

College Council defines the roles of, gives direction to, and coordinates operations of sub- and associated committees where appropriate.

Each constituent group retains all rights granted it by state law, the Education Code, Title V, Board Policy, and negotiated Collective Bargaining Agreements. These groups cannot give away those rights. Access to College Council is available to constituent groups through their designated representative. College Council actions and activities will be communicated via the College Council Group located on the college website under Inside CC. Representatives will be responsible for communicating issues and information to their constituent group and for feedback or input which has been requested by College Council.

College Council and all of its subcommittees represent only one layer of participatory governance at the College.

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As defined in Title V of the California Code of Regulations, the Academic Senate represents the faculty on academic and professional matters. The Community College Association (CCA) and California State Employees Association (CSEA) unions represent the faculty and classified staff on bargaining unit issues such as wages, hours, working conditions and other contractual matters. The students are represented by the Student Government of Cerro Coso (SGCC) and are covered by the rights defined in Title V. College Council is not a Brown Act Committee (see <http://files.cerrocoso.edu/portal/governance/files/BrownActResponse.pdf> for legal opinion)

Structure of College Council

College Council is structured to serve as the primary recommending body to the College President and works closely with associated and reporting committees to inform the work of the council and its constituents. College Council does not develop policy but may establish guidelines as recommended by the standing committees and task forces. The College President and the Academic Senate President shall co-chair College Council. The co-chairs shall be responsible for reviewing minutes and creating agendas that reflect the areas of responsibility of College Council. The agenda building process will allow for agenda suggestions from all College Council members and members of the college community.

Members from the various constituent groups bring items of concern to College Council through their representative or through the appropriate standing committee. When items are brought from committees or constituent groups to College Council, the proposal is discussed, accepted or rejected or sent back to the originating group for additional information. Similarly, once an item has reached the College President, the President has the same options as College Council. However, if the College President does not accept the recommendations of College Council, the reasons for not accepting the recommendation(s) will be made in writing, in a timely manner, to the members of College Council.

The associated and reporting committees of College Council are: (see Appendices A-J for committee information)

Reporting:

- Facilities Committee
- Safety & Security Committee
- Technology Resource Team

Associated:

- Accreditation Steering Committee
- Budget Development Committee
- Institutional Effectiveness Committee (IEC)
- Outcomes Assessment Committee
- Professional Development Committee

- Program Review Committee
- Student Success and Support Council

Role of College Council

Specifically, College Council:

- Serves as the chief advisory body to the College President
- Serves as the participatory recommending body of the College
- Develops a shared vision, mission, and strategic goals for the College
- Factors the college mission into all recommendations
- Recommends the annual college budget
- Evaluates the effectiveness of the participatory governance process
- Provides a conduit for receiving and disseminating information college-wide. (Through IEC, oversees the college's planning process and ensures that the college meets accreditation standards.)
- Oversees and assesses the strategic direction of the College
- Assesses progress on the College's Strategic Plan annually

College Council Membership

College Council recommends that representative term limits should be two-to-three year terms at the discretion of each senate or representative selection committee.

Note: *The President's assistant serves as permanent note-taker for College Council.*

- President, Co-Chair
- Academic Senate President, Co-Chair
- Vice President, Academic Affairs
- Vice President, Student Services
- Mid-level management, one representative
- Faculty, four representatives (Career Technical Education, Academic, Counselor, Member at Large)

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- Classified Senate, one representative
- CSEA, Chapter 617, two representatives
- Student Government (SGCC), two representatives (one is the SGCC President)
- Eastern Sierra College Center (ESCC) Director
- Kern River Valley (KRV) Campus Manager
- East Kern (EK) Campus Manager
- CCA, one representative (At least one of the five faculty representatives should be from either ESCC, EK, or KRV)

Evaluation and Assessment

College Council conducts an annual assessment of the effectiveness of the participatory governance process in general and of College Council specifically. This assessment is conducted through surveying representatives of all constituent groups, as well as the college community as a whole. Where feedback suggests areas for improvement, focus groups may be conducted to further evaluate a problem area for more specific information and the development of an improvement plan. Results of this assessment are reported out as part of the College President's State of the College report.

College Constituencies

These constituency groups contribute to the participatory governance process and are made up of organizations that, for the most part, fall under the Brown Act. Each constituency operates under a constitution conceived and adopted by its own membership and periodically reviewed by the College Council.

Academic Senate

Purpose

The Academic Senate is the official organization for the professional development and support of all College faculty members.

Membership

Membership includes all full-time certificated staff members (excluding administrators; a process shall exist to ensure a voice for part-time certificated staff in the Senate and, hence, in participatory governance).

Responsibilities

Title V §53200 (b): Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters. Section 53200 (c) "Academic and professional matters" means the following policy development and implementation matters:

- Curriculum, including establishing prerequisites and placing courses within disciplines
- Degree and certificate requirements
- Grading policies
- Educational program development
- Standards or policies regarding student preparation and success
- District and college governance structures, as related to faculty roles
- Faculty roles and involvement in accreditation processes, including self-study and annual reports
- Policies for faculty professional development activities
- Processes for program review
- Processes for institutional planning and budget development
- Other academic and professional matters as mutually agreed upon between the governing board and the Academic Senate

Kern Community College District Faculty Union (KCCD CCA/CTA/NEA)

Purpose

The primary purposes of this Association shall be to: represent its members in their relations with their employer, and to seek to be the exclusive representative of appropriate units of college employees in all matters relating to employment conditions and employer-employee relations including, but not limited to, wages, hours, and other terms and conditions of employment;

Membership

KCCD CCA represents all faculty (full-time and adjunct) of KCCD including Cerro Coso Community College. Paid membership is voluntarily and open to all faculty (full-time and adjunct)

Responsibilities:

Form a representative body capable of developing group opinion on professional matters to speak with authority for faculty; implement the association’s policies and goals through negotiations with the Kern Community College District; provide an opportunity for continuous study and action on problems of the profession including, but not limited to, political and legislative activities; provide a means of representation for its ethnic, minority, and other historically underrepresented members; promote professional attitudes and ethical conduct among members; encourage cooperation and communication between the profession and the community; and foster good fellowship among members.

Administrative Cabinet

Purpose

The Administrative Cabinet meets monthly to discuss matters affecting the College and to be certain that tasks will be accomplished in a timely manner. The Cabinet is accountable to the President, the Chancellor, and the Board of Trustees for the efficient and effective operations of the College and stewardship of the public trust.

Membership

All members of the Administrative Cabinet and the Assistant to the President (Confidential) participate in the Administrative Cabinet meetings.

Responsibilities

- Maintain the direction of the college in compliance with Board Policy, State Law, Education Code, and the standards of accreditation
- Assure that student needs are being met
- Assure that instruction is carried out as approved by the Curriculum and Instruction Council and that student learning outcomes are established, assessed, and adjusted as needed
- Direct the faculty and staff of the college to support the mission, vision, and values of the district and the College within the guidelines of the law, Education Code, and any pertinent labor contracts
- Maintain the facilities and support services of the college so that the mission may be accomplished
- The Administrative Cabinet does not fall under the Brown Act, nor does it operate under a constitution

Classified Senate and California State Employees Association (CSEA)

Purpose

The Classified Senate serves as one of the official organizations for the professional development and support of the college's classified staff. CSEA is the bargaining unit for the classified employees. Under Senate Bill 235, CSEA was granted additional rights as the exclusive representative in participatory governance in consideration of the common overlap of bargaining issues within the decision making process. Together, these two bodies collectively have chosen to represent classified in a spirit of collaboration in the best interest of the classified members.

Membership

Classified Senate and CSEA include all members of the full-time and part-time permanent Classified Staff.

Responsibilities

- Develop and periodically review, and revise, as necessary, a constitution and by-laws
- Select representatives to College Council. The selection will be determined according to the process outlined between the Classified Senate and the CSEA, Chapter 617
- Take responsibility for an active role in participatory governance, develop a classified staff perspective on college issues and proposals, and provide input to and receive information from College Council Representatives
- Provide for a direct communication link between individual members and College Council
- Develop Senate standing committees, as necessary, and submit their functions and membership to College Council for review and recommendations

Student Senate

Purpose

The Student Senate is the official organization of the Student Government of Cerro Coso, which provides for representation of all approved clubs and other student groups.

Membership

The Student Senate includes all interested students and student representatives of approved clubs and other student organizations.

Responsibilities

- Establish a constitution and bylaws

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- Develop processes for selecting the student representatives on College Council and sub- and associated committees, as appropriate
- Take responsibility for an active role in participatory governance
- Develop student perspective on campus issues and proposals, and provide input to and receive information from, College Council Representatives
- Provide a forum to discuss college issues and facilitate communication between students and staff
- Provide for a direct communication link between individual students and College Council
- Develop, as necessary, Senate standing committees, and submit their functions and membership to College Council for review and recommendations

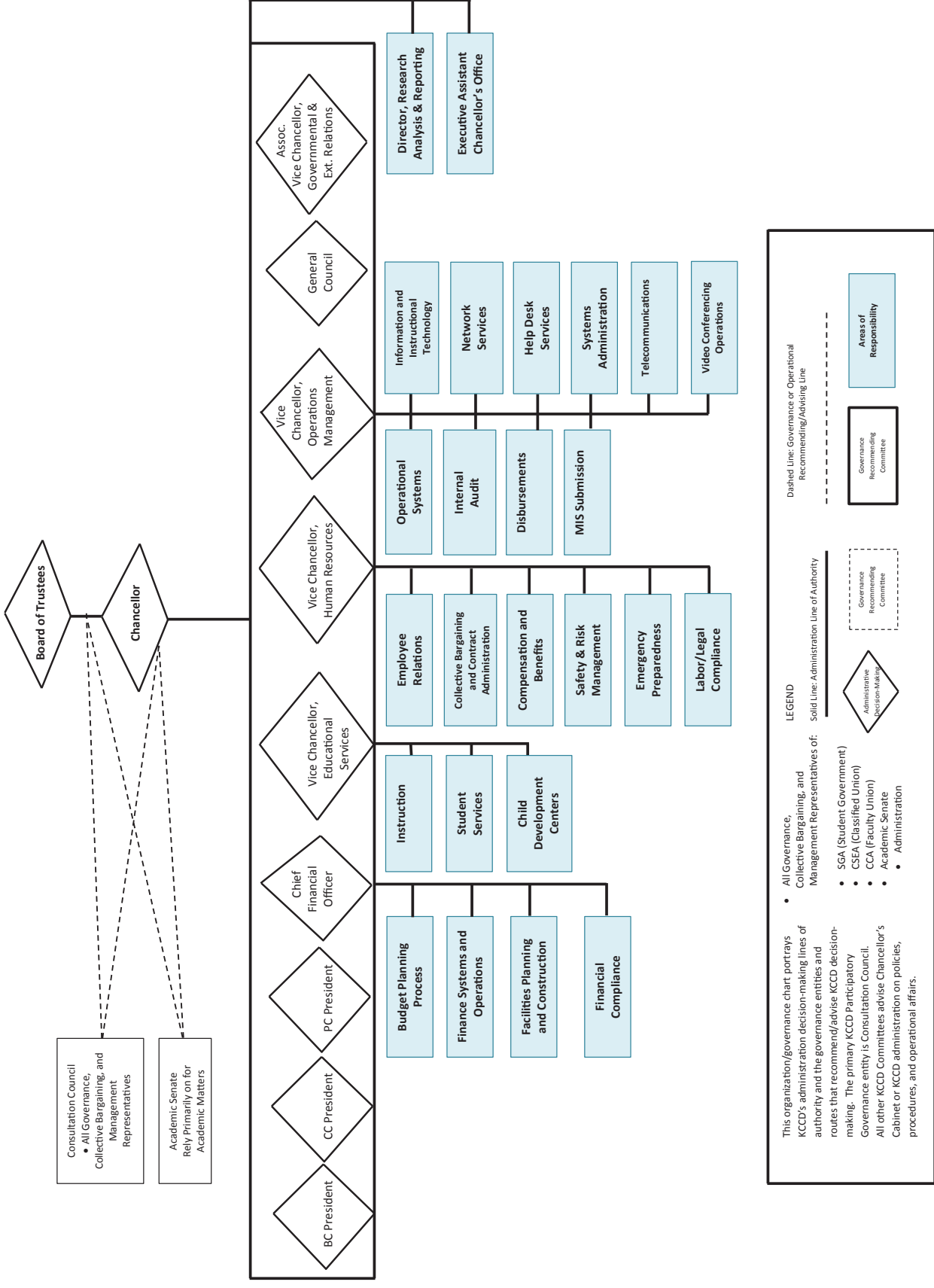
KCCD Process of District Wide Decision Making

The Chancellor, through delegated authority of the Board of Trustees, has numerous committees, councils, and other groups who provide advice, recommendations, and/or formal proposals related to Policies and Procedures and other decisions necessary to the operation of the district. This participatory governance structure provides the Chancellor with advice and recommendations, but it is the Chancellor who has the responsibility for deciding on the route a proposal will take, and for its final disposition. To review the complete KCCD decision making process document go to www.kccd.edu/chancellors-office and select Decision-Making Process. See also the chart on page 12.

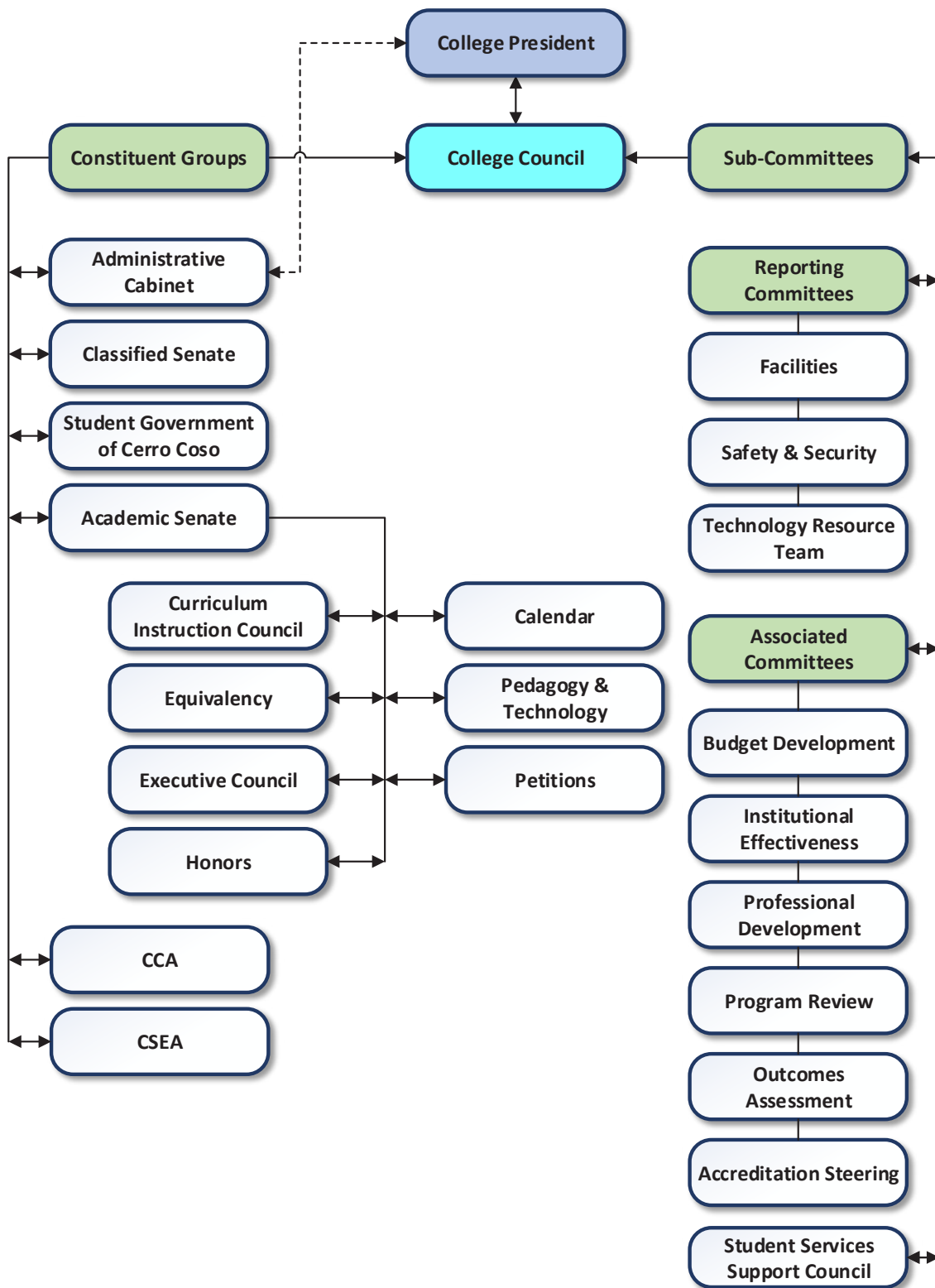
Cerro Coso Community College Process of Decision Making

The decision-making process at the college-level occurs through recommendations to the president from College Council. Sub-committees, associated committees, and constituent groups present items to College Council for consideration. College Council then considers the submissions, engages in dialogue, and makes final recommendations to the president. Although the authority to make decisions for the College rests with the president, great responsibility lies with the recommending bodies to provide the president with the information needed to make the decisions that are in the best interest of the College and its students. See the chart on page 13.

Kern Community College District Functional Mapping for Decision Making Chart



Cerro Coso Community College Functional Mapping for Decision Making Chart



Procedures for College Council and Its Committees

Agendas

Agendas should be posted 72 hours in advance. Action items appearing on any agenda must be specific.

Agendas should include:

- Date, time, and location
- Committee purpose or mission statement
- CCCC mission
- Meeting facilitator
- Approval of previous meeting minutes
- Discussion items
- Information items
- Committee reports
- Future meeting dates
- Future agenda items and review of action items of current meeting

See Appendix K for an agenda template.

Minutes

Minutes should be kept for all committee meetings; this includes standing committees. Any handouts that were passed out must be kept attached to the minutes. Minutes are the primary tool for communication and serve as a reporting method and a means of distributing information to constituent groups. Minutes should be distributed to committee members within one week following a meeting in draft form for review and input. Minutes should be reviewed and approved at the next meeting of the committee. Minutes should be posted on the Inside CC Group channel as soon as they are approved.

Minutes should include:

- Date, time, and location of the meeting
- Type of meeting

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- Name(s) of meeting facilitator(s)
- A listing of members present, members absent, and guests present
- Committee's purpose or mission statement
- Added action items
- Summaries of reports given
- Decision or action taken on all action items, who was responsible, and when completed
- Future meeting dates
- Time meeting was adjourned

See Appendix L for minutes template.

Meeting Schedule

College Council meets twice a month during the regular Fall and Spring semesters and schedules/holds summer meetings as needed.

The College President shall be responsible for providing all necessary clerical support for College Council, including a recorder for all College Council meetings.

Conducting Meetings

Quorum

A quorum consists of a majority of the voting members. Substitutes for members are allowed on a meeting-to-meeting basis and may vote, with the exception of chair elections.

Voting

All voting must be public.

College Council

A motion passes if there is consensus. Lack of support by three or more voting members indicates an absence of consensus.

Committees of College Council

A motion passes if a majority of those present vote in favor of the motion.

Absences

Because of the importance of all college constituencies being represented effectively in the participatory governance process, members of College Council or its associated and reporting committees are expected to attend all regular meetings. Members can send substitutes in their absence, if appropriate.

Changes to Committee Representation

In the event that an associated committee of College Council determines that its representation should be modified, the Chair of the Committee should bring a recommendation forward to College Council in the same way that other recommendations are brought before the Council.

Committee Websites

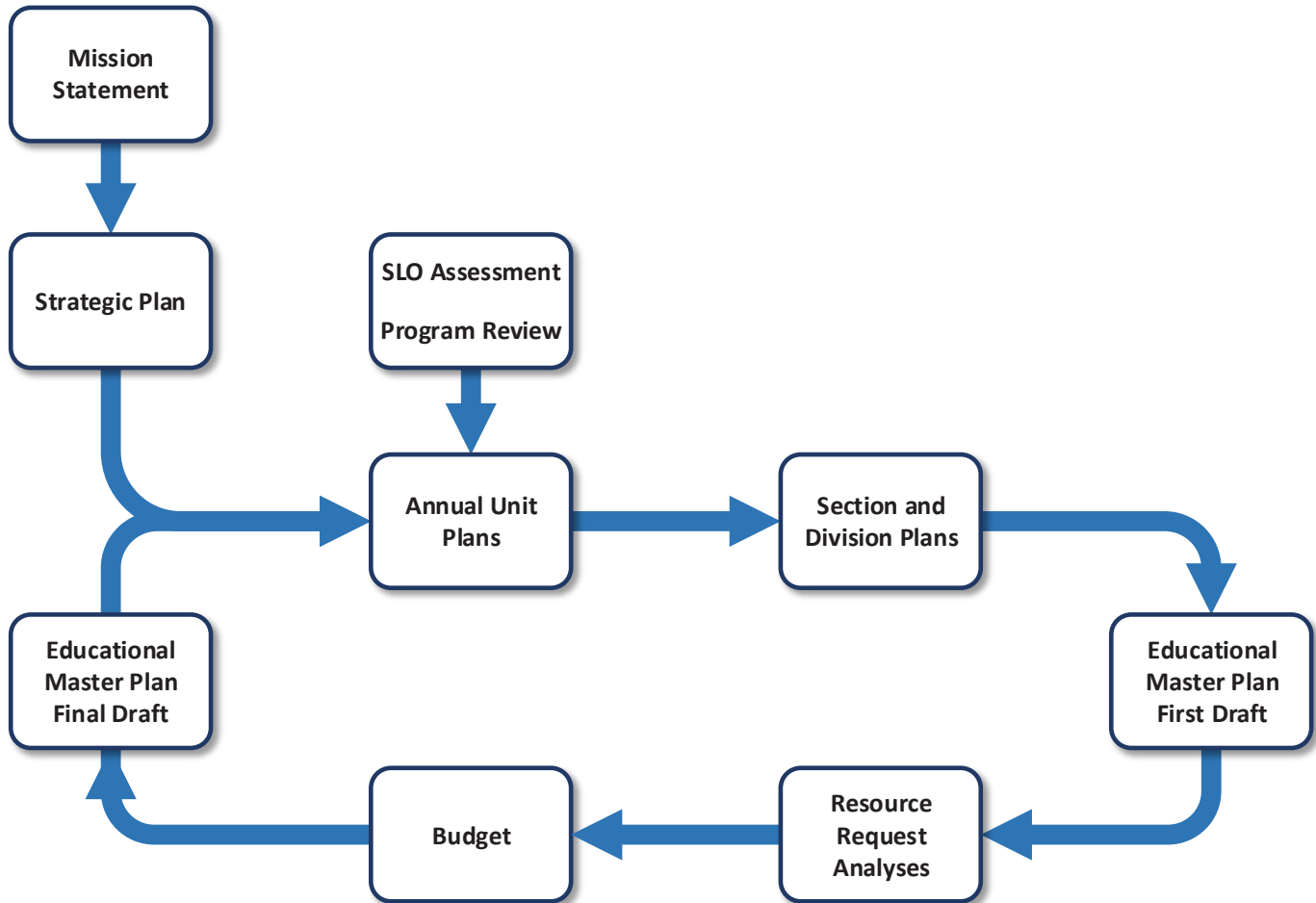
College Council and each participatory governance committee is expected to have a channel on the Governance Tab and a Group on Inside CC. The primary purpose of this site is to serve as a college-wide resource and repository of committee documentation and information. The website should be kept current and have a means to contact committee representatives. Information available on the website should include, but not be limited to:

- Mission/Charge/Purpose
- Committee Chair
- Membership (including areas represented)
- Term Limits
- Minutes
- Agendas
- List of scheduled meetings

Institutional Planning Process

College Council integrates the institutional planning efforts of all organizations within the college. As previously mentioned, College Council sets the direction of the college through the development and assessment of the college's mission, vision, values, and its strategic goals. Annually, beginning in October, departments develop

and present an annual unit plan (AUP) to College Council. The AUPs inform section and division plans, which in turn inform the resource request analyses for staff, facilities, marketing, information technology, and professional development. These plans drive the college budget development, as well as assist in updating the Educational Master Plan and Facility Plan, and in assessing the college’s strategic goals. The diagram below represents the Institutional Planning Cycle, and the following chart identifies aforementioned college planning documents.



Document	Responsible Position	Lifecycle	Last Update
Strategic Plan	President	3 years	2015-2018
Educational Master Plan	Vice President of Academic Affairs	5 years (with an annual update)	2012-2017

Budget Orgs in Planning Documents				
Legend: AUP = Annual Unit Plan; ASP = Annual Section Plan; Annual Division Plan				
Org Code	Org Description	AUP	ASP	ADP
400AN1	Accreditation			President
400DR1	CC - Achieving the Dream			President
400PR0	President			President
400SD1	Staff Development			President
400SF1	Faculty Senate			President
406IT1	Information Technology	Information Technology		President
409PI1	Public Information-Extrnl Relations	Public Information-External Relations		President
410BAA	15/16 Basic Skills	Basic Skills		Academic Affairs
410CE1	Community Education	Continuing Education		Academic Affairs
410KV1	Kern Valley Campus - General		Kern River Valley	Academic Affairs
410SK1	East Kern Campus - General		East Kern Center	Academic Affairs
410VI0	VP Academic Affairs			Academic Affairs
411AH1	CC Allied Health	Allied Health	Career Technical Education	Academic Affairs
411CI1	Child Dev Instructnl Dept	Child Development	Career Technical Education	Academic Affairs
411CS1	Computer Science & Business Dept	CIS & Business	Career Technical Education	Academic Affairs
411IL1	Industrial Arts Department	Industrial Arts	Career Technical Education	Academic Affairs
411PU1	Public Service Department	Public Service: Administration of Justice	Career Technical Education	Academic Affairs
411VE0	Dean of Career Technical Education		Career Technical Education	Academic Affairs
415BI1	Bishop Campus		Eastern Sierra College Center	Academic Affairs
415ML1	Mammoth Campus		Eastern Sierra College Center	Academic Affairs
41CDL1	Director of Distance Learning		Distance Education	Academic Affairs
41ECM1	Communications Department	English & Foreign Languages	Letters and Science	Academic Affairs

Budget Orgs in Planning Documents				
Legend: AUP = Annual Unit Plan; ASP = Annual Section Plan; Annual Division Plan				
Org Code	Org Description	AUP	ASP	ADP
41EHP1	CC-Honors Program	Honors	Letters and Science	Academic Affairs
41ELC1	Learning Center-LAC	Learning Center	Letters and Science	Academic Affairs
41ELI1	CC-Library	Library	Letters and Science	Academic Affairs
41ELS0	Dean, Liberal Arts & Science	Letters & Science	Letters and Science	Academic Affairs
41EMA1	Mathematics Department	Mathematics	Letters and Science	Academic Affairs
41EPH1	PE & Health Department	Physical Education & Health Science	Letters and Science	Academic Affairs
41ESC1	Science Department	Science & Engineering	Letters and Science	Academic Affairs
41ESS1	Social Science Department	Social Science	Letters and Science	Academic Affairs
41EVP1	Visual & Perf Arts Department	Visual & Performing Arts	Letters and Science	Academic Affairs
420VS0	VP - Student Services			Student Services
422XXX	Access Programs	Access Programs		Student Services
424AR1	Admissions & Records	Admissions & Records		Student Services
424FA1	Financial Aid	Financial Aid		Student Services
424VA1	Veterans Affairs	Admissions & Records		Student Services
42BSA1	Student Activities	Student Activities		Student Services
42FCG1	Counseling & Guidance	Counseling		Student Services
42FTC1	Transfer Center	Counseling		Student Services
42GAM1	Men's Baseball	Athletics		Student Services
42GAT0	Athletics-General	Athletics		Student Services
42GAW3	Women's Soccer	Athletics		Student Services
42GAW4	Women's Volleyball	Athletics		Student Services
430BS0	Director of Administrative Services			Administrative Services
430PS1	Print Shop			Administrative Services
430RE1	Receptionist			Administrative Services
430UT1	Utilities			Administrative Services
437MOB	M&O Building	Maintenance and Operations		Administrative Services
437MOC	M&O Custodial Services	Maintenance and Operations		Administrative Services
437MOD	M&O Director	Maintenance and Operations		Administrative Services

Budget Orgs in Planning Documents				
Legend: AUP = Annual Unit Plan; ASP = Annual Section Plan; Annual Division Plan				
Org Code	Org Description	AUP	ASP	ADP
437MOG	M&O Grounds	Maintenance and Operations		Administrative Services
437MOM	Maintenance Projects	Maintenance and Operations		Administrative Services
437MOS	M&O Safety	Maintenance and Operations		Administrative Services
437MOV	M&O Vehicle	Maintenance and Operations		Administrative Services

Resource Request Analyses

- Facilities
- Information Technology
- Marketing
- Professional Development
- Staffing

The College Budget

Budget Process

A tentative allocation for the College is determined through the KCCD Budget Allocation Model. A tentative annual budget is prepared in cooperation with the college planning groups and consistent with the strategic planning document of the College. The college budget is prepared to support the unit plans that support the mission and strategic goals of the institution. The College President, the Vice President of Academic Affairs, the Vice President of Student Services, and the Director of Administrative Services, in collaboration with Human Resources, determine the cost of permanent labor, instructional adjunct and overload costs, and the college reserve. A standardized budget worksheet that provides the current year's adopted budget is disseminated to budget managers and faculty chairs for them to submit all other expenditure requests. The worksheet also includes an area for addressing budgeting instructions.

The budget worksheets are submitted to the Director of Administrative Services to be compiled and sorted into various account categories. Copies of the budget requests and summary worksheets are provided to the Budget Development Committee, a subcommittee of College Council, where all requests are considered in light of college

planning documents and the current fiscal condition. Duplication of requests and possible alternative funding sources are also identified during the process. A tentative budget recommendation is then sent back to College Council for review. The final tentative budget recommendation is then distributed back to budget managers and faculty chairs.

Upon receipt of the budget allocation, the committee will reconvene to review the updated budget to determine if further reductions need to be made or if previously deleted items can be reinstated. The proposed budget will then be forwarded to College Council for review and recommendation.

Annual Unit Plans

All members of the department review prior years' plans and budgets and what actually happened. Departments discuss the base allocation and, if needed, focus on no more than 3 new items where there is the most urgent need based on the greatest contribution to student success. Cost should not be a factor in the department's decision about its focus. The department will mindfully rank augmentation requests with each request having a different priority ranking.

August 15. The vice-presidents or designee will provide department chairs with base, line-item budget worksheets reflecting the previous 3 years' budget and actual performance data. Base, line-item budget worksheets will include the total cost for full-time faculty, part-time faculty, and benefits. The budget worksheets will include all revenue streams including total FTES revenue generated by the department.

Base, line-item budget worksheets will be posted on the Cerro Coso planning website.

October 15. Department chairs/unit leaders are responsible for submitting annual unit plans (AUP) for the subsequent academic year (e.g. AUP for 2014-2015 is due Oct 15, 2013) In consultation with department/unit:

- Review college mission and strategic plan
- Review outcome assessment and program review
- Discuss student achievement/unit performance
- Make augmentation resource requests, complete line-item budget worksheets.

The annual unit plan's completed budget worksheets will be posted to the Cerro Coso planning website.

Annual Section Plans

Section plan leaders (Letters & Science—Vice President, Academic Affairs, Career Technical Education—CTE Dean, ESCC—ESCC Director, KRV/EK –KRV/EK Manager, Distance Education—Director, Distance Education) in consultation with department chairs/unit leaders:

- Discuss department budgets

- Observe commonalities and trends
- Adjust priorities
- Adjust resource requests (add or delete)
- Review section-level budget(s)
- Write section goals

Resource plans may only be changed by a section plan leader with the written, mutual agreement of the department chair/unit leader.

November 15. Section plan leaders are responsible for submitting section plans to division plan leaders

The annual section plan's completed budget worksheets will be posted to the Cerro Coso planning website.

Annual Division Plans

Division plan leaders (Academic Affairs—Vice President, Academic Affairs, Student Services—Vice President, Student Services, Administrative Services—Administrative Director, President's Office—President) in consultation with section plan leaders:

- Discuss ASP's
- Observe commonalities and trends
- Adjust priorities, discard unrealistic resource requests
- Review division-level budget(s)
- Write division goals

Resource plans may only be changed by a division plan leader with the written, mutual agreement of the department chair/unit leader.

December 1. Division plan leaders are responsible for compiling annual division plans.

The annual division plan's completed budget worksheets will be posted to the Cerro Coso planning website.

Educational Master Plan

December 15. Division plan leaders are responsible for compiling the Educational Master Plan by synthesizing information from the AUP's, ASP's, and ADP's.

The Educational Master Plan and annual division plans will be posted to the Cerro Coso planning website.

Resource Request Analyses

February 15. Directors of Facilities and Information Technology, Public Information Officer, Professional Development Committee Chair, Vice-Presidents, and President:

- Review college mission and strategic plan
- Discuss goals set by Educational Master Plan
- Observe commonalities and trends
- Write analysis of aggregated goals and requests, compile work plans, and budgets

The resource request analysis will be posted to the Cerro Coso planning website.

College Budget

March 1. The Chief Business Officer (CBO) is responsible for facilitating the work of the Cerro Coso Budget Committee. The committee will establish and/or review the explicit, detailed criteria for evaluating base budget augmentation requests. This criteria must include the requesting department's priority ranking which will be given special, positive, consideration. The Budget Committee will establish the criteria in advance of reviewing any budget requests.

Evaluation criteria will be posted to the Inside CC Governance Tab.

March 15. The CBO is responsible facilitating the work of the Cerro Coso Budget Committee, who will:

- Conduct a critical assessment of successes and failures in current and prior years' budget projections
- Review college mission and strategic plan
- Review all budgeted requests in divisional plans
- Discuss resource request analyses
- Consider following-year budget forecast
- Meet individually with faculty chairs requesting augmentation
- Make adjustments, compile recommended budget

Resource plans may only be changed after the budget committee has met with the department/unit leader and with the written, mutual agreement of the department chair/unit leader.

April 15 – Draft Budget. The CBO is responsible for submitting a draft budget to the President.

The president will review that draft budget with College Council. It is assumed that the president will implement all the recommendations in the draft budget. The president will bring back to the Budget Committee for further discussion any recommendations the president does not intend to implement.

Draft annual budget will be posted to the Inside CC Governance tab.

May 1 – Final Budget. The President is responsible for final budget and for making a presentation of the final budget to the full Academic Senate and the college community prior to the end of the Spring semester.

The final annual budget will be posted to the Inside CC Governance tab.

Much of the Cerro Coso Budget Process is informed by and derived from the following publications of the Academic Senate for California Community Colleges:

- The Faculty Role in Planning and Budgeting (Fall 2001)
- Budget Considerations: A Primer for Senate Leaders (Fall 2009)

Role of the Budget Development Committee

The Budget Development Committee is an associated committee of College Council that is comprised of the college's vice presidents, the Director of Business Services, three faculty representatives, three classified representatives, and a student representative. The role of the Budget Development Committee is to give due consideration to all budget requests and submit a balanced budget proposal to College Council. See Appendix C for more information about this committee.

Role of College Council

Under the authority given to it by College Council, the Budget Development Committee oversees the process of the development of the tentative annual college budget. Once College Council receives the tentative budget recommendation from the Budget Development Committee, the document is reviewed, possible revisions are completed, and final recommendations are made. The budget then moves forward for approval by the College President.

Appendices

- A. Accreditation Steering Committee**
- B. Institutional Effectiveness Committee**
- C. Budget Development Committee**
- D. Facilities Committee**
- E. Professional Development Committee**
- F. Program Review Committee**
- G. Safety and Security Committee**
- H. Outcomes Assessment Committee**
- I. Student Services Support Council**
- J. Technology Resource Team (TRT)**
- K. Meeting Agenda Template**
- L. Meeting Minutes Template**
- M. Title V**

APPENDIX A

Accreditation Steering Committee

Charge

To act as a standing committee to provide ongoing leadership to accreditation recommendations and action plans and provide leadership and direction in the creation of the required interim reports and accreditation self-study to the Accreditation Commission for Community and Junior Colleges.

Purpose

- Provide accountability to Standard Areas in the process of completing recommendations and actions plans
- Participate in the development and review of the required interim reports
- Participate as team leaders on assigned standards during the self-study process

Composition

- Vice President of Academic Affairs, Chair and Accreditation Liaison Officer
- Vice President of Student Services
- Human Resources Manager
- Maintenance and Operations Manager
- Information Technology Manager
- Director of Administrative Services
- President
- Site Directors
- Director, Counseling Services
- Experienced College Council Member
- CIC Chair
- Student Learning Outcomes Coordinator
- Program Review Chair

- Faculty Member, Counseling
- Faculty Member, Library
- Faculty Flex Coordinator
- Experienced Safety *or* Facilities Committee Faculty Member
- Experienced TRT *or* Ped and Tech Committee Faculty Member
- Experienced Budget Committee Faculty Member
- CCA Faculty College Chair
- Academic Senate President
- CSEA President
- Classified Senate President
- Student Representative

Evaluation and Assessment

Successful completion of self evaluation and required interim reports

APPENDIX B

Institutional Effectiveness Committee

Charge

The Institutional Effectiveness Committee (IEC) is charged with providing oversight to the planning and assessment processes to develop and maintain sustainable continuous quality improvement.

Purpose

The purpose of the Institutional Effectiveness Committee is to:

- Identify evaluative approaches that yield results useful in institutional planning, resource allocation, and renewal
- Foster the collaboration of faculty, staff, and administration around assessment initiatives
- Provide an integrated structure by which institutional planning is annually evaluated, updated, and communicated
- Set and review the processes by which operational units in instruction, student services, and administrative services submit an annual unit plan that supports the College's Strategic Plan and uses the results of program review and student learning outcome assessment in decision making
- Set and review the processes by which resource allocation is tied directly to the College's Strategic Plan and the results of program review and student learning outcome assessment
- Provide a schedule for all planning and evaluation processes and documents
- Define the College's assessment repository for systematic tracking and reporting

Composition

- Vice President, Academic Affairs—Co-Chair
- Academic Senate President—Co-Chair
- CIC Chair
- Director of Student Programs and Athletics
- Institutional Researcher
- Student Learning Outcomes Coordinator
- Vice President, Academic Affairs Administrative Assistant—Recorder

- Vice President, Student Services

Evaluation and Assessment

- Annual self-evaluation of the committee's goals, self-scored with a rubric together with the self evaluations of the Outcomes Assessment Committee and the Program Review Committee
- Annual satisfaction survey of the college community through the Strategic Planning Survey

APPENDIX C

Budget Development Committee

Charge

The mission of the Budget Development Committee is, through a transparent, collegial, and inclusive process, to recommend a tentative budget to College Council that is consistent with the strategic planning document of the college and supports the strategic initiatives of the institution, as well as the annual unit plans of the Education Master Plan.

Composition

- Director of Administrative Services, Chair
- Vice President, Academic Affairs
- Vice President, Student Services
- Three (3) faculty representatives
- Three (3) classified representatives
- Student Representative

Evaluation and Assessment

Evaluation and assessment by constituent groups of the budget development process and the linkage of resource allocation to planning is incorporated in the College's annual Strategic Planning Survey. In recognition of the need to formalize internal assessment, the Budget Development Committee will develop an instrument for self-evaluation.

APPENDIX D

Facilities Committee

Charge

The Cerro Coso Facilities Committee works with district facilities team members and the College and its departments to develop plans to identify, prioritize, integrate, acquire, and maintain the facilities and infrastructure of the College. The Facilities Committee assists with the development of long-term plans for supporting the space needs and the capacity for growth of the College as part of the Strategic Plan.

Composition

- Maintenance & Operations Manager (chair)
- Director of Eastern Sierra College Center
- Director of Kern River Valley/East Kern campuses
- Director of Administrative Services
- 3 faculty (Academic/CTE/Student Services – DSPP)
- 2 classified
- 2 district facilities personnel
- Student Representative

Evaluation and Assessment

Periodic evaluation and assessment is critical to the Facilities Committee to maintain our facilities to the highest standard and learning environment:

- Prioritize projects brought forward by evaluating where they are in the facilities 5 year planning, do the projects support current and or future programs offered by Cerro Coso Community College.
- Success of the approved projects and self – evaluation of the committee will be evaluated through project completion and college surveys.

APPENDIX E

Professional Development Committee

Purpose

- Determine for each academic year professional development needs among faculty, staff, and administration
- Establish professional development goals
- Devise a comprehensive plan of activities based on goals, accreditation recommendations, evaluations, feedback and faculty and staff surveys
- Propose a yearly calendar of professional development events
- Publicize ongoing activities for professional development throughout the academic year
- Create or revise forms for tracking activities and evaluation as needed
- Maintain appropriate records
- Submit a summary of each academic year's professional development activities to the California Community Colleges Chancellor's Office
- Publish a self-evaluation

Composition

- 5 faculty (one being chair of committee)
- 2 classified
- 1-2 administrators
- Student Representative

Evaluation and Assessment

Systematic evaluation of professional development activities is crucial for maintaining quality and pursuing institutional excellence and improvement.

- Evaluation of Conducted Activities. Each activity will be evaluated either qualitatively or quantitatively based on the nature of the conducted activity and how it affects the staff member's job performance and contributes to his or her achievement of college goals, student success, individual competence, and/or better or more transparent communication.

- Self-Evaluation of Professional Development at Cerro Coso Community College. Each year, the success of the Professional Development Committee's own performance will be evaluated through a review of the evaluation of conducted activities as well through a faculty and staff survey distributed at the end of the spring semester.

APPENDIX F

Program Review Committee

Charge

To provide oversight for the College's program review processes and documents in order to improve student learning and achievement.

Purpose

- Ensure that program review processes are ongoing, systematic, and used to assess and improve student learning and achievement
- Oversee the review and refinement of the program review processes to improve institutional effectiveness
- Ensure that the results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning

Composition

- Program Review Coordinator (faculty) - Chair
- Vice President, Academic Affairs
- 1 additional management representative
- 5 additional faculty representatives
- 2 classified representatives
- Student Representative

Evaluation and Assessment

- Annual self-evaluation of the committee's goals, scored with a rubric by the Institutional Effectiveness Committee
- Annual satisfaction survey of the college community through the Strategic Planning Survey

APPENDIX G

Safety and Security Committee

Charge

The Cerro Coso Safety and Security Committee's mission is to protect the health and safety of employees, students, community members, and the environment; identify and address health and safety concerns and issues; and inform the college community of safety practices, procedures, and training related to health and safety. Cerro Coso Community College will make every reasonable effort to promote, create, and maintain a safe and healthful environment.

Composition

- Maintenance and Operations Manager – chair
- Director of East Kern/Kern River Valley Center
- Director of Eastern Sierra College Center
- 3 faculty (Academic, CTE, Student Services)
- 2 classified representatives
- 1 student representative

Evaluation and Assessment

Annual evaluation and assessment of the Safety and Security Committee is crucial for the safety of our students and staff.

- Evaluate safety and security by participating in drills and exercises to maintain preparedness at all times.
- Assessment will be determined by success of the drills and response time to complete the drill, additionally assessment will be through college surveys.

APPENDIX H

Outcomes Assessment Committee

Charge

To provide oversight for the College's outcome assessment processes and documents in order to improve student learning and achievement.

Purpose

- Ensure that outcomes assessment is ongoing, systematic, and used to assess and improve student learning and achievement
- Promote ongoing, pervasive, and robust dialogue about student learning
- Ensure the ongoing evaluation and fine-tuning of organizational structures to support student learning
- Maintain student learning improvement as a visible priority in all practices and structures across the College
- Ensure that student learning and administrative unit outcomes are specifically linked to program reviews

Composition

- Student Learning Coordinator (faculty) - Chair
- Vice President, Academic Affairs
- 1 additional management representative
- 6 additional faculty representatives
- Representatives from sites
- 2 classified representatives
- Student Representative

Evaluation and Assessment

- Annual self-evaluation of the committee's goals, scored with a rubric by the Institutional Effectiveness Committee
- Annual satisfaction survey of the college community through the Strategic Planning Survey

APPENDIX I

Student Success and Support Council

Charge

Through the integrated efforts of academic and student services, the Student Success and Support Program Committee reviews and recommends strategies and initiatives designed to help students achieve success. The committee engages in research, analysis and dialogue to guide implementation of initiatives to ensure college access and improve student success.

Composition

- Vice President, Student Services—Chair
- Vice President, Academic Affairs
- Academic Senate President
- Director of Student Programs and Counseling
- Director of Financial Aid and Admissions & Records
- Basic Skills Coordinator
- Site Directors
- Director of Distance Education
- Faculty Representative, Math
- Faculty Representative, English
- Faculty Representative, Career Technical Education
- Faculty Representative, Basic Skills
- Faculty Representative, Site
- Faculty Representative, Liberal Arts
- Faculty Representative, Counseling
- Faculty Representative, Library
- Representative, College Council

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- Representative, Professional Development Committee
- Classified Representative, Student Services
- Classified Representative Instruction
- 2 student representatives

Evaluation and Assessment

Successful completion of self-evaluation and the following required plans and reports:

- Student Success and Support plans and reports to the state
- Student Equity plans and reports to the state
- Basic Skills plans and reports to the state
- Student Success plans
- Achieving the Dream plans and reports

APPENDIX J

Technology Resource Team

Charge

The Mission of the Technology Resource Team (TRT) is to recommend to the College Council technology practices, procedures, standards in planning the areas of instruction and information. TRT's goal is for the advancement of technology in the areas perceived as beneficial by college departments, faculty, staff, and students.

Composition

TRT is a college-wide representative body. Membership of the Technology Resource Team is as follows:

- 1 administrator (team chair)
- 4 faculty members
- 4 classified staff members
- 1 student

The members will represent:

- Career Technical Education
- Transfer instruction
- Web Services
- Network Administration
- CC Online
- Student Services
- Interactive television

Evaluation and Assessment

Continuous evaluation and assessment of the work of the Technology Resource Team is crucial for maintaining quality and pursuing institutional excellence and improvement.

- One of the recommendations that was brought forward from this year's self-evaluation is that we conduct an awareness survey, this survey could be part of a campus-wide committee awareness survey that is sent out to all staff/faculty and students each spring.

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- Self-Evaluation of the TRT Committee. Each year, the success of the TRT Committee's own effectiveness will be evaluated through a self-reflection of the work and communications that TRT performed during the past year.

APPENDIX K

Meeting Agenda Template



Committee

Agenda

Date

Location

Time

Start Time:

Adjournment:

Topic	Facilitator	Action	Materials
Purpose of Meeting:			
1. Call to Order			
2. Reading of the Purpose of the Meeting			
3. Approval of Minutes & Action Items			
4. Approval of Agenda			
5. Reporting Committees			
6. Associated Committees			
7. Constituency Reports			
8. Discussion Items			
9. President's Reports			
10. Review of Action Items			
11. Future Agenda Items			
12. Future Meeting Dates			
13. Adjournment			

**Please bring your copies*

Meeting Chair:

Recorder:

APPENDIX L

Meeting Minutes Template



Committee

Date

Location

Time

Present:

Absent:

Topic	Facilitator	Summary/Follow-Up	O	C
1. Call to Order				
2. Reading of the Purpose of the Meeting				
3. Approval of Minutes & Action Items				
4. Approval of Agenda				
5. Reporting Committees				
6. Associated Committees				
7. President's Report				
8. Review of Action Items				
9. Miscellaneous				
12. Future Agenda Items				
13. Future Meeting Dates				
14. Adjourned				

Open/ Closed

Meeting Chair:

Recorder:

APPENDIX M

Title V

California Code of Regulations

Section 53200

Definitions. For the purpose of this Subchapter:

- a. "Faculty" means those employees of a community college district who are employed in positions that are not designated as supervisory or management for the purposes of Article 5 (commencing with Section 3540) of Chapter 10.7 of Division 4 of Title 1 of the Government Code, and for which minimum qualifications for hire are specified by the Board of Governors.
- b. "Academic senate," "faculty council," and "faculty senate" means an organization formed in accordance with the provisions of this Subchapter whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters. For purposes of this Subchapter, reference to the term "academic senate" also constitutes reference to "faculty council" or "faculty senate."
- c. "Academic and professional matters" means the following policy development and implementation matters:
 1. curriculum, including establishing prerequisites and placing courses within disciplines;
 2. degree and certificate requirements;
 3. grading policies;
 4. educational program development;
 5. standards or policies regarding student preparation and success;
 6. district and college governance structures, as related to faculty roles;
 7. faculty roles and involvement in accreditation processes, including 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 are mutually agreed upon between the governing board and the academic senate.
- d. "Consult collegially" means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:
 1. relying primarily upon the advice and judgment of the academic senate; or
 2. agreeing that the district governing board, or such representatives as it may designate, and the

representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

Section 53206. Academic Senate for California Community Colleges

- a. An Academic Senate for the California Community Colleges has been established through ratification by local academic senates or faculty councils so that the community college faculty of California may have a formal and effective procedure for participating in the formation of state policies on academic and professional matters.
- b. The Board of Governors recognizes the Academic Senate of the California Community Colleges as the representative of community college academic senates or faculty councils before the Board of Governors and Chancellor's Office.

Section 51023. Faculty. The governing board of a community college district shall:

- a. adopt a policy statement on academic freedom which shall be made available to faculty;
- b. adopt procedures which are consistent with the provisions of sections 53200-53206, regarding the role of academic senates and faculty councils;
- c. substantially comply with district adopted policy and procedures adopted pursuant to subdivisions (a) and (b).

Section 51023.5. Staff

- a. The governing board of a community college district shall adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance. At minimum, these policies and procedures shall include the following:
 1. Definitions or categories of positions or groups of positions other than faculty that compose the staff of the district and its college(s) that, for the purposes of this section, the governing board is required by law to recognize or chooses to recognize pursuant to legal authority. In addition, for the purposes of this section, management and non-management positions or groups of positions shall be separately defined or categorized.
 2. Participation structures and procedures for the staff positions defined or categorized.
 3. In performing the requirements of subsections (a)(1) and (2), the governing board or its designees shall consult with the representatives of existing staff councils, committees, employee organizations, and other such bodies. Where no groups or structures for participation exist that provide representation for the purposes of this section for particular groups of staff, the governing board or its designees, shall broadly inform all staff of the policies and procedures being developed, invite the participation of staff, and provide opportunities for staff to express their views.
 4. Staff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations

for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff.

5. Except in unforeseeable, emergency situations, the governing board shall not take action on matters significantly affecting staff until it has provided staff an opportunity to participate in the formulation and development of those matters through appropriate structures and procedures as determined by the governing board in accordance with the provisions of this Section.
6. The policies and procedures of the governing board shall ensure that the recommendations and opinions of staff are given every reasonable consideration.
7. When a college or district task force, committee, or other governance group, is used to consult with staff regarding implementation of this section or to deal with other issues which have been determined to significantly affect staff pursuant to subdivision (a)(4), the appointment of staff representatives shall be made as follows:
 - A. The exclusive representative shall appoint representatives for the respective bargaining unit employees, unless the exclusive representative and the governing board mutually agree in a memorandum of understanding to an alternative appointment process.
 - B. Where a group of employees is not represented by an exclusive agent, the appointment of a representative of such employees on any task force, committee or governance group shall be made by, or in consultation with, any other councils, committees, employee organizations, or other staff groups that the governing board has officially recognized in its policies and procedures for staff participation.
 - C. When the task force, committee or governance group will deal with issues outside the scope of collective bargaining, any other council, committee or staff group, other than an exclusive agent, that the governing board has officially recognized in its policies and procedures for staff participation may be allowed to designate an additional representative. These organizations shall not receive release time, rights, or representation on such task forces, committees, or other governance groups exceeding that offered to the exclusive representative of classified employees.
 - D. In all cases, representatives shall be selected from the category that they represent.
- b. In developing and carrying out policies and procedures pursuant to subsection (a), the district governing board shall ensure that its actions do not dominate or interfere with the formation or administration of any employee organization, or contribute financial or other support to it, or in any way encourage employees to join any organization in preference to another. In addition, in order to comply with Government Code sections 3540, et seq., such procedures for staff participation shall not intrude on matters within the scope of representation under section 3543.2 of the Government Code. Governing boards shall not interfere with the exercise of employee rights to form, join, and participate in the activities of employee organizations of their own choosing for the purpose of representation on all matters of employer-employee relations. Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards. It is the intent of the Board of Governors to respect lawful agreements between staff and exclusive representatives as to how they will consult, collaborate, share, or delegate among themselves the responsibilities that are or may be delegated to staff pursuant to these regulations.

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- c. Nothing in this section shall be construed to impinge upon the policies and procedures governing the participation rights of faculty and students pursuant to sections 53200-53204, and section 51023.7, respectively.
- d. The governing board of a community college district shall comply substantially with the provisions of this section.

Section 51023.7. Students

- a. The governing board of a community college district shall adopt policies and procedures that provide students the opportunity to participate effectively in district and college governance. Among other matters, said policies and procedures shall include the following:
 - 1. Students shall be provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the governing board regarding such policies and procedures.
 - 2. Except in unforeseeable, emergency situations, the governing board shall not take action on a matter having a significant effect on students until it has provided students with an opportunity to participate in the formulation of the policy or procedure or the joint development of recommendations regarding the action.
 - 3. Governing board procedures shall ensure that at the district and college levels, recommendations and positions developed by students are given every reasonable consideration.
 - 4. For the purpose of this Section, the governing board shall recognize each associated student organization or its equivalent within the district as provided by Education Code Section 76060, as the representative body of the students to offer opinions and to make recommendations to the administration of a college and to the governing board of a district with regard to district and college policies and procedures that have or will have a significant effect on students. The selection of student representatives to serve on college or district committees, task forces, or other governance groups shall be made, after consultation with designated parties, by the appropriate officially recognized associated student organization(s) within the district.
- b. For the purposes of this Section, district and college policies and procedures that have or will have a "significant effect on students" includes the following:
 - 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; and
 10. any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students.
- c. The governing board shall give reasonable consideration to recommendations and positions developed by students regarding district and college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.
 - d. Nothing in this Section shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiations or negotiated agreements between collective bargaining agents and district governing boards. It is the intent of the Board of Governors to respect agreements between academic senates and collective bargaining agents as to how they will consult, collaborate, share or delegate among themselves the responsibilities that are or may be delegated to academic senates pursuant to the regulations on academic senates contained in Sections 53200-53206.
 - e. The governing board of a community college district shall comply substantially with policies and procedures adopted in accordance with this Section.

