Participatory Governance Model

Governance and Procedures Handbook

2012-2015

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 Spring 2013

Contents

Mission, Vision, Values, and Motto

Mission

The mission of Cerro Coso Community College is to provide outstanding educational programs and services tailored to the students in the communities and rural areas we serve. We demonstrate a conscious effort to produce and support student success and achievement through traditional and distance delivery.

To accomplish this mission we will provide

- transfer and career technical education,
- remedial instruction,
- comprehensive support services,
- learning opportunities that develop ethical and effective citizenry, and
- continuing education that is compatible with the institution's primary mission.

Vision

Cerro Coso Community College will be recognized as a leader in higher education, a source of programs and services for tomorrow's workforce, a model for student learning, and a partner with its diverse clientele and communities.

Values

At Cerro Coso Community College, we value:

- *Student Learning* and student success in all areas of endeavor;
- *Creativity* and the implementation of best practices in a rapidly changing world;
- *Accountability* to our students for their learning experience, our communities for good stewardship of public funds, and to each other through the participatory governance process;
- *Diversity* in our students, our communities, our environment and our program and services;
- Our *Communities* and the partnerships and relationships we build with them; and
- Our *Faculty and Staff* who turn the wheels of learning.

Motto

Educate, Innovate, Inspire, Serve.

Strategic Goals, 2012-2015

Goal #1:

Foster student success through sustained continual quality improvement of instruction and student services. *(District Goal #1: Become an exemplary model of student success.)*

Objective 1.1 (DO1.1)   Increase the percentage of students who successfully complete 12 units within one year using 2011-12 as the baseline year.

Objective 1.2 (DO 1.2)   Increase the percentage of students who, within a one-year period, successfully complete English or Math courses both one level below transfer and at the transfer level using 2011-12 as the baseline year.

Goal #2:

Provide a quality learning environment which enhances student engagement. *(District Goal #3: Foster a comprehensive and rich learning environment.)*

Objective 2.1 (DO 3.1)   The college will increase its scores on all benchmarks by 2-3% as measured by the Community College Survey of Student Engagement (CCSSE) 2011 baseline.

Objective 2.2 (DO 3.2)   Improve facilities and maintenance as measured by climate surveys and operational reports as compared to 2011-12 baseline.

Objective 2.3 (DO 3.3)   Improve student and employee safety as measured by CLERY and OSHA reports and through climate surveys as compared to 2011 baseline.

Objective 2.4   Increase student engagement annually as measured by the student participation rate and number of student activity and athletic opportunities offered.

Goal #3:

Improve our response to community needs through transfer programs, area workforce development, quality student services, and provision of customized educational opportunities. *(District Goal #6: Respond to community needs.)*

Objective 3.1 (DO 6.1)   All programs will reflect community needs as identified by various scanning data, unit plans, and measured by program review.

Objective 3.2 (DO 6.2)   Increase community connectedness by 5-10% over baseline year 2011-2012 by 1) increasing employee participation in community organizations, 2) expanding relationships with educational institutions, and 3) increasing the number of community attendees at college and district events.

Objective 3.3 (DO 6.3)   Actively pursue and create five new community partnerships and collaborations over baseline year 2010-2011.

Objective 3.4   Increase the percentage of students who have obtained employment or salary advancement after completing a degree or certificate over baseline year 2012-2013.

Goal #4:

Operate at the level of continual quality improvement for strengthening institutional effectiveness. *(District Goal #2: Create a culture and positive climate. District Goal #4: Strengthen personnel and institutional effectiveness.)*

Objective 4.1 (DO 4.1)   Participate in district-wide annual professional development sessions as offered that meet college and/or district-wide training needs and evaluate success of defined training outcomes.

Objective 4.2 (DO 4.2)   Implement or improve the following district-wide internal processes and measure their effectiveness annually: 1) tagging similar courses, 2) degree audit, 3) codifications of processes and dissemination of procedural information, and 4) data integrity.

Objective 4.3   Annual assessment of progress on program review, student learning outcome assessment and institutional planning as measured by the Institutional Effectiveness Committee Report Card.

Objective 4.4   Increase our employee diversity to reflect community and students population as by annual review of our demographic data.

Goal #5:

Increase the percentage of total resources allocated toward the successful achievement of student learning. *(District Goal #5: Maintain financial stability.)*

Objective 5.1 (DO 5.1)   Using 2010-2011 as the baseline year, increase unrestricted revenues (excluding apportionment, local taxes and enrollment fees) by 5-10% annually.

Objective 5.2 (DO 5.2)   Actively pursue college and district-wide grants that align with the district and college mission and Strategic Plan as measured by the application for a minimum of one new grant per college annually.

Objective 5.3   Engage College Foundations, Community Foundations, and Alumni to increase revenues specifically to fund college initiatives by 5-10% with the baseline being the 2012-2013 academic year.

Objective 5.4   Increase the number of community partnerships that support student learning with the baseline being the 2012-2013 academic year.

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 the College President to ensure that all parties are heard and represented. This document also provides information regarding the procedures and responsibilities of College Council, its associated and reporting committees, and 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 should be one that functions 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. The 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 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 5 section 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 matter" 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

Administrative Cabinet*

Purpose

The Administrative Cabinet meets weekly 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.

* 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 status 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 includes all members of the full-time Classified Staff and part-time permanent staff members. CSEA includes all dues paying, voting members of its bargaining unit.

Responsibilities

- Develop, 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 in the selection 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.

Faculty Union - Kern Community College District 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 voluntary 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 or 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.
- Foster good fellowship among members.

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

All interested students and student representatives of approved clubs and other student organizations.

Responsibilities

- Establish a constitution and bylaws.
- Develop process for selecting the student representatives on the College Council and Resources Teams, 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 the College Council.

- Develop, as necessary, Senate standing committees and submit their functions and membership to the College Council for review and recommendations.

Committee and Governance Structure

This chart depicts the participatory governance and administrative cabinet structure at the college.

College President

College Council

Administrative Team

Academic Senate	Associated Committees
CCA	Budget Development Committee
Classified Senate	Institutional Effectiveness
CSEA	Professional Development
Student Government of Cerro Coso	Reporting Committees
	Facilities Committee
	Safety & Security Committee
	Technology Resource Team

VP Student Services	VP Academic Affairs
Director, A&R and Financial Aid	Dean, CTE
Director, Student & Counseling Services	Campus Manager, East Kern
Director, Information Technology	Campus Manager, ESCC
Manager, Maintenance & Operations	Campus Manager, KRV
Director, Administrative Services	Manager, Public Relations, Marketing & Development
Manager, Accounting	Manager, Human Resources
Director, Distance Education	Director, Student Programs and Athletics
Program Manager, CDC	

College Council

College Council is primarily responsible for setting the vision, mission statement, strategic goals, and long-term direction of the college. 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 reporting 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. 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.

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 the 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, and 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 the College Council.

The reporting and associated committees of College Council are:

Reporting

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

Associated

- Accreditation Steering Committee
- Budget Development Committee
- Institutional Effectiveness Committee
- Professional Development Committee

Charge of College Council

The following actions are the role of College Council within the participatory governance of the college:

- Serve as the chief advisory body to the college president.
- Serve as the participatory recommending body of the college, providing a conduit for receiving and disseminating information college-wide.
- Develop a shared mission statement, vision, values, and strategic goals for the college.
- Oversee the strategic direction of the college, assessing progress on the college's strategic goals annually.
- Recommend the annual college budget.
- Evaluate the effectiveness of participatory governance process.
- Monitor the college's planning process and ensures that the college meets accreditation standards.
- Factor the college mission into all recommendations.

College Council Composition

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
- CCA, One Representative
- Faculty Representatives (CTE, Academic, Counselor, Union, Member at Large) At least one of the five representatives should be from ESCC, EKC, or KRV.
- Classified Senate, One Representative

- CSEA, Chapter 617, Two Representatives
- Student Government, Two Representatives (one is the SGCC President)
- ESCC Director
- KRV Campus Manager
- EKC Campus Manager

Responsibilities

It is everyone's responsibility to work toward achieving the Mission, Vision, and Strategic Goals of the College. Additionally, the members and chairs of committees are responsible for ensuring a continuous flow of communication regarding decision making from the College President, College Council, committees, constituency groups, and the campus at large.

Committee Chair Responsibilities

1. Prepare and distribute the agenda.
2. Report on the status of action items.
3. Set the calendar for meetings and retreats (if applicable).
4. Hold meetings once a month, or additionally if needed, during the Fall and Spring semesters.
5. Attend all College Council meetings or send a substitute as needed.
6. Submit written report on motions from the committee.
7. Set annual goals that correspond to the college Strategic Plan with input from the committee.
8. Review the mission statement of the committee.
9. File an annual report on the achievement of the goals with College Council.
10. Other responsibilities as specified in Collective Bargaining Agreements.
11. Attend related district meetings (for example, the Budget Development Committee chair attends the District Budget Committee).

Committee Member Responsibilities

1. Attend all meetings or send a substitute as needed.
2. Come to meetings prepared to participate and carry concerns from the constituent group.
3. Report back to the constituent group or other college committees the information discussed and actions taken in the committee.
4. Listen to all participants during committee meetings and actively contribute to the meeting.

College Council Decision-Making Process

The decision making process occurs through recommendations made to the College President that come from College Council, its associated and reporting committees, and the various constituent groups at the college. Although the authority to make decisions for the college rests with the College President, great responsibility lies with the recommending bodies to provide the College President with the information needed to make the decisions that are in the best interest of the students and the college.

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.

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 the Appendix 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 site as soon as they are approved. Minutes should include:

- Date, time, and location of the meeting
- Type of meeting
- 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 the Appendix for a Minutes template.

Meeting Schedule

College Council meets twice a month during the regular Fall and Spring semesters and schedule/hold 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

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.

All **voting** must be public. For College Council, a motion passes if there is consensus. Lack of support by three or more voting members indicates an absence of consensus. For reporting and associated committees of College Council, a motion passes if a simple 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 the 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 Group on Inside CC. The primary purpose of the Group is to serve as a college-wide resource and repository of committee documentation and information. The website should be kept public and 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

Accreditation Steering Committee

Mission

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 progress 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 (Standard Areas)

- VP of Academic Affairs, Chair and Accreditation Liaison Officer (I.A, I.B, II.A, II.C)
- VP of Student Services (I.A, I.B, II.B)
- Human Resources Manager (III.A)
- Maintenance and Operations Manager (III.B)
- Information Technology Manager (III.C)
- Director of Administrative Services (III.D)
- President (IV.A, IV.B)
- Experienced IEC Member (I.A, I.B)
- CIC Chair (II.A)
- SLO Coordinator (II.A)
- Program Review Chair (II.A)
- Counselor (II.B)
- Librarian (II.C)
- Faculty Flex Coordinator (III.A)
- Experienced Safety or Facilities Committee Member (III.B)
- Experienced TRT or Ped and Tech Committee Member (III.C)
- Experienced Budget Committee Member (III.D)
- CCA Faculty College Chair (III.A)
- Academic Senate President (IV.A, IV.B)
- CSEA President
- Classified Senate President
- Student Representative

Budget Development Committee

Mission

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 and Educational Master Plan.

Composition

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

Facilities Committee

Mission

To work with district facilities team members and the college and its departments in order to develop plans to identify, prioritize, integrate, acquire, and maintain the facilities and infrastructure for 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 – DSPS)
- 2 classified
- 2 district facilities personnel
- 1 student representative

Institutional Effectiveness Committee

Mission

To provide oversight to the planning and assessment processes to develop and maintain sustainable continuous quality improvement.

Purpose

- 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
- SLO Coordinator
- Vice President, Academic Affairs Administrative Assistant – Recorder
- Vice President, Student Services

Professional Development Committee

Mission

To facilitate the expansion of knowledge, understanding, and creative expression for professional development of all Cerro Coso staff to allow for individual professional growth plans responsive to institutional goals.

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 (1–chair)
- 2 Classified
- 1-2 Administrators
- 1 lead representative of Cerro Coso Student Government

Responsibility

The ultimate responsibility for faculty and staff development at Cerro Coso lies with each employee. While the role of college leadership is to nurture a climate where continued professional growth is valued and pursued, it is the individual employee's responsibility to seek out and complete the opportunities that will grow them professionally in a way that is tied to college strategic and educational goals.

The Professional Development Committee will:

- Annually determine professional development needs among faculty, staff, and administration.
- Develop a comprehensive plan for staff development.
- Create and publish a list of suggested activities.
- Maintain appropriate records as required by law.
- Annually evaluate the effectiveness of conducted activities.

- Act as the advisory committee for the flexible calendar.

Individual faculty and staff members will:

- Annually determine his or her own areas of improvement/professional growth.
- Develop a personal plan for professional improvement.
- Identify specific activities from the listings provided on the Professional Development webpage.
- Maintain and submit all required personal record-keeping.
- Participate in evaluating the effectiveness of conducted activities.
- Participate in surveys to determine ongoing needs.

Types of Activities

All activities for faculty and staff development must be linked to the comprehensive plan for staff development and (for faculty) to the goals and objectives of the flexible calendar program. Types of activities include but are not limited to:

- Group address or training presented by expert or keynote speaker
- Flex Days
- Workshops
- Entire Flex Day sessions or time blocks devoted to a single topic or theme
- Group training presented by member(s) of the college community
- Retreat/In-service days
- New faculty/staff orientation
- Focused training within a committee or work-group meetings
- "Lunch and Learn" Activities
- Faculty Inquiry Groups
- Group-attended webinars
- Group conference attendance
- Individual activities pursued according to a personal plan of development, such as completion of planned projects, viewing of webinars, participating in workshops, taking a course, etc.

Use of Funds

When available, professional development funds are to be used to encourage and support staff, faculty, and administrators who wish to develop and/or participate in training/programs that achieve one or more of the goals established by the Professional Development Committee.

Eligibility Considerations for Professional Development Funds

- Needs to support events and/or trainings that are offered college-wide and benefit many people.
- Not to be used for individual attendance at conferences. (Policy Below)
- Must be pursuant to professional development goals and institutional needs.

- Can be used for presenter/speaker fees.
- Can be used for training costs.

Conference Policy approved 10/2/12 by PDC

- Conferences will be attended by a team whenever possible.
- Funding must be pre-approved as coming from general, categorical or grant funds.
- Conferences must benefit the college and relate to professional, college, or unit plan goals.
- Staff member will agree to provide an implementation plan that demonstrates tangible benefit to the college.
- If the attendee wishes to attend a conference not meeting one of these goals, he or she may request partial funding or pay out-of pocket.

Assessment Practices

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.

Faculty Chair Duties

Faculty chair's main duties reflect the college's response to state established flex calendar requirements. With the PD committee's advisement, the chair will:

- Plan Professional Development and Flex Day activities.
- Keep records for faculty Professional Development.
- Inform the campus of Professional Development opportunities through email, webpages and other etc.
- Design, implement, and tabulate assessments of PD activities and presentations.
- Survey needs of faculty and staff yearly.
- Establish yearly goals and communicating these back to the campus.
- Provide opportunities for classified staff training.
- Maintain communication with Human Resources about needs and opportunities.
- Relay pressing or ongoing needs to Institutional Effectiveness Committee.
- Complete state required report and submitting to the California Community Colleges Chancellor's Office.

Safety and Security Committee

Mission

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
- 1 student representative

Technology Resource Team

Mission

To recommend to College Council technology practices, procedures, standards, and planning in the areas of instruction and information. TRT's goal is for the advancement of technology in the areas perceived as beneficial by the College departments, faculty, staff, and students.
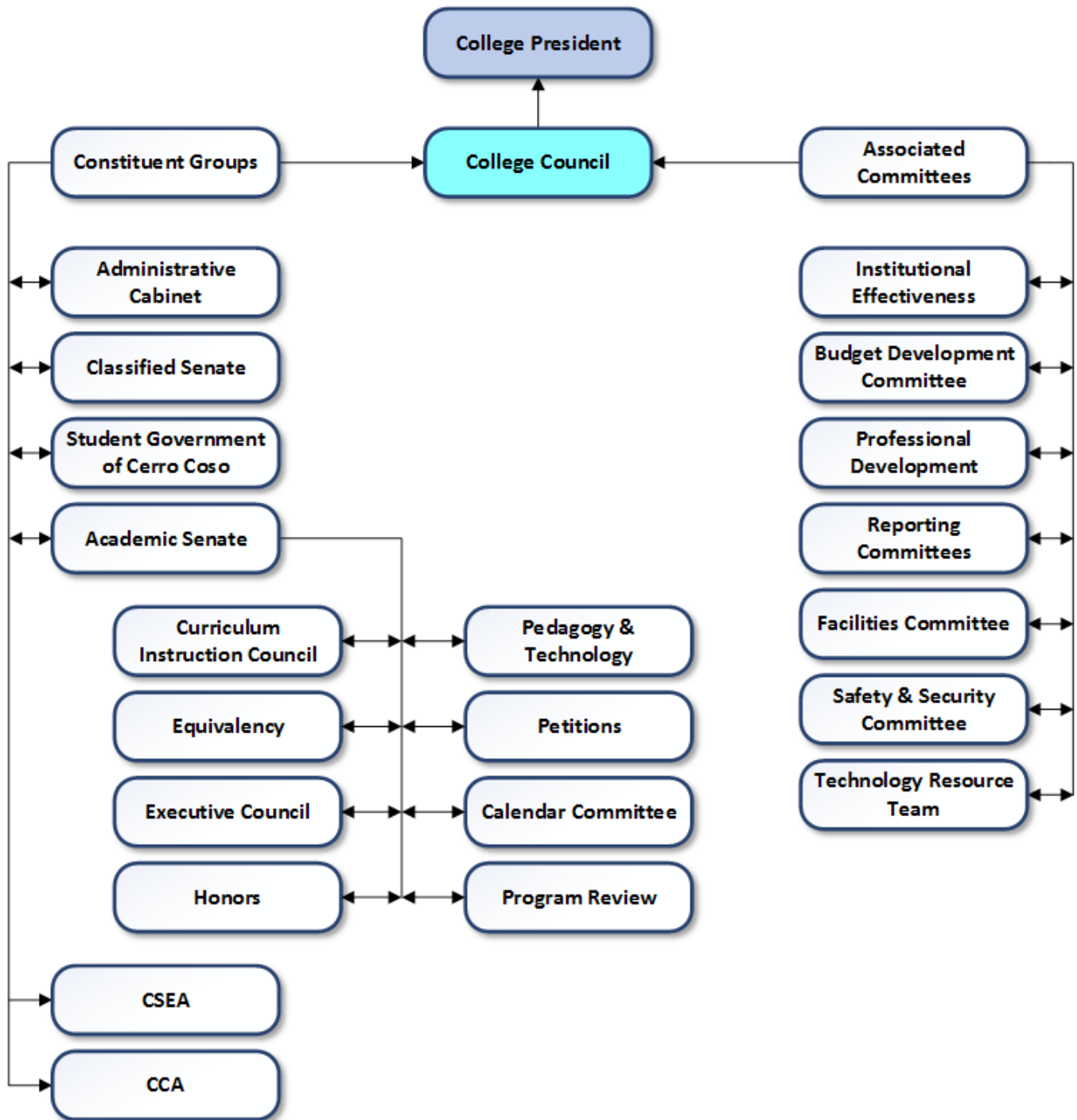
Composition

- 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

Decision-Making Model

This chart depicts the decision-making structure of Cerro Coso Community College.

```
                              ┌─────────────────┐
                              │ College President│
                              └─────────────────┘
                                      ▲
┌──────────────────┐         ┌─────────────────┐         ┌──────────────────┐
│ Constituent Groups│───────▶│ College Council │◀────────│    Associated    │
└──────────────────┘         └─────────────────┘         │    Committees    │
                                                          └──────────────────┘

    Administrative                                          Institutional
      Cabinet                                               Effectiveness

    Classified Senate                                     Budget Development
                                                              Committee

    Student Government                                      Professional
     of Cerro Coso                                          Development

    Academic Senate                                          Reporting
                                                             Committees

    Curriculum          Pedagogy &                        Facilities Committee
  Instruction Council   Technology

    Equivalency          Petitions                        Safety & Security
                                                             Committee

    Executive Council   Calendar Committee                Technology Resource
                                                               Team

    Honors              Program Review

    CSEA

    CCA
```

College Planning

Through its reporting and associated committees, College Council oversees multiple planning efforts at a variety of institutional levels. The college mission is reviewed once every three years, which provides a context for revision of the strategic goals. Every year, instructional and student services departments and administrative units write annual unit plans which lead to section and division plans, resource request analyses, a student success plan, and the college budget. Periodically, the College submits special reports for state and federal agencies, such as the Accreditation Self Evaluation. And it also prepares a variety of documents for internal and external constituents, such as the College Report Card, the Comprehensive SLO Assessment Report, the Clery Report, and the annual Community Report.

Review and Revision of the Mission Statement, Guiding Principles, and Strategic Goals

The mission, goals, vision, and values of Cerro Coso Community College define the college's purpose and identity and are the basis for institutional planning and the evaluation of institutional effectiveness. In order to ensure that programs and services are aligned with the purposes of the college and district, as well as designed and organized to serve immediate and long range community needs, a formal procedure is established for the regular review and revision of the college mission, goals, vision, and values.

Systematic Three-Year Review

Mission, values, and vision. The mission statement, vision, and values are reviewed once every three years in concert with the Kern Community College District's three-year district-wide planning effort. Cerro Coso begins its guiding principles review at the same time as KCCD. Once KCCD's strategic plan is completed, the College takes a two-step process. The first is to finalize the guiding principles of mission statement, values, and vision. This is done for the purpose of reaffirming the continued relevance of these statements to the district and college communities served.

Strategic goals. Once the district-wide strategic plan is adopted and once the College has finalized its guiding principles, it takes the second step of completing its strategic goals based on the earlier documents. This is done to optimize dialogue and improve integration of long-range plans.

Triggered Review

An off-cycle review and revision of the mission statement, vision, values, and/or strategic goals may be called at any time by the president if recommended to do so by College Council or if, in the president's judgment, circumstances warrant it. Examples of such a triggering event might be:

- change in the California Community College system direction or focus
- sudden or profound demographic shifts in the service area
- significant local or state-wide economic developments
- other substantial variation in system status or student and community need

Revision

If it is found that revisions to the mission statement and/or priorities are advisable, College Council will recommend that the President lead a process charged with the following:

1. Conducting a thorough evaluation of the existing mission statement and planning priorities in light of the triggering condition.

2. Holding informational forums for both internal and external constituencies at all campus locations to increase dialogue and gather the widest possible input.

3. Drafting a revised mission statement and/or planning priorities. A revised mission statement must conform to the California Community College charge, Accreditation Standards, and the Kern Community College District mission. Planning priorities must be stated in measurable terms so that the degree to which they are achieved can be determined and widely discussed.

4. Submitting revised statements and justifications for the recommended changes to College Council for discussion and refinement.

5. Managing Board of Trustees approval pursuant to established governance procedures. If the process results in a revised mission statement, a substantive change proposal will be filed with the Accrediting Commission for Community and Junior Colleges (ACCJC).

Annual Integrated Planning Cycle

This chart depicts the annual integrated planning cycle.
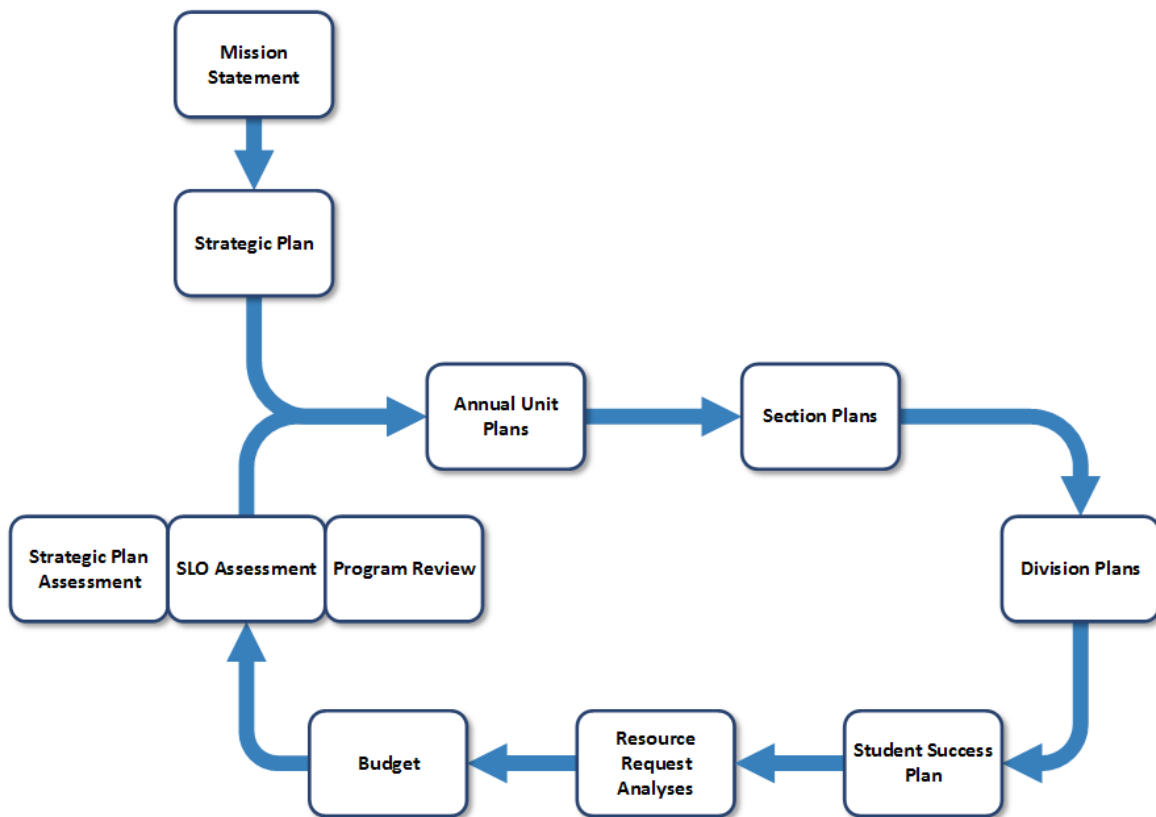
Planning Documents

Every year, a variety of reports are produced by College Council's reporting and associated committees for short- and long-range planning reasons and for accountability purposes. All reports are presented to and reviewed by College Council in the spirit of sustained continuous quality improvement.

Document	Cycle	Position Responsible
Annual Unit Plans	Yearly	Faculty Chairs, Unit Leaders
Annual Section Plans	Yearly	Section Leaders
Annual Division Plans	Yearly	Chief Officers
Resource Request Analyses	Yearly	Resource Leaders
College Budget	Yearly	Dir. Administrative Services
Student Success Plan	Yearly	Vice Presidents
College Report Card	Yearly	Vice President, Academic Affairs
Community Report	Yearly	Manager, Marketing and Pub Relations
Clery Report	Yearly	Dir. Administrative Services
Strategic Plan	Every Three Years	President
Educational Master Plan	Every Five Years	Vice President, Academic Affairs
Comprehensive Program Reviews	Every Six Years	Faculty Chairs, Unit Leaders
Accreditation Self Evaluation	Every Six Years	Accreditation Liaison Officer

Budget Orgs Within Annual Planning

For purposes of the planning and tracking of resource allocations, each budget organization is represented at one point in the integrated planning cycle. The following chart depicts where each of the budget orgs falls within the cycle of Annual Unit Plans (AUP), Annual Section Plan (ASP), and Annual Division Plans (ADP).

ORG Description	AUP	ASP	ADP
President			x
Accreditation			x
Institutional Research			x
Staff Development			x
Academic Senate			x
Information Technology	x		
Public Information-External Relations	x		
Community Education	x		
Contract Education	x		
VP Academic Affairs			x
Basic Skills	x		
Communications	x		

ORG Description	AUP	ASP	ADP
Honors Program	x		
Humanities	x		
Learning Center	x		
Library	x		
Math	x		
PE & Health	x		
Science	x		
Social Science	x		
Visual & Performing Arts	x		
Dean CTE		x	
Child Development	x		
Computer Science & Business	x		
Industrial Arts	x		
Media Arts	x		
Public Service	x		
Allied Health	x		
Bishop Campus		x	
Mammoth Campus		x	
Kern Valley Campus		x	
South Kern Campus		x	
Director of Distance Learning		x	
CCOnline		x	
VP Student Services			x
CARE	x		
Counseling & Guidance	x		
CalWORKS	x		
DSPS	x		
EOPS	x		
Matriculation	x		
TANF	x		
Transfer Center	x		
Admissions & Records	x		
Financial Aid	x		
Veterans Affairs	x		

ORG Description	AUP	ASP	ADP
Director of Student Programs & Athletics	x		
Athletics-General	x		
Student Activities	x		
Director of Administrative Services			x
Print Shop			x
Receptionist			x
Utilities			x
M&O Director	x		
M&O Building	x		
M&O Custodial Services	x		
M&O Grounds	x		
Maintenance Projects	x		
M&O Safety	x		
M&O Vehicles	x		

College Budgeting

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, Vice President of Academic Affairs, Vice President of Student Services, and 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 the 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.

Summary of the Academic Senate Budget Process

The Academic Senate—as per Title 5, §53200 (c)(10), and the interpretation of the regulation agreed upon by the Academic Senate for California Community Colleges and the Community College League of California—is understood to have authority with respect to the development of planning and budget processes, but not with respect to the specific plans and budgets that are the products of these processes. Revision of the Cerro Coso budget process may be initiated by the Academic Senate of Cerro Coso Community College or the governing board.

See the Appendix for the complete, approved budget process.

Guiding Principles

The budget

- is student centered
- is bottom-up
- is comprehensive and fully inclusive
- incorporates evaluation
- relies upon transparent communication

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)

Process

All members of departments and units review prior years' plans and budgets and what actually happened. Departments discuss the base allocation and, if needed, focus on no more than three 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.

Step 1: Providing of Data

Chief officers will provide faculty chairs and other unit leaders 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.

August 15. Chief officers will provide faculty chairs and other unit leaders with budget worksheets reflecting the previous 3 years' budget and actual performance data. Base, line-item budget worksheets will be posted on the Cerro Coso budget webpage.

Step 2: Annual Unit Plans

Faculty chairs/unit leaders, in consultation with department/unit members, will:

- Review college mission and strategic plan.
- Review outcome assessment and program review.
- Discuss student achievement/unit performance.
- Write goals.
- Complete line-item budget worksheets.

October 15. Faculty chairs/unit leaders are responsible for submitting annual unit plans (AUP's) for the subsequent academic year (e.g. AUP for 2014-2015 is due Oct 15, 2013). Completed budget worksheets will be posted to the Cerro Coso budget webpage.

Step 3: Annual Section Plans

Section plan leaders, in consultation with faculty chairs/unit leaders, will:

- Discuss department budgets.
- Observe commonalities and trends.
- Adjust priorities.
- Adjust resource requests (add or delete).
- Write section goals.
- Develop section-level budget(s).

Resource requests in AUP's may be changed by a section plan leader only with the written, mutual agreement of the faculty chairs/unit leaders

November 15. Section plan leaders are responsible for submitting annual section plans (ASP's) to the Vice President of Academic Affairs. Completed budget worksheets will be posted to the Cerro Coso budget webpage.

Step 4: Annual Division Plans

Division plan leaders, in consultation with section plan leaders, will:

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

Resource requests in ASP's may be changed by a division plan leaders only with the written, mutual agreement of the faculty chairs/unit leaders.

December 15. Division plan leaders are responsible for compiling annual division plans (ADP's) to the Vice President of Academic Affairs. Completed budget worksheets will be posted to the Cerro Coso budget webpage.

Step 5: Resource Request Analysis

To this point, department, section, and division planning has been a multi-layered, iterative process of dialogue and review that has resulted in ever widening circles of achievement evaluation, goal setting, and resource identification. The resulting plans—in particular, the section and division plans (as well as program review)—have focused resource requests in five critical areas. At this step, leaders in the five areas are responsible for analyzing the resource requests, observing commonalities and trends, and compiling work plans for the upcoming year:

- Facilities (Manager, Maintenance and Operations)
- Information Technology (Director, Information Technology)
- Marketing (Manager, Public Relations, Marketing and Development)
- Professional Development (Professional Development Committee Co-chairs)
- Staffing (President)

Resource Request leaders, in consultation with appropriate personnel and associated committees, will:

- Review college mission and strategic plan.
- Discuss goals set by the ADP's.
- Review plans at all levels.
- Observe commonalities and trends.
- Write analysis of aggregated goals and requests, compile work plans and budgets.

February 15. Resource request analysis leaders are responsible for submitting resource request analyses

(RRA's) to the Vice President of Academic Affairs. Resources request analyses will be posted to the Cerro Coso budget webpage.

Step 6: Development of College Budget

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. These 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 and post them to the Cerro Coso budget webpage.

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

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

Resource requests may be changed only after the budget committee has met with the faculty chairs/unit leaders and with the written, mutual agreement of the faculty chairs/unit leaders.

April 15 – Draft Budget. CBO is responsible for submitting draft budget to the President. Draft annual budget will be posted to the Cerro Coso budget webpage.

Step 7: Finalization of College Budget

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

May 1 – Final Budget. 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. Final annual budget will be posted to the Cerro Coso budget webpage.

Role of the Budget Development Committee in Budgeting

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

Role of College Council in Budgeting

Once College Council receives the tentative budget recommendation from the Budget Development Committee, the document is reviewed, possible revisions are completed, and the final recommendation is made to the president.

Appendices

A. Agenda Template

B. Minutes Template

C. Approved Academic Senate Budget Process

D. Title V

Appendix A

Meeting Agenda Template

CERRO COSO
COMMUNITY COLLEGE

Committee
Agenda
Date
Location
Time

Start Time: **Adjournment:**

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

Please bring your copies   Meeting Chair: Recorder:

Appendix B

Meeting Minutes Template

CERRO COSO
COMMUNITY COLLEGE

Meeting Name

Date

Meeting Location

Start Time - End Time

Present:
Absent:

	Topic	Facilitator	Summary/Follow-Up	O	C
1.	Call to Order				
2.	Reading of the Mission Statement				
3.	Approval of Minutes & Action Items From Date				
4.	Approval of Agenda				
5.	Closed Session				
6.	Discussion Items				
7.	President's Report				
8.	Constituency Reports				
9.	Reporting Committee				
10.	Associated Committees				
11.	Review of Action Items				
12.	Miscellaneous				
13.	Future Agenda Items				
14.	Future Meeting Dates				
15.	Adjourned				

O Open/**C** Closed

Title _____   Recorder_____
      Person in charge of meeting   Person responsible for recording meeting

Appendix C

Academic Senate Budget Process

Ad Hoc Committee Members: Yihfen Chen, Matt Crow, Annette Hodgins, Matt Jones, Mary O'Neal, Claudia Sellers

The Academic, as per Title 5, §53200 (c) (10), and the interpretation of Regulation agreed upon by the Academic Senate for California Community Colleges and the Community College League of California is understood to have authority with respect to the development of planning and budget processes, but not with respect to the specific plans and budgets that are the products of these processes. Revision of the Cerro Coso Budget Process may be initiated by the Academic Senate of Cerro Coso Community College or the governing board.

Guiding Principles, The Budget

- Is student centered
- Is bottom-up
- Is comprehensive and fully inclusive
- Incorporates evaluation
- Relies upon transparent communication

A budget is a best guess about what will happen in the future. A budget is a planning tool and is but one of many tools used by Cerro Coso to achieve our mission – student learning. Students must always be the locus of our planning and budget processes. Budgets, the planned inflow and outgo of money, are driven by our program plans and not the other way around. A budget is only one part of a multiple pronged process that includes:

- Formulate annual budget based on program plans that have student learning at the center of the plans
- Implement budget
- Evaluate actual performance against budget quarterly
- Apply lessons learned from variances between budget and actual performance as well as program input on trends and problems to formulation of new, annual budget

The budget process at Cerro Coso is not zero based—the practice of making every department start from $0.00 every year then detail and justify every expenditure. Zero basing is extraordinarily labor intensive with no demonstration that it is a more efficient or effective method of budgeting. Cerro Coso's budget process starts with a base budget allocation for each program based on actual, historic expenditures.   Programs wishing to increase the base budget submit an augmentation request with detailed justification. Augmentations may be one-time or ongoing (added to the base allocation).

Comprehensive, fully inclusive budgets must be reviewed by the Academic Senate. All grants must be approved by the Academic Senate before being submitted

Every phase of planning and budgeting must include all funding streams and expenditures – not just the general fund. For example, if a department or specific service is dependent on a grant for 80% of its operating revenue and that grant goes away in 3 years, what's the plan for the program? Because specially funded programs may often become a part of the permanent cadre of programs and services at Cerro Coso, the budget process explicitly requires that all funding streams and expenditures will be reflected in a comprehensive budget and no grant will be competed for without first being approved by the Academic Senate.

The Cerro Coso Budget Committee will be comprised of

- 3 faculty
- 1 student
- 3 classified staff
- 2 Vice-Presidents, Deans OR Directors
- Chief Business Officer

The Cerro Coso Budget Committee will conduct regular analysis of local and district reports:

Nov 1   First quarter (July-Sept) Cerro Coso budget vs. actuals

KCCD CCFS 311 Annual Community College Financial Status Report for prior fiscal year

KCCD CCFS-311Q Quarterly Financial Status Reports

KCCD CCFS-320 Apportionment Attendance Report (Annual Amended) for prior fiscal year Faculty Obligation Number (FON) Data – annual obligation number posted in September at State Chancellor's Office website, http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalStandards/FullTime-FacultyObligation.aspx

Feb 1   Second quarter (Oct-Dec) Cerro Coso budget vs. actuals

KCCD Annual External Audit

KCCD CCFS-311Q Quarterly Financial Status Report

KCCD CCFS-320 Apportionment Attendance Report (P1)

April 20   Third quarter (Jan-March) Cerro Coso budget vs. actuals

KCCD CCFS-311Q Quarterly Financial Status Report

KCCD CCFS-320 Apportionment Attendance Report (P2)

May 30   KCCD CCFS-311Q Quarterly Financial Status Report

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.** Vice-President 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 budget webpage.
- **October 15.** Department Chairs/Unit Leaders are responsible for submitting Annual Unit Plan (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.

Annual Unit Plan's completed budget worksheets will be posted to the Cerro Coso budget webpage.

Annual Section Plans

Section Plan Leaders (Liberal Arts & Science—VP AA, CTE—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

Annual Section Plan's completed budget worksheets will be posted to the Cerro Coso budget webpage.

Annual Division Plans

Division Plan Leaders (Academic Affairs—VP AA, Student Services—VP SS, 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.

Annual Division Plan's completed budget worksheets will be posted to the Cerro Coso budget webpage.

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.

A link to the Educational Master Plan Annual Division Plans will be posted to the Cerro Coso budget webpage.

Resources Analysis

- **February 15.** Directors of Facilities and IT; Public Information Officer; Professional Development; Committee Chairs; 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

Resources Analysis will be posted to the Cerro Coso budget webpage.

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 Cerro Coso budget webpage.

- **March 15.** 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.

Chief Business Officer (CBO) is responsible for facilitating the work of the Cerro Coso Budget Committee who will:

- 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.** CBO is responsible for submitting draft budget to the President.

The president will review that draft budget with College Council. 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 Cerro Coso budget webpage.

- **May 1 – Final Budget.** 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.

Final annual budget will be posted to the Cerro Coso budget webpage.

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)

Appendix D

Title 5, 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;

3. educational program development;

4. 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.

c. Nothing in this section shall be construed to impinge upon the policies and procedures govern-

ing 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.