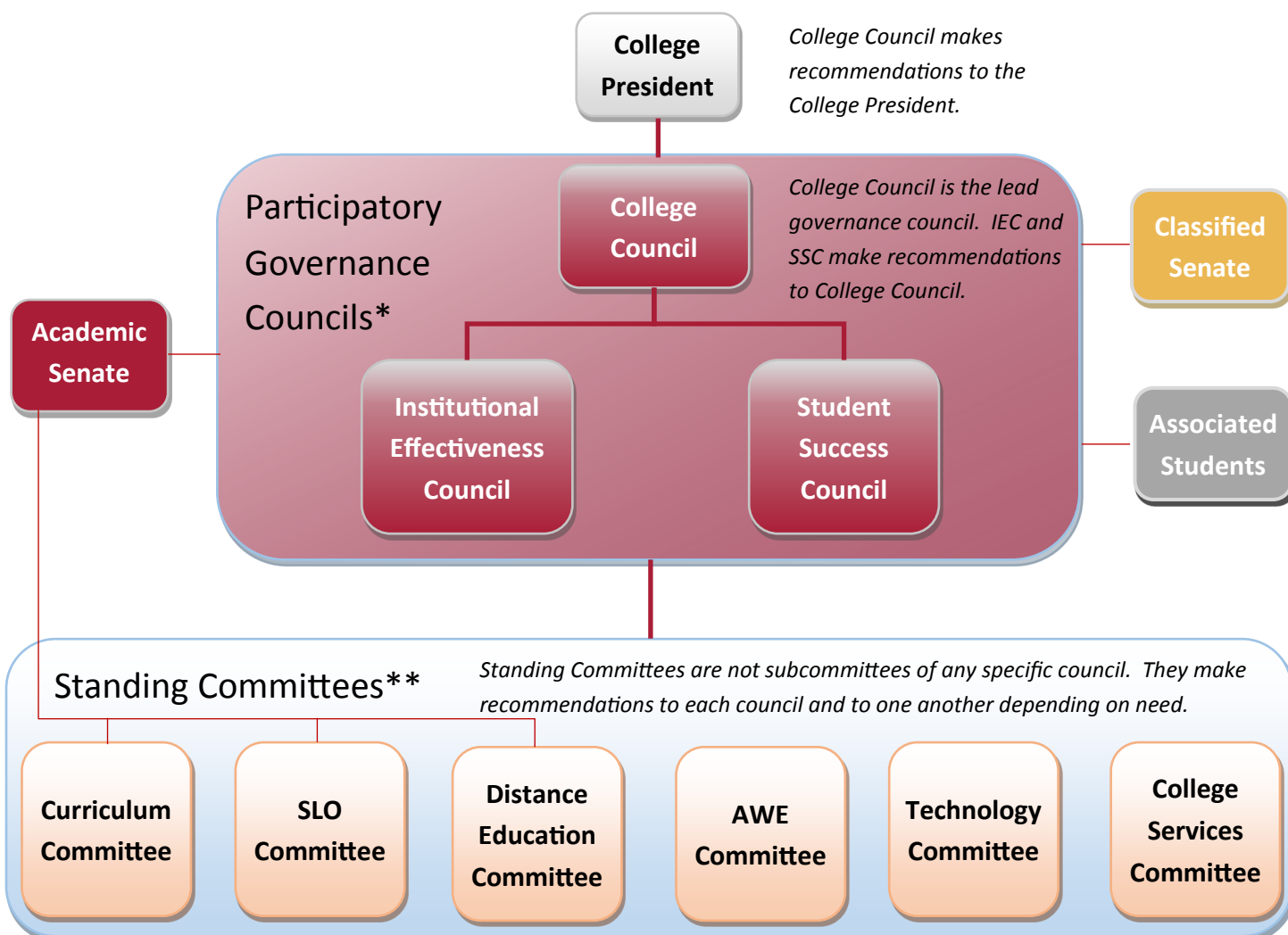
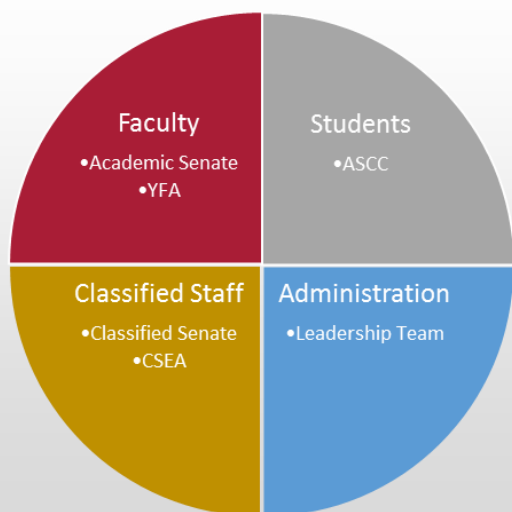


COUNCIL AND COMMITTEE STRUCTURE AT COLUMBIA COLLEGE



Constituent Groups



There are four constituencies at the college—Students, Faculty, Classified Staff, and Administrators—represented by six constituent groups.

- Students
 - ◊ Associated Students of Columbia College
- Faculty
 - ◊ Academic Senate
 - ◊ Yosemite Faculty Association
- Classified Staff
 - ◊ Classified Senate
 - ◊ Classified School Employees Association
- Administrators
 - ◊ Leadership Team

* Participatory Governance Councils include representatives from ALL constituent groups.

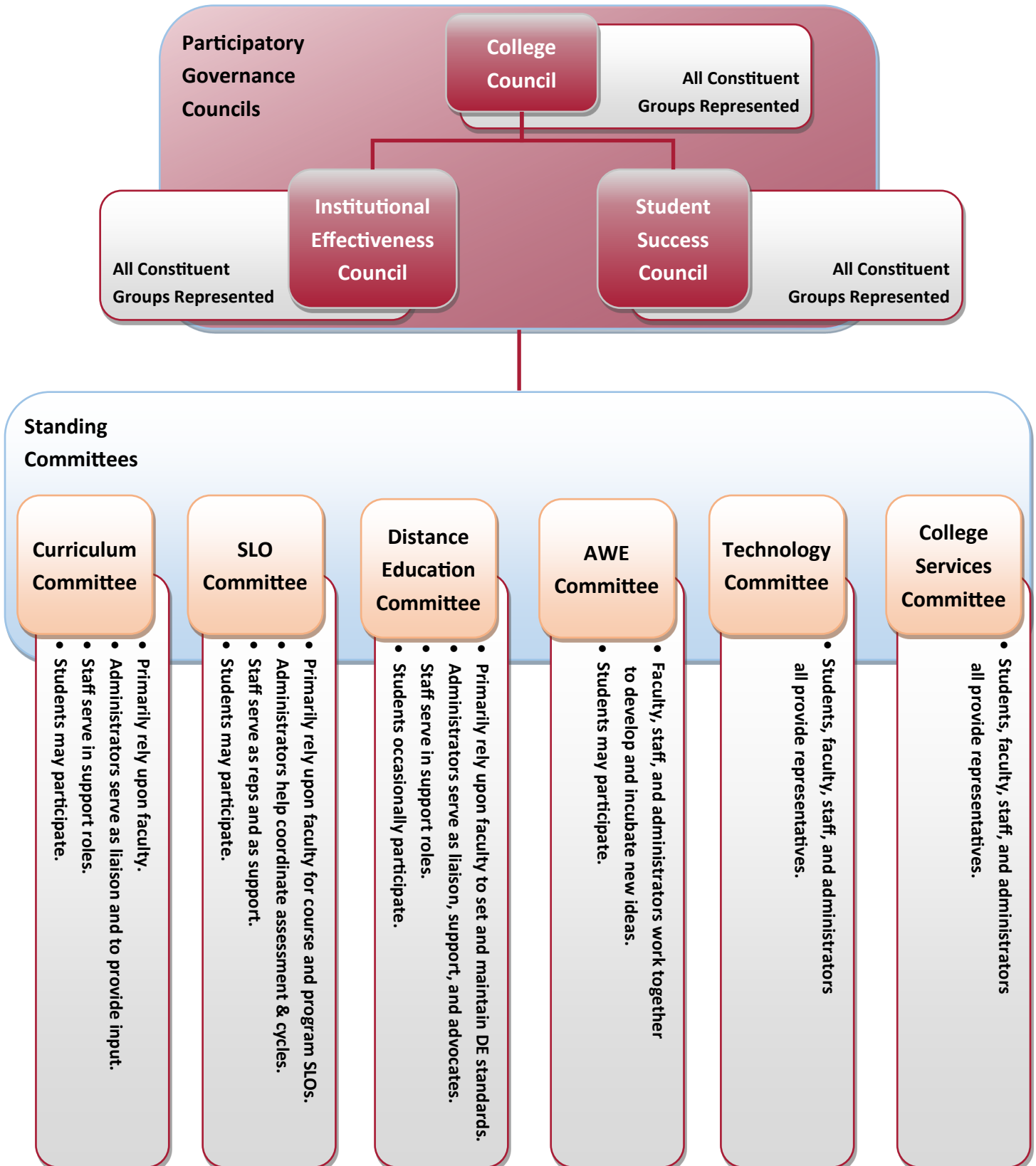
** Standing Committees may include representatives from some or all constituent groups, depending on their functions.

Academic & Professional Matters

As required by Title 5 §53200 and Board Policy 7-8049, the Academic Senate plays a unique role in governance regarding "academic and professional matters."

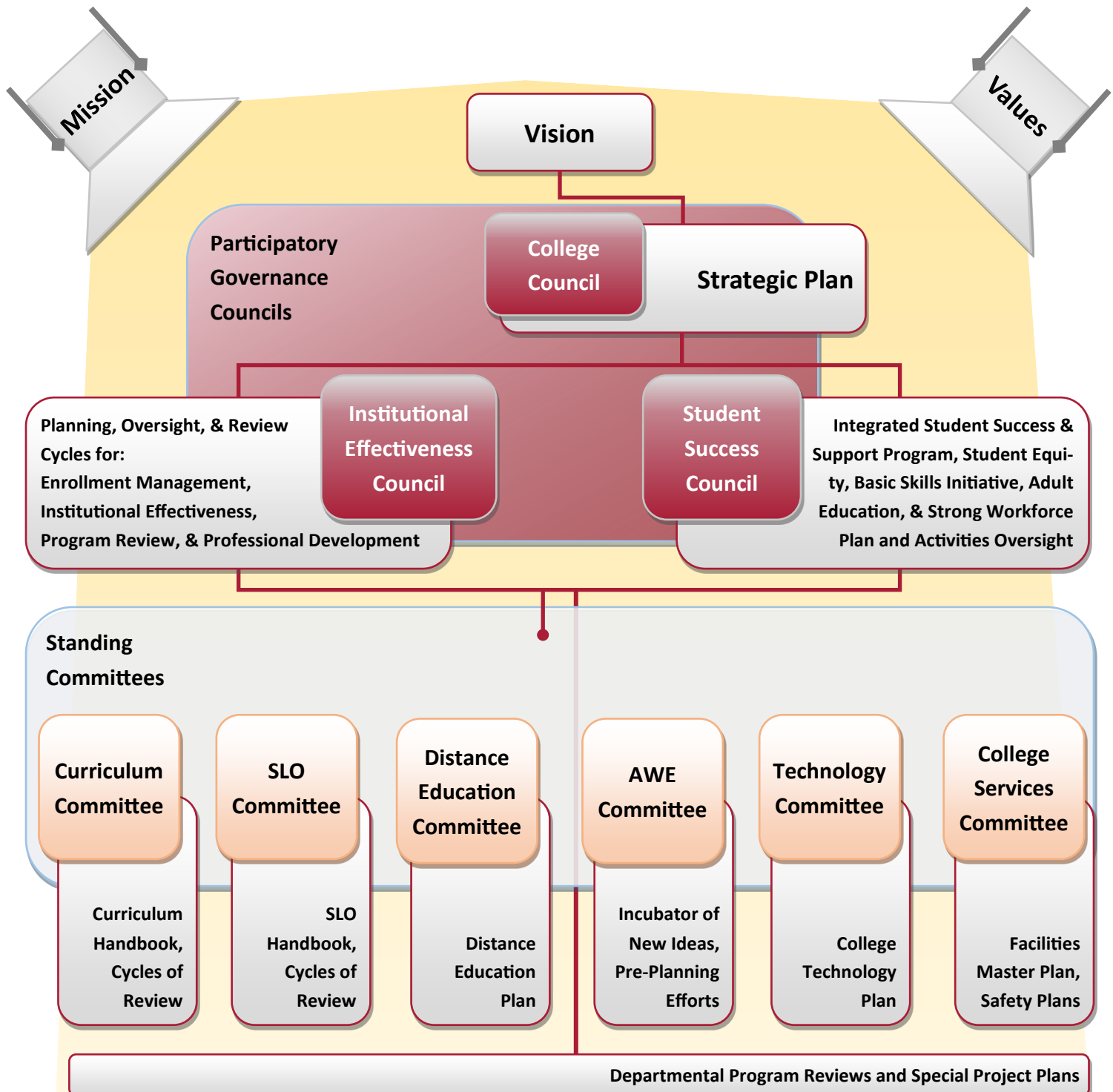
CONSTITUENCY REPRESENTATION

All constituent groups are represented on each of the Councils. Some but not all constituencies are represented on Standing Committees. The diagram below is intended to provide a snapshot of representation. Detailed membership of each Council and Standing Committee is provided in the Committees Handbook.



INTEGRATED PLANNING AT COLUMBIA COLLEGE

Integrated planning at Columbia College is represented in the diagram below. Each significant plan, e.g. the Strategic Plan, is the responsibility of a designated council or standing committee. Plans are integrated by including critical links with the college's guiding documents. The representation of the college's Mission and Values as theater lights indicates that all plans are developed "in light of" and aligned with those statements. Individual plans are designed to assist the college in carrying out its Strategic Plan in pursuit of the Vision.

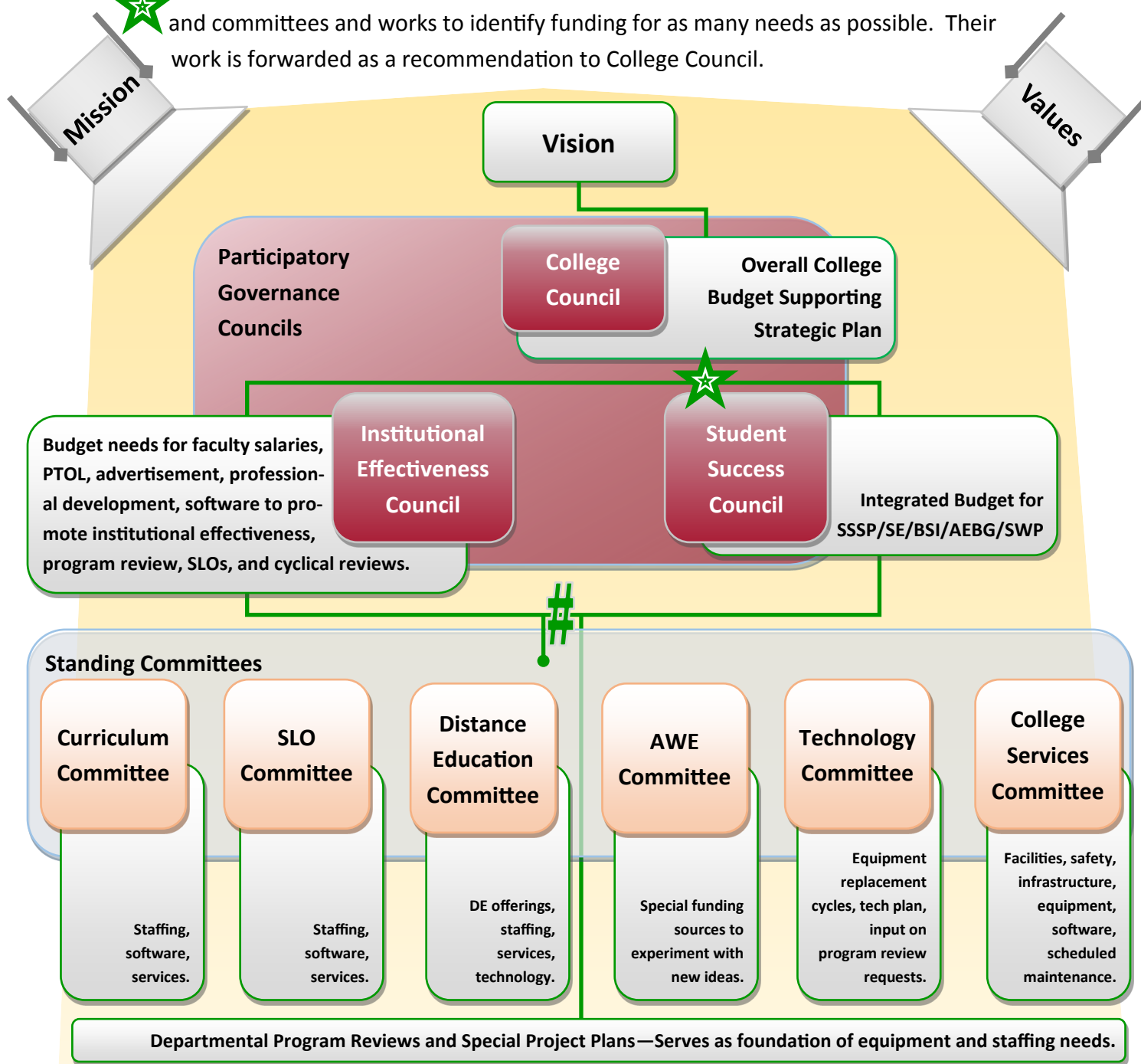


INTEGRATED BUDGET DEVELOPMENT AT COLUMBIA COLLEGE

Budget development at Columbia College is represented in the diagram below. Each area identifies needs associated with meeting its goals and carrying out its plans. Budget requests are linked to program reviews, plans and initiatives, and infrastructure needed to carry out the role of each council and standing committee. Budget decisions are made “in light of” the College’s Mission and Values to facilitate carrying out aspects of the Strategic Plan in pursuit of the Vision. Individual plans are designed to assist the college in carrying out its Strategic Plan in pursuit of the Vision.

- # Needs (incl. equip & people) from program reviews are prioritized by divisions and sent forward.
- # Needs of standing committees are carried forward by administrators responsible for budgets.*

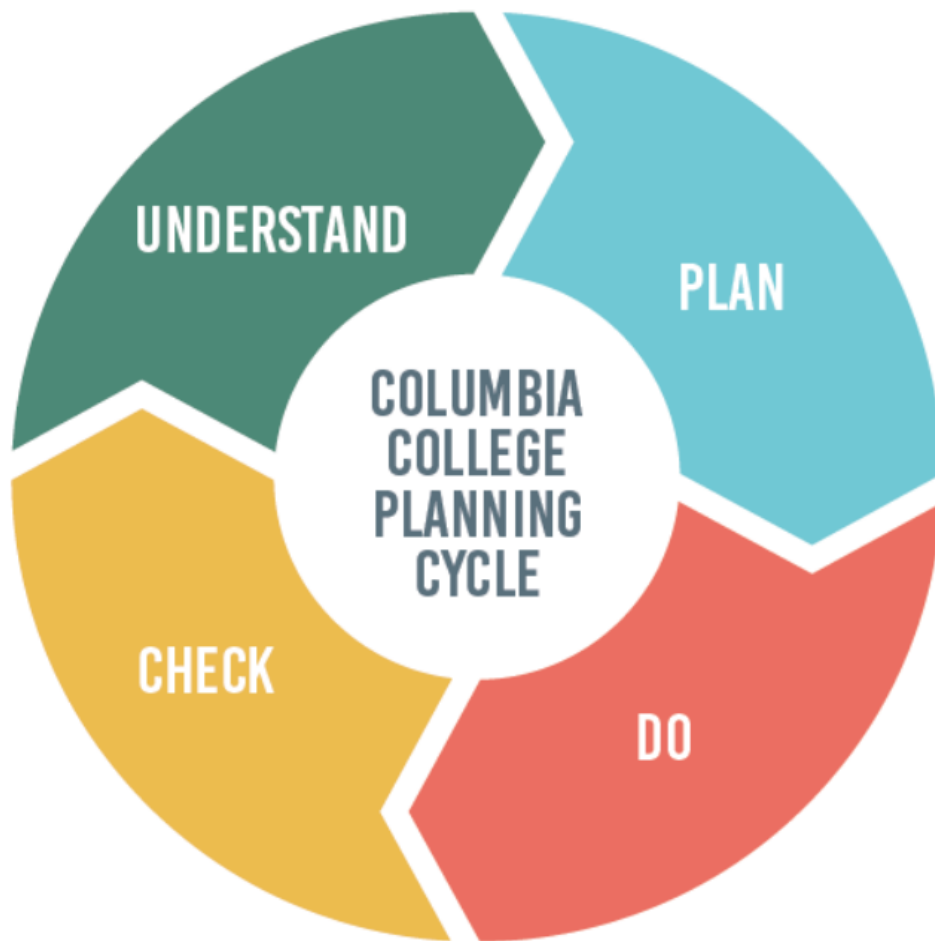
★ The Administrative Team, led by the VP-CAS, gathers needs from program reviews, councils, and committees and works to identify funding for as many needs as possible. Their work is forwarded as a recommendation to College Council.



* Action plan by College Council, 4/21/2017 and collaborative process for standing committees to indicate and prioritize needs.

PLANNING PROCESS AT COLUMBIA COLLEGE

WE USE A FOUR-STEP CYCLICAL PLANNING PROCESS



The first two steps—Understand and Plan—are accompanied by the diagram on the next page. It is imperative that the college deeply understands the opportunities, constraints, benefits, and concerns about its programs and initiatives. As such, prior to implementing new ideas, the college ensures that the idea is compliant with the many constraints and concerns shown. The diagram represents a gradient series of filters to refine the idea and screen out impractical, inappropriate, or extraneous projects, thereby keeping the college focused on those initiatives with the greatest benefit for its students. This process involves collegial discussion at council and committee meetings, review by constituent groups, and consultation with internal and external stakeholders, agencies, and partners as needed.

Upon implementation—the “Do” step in the diagram above—the college will engage in an appropriate “Check” process on a cyclical basis. The Institutional Effectiveness Council will be charged with developing and overseeing these cycles of review.

COLUMBIA COLLEGE PLANNING FILTERS

Innovative ideas may come from ANY member of the college community. Prior to implementation, college leaders must ensure the idea is viable by passing it through several sequential filters.

**NEW IDEA,
PROJECT, GRANT, or
INITIATIVE**

Appropriate stakeholders are consulted as needed throughout the filtering process, including faculty discipline experts, community leaders, industry partners, and district personnel.

STUDENTS FIRST—What is the impact on our students?

LAW—Is it compliant with Federal, State, and local laws?

REGULATIONS—Does it conform to regulations?

ACCREDITATION—Is it aligned with the Standards?

BOARD POLICY—Is it permitted by Board Policy?

**CONTRACTUAL—Is it compliant with contracts?
(YFA, CSEA, LT Handbook, external agencies)**

MISSION—Is it mission-appropriate?

VALUES—Does it align with our values?

**STRATEGIC PLAN—Does it help us meet the goals of
our strategic plan?**

**COLLEGE POLICY—Is it permitted by college
policies?**

**SUSTAINABILITY —Is it affordable long-
term? Who/what area will oversee it?**

**PROGRAM REVIEWS and PLANS—
Is it in and/or aligned with our plans or
program reviews?**

**Additional steps
for GRANTS—**

- Application
- Approval
- Award

Increasing Local Control

Implementation