El Camino College
2019-20 Academic Senate Self-Evaluation Report

Summary of Findings, Recommendations & Improvements mentioned by Respondents

Findings: Purpose, Goals[1] & Tasks

- The majority of respondents (93%) stated being aware of the purpose of the Academic Senate and having a clear understanding of the committee's responsibilities (89%).
- Most respondents (74%) stated that goals 1, 2, and 3 were completed or mostly completed. Seventy percent of respondents said that goal 4 was completed or mostly completed.
- Most respondents (74%) stated reviewing the *Making Decisions at El Camino College* document during a committee meeting.
- Seventy percent of respondents asserted participating in the committee's setting of goals.
- Sixty seven percent of respondents asserted reviewing the progress of the committee's annual goals.

IRP Recommendations & Respondents' Improvements

IRP
- Secure attendance at the Academic Senate's goal-setting session and at meetings where the committee reviews progress of annual goals, so that the grand majority of members participate in these activities

Respondents
- Review El Camino College's focus (transfer college versus community college)
- Evaluate the possibility of creating a Vice President for Equity position
- Evaluate the possibility of bringing diversity to the e-board

Findings: Committee's Functioning

- All respondents stated receiving meeting minutes and materials sufficiently in advance to review.
- The majority of respondents (84%) asserted having opportunities to provide input for the committee and felt comfortable (81%) contributing ideas during meetings.

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[1] Academic Senate 2019-20 goals:
1. Ensure full faculty involvement in decision-making related to academic and professional matters (BP 2510).
2. Strengthen faculty involvement in the activities of the Academic Senate.
3. Support the college's institutional effectiveness goal that more students from our diverse communities will attain educational success and achieve their academic goals.
4. Support Accreditation process through regular consultation and collaboration.

- Fifty eight percent of respondents stated receiving orientation when beginning to serve in the committee.
- Respondents' perception about the frequency of use of this survey's results showed variation.

IRP Recommendations & Respondents' Selected[2] Improvements

IRP
- Ensure new Academic Senate members receive orientation at the beginning of their term
- Regularly use the results of this survey as input for the committee's work

Respondents
- Set norms at the beginning of the year so participants feel comfortable speaking up
- Offer orientation for new/newer senators so they fully understand/contribute to topics discussed
- Ensure more faculty representatives attend meetings and gather feedback from constituencies
- Ensure anticipated reading of Academic Senate packet to avoid unnecessary opinions/questions
- Develop shorter agendas to make space to discuss policies
- Create more space for *all* senators and guests so they can participate more actively in meetings
- Revisit regularly Academic Senate goals

Findings: Decision-Making Effectiveness & Communication

- The majority of respondents (96%) said they clearly understood how decisions are made in the committee, and that they were provided with the information they needed to make decisions in the committee (92%).
- Most respondents asserted:
  - Being aware of how Academic Senate communicated its decisions to other committees (84%)
  - They communicated the committee's decisions to the constituents they represent (83%).
  - The Academic Senate evaluates its work practices (72%).
  - The Academic Senate evaluated how decisions are communicated (71%).
- Respondents' perception about evaluating how decisions are made in the committee showed some variation.

IRP Recommendations & Respondents' Improvements

IRP
- Devote time to clarify how the committee evaluates how decisions are made.

Respondents
- Respondents did not mention improvements in the area of Decision-Making Effectiveness & Communication.

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[2] The complete list of improvements can be found in pp. 11 and 12 of this report.

Findings: Suggested Goals/Initiatives/Issues and Additional Information to Be Addressed by Academic Senate in 2020-2021
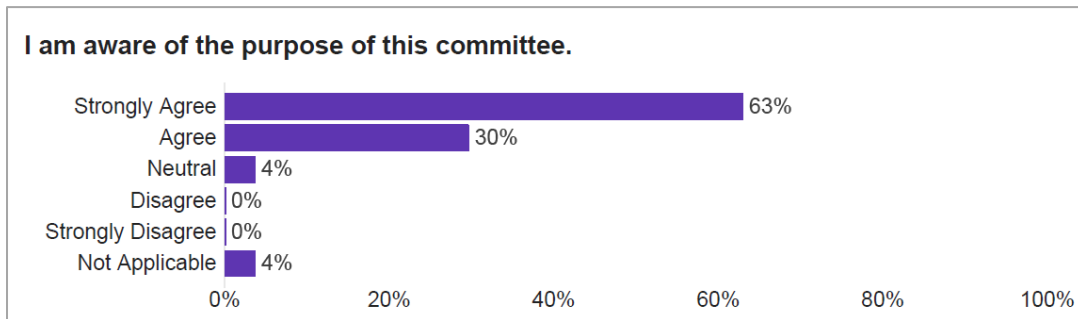
A detailed list of these findings can be found in pp. 12 and 13 of this report.
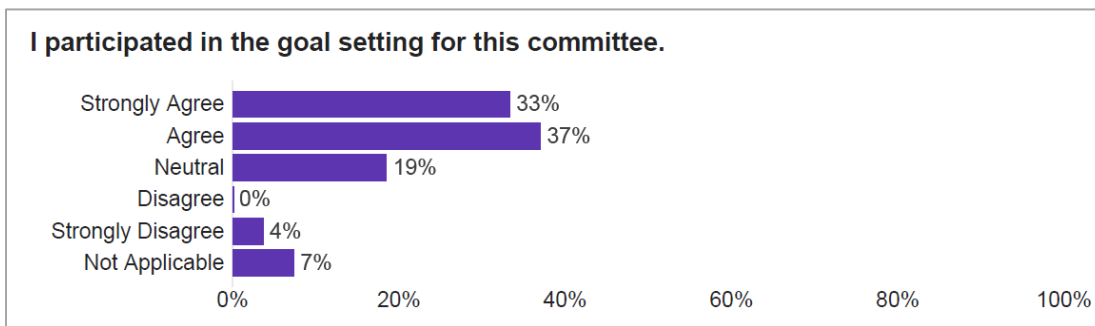
Findings

Purpose, Goals & Tasks[3]

The majority of respondents (93%) stated being aware of the purpose of the Academic Senate.

Chart 1

I am aware of the purpose of this committee.

Strongly Agree	63%
Agree	30%
Neutral	4%
Disagree	0%
Strongly Disagree	0%
Not Applicable	4%

Seventy percent of respondents asserted participating in the committee's setting of goals.

Chart 2

I participated in the goal setting for this committee.

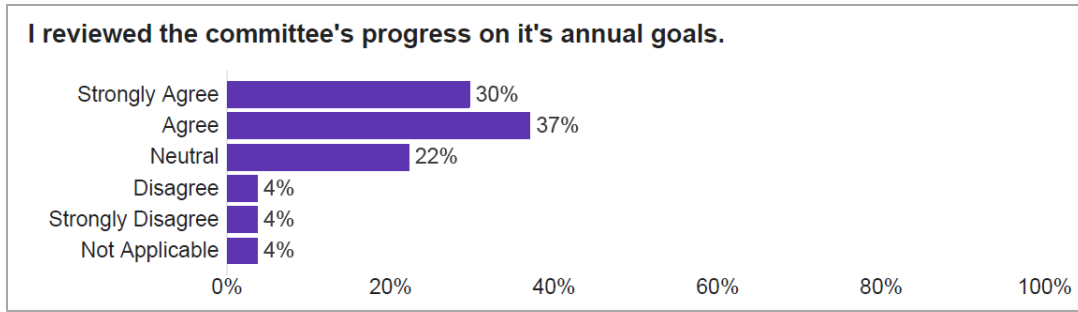|	
Strongly Agree	33%
Agree	37%
Neutral	19%
Disagree	0%
Strongly Disagree	4%
Not Applicable	7%

Sixty seven percent of respondents asserted reviewing the progress of the committee's annual goals. Another 30% either disagreed or chose not taking a position (neutral).
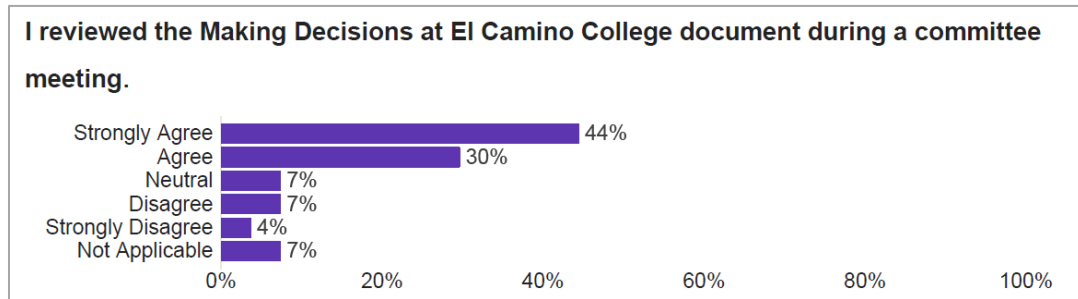
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[3] From a total of twenty seven respondents, all but one served in the committee as chair or in a supporting role. Only one was a guest, presenter, or spectator.

Chart 3

I reviewed the committee's progress on it's annual goals.

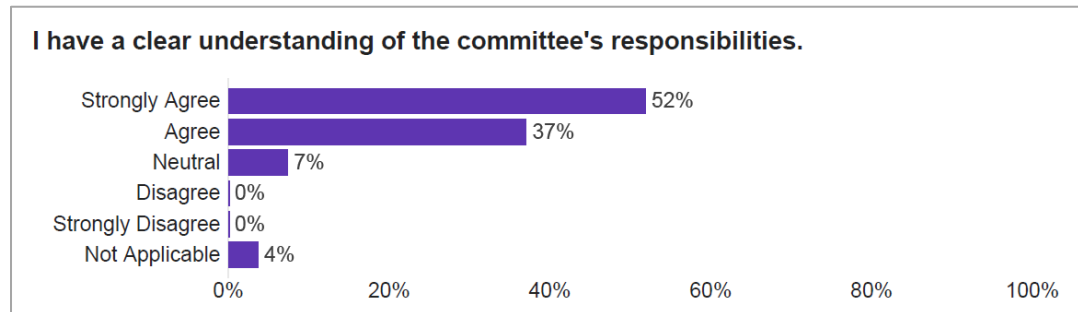| Response	Percent
Strongly Agree	30%
Agree	37%
Neutral	22%
Disagree	4%
Strongly Disagree	4%
Not Applicable	4%

Most respondents (74%) stated reviewing the *Making Decisions at El Camino College* document during a committee meeting. Another 11% disagreed.
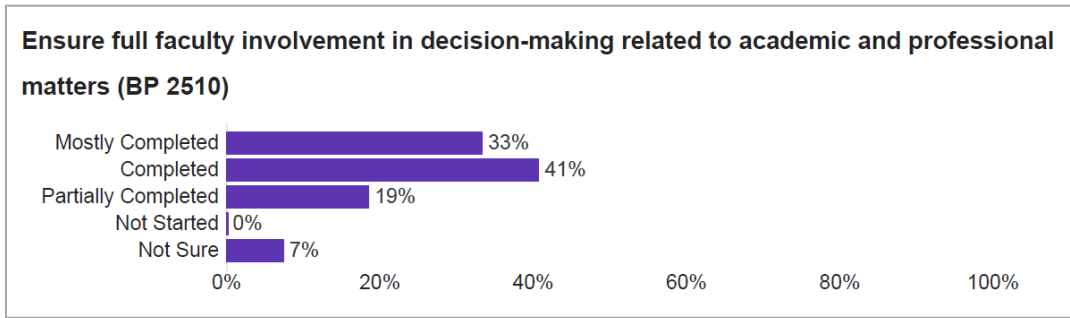
Chart 4

I reviewed the Making Decisions at El Camino College document during a committee meeting.

Response	Percent
Strongly Agree	44%
Agree	30%
Neutral	7%
Disagree	7%
Strongly Disagree	4%
Not Applicable	7%

The majority of respondents (89%) stated having a clear understanding of the committee's responsibilities.

Chart 5

I have a clear understanding of the committee's responsibilities.

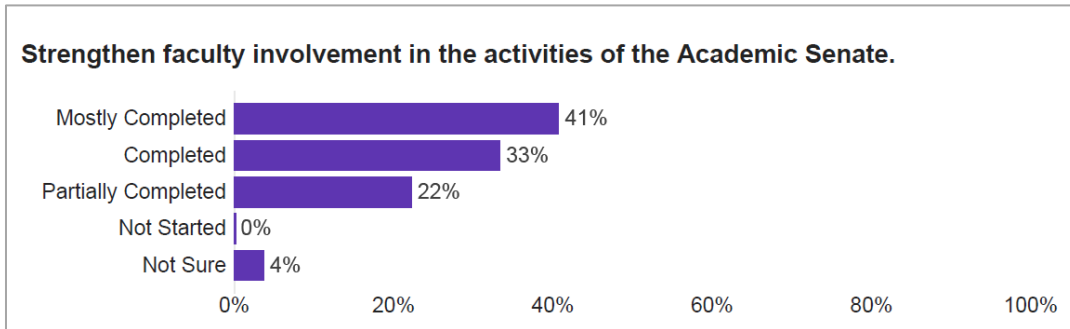| Response	Percent
Strongly Agree	52%
Agree	37%
Neutral	7%
Disagree	0%
Strongly Disagree	0%
Not Applicable	4%

Most respondents (74%) stated that *goal 1* was completed or mostly completed. Nineteen percent of them stated it was partially completed.

Chart 6

Ensure full faculty involvement in decision-making related to academic and professional matters (BP 2510)

Category	Percentage
Mostly Completed	33%
Completed	41%
Partially Completed	19%
Not Started	0%
Not Sure	7%

Most respondents (74%) stated that *goal 2* was completed or mostly completed. Twenty two percent of them stated it was partially completed.
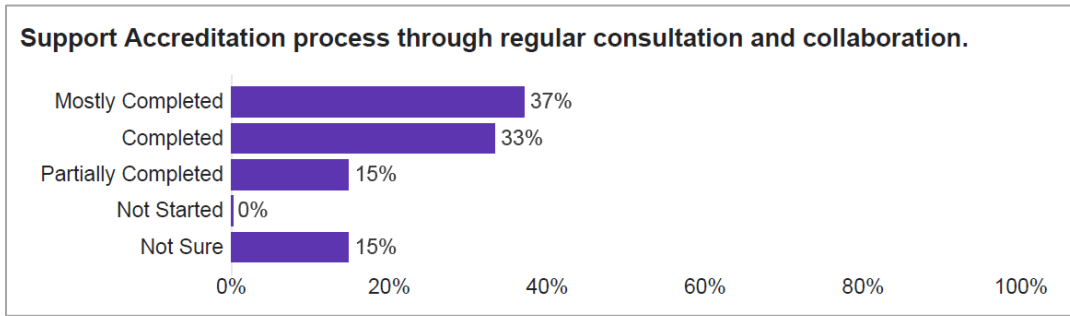
Chart 7

Strengthen faculty involvement in the activities of the Academic Senate.

Category	Percentage
Mostly Completed	41%
Completed	33%
Partially Completed	22%
Not Started	0%
Not Sure	4%

Most respondents (74%) stated that *goal 3* was completed or mostly completed. Nineteen percent of them stated it was partially completed.

Chart 8

Support the college's institutional effectiveness goal that more students from our diverse communities will attain educational success and achieve their academic goals.

Category	Percentage
Mostly Completed	44%
Completed	30%
Partially Completed	19%
Not Started	0%
Not Sure	7%

Most respondents (70%) stated that *goal 4* was completed or mostly completed. Fifteen percent of them stated it was partially completed. Another 15% asserted they were unsure about the degree of completion of this goal.

Chart 9

Support Accreditation process through regular consultation and collaboration.

Mostly Completed	37%
Completed	33%
Partially Completed	15%
Not Started	0%
Not Sure	15%

0% 20% 40% 60% 80% 100%

Committee's Functioning

All respondents stated receiving meeting minutes and materials sufficiently in advance to review.

Chart 10

I received meeting minutes sufficiently in advance to review (and consult, where applicable).

Strongly Agree	78%
Agree	22%
Neutral	0%
Disagree	0%
Strongly Disagree	0%

0% 20% 40% 60% 80% 100%

Chart 11

I received supporting materials in advance to review (and consult, where applicable).

Strongly Agree	74%
Agree	26%
Neutral	0%
Disagree	0%
Strongly Disagree	0%

0% 20% 40% 60% 80% 100%
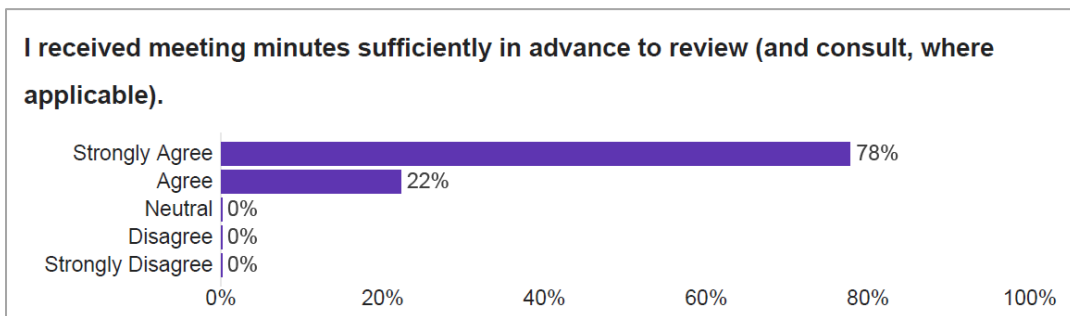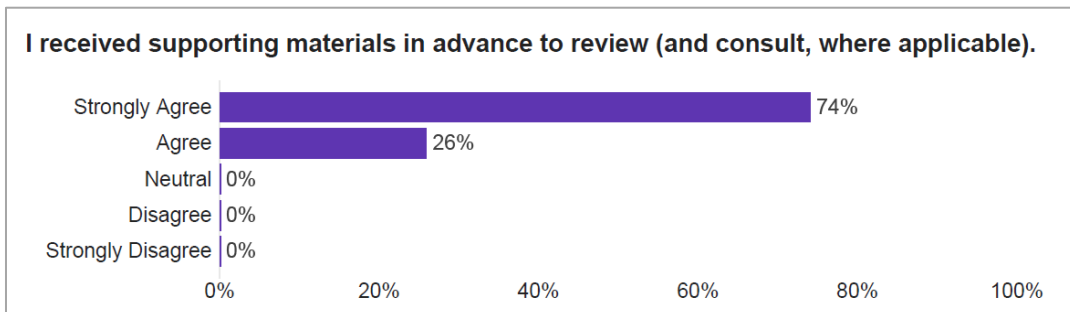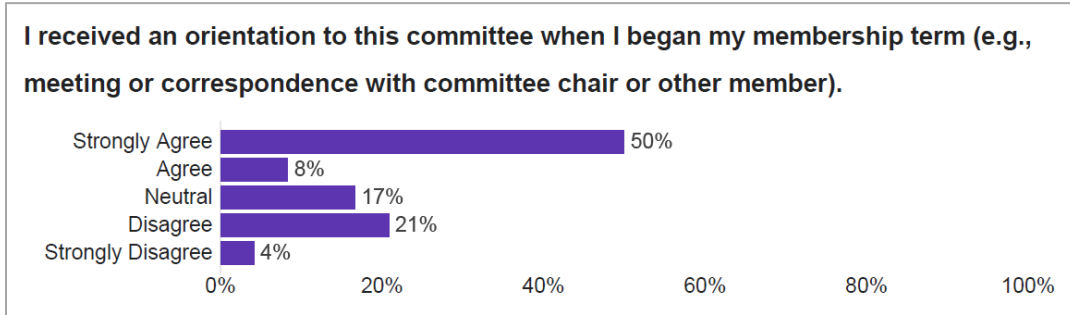
Almost 60% of respondents (58%) stated receiving orientation when beginning to serve in the committee. One fourth of respondents (25%) did not go through orientation. Seventeen percent chose not taking a position (neutral).
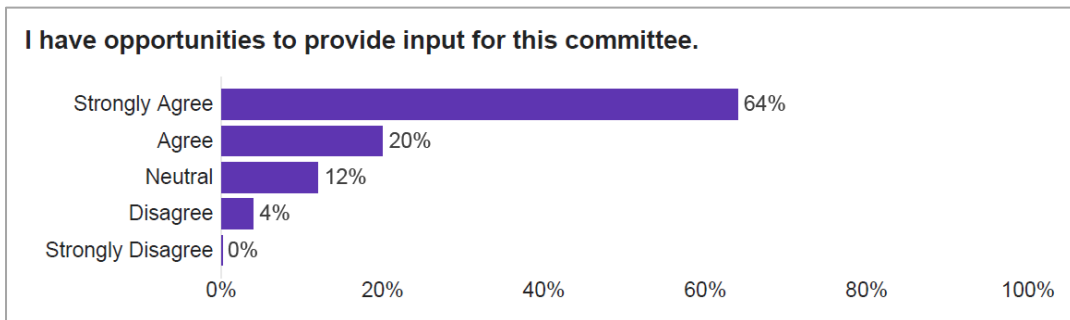
Chart 12

I received an orientation to this committee when I began my membership term (e.g., meeting or correspondence with committee chair or other member).

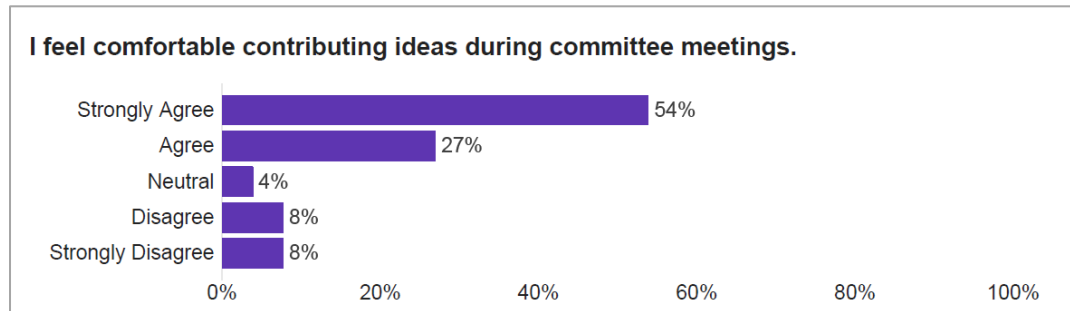|	
Strongly Agree	50%
Agree	8%
Neutral	17%
Disagree	21%
Strongly Disagree	4%

Three respondents abstained from answering this question.

The majority of respondents asserted having opportunities to provide input for the committee (chart 13, 84%) and felt comfortable contributing ideas during meetings (chart 14, 81%). Sixteen percent of respondents felt uncomfortable doing so (chart 14).

Chart 13

I have opportunities to provide input for this committee.

Strongly Agree	64%
Agree	20%
Neutral	12%
Disagree	4%
Strongly Disagree	0%

Two respondents abstained from answering this question.

Chart 14

I feel comfortable contributing ideas during committee meetings.

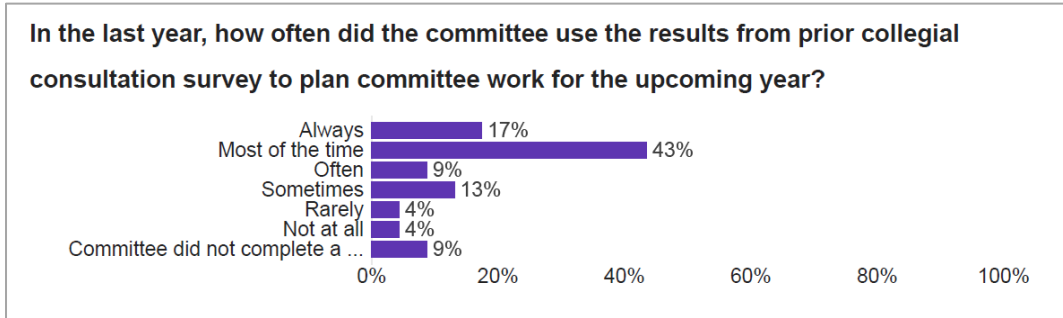|	
Strongly Agree	54%
Agree	27%
Neutral	4%
Disagree	8%
Strongly Disagree	8%

One respondent abstained from answering this question.

Respondents' perception about the frequency of use of this survey's results showed variation, as observed in the chart below. Sixty percent of respondents said that either always or most of the time Academic Senate had used the results. Twenty two percent answered with either "often" or "sometimes". An 8% of respondents asserted the committee rarely used the survey's results or did not at all. Nine percent of respondents said that the committee had not been surveyed for the 2018-19 year. However, the 2018-19 self-evaluation report proves the contrary.
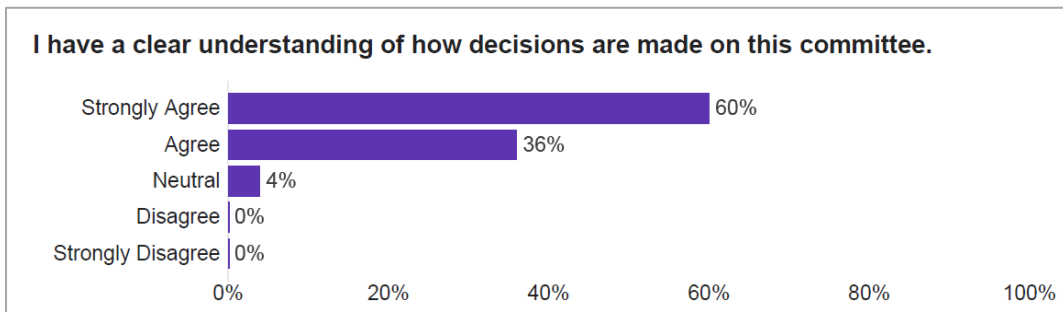
Chart 15

In the last year, how often did the committee use the results from prior collegial consultation survey to plan committee work for the upcoming year?

Response	Percentage
Always	17%
Most of the time	43%
Often	9%
Sometimes	13%
Rarely	4%
Not at all	4%
Committee did not complete a ...	9%

Four respondents abstained from answering this question.

Decision-Making Effectiveness & Communication

The majority of respondents (96%) said they clearly understood how decisions are made in the committee.
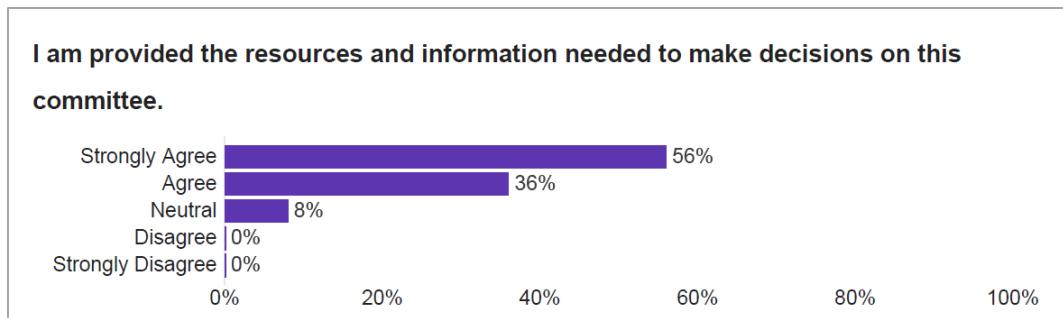
Chart 16

I have a clear understanding of how decisions are made on this committee.

Response	Percentage
Strongly Agree	60%
Agree	36%
Neutral	4%
Disagree	0%
Strongly Disagree	0%

Two respondents abstained from answering this question.

The majority of respondents (92%) were provided with the information they needed to make decisions in the committee.
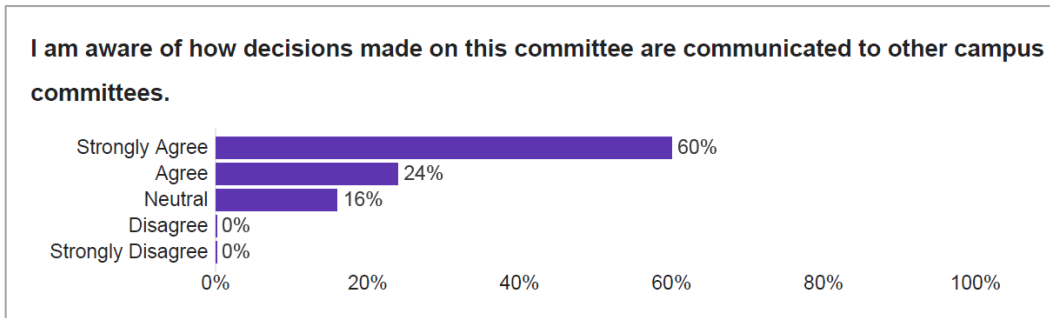
Chart 17

I am provided the resources and information needed to make decisions on this committee.

Response	Percentage
Strongly Agree	56%
Agree	36%
Neutral	8%
Disagree	0%
Strongly Disagree	0%

Two respondents abstained from answering this question.

Most respondents (84%) asserted being aware of how Academic Senate communicated its decisions to other committees. Sixteen percent chose not taking a position (neutral).
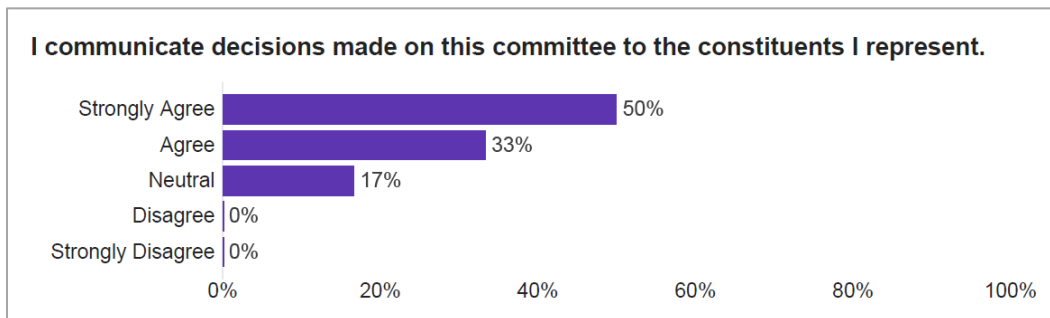
Chart 18

I am aware of how decisions made on this committee are communicated to other campus committees.

Strongly Agree	60%
Agree	24%
Neutral	16%
Disagree	0%
Strongly Disagree	0%

Two respondents abstained from answering this question.

Most respondents (83%) stated that they communicated the committee's decisions to the constituents they represent. Seventeen percent chose not taking a position (neutral).
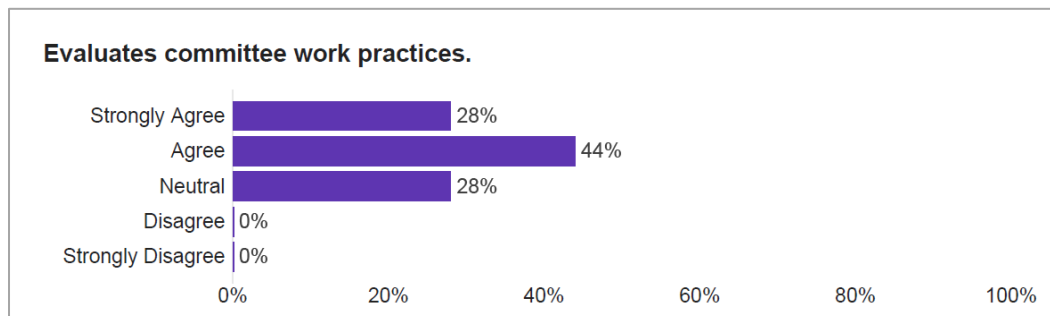
Chart 19

I communicate decisions made on this committee to the constituents I represent.

Strongly Agree	50%
Agree	33%
Neutral	17%
Disagree	0%
Strongly Disagree	0%

Two respondents abstained from answering this question.

Most respondents (72%) stated that the Academic Senate evaluates its work practices. Almost 30% chose not taking a position (neutral).
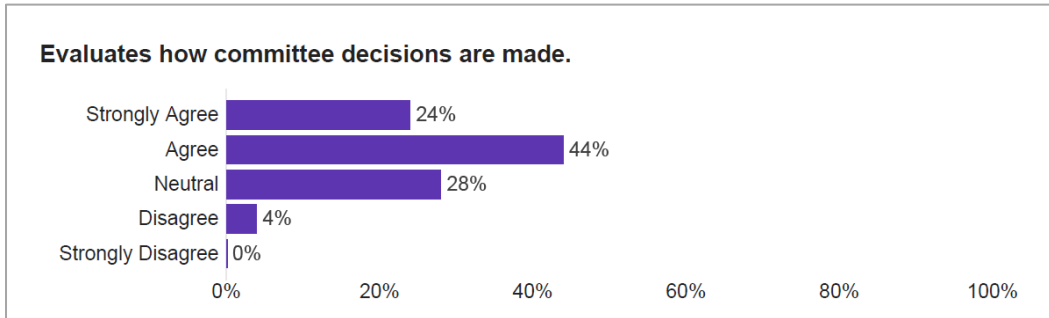
Chart 20

Evaluates committee work practices.

Strongly Agree	28%
Agree	44%
Neutral	28%
Disagree	0%
Strongly Disagree	0%

Two respondents abstained from answering this question.

Respondents' perception about evaluating how decisions are made in the committee showed some variation, as observed in the chart below. Most respondents (68%) stated that Academic Senate

evaluates how decisions are made; another 28% chose not taking a position; and 4% of respondents asserted that Academic Senate did not go through this evaluation.
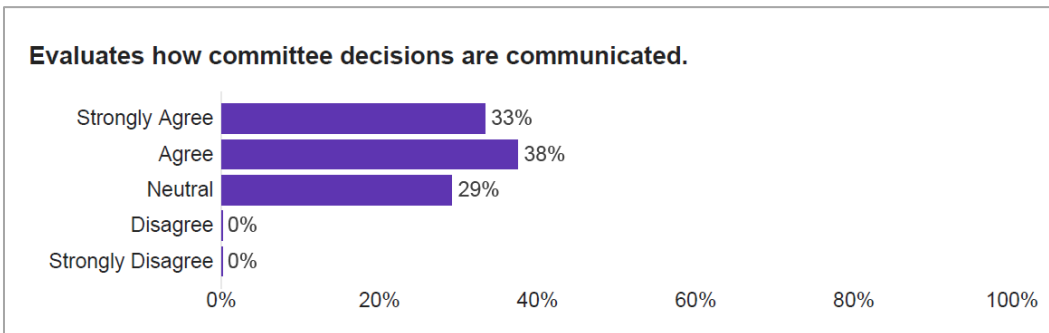
Chart 21

Evaluates how committee decisions are made.

Strongly Agree	24%
Agree	44%
Neutral	28%
Disagree	4%
Strongly Disagree	0%

(0% — 20% — 40% — 60% — 80% — 100%)

Two respondents abstained from answering this question.

Most respondents (71%) asserted that Academic Senate evaluated how decisions are communicated. Another 29% chose not taking a position (neutral).

Chart 22

Evaluates how committee decisions are communicated.

Strongly Agree	33%
Agree	38%
Neutral	29%
Disagree	0%
Strongly Disagree	0%

(0% — 20% — 40% — 60% — 80% — 100%)

Three respondents abstained from answering this question.

Accomplishments

Respondents mentioned accomplishments in the three areas assessed.

Accomplishments in the Area of Purpose, Goals & Tasks

- Reviewed, discussed, voted and approved several board policies, administrative procedures, and resolutions that made ECC better and compliant.
- Developed student-friendly policies such as allowing P/NP grading during COVID-19 pandemic.
- Supported students during the pandemic and racial unrest.
- Supported racial equity through the development of Black Lives Matter Statement of Solidarity

- Offered historic support to the Associated Students organization, and aided them in important programs (food bank).
- Implemented new faculty evaluation system.
- Developed strong commitment to diversifying faculty.
- Implemented distance education.
- Started implementation of 2020-2023 strategic plan.
- Supported accreditation.

Accomplishments in the Area of Committee's Functioning

- Senate leadership was excellent in being organized and moving issues forward.
- Provided proactive, consistent, and tireless leadership during a most challenging year (very dedicated, wise, and committed senators and eboard).
- Had elected Darcie again. She's concise, organized, fair, and cares about the integrity of the process.
- Darcie did an exceptional job and worked really well with the Senate e-Board and senators.
- Time was effectively and efficiently used in meetings.
- Really listened to one another.
- Honored colleagues.

Accomplishments in the Area of Decision-Making Effectiveness & Communication

- Multiple timely resolutions were approved in support of students.

Improvements

Respondents mentioned improvements in two of the three areas assessed.

Improvements in the Area of Purpose, Goals & Tasks

- Review El Camino College's focus (**transfer** college versus **community** college)
- Evaluate the possibility of creating a Vice President for Equity position
- Evaluate the possibility of bringing diversity to the e-board

Improvements in the Area of Committee's Functioning

- Set norms at the beginning of the year so participants feel comfortable speaking up.
- Introduce new senators at Academic Senate meetings
- Offer orientation for new/newer senators so they can fully understand and contribute to the topics under discussion
- Ensure more faculty representatives attend meetings and are communicating/gathering feedback from the departments/groups they represent

- Ensure anticipated reading of Academic Senate packet, so that time is not used in unnecessary opinions/questions
- Develop shorter agendas to make space to discuss policies
- Create more space for senators and guests who do not speak often so that they can participate more actively in meetings
- Provide a space for *all* senators/participants to provide feedback for the topics under discussion
- Request more release time for the Academic Senate President so he/she has adequate time to perform his/her duties
- Revisit regularly Academic Senate goals
- Learn how to deal with uncomfortable and brave conversations
- Devote more time to the discussion of the values of higher education

Suggested Goals/Initiatives/Issues to Be Addressed by Academic Senate in 2020-2021

- Raise institutional awareness and create space for having difficult conversations around equity, racial inequality, discrimination, violence, and social justice, and continue efforts to make progress around these topics
- Educate the Academic Senate on inequities built into the California Higher Education Master Plan and find ways to combat them
- Collaborate with campus police to make sure ECC provides a welcoming environment for all students (campus safety)
- Work closely with the Professional Development and Learning Office to develop more ongoing professional development opportunities regarding anti-racism, implicit bias, and equity, especially related to teaching and learning
- Work towards developing a hiring process that includes a diverse array of candidates, so that hired faculty represent the student body
- Develop clear goals, a clear plan, parameters, and steps around Guided Pathways
- Works towards encouraging students to register and vote
- Works towards encouraging students to participate in the census
- Develop support for Distance Education and remote learning methods
- Strengthen efforts in favor of academic integrity (anti-cheating procedures and punishment for cases of cheating/plagiarism)
- Highlight more the academic culture of the College through ECC branding
- Create space for new executive board members and senators to bring in fresh ideas
- Discuss campus food options

Suggested Additional Information Academic Senate Should Review

The grand majority of survey respondents asserted that Academic Senate was keeping them adequately informed. The following comments offer some feedback on issues the committee might want to review during the 2020-21 year.

- Strengthen faculty commitment to read meeting packets/share feedback with their Senators to ensure comments shared in meetings are well-informed and representative of the wider faculty and not the personal opinions of a few
- Strengthen division Senators' capacity to regularly gather feedback from their peers on agenda items and to come prepared for meeting discussions
- Create a space to provide more regular feedback throughout the year
- Receive via email meetings minutes to help relay all the information covered to academic departments

Appendix

Background

The *2020-25 Making Decisions Guide* describes the governance and decision-making processes by which the El Camino College District ensures that there are opportunities for meaningful collaboration and that the voices of the constituent groups are heard in making decisions.

As one of the six college consultation committees, the Academic Senate fosters the effective and full participation by community college faculty in all academic and professional matters including those in Title 5 (§53200-53206); develops, promotes, and acts upon policies responding to college wide concerns; and serves as the official voice of the faculty of the college in academic and professional matters.

The *2020-25 Making Decisions Guide* includes a set of annual activities that chairs of consultation committees should perform. These are: a) Provide an orientation to members, b) review the committee's purpose statement, purview and goals, c) facilitate the creation of new committee goals, d) ***conduct a committee self-evaluation to inform the committee's effectiveness***, ***e) create/adjust/update processes for governance, decision making, and communication informed by the committees' annual self-evaluation survey results,*** and f) review the *Making Decisions Guide*.

Objective of the Survey

Based on the *2020-25 Making Decisions Guide* referred above, a self-evaluation survey was created to determine the Academic Senate's effectiveness, and to inform the creation, adjustment, and/or update of processes for governance, decision making, and communication within the committee.

Method

Members of the Academic Senate completed the survey via Qualtrics web-based tool. The Qualtrics link was distributed by the Academic Senate President.

Respondents

Out of the forty six members who received the survey, twenty seven completed the instrument (59% response rate).

Respondents' Verbatim Observations on Improvements

- *As always, the Senate is most effective when senators and guests - faculty and administrative - are informed about the work of the Senate. All of the information is available. I know people are busy, but when folks use up the limited time in meetings to ask questions or provide their opinions when they haven't taken the time to keep up with the meetings or read the packet, it uses up everyone's time. This is a minority, but often seems to be the same people. Similarly, some senators seem to need to comment on every issue. I encourage my colleagues to hold their comments to make way for others to participate. As we are learning with the fight for social justice in our country, those of us who have had the podium need to step back to make way for others. Thank you!*
- *More release time for the Senate President so we don't burn her out and she leaves the post.*
- *I believe that the focus of Senate is on administrative needs and making the cogs of government run. There needs to more discussion on the values of where we are going in education. Each year we as a campus drift farther away from the Community, and more focused on just being a transfer college. Each year the Fine Arts and Physical Education become less of a focus. We should try to be a STEAM campus, rather than a STEM campus.*
- *Giving more explanations for newer senators would be nice (I realize there is a lot to fit into a single meeting, so this probably isn't always possible) but perhaps saying complete names instead of using acronyms or giving a little bit of background about a topic we are discussing.*
- *I am looking forward to a VP for Equity, etc. (whatever words we add).*
- *Acclimating new senators*
- *Less packed agendas so we actually have time to talk about policies that come through Senate, bring back the orientation at first senate meeting, introduce new senators. Revisit senate goals regularly. Provide a space for ALL senators/participants to provide feedback and be okay with uncomfortable and brave conversations (thank you to our few senators who are not afraid to speak up and call out status quo practices!). Set norms at the beginning of the year so people feel comfortable speaking up. Bring diversity to the e-board.*
- *Ensuring more faculty representation are in attendance and are communicating/gathering feedback from the departments/groups they represent.*

Respondents' Verbatim Observations on Accomplishments

- *BP's, AP's, Covid 19, being off campus*
- *Providing proactive, consistent, TIRELESS leadership during a most challenging year. Efforts to make equity a top priority are among the many examples. Our senators and eboard are so very dedicated, wise, and committed. I am grateful for their service!*
- *Effective and efficient use of time in meetings.*
- *Passage of many APs and BPs.*
- *Support for students during the pandemic and racial unrest*
- *Really listening to one another*

- *Honoring colleagues*
- *It has given historic support to the Associated Students organization, and aided them in important programs such as the Food Bank.*
- *One of the most significant accomplishments was the new faculty evaluation system and the implementation of distance education.*
- *Electing Darcie again. She's concise, organized, fair, and cares about the integrity of the process. 10/10!*
- *Black Lives Matter Statement of Solidarity*
- *Implementation of the 2020-2023 strategic plan*
- *Racial equity*
- *I am most proud of the strong commitment we made to diversifying our faculty.*
- *It was a transitional year for Senate with a new president. Darcie did an exceptional job and worked really well with the Senate e-Board and senators. We reviewed, discussed, and passed a number of policies and resolutions that made ECC better--and compliant.*
- *Senate leadership has been excellent in being organized and moving issues forward.*
- *We approved and voted on so many documents this year.*
- *Passing BLM resolution, committing to faculty to diversity, and student-friendly policies such as allowing P/NP grading during COVID*
- *Many timely resolutions in support of students*
- *Accreditation work*
- *Updating campus policies as needed*
- *Supporting accreditation*