



El Camino College 2019-20 Calendar Committee Self-Evaluation Report

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 Calendar Committee develops and recommends to the Superintendent/President and Board of Trustees the District School Year Calendar. 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 Calendar Committee 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 Calendar Committee completed the survey via Qualtrics web-based tool. The Qualtrics link was distributed by the committee's notetaker.

Respondents

Out of the seventeen members who received the survey, ten completed the instrument (59% response rate).

Summary of Findings, Improvements mentioned by Respondents, and IRP Recommendations

Findings: Purpose, Goals¹ & Tasks

- Most respondents (90%) stated being aware of the purpose of the Calendar Committee and having a clear understanding of the committee's responsibilities.

¹ This report does not include 2019-20 goals assessment since the Committee did not set any goals for that year.

- Seventy percent of respondents stated reviewing the *Making Decisions at El Camino College* document during a committee meeting.
- Sixty percent of respondents asserted participating in the committee's setting of goals and reviewing the progress of the committee's goals.

Respondents' Improvements and IRP Recommendations

Respondents

- Agree calendars earlier in the year.
- Committee members are not familiar enough with key concepts on how to build academic calendars, which impacts the efficiency of the committee's work.

IRP

- Discuss the possibility of setting a fixed cycle for the Calendar Committee to meet every year.
- Document key concepts around building academic calendars and have them available for new committee members or to refresh these concepts among continuing committee members.

Findings: Committee's Functioning

- Most respondents asserted having opportunities to provide input for the committee (90%) and felt comfortable contributing ideas during meetings (80%).
- Most respondents (80%) stated receiving meeting materials sufficiently in advance to review.
- A majority of respondents (70%) stated receiving meeting minutes sufficiently in advance to review.
- Sixty percent of respondents stated receiving orientation when beginning to serve in the committee. A third of respondents did not go through orientation.
- Respondents' perception about the frequency of use of this survey's results showed variation.

Respondents' Improvements & IRP Recommendations

Respondents

- Send minutes in a timely manner
- Incorporate adjustments agreed in meetings before the next meeting
- Meet less often
- Organize meetings better

IRP

- Create an opportunity to discuss committee's functioning norms (meeting dates, frequency of meetings, reception of minutes, meeting structure, etc.)
- Ensure orientation of all new committee members
- Regularly use the results of this survey as input for the committee's work

Findings: Decision-Making Effectiveness & Communication

- Most respondents (90%) said they clearly understood how decisions are made in the committee and were provided with the information they needed to make decisions in the committee.
- Most respondents (80%) asserted being aware of how the Calendar Committee communicated its decisions to other committees.
- A majority of respondents (78%) stated that they communicated the committee's decisions to the constituents they represent.

- Around a third of respondents (33%) stated that the Calendar Committee evaluates its work practices. Twenty two percent of respondents said the committee did not evaluate its work practices.
- Respondents' perception about evaluating how decisions are made in the committee and communicated showed variation.

Respondents' Improvements & IRP Recommendations

Respondents

- No improvements mentioned

IRP

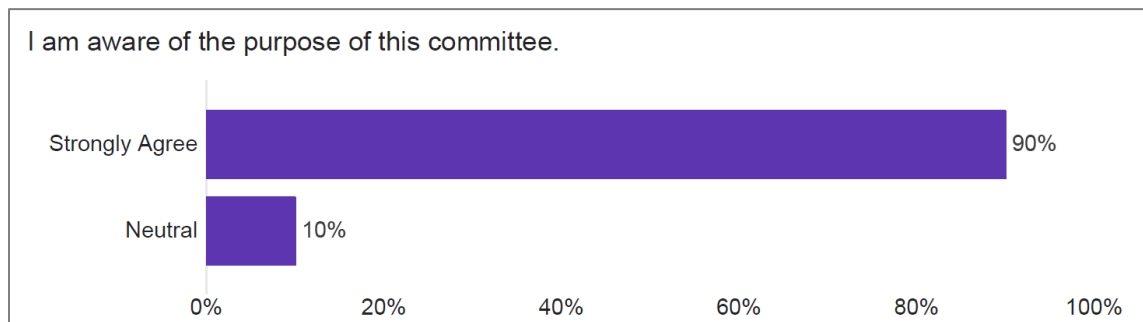
- Create a committee charter that includes procedures used by the committee to develop and evaluate its work, make decisions, and communicate them to other groups and stakeholders on campus.

Findings

Purpose, Goals & Tasks²

Most respondents (90%) stated being aware of the purpose of the Calendar Committee.

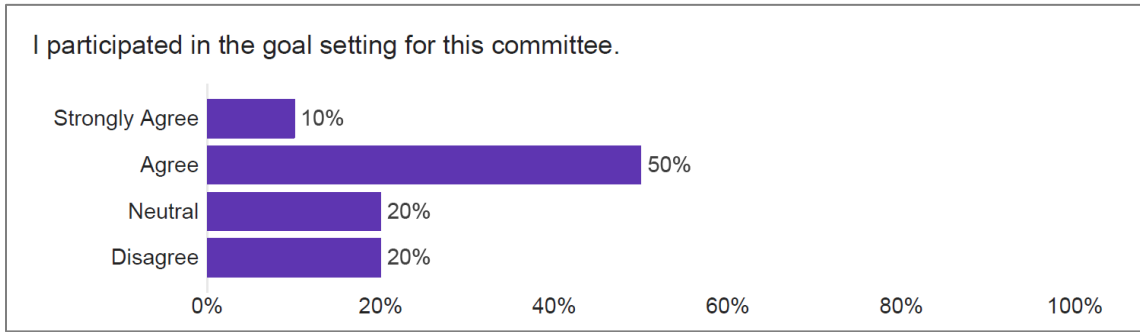
Chart 1



Sixty percent of respondents asserted participating in the committee's setting of goals. Twenty percent did not participate in this activity.

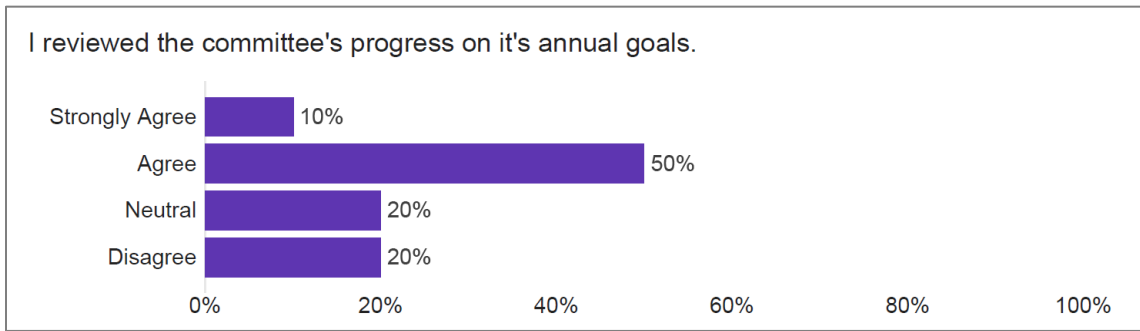
² From a total of ten respondents, all of them served as committee chair or in a supporting role.

Chart 2



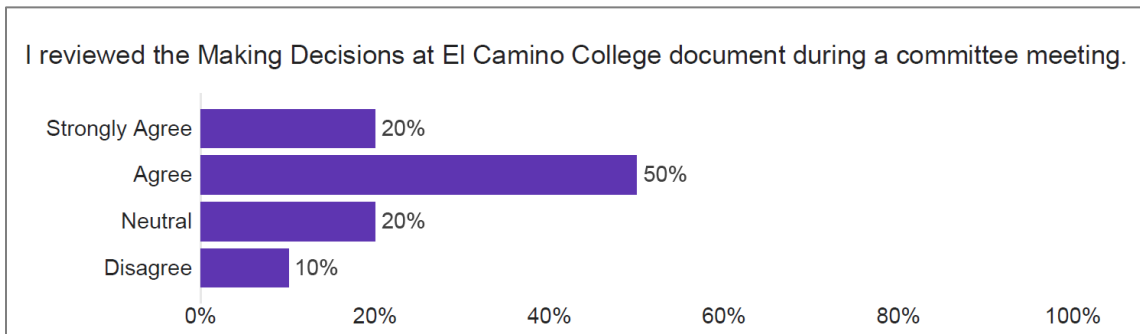
A majority of respondents (60%) reviewed the progress of the committee's goals.

Chart 3



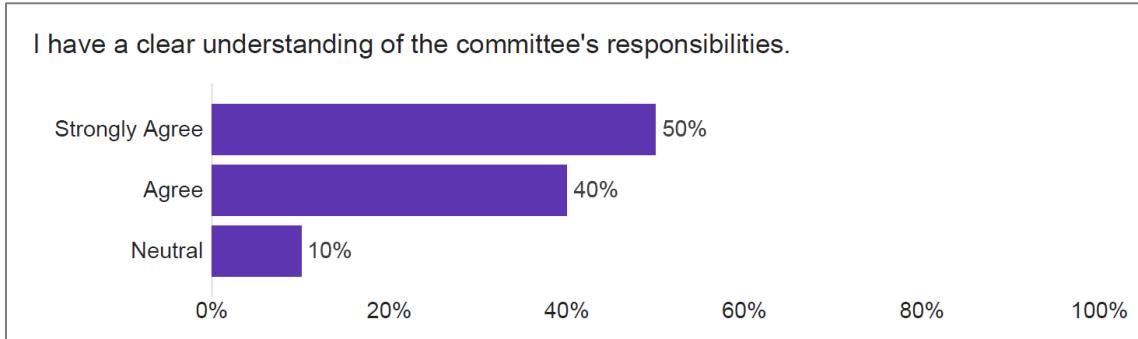
A majority of respondents (70%) stated reviewing the *Making Decisions at El Camino College* document during a committee meeting.

Chart 4



Most respondents (90%) stated having a clear understanding of the committee's responsibilities.

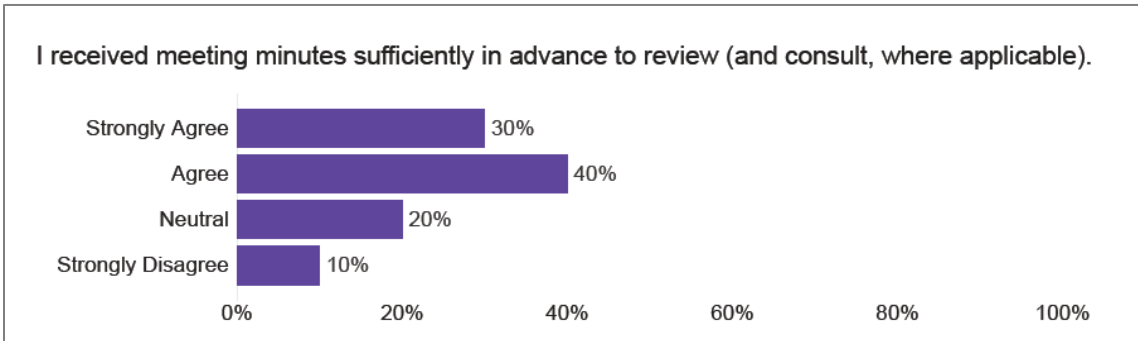
Chart 5



Committee's Functioning

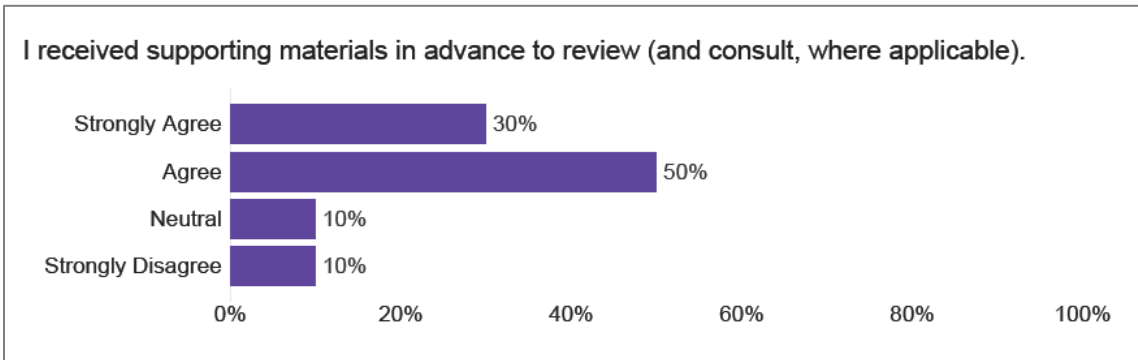
A majority of respondents (70%) stated receiving meeting minutes sufficiently in advance to review.

Chart 6



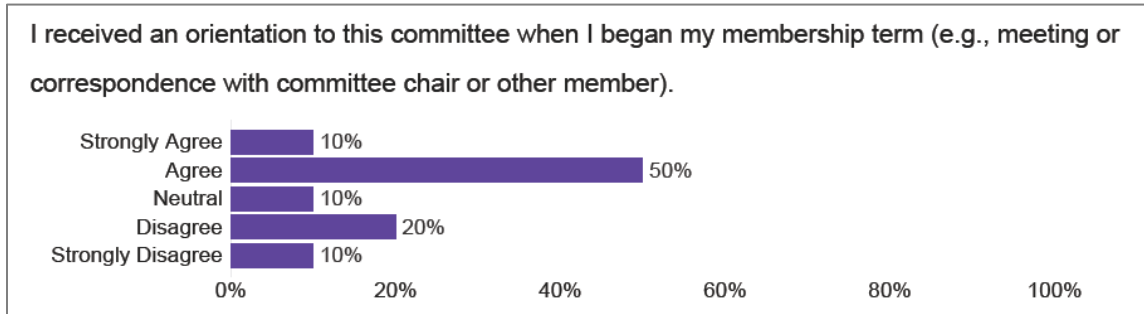
Most respondents (80%) stated receiving meeting materials sufficiently in advance to review.

Chart 7



Sixty percent of respondents stated receiving orientation when beginning to serve in the committee. A third of respondents did not go through orientation.

Chart 8



Most respondents asserted having opportunities to provide input for the committee (chart 9, 90%) and felt comfortable contributing ideas during meetings (chart 10, 80%). Ten percent of respondents felt uncomfortable doing so (chart 10).

Chart 9

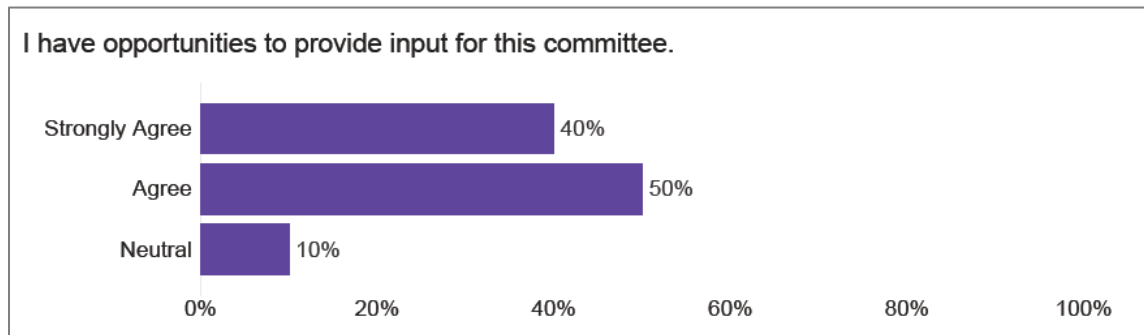
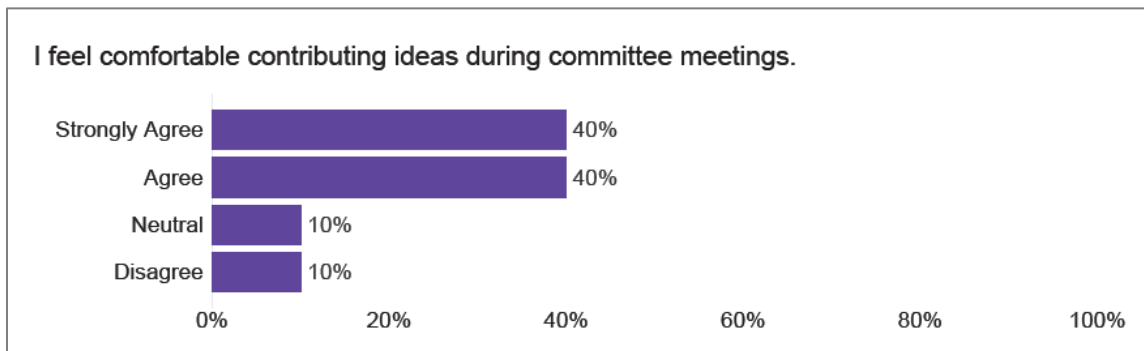


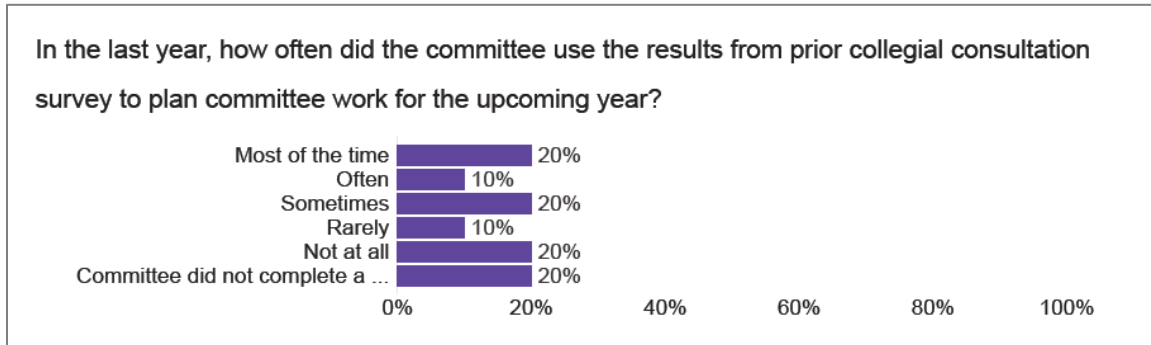
Chart 10



Respondents' perception about the frequency of use of this survey's results showed variation, as observed in the chart below. Thirty percent of respondents answered with either "most of the time" or "often". Twenty percent of respondents said that the committee had sometimes used the results. Thirty percent asserted either "rarely" or "not at all". Twenty 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.³

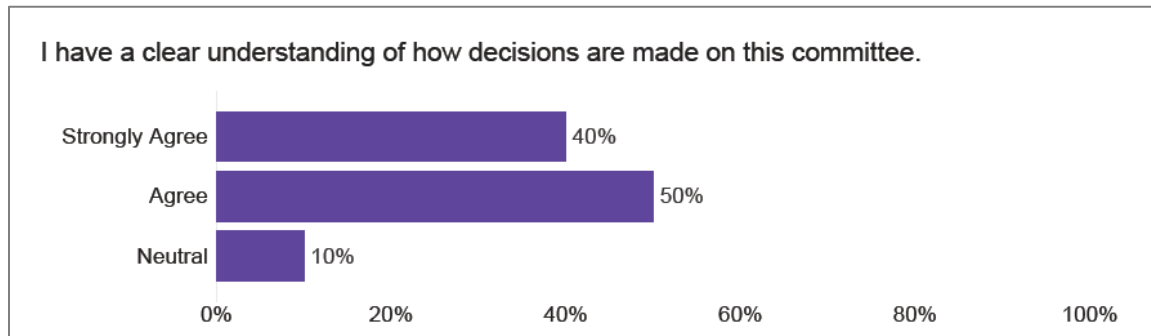
Chart 11



Decision-Making Effectiveness & Communication

Most respondents (90%) said they clearly understood how decisions are made in the committee.

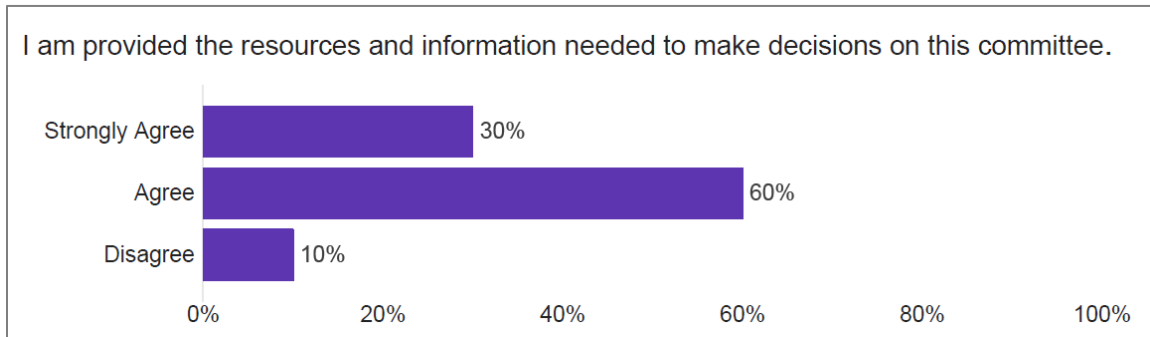
Chart 12



Most respondents (90%) were provided with the information they needed to make decisions in the committee. A fourth of them said that they were not.

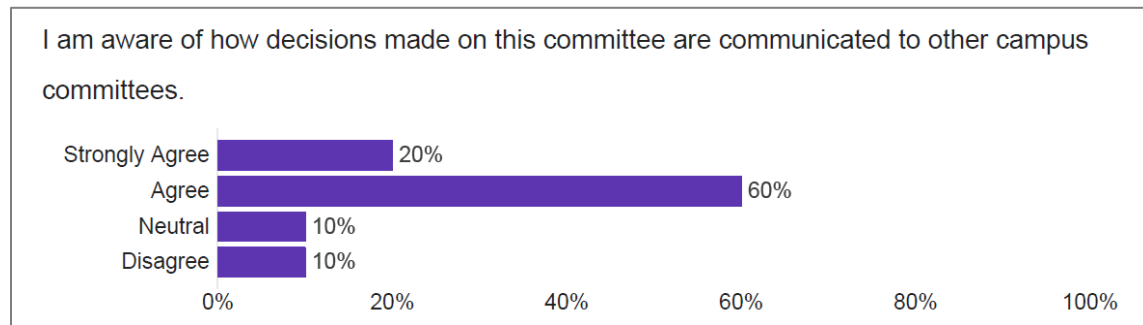
³ See [2018-19 Self-Evaluation Report Calendar Committee](#)

Chart 13



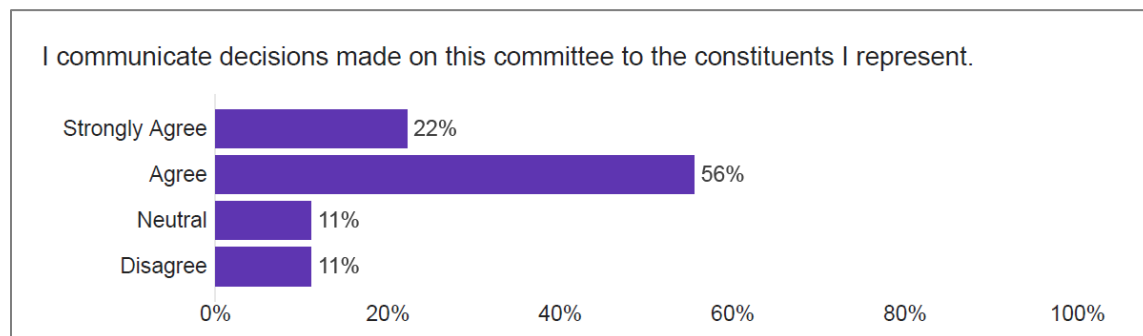
Most respondents (80%) asserted being aware of how the Calendar Committee communicated its decisions to other committees. Ten percent of respondents stated being unaware.

Chart 14



A majority of respondents (78%) stated that they communicated the committee's decisions to the constituents they represent. Eleven percent chose not taking a position (neutral) in regards this question. Another 11% of respondents stated not communicating committee's decisions to the represented constituents.

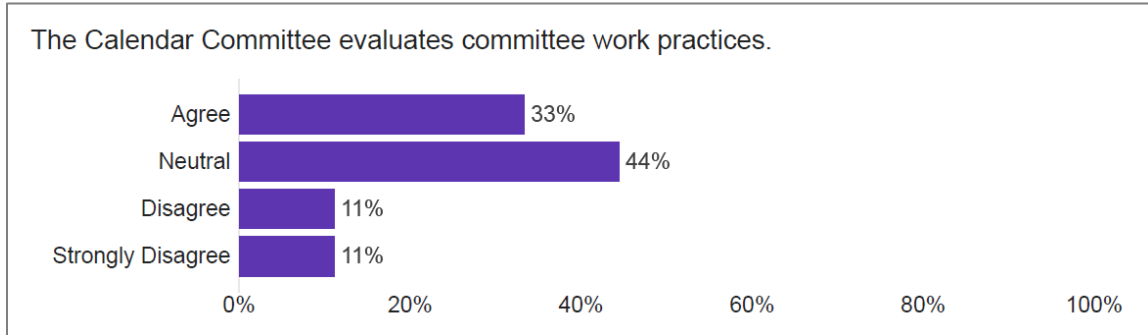
Chart 15



One respondent abstained from answering this question.

Around a third of respondents (33%) stated that the Calendar Committee evaluates its work practices. A little over 40% chose not taking a position (neutral) in regards this question. Twenty two percent of respondents said the committee did not evaluate its work practices.

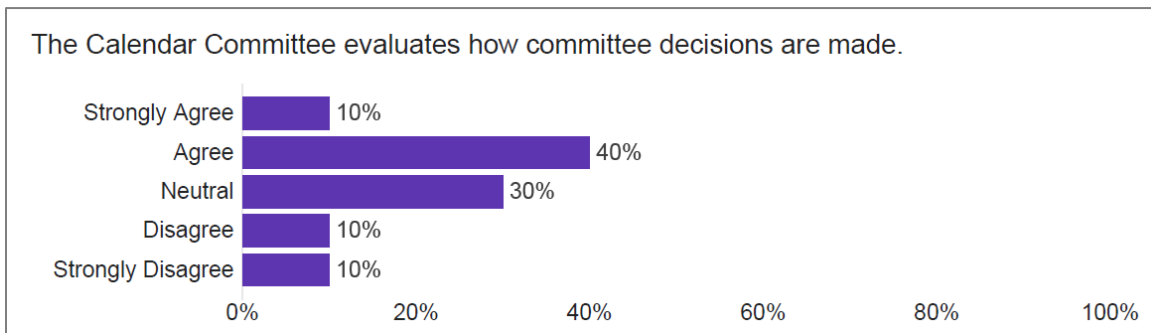
Chart 16



One respondent abstained from answering this question.

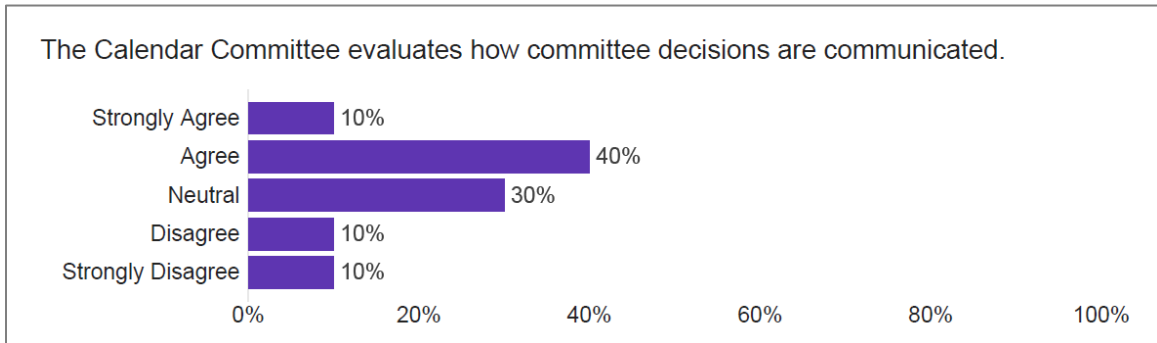
Respondents' perception about evaluating how decisions are made in the committee showed some variation, as observed in the chart below. Fifty percent of respondents (36%) stated that the Calendar Committee evaluates how decisions are made; another 30% chose not taking a position (neutral) in regards this question; and 20% of respondents asserted that the committee did not go through this evaluation.

Chart 17



Respondents' perception about evaluating how decisions are communicated showed some variation, as observed in the chart below. Fifty percent stated that the Calendar Committee evaluates how decisions are communicated; 30% chose not taking a position (neutral) in regards this question; and another 20% of respondents asserted that the committee did not go through this evaluation.

Chart 18



Accomplishments

Respondents mentioned accomplishments in one of the three areas assessed.

Accomplishments in the Area of Purpose, Goals & Tasks

- Developed academic calendars for the next two years.
- Determined the July 4th holiday and its impact on faculty holidays.

Improvements

Respondents mentioned improvements in two of the three areas assessed.

Improvements in the Area of Purpose, Goals & Tasks

- Agree calendars earlier in the year.
- Committee members are not familiar enough with key concepts on how to build academic calendars, which impacts the efficiency of the committee's work.

Improvements in the Area of Committee's Functioning

- Send minutes in a timely manner.
- Incorporate adjustments agreed in meetings before the next meeting.
- Meet less often.
- Organize meetings better.

Appendix

Respondents' Verbatim Observations on Improvements

- *This committee meets infrequently so some of these questions aren't particularly relevant.*
- *Need to agree on dates earlier*
- *The vice president running the committee doesn't understand the concepts of how to set the calendar: We have to explain concepts and changes to him multiple times before he understands. Our meetings run long often because of his lack of preparation and his lack of understanding of simple concepts. He often requires three explanations of changes before he can follow what needs to be fixed. Also, we often come back to a subsequent meeting with that exact things we spent time fixing still not changed. Minutes from the meeting take months to be sent out so by the time we see it, it is hard to remember what we really did so we can be sure he didn't miss anything, once again. Moreover, he does not provide the other information we request in a timely manner. He is paid the big bucks to know more than us not less than us... why was he hired?*
- *Meet less often*
- *Less meetings that were not always organized and required additional meetings to get everything done.*

Respondents' Verbatim Observations on Accomplishments

- *Finalizing the coming year's calendars.*
- *We produced the academic calendars.*
- *We completed multiple calendars and stopped wasting time in meetings.*
- *None that I can remember.*
- *Getting the academic calendar done for two years.*
- *Figuring out the July 4th holiday and how it impacted faculty holidays.*