Summary Evaluation of Academic Senate Sub-Committee Self-Evaluations

A total of 10 committees completed Self-Evaluations during the Fall semester of 2014, and these evaluations were subsequently reviewed and approved by the Academic Senate on the meetings of 17 September 2014 and 1 October 2014. The committees completing self-evaluations were:
- Academic Senate
- Admissions, Records, & Petitions Committee
- Basic Skills Committee
- Bookstore Committee
- Budget & Fiscal Planning Committee
- Curriculum Committee
- Distance Education Committee
- Equivalence Committee
- Learning Support Services Committee
- Student Learning Outcomes Committee

Major Accomplishments
There were quite a few major accomplishments that were included in these self-evaluations. Among the most significant are:
- Academic Senate: Hosted Fall 2013 Area D meeting for the Academic Senate for the California Community Colleges, approved a syllabus template, approved changes to the calendar that include a full week off for Thanksgiving, and developed an electronic voting system
- Basic Skills: development of Embedded Tutor programs for English and Math
- Bookstore: Simplifying textbook ordering system
- Budget & Fiscal Planning: approval of budgets and recommendations on strategies to increase the college's reserve to 16.6%
- Curriculum Committee: Developing a new class size policy (approved as part of AP 4020)
- Distance Education: Developing and approving a "Regular Effective Contact" policy and revising the DE course development procedures
- Equivalency: Reviewing 29 applications
- SLO: Completion of cycle assessments and introducing the concept of curriculum mapping

Major Obstacles or Problems with Committee Function and Recommendations for Improving Process or Efficiency
Interestingly enough, the vast majority of self-evaluations identified the same problem: meeting times. The only exceptions were Academic Senate and Curriculum—two committees with elected membership (and the members know in advance to plan their schedules so that they can make meetings). The set times for most other committee meetings meant that many faculty who would like to attend these meetings were unable to do so due to scheduling conflicts. Hopefully, this problem will be greatly reduced starting in 2015-16 when the new Campus Hour will take effect. The plan is to hold the majority of meetings during this Campus Hour, a time when there will be no regular classes.

There was one other major problem discovered during this self-evaluation process, and it concerns the Learning Support Services Committee. This committee only met twice in 2013-14, and during those meetings the only activities were to share information. As the self-evaluation states, "The members of the LSSC agree that the information shared is important, but they acknowledge that the LSSC charter/purpose does not integrate the committee with the planning and/or resource allocation network of the District." The committee's self-evaluation concludes with a recommendation to discontinue the committee. A discussion in Academic Senate was initiated at the 5 November 2014 meeting, and several courses of action are being considered: to dissolve the committee, to recharge the committee, or to split the committee into different groups. A final action on this will be taken in Spring 2015.

Committee 2014-15 Goals
Since this is the first year of the self-evaluation process, there are no previous goals to review and assess. However, there were numerous goals identified for 2014-15. Some of the more notable include:

- Academic Senate: Create a complete inventory of committee membership and committee assignments, and develop a plan to address potential changes resulting from AB 86
- Basic Skills: Continue to improve the embedded tutor program and implement a Bridge for Success program
- Bookstore: Make ISBN information presented on syllabi accessible to students (per mandated student law)
- Budget and Fiscal Planning: Work towards developing a balanced budget and prudent reserve level; plan for funding the OPEB liability
- Curriculum: Continue the development of ADT degrees; develop a timeline to delineate ongoing course and program reviews
- Distance Education: Develop state authorization policy; evaluate instructor @One online training policy; develop DE plan and online faculty handbook; facilitate successful participation in the Online Educational Initiative pilot program
- Equivalency: Complete equivalency process review and obtain Senate and Board approval
- SLO: Full implementation of SPOL for cycle assessments; integration of SLOs and PLOs with program review process

Conclusion
This was the first year of the committee self-evaluation process. As Senate President, I believe that the process was successful. It identified some major issues with a number of committees, and it provided a forum for committees to share their successes and their goals for the coming year. I am eager to review next year's self-evaluations to see whether the committees were able to meet their goals.

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