



## Committee Self-Evaluation Form

Name of Committee: Academic Senate

Committee Website: <https://www.compton.edu/adminandoperations/campus-committees/academic-senate/>

Evaluation Year: 2021-2022

Please complete throughout the year (recommendation to put it on the agenda at the beginning, middle, and end of the academic year). Once complete, post to your committee website and submit a copy to Lauren Sosenko at [lsosenko@compton.edu](mailto:lsosenko@compton.edu) by June 15, 2022. You may add rows to any tables where required.

### I. Committee meetings

Total number of meetings scheduled	15
Total number and percentage of meetings held that had quorum	15 (100%)
Count of meeting agendas posted	15
Count of meeting notes/minutes posted	14

### II. Analysis of prior year goals.

2020-2021 Goal	Status	Explanation for goals that are not completed
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1. Establish a diverse representation on all campus committees.	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> Not Completed	
2. Continue to support the implementation of AB705: Seymour-Campbell Student Success Act of 2012 for math and English.	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> Not Completed	
3. Establish an orientation for Academic Senate senators.	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> Not Completed	
4. Encourage division chairs to add Senate Updates on their division meeting agendas, in order to increase communication between Senators and their constituents.	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> Not Completed	
5. Increase faculty attendance and involvement at Academic Senate meetings.	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> Not Completed	

6. Support the growth of faculty professional development activities on campus.	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> Not Completed	
7. Assist in the structure and implementation of AB288: Public schools: College and Career Access Pathways Partnership Agreements with local high schools.	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> Not Completed	
8. Increase transparency and communication between faculty and administration.	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> Not Completed	
9. Establish an Equity Certificate Program <ul style="list-style-type: none"> <li>a. The Equity Centered Syllabus</li> <li>b. Equity Centered Pedagogy</li> <li>c. Culturally relevant pedagogy</li> </ul>	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> Not Completed	This goal is partly completed. Although we have worked with our PD Manager to provide workshops in this area, we have not yet been able to provide the workshop on Equity Centered Syllabus. That training was scheduled for our Spring 2022 Optional Flex day, but due to personal unforeseen issues, the trainer had to cancel the workshop and it will be provided at a later time. We will also continue to advocate for additional PD on equity centered pedagogy and culturally relevant pedagogy.
10. Add more Ethnic Studies courses.	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> Not Completed	

11. Increase reliance on OER across all subjects.	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> Not Completed	Although we have taken some steps to address this goal, this is a long term goal and we will continue working on it.
12. Alter CORs to demonstrate focus on diversity, equity, and inclusion.	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> Not Completed	This item is in progress. Although we have already started provided training to faculty on some of the fields in the COR, we have identified this as an unrealistic goal that will be met in the next COR Review Cycle which is 6 years.
13. Focus on increasing accessibility to all course material to achieve 504/508 compliance.	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> Not Completed	This item is in progress. We have been advertising PD workshops on accessibility, but more needs to be done in this regard. Faculty have also informally and formally (via the 504/508 Committee) encouraged administration to hire a person dedicated to monitoring accessibility of instructional material. The Senate plans to make a formal recommendation to administration to hire such a position on our campus.
14. Continue to work on making our campus more inclusive and more equitable.	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> Not Completed	
15. Implement data driven decision-making.  a. Increase awareness of available student success and student retention data.	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> Not Completed	

<p>b. Create dialogue based on the data.</p> <p>c. Change practices to improve student success and retention.</p>		
16. Implement evidence-based practices in the classroom.	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> Not Completed	Although many of our faculty are relying on evidence-based practices in the classroom, not all of our faculty do so. We will continue providing PD in this regard, and encourage departments to create communities of practice to implement such practices on a larger scale.
17. Improve cultural education and cultural intelligence (CQ) on our campus.	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> Not Completed	
	<input type="checkbox"/> Completed <input type="checkbox"/> Not Completed	

### III. Analysis of prior year survey findings.

Prior Year Survey Finding	How will your committee work to address this finding?
Some of the goals are long-term goals which could not be met in only one year.	The Senate needs to set realistic goals, and will identify specific steps that need to be taken to complete more of the goals.
On some of the goals, the Senate has limited capability of completely fulfilling the goal.	We can provide formal recommendations to our administration to help fulfill some of the goals where the Senate has limited powers to affect change.

#### IV. 2021-2022 Goals and alignment with the Compton College 2024 Comprehensive Master Plan

2021-2022 Goal	Compton College 2024 Alignment Strategic Initiatives (SI)	Explanation of how the goal aligns with the Compton College 2024 Strategic Initiatives and Tartar Completion by Design
<b>Ongoing</b>		
1. Establish a diverse representation on all campus committees.	SI 1, 2	It is important that the membership of all committees is diverse, so that all racial and cultural diverse voices have a place at the decision-making table on all matters. This will likely increase the chance that the needs of our diverse students will be met and they will be more likely to persist and succeed.
2. Increase faculty attendance and involvement at Academic Senate meetings.	SI 1	The more diverse voices are represented in discussions and in the decisions made by the Senate, the more likely that we will capture and address diverse viewpoints and diverse needs. The Senate will be more likely to engage in error correction in its decisions and make more sound decisions that can impact the students' experience on our campus, and their rates of retention and success.

<p>3. Support the growth of faculty professional development activities on campus.</p> <ul style="list-style-type: none"> <li>a. Faculty Development Committee</li> <li>b. Book Club</li> <li>c. Suggestions during Academic Senate meetings</li> <li>d. Provide suggestions to FDC/Academic Senate President/Senators of desired PD topics.</li> </ul>	<p>SI 1, 2</p>	<p>Having a faculty body that is equipped with the necessary knowledge and skills that positively affect students' experience in and out of the classroom is vital. When faculty have an arsenal of pedagogical strategies and knowledge of what impacts students, they can make better decisions about how to design their courses in order to facilitate student learning and increase their retention and success.</p>
<p>4. Increase transparency and communication between</p> <ul style="list-style-type: none"> <li>a. Faculty and administration</li> <li>b. Faculty members</li> </ul>	<p>SI</p>	<p>This goal does not directly link to the Strategic Initiatives, but having clear, open and transparent communication both laterally among faculty as well as vertically between faculty and administration will create a space where good ideas are recognized and implemented, as well as increase trust among all parties, and increase opportunities for all to provide feedback on College matters.</p>
<p>5. Increase reliance on OER across all subjects.</p>	<p>SI 1, 2</p>	<p>Research has well documented the negative impact of high cost course material on student success. Therefore, striving towards reducing the cost of course material will ensure more students have access to the course material and that will likely positively reduce student anxiety, their ability to procure the materials and use them, so they can succeed in their courses.</p>

6. Continue to work on making our campus more inclusive and more equitable.	SI 1, 2	When students feel welcome and included, they are more likely to stay and to succeed. In order for students to feel included, it is equally important for our campus faculty to reflect the culture of our students, and for members of all racial and cultural groups to be treated equitably, and with respect. All diverse voices must be valued.
<b>Short Term</b>		
1. Alter CORs to increase focus on diversity, equity, and inclusion.	SI 1, 2	Research has documented the importance of presenting course material that is relevant to our students. When faculty do so, student motivation increases, and they are more likely to succeed in those courses. Therefore, it is imperative that faculty evaluate their current CORs and make the necessary changes across the curriculum, to update old information, provide diverse representation in their course material, and link their course concepts to our students' lived experiences. Doing so will likely drive up student retention and student success.
2. Continue to support the implementation of AB705: Seymour-Campbell Student Success Act of 2012 for math and English.	SI 1, 2	Studies have identified English and Math courses as some of the gateway courses that students struggle with. If we are able to identify ways to teach these courses in ways that students are able to comprehend and master the material, they are more likely to meet their degree requirements and succeed.
<b>Long Term</b>		
1. Assist in the structure and implementation of AB288: Public schools: College and	SI 1, 2, 5	Faculty are on the front lines when it comes to AB288, and they often see some of the obstacles that get in the way of dual-enrollment students' success.



<p>Career Access Pathways Partnership Agreements with local high schools.</p>		<p>Therefore, if faculty are consulted, they can provide feedback as to what changes are needed that could improve the success of dual-enrolled students.</p>
<p>2. Focus on increasing accessibility to all course material to achieve 504/508 compliance.</p>	<p>SI 1, 2</p>	<p>Not only does the law require that course material be accessible, but research also confirms that when course material is accessible to all, including students with disabilities, other students (without disabilities) benefit as well, and positively affect student performance in the course and in turn, student success.</p>
<p>3. Establish an Equity Certificate Program</p> <ul style="list-style-type: none"> <li>a. The Equity Centered Syllabus.</li> <li>b. Equity Centered Pedagogy.</li> <li>c. Culturally relevant pedagogy.</li> </ul>	<p>SI 1, 2</p>	<p>When faculty are properly trained to create their classroom spaces to be culturally inclusive, equitable to all students so that all of their needs are met, and when the course material is culturally relevant, they are able to deliver material in a way that is engaging and motivating for students, increasing their chance of staying in the course, and succeeding.</p>
<p>4. Add more Ethnic Studies courses.</p>	<p>SI 1, 4</p>	<p>In order to meet the newly implemented graduation requirement, as well as to prepare students to function in a diverse society, it is important that we provide a variety of Ethnic Studies courses.</p>
<p>5. Implement data driven decision-making and evidence-based practices.</p> <ul style="list-style-type: none"> <li>a. Increase awareness of available student</li> </ul>	<p>SI 1, 2</p>	<p>Faculty must rely on tried and true, research-based pedagogical approaches in order to increase student retention and student success.</p>

<p>success and student retention data.</p> <p>b. Create dialogue based on the data.</p> <p>c. Change practices to improve student success and retention.</p>		
<p>6. Improve cultural education and cultural intelligence (CQ) on our campus.</p>	<p>SI 1, 2</p>	<p>Improving cultural intelligence (CQ) on our campus will ensure all diverse members of our campus community feel welcome, included, and valued, and will create a sense of belonging for all. This will in turn help with the retention of all campus members, including students.</p>

**V. Committee’s membership for 2021-2022**

Name (note if person is chair/co-chair)	Constituency group	Term
Minodora Moldoveanu - President	Faculty	2020-2024
Carlos Maruri - VP	Faculty	2021-2023
Noemi Monterroso - Secretary	Faculty	2022-2025
Sean Moore – Curriculum Chair	Faculty	2022-2024
Andree Valdry – FDC Chair	Faculty	2022-2024
Charles Hobbs	Faculty	2021-2024



