



HARTNELL COLLEGE

**Outcomes & Assessment Committee  
Meeting Minutes**

October 12, 2020 • 3:30 p.m. – 4:45 p.m.

**Zoom:** <https://cccconfer.zoom.us/j/96920885180>

**Members**

Name	Representing	Present	Absent
Dave Beymer	Faculty (PE/Kinesiology)	X	
Brook Foley	Faculty (Counseling)	X	
Toni Gifford	Faculty (Nursing)	X	
Guy Hanna	Classified (LLS&R)	X	
Sachiko Matsunaga	Dean (L&LSR)	X	
Liz Morales	Faculty (Business)	X	
Cheryl O'Donnell	Faculty (Business, CSS)	X	
Dan Petersen	Faculty (English)	X	
Lesha Rodriguez	Faculty (Art)		X
Johnny Perez	Faculty (Math)	X	

**Guests**

Name	Representing	Present	Absent

**CALL TO ORDER:** The meeting was called to order at 3:34 p.m. by Cheryl O'Donnell. Meeting was conducted via Zoom due to the shelter-in-place order.

**ACTION ITEMS:**

- Approval of Agenda:** The 10.12.2020 agenda was approved as written.
- Approval of Minutes:** Minutes for the 9/28/20 meeting were approved.

**INFORMATION/DISCUSSION/PRESENTATIONS**

**1. Review of Timeline for fall semester**

- Cheryl did a quick review of the timeline of activities for the fall semester which include:
  - Review of the six rubrics
  - Identification of data to be included in data load for disaggregation purposes
  - Finalization of Assessment Plan
  - Online assessment workshop opportunities

**HARTNELL COLLEGE VISION STATEMENT**

Hartnell College will be nationally recognized for the success of our students by developing leaders who will contribute to the social, cultural, and economic vitality of our region and the global community.

**HARTNELL COLLEGE MISSION STATEMENT**

Focusing on the needs of the Salinas Valley, Hartnell College provides educational opportunities for students to reach academic goals in an environment committed to student learning, achievement and success.

## 2. Final review of Core Competency Assessment Rubrics (Value Rubrics)

- a. Cheryl pulled up the six rubrics individually and asked the teams who worked on them to give a quick overview. The committee agreed that what we will be taking forward to the Academic Senate and Curriculum Committee are the elements of what will be assessed for each CC. The elements are identified in the far left-hand column. The criteria that will be used to place a student in a particular column or category will continue to be developed with input from discipline faculty at January flex days. Upon completion of the review, the identified assessment elements for each rubric are as follows:
- i. Aesthetic Analysis and Application
    1. Interpreting Aesthetic Experience
    2. Solving Problems
    3. Innovative Thinking
    4. Connecting, Synthesizing, Transforming
  - ii. Communication (Written. Oral still needs to be defined)
    1. Context of and purpose for writing
    2. Content development
    3. Genre and disciplinary conventions
    4. Sources and evidence
    5. Documentation of sources
    6. Control of syntax and mechanics
  - iii. Global Engagement
    1. Knowledge: Cultural awareness/worldview frameworks
    2. Skills
    3. Attitudes – Curiosity and openness
    4. Actions/advocacy
  - iv. Information Competency
    1. Defines information needs, identifying the scope and level of information needed
    2. Selects and evaluates sources
    3. Applies information to accomplish a specific purpose
    4. Accesses and Uses Information Ethically and Legally
  - v. Inquiry and Reason
    1. Define issue/problem
    2. Presents Existing Knowledge, Research, and /or Views
    3. Student's proposed argument/solution/methodology/hypothesis/perspective
    4. Analysis/Evaluates
    5. Concludes
  - vi. Personal Growth
    1. Ethical self-awareness
    2. Ethical issue recognition
    3. Independent learning
    4. Personal wellness

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### 3. Disaggregated data presentation

- a. Guy made a presentation that reviewed the ACCJC Standard 1.B.6 regarding what we must do with disaggregated data. He presented the ASCCC Resolution SP15 2.01 that was a response to the change in the ACCJC standard. He explained that the state requires us to report on certain identified disproportionately impacted groups. He shared methods used by Bakersfield CC for addressing equity concerns. They use many factors when looking at identified groups. Guy presented a list of student factors that the state wants us to look at and he also added institutional factors that could be used to drill down further within those student groups. It is important that we begin to identify now the various data elements that we will want to look at so we can work with IT to get those pulled into the dataload and to include it in our assessment plan. Cheryl brought up the idea of bringing a guest to the next meeting to discuss different types of data we might want to consider such as Jay Singh. Guy said he would reach out to Jay and invite him.

**ADJOURNMENT:** The meeting concluded at 4:55 p.m.

**NEXT MEETING(S):** November 09, 2020

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