



**Outcomes & Assessment Committee
Meeting Minutes
April 8, 2019 • 3:30 p.m. – 4:45 p.m.
A-105**

Members

Name	Representing	Present	Absent
Eric Bosler	Faculty (Photography)		X
Brook Foley	Faculty (Counseling)	X	
Toni Gifford	Faculty (Nursing)	X	
Guy Hanna	Classified (LLS&R)	X	
Peggy Mayfield	Faculty (Library)	X	
Kathy Mendelsohn	Management (LLS&R)	X	
Liz Morales	Faculty (Business)	X	
Cheryl O'Donnell	Faculty (Business, CSS)	X	
Dan Petersen	Faculty (English)	X	
Michelle Peters	Management (DSP&S)		X
Brian Sharp	Faculty (Business)	X	

Guests

Name	Representing	Present	Absent
Matt Trengove	Management (IPRE)	X	

CALL TO ORDER: The meeting was called to order at 3:34 p.m. by Cheryl O'Donnell.

ACTION ITEMS:

- 1. Approval of Agenda:** The 4.8.19 agenda was approved as written.
- 2. Approval of Minutes:** Minutes from the 3.11.19 meeting were approved as written.

INFORMATION/DISCUSSION/PRESENTATIONS

PLO Assessment—Fall 2019:

Dave Beymer showed a grid outlining PPA activities from fall 2019 through 2022. Discussion about PLO assessment included examining AB 705 impacts, college-wide assessment vs. program-level assessment, and impacts of non-discipline courses in discipline degrees (e.g., physics courses in a biology degree). Matt indicated that based on multiple-measure data, there shouldn't be a wide swing in success results among years. The group discussed how the PPA

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process and the O&A process will integrate. Dave informed the group that he, Cheryl, Kathy, and Guy would be meeting with Brian and Hetty to further discuss this issue. The table below depicts potential PPA activities and data to be examined during the timeline.

PPA TIMELINE				
PLO Year	Fall 2019	Fall 2020	Fall 2021	Fall 2022
	Mapping			
	Review PLOs		Enrollment	T-U Completion
	PLO Assessment		Success	Grad Rates
	Goals		Retention	

It was discussed that eLumen can show aggregated data regarding success in program courses; other methods are available, but the committee needs to present a user-friendly, meaningful method for PLO assessment to provide faculty, staff, and administrators with data on which to base decision making and planning.

Guy distributed a handout, "Assessment Toolbox for Program Review," for committee members to review before the April 22 meeting. The document will be used to help develop a framework for the types of activities to be conducted next year. The handout listed different types of data indicators that faculty might find useful in assessing PLOs.

Value Rubric Pilot Project (Committee members input on chosen rubrics and assignments for assessment):

Prior to discussing the Value Rubrics, Matt asked the group how the college defines persistence. He pointed out that we still do not have an official way to accurately determine a student's major; therefore, it is challenging to determine pathway progression. He explained that using Value Rubrics would be useful in collecting meaningful core competency assessment data. Guy agreed that this will be useful information for volunteer faculty participating in the Value Rubric pilot in the fall. Cheryl will send out the forms that we will use for the committee pilot project for assessment using the Value Rubrics with the expectation that faculty on the committee will review the form for discussion at the next meeting. The plan is for faculty to use one of the value rubrics to assess an outcome that maps to a Core Competency; faculty will report results back to the committee in the fall.

June 2019 Graduation Survey for Core Competency Assessment (Include review of questions, specifically aesthetics.) Cheryl explained that the purpose of the survey is to assess the outcomes of the college's core competencies as an indirect measure. The group is planning to use value rubrics in the future for direct assessment and to continue to use the survey to gauge graduating students' perceptions of meeting the core competencies. Matt will review the survey and provide feedback.

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

NEXT MEETING(S): April 22, 2019

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