

Outcomes & Assessment Committee
Meeting Minutes
January 28, 2019 y3:30 p.m. 4:45 p.m.
A-116

Members

Name	Representing	Present	Absent
Eric Bosler	Faculty (Photography)	X	
Brook Foley	Faculty (Counseling)	X	
Toni Gifford	Faculty (Nursing)	X	

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.

Arts Advisory Committee Outreach:

Eric referred to the former Arts Council that was disbanded because of the lack of focus on the arts. A new group is being formed as the Arts Advisory Committee. Eric has recruited Bob Walton, Candace Jansen, Joan Lamb, Lannell McCray, William Rawson, and Al Munoz. All of these community members have an interest in the arts and in Hartnell College and will serve in the role of supporting the “Oui the Aesthetics” group that has focused on aesthetics awareness and appreciation, which is one of the College’s Core Competencies. In addition, the Arts Advisory Council will provide advice and “test bed” for aesthetic activities at Hartnell. The group commented on the importance of creativity and the role of the affective domain in education.

3 Approaches to CC Assessment (continued discussion from December meeting):

The following Core Competency assessment models were discussed at our December meeting (One of these models will be used as a direct measure IN ADDITION TO the Graduate Survey (online, multiple choice survey that addresses ALL Core Competencies):

1. Core Competency assessment would be based on a random sampling. Hartnell has 6 Core Competencies; one or more competency would be assessed in all courses that map to that competency. This would be accomplished with course-embedded assessment; random assessments would be selected. This model is used in colleges with many sections of courses.
2. Core Competency assessment would be thematic, such as The year of . . . with the college having a focus on a particular CC or CCs. One or two Core Competency/ies would be selected. This would be easiest for faculty, but there would be a three-to-six year delay in assessment.
3. Core Competency assessment would be completed at the same time as course-level assessment if the course is mapped to a core competency/ies. This would allow us to “marry” Core Competency assessment with the SLO assessment calendar. This would be a “revolving” schedule—if course SLOs that map to any of the six Core Competencies are calendared to be assessed, both the course SLO and the Core Competency would be assessed at the same time.

Guy distributed sample AAC&U VALUE Rubrics and aligned the rubrics with Hartnell College Core Competencies. Committee members were asked to review the rubrics and poll faculty to see which model would work best for Hartnell. Concerns were again voiced about when the student might be assessed (beginning of their coursework vs. ending semester). Cheryl will have a conversation with IT to see if/what filters can be applied to determine the number of units and coursework taken; it was agreed that the adopted model should provide meaningful data and be as least intrusive as

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