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- a. Debrief: The committee reviewed the self-assessment experience. We noted that the scoring instrument should allow for half point scores. Norming was useful but perhaps it would benefit to build in an opportunity to share our perspective and add more evidence before breaking into groups or before the final scoring. Also, it might help to know who responded from the contributing committees (individuals or consensus). In the future this process could be utilized for other situations and in other committees.
- b. Review Element 7: Guy highlighted the success in Element 7 as our highest ranked area receiving an overall 3 out of 5 rating. We also noticed that element 1 was very consistent probably because we discussed it together in the norming activity.
- c. Review Element 8: We discussed that this element had the most variability in scores and that perhaps members interpreted the question differently. The inconsistency and variability in scoring suggests how the supports the element references are themselves inconsistent at Hartnell. It was suggested that we revise the question to improve it for future use. Revisiting this question during the process would have been useful to make the intentions clear. Guided Pathways was mentioned repeatedly in comments.
- d. Review Element 5: Guy led us through reviewing our lowest scoring element. Themes were noted in the rater responses. The overall feeling is that Element 5 is mostly in the "compliance" stage where we are checking a box versus really including a consistent DEI message. Many recommendations were raised for improvement such as onboarding and flex opportunities as well as the development of common language surrounding DEI with an expansion into the PPA process.
- e. Summary: We need more transparency in element 9. Elements 2,4,5,9 are below a score of 2 (out of 5) and need to be highlighted. Fulltime vs parttime may contribute to this if we consider the "job vs profession" influence. Often we hear comments such as, "how is it possible that students still..." and we would like to change that narrative to an asset based perspective. Suggestion to have students share their stories of battles, struggles, obstacles, challenges they have overcome, and find a way to give more voice to situations that surround our students. Perhaps