



HARTNELL COLLEGE

**Outcomes & Assessment Committee
Meeting Minutes
April 13, 2020 • 3:30 p.m. – 4:45 p.m.
HOME**

Members

Name	Representing	Present	Absent
Dave Beymer	Faculty (PE/Kinesiology)	X	
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	
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	

Guests

Name	Representing	Present	Absent

CALL TO ORDER: The meeting was called to order at 3:32 p.m. by Cheryl O'Donnell. Meeting was conducted via Zoom due to the shelter-in-place order.

ACTION ITEMS:

- 1. Approval of Agenda:** The 04.13.2020 agenda was approved as written.
- 2. Approval of Minutes:** Minutes for the 3/9/20 and 3/30/20 meetings were approved.

INFORMATION/DISCUSSION/PRESENTATIONS

- 1. Value Rubric Project:** Discussion and presentations continued on the Value Rubric project. The meeting began with a review of the new suggested criteria for the Capstone column of the Personal Growth and Responsibility rubric. As a reminder, it was suggested by Dave Beymer that the criteria in each column be shifted one to the right since the original language for the Benchmark 1 column was not desirable. The committee discussed the newly proposed criteria for the Capstone column. Cheryl expressed concern that not all courses may require a comprehensive wellness plan and therefore the rubric might not be applicable. Dave and Brook were going to take the rubrics to their individual departments and ask for feedback.

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Peggy and Cheryl were next to present their review of the Information Competency rubric. They each reviewed three rubrics: 1) the AACU IC rubric, 2) the CSUMB IC rubric, and 3) the HCC IC rubric (created in 2008). They both agreed that they would like to have the final rubric be less than 5 rows of elements. Discussion focused on the fact that one or two of the elements such as Accessing the Needed Information may not be assessed in many classes. The feeling was that the majority of instructors take the final paper that is turned in and would be evaluating that; not the process as it took place to do the research and write the paper. Cheryl and Peggy will continue to work on the rubrics and bring back a suggested finalized rubric at the 4/27 meeting.

Eric and Lesha presented on the Aesthetic Creativity Rubric developed by Long Beach City College. Eric stated that he felt the rubric was perfect. The rubric was used on an assignment that was given in Art 19. It was suggested that a N/A column be added because different variations of disciplines will use the rubric and what might apply in drawing might not apply to music.

At the next meeting, 3 groups will present on:

- 1) Global Engagement – Toni, Brook, and Liz
- 2) Inquiry and Reasoning – Toni and Dan
- 3) Communication – Dan and Dr. Matsunaga

2. **PPA Final Prompts:** Dave Beymer gave a brief summary of the final prompts for the year-long PPA which focused on PLOs. They are as follows:

- Based on your experience of shifting all courses to an online modality, are there any tools/techniques that could be translated to your face-to-face offerings that might improve student success?
- Based on your experience of shifting all courses to an online modality, are you now considering developing on-line (full DE or hybrid) curriculum for any courses that are only currently done face-to-face? If you are, please list the classes that you would like to bring to curriculum for DE and/or hybrid approval.
- Using the results of your PLO assessments, develop at least one Action Plan for your discipline for the next 4-year assessment cycle.
- Using the data provided in the blue folder above, fill out the table with the success rates of the students in the required major courses for each of your degrees/certificates.
 - Using the data as a benchmark, create an action plan for your discipline for improving required major course success during the next 4-year assessment cycle while maintaining academic integrity. Answer the prompt in the text box below the table.
- Using the data provided in the blue folder above, fill out the table with the number of program completions for each year for every program in your discipline.
 - Using the data as a benchmark, create an action plan for your discipline regarding improving program completions during the next 4-year assessment cycle. Please answer this in the text box under the table.

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- 3. Assessment Calendars and COVID19:** The committee discussed the possibility of adjusting the assessment timeline for the next three-year assessment cycle. Cheryl attended a webinar on Friday, April 10 that focused on assessment in the online environment. Guy reported that he recently read that 45% of institutions are indicating that they will be fully online for Fall 2020. Acknowledging that assessing online learning can be different than that of face-to-face or hybrid, a motion was made as follows:

Scheduling of course assessment for Fall 2020 will be optional, in light of COVID19, but the 3-year window for assessing courses will still apply.

The motion carried unanimously. Cheryl will inform faculty of this when the calendars are sent out.

- 4. Assessment Plan Project:** Guy presented the updated plan which now includes some narrative and links to associated documents that will be included. He indicated that he will continue to primarily work on the plan with oversight from the committee, since other committee members are dealing with the transition to 100% online this semester.

ADJOURNMENT: The meeting concluded at 4:40 p.m.

NEXT MEETING(S): April 27, 2020

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