
Institutional Planning, Accountability, and Performance Report

Number 9

Hartnell College

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Hartnell College Mission Statement

Hartnell College provides the leadership and resources to ensure that all students shall have equal access to a quality education and the opportunity to pursue and achieve their goals. We are responsive to the learning needs of our community and dedicated to a diverse educational and cultural campus environment that prepares our students for productive participation in a changing world.

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Values Development/Mission and Vision Review

*By Mr. David Beymer, Co-Chair
Institutional Planning Committee*

As a normal part of the Accreditation cycle, Hartnell College needs to review its Mission and Vision statements. Through the shared governance process, the Institutional Planning Committee decided to develop a set of core values from the ground up in order to provide a foundation for these statements.

A sub-committee was formed from the Institutional Planning Committee that I agreed to chair and that included Fred Anderson, Michael Ely, Michael Kane, Chris Myers, Carol Thole, and Margie Wiebush. This group decided that a model recommended by Michael Kane would be the best way to determine the values from the campus community.

The development of the “Core Value Statements” for Hartnell College started with a four-hour day on Wednesday,

March the 12th. A large workgroup that represented all of the constituent groups on campus met at noon with Fred Anderson as facilitator. After a brief orientation, the 45 members of the workgroup were divided into five groups: Classified Staff, Community, Faculty, Managers, and Students. Each of the groups was lead by two people, including at least one from the original subcommittee (except for the student group). Joyce Perales, Jason Ortiz (student) and Ryan Sarina (student) assisted the subcommittee members during this part of the process.

In the small groups, the initial activity was a brainstorming session seeking individual values. The individual values were then clarified and rephrased into more value-orientated terms. Finally, individual values were combined into a final set of group values.

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Values Development/Mission and Vision Review

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During lunch, the sub-committee met to find some common threads among the five sets of group values. From this, two value words were brought to the large group as unanimous choices. Another nine words were also brought forth because of their commonality among the groups. Fred Anderson worked the room wonderfully and a final ten Core Value Words/Concepts for Hartnell College were created by consensus.

The subcommittee then created ten Core Value Statements from the concepts approved by the workgroup. The subcommittee is now eliciting feedback from the campus and external communities before seeking approval of the statements through the shared governance process.

The final stage of the process is the review of the college's current Mission and Vision Statements. This process, which is still under development, will be completed next year.

You can see the draft of the core values statements and give your feedback at www.hartnell.edu/irp/values.html, or call Institutional Research and Planning at 755-6972.

Accreditation Update

By Dr. Vic Krimsley

Accreditation Liaison Officer

At the January 8-10, 2003 meeting of the Accrediting Commission for Community and Junior Colleges, the 2002 Hartnell College Progress Report was accepted. In its report, the Visiting Team made the following recommendation:

“The college should clearly determine the appropriate role of the College Council in institutional governance.”

In addition, the Commission commended the college “for the progress it has made in addressing the Commission’s concerns” and urged the college “to continue to make collegial governance a high priority.”

The acceptance of the 2002 Hartnell College Progress Report sets the stage for the submission of a Focused Midterm Report in 2003. The report, which is due on October 15, 2003, is a standard report that all colleges must prepare three years into the six-year cycle, with the exception of the added focus on determining the role of the College Council.

In addition to responding to the visiting team recommendation, we are required to update the Commission on the progress made in carrying out the

Planning Agenda that we set forth in our last self-study. Work has already commenced on the Focused Midterm Report by ten subcommittees that will each report our progress on one of the ten standards. A preliminary report from each subcommittee was submitted on March 1 and will be reviewed over the next month in anticipation of further work on each standard.

Last year, the Commission adopted a new set of Accreditation Standards that emphasizes the Assessment of Student Learning Outcomes. The new standards require that we implement a process for assessing student learning and make sufficient progress to report results in our next self-study. As your Accreditation Liaison Officer, I attended two workshops on the new standards at the Community College League of California (CCLC) Conference in San Jose last November. The workshops were conducted by Dr. Barbara Beno, the Executive Director of the Accrediting Commission, and Dr. Darlene Pacheco, an Associate Director. It was made clear that colleges will have to measure student learning outcomes at the course level, the program level and the college level.

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Accreditation Update
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The Institutional Effectiveness Assessment Plan that has been under development and implementation by the Institutional Effectiveness Committee may well provide the documentation we need for assessing student learning outcomes at the college level. However, it will be necessary

for the campus community to agree on a process and method for assessing student learning at the course and program levels. While the next three years will be challenging for us in meeting this new obligation, we are well positioned to meet our accreditation reporting requirements.

Update on Measure H Construction Plan

*By Mr. Pete Ilse, Director
Maintenance, Facilities, and Facilities Planning*

Hartnell College campus is about to undertake major activities that will transform the campus into a modern facility positioned to meet the challenges of the next several decades. With the opportunity to revitalize the Main Campus and develop the East Campus site into a joint partnership educational and business operation, the District has the potential to prepare itself for a whole new way of doing business.

The Maas Company is the designated consultant for the project and program management. The company’s mandate is based on the Educational and Facilities Master Plan and the list of bond projects created during the bond campaign.

The source of funding for the first of four draws will be sales of bonds worth \$35 million, which should be available April 30. Similar amounts will be raised at approximately three year intervals. The total funds available will consist of scheduled maintenance matched funds, state funded hazardous substance abatement funds, state funded capital construction, and other sources of district revenue.

The Bond Project List is defined by the Proposition 39 requirements and is quite specific. We are accountable to make deliverables as verified by the Community Oversight Committee. For tracking and management, projects will

be listed on two separate schedules consisting of Major Projects (such as new buildings, major remodels, swing space alterations and demolition) and Secondary Projects (including smaller projects, renovations, equipment replacement and cosmetic upgrades).

Right now we are in the ramp-up and planning phase to prepare for the upcoming activities. The design consultant team is on board and meeting on a weekly basis. Weekly project status meetings are already in progress and the Community Oversight Committee has been established. The Facilities Planning Committee will be the main instrument of district input and information exchange and is being expanded in both membership and content. The East Campus development meetings have resumed on an as-needed basis.

The level of activity for the next three years or so will be approximately \$72.5 million worth of projects. These projects consist of the \$35 million bond draw, including the parking structure and phase one infrastructure, plus the \$24 million Learning Resource Center (LRC) and the \$13.5 million Center for Applied and Lifelong Learning (CALL) Building.

Project	Planning Start	Construction	
		Start	End
Infrastructure (Phase I)	2/1/2003	6/1/2003	9/1/2003
Parking--Interim	3/1/2003	6/1/2003	9/1/2003
LRC Building	in progress	5/1/2004	9/1/2005
CALL Building	FPP (7/1/03)	4/1/2005	9/1/2006
Applied Tech. Center	FPP (7/1/03)	9/1/2006	9/1/2007
Parking Structure	3/1/2003	2/1/2004	2/1/2005

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Student:

Ms. Becky Pimentel

Ex-Officio:

Dr. Edward Valeau

Institutional Effectiveness: How Do We Know?

*By Dr. Chris Myers, Co-Chair
Institutional Planning Committee*

This past fall, you probably received a copy of Hartnell College's Institutional Effectiveness Assessment Plan (IEAP). This plan was developed through active participation of the entire campus community. The purpose of the plan is to help the college determine how well it fulfills its mission, vision statements, college goals, and purposes.

Following completion of the IEAP, a process for implementing the plan was developed. For each of the intended outcomes in the 12 areas being assessed, the process outlines the person(s) responsible, timeline, and additional resources needed for implementation. Later this year, the first annual institutional effectiveness assessment "report card" will be published, which will inform both the campus community and external community of assessment results, as well as how Hartnell is using the results to make improvements.

One area in the plan that is still under development is assessment of general education. The Institutional Effectiveness Assessment Subcommittee of the Institutional Planning Committee has proposed that the Collegiate Assessment of Academic Proficiency (CAAP) be used to help evaluate how well our students have mastered writing, math, and critical thinking skills. The CAAP is a standardized test that would be administered to samples of students when they first enter Hartnell and when they complete their general education instruction. This process would allow us to assess how well our general education program "adds value" to our students' learning.

Before the CAAP is adopted for assessing general education, faculty and other interested persons will have the opportunity to learn more about it. Plans are underway to discuss the CAAP at division meetings or at a special forum. If you have questions about the IEAP or the CAAP, please feel free to contact me.



Institutional Accountability, and Performance Report

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Mr. Michael Ely, Editor
Ms. Penny Betancourt, Editorial Assistant

Please address questions or comments to the Office of Institutional Research and Planning either by phone (755-6972), or via email to mely@hartnell.edu