
Institutional Planning, Accountability, and Performance Report

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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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Updating the College's Mission, Vision, and Core Values Statements

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

Over the past year and a half, the Institutional Planning Committee has been working on reviewing Hartnell College's Mission Statement and Vision Statements while creating new Value Statements. This process is part of the normal institutional planning cycle. The current Mission and Vision statements were created during the 1996-97 and 1997-98 school years using a writing team who received input from the campus community. The final products went through the shared governance process before being adopted by the college's Board of Trustees.

The only portion of this review process that is completed is development of the new Core Values Statements. The process started with ideas about

values being generated during a group activity in March of 2003. This information was then taken by a small writing team who created a draft of the proposed Core Values Statements. Using feedback from the campus community, a final draft was completed that went through the shared governance process. The Board of Trustees approved the Core Values Statements during their November 2003 meeting.

Review of the college's Mission Statement is almost complete. Using an online survey to gather information, a small subcommittee was able to gather 338 responses to the question "Does the Mission Statement reflect the mission of Hartnell College?" An overwhelming 85% of those surveyed indicated that the Mission Statement does reflect the mission of the college. Those who

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answered “No” were also given the opportunity to address why it didn’t reflect the mission of the college. These latter results did not provide a clear consensus among the individuals who responded. The most common response was that concepts in the statement had not been implemented by the district. At its February 2004 meeting, the Institutional Planning Committee recommended not to change the Mission Statement.

The process for revamping the Vision Statements has just started. During the second Flex Day in January 2004, about 100 campus and external community members met. They

were divided into 12 small groups. The small groups each produced between one and three statements about what Hartnell College should look like in five to twenty years. The members reconvened as a large group and the statements were merged and summarized as much as possible. A small writing team then sorted through this information to find the most common concepts and draft a revised Vision Statement. The draft will be circulated through the campus community for input. This will lead to a final draft. The final draft will go through the shared governance process before going to the Board of Trustees for final approval.

Making Diversity a Reality

*By Ms. Sallie Savage
Human Resources Director*

The Hartnell College Mission Statement declares that “... we are dedicated to a diverse educational and cultural campus environment that prepares our students for productive participation in a changing world.” The faculty, administration, and staff have the responsibility to live up to our mission statement and to put forth every effort to achieve that goal. Education is not a static profession. Those of us who chose education as our career, are not singular in our thoughts or beliefs. As an institution of higher learning, Hartnell has many faces and many divergent attitudes, beliefs, and ideas. Our diversity makes us not only stronger but also more interesting!

Hartnell is in a very good position to achieve our goals of diversifying the workforce. As reported by the California Research Bureau in a report, *The Composition of Staff in California Community Colleges, 1994 to 2002*, Hartnell has one of the most diversified faculty and staffs in California. This did not happen by chance, it happened because every Hartnell employee who participated in the hiring process made it happen. More than any other community college we accept the value of diversity.

The environment also helps Hartnell achieve its goal. We are located in a rich community of multicultural variety that has a long history of racial and cultural change, and conflict. For hundreds of years the Salinas Valley has been enriched by the labors and the cultures of different nations and different peoples. This demography of the area proves that diversity of talent, skills, ideas, attitudes, experiences and cul-

tures gives depth and strength to a community. It also produces tension. Just as bio-diversity, a diverse financial portfolio, or a corporation with diversified holdings are more likely to succeed, so too is a diversified workforce more likely to be successful.

Diversity is not a politically correct idea created by a left leaning minority. It isn’t a stale concept that was yesterday’s trend. It is both reality and a philosophy. It is a philosophy that challenges destructive bias, and the comfort of homogeneity. It is as real as the uniqueness of each personality.

The world that we and our students face is changing and evolving at a rapid rate. It will take educators with many experiences, cultures, points of view, and beliefs to help prepare them for their futures. We all accept the fact that White Christian men who grew up in California or Iowa cannot be the only models of “professor”. White Christian men who grew up in California or Iowa are welcome to come and contribute to our future as are highly qualified educators of every hue, who come from every corner of the nation and the globe, who worship in different ways, and whose families never heard of Spam (the meat). The belief that an educator is less qualified if she has not been prepared as we were prepared, or who speaks English with a distracting accent, or who is not culturally wired to laugh at our jokes is wrong. Our biases show when we are disinclined to select a candidate for a position because he looks “too effeminate” or because she is “too fat”, and it is wrong. If we reject a candidate because he has only taught in secondary school, or be-

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cause she is a new to the profession, we're wrong.

We are also wrong if we require a person to conform to our preconceived idea of what a culturally sensitive person looks like or how a culturally sensitive person should respond to us.

So what's right? Be open to real difference. Be open to change. Get to know people in our college who are not from your own social or cultural safety zone. Examine and confront your biases. Find those common human qualities that unite us in a high purpose.

Keep in mind it is not the process that fails or succeeds it is the will of the people who use the process and who choose how it will work. We have and will have more and more vacancies as our senior faculty and administration retire. Be an active participant in the hiring process. Choose the best person for the job, not the most comfortable person with whom we relate and best understand. Hartnell is in a very good position to achieve our goals of diversifying the workforce, of preparing our students for productive participation in a changing world. Let's make it happen.

You can see the HCC - Diversity Committee website at <http://www.hartnell.cc.ca.us/diversity/>.

Fall 2002 Employees by Ethnicity and Gender

Ethnicity	Men		Women		Total	
	N	%	N	%	N	%
African American	16	6%	5	2%	21	4%
American Indian	2	1%	2	1%	4	1%
Asian/Pacific Islander	12	5%	19	7%	31	6%
Filipino	9	4%	9	3%	18	3%
Latino	72	28%	83	29%	155	29%
White	145	57%	164	58%	309	57%
Not Reported	9	-- ¹	15	-- ¹	24	-- ¹
Total	265	100%	297	100%	562	100%

Note: Percentages may not sum to 100% due to rounding.

¹ Not included in percentage calculations.

Source: California Community Colleges Management Information Systems. (MIS) data, Fall 2002.

In Support of Staff Development

By Ms. Carolyn West-Karnofel
Staff Development Co-Chair

It is the strong belief and contention of the current Staff Development (SD) Co-chairs and Committee that staff development should remain a priority at Hartnell College and as such must continue to be institutionalized. The intention of this article is to summarize what's been done and what remains to be done at the college with regard to staff development. The "Three Year Faculty and Staff Development Plan: 2001-04"* has served as a valuable guide in all planning efforts as well as for this writing.

What's Been Done

To determine training needs at the college, a survey* of faculty and staff was conducted in August 2001 and '02. The results of each survey were published in the Fall (SD) newsletter and are available in the Staff Development office in HR. More recently in January 2004, a similar survey was conducted and is in process of being tabulated.

To meet on going technological training needs the following services have been successfully offered:

- The Faculty Resource Center (FRC) housed in the library has offered at least 20 training sessions per semester for the past five semesters in a wide range of technology applications*. Individual assistance has also been readily available in the FRC with approximately 400 (full time and adjunct faculty and staff) served each semester.
- Hands-on instruction has also been offered in the Datatel Training Room (C-107) and Technology Learning Center (TLC), as well as through Pathways.

In pursuit of activities that promote awareness of diverse learning styles and reach out to non-traditional students, some of the Staff Development Committee's accomplishments are highlighted here:

- Showcasing of numerous innovative campus programs in an effort to recognize the talents, skills and abilities of faculty and staff during Flex Days 2003*.
- Sponsoring numerous workshops facilitated by "in house" faculty and staff throughout each semester for the past two academic years*.

- Supporting faculty who have launched "hybrid" courses, which "meet" both in the classroom and on-line, and/or web-based courses.
- Training of faculty by the Admissions and Records staff in use of Panther Access via the Web (PAWS) for a variety of purposes, such as class rosters and posting student grades.

Toward the stated objective of improving communication and enhancing understanding of roles and responsibilities of all segments of college functioning, the Staff Development Committee has played a highly active role through:

- Hosting the first ever "Shared Governance Retreat" in May 2002 and the first ever "Spring Retreat" for all employees as a "fun day" in May 2003.
- Coordinating and promoting 'new' endeavors to share teaching and learning innovations, such as faculty opening their classes to others, campus open house, and Togodoo Circle book club.
- Serving as a model program for effective information flow by making information available on-line; distributing workshop announcements via email and paper; and publishing newsletters*.
- Developing an "Employee Mentoring Program"* , which is scheduled to begin in Fall 2004

In an attempt to promote cultural awareness and enhance tolerance and genuine acceptance of human differences much has been done, including:

- Training 25 college employees at the Museum of Tolerance in October 2001 and sharing what was learned with the entire college community.
- Supporting the Diversity Committee and ASHC in the Annual Diversity Conference since 2001, as well as Black History Month, Women's History Month, and National Gay Pride Day.
- Promoting the Multicultural Infusion Project.
- Sponsoring "Hartnell Travels" to promote global cultural awareness.

In the area of promoting effective use of technology throughout Hartnell District, support has been provided for continual use of the FRC, TLC, and Datatel room; bringing motivational speakers to campus; and on-going efforts to “train the trainers” in areas such as eCollege.

And lastly, the SD committee has continued to administer the Board of Trustee Grant when funds are available by announcing deadlines, reviewing applications, and making recommendations for innovative program requests.

What Remains to Be Done

Although enormous strides have been made in achieving established goals and objectives that address Hartnell’s Mission and Vision Statements, there is much that remains to be done. In addition to continuing the efforts highlighted above, more emphasis must be placed on:

- Developing more partnerships with businesses and other academic institutions in order to better meet the needs of the community through such activities as a Speaker’s Bureau.
- Training to support Distance Learning modalities.
- More efficient means of meeting (communication and information flow), such as offered through eConfer.
- Convene focus groups with representation from each department or division for planning purposes.
- Explore other means for funding staff development, such as grants or large companies (e.g., Walmart).

*Denotes printed materials available in the Staff Development office.

Student Learning Outcomes...How Can I Assess Thee?...Let Me Count the Ways

By Dr. Chris Myers

Institutional Planning Committee Co-Chair

“Student learning outcomes” (SLOs) are some of the current buzz words in higher education, in general, and among the accrediting bodies, in particular. So, what are SLOs and why is it important to assess them? This article will address these questions and more.

What is an SLO? A SLO is a statement written in measurable terms about what a student is expected to know, do or feel as result of completing a course, program or degree.

What is SLO assessment? SLO assessment is a method for determining that a student learning outcome has been achieved through using a direct measure of learning.

What are the levels of SLO assessment? SLOs can be assessed at the (1) course level, such as Psychology 1A, (2) program level, such as Behavioral Sciences, and (3) degree level, such as general education.

Why is it important to assess SLOs? There are two primary reasons for assessing SLOs. The first, and most important reason, is to provide feedback to faculty regarding what and how much students are learning. This information, in turn, can be used to make changes to courses and programs that will result in improved learning. The second reason is to fulfill the new accreditation standards, which re-

quire that we assess SLOs and use this information to improve instruction.

What is Hartnell College doing about SLO assessment? Melissa Reeve and I co-chair the Student Learning Outcomes Assessment Work Group, which is an adhoc subcommittee of the Institutional Planning Committee. The primary purpose of the Work Group is to assist the college in developing a plan for assessing SLOs at the course, program, and degree levels. This is being accomplished through gathering and disseminating information and through initiating dialogues with faculty and others about SLO assessment and how Hartnell should address this important topic.

How can you become involved? Faculty, in particular, are encouraged to become engaged in this process through several avenues. First, learn more about SLO assessment through participating in workshops and other learning opportunities. Second, actively participate in discussions about SLO assessment. Third, experiment with developing SLOs for your own courses and programs. Fourth, volunteer to serve on the Student Learning Outcomes Assessment Work Group. Please feel free to contact Melissa Reeve or myself if you have comments or questions, need assistance, or would like to become more involved.

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Please address questions or
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eCollege: Leading the Way in Distance Education

*By Ms. Sabrina Coffelt
Information Technologist*

On-line learning at Hartnell College has taken another step forward. This is the first semester using our new course management system eCollege. eCollege is a fully ADA compliant internet based software program. One of the benefits of this new software is the ability to access your course from anywhere that there is an internet connection and browser available. This function will lead Hartnell's distance education program into the global market. With the ability to reach out to more students, Hartnell is poised to become a leader in satisfying the needs of today's technologically savvy student.

Out of the approximately 10,000 stu-

dents enrolled at Hartnell this semester, 962 registered for courses taught with eCollege. There are a total of 18 fully on-line courses being offered through eCollege and there are 21 companion or hybrid courses being offered to accompany face-to-face courses. In the works are approximately 30 other courses. These courses are being developed for semesters in the future. In addition to these courses being offered, there are seven other on-line courses being offered through other software packages. A total of 200 students are taking these courses.

To access Hartnell College's distance learning portal, please visit the website www.hartnell.edu/ecampus.

Spring Semester 2004 On-line Courses

Administration of Justice (ADJ) 1 - Introduction to Administration of Justice
Administration of Justice (ADJ) 3 - Concepts of Criminal Law
Administration of Justice (ADJ) 5 - Criminal Procedures
Administration of Justice (ADJ) 21A - Narcotics and Dangerous Drugs I
Administration of Justice (ADJ) 51 - Criminology
Anthropology (ANT) 1 - Introduction to Anthropology: Physical
Anthropology (ANT) 2 - Introduction to Anthropology: Cultural
Biology (BIO) 42 - Human Biology
Business (BUS) 18 - Legal Environment of Business
Computer and Information Sciences (CIS) 90 - Internet Literacy
Counseling (COU) 21 - Student Skills for Success: Orientation
Electronics Technology (ELE) 56 - Advanced Circuit Analysis
Electronics Technology (ELE) 65 - Microcomputer Systems and Interfacing
English (ENG) 176 - Intensive Writing
English (ENG) 1A - College Composition and Reading
Health Services (HES) 10 - Introduction to the Clinical Laboratory Profession
Health Services (HES) 11 - Clinical Laboratory Math
Health Services (HES) 20 - Clinical Urinalysis
Health Services (HES) 71 - Clinical Coagulation
Health Services (HES) 110C - Advanced Theory of Phlebotomy Techniques
History (HIS) 17A - History of the United States
History (HIS) 17B - History of the United States
Library Media/Technology (LBT) 90 - Internet Literacy