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# ***Institutional Planning, Accountability, and Performance Report***

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**Number 11**

**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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## **Implementing Hartnell College's Mission and Vision Statements**

*By Mr. David Beymer, Co-Chair*

*Dr. Chris Myers, Co-Chair*

*Institutional Planning Committee*

Last year, the Institutional Planning Committee (IPC) facilitated a process with the college community to validate Hartnell College's Mission Statement (printed above). More recently, the IPC worked with students, employees, and community members to draft a proposed new Vision Statement, which is progressing through the shared governance process. It reads:

Hartnell College will be a global leader in community college education through dedication to our mission and core values, and by offering programs and services that foster student success and wellness.

But is it enough to develop Mission and Vision Statements that will hang on a wall or languish in a filing cabinet? We think not. It is important for all of us to regularly review the Mission and Vision Statements and consider how our roles at Hartnell College support them. When we develop and revise our unit and college-wide plans, we should ask our-

selves: "How do our goals and objectives contribute to actualizing Hartnell's Mission and Vision?"

During the fall 2004 semester, IPC members initiated dialogues in their respective units concerning activities that the units and the college as a whole are (1) currently doing and (2) should be doing to implement the Mission and Vision Statements. Comments generated by these discussions were summarized and may be accessed on the network R: drive at:

R:\Committees\Shared Governance Committee Meetings\Institutional Planning Committee\Core Values, Mission Statement, and Vision Statement

We encourage you to regularly discuss how your unit can support the Mission and Vision Statements at staff meetings and other venues. These statements should be our guide for developing and revising all college plans. For it's only through "walking the talk" that we can truly turn the essence of these statements into action for the benefit of our students and community.



### Library / Learning Resource Center Hartnell College

#### Library Transformations

*By Mr. Bill Rawson*

*Librarian*

While the construction of the new Library/LRC (Learning Resource Center) has made visible progress in recent months, the library staff has been busy planning for the transition to the larger and technologically state-of-the-art facility. The librarians have been active in weeding outdated, little-used, or damaged materials from the library's shelves, thus making room for new books and reducing the number of volumes that will need to be moved to the new library. In addition, librarians are purchasing new materials to support Hartnell's instructional programs.

New technology will play an important role in the new LRC. The technical services staff will soon be attaching RFID (radio frequency identification) tags to new and existing books. This will facilitate the checking in and checking out of materials, including a self-check option for library users, as well as provide security and easy inventory. Room Wizard hardware and software, currently being tested to schedule the use of the TLC, will be employed to manage the twenty-one group study rooms

The first floor of the new library will house the Media Center, which will provide expanded access to multi-media computers and software, and numerous group study rooms, some

with multi-media equipment. A Special Collections room will provide improved access to the Hartnell archives and the Silliman Memorial Library collection of material relating to ornithology and the natural history of the Pacific coast. The second floor will be the home of most of the library's print collection, numerous computers with access to the library's online databases, and additional group study rooms. Reference librarians will be available to assist students conducting research. This floor will also include a quiet study room (cell phones off!). Wireless Internet access will be available throughout the building.

Improved instructional space is also a feature of the new LRC. Included on the second floor is a bibliographic instruction classroom for conducting library orientations and teaching information competency. A distance education classroom and a Faculty/Staff Resource Center (with adjacent courtyard) are planned for the first floor.

The library staff is eagerly anticipating the move to the new building and the challenge of managing a much larger and technologically diverse facility.

## SLOs: What's in it for Students and Faculty?

By Ms. Melissa Reeve

Assessment Coordinator

Progress toward using Student Learning Outcomes (SLO) Assessment cycles for instructional and institutional decision making at Hartnell College is gaining momentum this spring. This is evidenced by the creation of a part-time Assessment Coordinator position, the addition of SLO Assessment training to the Staff Development Calendar, and the commitments of Area Deans to build SLO Assessment training time into division meetings. While the definition of SLOs includes outcomes at the program and degree level, most faculty will have their first hands-on experience with course-level SLOs, working from existing Course Outlines listing “objectives.” So, how do “outcomes” differ from “objectives,” and what do we gain by engaging in Student Learning Outcomes Assessment Cycles?

Course-level Student Learning Outcomes differ significantly from objectives, in that SLOs state what students will know, feel, or be able to *do* upon completing a course, whereas objectives list discrete activities students will complete during a course. In this way, outcomes are more global than objectives; indeed, as we begin to develop outcomes for our existing course outlines, our goal is to state 2-3 broad Student Learning Outcomes per course. We're likely to find that several existing objectives may serve a single outcome—in other words, in many cases we're requiring students to complete several discrete steps or tasks (objectives) to build their abilities in one complex set of knowledge or skills (SLO). Thus, SLOs do not replace objectives, but build logically on the work we've already done.

Secondly, unlike course objectives, well-written Student Learning Outcomes not only state what students will know, do, or feel upon completing a course, but also how we will *measure* whether this learning has occurred. Most department faculties already have vast experience with collaboratively articulating objectives for course outlines, and

this experience will transfer well to developing SLOs. But few Hartnell departments have collaboratively authored and collectively agreed on instruments and standards for assessing student learning. This indispensable piece represents the most challenging shift in the way we work, but ultimately the most rewarding as well. Articulating what we want our students to know, do, or feel as the result of our instruction, and gathering data that illustrates whether the desired learning has occurred, will formalize a framework for dynamic professional development as we use assessment data both to document our successes and to focus and fortify ongoing instructional improvement.

Student Learning Outcomes Assessment gains clear benefits for both students and faculty. Students perform better when told in advance what they're expected to know or do, and how their learning will be measured. Furthermore, the ongoing faculty dialogues necessitated by engaging in cycles of SLO Assessment will result in more uniform expectations, and therefore a more coherent learning experience for students moving through our courses and programs. For faculty, SLO Assessment represents an opportunity to use data for documenting our successes. As every source of private and public funding increasingly demands this kind of accountability, it behooves us to seize control of Assessment at Hartnell College, and measure Student Learning in ways that are consistent with our institution's mission and our professional values.

Faculty are encouraged to become involved in SLO Assessment through: participating in division and discipline meetings addressing SLOs; attending SLO training; and determining how SLOs can be incorporated into their courses. For more information, please feel free to contact the author.

### Institutional Research and Planning Department Web Site:

<http://www.hartnell.edu/irp/>

Featured this month:

2004 Digital Divide Survey

Educational and Facilities Master Plan

**Members of the Institutional Planning Committee**

**Faculty:**

Mr. David Beymer, Co-Chair  
 Mr. Eric Bosler  
 Mr. Bill Rawson  
 Mr. John Sword  
 Ms. Carol Thole

**Managers:**

Dr. Celia Barberena  
 Mr. Larry Carrier  
 Mr. Jose-Luis Fernandez  
 Dr. Allan Hoffman  
 Mr. Gary Hughes  
 Dr. Chris Myers, Co-Chair

**Classified Staff:**

Mr. Langston Johnson  
 Mr. Steve Otero  
 Ms. Lourdes Sanchez  
 Ms. Margie Wiebusch

**Student:**

Ms. Evita Gentry

**Ex-Officio:**

Dr. Edward Valeau

**Hartnell Kicks Off Accreditation Process**

*By Dr. Allan M. Hoffman,  
 Vice President for Instruction*

Accreditation is the means and mechanism by which the quality of a higher education institution and program is validated and assured. Accreditation is the process by which post secondary education institutions develop standards, policies and procedures for assuring quality.

The WASC Accreditation process is our opportunity to highlight the key elements that make Hartnell College a unique and viable institution and to tell our story of how we meet the educational needs of our students and community. Our process began on February 4, 2005 when a team from Hartnell College attended a training session conducted by the Accrediting Commission for Community and Junior Colleges/Western

Association of Schools and Colleges (ACCJC/WASC). Our College was represented by Dr. Celia Barberena, Ms. Theresa Carbajal, Mr. Jose Luis Fernandez, Mr. Mike Foudy, Dr. Charlene Frontiera, Mr. Gary Hughes Dr. Romero Jalomo, Dr. Chris Myers, and Dr. Allan Hoffman.

Numerous training sessions have been conducted on campus, including presentations to the Academic Senate and Hartnell College Council, as well as planned presentations to the Classified and Student Senates. The purpose of the training sessions is to launch the accreditation process at Hartnell College.

The accreditation process includes development of a detailed document and will culminate in a site survey and visit in early 2007.

**ACCJC Accreditation Standards**

*Standard 1: Institutional Mission and Effectiveness*

- A. Mission
- B. Improving Institutional Effectiveness

*Standard 2: Student Learning Programs and Services*

- A. Instructional Programs
- B. Student Support Services
- C. Library and Learning Support Services

*Standard 3: Resources*

- A. Human Resources
- B. Physical Resources
- C. Technology Resources
- D. Financial Resources

*Standard 4: Leadership and Governance*

- A. Decision-Making Roles and Processes
- B. Board and Administrative Organizations

**Source:** Accrediting Commission for Community and Junior Colleges (2002). *Introduction to the Accreditation Standards*. Western Association of Schools and Colleges

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Dr. John Briggs, Editor

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