Hartnell College
Accreditation Campus Guide
March 4-7, 2019
ACCREDITATION & THE PURPOSE OF THIS GUIDE

Accreditation is a voluntary system for the regulation of higher education quality. Hartnell College is accredited by Accrediting Commission for Community and Junior Colleges (ACCJC). ACCJC member institutions agree to undergo a comprehensive review for reaffirmation of accreditation every seven years to determine whether they are continuing to meet the established Eligibility Requirements, Accreditation Standards and Commission Policies, and to determine if the institution is engaged in sustainable efforts to improve educational quality and institutional effectiveness. *A comprehensive review requires that a college write an Institutional Self-Evaluation Report (ISER) and host an accreditation team visit.*

Hartnell College’s ISER report is the culmination of work that many of you have been deeply involved with and the report may be accessed through the main Hartnell website page at [www.hartnell.edu/accreditation-0](http://www.hartnell.edu/accreditation-0).

*The Accreditation Team visit is scheduled for the week of March 4th-7th.* This guide is designed to assist you with preparation for the visit by providing information about the visit logistics, the biographies and photos of the visiting team, highlights of the ISER, and key college processes. The guide also includes a summary of our long-range Quality Focus Essay action projects and short-term changes we will make to be more effective.

### KEY DATES AND TIMES FOR THE ACCREDITATION VISIT

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Event</th>
<th>Campus/Center</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, March 5th</td>
<td>1:00-2:00 p.m.</td>
<td>Open Forum</td>
<td>Main</td>
<td>Steinbeck Hall</td>
</tr>
<tr>
<td>Wednesday, March 6th</td>
<td>4:00-5:00 p.m.</td>
<td>Open Forum</td>
<td>Alisal</td>
<td>C 107</td>
</tr>
<tr>
<td>Thursday, March 7th</td>
<td>11:00-12:00 p.m.</td>
<td>Preliminary Oral Report</td>
<td>Main</td>
<td>Steinbeck Hall</td>
</tr>
</tbody>
</table>
WHAT YOU SHOULD KNOW

What is accreditation?

Accreditation is a peer review process focused on improving academic quality, institutional effectiveness, and student success. It is a process that allows the public to know that a higher education institution meets established standards of quality and awards degrees and certificates that conform with the standards of higher education.

Who accredits us?

Hartnell College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). A number of college programs are accredited by other agencies. For more information go to http://www.hartnell.edu/programmatic-accreditation.

What are the possible outcomes?

The ACCJC can either grant or deny a renewal for accreditation and may also require additional follow-up including reports or an additional visit.

When will they be here?

The ACCJC visiting team will spend four days at Hartnell College. They will arrive Monday, March 4, and depart Thursday, March 7. The team will also visit the Alisal Campus and the King City Education Center.

What will the team do?

The team will focus on evidence. They will thoroughly examine the evidence provided in the Institutional Self-Evaluation Report and its supporting documentation. For example, the team will seek evidence that students have equivalent experiences in all instructional modalities and at all College locations. They will check that Distance Education classes show evidence of regular and effective instructor-initiated contact. They will look for evidence that student services are available at the centers and outreach sites. They will look at course success rates and other measures for all locations and instructional modalities. They will not take statements at face value, but will look for evidence to determine if Hartnell College meets or exceeds the Accreditation Standards, the Eligibility Requirements, and the Commission Policies.

While at Hartnell, the team will conduct interviews, review additional evidence, visit committee and council meetings, and tour the college campuses and center. The team will also hold two open forums and provide a preliminary oral report to the College on Thursday.

The team will produce a report that summarizes their findings and conclusions and documents commendations and recommendations. The main purpose of the peer review team report is to help an institution and the Commission determine how effectively the college is meeting the Accreditation
Standards. The accreditation site team will use their professional experience and expertise to make recommendations for Hartnell to be more effective.

How do I prepare for the visit?

- Review the Accreditation page on the Hartnell website: http://www.hartnell.edu/accreditation-0
- Read the Introduction in the ISER and be familiar with the Quality Focus Essays
- Review the attachments in this Guide
- Be familiar with the Hartnell governance structure: http://www.hartnell.edu/governance
- Participate in the Accreditation Game
- Review the Accreditation Council Meeting minutes: http://www.hartnell.edu/governance/accreditation_council

Is there anything I should not do?

Please do not ask the Site Team to settle disputes, what their opinion is about the ISER, or how the visit is going.

How can I participate?

- The team may ask you to participate in an interview, may attend a committee or council, may sit in on courses, or may interact with you during a campus visit.
- Everyone is encouraged to attend the Welcome Reception, an Open Forum and the Preliminary Report presentation.
WHO IS COMING TO CAMPUS?

Mr. William Duncan (Chair)
Superintendent/President
Sierra College

William H. Duncan IV has been the Superintendent/President of Sierra College since 2011. Prior to that he had a long tenure at Taft College where he served as Chief Business Officer and Superintendent/President. President Duncan is actively involved at the state and regional levels and serves on multiple committees and task forces. He is a board member of the Community College Facility Coalition (CCFC), the Association for California Community College Administrators (ACCCA), the Community College League of California (CCLC) Advisory Committee on Legislation, and several regional organizations committed to education and workforce development. He has served as Team Chair for several accreditation peer review teams. He is also a lifelong Rotarian.

Ms. Jene Hallam (Assistant)
Executive Assistant to the President
Sierra College

Jené Hallam is President William Duncan’s assistant at Sierra College. She has served on several accreditation peer review teams.
Dr. Lauren Halsted Burroughs
Assistant Professor of English
Cuyamaca College

Dr. Lauren Halsted Burroughs is the English department chairperson at Cuyamaca College in San Diego. She has led her department’s efforts with AB 705 compliance and organizes equity-minded professional development. She has held numerous leadership positions on campus and served as a peer reviewer on another accreditation team in 2014. She earned her doctorate in community college leadership in 2011 and has published academic articles related to English acceleration and student success.

Ms. Lurelean Gaines
Director/Chairperson Nursing
East Los Angeles College

Lurelean Gaines currently serves as the Director/Chairperson of the Department of Nursing at East Los Angeles College. She remains very active in campus activities such as ELAC Academic Senate and LA District Academic Senate. She is known for developing community partnerships to promote and enhance financial, emotional, and academic support for students in the Registered Nurse program. Lurelean also sits on the California State Chancellor’s Nursing Advisory Committee representing the region that covers seven LACCD programs, Santa Monica CC, Glendale CC, Pasadena City College, and El Camino Community College.
Dr. Melinda Womack  
Professor, Communication & Faculty Coordinator for Student Equity  
Santiago Canyon College

Melinda Womack: Hello, Hartnell College! Visiting Hartnell College is an honor and I’m looking forward to meeting as many individuals as possible.

I have been a college instructor since 1984 (Hard to believe I was only 12 when I landed my first assignment!). I have been a full-time faculty member in the Rancho Santiago Community College District since 1987. I teach at Santiago Canyon College. Santiago Canyon is located in Orange County, in the city of Orange. I am a tenured professor of Communication. I occasionally teach a Theatre class as well. I have served as department chair, academic senator, and co-facilitator for student equity. In addition, I have served on all of the major shared governance committees at the college. I also created our honors program years ago.

I have served on four self-study committees for Santiago Canyon College. My visit to Hartnell College is my eighth site visit.

---

Dr. Arvid Spor  
Vice President of Academic Affairs  
Citrus College

Arvid Spor is the Vice President of Academic Affairs and Accreditation Liaison Officer at Citrus College. His previous positions include Vice President of Student Services, Dean of Enrollment Services, Director of Workforce Development, and adjunct instructor/counselor. Dr. Spor has over 12 years of accreditation experience on visiting teams.
Mr. Ulises Velasco  
Vice President of Student Services  
Mendocino College

Ulises Velasco currently works for Mendocino College as the Vice President of Student Services. He provides direct oversight of all departments/programs within the student services division: Admissions & Records, Financial Aid, Counseling, EOPS/CARE, Disability Resources Center, First Year Institute, College Assistance Migrant Program, High School Equivalency Program, Transfer Center, Student Equity and Achievement Program, Mental Health Services, Student Discipline, and Student Life. He previously worked for Mendocino College as the Director of Financial Aid and Interim Dean of Student Services. Prior to his arrival at Mendocino College, Mr. Velasco worked for Arizona State University as a Financial Aid Counselor, a Coordinator and then as Assistant Director of Scholarship Services. He holds a Master of Public Administration degree from Arizona State University, a Bachelor’s degree in History from Columbia University in the City of New York and a Liberal Arts Associate’s degree from Santa Monica College. Mr. Velasco currently serves as the Region 2 representative on the Chief Student Services Officers Association Executive Board. Locally, he is a graduate of Leadership Mendocino and is currently a member of the Leadership Mendocino Steering Committee. He is also an active member of the Rotary Club of Ukiah.

Dr. Richard Storti  
Deputy Chancellor of Business Services  
West Hills Community College District

Richard Storti currently serves as Deputy Chancellor of the West Hills Community College District (WHCCD) where he oversees fiscal management, budget development and planning, contract and grant administration, human resources, and facilities planning. Prior to WHCCD, Richard served Pasadena City College as Assistant Superintendent/Vice President and Vice President of Business and Administrative Services and Fullerton College as Vice President of Administrative Services. He has been a Certified Public Accountant since December 2001. He earned his doctorate from University of Southern California, his Master’s from California State University, Fullerton and his Bachelor’s degree from California State University, Long Beach.
Mr. Leighton Villa  
Program Evaluator  
Windward Community College

Leighton Vila is a Title III (Native Hawaiian Programs and Services) Evaluator at Windward Community College. As the Title III Evaluator, he extracts, analyzes, and reports on quantitative student data for campus administrators, faculty, and stakeholders. He specializes in visualizing student achievement data, making data meaningful across the college, and understanding and eliminating barriers to Filipino student success. In the past he has served as an institutional researcher, implemented a campus wide assessment management tool, and facilitated a system wide training on the Power BI data visualization tool.

Mr. Chris Vitelli  
Superintendent/President  
Merced College

Chris Vitelli is the Superintendent/President of the Merced Community College District. He has served in administration-level capacities, including Chief Executive Officer (CEO), Chief Student Services Officer (CSSO), Chief Instructional Officer (CIO), and Accreditation Liaison Officer (ALO). Vitelli has also served as Dean of Instruction and interim Vice President of Student Services at Columbia College in Sonora, California. Other professional experiences include Director of Student Services for the College of Agricultural and Life Sciences at the University of Florida and Director of Business, Industry, and Community Services at Merced College. Vitelli’s value of education is derived from a broad perspective of its benefits, as well as from personal experience. As a first-generation college graduate, he earned a Bachelor of Science in Agricultural Education and Communication at the University of Florida, a Master of Education in Administration, Planning, and Social Policy from Harvard University, and he is in the final semester of completing a doctorate degree at Arizona State University.
Richard Winn, Ed.D., was appointed as President in July 2017. Winn joined the commission staff in June 2016 as Vice President of Operations and then was appointed to serve as Interim President in December of that year. Dr. Winn worked with the WASC Senior Colleges and University Commission for 12 years, retiring in 2015 as Senior Vice President. He is also a public member of the Commission on Osteopathic College Accreditation and served for three years on the Board of Examiners of the Malcolm Baldrige National Quality Award. President Winn supports the Commission’s Executive and Eligibility Review Committees and oversees annual conference planning.

**ACCREDITATION STANDARDS ABRIDGED**

**Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity**

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

*Standard I.A: Mission*  
*Standard I.B: Assuring Academic Quality and Institutional Effectiveness*  
*Standard I.C: Institutional Integrity*

**Standard II: Student Learning Programs and Support Services**

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution’s programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student learning support services offered in the name of the institution.
Standard II.A: Instructional Programs
Standard II.B: Library and Learning Support Services
Standard II.C: Student Support Services

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocations of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

Standard III.A: Human Resources
Standard III.B: Physical Resources
Standard III.C: Technology Resources
Standard III.D: Financial Resources

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution.

Standard IV.A: Decision-Making Roles and Process
Standard IV.B: Chief Executive Officer
Standard IV.C: Governing Board

HARNTELL’S QUALITY FOCUS ESSAYS

As part of the institutional self-evaluation process, the ACCJC requires that colleges identify two or three action projects that will improve student learning and student achievement over a multi-year period. The Accreditation Council provided leadership in selecting the QFE projects. Hartnell College selected three
Quality Focus Essays:

**QFE 1 - Design & Execution of Guided Pathways/College Re-Design**
Strategic Plan Goal 1 - Increase student degree and certificate completion
Metrics - number of certificates, number of degrees, graduation rate
Strategic Plan Goal 2 - Increase student degree completion efficiency
Metrics - median time to degree completion, median units to degree completion

**QFE 2 - Development & Implementation of Continuous Improvement Process for Student Transfer to Four-Year Institutions**
Strategic Plan Goal 3 - Increase student transfer to four-year institutions
Metrics - number of transfers, transfer rate

**QFE 3 - Development & Implementation of Continuous Improvement Process for Career Placement**
Strategic Plan Goal 4 - Increase student employment opportunities subsequent to training and degree/certificate completion
Metrics - employment rate, median percentage change in earning

**UPDATES AND CHANGES FROM THE SELF-EVALUATION PROCESS**

While writing the Institutional Self-Evaluation Report, Hartnell College identified five updates that it is committed to implementing to further improve institutional effectiveness. The actions and completion dates are summarized on the chart on page 13.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Change, Improvement, or Innovation</th>
<th>College Lead</th>
<th>Status</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commission Policies-Student</td>
<td>The language for representation of accredited status in the College catalog will be updated in the 2019-20 catalog to conform to the Commission’s format and to remove expired programmatic accreditation</td>
<td>Vice President of Academic Affairs</td>
<td>In-Process</td>
<td>June 2019</td>
</tr>
<tr>
<td>Complaints</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III.A.5</td>
<td>Complete past due part-time faculty evaluations</td>
<td>Human Resources Associate Vice President</td>
<td>In-Process</td>
<td>May 2019</td>
</tr>
<tr>
<td>III.A.1 and IV.B.1</td>
<td>Development and implementation of Board Policies and Administrative Procedures for recruitment and hiring of employees</td>
<td>Human Resources Associate Vice President</td>
<td>In-Process</td>
<td>May 2019</td>
</tr>
<tr>
<td>III.A.13</td>
<td>Update the College’s Professional Code of Ethics Policy with the goal of codifying the post-review code as AP 3050 consistent with the policy and procedures numbering suggested by the Community College League of California.</td>
<td>Superintendent/President</td>
<td>In-Process</td>
<td>May 2019</td>
</tr>
<tr>
<td>IV.B.2</td>
<td>Assessment of organizational structure</td>
<td>Superintendent/President</td>
<td>In-Process</td>
<td>May 2019</td>
</tr>
</tbody>
</table>
Hartnell College  Governance and Decision-Making Model

COUNCILS & PLANNING GROUPS
- Academic Affairs Council
- Academic Senate
- Accrediting Council
- Administrative Services Council
- Advancement Council
- Student Affairs Council
- Technology Development Council
- Other Committees and Workgroups

EXTERNAL ENVIRONMENT
- Community and Partners Input
- Labor Market Info
- Economic Forecasts

INTERNAL ENVIRONMENT
- Program Review
- SLQs
- Accreditation
- Performance Indicators
- Site Visits
- Institutional Effectiveness
- Existing Plans/Initiatives

Communication of decisions and implementation of plans, actions, resource allocation, policies and procedures to employees, students, constituencies, community, and/or other groups. Evaluation of the effectiveness of plans, actions, policies, and procedures.

Recommended
- Policies
- Procedures
- Actions
- Plans/Initiatives
- Resources & Location

College Planning Council
President's Executive Cabinet
Board of Trustees

1. Per collegial consultation, some Academic Senate items do not go to CPC.

Adopted by Governance Planning Task Force
2016-05-13, rev 2016-09-02
HARTNELL COLLEGE
Model for Integrated Planning & Sustainable Continuous Quality Improvement

Vision

Mission

Strategic Plan
Long Term Plans

Facilities Master Plan

Program Planning & Assessment

Outcome Assessments

Participatory Governance & Resource Assessment

Resource Allocation/ Re-Alignment & Plan Implementation

Operational Planning & Continuous Improvement Cycle

Long Term Institutional Planning

Institutional Purpose & Plan Design
Updated Timeline for 2018 Guided Pathways Program Review
Summary of Annual Integrated Planning Process
Approval of PPA Budget Requests for Fiscal Year (FY) 2019-20

JANUARY 2018
Dean of Institutional Planning, Research, and Effectiveness (IPRE) sends communication to college employees with details about the 2018 cycle. VPs lead and provide oversight for the program assessment process for all areas within their division.

FEBRUARY / MARCH / APRIL 2018
Area deans and department heads coordinate program assessment process with assigned faculty and staff. Deans review PPA reports for program assessment and provide input and oversight to ensure that reports are completed by end of April.

MAY / JUNE 2018
VPs collect and review program assessment reports from the department division. VPs submit program assessment reports to the IPRE Office by end of June.

JULY / AUGUST 2018
IPRE Office reviews content of program assessment reports and prepares overall analysis for dissemination and discussion.

SEPTEMBER 2018
Governing Board approves the FY 2018-19 budget inclusive of budget requests from the previous (2017) PPA cycle, and the Superintendent/President (S/P) communicates to college employees the list of approved budget requests for the previous (2017) PPA cycle. IPRE Office conducts Strategic Planning Retreat, through which strategies and developed and prioritized for Strategic Plan 2019-2024.

NOVEMBER / DECEMBER 2018
IPRE Office conducts Operational Planning Retreat, through which action items are developed for strategy implementation in FY 2019-20. Subsequent to Strategic and Operational Planning Retreats, IPRE Office prepares strategic planning and operational planning documentation, and additional instructions for the spring 2019 program planning process.

JANUARY 2019
Dean IPRE sends communication to college employees with details about the process for submitting action plans and making budget requests for FY 2019-20 that will start in January and conclude in February.

JANUARY - FEBRUARY 2019
VPs lead and provide oversight for the budget request process for all areas within their division through which new budget requests and budget requests for major augmentations are made. (Ongoing needs are incorporated into the planning and budgeting process via budget build and reallocation.) Area deans and department heads coordinate the budget request process with assigned faculty and staff. Deans review budget requests and provide input and oversight to ensure that budget request spreadsheets are completed by end of February. VPs collect and review budget requests from the division.

MARCH 2019
VPs coordinate input from area deans and department heads in establishing priorities across budget requests, submit list of prioritized requests in specific budget categories to VPAS, and otherwise consult with VPAS in preparing documents summarizing division requests for the 2018-19 PPA cycle. VPAS assembles prioritized requests across all divisions. VPs submit budget request spreadsheets to IPRE Office by end of March.

APRIL 2019
VPs lead discussion of program review results and budget requests with their governance council. College Planning Council approves Operational Plan for 2019-2020.
Hartnell College puts Students First and the College serves as a vital resource to our community. The Hartnell community supports the success of the College, its students, and its commitment to our mission, vision, and values. We are committed to responding to the needs of our community and ensuring effective teaching and learning in an inclusive environment, and the site visit provides us the opportunity to showcase our mission and core principles.

**Mission**

Focusing on the education and workforce development needs of communities in the Salinas Valley, Hartnell College strengthens communities by providing opportunities for students to reach career and/or academic goals (associate degrees, certificates of achievement, and transfer to four-year institutions) in an environment committed to student learning, achievement and success.

**Vision**

Hartnell College students will be prepared to contribute as leaders to the intellectual, social, cultural, and economic vitality of our communities and the world.

**Values**

Values are the essential enduring tenets that guide Hartnell College in fulfilling our mission. They set forth what we believe, and they define how we conduct ourselves. At the core of these values is the student.