



Outcomes | Innovation | Improvement

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

2026 Annual Report Survey

General Information

1. Confirm college name:
2. Name of individual preparing report:
3. Phone number of person preparing report:
4. E-mail of person preparing report:

Hartnell College
Dr. Gayle Pitman
(831) 759-6087
gpitman@hartnell.edu

Enrollment Data: Unduplicated Headcount Enrollment

5. Total unduplicated headcount enrollment for last three years:

For the purposes of this report, unduplicated headcount is defined as the total number of students (credit and non-credit) enrolled at the end of the general enrollment period (also referred to as first census date). The academic year should include leading summer, fall, winter, and spring terms. If your institution calculates the academic year differently for the purposes of monitoring annual enrollment, you may respond using your local calculation and describe your method in Question 19.

2022-23: 13888 2023-24: 15143 2024-25: 15,797

- 5a. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	9.04 %	4.32 %

- 5b. If your institution experienced a one-year increase (or decrease) in enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

n/a

Enrollment Data: Degree-applicable Enrollment (Credit Courses Only)

6. Total unduplicated headcount enrollment in degree applicable credit courses for last three years:

2022-23: 13,327 2023-24: 14,543 2024-25: 15,262

- 6a. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	9.12 %	4.94 %

6b. Please list any individual degree-applicable credit program which has experienced an increase or decrease of 50% or more in the last year. (Enter N/A if this does not apply to your institution.)

n/a

7. Do you offer Distance Education?

Yes

No

If you answered no, skip to question 8.

7a. Total unduplicated headcount enrollment in distance education in last three years:

Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.

2022-23: 7,058

2023-24: 7,779

2024-25: 8,155

7b. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	10.22 %	4.83 %

7c. If your institution experienced a one-year increase (or decrease) in total distance education enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

N/A

7d. Total unduplicated degree-applicable headcount enrollment in distance education in last three years:

Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.

2022-23: 6,777

2023-24: 7,741

2024-25: 8,094

7e. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	14.22 %	4.56 %

7f. If your institution experienced a one-year increase (or decrease) in degree-applicable distance education enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

N/A

7g. % of all students that took at least one degree-applicable distance education course:

2022-23: 2023-24: 2024-25:

7h. % of all degree-applicable distance education courses offered online:

This is the ratio of degree applicable courses offered via distance education divided by the total number of degree applicable courses offered. This is not a count of sections. A course is counted in the numerator if there were any courses offered via distance education.

2022-23: 2023-24: 2024-25:

Enrollment Data: Correspondence Education

8. Do you offer Correspondence Education?

If you answered no, skip to question 9.

8a. Total unduplicated headcount enrollment in correspondence education in the last three years:

2022-23: 2023-24: 2024-25:

8b. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	13.36 %	-11.94 %

8c. If your institution experienced a one-year increase (or decrease) in correspondence education enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

N/A

Student Achievement Data

9a. Does your institution participate in Title IV funding?

**If yes, complete questions 9b – 9c. If no, skip to question 10a.*

9b. List the current Graduation Rate per the US Education Department College Scorecard.

The US Education Department College Scorecard can be accessed at <https://collegescorecard.ed.gov/>. Enter your institution's name in the search box to find the current graduation rate. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who graduated within 8 years of entering this school for the first time."

9c. List the current Transfer Rate per the US Education Department College Scorecard. ((add box))

The US Education Department College Scorecard can be accessed at <https://collegescorecard.ed.gov/>. After entering your institution's name in the search box to find the current graduation rate, scroll to the Graduation & Retention drop-down. After you expand the section, you will see the "% of students that transferred out. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who transferred to another institution within 8 years of entering this school for the first time."

10a. (Non Title IV institutions only) Please select the resource used by your college below for review of student achievement data.

- ☐ Student Achievement Measure (SAM)
- ☐ Voluntary Framework of Accountability (AACC)
- ☐ College established dashboard
- ☐ Other (please specify)

☒ N/A

10b. (Non Title IV institutions only) Please provide your most recent calculated the 6-year graduation rate. For example, the 2016-2017 first time student cohort (full time and part time) that completed an award at your institution by the end of the 2022-2023 academic year.

%

10c. (Non Title IV institutions only) Please provide your most recent calculated the 6-year transfer rate. For example, the 2016-2017 first time student cohort (full time and part time) that transferred to another institution and did not complete an award by the end of the 2022-2023 academic year.

%

11a. Please provide a link to the exact page on your institution's website that displays its most recent publication of disaggregated student achievement data:

ACCJC will include a link to this page in your institution's entry in the [ACCJC Directory of Accredited Institutions](#). This reporting and monitoring requirement supports ACCJC's recognition by the Council of Higher Education Accreditation (CHEA) and is aligned with ACCJC's Accreditation Standards 1.1, 1.3, 1.5, and 2.9.

<https://www.hartnell.edu/ipre/research/visualizationsdashboards.html>

11b. Please review and score your institution's website on the [Rubric for Effective Institutional Outcome Transparency](#).

Score: 6

Reflecting on your score above, describe how your college is supporting continual improvement and innovation in alignment with the ACCJC Standards and guidelines for data transparency on your institution's public website?

WILL BE ADDED LATER

Institution-Set Standards: Course Completion

For the purposes of this report, the successful course completion rate is calculated as the number of student completions with a grade of C or better divided by the number of students enrolled in the course. If your institution calculates successful course completion differently, you may respond using your local calculation and describe your methodology in Question 18.

	2022-23	2023-24	2024-25
12a. Institution-Set Standard (floor):	75%	76%	69%
12b. Stretch goal (aspirational):	91%	93%	84%

12c. Actual successful course completion rate:

73%	76%	74%
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Institution-Set Standards: Certificates

13. Do you offer Certificates for 16 or more units/credits?

Yes No

If you answered no, skip to question 14.

13a. Type of Institute-set standard for certificates:
(Please select one option from the menu)

- ☒ Number of certificates
- ☐ Percent of headcount
- ☐ Number-other
- ☐ Percent-other

If Number-other or Percent-other, please describe:

2022-23

2023-24

2024-25

13b. List your Institution-Set Standard (floor):

834

881

979

13c. List your stretch goal (aspirational):

1204

1257

1197

13d. List actual number or percentage of certificates:

829

902

1049

Institution-Set Standards: Associate Degrees

14. Type of Institute-set standard for associate degrees:
(Please select one option from the menu)

- ☒ Number of degrees
- ☐ Percent of headcount
- ☐ Number-other
- ☐ Percent-other

If Number-other or Percent-other, please describe:

2022-23

2023-24

2024-25

14a. List your Institution-Set Standard (floor) for associate degrees:

1195

1267

1334

14b. List your stretch goal (aspirational) for associate degrees:

1726

1830

1630

14c. List actual number or percentage of associate degrees:

1094

1262

1429

Institution-Set Standards: Baccalaureate Degrees

15. Does your college offer a baccalaureate degree?

Yes

No

If you answered no, skip to question 16.

15a. Type of Institute-set standard for baccalaureate degrees:
(Please select one option from the menu)

- ☐ Number of degrees
- ☐ Percent of headcount
- ☐ Number-other
- ☐ Percent-other

If Number-other or Percent-other, please describe:

Institution-Set Standards: Direct Assessment Programs

16. Does your college offer a Direct Assessment Program?

Yes

No

If you answered no, skip to question 17.

16a. Type of Institute-set standard for a Direct Assessment Program:
(Please select one option from the menu)

- ☐ Number of degrees
- ☐ Percent of headcount
- ☐ Number-other
- ☐ Percent-other

If Number-other or Percent-other, please describe:

Institution-Set Standards: Transfer

17. Does your college offer Transfer Programs?

Yes

No

If you answered no, skip to question 18.

17a. Type of Institute-set standard for transfers:
(Please select one option from the menu)

- ☒ Number of transfers
- ☐ Percent of headcount
- ☐ Number-other
- ☐ Percent-other

If Number-other or Percent-other, please describe:

	2022-23	2023-24	2024-25
17b. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	849	872	741
17c. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	1226	1260	905
17d. List actual number or percentage of students who transfer to a 4-year college/university:	848	853	1013

Institution-Set Standards: Licensure Examination Pass Rates

18. Does your college offer programs that require students pass a licensure or similar exam in order to work in the field?

Yes

No

If you answered no, skip to question 19.

18a. Examination pass rates for programs in which students are required to pass a licensure or other similar examination in order to work in their field of study:

Program	Exam Type (National, State, Other)	Institution- Set Standard (%)(Floor)	Stretch Goal (%)	2022-23 Pass Rate (%)	2023-24 Pass Rate (%)	2024-25 Pass Rate (%)
Registered Nursing	State	86	100	82.5	93.62	95
Vocational Nursing	State	80	100	100	100	88
Respiratory Care Practitioner	State	75	100	93.3	93.3	85.71

19. Does your college offer Career and Technical Education Programs?

Yes

No

If you answered no, skip to question 20.

19a. Job placement rates for students completing certificate programs and CTE (career-technical education) degrees for last three years available data:

For the purposes of the Annual Report, Job Placement Rate is defined as the percentage of students who are employed in the year following completion of a CTE (career-technical education) certificate or degree program. (This means that the denominator for the 2022-23 job placement rate will be the number of students who completed the program in 2021-22.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2021-22, you do not need to report a job placement rate for 2022-23. Report only those programs for which reliable data are available. If your institution has defined its job placement rate differently than what is described above, you may complete this question using your local definition – but please describe your definition and methodology in Question 19.

Program	Institution- Set Standard (%)(Floor)	Stretch (As pirational) Goal (%)	2022-23 Job Placement Rate (%)	2023-24 Job Placement Rate (%)	2024-25 Job Placement Rate (%)
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Sustainable Crop Management	88	100	87.5	100	70
Agriculture Business	90	100	100	100	66.67
Digital Arts	85	100	100	80	100
Computer Science and Info Systems-Computer Science Option	48	59	33.33	57.14	62.5
Advanced Automotive Technology	73	90	81.25	71.43	78.95
Respiratory Care	90	100	100	100	100
Nursing-Registered Nursing	85	100	88.24	92.86	100
Nursing-Vocational Nursing	86	100	96.3	88.46	79.17
Early Childhood Education	67	82	60	78.26	87.1
Administration of Justice	84	100	88.71	94.74	91.67

20. Please use the text box below to provide any comments or context regarding the data submitted in this report (optional, no word limit):

17d. The data reported for Transfer to In-State Private and Out-of-State in the Data Mart have been updated by the California Community Colleges Chancellor's Office. As a result, the total actual transfer numbers for 2022-23 and 2023-24 reflect these revisions. Therefore, the figures reported in last year's annual report differ from those presented in this year's report.

21. Reflecting on your Institution's student achievement(s), what efforts/initiatives/competencies have you found to be fundamental in supporting the recent successes you've observed/reported? Please describe any innovations and improvements along with a brief narrative of how it was achieved.

Hartnell College's recent student success gains reflect a sustained, institution-wide focus on equity, access, and student-centered redesign. Through the college's Strategic Enrollment Management Plan, Hartnell recovered from pandemic-related enrollment declines and achieved its highest annual FTES in institutional history by re-engaging stopped-out students, strengthening outreach, and improving onboarding and scheduling processes. At the same time, course success rates have steadily improved, reflecting continued investment in high-quality teaching, learning support, and data-informed improvement practices. The college has also intentionally centered completion, transfer, and post-graduation success within its strategic planning cycles, leading to increases in degrees, certificates, and transfer outcomes. Cross-functional initiatives such as Caring Panthers and Caring Campus helped strengthen a culture of care and belonging, beginning with classified professionals and extending across the institution. Innovation has been accelerated through national and regional partnerships. Work with Achieving the Dream and Swim Digital informed redesign efforts focused on the student experience, while participation in Aspen Institute's Unlocking Opportunity initiative strengthened the college's focus on economic mobility and living-wage outcomes. Our transfer partnerships with UC Santa Cruz and CSU Monterey Bay, and our work with the Bright Futures Educational Partnership has further expanded transfer pathways and regional alignment around student success.

22. What professional development can the Commission coordinate to support your Institution in achieving its student success goals within the next three-year cycle?

As higher education continues to evolve, Hartnell College would benefit from professional development opportunities that position accreditation not simply as a compliance process, but as a catalyst for institutional excellence, innovation, and continuous improvement. In particular, ACCJC could support colleges by highlighting high-impact practices and scalable student success strategies that have demonstrated measurable outcomes across the community college sector. Professional learning opportunities grounded in evidence-based research from organizations such as the Community College Research Center and the Aspen Institute College Excellence Program would be especially valuable. Topics such as guided pathways refinement, post-graduation success, workforce alignment, transfer redesign, equitable outcomes, and institutional culture change would help colleges strengthen both student achievement and long-term economic mobility. Hartnell would also welcome opportunities for ACCJC to facilitate deeper dialogue around how colleges can embed accreditation into ongoing institutional learning, planning, and decision-making processes rather than treating it as a periodic reporting exercise. Creating spaces for colleges to share promising practices, lessons learned, and innovations across institutions would further strengthen the field and support continuous improvement efforts statewide.

23. Please confirm you have reviewed your institution's program listing in the Accreditation Platform. In the box below, please select one of the following.

- ☒ I reviewed the program listings and all of my institution's programs are correctly listed
- ☐ I have found some errors and will be reaching out to ACCJC for next steps on updating