

General Information

Questions marked with an * are required.

1. Confirm college name: *

Hartnell College

2. Name of individual preparing report: *

Dr. Gayle Pitman

3. Phone number of person preparing report: *

(831) 759-6087

4. Email of person preparing report: *

gpitman@hartnell.edu

5. Confirm email *

gpitman@hartnell.edu

Enrollment Data: Unduplicated Headcount

For numerical fields, commas can be entered to delineate 1000s (e.g. 1,000,000).

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 20.

2022-2023 *

13888

2023-2024 *

15143

2024-2025 *

15,797

Enrollment Data: Unduplicated Headcount

5a. The table below shows an auto-calculation of year-to-year changes in unduplicated headcount for your institution based on the data entered on the previous page. If these data are incorrect, you may click the "back" button to revise.

	2022-2023	2023-2024	2024-2025
Reported Headcount:	13888	15143	15,797
% Change from Prior Year:		9.04%	4.32%

5b. If your institution experienced an 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:

2022-2023 *

13,327

2023-2024 *

14,543

2024-2025 *

15,262

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

6a. The table below shows an auto-calculation of year-to-year changes in degree-applicable enrollment for your institution based on the data entered on the previous page. If these data are incorrect, you may click the "back" button to revise.

	2022-2023	2023-2024	2024-2025
Reported Headcount:	13,327	14,543	15,262
% Change from Prior Year:		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.)

*Per federal regulations, ACCJC is responsible for monitoring for significant program growth (or decline) that may potentially impact an institution's ability to meet Accreditation Standards. ACCJC does not determine what constitutes a program for colleges. For the purposes of this report, you may define degree-applicable credit programs as appropriate for the context of your institution's unique mission. **

n/a

Enrollment Data: Distance Education

7. Do you offer Distance Education?

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. *

Yes No

Enrollment Data: Distance Education

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 offered 100% in the distance education modality 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.

2022-2023 *

7,058

2023-2024 *

7,779

2024-2025 *

8,155

Enrollment Data: Distance Education

7b. The table below shows an auto-calculation of year-to-year changes in distance education enrollment for your institution based on the data entered on the previous page. If these data are incorrect, you may click the "back" button to revise.

	2022-2023	2023-2024	2024-2025
Reported Headcount:	7,058	7,779	8,155
% Change from Prior Year		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

Enrollment Data: Distance Education

7d. Total unduplicated **degree-applicable** headcount enrollment in distance education in the 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 offered 100% in the distance education modality 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.

2022-2023 *

6,777

2023-2024 *

7,741

2024-2025 *

8,094

Enrollment Data: Distance Education

7e. The table below shows an auto-calculation of year-to-year changes in **degree-applicable** distant education for your institution based on the data entered on the previous page. If these data are incorrect, you may click the "back" button to revise.

	2022-2023	2023-2024	2024-2025
Reported Headcount:	6,777	7,741	8,094
% Change from Prior Year		14.22%	4.56%

7f. If your institution experienced a one-year increase (or decrease) in enrollment of more than 50% in **degree applicable** distance education courses 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:

2022-2023

50.9%

2023-2024

53.2%

2024-2025

53.0%

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.

2022-2023 *

37.0%

2023-2024 *

38.2%

2024-2025 *

39.0%

Enrollment Data: Correspondence Education

8. Do you offer Correspondence Education?

Correspondence education is defined as education in which (1) the institution provides instructional materials (and examinations on these materials), by mail or electronic transmission (including transmission via learning management system) to students who are separated from the instructor; and where (2) interaction between the instructor(s) and the student is limited, is not regular and substantive, and is primarily initiated by the student. Online courses or online portions of courses which primarily involve "paperwork" (e.g., reading textbook and other materials posted by the instructor, taking examinations, and submitting assignments) will fall within the definition of correspondence education rather than distance education. If the online portion of a class meets the definition of correspondence education, then even if the class also meets on site, it will be considered a correspondence education course for Title IV qualification purposes. Correspondence education is not considered distance education within the U.S. Department of Education definition (see question 7, above). *

Yes No

Enrollment Data: Correspondence Education

8a. Total unduplicated headcount enrollment in all types of Correspondence Education for last three years:

Correspondence education is defined as education in which (1) the institution provides instructional materials (and examinations on these materials), by mail or electronic transmission (including transmission via learning management system) to students who are separated from the instructor; and where (2) interaction between the instructor(s) and the student is limited, is not regular and substantive, and is primarily initiated by the student. Online courses or online portions of courses which primarily involve "paperwork" (e.g., reading textbook and other materials posted by the instructor, taking examinations, and submitting assignments) will fall within the definition of correspondence education rather than distance education. If the online portion of a class meets the definition of correspondence education, then even if the class also meets on site, it will be considered a correspondence education course for Title IV qualification purposes. Correspondence education is not considered distance education within the U.S. Department of Education definition (see question 7, above).

2022-2023 *

554

2023-2024 *

628

2024-2025 *

553

Enrollment Data: Correspondence Education

8b. The table below shows an auto-calculation of year-to-year changes in correspondence education enrollment for your institution based on the data entered on the previous page. If these data are incorrect, you may click the "back" button to revise.

	2022-2023	2023-2024	2024-2025
Reported Headcount:	554	628	553
% Change from Prior Year		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 and Transparency

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

- Yes
 No

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.

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, click on View School and 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 (AACCC)
 College established dashboard
 Other (please specify)*
 N/A

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. *

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

Score *

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? (100 words) *

Words used: 4 out of 100.

Institutional-Set Standards: Course Completion

12. Course Completion Rates

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. *

	2022-2023	2023-2024	2024-2025
12a. List your Institutional-Set Standard (floor) for successful student course completion rate:	75%	76%	69%
12b. List your stretch goal (aspirational) for successful student course completion rate:	91%	93%	84%
12c. List the actual successful student course completion rate:	73%	76%	74%

Institutional-Set Standards: Certificate Completion

13. Does your college offer Certificates for 16 or more units/credits?

For the purposes of the Annual Report, report only certificate awards for 16 or more units. *

Yes No

Institutional-Set Standards: Certificate Completion

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

- Number of certificates
- Percent of headcount
- Number-other
- Percent-other

13. Certificates *

For purposes of this report, report only those certificates which are awarded with 16 or more units.

	2022-2023	2023-2024	2024-2025
13a. List your Institutional-Set Standard (floor) for certificates:	834	881	979
13b. List your stretch goal (aspirational) for certificates:	1204	1257	1197
13c. List actual number or percentage of certificates:	829	902	1049

Institutional-Set Standards: Associate Degree Completion

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

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

14. Associate Degree (A.A./A.S.) *

	2022-2023	2023-2024	2024-2025
14a. List your Institutional-Set Standard (floor) for degrees:	1195	1267	1334
14b. List your stretch goal (aspirational) for degrees:	1726	1830	1630
14c. List actual number or percentage of degrees:	1094	1262	1429

Institutional-Set Standards: Baccalaureate Degree Completion

15. Does your college offer a Bachelor's Degree (B.A./B.S.)? *

- Yes
- No

Institutional-Set Standards: Direct Assessment Programs

16. Does your college offer a Direct Assessment Program? (*Direct Assessment is a form of Competency Based Education as discussed in ACCJC's [Policy on Competency Based Education](#). ACCJC has included this section in the Annual Report Survey in anticipation of colleges seeking to implement Competency Based Education programs using the Direct Assessment approach and will be required to report this data upon the delivery of their programs to students.*) *

- Yes
- No

Institutional-Set Standards: Transfer

17. Does your college offer Transfer Programs?

- Yes
- No

Institutional-Set Standards: Transfer

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

17. Transfer *

	2022-2023	2023-2024	2024-2025
17a. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	849	872	741
17b. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	1226	1260	905
17c. List actual number or percentage of students who transfer to a 4-year college/university:	848	853	1013

Institutional-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

Institutional-Set Standards: Licensure Examination Pass Rates

Report only those programs for which a license or other similar examination is required before students can qualify for employment in their chosen field of study, and where there were at least 10 students who completed the program in the designated year. *

- Our institution has programs that meet these conditions.
- Our institution has no programs that meet these conditions.

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 *

Registered Nursing

Exam
(National,
State, Other) *

State

Institution-Set
Standard (Floor) *

86 %

Stretch
(Aspirational) Goal *

100 %

2022-2023 Pass
Rate *

82.5 %

2023-2024 Pass
Rate *

93.62 %

2024-2025 Pass
Rate *

95 %

Program *

Vocational Nursing

Exam
(National,
State, Other) *

State

Institution-Set
Standard (Floor) *

80 %

Stretch
(Aspirational) Goal *

100 %

2022-2023 Pass
Rate *

100 %

2023-2024 Pass
Rate *

100 %

2024-2025 Pass
Rate *

88 %

Program *

Respiratory Care Practiti

Exam
(National,
State, Other) *

State

Institution-Set
Standard (Floor) *

75 %

Stretch
(Aspirational) Goal *

100 %

2022-2023 Pass
Rate *

93.3 %

2023-2024 Pass
Rate *

93.3 %

2024-2025 Pass
Rate *

85.71 %

Institutional-Set Standards: Job placement rates

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

- Yes
- No

Institutional-Set Standards: Job placement rates

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 2023-2024 job placement rate will be the number of students who completed the program in 2022-2023.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2022-2023, you do not need to report a job placement rate for 2023-2024. 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 provided that you describe this definition in Question 20. *

- Our institution has programs that meet these conditions.
- Our institution has no programs that meet these conditions.

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

Program *

Sustainable Crop Manag

Institution-Set Standard (Floor) *	Stretch (Aspirational) Goal *	2022-2023 Job Placement Rate *	2023-2024 Job Placement Rate *	2024-2025 Job Placement Rate *
88 %	100 %	87.5 %	100 %	70 %

Program *

Agriculture Business

Institution-Set Standard (Floor) *	Stretch (Aspirational) Goal *	2022-2023 Job Placement Rate *	2023-2024 Job Placement Rate *	2024-2025 Job Placement Rate *
90 %	100 %	100 %	100 %	66.67 %

[Remove a program](#)

Program *

Digital Arts

Institution-Set
Standard (Floor) *

85 %

Stretch
(Aspirational) Goal *

100 %

2022-2023 Job
Placement Rate *

100 %

2023-2024 Job
Placement Rate *

80 %

2024-2025 Job
Placement Rate *

100 %

[Remove a program](#)

Program *

Computer Science and I

Institution-Set
Standard (Floor) *

48 %

Stretch
(Aspirational) Goal *

59 %

2022-2023 Job
Placement Rate *

33.33 %

2023-2024 Job
Placement Rate *

57.14 %

2024-2025 Job
Placement Rate *

62.5 %

[Remove a program](#)

Program *

Advanced Automotive T

Institution-Set
Standard (Floor) *

73 %

Stretch
(Aspirational) Goal *

90 %

2022-2023 Job
Placement Rate *

81.25 %

2023-2024 Job
Placement Rate *

71.43 %

2024-2025 Job
Placement Rate *

78.95 %

[Remove a program](#)

Program *

Respiratory Care

Institution-Set
Standard (Floor) *

90 %

Stretch
(Aspirational) Goal *

100 %

2022-2023 Job
Placement Rate *

100 %

2023-2024 Job
Placement Rate *

100 %

2024-2025 Job
Placement Rate *

100 %

[Remove a program](#)

Program *

Nursing-Registered Nur:

Institution-Set
Standard (Floor) *

85 %

Stretch
(Aspirational) Goal *

100 %

2022-2023 Job
Placement Rate *

88.24 %

2023-2024 Job
Placement Rate *

92.86 %

2024-2025 Job
Placement Rate *

100 %

[Remove a program](#)

Program *

Nursing-Vocational Nurs

Institution-Set
Standard (Floor) *

86 %

Stretch
(Aspirational) Goal *

100 %

2022-2023 Job
Placement Rate *

96.3 %

2023-2024 Job
Placement Rate *

88.46 %

2024-2025 Job
Placement Rate *

79.17 %

[Remove a program](#)

Program *

Early Childhood Educati

Institution-Set
Standard (Floor) *

67 %

Stretch
(Aspirational) Goal *

82 %

2022-2023 Job
Placement Rate *

60 %

2023-2024 Job
Placement Rate *

78.26 %

2024-2025 Job
Placement Rate *

87.1 %

[Remove a program](#)

Program *

Early Childhood Educati

Institution-Set
Standard (Floor) *

67 %

Stretch
(Aspirational) Goal *

82 %

2022-2023 Job
Placement Rate *

60 %

2023-2024 Job
Placement Rate *

78.26 %

2024-2025 Job
Placement Rate *

87.1 %

[Remove a program](#)

Program *

Administration of Justice

Institution-Set
Standard (Floor) *

84 %

Stretch
(Aspirational) Goal *

100 %

2022-2023 Job
Placement Rate *

88.71 %

2023-2024 Job
Placement Rate *

94.74 %

2024-2025 Job
Placement Rate *

91.67 %

Additional Comments

20. Please use this text box 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.

In this Annual Report, ACCJC seeks to gain additional insights from our member institutions. Regarding student achievement data, these questions seek to learn more about how colleges are advancing student achievement, challenges faced, and support needed.

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. (max 200 words)

WILL BE ADDED LATER

Words used: 4 out of 200.

22. What professional development can the Commission coordinate to support your Institution in achieving its student success goals within the next three-year cycle? (max 200 words)

WILL BE ADDED LATER

Words used: 4 out of 200.

▲ This question is required

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