



HARTNELL COLLEGE

**Institutional Self-Evaluation Report
in Support of an Application for
Reaffirmation of Accreditation**

Submitted by

**Hartnell College
411 Central Avenue
Salinas, CA 93901**

to

Accrediting Commission for Community and Junior Colleges

August 1, 2026

Certification

To: Accrediting Commission for Community and Junior Colleges

From: Michael Gutierrez, Superintendent/President
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This Institutional Self-Evaluation Report is submitted to ACCJC in support of an Application for Reaffirmation of Accreditation. The Institutional Self-Evaluation Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

Signatures:

[Chief Executive Officer of Multi-College District, if applicable]

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Michael Gutierrez, Superintendent/President

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[Date]

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Forward to the Institutional Self-Evaluation Report

This Institutional Self-Evaluation reflects a comprehensive, participatory, and evidence-informed examination of Hartnell College's effectiveness in fulfilling its mission and meeting the Accreditation Standards of the Accrediting Commission for Community and Junior Colleges (ACCJC). Conducted over multiple years and informed by broad engagement across faculty, staff, administrators, students, and governing board members, the self-evaluation process served not only as a compliance exercise, but as an opportunity for institutional learning, alignment, and continuous improvement.

Several high-level themes emerged consistently across the self-evaluation.

First, the college demonstrated strong institutional alignment and coherence among its mission, strategic priorities, governance structures, and resource allocation processes. The self-evaluation confirmed that Hartnell College has developed integrated planning and evaluation cycles that connect student learning outcomes, program review, equity inquiry, and fiscal decision-making. These systems support data-informed dialogue and shared responsibility for institutional effectiveness, and they have been strengthened over time through deliberate refinements to governance processes, clearer roles and expectations, and increased transparency.

Second, the college identified significant strengths in its commitment to equity, student success, and continuous improvement. Across instructional and student support areas, the institution has invested in practices designed to improve outcomes for disproportionately impacted students, guided by disaggregated data and equity-minded inquiry. The self-evaluation process affirmed that equity considerations are embedded in planning, professional development, and decision-making, and that the institution has developed structures to support ongoing reflection on student outcomes, teaching effectiveness, and the student experience. In alignment with its mission, the institution is also deeply focused on the post-graduation success of our students. This includes timely completion, seamless transfer, and securing livable-wage jobs in the region.

Third, the self-evaluation highlighted effective leadership and governance practices, including a governing board that acts through policy, maintains a focus on institutional quality and fiscal stability, and supports the college's mission and strategic direction. The roles of the governing board, chief executive officer, and constituent groups are well defined, and participatory governance processes provide meaningful opportunities for input while supporting timely decision-making. The institution evaluates the effectiveness of governance and decision-making processes, and, as evidenced by the recent governance redesign, makes changes to support continuous improvement.

The self-evaluation also identified opportunities to strengthen operational efficiency, consistency, and sustainability across the institution. While the college has developed effective planning, governance, and decision-making structures, the self-reflection revealed that some operational processes have evolved through informal workarounds rather than standardized, well-documented procedures. In several areas, processes rely heavily on individual expertise, creating vulnerabilities when staffing changes occur and limiting the institution's ability to ensure continuity, scalability, and consistent implementation.

Additionally, the college recognized that the effectiveness of some operational processes is constrained by legacy technology systems that lack the foundational capacity to fully support current institutional needs. These limitations have contributed to inefficiencies, duplicative work, and variability in process execution across departments.

In response, Hartnell College has initiated focused efforts to strengthen operational effectiveness and resilience, including partnering with Swim Digital to document and implement standard operating procedures and aligning this work with Strategic Planning Goal #3, *Maximize Operational Efficiency and Effectiveness*. These efforts reflect the institution's commitment to continuous improvement, risk mitigation, and the development of sustainable systems that support both employee effectiveness and student success.

Overall, the self-evaluation affirmed that Hartnell College meets the Accreditation Standards and Eligibility Requirements, while also providing a clear roadmap for ongoing institutional learning and improvement. The process reinforced the college's understanding that accreditation is not a periodic event, but an ongoing commitment to reflection, accountability, and student-centered excellence. The findings of this self-evaluation will continue to inform the college's planning, evaluation, and improvement efforts as it advances its mission of advancing social and economic justice through the transformative power of education.

A. Introduction: Institutional Context

Hartnell College is a public, comprehensive community college located in Salinas, California, serving as a primary gateway to higher education, workforce preparation, and social and economic mobility for residents across the Salinas Valley and greater Monterey County. Guided by its mission to advance social and economic justice through the transformative power of education, the College plays a critical role in a region characterized by cultural richness, linguistic diversity, and deep community ties, alongside persistent inequities in educational attainment and economic opportunity. Hartnell's students reflect the strengths and realities of the communities it serves: many are the first in their families to attend college, many balance work and family responsibilities, and many navigate barriers related to language, income, housing insecurity, and transportation. Within this context, Hartnell's commitment to equity, student success, and continuous improvement is both mission-driven and essential to community vibrancy.

Hartnell College was established in 1920 and has evolved over time to meet the changing needs of the Salinas Valley. From its earliest roots as a local educational institution serving the city of Salinas and surrounding agricultural communities, the College has expanded its academic and workforce offerings, strengthened transfer pathways, and developed programs responsive to the region's economic base and emerging industries. Hartnell College has also expanded its geographic reach and now has five campus sites – a Main Campus in west Salinas, an Alisal Campus in east Salinas, and full-service education centers in King City, Soledad and Castroville. The Main Campus is 12 minutes driving time to the Alisal Campus, 15 minutes to the Castroville center, 30 minutes to the Soledad Education Center and 50 minutes to the King City Education Center. Over the decades, Hartnell has built a reputation for being a community-centered institution that not only provides instruction, but also serves as a hub for civic life, cultural recognition, and opportunity-building.

Hartnell College is considered to be the hub of the Salinas Valley community, actively promoting community vibrancy in the region. Hartnell's visual and performing arts programs includes a theatre arts company called The Western Stage, which is consistently among the most respected arts institutions on the Central Coast. Its programming is both traditional and experimental, including world premieres of works by contemporary Latino playwrights. Hartnell theatre arts faculty partner with the Alisal Center for the Fine Arts to engage and encourage area youth in their artistic pursuits. The College hosts a student-community orchestra and chorus, and the Hartnell Gallery regularly presents exhibitions of painting, sculpture and photography. Additionally, the College's athletic programs have consistently ranked among the top in California, with championship titles, nationally recognized teams, and student-athletes transferring to four-year universities on scholarships. Our teams across football, cross country, track & field, baseball, softball, men's and women's soccer, and swimming & diving continue to compete at the highest levels of the California Community College system. Lastly, the College hosts a range of community events in partnership with community organizations, including Juneteenth, the STEAM Family Science Day, and a Community Day Car Show at the Alisal campus.

As the region has experienced significant demographic change and the number of Hispanic/Latino residents has grown, Hartnell has increasingly centered culturally responsive practices, bilingual services, and equity-focused student supports. The College's identity as a Hispanic-Serving Institution (HSI) reflects both the demographics of its student population and its responsibility to design systems that produce equitable outcomes.

Hartnell College has served as a Hispanic-Serving Institution (HSI) for more than 25 years, securing the federal designation in 2000. This milestone reflects both the demographics of the region and the College’s enduring responsibility to design programs, services, and institutional practices that advance equitable outcomes. Hartnell’s HSI identity is grounded in the communities it serves and the demographic shifts that have shaped both the College and the Salinas Valley over time. When Hartnell first became an HSI in 2000, 48% of its students identified as Hispanic/Latino, while approximately 64% of the Salinas Valley population did. By 2025, 83% of Hartnell students identified as Hispanic/Latino, closely mirroring a Salinas Valley population that is now over 80% Latino. Our service area includes a large population for whom Spanish is the primary language, a substantial number of resident and migrant farmworkers, and a growing community of Indigenous Mexican residents, particularly from southern Mexico (including Oaxaca), who speak Mixtec, Zapotec, and other Indigenous languages.

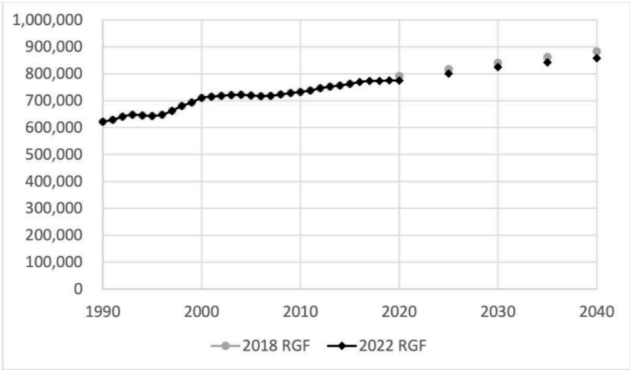
Table 1: Hartnell College Service Area Population, 2023 Environmental Scan

KEY FINDINGS - EXTERNAL SCAN  **HARTNELLCOLLEGE**

POPULATION

- The population of Monterey County has been steadily growing since the 1990s, and is projected to continue to grow through 2040. ([2022 Regional Growth Forecasts](#), Association of Monterey Bay Area Governments, June 2022)
- All communities in Hartnell’s service area have a majority of Latino/a residents, with 79.8% in Salinas, 84.1% in Castroville, 76.4% in Soledad, and 87.1% in King City. Prunedale has the lowest percentage of Latino/a residents (52%) within Hartnell’s service area. ([US Census Bureau QuickFacts](#))
- Spanish is the primary language in the majority of communities in Hartnell’s district. The highest percentages of Spanish-speaking residents are in the communities of Chualar (87.7%), King City (77.9%), Castroville (78.5%), and Salinas (73.4%). In the Salinas metropolitan area, 36.4% of residents reported speaking English “less than very well.” ([American Community Survey 1-year estimates, Selected Social Characteristics in the United States, 2021](#))

2022 Regional Growth Forecast, Monterey County



Source: 2022 Regional Growth Forecasts, Association of Monterey Bay Area Governments, June 2022.

Hartnell serves a predominantly agricultural region that is globally significant in food production and deeply rooted in immigrant and working-class communities. Agriculture remains the area’s largest industry and shapes the region’s economic structure, labor market, and seasonal patterns of employment. At the same time, Monterey County has seen growth in healthcare, education, public service, and technology-adjacent sectors, creating both new opportunity and urgency for workforce diversification and upward mobility. The region includes families with long-standing generational ties as well as newer immigrant communities, and it is characterized by high rates of bilingualism and bicultural identity.

Despite the region’s many strengths, the Salinas Valley faces persistent disparities. Many communities

experience high poverty rates (Table 2), limited access to affordable housing, and lower rates of bachelor’s degree attainment (Table 3) compared with state averages. These realities directly influence students’ pathways into and through college, especially for those balancing employment, caregiving, and transportation challenges. Moreover, among mid-sized metropolitan areas in the U.S., Salinas has the largest minority and non-minority (non-Hispanic white) full-time workers (Table 4).

Table 2: Cost of Living and Living Wage, 2023 Environmental Scan

KEY FINDINGS - EXTERNAL SCAN 

COST OF LIVING AND LIVING WAGE

- Poverty rates vary across Hartnell district locations: Soledad has the highest percentage of persons in poverty at 20.1%, while the percentages in Castroville (17.5%), King City (16.8%), and Salinas (14.35) are progressively lower, yet much higher than Monterey County overall (12.1%) and the U.S. (11.6%). (US Census Bureau Quickfacts, 2017-2021)
- In the Salinas metropolitan area, there is a significant disparity between the minimum wage and the living wage, largely depending on the number of children in the household. One working adult with no children in the Salinas metropolitan area would have a poverty wage at \$6.53, a minimum wage at \$15.50, and a living wage at \$22.02, whereas with three children these wages would be \$13.34, \$15.50, and \$72.83, respectively. (Glasmeier, Amy K. Living Wage Calculator, 2023. Massachusetts Institute of Technology, <https://livingwage.mit.edu>)

Living Wage Calculation for Salinas, California

	1 ADULT				2 ADULTS (1 WORKING)				2 ADULTS (BOTH WORKING)			
	0 children	1 child	2 children	3 children	0 children	1 child	2 children	3 children	0 children	1 child	2 children	3 children
Living Wage	\$22.02	\$41.73	\$53.38	\$72.83	\$32.24	\$39.80	\$44.76	\$52.70	\$15.83	\$22.99	\$28.64	\$36.20
Poverty Wage	\$6.53	\$8.80	\$11.07	\$13.34	\$8.80	\$11.07	\$13.34	\$15.61	\$4.40	\$5.54	\$6.67	\$7.81
Minimum Wage	\$15.50	\$15.50	\$15.50	\$15.50	\$15.50	\$15.50	\$15.50	\$15.50	\$15.50	\$15.50	\$15.50	\$15.50

Source: Glasmeier, Amy K. Living Wage Calculator, 2023. Massachusetts Institute of Technology, <https://livingwage.mit.edu>

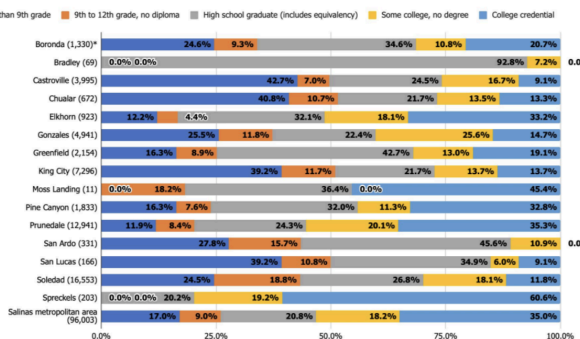
Table 3: Educational Attainment Rates, Hartnell College Service Area, 2023 Environmental Scan

KEY FINDINGS - EXTERNAL SCAN 

EDUCATIONAL ATTAINMENT

- Among cities and CDPs with more than 500 residents over the age of 25, the communities of Castroville, Chualar, and King City have the highest percentages without a high school diploma (42.7%, 40.8%, and 39.2%, respectively).
- Over 20% of residents 25 and older in the cities of Gonzales and Prunedale have some college but no degree (25.6% and 20.1%, respectively). In the city of Salinas, 18.2% of adults over 25 have some college but no degree.
- Rates of baccalaureate degree attainment are significantly lower in the cities and CDPs of Castroville (5.2%), King City (8.8%), and Soledad (5.2%), compared to Salinas (15.7%). ([US Census Bureau QuickFacts](#))

Educational Attainment, Hartnell College Service Area



Source: American Community Survey 1-year estimates, Educational Attainment, 2021. *Numbers in parentheses are the total number of residents 25 and older.

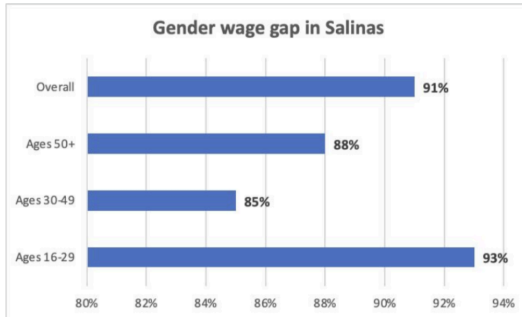
Table 4: Income Disparities, 2023 Environmental Scan

KEY FINDINGS - EXTERNAL SCAN

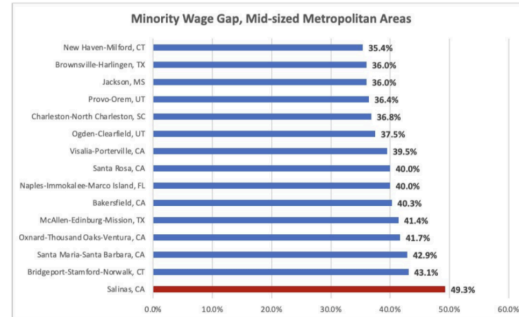


HOUSEHOLD CHARACTERISTICS AND INCOME DISPARITIES

- Women aged 50 and above earned 88% of what men their age earned; women from 30-49 earned 85% of what men earned; and women in the 16-29 age bracket earned 93% of men, thereby representing the smallest age-based gender gap in pay. ([Wage gap calculator](#), Pew Research)
- Among mid-sized metropolitan areas in the U.S., Salinas has the largest wage gap (49.3%) between minority and non-minority (non-Hispanic white) full-time workers. (American Community Survey, US Census Bureau, 2021).



Source: [Wage gap calculator](#), Pew Research Center



Source: American Community Survey, US Census Bureau, 2021)

For Hartnell, “student success” is therefore inseparable from community conditions. The College’s equity commitments are grounded in the understanding that education is one of the most powerful levers for disrupting intergenerational poverty and expanding living-wage opportunity.

Hartnell enrolls a student population that mirrors the diversity and lived realities of the Salinas Valley. In addition to our large Hispanic/Latino student population, the College serves a substantial proportion of first-generation students, part-time students, and adult learners, and many students balance college with work and family responsibilities.

The institution offers a broad range of programs aligned with transfer, career education, basic skills, and lifelong learning. In addition to degrees and certificates, Hartnell provides key student support services intended to strengthen persistence and completion, including counseling, tutoring, financial aid support, transfer preparation, and targeted equity programs. Recognizing that many students face barriers beyond academics, the College also partners with community organizations and agencies to connect students to resources related to food and housing security, mental health, and legal support.

Hartnell’s students pursue a wide range of goals: some aim to transfer to four-year institutions, others seek career advancement or reskilling, and many seek both a pathway to immediate employment alongside longer-term educational aspirations. The College’s mission-aligned focus on post-graduation success brings these goals together: Hartnell strives to support students in completing credentials in a timely manner, transferring seamlessly when that is their goal, and attaining living-wage outcomes after graduation.

(INTERNAL DATA - TO BE ADDED AFTER END OF SPRING 2026 TERM)

- Headcount/FTES trends since the last review
- Race/ethnicity, age, first-generation status
- Part-time vs. full-time enrollment
- Financial aid indicators (Pell eligibility, etc.)
- Outcomes: retention, completion, transfer, licensure, employment/living wage where available

Hartnell's mission is operationalized through institutional priorities that center student success and equity. The College uses disaggregated data to identify equity gaps, inform improvements, and evaluate the effectiveness of programs and services. Equity considerations are embedded in planning processes, resource allocation, professional development, and decision-making structures. This approach reflects an institutional understanding that excellence and equity are inseparable, and that continuous improvement must be grounded in evidence, reflection, and accountability.

In recent years, the College has strengthened structures for planning and assessment, with an emphasis on creating coherent, student-centered systems rather than fragmented supports. This includes efforts to align instructional programs, student services, and institutional effectiveness functions around shared student success outcomes, especially those related to completion, transfer, job placement, career mobility, and living-wage attainment. Hartnell is also attentive to the student experience from outreach through the first day of class and beyond, including the clarity of onboarding pathways, the accessibility of services, and the cultural responsiveness of learning environments.

Since the last comprehensive review, Hartnell has experienced several major developments that have shaped its institutional trajectory and strengthened its focus on equity, student success, and institutional effectiveness. Following the retirement of Superintendent/President Willard Lewallen in 2019, the District experienced notable executive leadership turnover, with five presidents over nearly four years (including permanent, interim, and acting appointments). In July 2022, Superintendent/President Michael Gutierrez began his tenure and restored leadership stability, enabling more consistent strategic direction, clearer institutional alignment, and sustained momentum in continuous improvement work.

In October 2022, shortly after President Gutierrez's arrival, the District experienced a ransomware attack that compromised the institution's data warehouse, multiple technology tools, and numerous institutional documents. While the disruption was significant and deeply felt across the organization, it also created an opportunity to rebuild foundational infrastructure. The District has undertaken an ongoing effort to strengthen data governance, modernize technology systems, restore institutional records, and rebuild analytic capacity to support planning, evaluation, and evidence-based decision-making. This work has reinforced the importance of reliable data systems, consistent institutional processes, and stable leadership as prerequisites for sustained improvement and for the institution's ability to evaluate effectiveness using evidence.

Building on this renewed foundation, Hartnell joined the Achieving the Dream (ATD) network in 2023, using the opportunity to advance and implement a student success agenda at scale. Through ATD, the institution has strengthened cross-functional collaboration, sharpened its focus on equitable outcomes, and deepened the culture of inquiry and continuous improvement. Since the institution's last accreditation review, the Hartnell College Foundation raised in aggregate more than \$71 million through grants and philanthropic donations, providing resources to expand direct student support, build institutional capacity, and incubate

new educational programs aligned with student aspirations, strategic priorities, and regional workforce needs.

Hartnell has also strengthened its role as a regional partner in long-term educational and economic mobility. In 2024, the Hartnell College Foundation became the anchor institution for Monterey County's cradle-to-career work by bringing the Bright Futures Educational Partnership to Hartnell as the backbone organization, further aligning education, workforce, and community partners around shared goals for educational attainment. In addition, the Hartnell College Foundation secured the facility at One Main Street to expand its presence in downtown Salinas and to create business, training, and entrepreneurial opportunities that support workforce development and broaden community access.

Collectively, these developments reflect an institution that has navigated significant disruption while strengthening the conditions necessary for sustained, equity-centered improvement. Specifically, the institution has engaged in stabilizing leadership, rebuilding core infrastructure, leveraging networks and resources to accelerate student success, and expanding its role as a community anchor in the Salinas Valley.

Hartnell College operates within a complex regional context that makes its mission both urgent and deeply meaningful. As a community-centered institution serving the Salinas Valley, Hartnell is committed to advancing social and economic justice, and ensuring that students leave the College prepared to transfer, complete credentials efficiently, and secure living-wage opportunities. The institution's recent initiatives reflect a sustained focus on improving the student experience and outcomes while strengthening internal capacity for effective, consistent, and sustainable operations. This self-evaluation is grounded in that context and in the College's ongoing commitment to reflection, learning, and institutional growth.

A. Institutional Self-Evaluation of Alignment with Accreditation Standards

Standard 1: Institutional Mission and Effectiveness

The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

- 1.1. The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring equitable educational opportunities and outcomes for all students. (ER 6)**

The mission of California community colleges is legislated per California Educational Code §66010.4. At Hartnell College, our mission, vision, and values reflect the essence of our region's history, culture, and economy, and embodies the purpose and identity of the populations we serve.

Since 2000, Hartnell College has proudly held the designation of a [Hispanic-Serving Institution \(HSI\)](#) by the U.S. Department of Education, with a student body that is 83% Latinx, 52% female, and 65% first generation ([Evidence: CCCCCO Datamart 2023-2024](#)). Additionally, 40% of students are non-native English speakers, and 94% are low income and receive financial aid ([Evidence: Hartnell College IPEDS Financial Aid data, 2023-2024](#)). This data closely aligns with the demographics of the College's service area, which is 76% Latinx with Spanish as the primary language spoken. The region faces higher poverty rates and lower baccalaureate degree attainment among adults aged 25 or older, compared to state and national averages. Only about 35% of Salinas residents over the age of 25 have a college degree or credential; that percentage goes down to below 10% in some of our rural and outlying communities. People living in rural areas, particularly in South Monterey County, also experience limited access to technology and reliable internet, with data indicating a strong correlation between income level and access to digital resources ([Evidence: Hartnell College Environmental Scan](#)).

At Hartnell College, our [mission](#) states, "We advance social and economic justice through the transformative power of education." We know that post-secondary education is the lever that can propel the economic and social mobility of our community, and we understand how critical it is for us to reverse these educational and economic inequities. Our commitment is to provide high-value baccalaureate degrees, associate degrees, certificates, and transfer opportunities for our students, so they can achieve their career and academic goals, contribute to the economic and social vibrancy of our community, and become the leaders and changemakers of tomorrow.

Our current mission, vision, and values underwent a significant revision during the 2023-2024 academic year, and were approved by the [HCCD Board of Trustees on January 7, 2025](#). In the Fall of 2024, the College engaged in dialogue using its environmental scan data and disaggregated student success data, and offered suggestions on revamping the Mission, Vision, and Core Values. The collegial process, which is codified in our board policies and administrative procedures ([BP 3250](#) and [AP 3250](#)), involved meaningful engagement with a variety of college stakeholders, including classified staff, faculty, administrators, and our Board of Trustees, and included [surveys](#), [presentations](#), [college forums](#), and [Board of Trustees presentations](#). What makes Hartnell's new vision statement stand out is that it is not simply written about our community; it is written *by* our community. Every word was drawn from what students and employees said in their own voices, collected through surveys, listening sessions, and campus dialogues. The collaborative and authentic process we used and the final

product that emerged is deeply aligned with ACCJC’s values around participatory governance, inclusion, and mission-driven authenticity.

1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.

Hartnell College establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes through a unified strategic framework that serves as the umbrella for all institutional planning and decision-making. Established policies and strategies outline the processes for the development, review, and assessment of institutional goals ([Evidence: BP 3225, AP 3225](#)). The [Hartnell College Strategic Plan \(2025–2028\)](#) articulates the institution’s long-term vision and measurable goals, grounded in the College’s Mission, Vision, and Values and informed by environmental scan data, longitudinal student outcomes, and extensive stakeholder engagement.

The College activates its strategic goals through its ONE Hartnell framework, which serves as the organizing structure and theory of change for aligning and integrating all institutional change efforts. ONE Hartnell connects the College’s participation in major national and regional initiatives, such as Achieving the Dream, Aspen Unlocking Opportunity, student onboarding reforms and change management strategies with the support of Swim Digital Group, and Caring Panthers, into a cohesive, campuswide movement focused on improving the student experience from connection through completion, post-graduation success, and community vibrancy ([Evidence: ONE Hartnell placemat](#)). This integrative framework ensures that innovation is not siloed within individual projects but woven together into a shared institutional agenda for equity and excellence.

Each goal in the Strategic Plan includes measurable Key Performance Indicators (KPIs) that align directly with the ACCJC Annual Report metrics, promoting transparency and accountability in assessing progress ([Evidence: Strategic Plan](#)). The goals within each of the College’s institutional plans, including the [Strategic Enrollment Management Plan](#), [Distance Education Plan](#), and [Student Equity Plan](#), are intentionally aligned with the Strategic Plan goals to ensure coherence, eliminate redundancy, and strengthen the link between planning, resource allocation, and outcomes assessment. This alignment allows all units and initiatives to operate from a common set of goals and metrics that support student access, learning, and achievement.

The development of the 2025–2028 Strategic Plan, KPIs, and targets was guided by a participatory and evidence-informed process. The Hartnell College Council led the effort, coordinating input from governance groups, academic and service divisions, and community partners through open forums and surveys ([Evidence: SWOT analysis, Get Connected: Strategic Plan Goals and College Values](#)). Data from the Office of Institutional Equity, Effectiveness, and Success (IEES), including data dashboards, PPA trends, and outcomes from the 2019-2024 Strategic Plan, were used to identify opportunity gaps and to shape goals that are both ambitious and achievable ([Evidence: Strategic Plan Scorecard, Board presentation - Strategic Plan 2019-2024 outcomes, Achieving the Dream ICAT summary report](#)). Strategic plan goals and KPIs were approved by Hartnell College Council and formally adopted by the Board of Trustees ([Evidence: Hartnell College Council minutes 5-10-2024, Hartnell College Council minutes 10-11-2024, Board of Trustees minutes 1-7-2025](#)).

1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)

Hartnell College ensures institutional accountability through a systematic cycle of inquiry, planning, action, and evaluation. Disaggregated student outcome data are reviewed at multiple levels of the institution to assess progress toward mission-aligned goals and inform decisions that promote continuous improvement and innovation. The college integrates data into all major planning and decision-making processes, ensuring that policies, budget allocations, and program development align with its mission and Strategic Plan.

In October 2022, the College experienced a ransomware attack that resulted in the loss of its data warehouse, data tools and dashboards, and a significant number of documents evidencing prior institutional work (Evidence: [Notice of Data Security Breach](#)). While the impact was substantial, the College responded by treating the disruption as an opportunity to strengthen its capacity for accountability, analysis, and continuous improvement. Rather than simply restoring prior systems, Hartnell undertook a comprehensive rebuild of its data ecosystem, coupled with the intentional development of improved data governance structures and processes to enhance data integrity, security, and reliability. As of this writing, the College has rebuilt our data warehouse, reestablished a robust suite of data dashboards to support disaggregated analysis and decision-making, advanced a formal data governance program, and increased college-wide engagement with and literacy around the use of data (Evidence: [Summary of Cyberattack Recovery](#), [Data Stewards Guide](#), [Hartnell College's Path to Effective Data Governance](#)). These efforts reinforce the institution's commitment to holding itself accountable for achieving its mission and goals through transparent, reliable, and meaningful use of data to inform planning, evaluation, and innovation. Broader recovery efforts are outlined in more detail in Standard 3.9.

Our data dashboards allow users to view and disaggregate data by race/ethnicity, gender, age, first-generation status, and other key characteristics. These dashboards provide access to institutional, program-level, and course-level data, supporting evidence-based decision-making across instructional and student services areas (Evidence: [Hartnell College data dashboards](#)). Faculty, staff, and administrators use these dashboards to identify equity gaps, monitor progress on key performance indicators, and design targeted interventions to improve student success and close opportunity gaps.

Hartnell's [Data Team](#) serves as the central hub for institutional data governance and quality assurance. Utilizing recommendations from our [2023 Data Governance Assessment](#), which revealed significant challenges and issues with the quality and integrity of our data, the team develops and implements data governance and data integrity protocols, ensuring consistency and accuracy in institutional reporting. It also coordinates professional development and data coaching, helping employees at all levels build capacity to interpret and apply disaggregated data in planning and evaluation processes (Evidence: [Faculty Assessment Day survey](#)). Each year, the college hosts data summits and forums that bring together faculty, classified professionals, and administrators to review institutional data, discuss trends in student outcomes, and collaboratively identify priorities for improvement and innovation (Evidence: [Black Student Success Data Summit](#), [College Forum](#), [Voices of Part-time Students](#), [Hispanic/Latino Data Workshop Dashboard](#)).

Disaggregated data are actively used to advance the college's strategic and equity goals. Equity Key Performance Indicators (KPIs) are embedded within the Strategic Plan, providing measurable benchmarks for institutional progress and accountability (Evidence: [Strategic Plan Targets](#)). The Student Equity Plan further strengthens this alignment by identifying populations experiencing disproportionate impact and outlining targeted actions for improvement (Evidence: [Student Equity Plan 2019-2022](#), [Student Equity Plan 2022-2025](#), [Student Equity Plan 2025-2028](#)). To accompany the Student Equity Plan, the Office of Institutional Research has developed an Equity Dashboard to track progress on each of our goals (Evidence: [Student Equity Plan](#)

[Dashboard](#)). At the program and service area levels, the Program Planning and Assessment (PPA) process embeds data analysis using multiple dashboards focusing on metrics including [student headcounts](#), [enrollments](#), [course success](#), and [degree and certificate completion](#). This ensures that every department examines its outcomes, identifies equity gaps, and implements improvement strategies grounded in evidence. Faculty regularly participate in the Open for Anti-Racism program, where they review course- and section-level data disaggregated by student demographic characteristics and use data to create action plans (Evidence: [Open for antiracism \(OFAR\) Initiative](#))). Lastly, during this accreditation cycle, recommendations from the [President's Task Force on Race, Equity, and Social Justice](#) were tracked annually, and a [final report](#) was approved by Hartnell College Council on December 11, 2025.

On both the instructional and service sides, Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) data are integral to institutional improvement. Using Canvas and Nuventive for SLO assessment allows faculty to disaggregate learning outcomes data by student demographics, supporting targeted strategies for closing equity gaps in course and program achievement. This analysis is embedded directly into the PPA process, ensuring that outcomes data inform program-level planning and resource allocation (Evidence: [Overview of PPA process](#)). Similarly, SAO data can be linked to student IDs, allowing for disaggregated analysis of service effectiveness across populations. These data, also integrated into the PPA cycle, help departments evaluate the impact of student services on equitable outcomes and continuous improvement (Evidence: [Standardized Service Area PPA Questions](#)).

1.4. The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)

The college's [strategic plan](#) is directly guided by its mission, ensuring that all institutional efforts support student learning, achievement, and community impact. All other [institutional plans](#), including the [Strategic Enrollment Management Plan](#), the [Student Equity Plan](#), the [Technology Master Plan](#), and the [Facilities Master Plan](#), align with the strategic plan to maintain coherence in advancing institutional goals. The college's strategic plan and other comprehensive plans are reviewed, approved, and evaluated periodically by the Board of Trustees, Hartnell College Council, other applicable councils and committees, and the Academic Senate (Evidence: [Board of Trustees Agenda 1-7-2025](#), [Hartnell College Council minutes 3-8-2024](#), [Academic Senate minutes 4-23-2024](#)). Planning documents are submitted to the California Community College Chancellor's Office in a timely manner when required (Evidence: [Sample - Guided Pathways Work Plan](#)). All levels of planning and evaluation are informed by internal and external research, and our planning process incorporates goals, objectives and strategies that have measurable outcomes (Evidence: [ONE Hartnell placemat](#)).

The college employs a data-informed program planning and resource allocation process that integrates budget development with instructional and service area program planning, outlined in [Board Policy 3250](#) and [Administrative Policy 3250](#). The Program Planning and Assessment (PPA) process, an annual cycle of planning, program review, and resource request evaluation, ensures that funding decisions are directly tied to institutional priorities, and that allocated funds have a meaningful impact on student outcomes and achievement (Evidence: [Overview of PPA process](#), [PPA Funding Rubric](#)). Through this process, instructional and service areas analyze student achievement data, assess program effectiveness, and submit resource requests that align with the mission and strategic goals (Evidence: [PPA timeline](#), [Standardized PPA-Instruction](#), [Standardized PPA-Service Areas](#), [Standardized PPA-Administrative](#)). The participatory governance process further supports transparency and accountability in resource distribution. Several governance councils and committees, with representatives from faculty, administration, classified staff, and students, review and make

recommendations regarding planning decisions related to human, physical, technological, and financial resources. These councils include the Institutional Resources Council, which reviews budget requests; the Full Time Professor Prioritization Committee, which reviews requests for hiring full-time tenure-track faculty; and the Facilities Subcommittee, which reviews requests for physical resources (Evidence: [Governance Handbook](#), [Full-time Professor Prioritization Committee Timeline](#), [Facilities Subcommittee Space Request Form](#)). All of these groups make formal recommendations to the Superintendent/President for action (Evidence: [PPA Funding Summary](#)). Other funding oversight mechanisms include the Student Equity and Achievement Plan Committee, responsible for aligning the Student Equity Plan with SEAP funding; the HSI Advisory Committee, which provides guidance to the Director of HSI Initiatives regarding our Title V grants; and the Office of Workforce Development, which oversees Strong Workforce Program and Perkins funding (Evidence: [Fund 12 Request Memo](#)).

Hartnell College actively pursues grants and fundraising opportunities that align with its mission and strategic priorities, leveraging these funds to incubate new ideas, test innovative approaches, and scale successful initiatives (Evidence: [Grant Concept Form](#)). Competitive grants, philanthropic donations, and one-time dollars from the California Community Colleges Chancellor's Office enable the college to pilot evidence-based strategies and enhance institutional capacity. These initiatives, whether in workforce development, student support services, instructional innovation, or technology integration, are carefully designed to align with institutional goals, ensuring that innovations are sustainable and scalable (Evidence: [Hartnell College Foundation Strategic Plan](#), [Hartnell College Foundation Strategic Outcomes](#)).

Hartnell College's redesign of its student onboarding processes is one example of how systematic evaluation of programs and services has led to innovation, institutional transformation, and continuous quality improvement in direct support of the college's mission to advance social and economic justice through the transformative power of education. The college engaged Swim Digital to conduct a comprehensive review that included analysis of institutional documents and artifacts, interviews with college stakeholders, and a "secret shopper" evaluation in which individuals experienced the application, enrollment, and onboarding process as prospective students. Swim Digital issued a set of [findings and recommendations](#), which Hartnell has been intentionally implementing over the past three years through coordinated planning and resource allocation (Evidence: [Swim Digital teams](#)). Outcomes of this work include the development of a [strategic recruitment plan](#) with a focus on adult learners, implementation of a [First Year Experience framework](#), and a [roadmap](#) to better connect the catalog, curriculum, program maps, educational plans, and course schedules to ensure accurate degree audits upon completion. This work has also informed ongoing refinement of the college's year-long schedule (described further in Standard 2.5) and exploration of organizational structures within Student Affairs to improve service delivery.

Hartnell College's participation in the Achieving the Dream (ATD) network provides another example of how the institution uses systematic evaluation to drive innovation, resource allocation, and continuous quality improvement in service of its mission. The college began its ATD work by completing the Institutional Capacity Assessment Tool (ICAT), which identified strengths and gaps across seven core capacity areas necessary for transformational student success efforts (Evidence: [ICAT results](#), [Capacity Cafe slide deck](#)). The assessment highlighted areas in need of improvement, including data infrastructure and data quality, professional development, alignment of equity efforts, and institutional process improvements. In response, the college developed a three-year ATD action plan focused on building capacity in these areas, with strategies integrated into institutional planning and governance processes (Evidence: [ATD Action Plan](#)). Over the implementation period, Hartnell has made significant progress in strengthening data systems and practices, expanding professional development aligned with student success and equity goals, improving coordination of equity

initiatives, and refining institutional processes to support more effective planning and decision-making (Evidence: [Sample ATD site visit letter](#)).

As evidenced above, continuous quality improvement at Hartnell College is driven by an ongoing cycle of assessment, planning, and evaluation. The PPA process serves as the primary mechanism for program-level assessment and improvement, ensuring that instructional and student support programs regularly analyze performance data and make evidence-based decisions. Institutional effectiveness is also measured through key performance indicators, student learning outcome assessments, and strategic plan progress reports. This structured approach allows the college to identify areas for improvement, allocate resources effectively, and enhance student success outcomes.

1.5. The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)

Hartnell College is committed to regular, transparent communication regarding progress toward achieving its mission and strategic goals. Through a variety of formal and informal communication channels, the college ensures that both internal and external stakeholders remain informed about institutional strengths, priorities, and areas for continued improvement.

Hartnell College provides faculty, staff, students, and administrators with regular updates on institutional progress through multiple platforms, ensuring broad awareness and opportunities for engagement. The President and Vice Presidents provide monthly updates to the Board of Trustees, ensuring that leadership remains informed on key initiatives, student success metrics, and institutional priorities (Evidence: [Monthly Board Report-Academic Affairs](#), [Monthly Board Report-Student Affairs](#)). The Board also receives an annual progress report on strategic planning goals (Evidence: [ONE Hartnell Progress Report](#), [Strategic Plan 2019-2024 Outcomes](#)). The ACCJC Annual Report and updates on strategic goals are presented and discussed annually with Hartnell College Council, fostering a college-wide understanding of institutional performance (Evidence: [Hartnell College Council minutes 4-11-2025](#)).

The Superintendent/President communicates with the college in a variety of ways. The institution hosts college-wide events at the beginning of the fall and spring semesters, where the Superintendent/President provides a comprehensive address to highlight achievements, challenges, and upcoming initiatives (Evidence: [Spring Student Success Conference schedule, Spring 2025](#)). Throughout the year, the president sends a [weekly report](#) to the Board of Trustees, which is also shared with Cabinet members for broader leadership alignment. The president holds [monthly office hours](#), providing an open forum for faculty and staff to receive updates and ask questions.

The Office of Marketing and Communications distributes a [weekly newsletter](#) to the entire college and sends out regular communications to students to ensure timely updates on institutional initiatives and student success resources. Additionally, college-wide communications about our One Hartnell work, the college's primary initiative, include a [monthly newsletter](#) summarizing key developments across the institution, as well as an [end-of-year progress report](#) highlighting major accomplishments and areas for improvement. These communications are shared internally as well as with the Board of Trustees, community members, key stakeholders, foundation donors, and elected officials. Monthly "Get Connected" forums are interactive

sessions designed to foster dialogue between faculty, staff, and leadership on key institutional topics (Evidence: [Get Connected! Calendar](#), [Get Connected! Example](#)).

Hartnell College actively promotes data-informed decision-making by making institutional research widely accessible and fostering campus-wide discussions on student success and institutional effectiveness. The Office of Institutional Research website hosts numerous [data dashboards](#), [research reports](#), and links to [external data sources](#), providing faculty, staff, and administrators with access to key metrics related to student achievement and institutional performance. Our college Data Team meets monthly to review student success data, discuss trends, address data governance issues, and support informed decision-making (Evidence: [Data Team meeting](#)). Data team members serve as data coaches, conducting events such as workshops for faculty on using student success data to enhance teaching practices, training sessions for student services staff on leveraging data to improve student support programs, and sessions for administrators on interpreting institutional data for strategic planning.

The college regularly administers surveys to assess student and community needs, ensuring that decision-making is responsive to stakeholder input. Recent surveys include the [#RealCollege Basic Needs Survey](#), which assessed student access to food, housing, and other critical resources, and the [Diversity Equity Inclusion Institutionalization Survey](#), which measured faculty, staff, and student perceptions of the campus environment. As described earlier in Standard 1.4, part of our work with Achieving the Dream, the college completed the [Institutional Capacity Assessment Tool \(ICAT\)](#), which evaluated institutional strengths and areas in need of capacity building. The college is in the process of launching a [community perceptions survey](#) to gather input from regional stakeholders to help us better meet the educational needs of adult learners and other non-traditional student populations.

Hartnell College ensures that community members, industry partners, K-12 districts, transfer institutions, and other stakeholders remain informed and engaged in the college's progress. Our Community and industry advisory committees, including the [Ag Steering Committee](#), involve regular meetings with business leaders and workforce partners to discuss program alignment and economic impact (Evidence: [Industry Advisory Committee Recommendations - Allied Health](#)). The college periodically hosts public forums and town halls on various topics; examples include our [Measure T community forums](#), which engaged residents of Castroville and Soledad to help shape the direction of our new educational centers in those communities; and the [LGBTQ+ Legislative Caucus Community Town Hall](#), which allowed the community to provide input about LGBTQ+ resources and support to members of the California legislature. The community also receives information from our website and through active social media engagement on platforms such as [Instagram](#), [Facebook](#), [TikTok](#), and [LinkedIn](#). The Office of Marketing and Communications also engages in regular communication with local news outlets to highlight college achievements and upcoming initiatives (Evidence: [News and Press Releases](#)). As part of our engagement with the community, the college has hosted events like the [Salinas Chamber of Commerce Legislative Breakfast](#), bringing in state and regional legislative representation as well as elected county and city officials.

Hartnell College's comprehensive communication strategy ensures that internal and external stakeholders remain well-informed about institutional progress, fostering transparency, collaboration, and data-driven decision-making. By maintaining open, consistent, and meaningful communication, the college strengthens its commitment to student success, equity, and continuous institutional improvement.

Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote success for all students, and the institution evaluates student learning and achievement data to inform improvements and advance successful outcomes.

2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution’s mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)

Academic programs at Hartnell College, regardless of location or modality, are aligned with the College’s mission to provide accessible, equitable, and innovative education to the Salinas Valley. These programs are designed to meet higher education standards and are structured to support the achievement of clearly defined student learning outcomes, as well as the completion of degrees, certificates, employment preparation, and transfer to four-year institutions. In keeping with the institution’s mission, programs are designed to deliver a strong return on investment by ensuring that post-graduation outcomes include job placement and livable wages (Evidence: [PPA Handbook](#))

Hartnell College offers a diverse array of academic programs, including 30 Associate Degrees, 28 ADTs, 31 credit certificates, 10 non-credit certificates, and one Bachelor’s Degree in Respiratory Care. This range reflects both the breadth and depth of study, including advanced coursework for transfer pathways and upper-division instruction in the Bachelor’s program (Evidence: [Hartnell College Catalog 2024–25](#)). The [Associate Degrees for Transfer](#) provide seamless transfer to CSU campuses, aligning lower-division courses with upper-division major requirements.

Academic programs are offered across the Main Campus, Alisal Campus, King City Education Center, Soledad Education Center, and Castroville Education Center, as well as through online and hybrid modalities (Evidence: [Maps and Locations](#)). Additionally, Hartnell delivers instruction in community-based settings. Dual enrollment courses are offered at high schools throughout the district through our College Readiness program, providing early college access to local youth (Evidence: [College Readiness](#), [CCAP Dual Enrollment](#)). Credit-bearing courses are also offered in correctional facilities, including jails, prisons, and juvenile justice settings (Evidence: [Rising Scholars Program](#), [CCC Rising Scholars Network Grant](#), [Restorative Justice Programs Presentation](#)). In partnership with local nonprofit organizations such as the [Agriculture and Land-Based Training Association \(ALBA\)](#), students engage in land-based education programs rooted in sustainable agriculture. Hartnell provides educational access to adult learners in the region through our [High School Equivalency program \(HEP\)](#) as well as through our partnership with the [Salinas Valley Adult Education Consortium \(SVAEC\)](#) to provide educational access to adult learners in the region. The college also partners with small businesses and major employers in the region to offer work-based learning experiences, expanding learning beyond the classroom and supporting students’ entry into the workforce (Evidence: [Career Hub](#)).

While all instructional sites share core elements of Hartnell’s academic programs, some campuses host specialized offerings tailored to local needs. The [Alisal Campus](#) houses the majority of the College’s Career and Technical Education (CTE) programs, including Welding, Automotive Technology, Construction Management, and Agricultural Technology, while also providing general education courses. [Soledad](#) and [King City](#) Education Centers offer general education and major-specific courses to promote educational access in South Monterey County. The [Castroville Education Center](#) serves as the hub for the College’s Dual Enrollment program and is home to the Salinas Valley Adult Education Consortium. New programming is underway at Castroville to better serve adult learners in the region.

Regardless of location or delivery mode, all academic programs follow the same rigorous curriculum approval processes, uphold equivalent student learning outcomes, and are evaluated through disaggregated data to ensure quality and equity. Curriculum oversight is documented through [BP 4020](#) and [AP 4020](#) and committee governance, and course review cycles are maintained in accordance with [AP 4022](#) (Evidence: [Curriculum Committee](#)). Faculty hold primary responsibility for curriculum and program development, supported with a [Course Outline of Record Style Sheet](#) and equitable curriculum design guidance. All courses undergo review at least every five years, and the Curriculum Committee maintains an up-to-date inventory of courses and review dates (Evidence: [List of active courses](#), [Courses for review 2026-2027](#), [Courses for review 2027-2028](#)). Each course outline of record includes the specific learning outcomes for that course, and the college catalog contains program learning outcomes for each degree and certificate, as well as institutional outcomes and core competencies (Evidence: [Sample course outline of record](#), [Sample catalog page](#), [Core Competencies](#)).

In addition to our associate degree and certificate offerings, Hartnell College received substantive change approval from ACCJC to offer its Bachelor's Degree in Respiratory Care Practice, demonstrating the institution's capacity to deliver high-quality programs with appropriate breadth and depth at all academic levels (Evidence: [Respiratory Care Bachelor of Science degree](#)).

Hartnell College has established strong transfer partnerships to improve postsecondary attainment and equity. The [Panther Otter Pathway program](#), a dual admission partnership with California State University, Monterey Bay (CSUMB), provides simultaneous admission to Hartnell and CSUMB with guaranteed transfer and aligned coursework, increasing streamlined access to bachelor's degrees. Additionally, a grant from the American Talent Initiative (ATI) supports Hartnell's partnership with the University of California, Santa Cruz to strengthen transfer pathways for low-income and first-generation students through the Pathways to Success initiative, expanding advising, curriculum alignment, and transfer preparation (Evidence: [UCSC ATI Grant](#)).

The College ensures that its academic programs, across locations and modes of delivery, are aligned with its mission and support meaningful post-completion outcomes. Through our participation in the [Aspen College Excellence Program's Unlocking Opportunity initiative](#), the College has examined the breadth and purpose of its degree and certificate offerings to ensure they lead to viable career pathways and livable-wage employment, consistent with its mission to advance social and economic justice. Using an established living-wage standard, Hartnell has classified its programs to better understand how academic pathways support workforce and transfer outcomes and to identify areas for improvement (Evidence: [Aspen program classifications](#)). This analysis informs ongoing program planning and refinement, including efforts to strengthen pathway clarity and ensure that programs support students' educational goals and long-term success. This emphasis on access, completion, and post-graduation success aligns strongly with the mission of Hartnell College.

2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals.
(ER 3, ER 9, ER 11, ER 14)

Hartnell College designs and delivers academic programs across all locations and modes of delivery through a faculty-led, shared governance process that ensures alignment with disciplinary standards, transfer expectations, workforce needs, and the College's mission to advance social and economic justice. Faculty, in collaboration with administrators, staff, and external stakeholders as appropriate, play the central role in curriculum development and program design, guided by established board policies and administrative

procedures governing curriculum and program approval, revision, and discontinuance (Evidence: [BP 4020](#), [AP 4020](#), [BP 4021](#), [AP 4021](#), [BP 4025](#), [AP 4025](#)).

Academic programs are designed to ensure appropriate breadth, depth, rigor, and clearly articulated learning outcomes that support students' educational goals, including transfer, workforce preparation, and advancement to living-wage careers. Curriculum development and approval follow [Administrative Procedure 4022](#), which establishes a faculty-driven, collegial process overseen by the [Curriculum Committee](#), a standing committee of the Academic Senate. All new and revised courses are reviewed for content, rigor, and appropriate delivery methods in accordance with Title 5 and the [Program and Course Approval Handbook \(PCAH\)](#) (Evidence: [Curriculum Committee resources](#)). Faculty align curriculum with UC and CSU transfer requirements, including implementation of the [California General Education Transfer Curriculum \(CalGETC\)](#) for associate degrees for transfer, which unifies lower-division general education requirements across both public university systems. To support curricular quality and transferability, the College maintains a faculty-led course articulation process that ensures alignment of courses with UC and CSU disciplinary standards and transfer expectations (Evidence: [Articulation](#)). Instructional Faculty create and update program maps that show students what courses they need to take each semester, and counseling faculty use these maps to help students create their educational plans (Evidence: [Sample program map](#)). These practices promote curricular coherence, reduce excess units, and support equitable attainment of transfer outcomes across instructional modalities and locations.

In addition to statewide transfer alignment, Hartnell collaborates with regional university and community partners to design cohort-based academic pathways that respond to student and workforce needs. In partnership with California State University, Monterey Bay (CSUMB), the [Computer Science in 3 \(CSin3\)](#) program offers a structured computer science pathway enabling students to complete a bachelor's degree in three years and prepare for high-wage careers in the technology sector. Similarly, the [Teacher Pathway Program](#) aligns curriculum and student supports between Hartnell and CSUMB to address the teacher shortage in Monterey County by creating a clear, supported pathway into the teaching profession. These programs exemplify intentional curriculum design that responds to student aspirations and regional workforce demand.

Hartnell's Career and Technical Education (CTE) programs further demonstrate faculty- and industry-driven program design. Advisory boards composed of regional employers and industry partners meet regularly to review curricula, assess workforce trends, and recommend program improvements. Advisory board input informs program learning outcomes, instructional methods, equipment needs, and curricular updates, ensuring alignment with labor market demand and employer expectations (Evidence: [Nursing Advisory Board Minutes 2024](#), [2025](#), [Mechatronics 2024](#), [Welding 2024](#)). In Allied Health, collaboration with advisory boards and regional healthcare partners led to the development of the Bachelor of Science in Respiratory Care Practitioner program, the first of its kind in the region, responding to employer demand for advanced clinical, leadership, and research competencies (Evidence: [Allied Health Advisory Board Minutes 2022](#), [2024](#); [Substantive change application](#)).

Equity is intentionally embedded within Hartnell's curriculum development and approval processes. Faculty use an equity-informed curriculum framework to examine course and program design for potential structural barriers, culturally responsive content, inclusive pedagogy, and equitable learning outcomes, ensuring consistent instructional quality and equitable student learning across all delivery modes (Evidence: [Toward an Equitable Curriculum](#)).

Equitable attainment of learning outcomes and educational goals is further supported by our Zero Textbook Cost (ZTC) pathways, guided by board policies and administrative procedures and by our Strategic Enrollment Management plan ([Evidence: BP 4042, AP 4042, Strategic Enrollment Management plan](#)). In alignment with its mission and Strategic Plan, the College advances economic justice by reducing financial barriers to student success. Through faculty leadership and support from Chancellor's Office ZTC grants, Hartnell has developed multiple [Zero Textbook Cost](#) (ZTC) pathways, including a fully [OER-based Early Childhood Education AS-T](#), with additional programs in progress. Affordable textbook options, both zero cost and low cost (\$40 or less) are clearly identified in the [online schedule](#), reinforcing equitable attainment of learning outcomes.

All of these examples demonstrate how, through faculty leadership, shared governance, transfer and industry alignment, and equity-centered curriculum design, Hartnell College ensures that its academic programs are relevant, coherent, and responsive to student and community needs, supporting equitable attainment of learning outcomes and achievement of educational goals.

2.3. All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives. (ER 12)

At Hartnell College, all associate degree programs include a strong general education (GE) component that reflects our shared belief in the value of a well-rounded education. We see a degree as more than just a collection of completed courses, it represents a guided learning experience designed to help students build core skills that will serve them in their academic, personal, and professional lives. This philosophy is outlined in [Board Policy 4025](#), which emphasizes the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics, to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding.

The College's [Administrative Procedure 4025](#) further details the criteria and expectations for courses included in our GE patterns. These include rigor, breadth, relevance, and opportunities for students to apply inquiry and communication skills across disciplines. Our GE curriculum is also closely aligned with Hartnell's Institutional Learning Outcomes, or Core Competencies, which reflect our mission to foster lifelong learning and student success. These include:

- B. **Communication:** Expressing ideas clearly and effectively in writing, speech, and visual formats.
- C. **Inquiry and Reason:** Using critical, analytical, and creative thinking to evaluate information and solve problems.
- D. **Information Competency:** Finding, assessing, and using information ethically and effectively.
- E. **Global Engagement:** Understanding diverse perspectives and participating in civic and social responsibility.
- F. **Personal Growth:** making ethical decisions and developing goals for continued personal and academic responsibility.
- G. **Aesthetic Analysis and Application:** Appreciating and analyzing cultural and artistic expression.

Students fulfill their GE requirements by following either the local GE pattern or the California General Education Transfer Curriculum (CalGETC). Starting in Fall 2025, Hartnell will fully transition to CalGETC for transfer-bound students. This new unified pattern simplifies planning and ensures that students meet lower-division GE requirements for both CSU and UC systems ([Evidence: CalGETC Transition Information](#),

[CalGETC worksheet](#)). CalGETC offers a balanced curriculum that includes areas such as English Communication, Mathematical Concepts and Quantitative Reasoning, Arts and Humanities, Social and Behavioral Sciences, Physical and Biological Science, Ethnic Studies. The local GE pattern includes all CalGETC areas with the addition of Lifelong Learning & Self-Development (Evidence: [Local GE Pattern](#); [Get Connected Forum Presentation](#))

Faculty play a central role in determining which courses are appropriate for general education. The curriculum committee through faculty review ensures that each GE course meets institutional criteria and supports our students in building foundational knowledge across disciplines (Evidence: [AP 4022 Course Approval](#); [Curriculum Committee Responsibilities](#); [Curriculum Committee Minutes Feb 15 2024](#)).

GE outcomes are assessed as part of our college-wide assessment cycle. All general education course-level SLOs are mapped to Hartnell's Core Competencies (Institutional Learning Outcomes), which allows us to analyze student learning trends across the GE curriculum. These core competencies are not only assessed through course-level data, but also through Hartnell's Graduation Survey, which asks students to self-report their growth in each competency area. The resulting data is reviewed and disaggregated by demographic groups to support equity-focused efforts and identify areas for improvement. A more detailed discussion of this process, including examples of the mapping and assessment results, can be found in Standard 2.9.

2.4. The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys. (ER 20)

Hartnell College communicates clear, accurate, and accessible information about its programs, services, and resources through a variety of coordinated channels that foster student success. The college's communications are guided by a commitment to clarity, inclusivity, and continuous improvement, ensuring that every student has the information needed to navigate their educational journey successfully.

The Hartnell College website serves as the central hub for up-to-date and accurate information about academic programs, support services, and campus events. The website was redesigned in 2024 with a student-centered structure that emphasizes ease of navigation and accessibility (Evidence: [Hartnell College home page](#), [Website Redesign communication](#)). The design meets ADA and Section 508 accessibility standards and is optimized for both desktop and mobile devices (Evidence: [Hartnell College homepage on mobile device](#)). After applying for admission, students are guided through the Virtual Welcome Center and the Next Steps After You Apply page, which provide step-by-step guidance tailored to students' goals and pathways.

The New Student Orientation, a required step before enrollment, introduces students to key academic and support resources and helps them develop confidence in navigating the college environment. The orientation is accessible online and in person and is available in both English and Spanish to ensure equitable access for all incoming students (Evidence: [New Student Orientation](#)).

The Office of Marketing and Communications plays a key role in ensuring that information shared with students and the public is accurate, timely, and engaging. The office manages college-wide email announcements, social media platforms ([Facebook](#), [TikTok](#), [Instagram](#), [LinkedIn](#)), and [text message alerts](#). In addition, the office contracts with media outlets to develop and run radio and television advertisements in both English and Spanish to reach diverse audiences across the Salinas Valley (Evidence: [Hartnell College Spring 2022 commercial](#), [Hartnell College commercial - Spanish](#)). Regular email newsletters and targeted marketing campaigns connect students and families with resources that promote enrollment, retention, and completion.

In-person events also play a vital role in fostering connection and access to information. Each spring, the college hosts [Panther Prep Days](#) across multiple campuses, offering resource fairs and presentations to help new students learn about financial aid, academic programs, and student support services. At our first year student welcome event, [Panther Connect](#), students engage with peers and staff, learn about campus resources, and develop an initial sense of belonging. Additionally, the [Hartnell College Math Academy](#), a week-long mathematics boot camp attended by hundreds of students, emphasizes skill-building as well as awareness of tutoring, counseling, and other resources that promote student success.

Comprehensive and detailed information about student support programs is available on the college website with a single click from the homepage. The Student Services and Support Programs section features the [Student Guide](#), a continually updated resource that addresses common student questions, from setting up two-factor authentication and accessing the MyHartnell portal to purchasing campus parking permits. The guide also describes programs such as Salinas Valley Promise, EOPS, TRIO, and DSPS (described in more detail in Standards 2.7 and 2.8) ensuring that students can easily access the services and benefits available to them.

The [College Catalog](#), published annually to ensure accuracy and consistency, serves as the primary source of information for students. The catalog includes program descriptions, course requirements, learning outcomes, and student support resources.

At the instructional level, faculty play a central role in communicating clear expectations, learning requirements, and available support to students. Faculty provide course-specific information through syllabi and Canvas course sites, which outline learning outcomes, grading policies, participation expectations, schedules, and connections to academic and student support resources (Evidence: [Sample course syllabus](#)). Across all modalities, faculty engage in regular and substantive interaction with students to support learning, clarify expectations, and promote persistence. Additionally, faculty are in the process of identifying and implementing a set of behavioral commitments designed to reduce course drop rates, which include timely and meaningful communication with students, clear articulation of course expectations, and proactive engagement to support student success (Evidence: **behavioral commitments - to be added**). These practices reinforce consistent, transparent communication within courses and contribute to equitable student learning and achievement.

Information accuracy and consistency are maintained through regular review and collaboration among the Office of Marketing and Communications, the Office of Institutional Advancement, and the Student Affairs and Academic Affairs divisions. These offices coordinate updates across the website, catalog, and other digital and print materials. Student feedback from surveys, focus groups, and analytics informs ongoing improvements to communication strategies, ensuring that information remains clear, current, and responsive to student needs (Evidence: [Email analytics](#), [QR code data](#), [Hotspot utilization data](#), [Webpage analytics](#)).

2.5. The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time. (ER 9)

Hartnell College holds itself accountable for student success by continuously improving its course scheduling practices to ensure degree and certificate programs can be completed in a timely and equitable manner. The College is actively transitioning toward a more strategic, student-centered scheduling model grounded in data, program maps, and student educational plans.

As part of its [Strategic Enrollment Management \(SEM\) Plan](#), and as part of the college’s redesign work with Swim Digital described in Standard 1.4, Academic Affairs divisions have begun implementing a year-long schedule to give students earlier access to course offerings and greater predictability in planning their studies ([Evidence: Year Long Schedule Deadlines](#)). While early versions of the year-long schedule have laid the groundwork for this shift, the College recognizes that further refinement is needed to ensure schedules are fully aligned with program maps and student demand. The College engages in scheduling audits, such as a mock student enrollment activity, to assess the extent to which schedules are meeting the needs of students ([Evidence: Annual Schedule Activity](#)). To further improve our scheduling processes, a [Year Long Schedule Task Force](#) has been established to ensure that students will be able to complete their programs seamlessly, continuously, and in a timely manner.

Additionally, as part of our broader scheduling and student onboarding work described in Standard 1.4, division deans are engaging in dialogue with counseling faculty and with the Office of Institutional Research to use program maps, transfer requirements, and educational plan data more effectively to build course schedules that better reflect student needs and course sequencing requirements ([Evidence: Degree Audit Task Force Recommendations, Yearlong Schedule Recommendations](#)). Real-time dashboards, such as the [Enrollment and FTES Dashboard](#), support data-informed decisions by tracking enrollment patterns, fill rates, and student progression.

The College is also expanding flexible and non-traditional scheduling options to meet the diverse needs of its student body. Faculty and administrators are exploring 8-week terms and hybrid formats to serve adult and part-time students balancing work and family responsibilities ([Evidence: 8 week terms report](#)). The College is participating in a Shortened Courses Community of Practice sponsored by the California Community College Chancellor’s office, and we have created a plan to develop three 8-week degree pathways to be implemented in the 2026–2027 academic year ([Evidence: Shortened Courses Community of Practice, Spanish, Business Administration, and Law and Justice](#)).

At many colleges, the summer session is seen as an “extra” term and not necessarily included in strategic course scheduling efforts. Hartnell’s Summer Momentum Program, first implemented in Summer 2025, is designed to accelerate student progress by positioning summer as a “real” term rather than an optional session. The initiative aims to help students maintain academic momentum, repeat needed courses, or advance within their pathways ([Evidence: Summer Momentum program](#)). While it is too early to measure long-term impacts on completion outcomes, initial results are promising: Summer 2025 enrollment increased significantly compared to prior years, and persistence from Spring 2025- to Fall 2025 improved relative to the previous year's cohort (Spring 2024 to Fall 2024). These early indicators suggest that the Summer Momentum Program is fostering strong term-to-term continuity and holds potential for advancing timely completion in future years. ([Evidence: Summer Momentum Program Impact Assessment](#))

Complementary initiatives, such as the [Strategic Recruitment Plan](#) and [First Year Experience \(FYE\) framework](#), focus on adult learners, returning students, and first-generation college-students. These groups face unique barriers to completion, and strategies such as bilingual outreach, employer partnerships, and expanded student support services aim to make pathways more flexible and attainable.

2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.

Hartnell College offers instruction through a variety of delivery modes that meet student and curricular needs while promoting equitable learning and achievement in alignment with the College’s Mission, Strategic Plan, and Student Equity Plan. Courses are offered in face-to-face, online synchronous and asynchronous, hybrid, and correspondence formats (Evidence: [Schedule of Classes \(Types of Classes\)](#)). In Fall 2025, approximately 50 percent of course sections were offered face-to-face, and 50 percent online (Evidence: [Enrollment and Efficiency Report](#)).

In addition to the curriculum processes described in Standard 2.2, courses proposed for online or hybrid delivery undergo an additional review and approval of a Distance Education (DE) Addendum, as required by [BP 4105](#), [AP 4105](#), and [Article 22 of the Hartnell College Faculty Association Agreement](#). This ensures that instructional methods, evaluation processes, and engagement strategies are appropriate for the modality and that Regular and Substantive Interaction (RSI), consistent with Title 5 §55204, is incorporated into course design.

To support high-quality online and hybrid instruction, the [Distance Education Committee](#), a subcommittee of the Academic Senate, has taken a leading role in advancing instructional quality and RSI compliance. In Fall 2024, the committee developed a [Distance Education Plan](#) and an RSI Scorecard, a rubric and self-assessment tool that supports faculty evaluation of the frequency and quality of instructor–student engagement (Evidence: [RSI tracking tool](#)). Faculty previewed the tool at the Fall 2025 Student Success Conference, and feedback informed refinements (Evidence: [RSI Self-Assessment responses](#)).

Building on this work, the College established a seven-member [RSI Coaching Team](#) composed of faculty from across meta-majors. RSI Coaches provide group workshops, one-on-one support, and peer-based guidance in both in-person and virtual formats (Evidence: [“RSI Refresh” training flyer](#)). To help faculty engage in reflection, training, and documentation of RSI practices, the team developed a simplified RSI documentation process and an [RSI Self-Assessment course](#) in Canvas. Additionally, the RSI Coaching team created the [RSI Omnibus](#): a simple "in the field" tool the coaches can use to educate faculty about RSI standards and provide real world examples of Hartnell College RSI in existing online courses. The RSI Coaching team has also presented RSI standards to the Associated Students of Hartnell College (ASHC) (Evidence: [ASHC February 20, 2026 meeting agenda](#)).

The College promotes inclusive, equity-minded instruction across all modalities. The Student Success and Equity Committee developed an Equity-Minded Rubric for Teaching and Learning, based on the framework by Dr. Frank Harris III and Dr. Luke Wood (CORA Learning), to support faculty reflection on culturally responsive pedagogy, inclusive classroom practices, and equitable course design (Evidence: [Equity-Minded Rubric](#)). Introduced at the Fall 2023 Convocation and used in professional development, the rubric informs instructional practices in face-to-face, hybrid, and online environments (Evidence: [Fall 2023 Convocation schedule](#)). To further strengthen equitable teaching methodologies, and with support from a California Community College Chancellor’s Office grant, faculty developed a series of learning modules focused on equitable teaching practices across instructional modalities (Evidence: [Seminar for Equitable, Restorative, and Validating Education](#)). These modules support faculty in designing accessible and inclusive learning environments that anticipate learner variability and reduce barriers to student engagement and success.

To inform ongoing refinement of teaching practices that promote student persistence, a cross-functional team of faculty, staff, and administrators visited Odessa College in September 2025 and participated in its Leadership Institute to learn about the Drop Rate Improvement Program and related student success strategies (Evidence: [Odessa College Leadership Institute agenda](#)). Building on this learning, Hartnell faculty are in the process of

conducting a faculty-led inquiry that included interviews with instructors whose courses had the lowest drop rates. Findings will inform the development of a set of faculty behavioral commitments aligned with the Equity-Minded Rubric and adapted to Hartnell's instructional context (Evidence: [Faculty Research Inquiry Group timeline](#)).

Student feedback on instructional practices is also gathered through Student Appraisals, which provide insight into student engagement and learning experiences across instructional modalities and inform instructional improvement; the use of student appraisals in faculty evaluation is described in more detail in Standard 3.2 (Evidence: [Student Appraisal Form](#), [Student Appraisal Form-Distance Education](#)).

All of the above examples describe how Hartnell College continues to strengthen instructional quality and equity across all modalities in support of student learning and achievement.

2.7. The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)

Hartnell College designs and delivers equitable and effective programs and services that align with its mission to provide educational opportunities that strengthen the social and economic vitality of the Salinas Valley. These services address the full spectrum of student needs (academic, personal, and social) and are intentionally designed to remove barriers to success and ensure equitable outcomes across all student populations. Board policies and administrative procedures (BP 3225, AP 3225, BP 3250, AP 3250, BP 4040, AP 4040, BP 5050, AP 5050, BP 5140, AP 5140, BP 5150, AP 5150) provide a framework for consistency and quality in the delivery of student and learning support services across all five college campuses.

Hartnell College offers a full range of [student support services](#) designed to promote success and persistence. To ensure accessibility, all services are available in person, online, by phone, and/or via live chat .

The [Counseling Department](#) provides comprehensive academic, career, and personal counseling that helps students clarify and achieve their educational and professional goals. Students can access services in person, via Zoom, or by phone. The department also offers express counseling for quick questions, comprehensive educational planning, and crisis counseling for students experiencing distress (Evidence: [Counseling Appointments](#), [Express Counseling/Virtual Front Desk](#), [Crisis Counseling and Emotional Wellness Services](#), [Counseling Tools](#)). To support the work of the Counseling Department, [Student Success Specialists](#) provide personalized, proactive support across the College's five Meta Majors. Specialists, located in the [Student Success Center/El Centro](#), collaborate with faculty and counselors to help students connect to resources, navigate academic processes, resolve challenges, and align coursework with career goals. Their cross-functional approach integrates data-driven decision-making across instruction and student services, promoting early intervention and continuous student engagement.

The college offers a range of student support programs that promote retention, persistence, and a sense of belonging. These include [LGBTQIA+ support](#), [Mi Casa \(UndocuScholar Resource Center\)](#), [Salinas Valley Promise](#), and [UMOJA](#), supporting our Black/African American students. These programs employ a caring, community-based approach that supports academic success, personal empowerment, and leadership development. The [Office of Basic Needs \(SOUL Center\)](#) supports non-academic needs by connecting students

to essential services related to food security, stable housing, transportation, childcare, and financial stability. By addressing these fundamental needs, the College enables students to focus on their academic and personal goals. Additionally, recognizing the importance of mental health, Hartnell provides [TimelyCare Telehealth for Students](#), a 24/7 virtual platform offering access to licensed mental health professionals, scheduled counseling appointments, health coaching, and psychiatry services. These services remove traditional barriers to mental health care and ensure that students can access support at any time, from any location.

The College offers a range of learning support services at all of our educational sites. The [Library and Learning Resource Center \(LRC\)](#) serves as the academic hub of the College, supporting students' information literacy and research needs. The library provides access to print and digital collections, computer and media services, interlibrary loan, and research assistance. Its [OneSearch platform](#) connects users to extensive databases, e-books, and research guides accessible on and off campus. To ensure equitable access for all campuses, Library Lockers enable students at satellite sites to borrow materials without traveling to the main campus. Librarians partner with faculty to deliver in-class and virtual workshops, develop customized research instruction, and maintain course reserves. These collaborations foster students' academic confidence and research proficiency, which are core components of student success and transfer readiness.

The [Panther Learning Labs \(PLL\)](#) provide free tutoring and academic support at all five campuses and online. Services include drop-in tutoring, embedded tutoring, study groups, workshops, and access to computers, internet, and test proctoring (Evidence: [Drop-in and Online Tutoring](#)). The PLL's embedded tutoring model pairs tutors with faculty to support students directly in the classroom, fostering collaborative learning environments. The PLL also conducts outreach through MailChimp campaigns, in-class presentations, and online workshops to ensure equitable access for all students (Evidence: [Welcome Message - Panther Learning Lab Support](#), [Panther Learning Labs Workshops](#)). PLL services are available at all of the College's educational sites.

Hartnell College evaluates the impact of its student and learning support services through disaggregated data analysis, program review, and student feedback. Through its Program Planning and Assessment (PPA) process, the College systematically reviews service area outcomes (SAOs), program learning outcomes (PLOs), and other performance indicators disaggregated by student demographics (Evidence: [Sample SAO assessment report](#), [Standardized Service Area PPA questions](#)). Faculty, classified professionals, and administrators engage in this regular review to identify service gaps, set improvement goals, and prioritize resource requests. Findings are used to inform planning and resource allocation, ensuring that services remain responsive to students' evolving needs and aligned with institutional equity goals. Additionally, data from survey instruments and other data sources inform continuous improvement efforts and the equitable distribution of resources (Evidence: [Counseling survey Spring 2023](#), [DSPS Student Satisfaction Survey](#), [Math Academy Outcomes Fall 2023](#)).

Hartnell College's design and delivery of equitable, student-centered programs and services are reflected in multiple external recognitions that affirm the effectiveness of its support for students' academic and non-academic needs. Most notably, Hartnell has earned the Seal of Excelencia, recognizing institutions that intentionally and effectively serve Latino students through evidence-based practices (Evidence: [Seal of Excelencia certification](#)). The College has also been designated a [Top 10 Military-Friendly College](#), reflecting its commitment to meeting the unique needs of veteran and military-connected students, and has achieved Silver status with Caring Campus, demonstrating institution-wide adoption of relational practices that support student belonging and success. In 2025, Hartnell was named an [Opportunity College and University \(OCU\)](#) in the Carnegie Classifications' new Student Access and Earnings Classification, recognizing institutions that provide broad access and produce strong post-graduation earnings outcomes; Hartnell is

one of only 60 community colleges nationwide—and one of two in California—to receive this designation. In addition, College Futures has named Hartnell a Top 25 community college for return on investment (Evidence: [Golden Returns](#)). Collectively, these recognitions provide external validation that Hartnell’s programs and services are intentionally designed, equitably delivered, and aligned with the College’s mission to maximize student potential and support success across diverse educational journeys.

2.8. The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students’ unique educational journeys. (ER 15)

Hartnell College fosters a sense of belonging and community by providing students with multiple, intentional opportunities to engage with the institution, its programs, and their peers. The College recognizes that belonging involves academic, social, and cultural elements, and develops initiatives that reflect the diversity of its student population and the College’s mission, vision, and values. Through partnerships across Student Affairs, Academic Affairs, and the Office of Marketing and Communications, Hartnell creates a welcoming environment where every student feels seen, supported, and valued.

Starting every October, the College Pathways Team engages prospective students through outreach events at all of our feeder high schools. In April, each of our educational sites hosts [Panther Prep](#), where we enroll approximately 70% of our first time in college students. Once enrolled, students participate in [Weeks of Welcome](#), [Panther Connect](#), [Math Academy](#), and [Basic Needs Resource Fairs](#). The Basic Needs Resource Fair convenes over 55 community partners to connect students with essential supports related to food, housing, and health, intentionally bridging college and community networks. [Survey results](#) demonstrate impact: 91 percent of participants reported they were likely to use the resources they learned about, and 99 percent said the event met or exceeded expectations.

Belonging continues throughout the year through a robust schedule of cultural, academic, and co-curricular activities co-produced by the Office of Student Life, the Office of Student Equity and Pathways, and the Office of Marketing and Communications (Evidence: [Student Event Calendar 2025–2026](#)). These events celebrate diverse identities and histories, including [Lavender Graduation](#), [Eid Celebration](#), [Book Discussions](#), [Community Reads](#), and [Indigenous Women’s History Month](#) panels. Local community partners such as NAMI of Monterey County, the Epicenter, and the Hospice Giving Foundation collaborate to expand access to wellness and engagement programming (Evidence: [Mental Health Awareness Workshop](#)). Students also enjoy access to [The Western Stage](#), athletic events, and [Monterey Bay Aquarium passes](#) through the Student Ocean Stewards program, reinforcing connections between learning, culture, and community.

The [Associated Students of Hartnell College \(ASHC\)](#) and [Inter-Club Council \(ICC\)](#) provide structured opportunities for student leadership and peer connection. ASHC represents student interests in shared governance, organizes campus-wide events, and supports civic engagement. Through ICC, students form and sustain clubs that reflect academic majors, cultural identities, and personal interests, fostering a network of peer communities that strengthen belonging and leadership development.

Another way the College fosters a sense of belonging among students is through peer mentoring. The [Salinas Valley Promise](#) (SVP), in addition to providing financial support to first-time, full-time students, supports belonging by pairing first-year students with peer mentors who share similar interests and identities. Students report their sense of belonging three times per year, allowing the College to provide timely interventions

(Evidence: [Assessment, Mentor Collective case study](#)). SVP scholars persist at a rate of 91 percent from fall to spring and achieve higher completion rates than non-participants (Evidence: [Salinas Valley Promise Program Outcomes January 2025](#)). The First Year Experience (FYE) program, which is currently being implemented, will extend this work by offering academic guidance, workshops, and community-building activities that help students navigate their first year successfully (Evidence: [First Year Experience Framework](#)). For both new and continuing students who wish to gain leadership skills, the college offers student leadership institutes, connecting students with mentors and community leaders through leadership development and peer support (Evidence: [Sample student leadership workshop](#)).

Hartnell provides a network of physical and cultural spaces that foster belonging for all students. These include, as described in Standard 2.7, the Veterans Center, UMOJA Center, Mi Casa UndocuScholar Resource Center, SOUL Center (Office of Basic Needs), Pride Lounge, and the Rising Scholars Center.

- The Veterans Center provides year-round programming and, as described in Standard 2.7, has contributed to Hartnell's recognition as one of the [Top 10 Military Friendly Schools](#) nationally (Evidence: [Veterans Appreciation Week](#)).
- The UMOJA Center, established in 2022, celebrates African and African American identities through culturally affirming programs and community partnerships (Evidence: [UMOJA Grand Opening](#)).
- The [Mi Casa Center](#) creates a safe, supportive environment for undocumented students and allies, offering legal aid, scholarship workshops, and "[Know Your Rights](#)" sessions.
- The [Office of Basic Needs](#) provides comprehensive basic-needs resources, including food pantries, housing referrals, and emergency aid, which foster a sense of belonging by ensuring that all students' well-being is supported. Students accessing basic needs services report improved academic performance and higher persistence (93 percent vs. 89 percent) compared to peers not accessing basic-needs resources (Evidence: [Basic Needs Impact Survey 2024](#)).
- The [Pride Lounge](#) offers a safe space for LGBTQIA+ students and allies to connect through programming such as the [Spectrum of Expression Art Show](#).
- The [Rising Scholars Program](#) supports incarcerated and formerly incarcerated students through peer mentoring, tutoring, workshops, and [events](#), extending belonging beyond campus boundaries.

Another way Hartnell College enhances students' sense of belonging and community is through its [Athletic programs](#). Hartnell College has both male and female coaches who support student athletes in a variety of sports that also have national and international equivalents. [Sports teams](#) range from baseball and basketball to cross country, football, swimming, and soccer. Student athletes receive specialized [counseling and academic support](#) to support their success.

Hartnell evaluates belonging and engagement through data and reflection. The 2024 Diversity, Equity, and Inclusion Institutionalization (DEII) Survey found that 80 percent of students reported satisfaction with their sense of belonging (higher than faculty or staff) citing representation of diverse perspectives in classes and campus events (Evidence: [DEII Survey 2024](#)). Results inform ongoing equity initiatives and professional development.

In response to a shifting national context, the College reaffirmed its commitment to safety and inclusion through [Board Resolution 25:1](#) supporting undocumented students and the LGBTQIA+ community. Our "[We Stand with Our Community](#)" campaign that followed displayed [welcoming banners](#), [lamppost banners](#), and

[posters](#). The College hosted [support groups](#) and [trained employees](#) to create safe and welcoming environments across all district sites.

Hartnell College's sustained work to create a culture of care and belonging has earned national recognition. As noted in Standard 2.7, in October 2024, Hartnell was awarded the [Seal of Excelencia](#), a prestigious national designation recognizing colleges that intentionally serve Hispanic and Latino students through evidence-based practices, positive outcomes, and culturally responsive institutional strategies. Only 48 colleges nationwide hold this distinction, underscoring Hartnell's leadership in advancing equity, belonging, and success for the Hispanic/Latino community that forms the heart of the Salinas Valley. In May 2025, the College was named one of only five institutions nationwide to receive the [Silver Caring Campus Certification](#), honoring colleges that demonstrate deep commitment to fostering connection, compassion, and community.

2.9. The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement. (ER 11, ER 14)

Hartnell College is committed to the continuous monitoring and refinement of its Student Learning Outcomes (SLO) and Service Area Outcomes (SAO) assessment processes. Oversight of SLO assessment is provided by the Academic Senate's Program Planning, Outcomes, and Assessment (PPO&A) Committee, ([Evidence: PPO&A webpage, update in progress](#)) which includes faculty from across disciplines, the [SLO Coordinator \(Faculty\)](#), the [PPO&A Coordinator \(Faculty\)](#), the Vice President of Institutional Equity, Effectiveness, and Success, and the [Outcome and Assessment Specialist \(CSEA\)](#). This cross-functional team ensures that outcomes assessment is collaborative, equity-focused, and integrated into planning.

The Student Learning Outcomes (SLO) Coordinator serves on both the Curriculum Committee and the PPO&A Committee, ensuring alignment between curriculum and assessment. The Coordinator identifies professional development needs related to outcomes assessment and works with the PPO&A team to allocate resources and coordinate targeted training ([Evidence: SLO Handbook, update in progress](#)). The Outcome and Assessment Specialist supports the College's assessment infrastructure by managing Outcome and Assessment platform, maintaining outcome mappings, and assisting faculty and program managers in developing measurable SLOs and SAOs. The PPO&A Coordinator provides additional support for completing PPA reports and integrating assessment data into program review and resource allocation ([Evidence: PPA webpage, update in progress](#)).

In alignment with the College's 2020–2023 Assessment Plan ([Evidence: Assessment Plan](#)), faculty assess course-level SLOs according to a three-year cycle, with each course assessed at least once during the period. Faculty reflect on their findings through structured prompts ([Evidence: Reflection form](#)) and share insights during department meetings held during Fall Convocation and January Flex Day. These reflections inform action plans ([Evidence: Action plan form](#)) and guide the annual Program Planning and Assessment (PPA) process ([Evidence: PPA Plan](#)). SLOs of general education courses are mapped to the College's six Core Competencies ([Evidence: Core Competence mapping](#)), which are assessed directly through course-level data and indirectly through the [Graduate Core Competencies survey](#). PLOs are assessed in Year 4 using aggregated course-level data ([Evidence: PLO report, SLO-PLO Mapping](#)).

Hartnell's commitment to continuous improvement was reaffirmed following a commendation received during its 2019 accreditation visit. Despite significant disruptions caused by the COVID-19 pandemic and a districtwide ransomware attack in Fall 2022, the College has remained focused on completing its assessment cycle. Despite these disruptions, by Spring 2022 the College achieved a 79% completion rate of SLO scorecards. From Fall

2023 through Spring 2024, the College distributed scorecards for 395 courses and 770 sections, with an average completion rate of 75% over four semesters (Evidence: [Fall 2023 SLO Reflections documents](#), [Spring 2024 SLO/PPA Flex session](#), [Sample SLO reflection](#)) These efforts demonstrate the College's resilience and sustained dedication to outcomes assessment as a core institutional practice.

While the College has followed its established assessment plan with fidelity, some limitations in the current process have emerged. Specifically, assessing each course once every three years has not consistently provided sufficient data to inform timely instructional or program-level decisions. Additionally, although demographic data was successfully integrated into the assessment system, the resulting disaggregated SLO reports have proven difficult for faculty to interpret and utilize effectively (Evidence: [SLO disaggregated report](#)). In response, the PPO&A Committee recommended transitioning SLO assessment into Canvas, where embedded tools would allow for more frequent and accessible data collection. A pilot was conducted with 13 faculty across various disciplines, and their feedback was used to inform improvements (Evidence: [SLO pilot training session #1](#), [session #2](#), [session #3](#)). As a result, the Academic Senate approved both a revised PPA structure and the Canvas-based SLO assessment approach, to be implemented beginning Fall 2025. The [updated PPA framework](#) provides a clearer and more integrated process for instructional, service area, and administrative planning, ensuring a more comprehensive and actionable use of assessment data across the institution.

Service Area Outcomes (SAOs) are established during the fall semester, with assessment completed by the end of the spring term. To support effective SAO development, administrators receive both group and individualized training, along with access to guidance materials. SAOs and assessment results are documented in the Nuventive platform, using methods such as surveys or data analysis depending on the nature of the outcome (Evidence: [SAO and assessment result from Nuventive](#)). SAO findings are used to inform responses to Program Planning and Assessment (PPA) questionnaires, guide action planning for the following year, and support resource requests (Evidence: [sample PPA report](#)).

Standard 3: Infrastructure and Resources

The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

3.1. The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve equity, diversity, and mission fulfillment. (ER 8, ER 14)

All full-time professors, non-instructional faculty, part-time and adjunct professors, and academic administrators are required to meet the [minimum qualifications](#) outlined in California Community Colleges and Title V regulations, or possess equivalent qualifications. The job announcement defines these qualifications and highlights the essential skills and abilities that candidates should possess. At Hartnell College, the application process has been streamlined via NeoEd to allow candidates to submit their materials easily, including a resume, cover letter, required transcripts, and responses to specific questions related to the District and position (Evidence: [Supplemental Questions for Application](#)). This process helps verify that applicants meet the necessary qualifications or have undergone an equivalency review as specified in Hartnell College Administrative Procedures. In addition to this, an [Equivalency Process](#) website was created for applicants to

educate and inform applicants on how to apply for an equivalency. Hartnell College maintains a commitment to equity and diversity, as reflected in its [Board Policy 3420](#) and our [Equal Employment Opportunity plan](#). Selection committees are formed to represent a variety of experiences and perspectives, including diverse ethnicities and identities. To support these practices, all search committee members are required to complete a [training program](#) that addresses equity and diversity and establishes expectations for the hiring process. This training is approximately two (2) hours and is required to be completed every two (2) years to be eligible to serve on selection committees. To ensure persons are maintaining and completing their training, the Office of Human Resources tracks employees who have completed the training (Evidence: Training Logs for [Classified](#) and [Other Staff](#)).

At Hartnell College, the institution is focused on creating an environment of equity and diversity (Evidence: [BP7100](#)). This commitment is reflected in [Board Policy 7100](#) and in [Board Policy 3420](#), codifying adherence to Equal Employment Opportunity practices. The hiring committees are composed of individuals from diverse ethnic backgrounds, the LGBTQIA+ community, and various genders. Human Resources aims to attract and retain qualified administrators, faculty, and staff to support the college's programs. A diverse workforce is seen as beneficial to the educational landscape and the experiences of students. Therefore, the college regularly reviews its hiring policies and procedures to align with equity and diversity goals. Information regarding the hiring processes for faculty, staff, administrators, and the college superintendent/president is available on the district website and outlined in [Administrative Procedure 7120](#). In addition to receiving these guidelines, screening committees are provided with a [diversity rubric](#) to promote a fair hiring process. Human Resources assists in recruitment, paper screening, and organizing interviews, focusing on candidates who meet educational and experiential qualifications. Compliance with all applicable laws and district policies is a priority in maintaining the integrity of hiring practices. Once authorization for positions is obtained, department managers work with Human Resources to develop position announcements that outline the qualifications for new or vacant roles. Hartnell College acknowledges the importance of a diverse and equitable workforce for the institution and its students.

The District also continuously reviews the needs of students and faculty, staff, and administrator roles at the College. The District launched a comprehensive [classification and compensation study](#) to ensure that classified staff positions are placed in the appropriate class and are compensated fairly. An example of a new position that was created in order to better meet the needs of students is the new job classification of [Student Success Specialist](#). This position was created in order to provide services to increase student success and retention.

Hartnell College aims to evaluate its employment practices regularly to ensure they align with principles of equity and diversity, working to represent the diverse makeup of the community and enhance the educational experience for all.

3.2. The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.

Hartnell College supports its employees through comprehensive and inclusive professional learning opportunities that are aligned with the College Mission and Strategic Plan goals, and meet requirements outlined in [Board Policy 7160](#). These initiatives foster a culture of continuous improvement, equity-minded practice, and institutional excellence, consistent with Hartnell's commitment to advancing social and economic justice through the transformative power of education.

College-wide professional development activities are coordinated through the [Professional Development Committee](#) (PDC), with their primary focus being the planning of our fall and spring Flex days. These gatherings, required for all full-time employees, promote collaboration, communication, and shared understanding of institutional priorities and equity commitments, and typically include a President’s address, a keynote speaker, a student panel, and afternoon breakout sessions (Evidence: [Fall 2025 Student Success Agenda](#)). Flex Day activities are evaluated through post-event surveys and reflection discussions, and results inform future programming (EEP Plan).

Professional learning for faculty is coordinated through the [Faculty Advancement and Opportunities Committee](#) (FAOC), which oversees programs such as New Faculty Orientation and the Faculty Teaching Academy. Faculty also engage in specialized learning related to a variety of topics, including Zero Cost Textbooks (ZTC), SLO assessment, and the Peer Online Course Review (POCR) process within the Distance Education program.

Classified professionals participate in All-College workshops each semester, have access to training and conference opportunities and funding, and are encouraged to serve on governance committees during work hours (CSEA Agreement). Our Employee Scholars program, codified in [Administrative Procedure 7165](#), allows full-time and part-time permanent employees to pursue a course of study (degree or certification) that is directly related to their current or future position within the district.

Administrators receive regular training primarily through Senior Leadership meetings, where topics include budgeting, performance evaluations, leadership, and equity-focused strategies to support undocumented and LGBTQIA+ students. For example, our Office of Basic Needs conducted an [UndocuScholar training](#) for our campus community in efforts to support our undocumented and LGBTQIA+ student population. In addition, our Senior Leadership meetings have included training on new hire people engagement, onboarding and orientation as well as conducting evaluations (Evidence: [New Hire People Engagement Training](#)).

The College also invests in technology-based learning. The Information Technology Department, through its [Learning and Innovation Center](#), offers regular Tech Talks, workshops, and leadership development sessions through its Learning and Innovation Hub, providing employees with opportunities to strengthen digital fluency, integrate new tools, and support institutional effectiveness.

As referenced in Standard 1.4, our self-evaluation processes through our Achieving the Dream (ATD) work revealed the need to build a stronger and more robust infrastructure to support professional learning. In response to that assessment, and as part of our ATD Action Plan, a cross-functional team of administrators, faculty, and classified professionals participated in the ATD Teaching and Learning Series. Guided by an ATD coach, the team developed a [comprehensive plan for a Professional Learning Center](#), approved in Spring 2025. Implementation is underway, including the hiring of a full-time [Faculty Professional Development Coordinator](#) and the creation of professional learning tracks that integrate instructional, classified, and administrative development into a cohesive system centered on equitable student success.

Hartnell College’s ongoing evaluation and improvement processes ensure that professional learning opportunities remain responsive to employee and institutional needs while advancing the College’s mission and promoting equitable outcomes for all students.

3.3. The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution’s mission and goals.

Hartnell College implements a comprehensive, policy-based system for evaluating all employee groups, ensuring that performance expectations align with institutional goals and the college mission (Evidence: [Board Policy 7150/Administrative Procedure 7150](#)). Evaluation processes emphasize accountability, professional growth, and equity-minded practice, and are guided by Board Policies, Administrative Procedures, and collective bargaining agreements (CBAs).

The Human Resources department oversees performance evaluations for faculty, classified, and management employees. HR monitors completion of evaluations, provides templates and guidance, and issues electronic reminders to supervisors when evaluations are due (Evidence: [Example of Electronic Reminder for Evaluation](#)). [Evaluation forms and instructions](#) are available on the Human Resources website for each employment group ensuring transparency and consistency in expectations and frequency across all employee groups.

Full-time tenured faculty evaluations are conducted in accordance with [Article 13](#) of the Hartnell College Faculty Association (HCFA) contract. [Article 14](#) of the HCFA contract outlines procedures for evaluating probationary/tenure track faculty, and [Article 21](#) outlines provisions for evaluating part-time faculty. [Evaluations](#) assess teaching effectiveness, professional responsibilities, and engagement in college service and professional growth. The process includes setting annual goals for tenure-track faculty and three-year goals for tenured faculty, as well as peer and administrative review. This also includes soliciting feedback from the students as part of the evaluation process for faculty (Evidence: [Student Appraisal Form](#)).

In Fall 2024, the Academic Senate approved updated evaluation criteria incorporating Diversity, Equity, Accessibility, and Inclusion (DEAI) elements required under Title 5 (Evidence: [Academic Senate minutes 11/26/2024](#)). As part of ongoing HCFA contract negotiations, the College is formalizing DEIA language within faculty evaluation instruments to ensure alignment with state requirements and institutional equity goals. In addition to meeting Title 5 regulations, these new criteria bring our faculty evaluation process in alignment with our college mission and values (Evidence: [Updates to Tenure Review and Evaluation Process presentation](#)).

Classified professionals, including confidential and supervisory employees, are evaluated as outlined in Board Policy and [Article 7](#) of the CSEA collective bargaining agreement. Permanent employees follow a defined schedule that ensures timely feedback and opportunities for improvement. [Evaluations](#) assess job knowledge, performance, teamwork, communication, and service to students and colleagues. Supervisors engage in dialogue with employees regarding performance strengths, expectations, and areas for growth.

[Evaluations](#) of administrators, managers, and academic supervisors emphasize leadership, management effectiveness, communication, collaboration, innovation, and integrity. The process includes self-assessment, supervisor feedback, and goal setting aligned with institutional priorities (Evidence: [List of evaluation forms](#)).

During the COVID-19 pandemic, faculty and staff evaluations were temporarily delayed to prioritize instructional continuity and employee well-being. These delays were further exacerbated by the cybersecurity breach that occurred in October 2022, which compromised some of our HR systems and data. Following this period, the College conducted an audit to determine the last time an evaluation was completed, and has developed and is now implementing a structured plan to restore full compliance across all employee groups (Evidence: [Classified evaluation plan](#), [Manager evaluation plan](#)). Academic deans have implemented a three-year evaluation plan to ensure that all part-time faculty are evaluated on a regular basis, with progress monitored by Human Resources and the Vice President of Academic Affairs (Evidence: [Part-time faculty evaluation plan](#)).

Hartnell College ensures that employee evaluations are regular, evidence-based, and aligned with professional responsibilities and institutional goals, thereby reinforcing a culture of growth, accountability, and equitable student success.

3.4. The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success. (ER 18)

The Hartnell Community College District (District) develops, maintains, and enhances its educational services and operational functions through the effective and strategic use of fiscal resources. Financial resources are intentionally aligned with the District’s mission to advance social and economic justice through education and are sufficient to support high-quality programs, services, and equitable student success outcomes.

Beyond fiscal compliance, the District uses financial resources as a strategic tool to strengthen educational quality and advance equitable student outcomes. Resource allocation decisions are informed by institutional planning priorities, disaggregated student outcome data, and equity-minded inquiry to ensure that funding is directed toward initiatives that address opportunity gaps and improve the student experience ([Evidence: PPA funding rubric](#)). Fiscal investments support high-impact instructional and student support services, including counseling, dual enrollment, basic needs supports, technology infrastructure, and equity-focused academic programs that promote persistence, completion, transfer readiness, and post-graduation success ([Evidence: Fiscal decision-making framework](#)).

Fiscal oversight is exercised by the Superintendent/President and designated administrators to ensure that resources are deployed in alignment with institutional priorities and in accordance with Board Policy and Education Code ([Evidence: BP 6150](#)). As evidenced in Standard 3.6, the District employs internal controls to ensure responsible stewardship of funds while maintaining the flexibility needed to respond to evolving student and community needs.

The District engages in long-term fiscal planning to ensure sustainability and responsiveness. This includes multi-year budget projections, enrollment forecasting, and reserve analysis to maintain institutional stability while supporting ongoing investments in educational quality ([Evidence: Annual Budget Presentation for 2025-26](#)). Fiscal planning is integrated with the [Strategic Plan](#), [Technology Master Plan](#), [Facilities Master Plan](#), and [Student Equity Plan](#) to ensure that resources are aligned with mission-critical priorities and evolving student needs ([Evidence: FY 2024-25 Resource Request Process Funding Summary](#)).

In addition to the General Fund, the District exercises fiscal oversight of categorical and grant-funded programs, including Hispanic-Serving Institution (HSI) grants, Student Equity and Achievement, and Strong Workforce, to expand access, strengthen pathways, and support disproportionately impacted students while ensuring compliance and long-term sustainability ([Evidence: Grants Management](#)).

Through these practices, the District ensures that fiscal resources are stable, sufficient, and intentionally deployed to sustain educational excellence and advance equitable student achievement in alignment with its mission.

3.5. The institution’s mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.

The College's mission and institutional goals serve as the foundation for all financial planning and decision-making. Financial planning processes are intentionally designed to be mission-aligned, transparent, and participatory, ensuring that fiscal decisions support equitable student success and institutional effectiveness.

During this accreditation cycle, the College's 2019–2024 and 2025–2028 Strategic Plans provide the overarching framework for linking institutional goals to financial planning and resource allocation. Fiscal planning and management are guided by Board and Administrative Policies ([Evidence: AP 6200, AP 6250, AP 6300, and AP 3250](#)) and implemented through shared governance structures consistent with [Board Policy 2510](#). These structures, including the [Institutional Resources Council](#), facilitate broad-based participation and cross-constituent collaboration in financial planning.

All resource requests, including budget, personnel, and facilities, are explicitly mapped to strategic priorities and institutional goals through the College's integrated planning and resource allocation processes ([Evidence: Nuventive Planning & Resource Request Report, Space Request Form](#)). Requests are evaluated using a clearly defined funding rubric that emphasizes alignment with strategic priorities and institutional impact ([Evidence: PPA Funding Rubric](#)). At the conclusion of each annual planning cycle, funding decisions and resource allocation summaries are communicated collegewide and posted publicly to ensure transparency and shared accountability ([Evidence: FY 24-25 Schedule of One Time Funded Items, Resource Request Update—communication to the community, FY 2024-25 Resource Request Process-funding update](#)).

Financial information is regularly disseminated to support effective planning, data-informed decision-making, and meaningful stakeholder participation. The Board of Trustees receives monthly budget updates and reviews tentative and final budgets annually to ensure ongoing oversight and alignment with institutional goals ([Evidence: Revised-2025-26 Tentative Budget Board Presentation, 2025-26 Tentative Budget Book \(Final 5-28-25\), Board Budget Update as of 1-31-25 for 3-4-25 BOT mtg, Budget Update to Board 4.01.25, FINAL--- Budget Book for 2025-26, 2025-26 Final Budget \(v.Board\) 8-27-25, Board Item -Tentative Budget, FY 25-26 Final Budget Board Item](#)). Budget materials are also shared with the college community to promote understanding of fiscal assumptions, priorities, and constraints.

In addition, the President's Cabinet receives regular fiscal updates from the Vice President of Administrative Services, enabling senior leadership to integrate financial information into operational planning, enrollment management, staffing decisions, and student support strategies ([Evidence: Cabinet Agenda—Sample of Fiscal Topics](#)).

Fiscal transparency and public accountability are further supported through the Citizens' Bond Oversight Committee, which provides independent review of the District's Measure T General Obligation Bond program. Committee reports, audit results, and meeting materials are publicly accessible, reinforcing the District's commitment to open communication and community trust ([Evidence: CBOC 23-24 Final 2024 dec, CBOC Annual Report, Measure T -monthly reports to the Board, Measure T Summary Update OCT 2025](#)).

As evidenced above, the College ensures that financial planning is grounded in its mission and goals, informed by timely financial information, and shaped through meaningful stakeholder participation.

3.6. The institution ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.

As noted in Standard 3.4, the District adheres to established fiscal management principles, state and federal regulations, and the California Community College Budget and Accounting Manual (Evidence: [BP 6300](#)). All fiscal operations follow Generally Accepted Accounting Principles (GAAP) and are supported by internal control systems designed to safeguard assets, ensure accurate financial reporting, and promote accountability.

Fiscal oversight is exercised by the Superintendent/President and designated administrators in accordance with Education Code and Board Policy (Evidence: [BP 6150](#)). Internal controls include separation of duties, multi-level approval processes, and clear budget transfer processes (Evidence: [Purchase Requisition example](#), [Check Request example](#), [Budget Transfer example](#), . Fiscal leaders participate in ongoing professional development through organizations such as the [Association of Chief Business Officials \(ACBO\)](#), the Community College League of California (CCLC), and [Chancellor's Office fiscal and policy webinars](#) to strengthen institutional capacity and ensure adherence to best practices in public finance.

The integrity of the District's fiscal practices is independently validated through annual external audits conducted by certified public accountants, including financial and Measure T audits. Audit results are presented publicly to the Board of Trustees and made available to the college community (Evidence: [Annual Measure T Performance Audit June 30 2024](#), [Annual Measure T Audit June 30 2024](#), [Independent Auditor Report to Board](#), [Annual Audit Board Item](#), [Annual Financial Audit June 30, 2024](#)). For the past five consecutive years, these audits have reported no findings, reflecting sound fiscal management and compliance.

Beyond external review, the District regularly evaluates its fiscal outcomes to inform decision-making and continuous improvement. The Board of Trustees reviews budget-to-actual reports and financial summaries to monitor fiscal performance, while governance bodies such as the Institutional Resources Council examine fiscal trends and budget assumptions in relation to institutional priorities (Evidence: [Board Budget Update as of 1-31-25 for 3-4-25 BOT mtg](#), [Budget Update to Board 4.01.25](#), [IRC 2-7-25-feb-25-irc-agenda](#), [IRC 25 sep agenda for september 6 2024 revised](#), [IRC 10 4 24 rev2 agenda-for october 4 2024](#), [IRC Tentative Budget Presentation](#)). The District also evaluates its financial health through long-term analyses, including multi-year projections, reserve levels, enrollment trends, and external indicators such as credit ratings (Evidence: [Annual Budget Presentation for 2025-26](#), [Moody's Credit Rating -Hartnell College](#)).

Through the ongoing review of fiscal performance data, audit results, and governance feedback, the District continuously refines its financial management practices. These evaluations ensure fiscal integrity, institutional stability, and the responsible stewardship of public resources in support of the College's mission and long-term effectiveness.

3.7. The institution ensures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability. (ER 18)

The Hartnell Community College District (District) ensures financial solvency through prudent fiscal management, continuous monitoring of revenues and expenditures, and intentional long-range financial planning. Short-term fiscal decisions are made with careful consideration of long-term institutional priorities,

future obligations, and the District's responsibility to sustain educational quality and equitable student success (ER 18).

The District's budget development and management processes, outlined in [Administrative Procedure 6200](#), are grounded in transparency, shared governance, and alignment with institutional mission and priorities. Fiscal conditions are regularly monitored by the Business Services Office through ongoing revenue and expenditure analyses to ensure that actual financial activity remains aligned with adopted budgets (Evidence: [Board Budget Update as of 1-31-25 for 3-4-25 BOT mtg](#), [Budget Update to Board 4.01.25](#)). The Board of Trustees reviews and approves the annual budget and receives regular financial reports to support informed oversight and timely decision-making.

Short-term fiscal stability is supported by strong liquidity and a conservative reserve policy. [Board Policy 6200](#) requires a minimum unrestricted reserve of 20%, providing protection against revenue volatility and unanticipated fiscal disruptions. The District has not required Tax Revenue Anticipation Notes (TRANS) or Certificates of Participation (COPs) financing for more than a decade, demonstrating sustained liquidity and effective cash-flow management (Evidence: [Independent Auditor Report to Board, 2023-24 CCFS-311](#), [Annual Master-Report - Hartnell College](#)).

Long-term financial stability is reinforced through proactive planning for future obligations and structural risk mitigation. The District actively manages its Other Post-Employment Benefits (OPEB) liabilities through participation in Public Agency Retirement Services (PARS), informed by regular actuarial valuations to ensure responsible funding of retiree benefits (Evidence: [GASB 74-75 Actuarial Report 2024](#)). In addition, the District manages a zero-interest state loan associated with its solar energy installation, which is amortized over time and offset by projected energy cost savings, reducing long-term operational expenses (Evidence: [Energy Commission Invoice](#)).

In response to periods of fiscal uncertainty and changing external conditions, the District has strengthened its financial decision-making practices by developing a clear [fiscal decision-making framework](#) to guide budgetary actions during times of constraint. This framework prioritizes the protection of core instructional and student support services, the advancement of equity-focused initiatives, the preservation of fiscal reserves, and the long-term sustainability of programs and staffing. The framework provides a consistent and values-driven approach to evaluating tradeoffs, ensuring that short-term adjustments do not undermine the District's long-term mission or financial health.

As part of its commitment to sustained solvency, the District has also implemented structural improvements to mitigate long-term fiscal risk. This includes establishing limits on the proportion of categorical and grant-funded resources that may be allocated to ongoing salaries and benefits, reducing the risk of future funding cliffs and ensuring that programs supported by soft money remain sustainable beyond the life of external funding sources (Evidence: **Grant and Categorical Budget Guidelines - to be added**). These practices strengthen fiscal resilience while preserving the District's ability to strategically leverage external resources in support of student success.

The District's strong reserves, responsible debt management, and disciplined fiscal planning have contributed to a positive credit rating, enabling the College to secure favorable financing terms for the Measure T General Obligation Bonds and minimize long-term costs to taxpayers (Evidence: [Moody's Credit Rating-Hartnell College](#)). Collectively, these practices ensure that short-range fiscal decisions are informed by long-term

financial priorities and future obligations, sustaining institutional solvency and the capacity to fulfill Hartnell College's mission over time.

3.8. The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers instruction, student services, and/or learning supports.

The Hartnell Community College District (District) ensures that its physical resources are constructed, maintained, and operated to effectively support instruction, student services, and learning across all locations. The District operates five sites (the [Main Campus in Salinas](#), the [Alisal Campus](#), and Education Centers in [King City](#), [Soledad](#), and [Castroville](#)) totaling more than 970,000 square feet of facilities dedicated to teaching and learning.

Long-range facilities planning is guided by the [Facilities Master Plan \(FMP\)](#), originally adopted in 2014 and aligned with the [District Strategic Plan 2019-2024](#), and extended via an [addendum](#) through 2030 to align with the [District's Strategic Plan 2025-2028](#). Developed through shared-governance input, the FMP establishes goals for modernization, expansion, and accessibility. To implement these goals, the community overwhelmingly approved [Measure T](#), a \$167 million General Obligation Bond in 2016.

Measure T has funded new education centers in Soledad and Castroville, the expansion of King City, and major renovations and upgrades on the Main Campus, including the [Nursing and Allied Health Building](#), [athletic facilities](#), and multiple academic buildings. All construction projects are approved by the Department of the State Architect (DSA), ensuring full adherence to building codes, seismic safety, and accessibility regulations. The District continues to review and adjust project priorities in response to community and programmatic needs; for example, relocating our Diesel program from Alisal to Soledad to better serve South County students ([Evidence: October 17, 2023 Board of Trustees Meeting Minutes](#)).

Ongoing facility maintenance and operations are managed by the Facilities Services Department under the Executive Director of Facilities Planning and Construction Management. The department includes maintenance, custodial, grounds, and receiving units that ensure safe, clean, and efficient learning environments ([Evidence: Administrative Services Organizational Chart](#)).

Physical resource needs are identified through the Program Planning and Assessment (PPA) process, the [Institutional Resources Council](#), and the [Safety Committee](#), as well as a [web-based work-order system](#). The department applies Association of Physical Plant Administrators (APPA) standards, targeting at least Level 3 cleanliness for instructional spaces. Staff receive ongoing safety and systems training to ensure efficient operation of new technologies and building systems ([Evidence: APPA Standard, Building Checklists](#)).

External reviews further support safety and compliance. Keenan & Associates conduct periodic campus safety inspections, and Access Compliance Services perform ADA assessments of new and renovated facilities under Measure T. Findings are reviewed and addressed by Facilities Services to ensure prompt remediation ([Evidence: Keenan Haz Mat example report](#), [Evidence 15 example Accessibility review](#)).

Facilities planning and maintenance are reviewed regularly through governance councils, committees, and the Board of Trustees to ensure alignment with educational and community needs. Extending the FMP to 2030 and completing Measure T projects demonstrate the District's proactive approach to providing safe, modern, and

equitable learning environments that advance Hartnell College’s mission of transforming lives through education.

3.9. The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.

Hartnell Community College District implements, enhances, and secures its technology resources to sustain educational services and operational functions in alignment with its mission and strategic goals. The District ensures that technology systems are reliable, secure, and accessible in support of teaching, learning, and administrative effectiveness across all locations.

Responsible and ethical technology use is fostered through clear policies and ongoing communication. [AP 3720: Computer, Electronic Communication, and Network Use](#) defines user responsibilities and prohibits unauthorized system access. The [Institutional Code of Ethics \(BP/AP 3050\)](#) reinforces accountability and integrity in safeguarding personal and institutional information. Additionally, [BP/AP 6365: Accessibility of Information Technology](#) ensures equitable digital access for all users, consistent with state and federal accessibility standards.

Technology planning and management are guided by the Technology Master Plan 2022–2027, which establishes priorities for infrastructure modernization, cybersecurity, digital equity, and disaster recovery (Evidence: [Technology Master Plan 2022–2027](#)). The Technology Master Plan is aligned with the College’s [Strategic Plan 2019–2024](#) and [Strategic Plan 2025–2028](#), ensuring that technology investments directly support institutional goals related to student success, equity, and operational resilience.

In October 2022, the District experienced a ransomware attack that resulted in the loss of its data warehouse, reporting tools, dashboards, and a significant volume of institutional documents. While the impact of the attack was substantial, the District responded by prioritizing the continuity of instruction and essential services while simultaneously undertaking a comprehensive reassessment of its technology environment. Rather than restoring prior systems as they existed, the College used the disruption as an opportunity to rebuild its technology and data infrastructure with a stronger focus on security, governance, reliability, and long-term sustainability (Evidence: [response to ransomware attack](#)).

As part of the recovery, the District strengthened its information security framework under [Administrative Procedure 3800: Information Security](#), which defines standards for protecting institutional data and systems. Security measures include [multi-factor authentication](#), encryption of data in transit and at rest, [role-based access controls](#), and continuous network monitoring through a contracted [Security Operations Center \(SOC\)](#).

Business continuity and disaster recovery processes are embedded within technology operations and have been enhanced as a result of the ransomware incident. Regular backups of mission-critical systems are performed, and restoration procedures are tested to ensure continuity of operations in the event of future disruptions. The Business Continuity and Disaster Recovery Plan, currently under development, builds on these practices and is incorporated into the [Technology Master Plan](#). The IT department conducts regular [cyber risk assessments](#) to help improve the District’s cybersecurity position.

Technology governance and oversight are supported through defined organizational roles, shared governance structures, and systematic planning processes (Evidence: [Org chart](#), [brief description of roles and responsibilities](#), [Description of the role of the Technology Council](#), [charge and agendas/minutes](#)). The Office of Information Technology provides leadership for implementation and support of technology resources and engages regularly with the Technology Council and the Institutional Resources Council to review priorities, assess needs, and guide resource allocation. End-user input is incorporated through governance processes, project teams, and service-area planning and assessment. The [ONE Hartnell Technology Development Team](#) exemplifies this approach by coordinating cross-functional collaboration on technology implementations that directly support instructional and student service needs.

The District employs structured processes for technology adoption, implementation, and lifecycle management (Evidence: [SOP Securing Technology Solutions](#), [SOP Technology Implementation Process](#). For example, the adoption of Coursera improved transparency, efficiency, and coordination in curriculum and scheduling workflows, demonstrating how technology investments are aligned with institutional priorities and user needs. Hardware and software replacement cycles are managed through established processes to ensure reliability, security, and fiscal sustainability (Evidence: [SOP Computer and Hardware Replacement Cycles](#)).

The Office of Information Technology engages in continuous evaluation and improvement through [Service Area Outcome \(SAO\) assessment](#) and [Program Planning and Assessment \(PPA\) processes](#), which inform technology planning, staffing, and resource decisions. Professional development for IT staff supports evolving institutional needs and emerging technologies (Evidence: [ITR Training Calendar](#)).

The October 2022 ransomware attack taught us many lessons. As a result, Hartnell College has rebuilt and enhanced its technology infrastructure, and made improvements in our technology processes. The District now maintains a more secure, resilient, and forward-looking technology environment that supports student learning, institutional effectiveness, and the fulfillment of its mission.

3.10. The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.

The College maintains comprehensive strategies to manage financial, environmental, and operational risks to ensure the safety, continuity, and fiscal stability of the institution. Risk management practices are guided by Board Policies, Administrative Procedures, and state and federal regulations, reflecting the District's commitment to stewardship, accountability, and mission fulfillment.

The District mitigates financial risk through conservative fiscal policies and participation in multiple Joint Powers Authorities (JPAs), including the Monterey County Schools Insurance Group, Bay Area Community College Districts, the School Association for Excess Risk, the Statewide Association of Community Colleges, and the Protect Insurance Program for Schools (Evidence: [MCSIG JPA Agreement](#)). These partnerships distribute potential liabilities and provide protection against unforeseen losses.

Fiscal stability is further supported through key Board policies. As noted in Standard 3.8, BP 6200 establishes a minimum 20% unrestricted reserve, exceeding the 5% minimum required by the California Community Colleges Chancellor's Office and aligning with Government Finance Officers Association (GFOA) best practices (Evidence: [2022-23 311 Annual Report -Hartnell College](#), [2023-24 311 Annual Master-Report - Hartnell College](#),

[2024-2025 311 Annual Report HCCD](#)). This policy ensures operational continuity in the event of funding delays or emergencies.

The District also maintains dedicated long-term funds to address employee-related liabilities, including a fully funded Other Post-Employment Benefits (OPEB) trust and a Pension Stabilization Fund (PARS) to offset rising STRS and PERS contribution rates (Evidence: [FINAL--- Budget Book for 2025-26](#), [2022-23 311 Annual Report -Hartnell College](#), [2023-24 311 Annual Master-Report - Hartnell College](#), [2024-2025 311 Annual Report HCCD](#)). Established with \$1 million and growing to \$3.4 million as of July 2025, these funds demonstrate forward-looking financial planning.

Effective cash-flow management policies and proactive forecasting have allowed the District to maintain liquidity without issuing Tax and Revenue Anticipation Notes (TRANS) since 2012-13, underscoring prudent fiscal stewardship (Evidence: [2022-23 311 Annual Report -Hartnell College](#), [2023-24 311 Annual Master-Report - Hartnell College](#), [2024-2025 311 Annual Report HCCD](#)).

The Safety and Risk Management Committee meets quarterly to assess potential hazards and recommend corrective measures. The Director of Public Safety and Emergency Management oversees the Emergency Preparedness Plan (EPP) and related procedures as outlined in [Board Policy 3500](#), which address responses to natural disasters, campus incidents, and other emergencies (Evidence: [2025-2025 Safety Committee Meeting Minutes](#)).

These trainings promote a culture of awareness and readiness among faculty and staff. Additionally, the Office of Public Safety sponsors trainings and public awareness events regarding emergency preparedness, safety protocols, and campus incidents (Evidence: [2025_asr_hartnell_college](#), [Drug Abuse Alcohol Prevention Program Disclosure—DAAPP Disclosure—Hartnell College](#), [Hartnell Emergency Action Plan 2021](#), [hartnell_workplace_violence_plan_2024](#)).

Campus access and facility security are governed by established procedures under the Vice President of Administrative Services. High-risk and master-key access requests are reviewed and approved through a [controlled process](#) that assigns responsibility to department heads and key administrators. Physical access is managed through hard-key and FOB (Frequency Operated Button) systems administered by the Mailroom and Information Technology Resources Department, respectively (Evidence: [Key Request Process](#), [KEY_FOB REQUEST FORM](#)). These protocols balance openness with safety and ensure secure facility operations.

The College's comprehensive financial safeguards, ongoing safety planning, and secure campus access protocols help ensure institutional resilience and preparedness for unforeseen circumstances. These measures protect the College's fiscal integrity, operational capacity, and the safety of its students, employees, and community.

Standard 4: Governance and Decision-Making

The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.

4.1. The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. (ER 13)

Hartnell College upholds a strong and explicit commitment to the principles of academic freedom, academic integrity, and freedom of inquiry, as articulated in its board policies, administrative procedures, and institutional publications. [Board Policy 4030](#) defines the rights and responsibilities of faculty and affirms protections for librarians, including support for freedom of inquiry and nondiscriminatory library collection practices. [Administrative Procedure 4030](#) outlines processes for addressing faculty concerns related to academic freedom and provides guidance on the appropriate avenues for resolving complaints or grievances through established college systems.

In practice, academic freedom at Hartnell College is exercised through faculty leadership in curriculum development, instructional design, and the selection of course materials and pedagogical approaches consistent with disciplinary standards and student learning outcomes. Librarians similarly exercise professional judgment in developing and maintaining collections that support freedom of inquiry and diverse perspectives, consistent with Board Policy 4030.

Academic freedom is also communicated broadly through the [Hartnell College Catalog](#), which mirrors the language of Board Policy 4030 and is published annually in digital and print formats to ensure accessibility for students, employees, and the public.

Faculty academic freedom is further protected through the collective bargaining agreement between Hartnell College and the Hartnell College Faculty Association (HCFA). The agreement includes provisions affirming academic freedom for all faculty ([Evidence: HCFA Contract, Article 24](#)) and explicitly extends these protections to part-time faculty ([Evidence: HCFA Contract, Article 21.14.J](#)). These contractual provisions reinforce institutional policy and include language addressing instructional materials and textbooks.

Hartnell College also maintains a strong commitment to academic integrity. [Administrative Procedure 4031](#) defines academic dishonesty and outlines examples, procedures, and potential consequences. Standards of student conduct and disciplinary processes are further addressed in [AP 5500](#) and [AP 5520](#). Information from these procedures is synthesized and presented clearly in the [Hartnell College Catalog](#) to ensure students understand expectations related to academic honesty and integrity.

4.2. Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives.

Hartnell College has clearly defined and communicated roles, responsibilities, and authority for institutional decision-making, consistent with California Education Code and Title 5 regulations. [Board Policy 2510](#)

establishes the respective roles of the Board of Trustees, Academic Senate, classified staff, administrators, and students in participatory governance processes. [Administrative Procedure 2510](#) provides operational guidance for how these constituencies engage in decision-making, ensuring that relevant perspectives inform institutional policies, planning, and resource allocation.

The College's governance structure and decision-making processes are communicated transparently through the [Hartnell College Governance and Decision-Making Model](#) and [Governance Handbook](#), which are publicly available on the College website. These resources describe council charges, membership, meeting protocols, decision pathways, and tools that support effective shared governance.

Governance councils operate using a tri-chair leadership model, with administrative, faculty, and classified staff co-chairs. At the beginning of each academic year, the College conducts a [tri-chairs orientation](#) to prepare council leaders for their roles and responsibilities. Each council's first meeting of the year includes a review of the council charge, decision-making protocols, and member roles, supporting consistent and informed participation (Evidence: [sample council agendas](#)). To promote equity and broad participation, councils include balanced representation from administrators, faculty, and classified staff, along with student representatives appointed by the Associated Students of Hartnell College, who receive stipends for their participation (Evidence: [Governance Handbook, pp. 7–8](#)).

The [Academic Senate](#) serves as the official voice of the faculty in academic and professional matters, as defined by Title 5, Education Code, and, as noted earlier, in [Board Policy 2510](#) and [Administrative Procedure 2510](#). The Senate exercises its authority through standing committees under its purview, including the [Curriculum Committee](#), [Program Planning and Outcomes Assessment Committee](#), and [Full-Time Professors Prioritization Committee](#), ensuring faculty leadership in areas central to academic quality.

To support effective decision-making, Hartnell College uses a [Governance vs. Operations framework](#) that clarifies the distinction between issues requiring shared governance deliberation and those appropriate for operational implementation by committees or work groups. An example of this framework in practice is the review of a former Board policy governing permanent and semi-permanent works of art on campus. The Equity Assurance Council (EAC) identified concerns that the policy created unintended barriers to the inclusion of art by requiring Board approval for all permanent or semi-permanent installations. After deliberation, the EAC brought a recommendation to the Hartnell College Council to repeal this policy, which was approved (Evidence: EAC meeting minutes, [HCC meeting minutes 5/9/2025](#)). The Board of Trustees reviewed the recommendation and voted to eliminate the policy (Evidence: [Board of Trustees minutes, 12/16/2025](#)). Following Board action, the EAC established a work group to develop an operational memorandum outlining procedures for selecting and installing art on campus (Evidence: [Equity Assurance Council minutes 11/21/25](#)). This example demonstrates how governance bodies exercise authority over policy decisions while delegating implementation details appropriately to operational structures.

Through clearly articulated governance roles, inclusive participation, and intentional use of decision-making frameworks, Hartnell College ensures that institutional decisions incorporate relevant stakeholder perspectives while maintaining clarity of authority, accountability, and effective implementation.

4.3. The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and prioritizes equitable student outcomes.

Hartnell College uses its decision-making structures consistently and effectively to support institutional goals, promote collaboration, and prioritize equitable student outcomes. As noted in Standard 4.2, the roles of each constituent group in governance are defined in Board Policy and Administrative Procedure 2510, and further clarified in the College's [Governance Handbook](#), which ensures broad representation and clear responsibilities across councils and committees (Evidence: [Hartnell College Governance and Decision-Making Model](#)).

The College's participatory governance structure includes standing councils such as College Council, Academic Senate, Student Success Council, Institutional Resources Council, and Technology Development Council, among others. These bodies meet regularly throughout the academic year, and agendas are posted publicly in advance in accordance with Brown Act regulations (Evidence: [HCC Meeting Agendas, Minutes, Supporting Documents 2024-2025](#)). Each agenda includes the college's mission, vision, values, and Caring Panthers commitments, reinforcing the institutional focus on equity, student success, and continuous improvement (Evidence: [Sample Council Agenda](#)).

Participation in governance is consistent and well-documented through attendance records in council meeting minutes (Evidence: [Academic Affairs Success Council Minutes 12/13/24](#)). These minutes demonstrate that actionable decisions are made on a regular basis, and that constituent feedback is integrated into institutional planning, resource allocation, changes to board policies, and decisions advancing student success and equity (Evidence: [Student Affairs Success Council Minutes 11/8/24](#), [Equity Assurance Council Minutes 3/15/24](#), [IRC Minutes 2/7/25](#)).

To support ongoing improvement, all governance councils participate in an annual evaluation process through a formal [Council Effectiveness Survey](#), which assesses perceptions of inclusivity, communication, transparency, and overall impact. Review of survey responses may result in smaller changes or more comprehensive revisions. In 2021, a task force began to gather information about the need for more significant changes (Evidence: [Governance Task Force Survey](#)). Based on findings from this survey, a formal Governance Task force was created by the Superintendent/President in Fall 2022 to assess the College's existing structure and explore ways to strengthen its alignment with Guided Pathways, equity, and student success. This effort built upon prior redesign work and engaged faculty, staff, and administrators in a collaborative dialogue throughout Spring 2023. In April 2023, the revised governance charter was approved by the Academic Senate, College Planning Council, and Superintendent/President (Evidence: [Academic Senate Minutes 4/11/23](#), [CPC Minutes 4/19/23](#)). This process reflected Hartnell's commitment to shared governance that is inclusive, data-informed, and mission-driven.

The College's most recent assessment focused on the effectiveness of the new governance structure two years after implementation. Results from Spring 2025 surveys indicated that participants found governance structures to be both consistent and effective, while also identifying opportunities to enhance council effectiveness (Evidence: [Governance Survey-Overall](#), [Governance Survey-Councils](#)). Based on these results, a series of [recommendations](#) were made to Hartnell College Council to make further improvements. This is an example of how the College regularly reviews the effectiveness of decision-making processes.

In addition to our council structure, task forces and workgroups are regularly used to pilot new ideas, review institutional data, and propose improvements. Examples include the formation of [cross-functional teams](#) to lead strategic planning, implement Guided Pathways reforms, and support action planning. These efforts reflect a collective responsibility for institutional transformation and demonstrate how governance structures help advance equity-centered change. When their work involves governance-related issues, task forces and workgroups bring recommendations to the appropriate councils for review and approval .

**4.4. Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution, and regularly monitors progress towards its goals and fiscal health.
(ER 7)**

The Hartnell College Governing Board fulfills its responsibility for institutional quality and stability through policy oversight, strategic direction, and regular monitoring of progress toward institutional goals and fiscal health. These responsibilities are codified in a [comprehensive set of Board Policies \(BP\)](#), including [BP 2200 \(Board Duties and Responsibilities\)](#) and [BP 2410](#) and [AP 2410](#) (Board Policies and Administrative Procedures), which delineate the Board's role in ensuring quality without encroaching on operational management.

The Board acts through policy to oversee academic quality and institutional effectiveness. For example, [BP 4020 \(Program, Curriculum, and Course Development\)](#) and [BP 4220 \(Standards of Scholarship\)](#) establish the Board's authority in approving curriculum and ensuring academic quality, while honoring the role of the faculty and complying with California Education Code and Title 5 regulations. [BP 2510](#) and [AP 2510](#) outline how the Board engages in participatory governance through collaboration with the Academic Senate, classified employees, and administrators, and students. Other policies, such as [BP 6250 \(Budget Management\)](#), [BP 6300 \(Fiscal Management\)](#), and [BP 7140 \(Collective Bargaining\)](#) guide the Board's financial stewardship and role in collective bargaining, while [BP 7100 \(Commitment to Diversity\)](#) and [BP 7160 \(Professional Development\)](#) reinforce its support for institutional equity and capacity building.

The Board regularly monitors progress toward institutional goals through structured presentations and reports delivered at public meetings and retreats. At the July 2024 Board Retreat, for example, trustees reviewed progress on strategic plan implementation, including initiatives focused on student success, equity, and Guided Pathways (Evidence: [July 2024 Board Retreat Agenda](#), [Board Retreat Minutes](#), [Board Retreat Presentation](#)). The Board of Trustees demonstrates its responsibility for institutional quality and stability through regular review of key performance indicators, fiscal reports, and strategic priorities. For example, the Board adopts and monitors progress on the College's Strategic Plan, receiving routine updates on student success, equity outcomes, and institutional effectiveness (Evidence: [Strategic planning updates](#)).

Fiscal health is reviewed through recurring budget reports, multi-year fiscal planning presentations, and updates on FTES and enrollment trends. Trustees receive regular updates on the unrestricted general fund, categorical funding, and grant allocations, including projections and comparisons to prior years, and information about how bidding and purchase decisions are made (Evidence: [Quarterly Budget Presentation 1](#), [Quarterly Budget Presentation 2](#), [Bidding and Purchase Matrix](#)). These presentations allow the Board to assess financial stability and approve resource allocation in alignment with institutional priorities.

The Board also reviews institutional effectiveness data, including student achievement metrics, equity gap analyses, and updates from the Office of Institutional Research and IEES. These presentations support the Board's role in setting and monitoring outcomes related to access, completion, transfer, and workforce preparation (Evidence: [Board Presentation Agenda - Environmental Scan](#), [Board Presentation Slides - Environmental Scan](#), [Board Presentation Agenda - First Census Enrollments](#), [Board Presentation Slides - First Census Enrollments](#)).

During periods of disruption, including the College's recovery from the October 2022 ransomware attack, the Board receives regular updates and takes policy-level actions to support institutional stability, continuity of operations, and long-term resilience (Evidence: [Board of Trustees minutes 10-18-2022](#)).

The College's clearly defined policies, transparent processes, and a regular cycle of strategic and financial oversight ensure the long-term quality and stability of the institution in accordance with its mission and accreditation standards.

4.5. The governing board selects and evaluates the institution's chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.

The Hartnell College Governing Board fulfills its responsibility for selecting and evaluating the Superintendent/President in accordance with [Board Policy 2431 \(CEO Selection\)](#) and [Board Policy 2435 \(Evaluation of the CEO\)](#). Following a nationwide search, the current Superintendent/President was officially appointed by the Board on March 15, 2022 (Evidence: [BOT Minutes, March 15, 2022](#)). The selection process included broad representation from constituent groups and followed an established, transparent procedure (Evidence: [President's Weekly Report, February 4, 2022](#)).

The Board evaluates the Superintendent/President regularly to assess leadership effectiveness and alignment with institutional priorities. Part of the confidential process is a survey answered by the Board of Trustees (BOT) (Evidence: [BOT President Evaluation survey](#)). At its May 7, 2024 meeting, the Board conducted a formal evaluation (Item 3.D) and held a first reading of the proposed contract renewal (Item 14.G). The contract was formally approved on October 15, 2024 (Item 12.G), reflecting the Board's confidence in the CEO's performance and leadership (Evidence: [BOT Minutes May 7, 2024](#), [BOT Minutes Oct. 15, 2024](#)).

The Board delegates full authority to the Superintendent/President to implement board policies and manage day-to-day operations in accordance with [Board Policy 2430 \(Delegation of Authority to the CEO\)](#). This policy affirms the CEO's responsibility for institutional leadership, operational oversight, and mission fulfillment. The Superintendent/President ensures that Board policies are carried out effectively through collaborative planning, policy implementation, and oversight of institutional progress toward strategic and equity goals. [Board self-evaluation ratings](#) regarding board-chair-CEO relationships and communication have been positive, improving over the last three years.

This structure ensures a clear distinction between the Board's role in governance and the CEO's role in institutional leadership, supporting effective operations and advancing Hartnell College's mission.

4.6. The governing board functions effectively as a collective entity to promote the institution's values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance. (ER 7)

The Hartnell College Governing Board functions effectively as a collective entity, guided by its bylaws and Board Policies and committed to fulfilling its fiduciary responsibilities. Board members are unified in their support of the College's mission and values, and provide oversight to ensure institutional quality, fiscal stability, and long-term strategic direction (Evidence: [BOT Minutes 1/7/2025](#)).

The Board's roles and responsibilities are clearly articulated in [Board Policy 2200 \(Board Duties and Responsibilities\)](#) and are in accordance with the authority granted and duties defined in Education Code Section 70902. These responsibilities include approving policies, monitoring institutional effectiveness, safeguarding financial resources, and ensuring alignment with the District's mission and strategic goals. [Board Policy 2715](#) outlines the code of ethics and standards of practice that board members are expected to adhere to, ensuring that the board acts collectively through one voice. The Board upholds ethical standards through

policies such as [BP 2710 \(Conflict of Interest\)](#) and [BP 2716 \(Political Activity\)](#). Trustees are required to disclose any potential conflicts and recuse themselves when appropriate, ensuring that decisions are made solely in the interest of the College. Additionally, Board members are prohibited from using District resources or their official positions for political purposes, reinforcing the College's commitment to transparency, impartiality, and public trust.

The Board fulfills its fiduciary role through regular review of financial reports, as described earlier in Standards 3.6 and 4.5. Additionally, the Board receives information annually about fiscal audits, which include general institutional funds, bond measure funds, and Hartnell College Foundation finances (Evidence: [Audit Report 2020](#), [Audit Report 2021](#), [Audit Report 2022](#), [Audit Report 2023](#), [Audit Report 2024](#)). Annual tentative budget presentations are made to the board every June, and final budgets are presented annually in September (Evidence: [Sample Agenda Item - Tentative Budget](#), [Sample Agenda Item - Final Budget](#)). This information allows the Board to make informed decisions that support student success, equity, and financial sustainability.

Board meetings are conducted in accordance with the Brown Act and parliamentary procedures, and trustees adhere to established norms for conduct and collaboration. Trustees receive Brown Act compliance materials developed by the Community College League of California, and they attend CCLC and Association of Community College Trustees (ACCT) conferences and workshops to learn about effective trusteeship (Evidence: [HCCD Trustee Conferences 2023-2024](#), [HCCD Trustee Conferences 2024-2025](#), [HCCD Trustee Conferences 2025-2026](#)). Trustees participate in public events, advocacy efforts, and campus engagement opportunities that reflect Hartnell's focus on access, equity, completion, and post-graduation success (Evidence: [Sample Board of Trustees meeting minutes - Reports from Board Members](#)).

In addition to holding annual retreats and participating in professional development, the Board also engages in a regular self-evaluation process. The self-evaluation assesses performance in areas such as policy development, fiscal oversight, board-chair-CEO relationships, and mission alignment. The results inform improvements to Board operations and individual trustee growth (Evidence: [Board Self-Evaluation 2023](#), [Board Self-Evaluation 2024](#)). Both quantitative and open-ended responses demonstrate the board's strong commitment to the College's values and mission, their ability to function effectively as a collective entity, their effectiveness in communicating with the CEO and granting full operational authority to that role, and their fulfillment of their fiduciary responsibilities.

H. Required Documentation

Within the Institutional Self-Evaluation Report, the institution should provide narratives and a variety of evidence sources to describe and demonstrate alignment with each Standard and related Commission policies. Institutions must also include the required items below. This documentation can be included as supporting evidence for the Standard narratives if appropriate, or they may be provided as stand-alone files. Peer Review Teams will confirm these items during the comprehensive review process.

Standard 1: Mission and Institutional Effectiveness

Required Item	Documentation
i. Documentation of institution's authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	ACCJC Certificate of Accreditation
ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	BP 1200: District Vision, Mission, and Values Statements
iii. Documentation of the governing board's approval of the institutional mission (ER 6)	Board approval of institutional mission (January 7, 2025 meeting)
iv. Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution	BP 3225/AP 3225 - Institutional Effectiveness BP 3250/AP 3250 - Institutional Planning
v. Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for successful course completion, certificate completion, degree completion, transfer rates, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)	Annual Institution-Set Standards

Standard 2: Student Success

Required Item	Documentation
<p>i. Documentation that the institution’s practices for awarding credit reflect generally accepted norms in higher education, including:</p> <ul style="list-style-type: none"> ● Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees ● Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities ● Adherence to the Department of Education’s standards for clock-to-credit hour conversions, if applicable (ER 10) ● Methodology to reasonably equate the direct assessment program to credit or clock hours, if applicable <p>(See Commission Policy on Competency Based Education and Policy on Credit Hour, Clock Hour, and Academic Year)</p>	<p>BP 4020/AP 4020 - Program, Curriculum, and Course Development</p> <p>AP 4022 - Course Approval</p>
<p>ii. Documentation that the institution’s transfer of credit policies include the following:</p> <ul style="list-style-type: none"> ● Any established criteria the institution uses regarding the transfer of credit earned at another institution ● Any types of institutions or sources from which the institution will not accept credits ● A list of institutions with which the institution has established an articulation agreement ● Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning <p>See Policy on Transfer of Credit</p>	<p>BP 4050/AP 4050 - Articulation</p> <p>AP 4051 - High School Articulation</p> <p>BP 4235/AP 4235 - Credit for Prior Learning</p> <p>Hartnell College Catalog 2025-2026 - Transfer Credit</p>
<p>iii. Documentation of the institution’s advertising and recruitment policies, demonstrating alignment with the Policy on Institutional Advertising and Student Recruitment (ER 16)</p>	<p>BP 5052 - Open Enrollment</p> <p>Hartnell College Catalog 2025-2026</p>
<p>iv. Documentation of clear policies and procedures for handling student complaints, including:</p> <ul style="list-style-type: none"> ● Evidence that these policies/procedures are accessible to students in the catalog and online; ● Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs 	<p>BP 5530/AP 5530 - Student Rights, Grievances, and Complaints</p> <p>Need link to section in catalog</p> <p>Link to college webpage - Standards of Student Conduct</p>

Required Item	Documentation
v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating: <ul style="list-style-type: none"> ● Accurate and consistent implementation of complaint policies and procedures ● No issues indicative of noncompliance with Standards 	No link required; to be verified by the team during in-person site visit
vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup	No link required; to be verified by the team during in-person site visit
vii. Documentation of the institution’s policies and/or practices for the release of student records	BP 5040/AP 5040 - Student Records, Directory Information, and Privacy
viii. Documentation that the institution’s policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination	BP 4021/AP 4021 - Establishing, Revitalizing, or Discontinuing Academic Programs
FOR TITLE IV PARTICIPANTS:	
ix. Documentation of institution’s implementation of the required components of the Title IV Program, including: <ul style="list-style-type: none"> ● Findings from any audits and program/other review activities by the U.S. Department of Education (ED) ● Evidence of timely corrective action taken in response to any Title IV audits or program reviews See Policy on Institutional Compliance with Title IV	BP 5130/AP 5130 - Financial Aid
FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:	
x. Documentation of institution’s: <ul style="list-style-type: none"> ● Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit ● Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable) ● Policies regarding protection of student privacy See Policy on Distance Education and on Correspondence Education	BP 4105/AP 4105 - Distance Education BP 5040/AP 5040 - Student Records, Directory Information, and Privacy
REQUIRED ONLY IF APPLICABLE	
xi. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum	Not applicable
xii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit	BP 4235/AP 4235 - Credit for Prior Learning

Required Item	Documentation
xiii. Documentation of agreements with other external parties regarding the provision of student and/or learning support services	Not applicable
xiv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs	Not applicable

Standard 3: Infrastructure and Resources

Checklist Item	Documentation
<p>i. Written policies and procedures for human resources, including hiring procedures</p>	<p>BP 7100 - Commitment to Diversity BP 7110/AP 7110 - Delegation of Authority, Human Resources BP 7120/AP 7120 - Recruitment and Hiring AP 7125 - Verification of Eligibility for Employment BP 7130 - Compensation BP 7140/AP 7140 - Collective Bargaining AP 7145 - Personnel Files BP 7150/AP 7150 - Evaluation of Administrative Employees (Classified Administrators, Supervisors, and Educational Administrators) BP 7160/AP 7160 - Professional Development BP 7165/AP 7165 - Employee Scholars Program BP 7210 - Academic Employees AP 7212 - Temporary Faculty AP 7215 - Academic Employees: Probationary Contract Faculty BP 7310/AP 7310 - Nepotism BP 7330/AP 7330 - Communicable Diseases BP 7335/AP 7335 - Health Examinations AP 7336 - Certification of Freedom from Tuberculosis AP 7337 - Fingerprinting AP 7343 - Industrial Accident and Illness Leave AP 7344 - Attendance Policies and Notification to District of Illness or Absence BP 7345/AP 7345 - Catastrophic Leave Program BP 7350/AP 7350 - Resignations BP 7362/AP 7362 - Discipline and Dismissal - Classified and Educational Administrators</p>
<p>ii. Employee handbooks or similar documents that communicate expectations to employees</p>	<p>Faculty Handbook 2025-2026 New Employee Handbook</p>

<p>iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)</p>	<p><u>Hartnell College Financial Audits</u> Audit report 2025 Audit report 2024 Audit report 2023</p> <p><u>Hartnell College Measure T Audits</u> Financial Audit report 2025 Performance Audit report 2025</p> <p>Financial Audit report 2024 Performance Audit report 2024</p> <p>Financial Audit report 2023 Performance Audit report 2023</p> <p><u>Hartnell College Foundation Audits</u> Audit report 2025 Audit report 2024 Audit report 2023</p>
<p>iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)</p>	<p>BP 6200/AP 6200 - Budget Preparation</p>
<p>v. Policies guiding fiscal management (e.g., related to reserves, budget development)</p>	<p>BP 6250/AP 6250 - Budget Management BP 6300/AP 6300 - Fiscal Management BP 6307/AP 6307 - Debt Issuance and Management</p>
<p>vi. Policies, procedures, or agreements (e.g., AUAs) related to appropriate use of technology systems</p>	<p>BP 3720/AP 3720 - Computer, Electronic Communication, and Network Use</p>
<p>FOR TITLE IV PARTICIPANTS:</p>	
<p>vii. Documentation that the institution’s student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue</p>	<p>Fiscal Year 2022 Official Cohort Default Rate NSLDS Cohort Default Rate Center Report</p>
<p>REQUIRED ONLY IF APPLICABLE</p>	
<p>viii. Documentation of any agreements that fall under ACCJC’s Policy on Contractual Relationships with Non-accredited Organizations</p>	<p>Not applicable</p>
<p>ix. Written code of professional ethics for all personnel including consequences for violations</p>	<p>BP 3050/AP 3050 - Institutional Code of Ethics</p>

Standard 4: Governance and Decision-Making

Checklist Item	Documentation
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	BP 2431 - CEO Selection BP 2435 - Evaluation of the CEO
ii. Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4)	BP 2210 - Officers Hartnell College Governing Board
iii. Governing board policies/procedures/bylaws related to Board Ethics	BP 2715 - Code of Ethics/Standards of Practice
iv. Governing board policies/procedures/bylaws related to conflict of interest	BP 2710/AP 2710 - Conflict of Interest AP 2712 - Conflict of Interest Code

Other Federal Regulations and Related Commission Policies

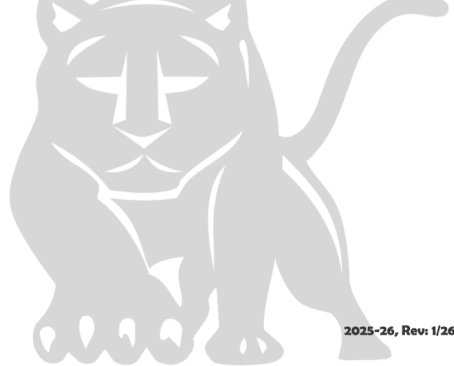
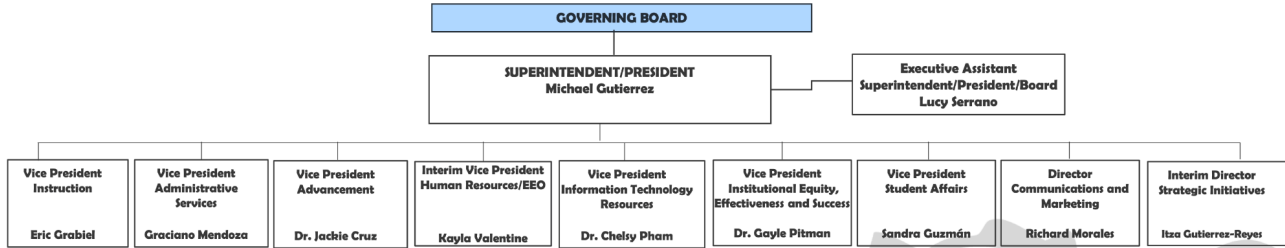
Checklist Item	Documentation
i. Documentation of the institution's appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up See Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions , Section D	[Insert link to documentation]
ii. Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page See Policy on Representation of Accredited Status	Hartnell College Accreditation

I. Appendix 1: Verification of Catalog Requirements (ER 20)

REQUIRED ELEMENT	CATALOG LOCATION
General Information	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	MISSING (on catalog webpage, but not in PDF)
Educational Mission	MISSING (on catalog webpage, but not in PDF)
Representation of accredited status with ACCJC, and with programmatic accreditors, if any	MISSING (ACCJC) Programmatic accreditation - p. 132
Course, Program, and Degree Offerings	Pp. 38-214 and on website
Student Learning Outcomes of Programs and Degrees	Pp. 38-214 and on website
Academic Calendar and Program Length	MISSING
Academic Freedom Statement	MISSING
Available Student Financial Aid	Pp.11-14 and on website
Available Learning Resources	MISSING
Names and Degrees of Administrators and Faculty	Pp. 3-10
Names of Governing Board Members	MISSING (on catalog webpage, but not in PDF)
Requirements	
Admissions	MISSING (on catalog webpage, but not in PDF)
Student Tuition, Fees, and Other Financial Obligations	MISSING (on catalog webpage, but not in PDF)
Degrees, Certificates, Graduation and Transfer	
Major Policies and Procedures Affecting Students	
Academic Regulations, including Academic Honesty	MISSING (link to BPs/APs on website, but no information in PDF)
Nondiscrimination	MISSING (link to BPs/APs on website, but no information in PDF)
Acceptance and Transfer of Credits	Pp. 19-31 and on website
Transcripts	MISSING (info about transfer transcripts on website but not in PDF; no information about Hartnell transcripts)
Grievance and Complaint Procedures	MISSING (in BPs/APs, but not in PDF)
Sexual Harassment	MISSING (in BPs/APs, but not in PDF)
Refund of Fees	MISSING
Locations or Publications Where Other Policies May be Found	

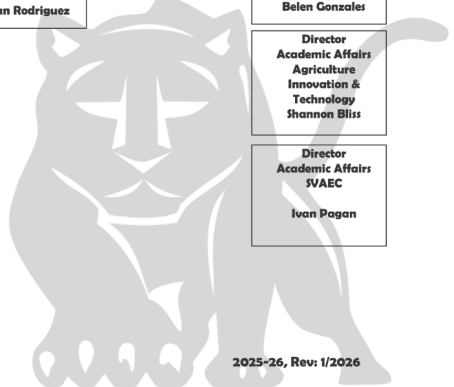
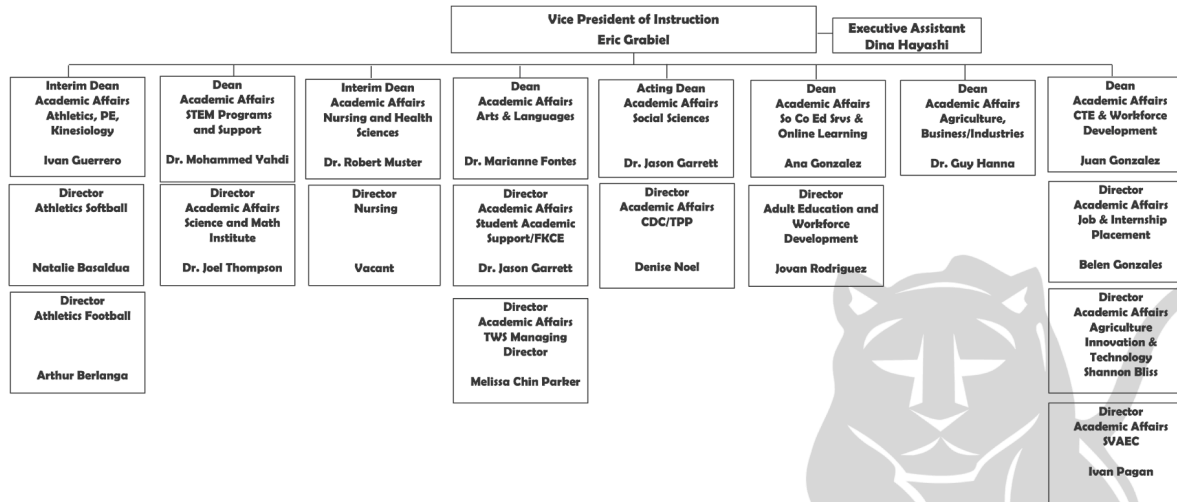
J. Appendix 2: Organizational Structure

Superintendent/President



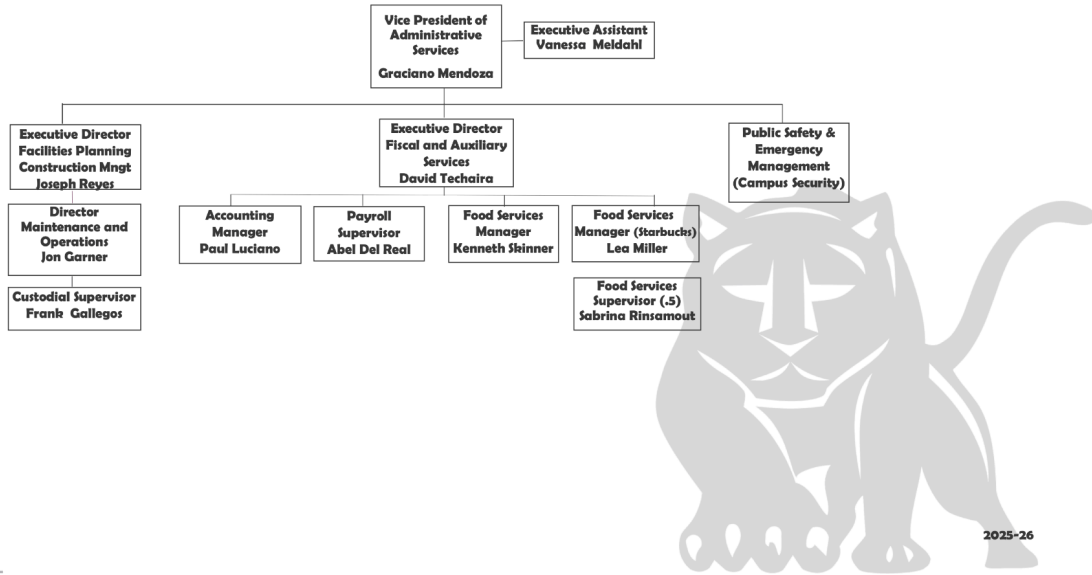
2025-26, Rev: 1/26

Academic Affairs Division



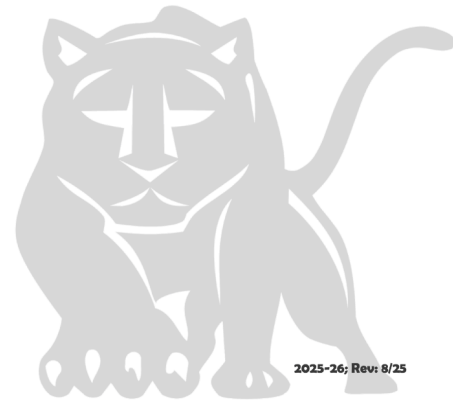
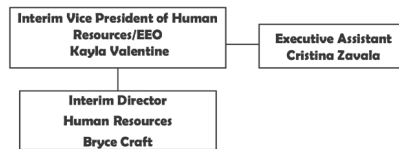
2025-26, Rev: 1/2026

Administrative Services Division



HARTNELLCOLLEGE

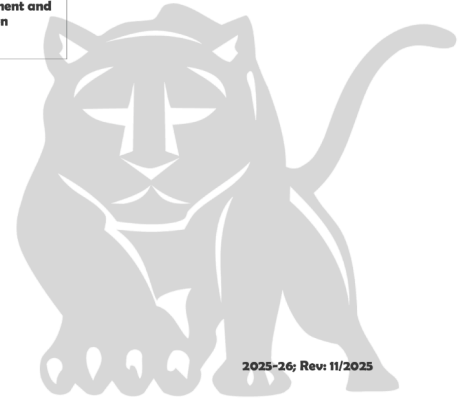
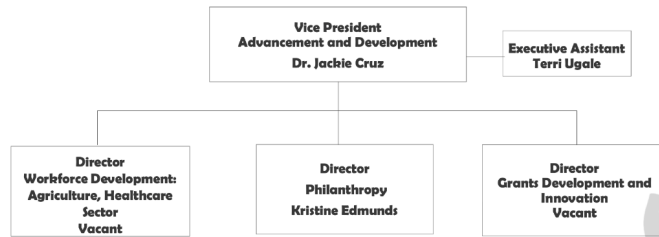
Human Resources and EEO



2025-26; Rev: 8/25

HARTNELLCOLLEGE

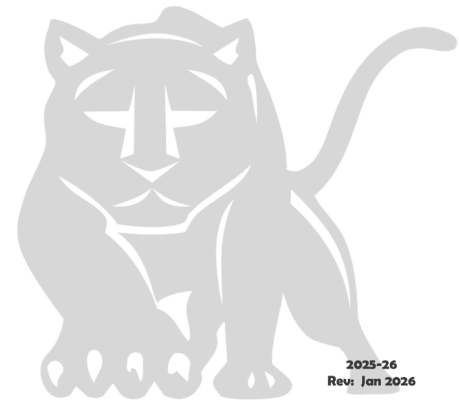
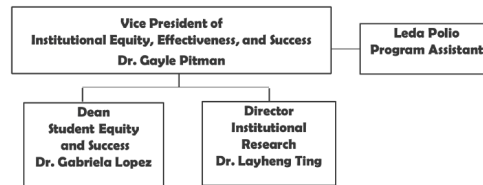
Institutional Advancement



2025-26; Rev: 11/2025

HARTNELLCOLLEGE

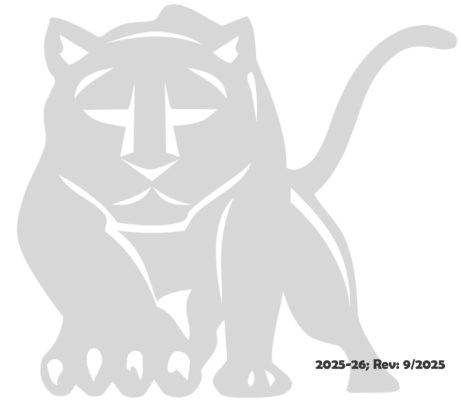
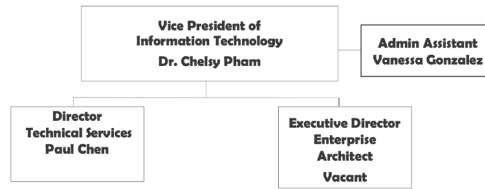
Institutional Equity, Effectiveness, and Success



2025-26
Rev: Jan 2026

HARTNELLCOLLEGE

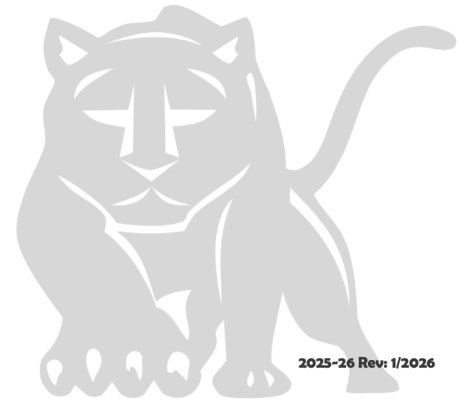
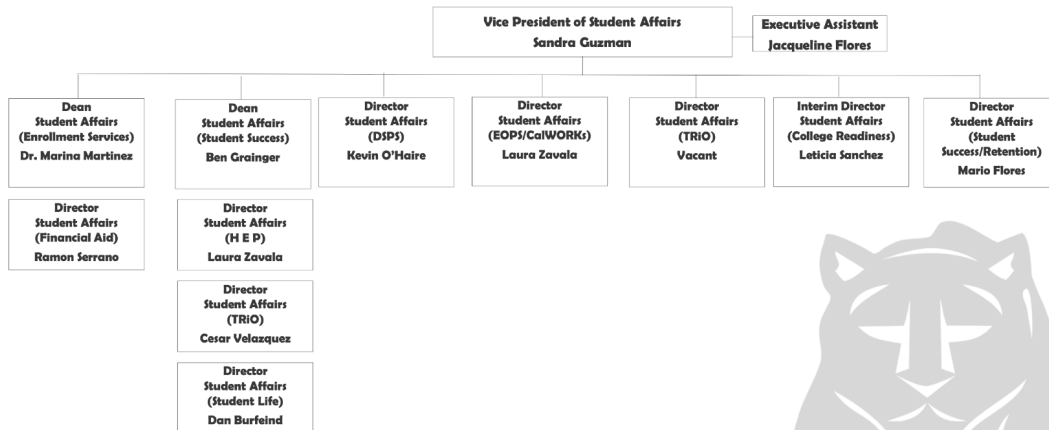
Information Technology Resources



2025-26; Rev: 9/2025

HARTNELLCOLLEGE

Student Affairs Division



2025-26 Rev: 1/2026

HARTNELLCOLLEGE

K. Appendix 3: Approved Locations

Students may complete 50% or more of a degree or certificate program at the following locations:

Hartnell College Main Campus
411 Central Avenue
Salinas, CA 93901

Alisal Campus
1752 E. Alisal Street
Salinas, CA 93905

King City Education Center
117 N. 2nd Street
King City, CA 93930

Soledad Education Center
1505 Metz Street
Soledad, CA 93960