Peer Review Team Report

Clovis Community College
10309 N. Willow
Fresno, CA 93730

This report represents the findings of the Peer Review Team that conducted a focused site visit to Clovis Community College February 19 to 20, 2025. The Commission acted on the accredited status of the institution during its June 2025 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Dr. Dyrell Foster
Team Chair

Table of Contents

Clovis Community College

Peer Review Team Roster

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Purpose of Focused Site Visit and Summary Analysis

INSTITUTION: Clovis Community College

DATES OF VISIT: February 19-20, 2025

TEAM CHAIR: Dr. Dyrell Foster

Purpose of the Focused Site Visit

This Peer Review Team Report is based on the findings of the peer review team which conducted its evaluation and analysis over a two-semester comprehensive peer review process. In October 2024, the team conducted a Team ISER Review (formative component) to identify where the institution meets standards and to identify Core Inquiries that specify areas of attention for the Focused Site Visit (summative component). The team chair and vice chair held a pre-focused Site Visit meeting with the Interim College President, Dr. Monica Chahal, on January 21, 2025, to discuss updates since the Team ISER Review and to plan for the Focused Site Visit.

The five-member peer review team conducted a Focused Site Visit to Clovis Community College from February 19-20, 2025 to complete its Peer Review Team Report and determination of whether the institution continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations. During the Focused Site Visit, team members met with approximately 20 administrators, classified staff, and students in formal meetings, group interviews, and individual interviews. The team held an open forum which was well attended, close to 40 individuals represented the college community to share their thoughts with members of the Focused Site Visit team. The team evaluated how well the institution is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement. The team thanks the college staff for hosting the Focused Site Visit, coordinating meetings, providing additional documentation, and ensuring a smooth and collegial process.

Summary Analysis

In 2015, ACCJC awarded initial accreditation to Clovis Community College (CCC). Clovis Community College became the 113th community college in the state of California and is one of four fully accredited colleges in the State Center Community District. CCC serves the Clovis Service Region, comprising four counties in California: Fresno, Kings, Madera, and Tulare. The college uses local service area data related to demographics, educational attainment, and employment profile to identify opportunities that inform enrollment trends and to allow the institution to develop priorities, goals, and objectives to meet the diverse educational needs of its surrounding community.

Clovis Community College has worked to fulfill its larger mission to "Create Opportunities - One Student at a Time" and to fully consider the areas in which there is room to refine and improve their students' experiences. A few of the highlights that demonstrate the collaborative efforts of the Clovis college community to fulfill their mission include the following: a robust mentoring program for new faculty; expansive and intuitive library services and instruction; effective and continual training for online instruction; expanded and effective tutorial services; increased use of OER to support college affordability; effective student and support services programs, an educational child development center that is a teaching and learning laboratory, and a revised and updated program review and planning process. The college administration, faculty, and staff strive to work together to ensure that Clovis is the "College of Choice" for students in the community to begin their academic journey in higher education.

The team observed through its ISER Review and during the Focused Site Visit notable outcomes and effective practices that contribute to student success. First and foremost, the team acknowledges the work that the college has engaged in to implement the Associate Degree for Transfer (ADT) which has led to top rankings among California Community Colleges and increased transfer rates, particularly for Black, Latinx, First Generation, and Economically Disadvantaged students. The team is also impressed with the college's intentionality about identifying students' needs and offering student support services to meet those needs through: the student success coaching model which connects students to critical resources; the Starfish Early Alert process; and a robust basic needs program, which includes the Crush Cupboard, Crush Pantry, and the Crush Clothing Closet. The team also found that programs and opportunities such as the P.O.D.E.R program (Providing Opportunities Designed to Educate and Recognize) in support of STEM students and the equity book voucher program provide outstanding student engagement opportunities that support student retention and success.

The team recognizes the development and expansion of the Clovis Community College Athletics program, in which the majority of sports have recently been highly ranked within the state. The development of the Crush Student Athletic Council and the thoughtful and intentional sports programming reflect excellence in how the College strives to meet the needs of their constituents, both on campus and throughout their neighboring communities.

The team was also impressed with the college's systematic planning and assessment processes that support equitable student achievement. The team observed the college's established meaningful and ambitious goals for instructional improvement, innovation, and equitable student outcomes. The team found evidence that the college has a well-established connection between its mission statement, strategic plan, and unit program planning. The team recognizes that the college's planning processes include an analysis of student success data that informs institutional goal setting and resource allocation, along with the use of the Data Dashboard to identify equity gaps and barriers to student success which allows the college opportunity to develop specific plans to close those gaps.

It is clear to the team that Clovis Community College provides a positive and supportive working and learning environment for faculty, classified staff, administrators, and students. The college community holds itself accountable for achieving its mission and goals and regularly reviews meaningfully disaggregated data to evaluate its progress and to inform goal setting for continued improvement and innovation.

Major Findings

Commendations

Commendation 1: The team commends Clovis Community College for its commitment to ensuring equitable educational opportunities and outcomes for all students which is demonstrated by a palpable culture of collaboration and care that intentionally includes administrators, faculty, classified staff, and students (1.1).

Recommendations for Compliance:
None

Recommendations to Improve Institutional Effectiveness:
None

Required Documentation:
The Institution submitted the required documentation per the Accreditation Standards.

Standard 1

Mission and Institutional Effectiveness

General Observations:
Clovis Community College demonstrates its commitment to its students through its mission, which reads "Creating Opportunities – One Student at a Time." The College utilizes data effectively to hold itself accountable for achieving its mission and goals. The College 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. During the Focused Site Visit, the team was impressed with the following institutional characteristics that were observed: there is such pride within the institution; the employees throughout the institution are mission-centered; there is growth at the college and its' exciting to the employees and provides more opportunities for students; and the college's employees work within a spirit of collaboration that allows them to explore effective and efficient use of space and facilities in an effort to continue to be responsive to student needs.

Findings and Evidence:
Clovis Community College's mission reads, "Creating Opportunities – One Student at a Time." The institution's mission appropriately reflects the community and students it serves through certificates, degrees, and transfer programs, "preparing students for thriving futures." The institution's commitment to equitable education outcomes is informed by an understanding of the characteristics and needs of its students, as demonstrated through the presentation and breakdown of demographic data and connection to the College decision making processes.

At the Open Forum, and throughout the Focused Site Visit, the team heard the institution's mission statement, "Create Opportunities - One Student at a Time", repeated over and over again in comments made by various college employee groups: faculty, administrators, and classified professionals, which led the team to feel the authenticity and the honesty in how the mission is reflected throughout the work that occurs at the institution, and it was evident how the college's supportive and caring campus environment is conducive to supporting their collective efforts.

The team was thoroughly impressed with the institution's clearly defined mission that reflects its character, values, organizational structure, and unique student population through its authentic commitment to "Creating opportunities - One Student at a Time" (1.1).

The College has established meaningful and ambitious goals for instructional improvement, innovation, and equitable student outcomes. The team found evidence that the College has

established a connection between its Mission Statement, Strategic Plan, and Unit Program (UP) Planning (1.2).

Clovis Community College holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningful disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. The College's Office of Institutional Research utilizes the Institutional Effectiveness Report, which includes the Institution Set Standards. Members of the campus community are able to review data through the Data Dashboards. The team learned that faculty could disaggregate data for individual course(s), or the entire program based on the goals set in the current UP Plan; this process is used to identify equity gaps in student achievement and to locate trends related to student success (1.3).

The college's mission to "Create Opportunities – One Student at a Time," directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. The Action Plan Funding request process allows the College to allocate resources to mission-aligned initiatives (1.4).

During the Focused Site Visit, the team observed that Clovis Community College provides a positive and supportive working and learning environment for faculty, classified staff, administrators, and students. The college community holds itself accountable for achieving its mission and goals and regularly reviews meaningfully disaggregated data to evaluate its progress and to inform goal setting for continued improvement and innovation.

Clovis Community College regularly communicates progress toward achieving its mission and goals with internal and external stakeholders to promote an understanding of institutional strengths, priorities, and areas for continued improvement. During the Focused Site Visit, the Team experienced the collaborative culture that supports a positive working and learning environment for employees as well as students. Activities and communication through Opening Day, the President's Luncheon, and the President's "Weekly Reflection" provide mechanisms to communicate progress (1.5).

Conclusions:
The College meets Standards 1.1, 1.2, 1.3, 1.4, 1.5.

Commendation 1: The team commends Clovis Community College for its commitment to ensuring equitable educational opportunities and outcomes for all students which is demonstrated by a palpable culture of collaboration and care that intentionally includes administrators, faculty, classified staff, and students (1.1).

Standard 2

Student Success

General Observations:

In alignment with its mission, Clovis Community College delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. The College consistently demonstrates its commitment to student success through a data-driven, comprehensive approach to planning and assessment. Academic and learning support programs at the College promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes. Clovis' recognition as a "Top Transfer College" highlights its strong transfer services, including a comprehensive Transfer Center and proactive counseling. Campus life is enriched by athletic programs and partnerships, such as the collaboration with CSU Fresno's master's in clinical social work program. The student success-coaching model connects students to critical resources and support.

Findings and Evidence:

Clovis Community College offers academic programs at all locations and in all modes of delivery in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes. Programs are available in person at the main Campus, the Herndon Campus, and online. Courses are scheduled in different modalities (in-person, online, hybrid) to assure access and to allow students to complete their programs of study promptly. The institution's process for curriculum design and development ensures that each course and program meet the criteria outlined for local degrees and certificate transfer. The College's process for curriculum design and development reflects generally accepted practices in higher education (2.1).

The College, 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. The team found evidence through the Clovis Community College's Curriculum Review Cycle that the institution's process for curriculum design and development includes appropriate faculty oversight for ongoing review, monitoring, and revision of programs.

Clovis Community College has made efforts to embrace DEIA initiatives and include DEIA Coordinators in Curriculum Committee discussions on student equity. For example, the team learned that the DEIA Coordinators provide direct support during the Unit Review and Program Review development processes. With support of Institutional Research, full review of courses, and curriculum is provided, as well as training to the Curriculum Committee with an equity lens.

The College has provided evidence of SLOs for courses and academic programs in addition to a process to ensure SLOs for a course remain timely and relevant for each discipline. The team encourages the college to continue to have meaningful dialogue and discussions centered on student equity, and to expand the integration of disaggregated data throughout the college's curriculum development processes to lead to formalized curriculum improvements to maximize equitable student success outcomes. The team also encourages the college to continue to expand the use of disaggregated data for SLO development (2.2).

The team found evidence that the College has a rationale for general education, developed with appropriate input from faculty, which serves as the basis for inclusion of courses in general education and is listed in the catalog. The institution's general education philosophy reflects its degree requirements and is consistent with expected norms in higher education for lower-division coursework. The team found evidence that the College's general education offerings provide opportunities for students to engage with the arts and humanities, sciences, mathematics, and social sciences (2.3).

The College communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys. The team found evidence through the College Catalog and College website that provides students with accurate, current, and consistent student learning outcomes. The College has demonstrated multiple mechanisms for ensuring effective communication with its students (2.4).

Clovis Community College 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. The team found evidence of the College Enrollment Management Plan, and its connection to the District Strategic Plan, the College's Educational Master Plan, Strategic Plan, and Guided Pathways Plan. The team found evidence that the College schedules classes in alignment with student needs and program pathways as well as evidence that the institution reflects on time-to-completion data and devises plans to improve completion rates (2.5).

A review of course sections met the expectations for substantive and regular interaction per ACCJC's Policy on Distance Education and Correspondence Education and the Protocol for Distance Education Review. The College uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement. The team is impressed with the robust certification and effective training for faculty for online instruction (2.6).

The team encourages the College to continue to have meaningful dialogue and discussions centered on student equity, and to expand the integration of disaggregated data throughout the college's curriculum development processes to lead to formalized curriculum

improvements to maximize equitable student success outcomes. The college should continue its efforts to evaluate the effectiveness of its delivery modes across all academic departments.

Clovis Community College designs and delivers services and programs to support the College's mission to "create opportunities – one student at a time" by promoting student success and wellness opportunities. It demonstrates this commitment by offering comprehensive and varied support and services to meet the needs of diverse students. The College provides clear and consistent information regarding available services and supports, including required documentation of the institution's procedures for releasing student records (2.7).

The College has established opportunities for students to engage with the institution, program, and peers. The College facilitates student engagement through programming such as the Crush Academy for student-athletes that has supported the rapid expansion of athletic offerings, and activities such as the Welcome Black event co-sponsored by the African American Success Initiative. The College provided evidence of qualitative survey data highlighting student satisfaction with Welcome Black activities, and student success outcomes for student-athletes. The College demonstrates how it provides student engagement opportunities in multiple modalities and intentionally uses additional qualitative and quantitative data to evaluate the effectiveness of programs and activities in meeting the varied needs of historically under-resourced populations (2.8).

Clovis Community College provided evidence of its commitment to conducting systemic review and assessment of programs supporting equitable student achievement. The SOU (Service Unit Outcome) and UP (Unit/Program) Planning Timeline 2022-2026 documented the College's program review and assessment process. The Unit/Program Planning Template, as well as Institutional Research Workshops assist in facilitating dialogue for program improvement and innovation. The College engages in established processes that include the analysis of student success data that informs institutional goal setting.

The team is impressed with the college's systematic planning and assessment processes that support equitable student achievement. The team found evidence that the college has established a connection between its mission statement, strategic plan, and unit program planning. The team recognizes that the college's planning processes include an analysis of student success data that informs institutional goal setting and resource allocation, along with the use of the Data Dashboard to identify equity gaps and barriers to student success which allows the college opportunity to develop specific plans to close those gaps. The team encourages the College to continue working collaboratively to institutionalize the use of the Data Dashboards more holistically across the campus (2.9).

Conclusions:
The College meets Standards 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9

Standard 3

Infrastructure and Resources

General Observations:
Clovis Community College supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities, and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution ensures financial solvency by maintaining a healthy reserve and by actively monitoring and assessing resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

Findings and Evidence:
The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. All personnel, including administrators, faculty, and classified staff, are hired through a standard hiring process and the institution ensures that every employee meets or exceeds the minimum qualifications for their respective position. The institution demonstrates a comprehensive faculty hiring prioritization process that is informed by quantitative and qualitative data. The institution maintains a current EEO plan with provides key performance indications to allow the College to regularly assess its employment practices to promote and improve equity, diversity, and mission fulfillment (3.1).

Clovis Community College supports its employees with professional learning opportunities aligned with the College's mission and institutional goals. The Professional Development Committee develops and implements ongoing professional learning opportunities that are aligned with the College's mission, priorities, and goals. The institution uses student data and employee surveys to identify relevant topics to support student success, evaluate overall effectiveness, and meet institutional and employee needs (3.2).

The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution's mission and goals. The evaluation process for all employee groups is implemented in accordance with Board Policies, Administrative Regulations, and Collective Bargaining Agreements. The College has methods in place to ensure personnel have the support needed to be successful in their roles (3.3).

The College implements well-established and regularly evaluated resource allocation policies that support effective educational services and operations. Financial resources support and sustain the mission and promote equitable achievement of student success. College leadership

works together to ensure effective control of expenditures and financial sustainability for the College. Through the College program review process, resources are identified to support areas of teaching innovation to support student success. The District's Budget and Resource Allocation Advisory Committee (DBRAAC) guides the resource allocation process with representatives from all constituent groups. DBRAAC conducts an annual evaluation of the Resource Allocation Model and presents recommendations to the Chancellor. The College ensures appropriate processes for budget development and ensures effective use of financial resources in support of the College mission (3.4).

The institution's mission and goals serve as the foundation for financial planning. The College develops goals through integrated planning processes including the Educational Master Plan, Strategic Plan, Technology Plan, UP (Unit Programming) Plan recommendations, and College Council Action Plan Funding Request recommendations. Financial planning processes emphasize linking financial planning to funding programs and services that are aligned with the College's goals and objectives. 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 (3.5).

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. Workflows maintain integrity and are set up to ensure appropriate individuals approve items from their respective areas. Annual audits by an independent firm evaluates internal controls and ensures compliance with various provisions of laws, regulations, contracts, and grants (3.6).

The College allocates resources to employees and benefits first, during budget development, to prioritize personnel in fulfillment of the College mission. The College uses prior years' spending to assess, evaluate, and plan for future obligations. The State Center Community College District maintains a minimum of 17% reserve, which helps ensure financial solvency. The College, along with the State Center Community College District, maintains documentation of analysis of multi-year budget and cash flow projections. The College provided evidence of budget presentations that provide an analysis of past financial results and help guide future planning at the District Level. A regular analysis of historic funding levels and the impact of Prop 98. outlines all liabilities, obligations, and concerns to allow the College to consider its long-range financial priorities and future obligations to ensure sustained fiscal stability (3.7).

The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The College designs and constructs buildings with the Division of State Architects' approval to ensure accessibility and safety. Facilities maintenance and operations comply with the California Occupational Health and Safety Act (Cal/OSHA) and Cal-EPA requirements for the storage, use, and disposal of hazardous materials and waste. The

Environmental Health and Safety and Facilities Committee makes recommendations on college-wide planning related to facilities. The institution ensures safe and effective physical resources at all locations where it offers instruction, student services, and/or learning support. The College maintains a scheduled maintenance list in conjunction with District Operations to ensure regular replacements and upgrades to systems and safety equipment occur promptly (3.8).

Clovis Community College's current Technology Plan (2020-2023) secures its technology resources to support and sustain educational services and operational functions. The district utilizes Microsoft Azure which provides tools for eDiscovery and Data Loss Prevention (DLP). The Azure Active Directory system is used for the management of security breaches. The institution communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security. Communication is provided through Board Policy and Administrative Regulation, College catalog, and web pages. In addition, at the beginning of each semester, the College Technology Services Director communicates via electronic mail with information to assist students with appropriate computer use as well as safety tips to help assure compliance and security while using College technology resources (3.9).

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. These strategies include an Injury and Illness Prevention Program, campus-specific emergency plans, and spill control and counter contingency plans. Additionally, the District actively participates in risk management and loss control management through its insurance administrator and risk management partner, the Alliance of Schools for Cooperative Insurance Programs (ASCIP). The Risk Management Committee and Safety and Loss Control Committees assess risk management strategies and prioritize as needed to minimize or prevent property loss, general liability, and worker compensation loss (3.10).

Conclusions:
The College meets Standards 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10

Standard 4

Governance and Decision-Making

General Observations:
Clovis College demonstrates a strong commitment to governance and decision-making processes aligned with its mission and organizational structure. The College's governance manual outlines its decision-making processes, which appear to be well-suited for the institution's needs. Key institutional decision-making policies further support the institution's commitment to transparent governance. The district's policies for the selection and evaluation of the CEO underscore its focus on effective leadership. Furthermore, the board has received training on its role in supporting the CEO and its participation in the accreditation process. The College's governance policies clearly define expectations for the governing board, including self-evaluation and decision-making processes.

Findings and Evidence:
The evidence suggests that the institution, district, and board demonstrate a strong commitment to upholding academic freedom, supported by policies like BP 4030. This policy provides essential support for faculty members. The College maintains an academic integrity policy in course syllabi and the College catalog, which details the student code of conduct and consequences for academic dishonesty, including AP 5520. The College regularly updates its catalog and maintains accessible platforms, such as the student portal, Canvas, and the faculty handbook, ensuring that both students and staff are informed of critical policies (4.1).

The roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structures for decision-making are appropriate for the institution's mission and organizational structure. Procedures for institutional decision-making are documented and widely available to relevant stakeholders. The evidence supports the institution's mission being integrated into its governance structure, with strong participation from various campus constituencies, including students, in decision-making processes (4.2).

The College provided sufficient evidence of how it holds itself accountable. 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. The institution holds itself accountable for implementing its decision-making practices consistently to ensure the inclusion of appropriate stakeholders and a shared understanding of decisions. The College effectively demonstrated how the institution evaluates its decision-making practices and makes improvements when needed to improve effectiveness (4.3).

The governing board takes responsibility for the overall quality and stability of the institution and regularly monitors progress toward its goals and fiscal health. The roles of the board in

decision-making are clearly defined in policies such as AP 2510 and the "Roles of Constituents in Decision-Making" policy. The evidence also indicates that the Board of Trustees actively supports both the Chancellor and broader College initiatives, particularly in areas like equity and inclusion. This demonstrates their responsiveness to the needs of employees and students alike. The board has been involved in making collective decisions, as evidenced by board minutes, and has received training to ensure they understand their roles and duties (4.4).

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 governing board sets clear expectations for regular reports on institutional performance from the chief administrator. The governing board has policies outlining the delegation of administrative authority to the institution's chief administrator. The governing board adheres to its policies for delegation of administrative authority to the institution's chief administrator (4.5).

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 outlines its expectations for working as a collective unit in support of the mission. The governing board demonstrates the ability to act in the best interest of the institution, independent from undue influence. The governing board has documented procedures for self-governance and/or addressing behavior that does not align with its policies. The governing board improves its effectiveness through orientations, professional development, and regular board self-evaluation (4.6).

Conclusions:
The College meets Standards 4.1, 4.2, 4.3, 4.4, 4.5, 4.6

Verification of Required Documentation

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards. Some required documentation may have been used in response to ACCJC Standards that address the same or similar subject matter. For each required item listed, the team must verify its review of the required documentation, and indicate its conclusion by choosing one of the options below and note any comments or concerns where needed:

Verified	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
Verified, with Recommendations for improvement	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but improvement is recommended.
Not met	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Standard 1: Mission and Institutional Effectiveness

Required Item	Conclusions
i. Documentation of the 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)	_**X**__Verified _____Verified, with Recommendation(s) for improvement _____Not met **Recommendation(s) for improvement**:
ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for the participation of institutional stakeholders, as appropriate for the character and context of the institution	_**X**__Verified _____Verified, with Recommendation(s) for improvement _____Not met **Recommendation(s) for improvement**:
iii. Documentation of the governing board's approval of the institutional mission (ER 6)	_**X**__Verified _____Verified, with Recommendation(s) for improvement _____Not met **Recommendation(s) for improvement**:
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	_**X**__Verified _____Verified, with Recommendation(s) for improvement _____Not met **Recommendation(s) for improvement**:

Required Item	Conclusions
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 course success, degree and certificate attainment, transfer, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)	_**X**__Verified ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:

Standard 2: Student Success

Required Item	Conclusions
i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including: • 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) (See Commission *Policy on Credit Hour, Clock Hour, and Academic Year*)	_**X**_Verified ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:
ii. Documentation that the institution's transfer of credit policies includes the following: • 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 See *Policy on Transfer of Credit*	_**X**__ Verified ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:

iii. Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the *Policy on Institutional Advertising and Student Recruitment* (ER 16)	_**X**_ Verified ____ Verified, with Recommendation(s) for improvement ____ Not met **Recommendation(s) for improvement**:
iv. Documentation of clear policies and procedures for handling student complaints, including: • 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	_**X**_ Verified ____ Verified, with Recommendation(s) for improvement ____ Not met **Recommendation(s) for improvement**:
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: • Accurate and consistent implementation of complaint policies and procedures • No issues indicative of noncompliance with Standards	_**X**_ Verified ____ Verified, with Recommendation(s) for improvement ____ Not met **Recommendation(s) for improvement**:
vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup	_**X**_ Verified ____ Verified, with Recommendation(s) for improvement ____ Not met **Recommendation(s) for improvement**:
vii. Documentation of the institution's policies and/or practices for the release of student records	_**X**_ Verified ____ Verified, with Recommendation(s) for improvement ____ Not met **Recommendation(s) for improvement**:
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	___ Verified _**X**_ Verified, with Recommendation(s) for improvement ____ Not met **Recommendation(s) for improvement**: The team recommends that the college provide clarity regarding the procedure for students to complete the discontinued program in a timely manner.
ix. Official college catalog contains required elements (ER 20)	_**X**_ Verified ____ Verified, with Recommendation(s) for improvement ____ Not met **Recommendation(s) for improvement**:

FOR TITLE IV PARTICIPANTS:	
x. Documentation of the institution's implementation of the required components of the Title IV Program, including: • 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*	_**X**_ Verified _____Verified, with Recommendation(s) for improvement _____Not met **Recommendation(s) for improvement**:
FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:	
xi. Documentation of institution's: • 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 the protection of student privacy See *Policy on Distance Education and on Correspondence Education*	__**X**_ Verified _____Verified, with Recommendation(s) for improvement _____Not met **Recommendation(s) for improvement**:
REQUIRED ONLY IF APPLICABLE	
xii. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum	_____Verified _____Verified, with Recommendation(s) for improvement _____Not met **Recommendation(s) for improvement**:
xiii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit	_____Verified _____Verified, with Recommendation(s) for improvement _____Not met **Recommendation(s) for improvement**:
xiv. Documentation of agreements with other external parties regarding the provision of student and/or learning support services	_____Verified _____Verified, with Recommendation(s) for improvement _____Not met **Recommendation(s) for improvement**:
xv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs	☐ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met ☐ N/A **Recommendation(s) for improvement**:

Standard 3: Infrastructure and Resources

Checklist Item	Conclusions
i. Written policies and procedures for human resources, including hiring procedures	__**X**_Verified __ Verified ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:
ii. Employee handbooks or similar documents that communicate expectations to employees	__**X**_Verified ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:
iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)	__**X**_Verified ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:
iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)	__**X**_Verified ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:
v. Policies guiding fiscal management (e.g., related to reserves, budget development)	__**X**_Verified ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:
vi. Policies, procedures or agreements (e.g., AUAs) related to appropriate use of technology systems	__**X**_Verified ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:
FOR TITLE IV PARTICIPANTS:	
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	__**X**_ Verified ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:
REQUIRED ONLY IF APPLICABLE	
viii. Documentation of any agreements that fall under ACCJC's policy on contractual relationships with non-accredited organizations	____Verified ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:
ix. Written code of professional ethics for all personnel including consequences for violations	____Verified ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:

Standard 4: Governance and Decision-Making

Checklist Item	Documentation
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	__**X**_ Verified ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:
ii. Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4)	__**X**_ Verified ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:
iii. Governing board policies/procedures/bylaws related to Board Ethics	_**X**_ Verified ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:
iv. Governing board policies/procedures/bylaws related to conflict of interest	__**X**_ Verified ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:

Other Federal Regulations and Related Commission Policies

Checklist Item	Conclusions
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	__**X**_ Verified ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:
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*	_**X**_ Verified ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**: