

Peer Review Team Report

Yuba College
2088 N. Beale Road
Marysville, CA 95901

This report represents the findings of the Peer Review Team that conducted Team ISER Review on March 18, 2025, and a Focused Site Visit to Yuba College from September 17 to September 18, 2025. The Commission acted on the accredited status of the institution during its January 2026 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Jill Stearns, Ph.D.
Team Chair

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Yuba College

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Purpose of Focused Site Visit and Summary Analysis

INSTITUTION: Yuba College

DATES OF VISIT: September 17–18, 2025

TEAM CHAIR: Dr. Jill Stearns

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 March, 2025, the team conducted Team ISER Review (formative component) to identify where the Institution meets Standards and to identify Core Inquiries which 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 institution CEO on August 13, 2025, to discuss updates since the Team ISER Review and to plan for the Focused Site Visit.

The peer review team conducted a Focused Site Visit to Yuba College on September 17-18, 2025, for the purpose of completing 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 fifty faculty, administrators, classified staff and students in formal meetings, group interviews, and individual interviews. The team held an open forum which was well attended and provided the Institution's community and others opportunity to share their thoughts with members of the peer review 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 Institution staff for hosting the Focused Site Visit, coordinating meetings, providing additional documentation, and ensuring a smooth and collegial process.

Summary Analysis

Yuba College was established in 1927 in the Marysville High School and moved to a new location in 1937. In 1962, Yuba College opened on the current 160-acre site. In 2012, the Sutter County Campus in Yuba City opened to serve students in that area. Yuba College serves a community with bachelor's degree attainment just under 15%. More than 50% of the local population have a high school diploma or some combination of diploma and college, but no degree. Yuba College is serving a higher percentage of individuals identifying as Hispanic or Latino, Asian, and two or more races, than the population of the area served.

Yuba College's commitment to equity of student success is set forth in their Educational Master Plan and demonstrated by their implementation of Guided Pathways, expansion of university partnerships and dual enrollment, enhancements to career education programs, and equity initiatives including the Identity and Engagement Center and the Basic Needs Center. The

College has made strides to reduce their carbon footprint and advance environmental stewardship within the region. Yuba College continues to have a strong focus on institutional improvement supported by data available via dashboards and disaggregated when possible. The College has been successful in efforts to restore enrollment following the pandemic.

The team identified and recognized examples of excellence experienced at Yuba College during the focused site visit. The offerings to support professional development, including the numerous options supporting community engagement and learning such as PD week and to support teaching and learning, including the teaching communities model that encouraged inquiry, discussion, data analysis, and implementation of best practices were noteworthy. The genuine sense of belonging evident on campus in the ways the College is moving forward together in support of students. The recent facility upgrade of student spaces and the number of employees who were once Yuba College students stood out to the team as strong examples. The success in expansion of dual enrollment with intentional support of faculty and partnerships with local high schools has increased enrollment. The faculty commitment to engaging students outside of the classroom was evident. The strong alignment of the College's career education programs with local employment opportunities was demonstrated in the campus tour. The development of guiding documents that clarify roles in participatory governance builds understanding and trust. Additionally, the College's recognition as a silver level Caring Campus is excellent.

Major Findings

Recommendations for Compliance:

Recommendation 1: In order to meet the Standard, the team recommends the College ensure that all asynchronous online courses promote equitable student learning and achievement through regular and substantive interaction. (Standard 2.6, ACCJC *Policy on Distance Education*)

Standard 1

Mission and Institutional Effectiveness

General Observations:

Yuba College demonstrates a commitment to its mission and continuous improvement. The college has established a clearly defined mission statement that reflects its character, values, and commitment to equitable student success. This mission drives resource allocation, innovation, and quality improvement through systematic planning and evaluation processes. The current mission was approved by the Yuba Community College District Board of Trustees on October 13, 2022, and can be found on the college website and catalog.

Findings and Evidence:

The Yuba College mission statement articulates a commitment to equitable educational opportunities and outcomes for all students. The College's mission was revised as part of the 2022 Educational Master Plan (EMP) development through a highly collaborative process involving input from various stakeholders, including writing teams, a college-wide survey, feedback from town hall meetings, and participatory governance bodies. This process demonstrates an understanding of the characteristics and needs of their students and is in alignment with ACCJC's Policy on Social Justice. (1.1)

The College has established outcomes and goals for institutional improvement, innovation, and equitable student outcomes through its EMP development process. The goal-setting process is collaborative and inclusive, engaging key stakeholders across the institution. The EMP goals are directly aligned with the College's mission to promote equitable student success.

The College communicates with its internal stakeholders through various means including Convocation, monthly YuZoom town halls, and the President's monthly Board Report. The College has also established a clear and detailed program review process that is linked to the College mission. (1.2)

Yuba College demonstrates a commitment to accountability and data-informed decision-making. The College has established institution-set standards and regularly reviews disaggregated data to evaluate progress toward achieving its mission and goals. The College uses various tools, such as the EMP Scorecard and Program Data Sheets, to track progress on specific institutional goals and provide insights into program performance. Yuba College annually reviews disaggregated data for its programs via Program Data Sheets to assess progress towards institutional goals and inform decision-making. The College's Educational Master Plan (EMP) serves as a guiding document for aligning resources with strategic priorities, and the institution has established goals for improvement and innovation. The College also demonstrates a commitment to transparency through regular communication of progress to both internal and external stakeholders. (1.3)

Resource allocation, innovation, and continuous quality improvement, aligned with the College mission, are facilitated through systematic planning and evaluation of programs and services. The College's resource allocation process is linked to its mission and strategic goals, ensuring that resources are directed toward initiatives that support student success and equity. The Program Review process is a component of this commitment, providing a structured approach to assessing program effectiveness and identifying areas for enhancement. (1.4)

Yuba College communicates progress toward achieving its mission and goals with internal and external stakeholders. The College employs a variety of communication strategies, including monthly Board Reports, annual reports and scorecards, public forums and town halls, digital communication platforms, and social media channels. The College provides stakeholders with disaggregated data on student success and institutional outcomes, ensuring transparency and accountability. (1.5)

Conclusions:

The Institution meets Standard 1.1, 1.2, 1.3, 1.4, 1.5.

Standard 2

Student Success

General Observations:

The College delivers high-quality academic and learning support programs that engage and support students. However, the sample of distance education courses did not align with the Federal requirements set forth in the *Policy on Distance Education and on Correspondence Education and Policy on Competency Based Education*.

Findings and Evidence:

Academic programs are structured to support the mission of the College. The ARC GIS Certificate is an example of a program supported by local agencies and businesses and created to address the job market in the community. Educational programs structured to lead to degrees are clearly identified and described in the Catalog. The College's website for the Curriculum Committee clearly shows the review cycle and criteria for courses and programs, and the Curriculum Committee Training materials online show that the criteria for ensuring breadth, depth, and rigor are part of the process. (2.1)

The College relies on faculty in the Curriculum Committee to oversee the review, monitoring, and revision of programs and courses in support of equitable attainment of learning outcomes and achievement of education goals. The Curriculum Committee's robust website makes available current and previous presentations and resources addressing issues of diversity, equity, and inclusion in program and course design and review. The College defines learning outcomes for programs in the Catalog and learning outcomes for courses in the Course Outline of Record housed and made public in eLumen, linked on the College website. Workforce and industry needs are validated every two years for CTE programs, and the College has specific instructions for assessing local need in the Local Need Approval Guidelines. The College provides the course-level student learning outcomes in course syllabi. (2.2)

Degree programs include general education framework based on a clear philosophy that has been reviewed by the College's Academic Senate and the District's Board. This philosophy is made available in the Catalog and in the Administrative Regulations. This philosophy and the courses in the General Education framework are consistent with norms in higher education for lower division coursework, and the courses require students to engage with expected areas of knowledge. (2.3)

The College has recently undergone a multi-step process to update the Website to improve accuracy, organization and clarity regarding programs, services, and resources to foster student success. The College has also taken steps to improve communication through many modalities, including an app, social media, email, and website announcements. (2.4)

The College has established practices and processes in the Scheduling Handbook to ensure that students' needs and program pathways are efficiently and effectively scheduled. Within this process, collaboration between administration and faculty, along with other staff involved in scheduling and enrollment, is clearly identified. Formalized professional development in the Enrollment Management Academy is another way that the College includes a cross-functional team. (2.5)

The College uses teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement except for distance education. The team saw this in the College's creation of the first-year transfer English course designed for ESL students. This was also evident in the hands-on learning in the veterinary tech and welding classes that the team visited. The College is encouraged to continue to expand the use of disaggregated data to guide improvements.

The delivery methods that the College uses to meet student and curricular needs do not align with federal requirements for distance education as defined in ACCJC's *Policy on Distance Education and on Correspondence Education and Policy on Competency Based Education*. The team reviewed thirty asynchronous courses. The team found that of the courses reviewed, fifteen, or 50%, of courses met the standard for substantive and regular interaction. The team observed some courses that were highly developed in substantive and regular interaction with frequent, prompt, personalized, detailed, and formative feedback on assignments and discussions; frequent and substantive information and announcements beyond reminders; and frequent encouragement for participation. However, other courses showed little to no interaction with students with exclusively automated assignments, announcements, and instructional materials.

To achieve the benchmark for substantive interaction, the College should ensure that 85% or greater of asynchronous online courses provide at least two of the following: grades with non-automated feedback on assignments, instructional content created or mediated by the instructor and responses to questions pertaining to course content, or facilitated group discussion to engage students. In order to reach initial compliance for regular interaction, the College should ensure that instructors make opportunities for interaction and interaction expectations clear to students. Additionally, the College should ensure that student engagement and success is monitored throughout the semester. (2.6)

The College offers a broad range of counseling services to students. The College website indicates that the majority of these counseling services are offered in person and online. DSPS Program Review shows data comparing DSPS student success with non-DSPS student success overall and in transfer-level math and English, but it appears that incomplete or faulty data collection may be hindering this program's ability to rely on data for program improvement. Learning support services are offered in multiple modalities. Transfer and career opportunities and information are clearly displayed on the College website. The Basic Needs Center survey, while limited in number, allows the College to identify which needs students find most pressing. (2.7)

The College has many events and initiatives to foster student engagement and has recently committed to improving student engagement by filling key positions on campus. The use of CCSSE and SENSE surveys help the College identify opportunities to increase and improve student engagement, and it is moving to a more local survey mechanism to identify these more specifically. Additionally, the College ensures the quality of programs and activities through student leadership feedback. (2.8)

The College makes disaggregated data available to faculty through data dashboards and annual Program Data Sheets. There is professional development for faculty to understand this data in order to make program and curriculum improvements. The College's teaching communities formalize these inquiries on a regular basis. In addition, the Program Review process prompts faculty to analyze disaggregated data. The team encourages the College to continue to make ongoing and regular analysis of disaggregated data a larger part of the review and decision-making processes at all levels to inform institutional goal setting. (2.9)

Recommendation 1: In order to meet the Standard, the team recommends the College ensure that all asynchronous online courses promote equitable student learning and achievement through regular and substantive interaction. (Standard 2.6, *ACCJC Policy on Distance Education*)

Conclusions:

The Institution meet Standards 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8, 2.9.

The Institution does not meet Standard 2.6.

Standard 3

Infrastructure and Resources

General Observations:

Yuba College effectively organizes its financial, physical, human, and technological resources to support institutional goals and promote student success. The institution has board policies documenting its approach to hiring, professional development, budgeting, and risk management. Notable strengths include comprehensive professional development offerings and faculty evaluation processes.

Financial oversight exists at the district and college levels, with policy-informed revenue discussions and fiscal policies. The College could consider developing summary documents to demonstrate the connections between program review and resource prioritization and to communicate prioritization results.

IT security measures and user resources are well-documented. The initiation of long-term facilities planning and maintenance priorities that are getting underway will enhance institutional effectiveness and strengthen the ability to accomplish institutional goals.

Findings and Evidence:

Yuba College has established structured hiring policies and procedures to recruit and retain qualified faculty, staff, administrators, and other personnel. The College utilizes its Program Review process to evaluate and prioritize new and replacement positions; a connection between the EMP, program review questions related to staffing, and internal approvals for hiring is evident. The team suggests updating AP 7.40, which references hiring-related handbooks for each classification. As part of a multi-college district, Yuba College adheres to district-wide policies and provided evidence of board policies (BPs) related to hiring, including the district's 2023-2026 Equal Employment Opportunity (EEO) Plan. (3.1)

Yuba College demonstrates a strong commitment to professional development through multiple initiatives. Flex Days offer a diverse range of professional learning options, and the institution supports faculty and staff development through the Center of Innovation and Excellence and a dedicated Professional Development (PD) Committee. Additionally, the Educational Master Plan (EMP) highlights an institutional focus on cross-discipline pedagogy initiatives. (3.2)

The College has a comprehensive faculty evaluation process outlined in faculty contracts, with supporting evaluation forms for both full-time and part-time faculty. Similar evaluation forms exist for classified staff and managers, and annual evaluation training is provided. Tracking of full-time tenured and tenure-track faculty evaluations is documented, showing that all faculty are evaluated on a regular cycle. Classified and administrative evaluations are documented in the ERP. (3.3)

The College allocates its financial resources to support its mission, academic programs, and institutional operations. Unrestricted general fund is allocated based on approved general fund positions, with available balances distributed to the colleges. A new resource allocation model for the District is under development. Current allocations appear able to meet ongoing operational needs. (3.4)

Yuba's mission and goals serve as the basis for financial planning. Documentation shows revenue projections, assumptions guiding budget development, and ongoing efforts related to the new Resource Allocation Model working group shared with the campus community. There is an annual process for resource requests. An innovation grant process uses a rubric aligned to key goals and initiatives. (3.5)

The District demonstrates fiscal oversight that upholds financial integrity and responsible use of financial resources. Information is regularly disseminated, as documented by newsletters and various public meetings and forums. Evidence includes purchasing parameters and training, board policies around expenditures and investments, fiscal deadlines, as well as general information, such as summarizing the state budget and local impact. An independent external auditor reviews the institution's management practices and internal controls. The District reports three years of positive audits except for a finding in 22-23 related to hiring and termination processes, which led to changes in practice. An external analysis by the Fiscal Crisis Management Assistant Team was carefully reviewed and informs improvements related to financial processes and financial stability. (3.6)

The District and the College have well-established policies and procedures designed to maintain the institution's financial stability. This includes policies related to cash flow management, monitoring of long-term debt and liabilities and maintains two months of general fund operations in reserve. The District has evaluated the College's retiree health benefit liability. To maintain financial stability, it has established a structured OPEB funding plan, including an irrevocable trust, ensuring that repayment plans for locally accrued debts do not compromise its ability to meet current or future obligations. YCCD has strong bond ratings with a stable financial outlook, noting that their FTES decreased over 20% in 2020 but has steadily returned in the years since. (3.7)

The College, supported by the District, maintains and develops physical resources to effectively support educational services and operational functions. Through comprehensive planning, regular evaluation, and a focus on safety and accessibility, the College ensures its facilities remain functional, well-maintained, and aligned with its mission to meet the needs of students, faculty, staff, and the broader community. IT systems, the fire system, and other alerts have recently been updated. Several transitional projects are underway, including a Campus Safety and Risk Management Program and a Facilities Master Plan, which will guide long term planning over the next 5-, 10-, and 25-year timeframes. (3.8)

The District works with Yuba College to meet its technology needs such as providing standardized service, a cybersecurity framework and standards, and the implementation and maintenance of technology resources, including services agreements such as the OEI, and a service management framework. A wealth of informational resources related to IT practices are available to users: cybersecurity, passwords, Wi-Fi info, and a summary of the services provided. The District Technology Committee (DTECH) is integrated into the program review process. Security measures are in place and are communicated to the campus. (3.9)

Through the District, Yuba College has established comprehensive risk management strategies to address financial, environmental, and technological emergencies, as well as unforeseen circumstances. The College continues to strengthen these efforts by aligning with updated policies and working to increase its financial reserves over the next few years. There are also risk prevention practices in place, such as emergency procedures, communication systems, and data security measures. (3.10)

Conclusions:

The Institution meets Standards 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9.

Standard 4

Governance and Decision-Making

General Observations:

Yuba College demonstrates a strong commitment to academic freedom, integrity, and inquiry, as reflected in board policies and administrative procedures. Academic integrity is reinforced through the Student Code of Conduct, which is widely communicated to students. Decision-making processes are well-structured, ensuring broad participation from faculty, staff, students, and administrators. Committees operate under specific charters, and governance design prioritizes transparency, collaboration, and equity. Recent governance enhancements, including collegiality training and equity-focused policy development, further support the institution's commitment to inclusivity and shared governance.

The College's decision-making structures are consistently utilized to foster collaboration, transparency, and accountability. Governance frameworks support institutional initiatives such as strategic planning, resource allocation, and facilities management. A significant governance model revision, implemented in 2023, introduced a tri-chair leadership structure to enhance stakeholder participation. The governing board upholds its responsibility for institutional quality and fiscal health through strategic planning sessions and ongoing policy reviews. The board selects and evaluates the CEO, granting them authority to implement policies effectively. To ensure best practices, board members engage in regular training, self-evaluation, and governance reviews, reinforcing their role in maintaining institutional integrity and mission alignment.

Findings and Evidence:

The College and District are steadfast in their commitment to upholding the principles of academic freedom, academic integrity, and freedom of inquiry for both faculty and students. Academic Freedom and freedom of inquiry are both clearly outlined in board policy and administrative procedures. Academic integrity is also clearly outlined in Administrative Procedure and detailed in the College's Student Code of Conduct which is communicated regularly through various challenges. (4.1)

The College has established decision-making processes that ensure broad participation from faculty, staff, students, and administrators. These structures are designed to support collaborative, participatory governance and align decision-making with the institution's mission and goals. The decision-making process is outlined in board policy and each of the college committees operates under a specific charter that details the committee's charge, membership, and decision-making procedures. Yuba College operates a governance model that provides a framework for decision-making. The Yuba College Academic Senate (YCAS), College Council, and Associated Students of Yuba College are central to this model, offering recommendations to the Yuba College President on matters of significance. The College has prioritized trainings and

processes connected to collegiality and equity within the past few years in an effort to ensure broader stakeholder participation and promote transparency, equity, and alignment with the institution's mission. (4.2)

The College is committed to decision-making structures that foster collaboration, transparency, and accountability. These structures ensure decisions align with the mission, support innovation, and prioritize equitable student outcomes. These governance structures have been pivotal in supporting, significant District initiatives, including the development of the YCCD Strategic Plan implementation of recommendations from the Fiscal Crisis and Management Assistance Team (FCMAT) study and guiding the development of the Resource Allocation Model (RAM) and the YCCD Facilities Master Plan (FMP). The decision-making and governance model underwent a significant revision starting in 2020, with the new structure fully implemented by 2023. This project was part of a broader evaluation and continuous improvement effort, supported in part by an Institutional Effectiveness Partnership Initiative (IEPI) Grant. The development of an updated governance handbook took place during the 2024-2025 year, and the new governance handbook was approved by the College Council in August 2025. The new governance structure at Yuba College includes detailed committee charters outlining each group's focus and membership that is clearly outlined in the new governance handbook. A tri-chair system has been introduced whenever possible, ensuring broad input and leadership from administration, classified professionals, and faculty. This inclusive structure has strengthened collaborative planning and dialogue across the college. (4.3)

The Yuba Community College District (YCCD) Governing Board is committed to upholding its responsibilities for ensuring the academic quality, integrity, and effectiveness of Yuba College's academic and student services programs. These commitments are codified in board policy and reviewed/analyzed in strategic planning documents and committee reports that are regularly presented to the Board of Trustees. The board engages in three strategic planning sessions each year focused on access, completion, and a review of the YCCD scorecard which ensures a regular review of disaggregated data to evaluate program effectiveness and informs plans for innovation and continuous improvement. Board policies are reviewed on a regular cycle, and the board is committed to continuous self-improvement through the setting of annual goals a self-evaluation process (4.4)

The Yuba Community College District (YCCD) Board of Trustees adheres to well-defined policies for selecting and evaluating the District Chancellor and College President. The Board delegates authority to the Chancellor to implement Board policies, ensuring effective operations and the fulfillment of the institution's mission. Administrative procedures are in place to ensure that the Chancellor delegates the responsibility and authority to the College President to implement District policies at their College campuses and centers (4.5)

The Board of Trustees plays a key role in policymaking, ensuring that institutional quality, fiscal sustainability, and alignment with the mission are prioritized. The YCCD Trustee Handbook ensures that Board members understand their roles, engage constructively in discussions, and maintain a unified focus on the District's mission. The Board has a policy (2410) that requires a

comprehensive review of Board Policies every five years. This review is conducted by the YCCD Board Policy and Student Success Committee and the full Board, ensuring that policies are current and effective in fulfilling the District's mission. Board Policies outline the protocols used to ensure the Board acts as a collective entity including Board Policies 2205, Standards of Good Practice, and 2715, Code of Ethics. In response to challenges in effective governance, the Board engaged in ethics training and reviewed this policy during the January 18, 2024, Board Retreat, which focused on self-governance, evaluation, and best practices. Through ongoing training, self-evaluation, and adherence to established norms and protocols, the YCCD Board of Trustees continues to work to improve its ability to function as an effective, unified governing body (4.6)

Conclusions:

The Institution 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 indicated its conclusion by choosing one of the options below and note any comment 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 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)	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> 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 participation of institutional stakeholders, as appropriate for the character and context of the institution	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
iii. Documentation of the governing board’s approval of the institutional mission (ER 6)	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> 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	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:

<p>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)</p>	<p><input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:</p>
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Standard 2: Student Success

Required Item	Conclusions
<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) <p>(See Commission Policy on Credit Hour, Clock Hour, and Academic Year)</p>	<p><input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:</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><input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:</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><input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:</p>

Required Item	Conclusions
iv. Documentation of clear policies and procedures for handling student complaints, including: <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 	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> 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: <ul style="list-style-type: none"> • Accurate and consistent implementation of complaint policies and procedures • No issues indicative of noncompliance with Standards 	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement: (to be verified during in-person site visit)
vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement: (to be verified during in-person site visit)
vii. Documentation of the institution’s policies and/or practices for the release of student records	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> 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	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
ix. Official college catalog contains required elements (ER 20)	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:

FOR TITLE IV PARTICIPANTS:	
<p>x. Documentation of institution's implementation of the required components of the Title IV Program, including:</p> <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 <p>See Policy on Institutional Compliance with Title IV</p>	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:	
<p>xi. Documentation of institution's:</p> <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 <p>See Policy on Distance Education and on Correspondence Education</p>	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement: <input type="checkbox"/> Not Applicable
REQUIRED ONLY IF APPLICABLE	
<p>xii. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum</p>	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement: <input type="checkbox"/> Not Applicable
<p>xiii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit</p>	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement: <input type="checkbox"/> Not Applicable

<p>xiv. Documentation of agreements with other external parties regarding the provision of student and/or learning support services</p>	<p><input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement: <input type="checkbox"/> Not Applicable</p>
<p>xv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs</p>	<p><input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement: <input type="checkbox"/> Not Applicable</p>

Standard 3: Infrastructure and Resources

Required Item	Conclusions
<p>i. Written policies and procedures for human resources, including hiring procedures</p>	<p><input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:</p>
<p>ii. Employee handbooks or similar documents that communicate expectations to employees</p>	<p><input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:</p>
<p>iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)</p>	<p><input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:</p>
<p>iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)</p>	<p><input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:</p>

v. Policies guiding fiscal management (e.g., related to reserves, budget development)	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
vi. Policies, procedures or agreements (e.g., AUAs) related to appropriate use of technology systems	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> 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	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement: <input type="checkbox"/> Not Applicable
REQUIRED ONLY IF APPLICABLE	
viii. Documentation of any agreements that fall under ACCJC’s policy on contractual relationships with non-accredited organizations	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement: <input type="checkbox"/> Not Applicable
ix. Written code of professional ethics for all personnel including consequences for violations	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement: <input type="checkbox"/> Not Applicable

Standard 4: Governance and Decision-Making

Required Item	Documentation
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:

Required Item	Documentation
ii. Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4)	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
iii. Governing board policies/procedures/bylaws related to Board Ethics	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
iv. Governing board policies/procedures/bylaws related to conflict of interest	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:

Other Federal Regulations and Related Commission Policies

Required 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	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> 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	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement: