

## **Peer Review Team Report**

Madera Community College  
30277 Avenue 12  
Madera, California 93638

This report represents the findings of the Peer Review Team that conducted a focused site visit to Madera Community College February 25, to February 26, 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. Angelica L. Suarez  
Team Chair

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Madera Community College

**Peer Review Team Roster – Team ISER Review**

Dr. Angelica L. Suarez, Team Chair  
Orange Coast College  
President

Dr. Jamal Cooks, Vice Chair  
Chabot College  
President

**ACADEMIC MEMBERS**

Ms. Wendy Brill-Wynkoop  
College of the Canyons  
Department Chair, Photography

Dr. Michael Heumann  
Imperial Valley College  
Professor of English

**ADMINISTRATIVE MEMBERS**

Dr. Brian Stokes  
West Los Angeles College  
Vice President of Administrative Services

**ACCJC STAFF LIAISON**

Dr. Gohar Momjian  
Vice President

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## **Purpose of Focused Site Visit and Summary Analysis**

INSTITUTION: Madera Community College

DATES OF VISIT: February 25-26, 2025

TEAM CHAIR: Dr. Angelica L. Suarez

### **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, 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 October 23, 2024, to discuss updates since the Team ISER Review and to plan for the Focused Site Visit.

A five-member peer review team conducted a Focused Site Visit to Madera Community College on February 25 and February 26, 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 50 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 with the opportunity 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 Institution staff for hosting the Focused Site Visit, coordinating meetings, providing additional documentation, and ensuring a smooth and collegial process.

### **Summary Analysis**

Madera Community College (MCC), the newest of the four institutions that compose the State Center Community College District, received initial accreditation in 2020. Located in California's rapidly growing Central Valley, MCC serves a diverse student population of approximately 9,400 students annually, with 68% identifying as Hispanic, reflecting the communities' demographics. The college addresses the needs of both urban and rural communities through its main campus in the City of Madera and the Oakhurst Center, which serves students from the Sierra Foothill regions. MCC's mission, "Empowering our students to succeed in an ever-changing world," represents the college's commitment to providing inclusive, accessible, and responsive educational programs and services designed to meet the unique needs of its students and local economy, including programs in agriculture, healthcare, and logistics.

MCC focuses on achieving equitable student outcomes through a variety of efforts, such as its designation as a Hispanic-Serving Institution (HSI) and its active participation in state and national initiatives like the California Virtual Campus (CVC) and Racial Equity for Adult Credentials in Higher Education (REACH). The college has also introduced zero-textbook-cost pathways to reduce financial barriers for students and developed a student equity plan with goals and strategies designed to close student achievement gaps. Through evolving planning processes, program reviews, and data-informed decision-making, MCC works towards alignment with its mission while prioritizing student success. In recognition of these efforts, MCC was honored as a 2022 Equity Champion of Higher Education for ensuring that over 65% of its Latinx students earned Associate Degrees for Transfer (ADT).

The Peer Review Team identified several effective practices, including the college's implementation of Guided Pathways to streamline the student's academic journey, use of a Program Mapper software and its use of disaggregated data to monitor and address equity gaps. The creation of "Talking Circles" initially on a weekly basis and later monthly to engage the campus community in dialogue on issues of equity, race, anti-racism and inclusion demonstrates MCC's commitment to fostering a supportive and inclusive environment.

Further, recognizing the newness of MCC, the team noted valuable opportunities for continued growth. These included prioritizing the assessment of student learning outcomes to ensure a full cycle of SLO evaluation is achieved; further strengthening regular and substantive interaction and support in distance education; reinforcing governance structures through the completion of the Participatory Governance Handbook revision and regularly updating and publishing student achievement dashboards on their website. As MCC continues to evolve and mature, emphasis on prioritizing resources to support the needs of a growing and diverse population will be essential to sustaining progress. The team applauds the institution for its efforts to maintain a responsive and student-centered environment, innovative spirit in responding to the needs of the community, its commitment to creating a physical infrastructure focused on creating a sense of belonging for students, and its continued focus on cultivating a strong sense of identity.

Overall, Madera Community College exemplifies a new and responsive institution committed to continuous improvement, innovation, and equity in education.

## Major Findings

### Commendations

#### Commendation 1:

The team commends Madera Community College for its multifaceted efforts to understand and address the needs of its diverse student population. The college has excelled at creating focused initiatives, displaying physical representations celebrating student backgrounds, developing curriculum enhancements to meet the needs of all students, and providing the campus meaningful dialogues that exemplify its strong commitment to social justice, equity, and inclusion in alignment with its mission. (2.8)

### 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:

Madera Community College's mission statement, "Empowering our students to succeed in an ever-changing world," clearly articulates its purpose. This mission is well-aligned with the college's character, values, and structure. It reflects the community and students it serves by acknowledging the diverse student population and the region's economic and educational needs. The college's recognition as a Hispanic-Serving Institution and its efforts to address the challenges faced by its students, such as high poverty rates and low educational attainment levels, further demonstrates this alignment.

The mission statement reflects the nature and structure of the institution as a public community college within the State Center Community College District. It emphasizes quality instruction, strong community partnerships, and innovative opportunities, all hallmarks of a community college's role. The college's commitment to equitable educational outcomes is evident in its mission statement's focus on inclusivity and equity and its efforts to remove barriers to student success. The recognition as a 2022 Equity Champion of Higher Education further reinforces the college's commitment.

#### Findings and Evidence:

Madera Community College's mission aligns with ACCJC's Policy on Social Justice by explicitly stating its dedication to offering opportunities in a diverse, inclusive, and equitable environment. The college highlights efforts to promote equity and diversity through its policies and practices and to create a climate of inclusion and anti-racism on campus. Including equity goals in the Strategic Plan and Student Equity Plan further solidifies this alignment. (1.1)

Madera Community College demonstrates a clear commitment to establishing meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes. The college employs a participatory process that involves various stakeholders, as evidenced by the development of the Student Equity Plan through constituent review from committees like the College Council, Academic Senate, and the Equity Committee. This inclusive approach ensures that goals are established appropriately for the college's character and context.

MCC has clearly defined institutional goals that align with the college's mission. The Student Equity Plan outlines goals related to persistence, completion, equity/anti-racism, planning, and action, directly addressing equitable student outcomes. The college's active involvement in the Racial Equity for Adult Credentials in Higher Education (REACH) network and the California Virtual Campus (CVC) further underscores its dedication to improvement and innovation.



Initiatives like the Zero Textbook Cost (ZTC) Degree Option and the calculator loan program showcase the college's focus on student success and removing barriers to education.

MCC ensures that its goals align with statewide initiatives. These goals are forward-looking and exemplified by the 2020-2025 Educational Master Plan (EMP), which emphasizes offering innovative and life-changing opportunities in a diverse, inclusive, and equitable environment. The college's commitment to continuous improvement is evident in its ongoing efforts to evaluate and adapt its processes, such as the shift from a two-year to a four-year Program Review cycle to promote more meaningful and sustainable improvements. (1.2)

Madera Community College is committed to holding itself accountable for achieving its mission and goals. The college engages in regular reviews of relevant data—both qualitative and quantitative—to evaluate its progress and inform its plans for continued improvement and innovation. The program review process uses surveys, student focus groups, and the Revealing Institutional Strengths and Challenges Survey (RISC) to enrich further the college's understanding of student experiences and institutional effectiveness. Its shift to a four-year cycle and including two-year "short version updates" is crucial for evaluating program effectiveness and ensuring alignment with the institution's mission and goals.

The college's dedication to data-driven decision-making is evident in its practices. For example, at the start of the semester, enrollment data are reviewed weekly in order to make necessary schedule adjustments, demonstrating the use of real-time information to inform short-term planning. The program review process involves collecting and analyzing data on student learning outcomes, relevant institutional research data, and industry partner feedback, which guides program improvements and resource allocation. Moreover, the college's active participation in the REACH network and CVC demonstrates its commitment to using data to identify and address equity gaps, contributing to long-term planning and the pursuit of equitable student outcomes.

Madera Community College has established and published standards for student achievement. The Program Review and Student Learning Outcome (SLO) processes, overseen by the PR/SLO Subcommittee, provide a framework for assessing student learning and program effectiveness. The use of disaggregated data to identify equity gaps and implementation of the Student Equity Plan further demonstrates the college's commitment to setting and achieving standards related to equitable student outcomes.

The Student Equity Plan outlines specific actions to address disparities in student outcomes among various populations. In the program review process, programs are encouraged to identify and implement SLO Assessments that consider course delivery modes and teaching methods, potentially leading to improvements that address equity gaps. The college's commitment to assessing SLOs by course modality through the selection of a handful of programs to begin this assessment further supports its efforts to identify and address any disparities in student learning outcomes across different delivery modes. (1.3)

Madera Community College effectively demonstrates how its mission is the guiding principle for resource allocation, innovation, and continuous quality improvement. The college has established a systematic planning and evaluation framework deeply rooted in its mission and goals. The ISER highlights the central role of the college's Mission, Vision, and Strategic Plan in shaping decision-making regarding programs, services, planning, and resource allocation. This commitment to mission-driven planning is further reinforced by the regular review and updates of these plans, ensuring ongoing alignment and responsiveness to evolving needs.

The college's planning processes are comprehensive and integrated. The Program Review process informs resource allocation, decision-making, and both short and long-term operational planning. For instance, budget planning is informed by identifying gaps in the Program Review process, and the Strategic Plan and resource requests are linked to program review goals and strategic planning objectives. This integration ensures that resources are allocated to support the mission and foster innovation and improvement.

Madera Community College's planning processes are designed to be systematic and inclusive. The college relies on the established regular planning cycles for various institutional plans, such as the annual budget planning process and the five-year comprehensive review of the EMP. These processes involve active participation from the various constituency groups, including faculty, staff, administrators, and students, ensuring that diverse perspectives are considered in decision-making. Using relevant data and information, such as enrollment trends and program review outcomes, further strengthens the effectiveness and accountability of the planning processes.

The college's commitment to continuous quality improvement is evident through its Program Review process, which assesses program effectiveness and guides curriculum development and resource allocation decisions. The Facilities Master Plan is regularly updated to reflect the college's and its community's evolving needs, ensuring that physical resources support the mission and goals. The Technology Plan is also reviewed annually to evaluate progress, update priorities, and identify new initiatives, demonstrating the college's proactive approach to leveraging technology for educational and operational effectiveness. (1.4)

Madera Community College communicates its progress toward achieving its mission and goals with internal and external stakeholders. The college employs a multi-faceted approach to communication, utilizing various channels and formats to ensure that information is accessible and reaches diverse audiences. Internally, the college leverages advisory committee meetings, the President's Breakfast, campus-wide Opening Day events, regular email communication, President's reports during district-wide Board meetings, and the district-hosted Convocation to disseminate information about the college's progress, programs, and initiatives. The campus website is a central hub for news, events, and spotlights, and data dashboards, providing readily available information to internal stakeholders. During the Focused Site Visit, the team learned that the college has additional plans to add public-facing data dashboards for the Student Journey to include data on student demographics, success/retention/persistence, and time to completion. These dashboards will further enhance the college's transparency and communication efforts with both internal and external stakeholders.

Externally, the college engages with the community through events like the Open House, showcasing the college and its programs to residents and prospective students. The college's Strategic Planning and Accreditation website offers publicly available information about the college's progress and priorities. The President's reports shared during district-wide Board meetings and Convocation reports disseminated through email and online platforms further extend the reach of the college's communication efforts.

Madera Community College ensures that institutional evaluation reports and program reviews are accessible to constituencies. The college website provides access to information on strategic planning and student success metrics. The college has also created Factbooks that are externally accessible through the college website.

The college is committed to using data and evidence to inform and document discussions of institutional priorities. Surveys, such as the RISC Survey, gather feedback from students and employees, which is then used to inform decision-making and improvement efforts. Using data to communicate progress and priorities further highlights the college's data-driven approach. The development of the State Center Vision 2035, which involved extensive feedback from college employees and the local community, exemplifies the college's dedication to incorporating diverse perspectives in its planning and decision-making processes. (1.5)

Conclusions:

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

## **Standard 2**

### **Student Success**

#### General Observations:

Madera Community College delivers high-quality academic programs, learning support programs, and student support programs that engage and support students through their unique educational journeys.

The College's 102 programs--a mix of Associate Degrees for Transfer, Associate Degrees, and Certificates--reflect the mission's goal of "empowering our students to succeed in an ever-changing world." The curricular development and review of these programs is faculty-centered, and academic freedom is central to the College's approach to education in general and to General Education in particular. Information about the college's course and program offerings is disseminated in many ways, including the college catalog, website, social media platforms, and the Program Mapper software that was developed through Guided Pathways. Courses are scheduled with the goal of allowing students to complete their education within the expected timeframes. To this end, they provide courses in diverse formats and modalities, including short-term, online, hybrid, and both day and evening sections. A variety of onboarding and support services are available to help students both at the start of their college journeys and throughout their time at the college, and there are numerous opportunities for students to engage with the college and with their fellow students.

Madera Community College's academic, learning support, and student support programs also place an emphasis on promoting equitable student success. This success is evaluated through the Program Review processes and through the student learning outcomes and program area outcomes assessments. However, as a newly accredited college since 2020, many of its processes are still evolving, and some programs have not yet had sufficient time to complete a full review cycle. Additionally, while the college has made progress in disaggregating data for program review, further effort is needed to refine the disaggregation of SLO data to better identify gaps in student success and achievement and develop meaningful strategies to address them.

#### Findings and Evidence:

Madera Community College's academic programs are consistent with its mission's goal of "empowering our students to succeed in an ever-changing world." In all, the college offers 102 programs, 22 Associate Degrees for Transfer (AD-Ts), 37 Associate Degrees, and 43 Certificates. MCC also offers programs for students who wish to upgrade skills in preparation for a

promotion or to gain employment. Examples of these include ESL, Office Technology, and Agricultural Program. MCC has also worked hard to implement Guided Pathways to assist students in clarifying their academic trajectory. MCC's curriculum development and approval process reflects generally accepted practices in higher education. There is a clear differentiation between transfer-level, degree-applicable, nondegree applicable, and noncredit courses. The College adheres to the current California Community Colleges Chancellor's Office Program and Course Approval Handbook, has detailed processes in place to develop and approve new courses and programs and to delete courses and programs that are no longer viable. Further, the program review cycle includes a review of and update to each program's curriculum. MCC also has curriculum processes in place for the designation of different course modalities, such as online, hybrid, or two-way delivery. The Course Outline of Record Form includes a Distance Education Addendum with a section on how the course in question will ensure regular and substantive interaction. (2.1)

Madera Community College clearly puts faculty at the center of the curriculum design and development process. All voting members on the college's Curriculum Committee are faculty, including one adjunct faculty member. Other stakeholders who serve as non-voting members on the committee include, among others, the Instructional Dean, the Guided Pathways Coordinator, the chair of the Equity committee, a representative from Admissions & Records, and a student. The development and review of curriculum is informed by the program review process and by data from SLO assessments, institutional research, and industry partners. The program review process is designed to maximize equitable student success outcomes. However, as a newly accredited institution, the college has had limited time to fully implement and achieve all its stated goals for SLO assessment. Specifically, the college has not yet been able to collect SLO assessment data for every course within each program. Instead, faculty indicated the date by which those data would be collected prior to their second program review cycle. As a result, while the college has appropriate processes in place to ensure strong oversight of its curriculum and its programs, additional time is needed to complete a full cycle of SLO review and program revision. This will allow the college to identify gaps in student achievement, develop strategies to address them, and enhance overall student success. (2.2)

As evidenced by Board Policy 4030, academic freedom is central to MCC's approach to education in general and General Education in particular. Faculty have the autonomy to develop teaching methods they believe best support student learning, ensuring that students not only grasp the complexities of their discipline but also engage with local and global issues in society and the broader world. All general education courses are included among the graduation requirements for degrees and certificates, and they are also linked to the general education transfer requirements for the California State University and the University of California systems. Students seeking a local degree must complete courses in the sciences, the social sciences, the humanities, English composition, and mathematics. An Ethnic Studies requirement was added recently in response to updates to the general education requirements for the state university systems. In short, the college's general education is consistent with expected norms in higher education and follows the guidelines set out by the California Community College Chancellor's Office. (2.3)

MCC is committed to providing transparent, accurate, and easily accessible communication about its programs, services, and resources. Information about the College's programs and courses is communicated in several different ways. First and foremost, MCC's catalog is available in print and online and highlights the Program Learning Outcomes for degree and certificate programs. The catalog also provides detailed information about the various services and resources available at MCC. Additionally, the college invested in Program Mapper software, a user-friendly tool that offers a visual representation of academic programs and is tailored to enhance the student experience. The Program Mapper software is impressive and is a key part of MCC's Guided Pathways efforts. MCC also employs many other tools to disseminate important information, including emails, handbooks, flyers, mail, the campus website, and social media. The College has official accounts on the most popular social media sites (like Facebook, Instagram, and Twitter/X). Finally, the College has sought to stay up to date with current trends in social media and has made QR codes part of its communication strategy.

As mentioned earlier, while Program Learning Outcomes are included in the college catalog, Student Learning Outcomes for individual classes are included in each class syllabus. The syllabi are distributed within classes and online through the Canvas course shell. The College's Outcomes and Assessment Handbook helps guide faculty in crafting, revising, assessing, analyzing, and reflecting on the SLOs specific to their respective course. SLOs are assessed twice each academic year and are an integral part of the Program Review process. (2.4)

The College schedules courses in a manner that ensures degree and certificate programs can be completed in the expected time. MCC's Office of Instruction works with the deans and department chairs to schedule courses two years in advance and thus facilitate completion of the degree within two years. The goal of this process is to ensure the courses are scheduled in a manner that supports students in successfully completing degree and certificate programs in a timely manner. Many tools are used in this process. Students have access both to the MCC catalogue, which lists all courses required for each program, and the college's Self-Service system that lists all courses offered each semester. Furthermore, MCC's counselors support students by creating Student Educational Plans (SEPs), which provide a semester-by-semester roadmap outlining the courses needed to ensure timely and successful completion of their academic goals.

Further, the college reflects on time-to-completion data as part of their program review process. The Office of Institutional Research, Assessment, and Planning (IRAP) provides historical enrollment, number of course sections, enrollment, capacity, fill rates, full-time equivalent students (FTES), and wait lists data to analyze both as part of the scheduling process and as part of the program review process. Further, the college evaluates disaggregated equity data to help make decisions on scheduling with a focus on maximizing student success.

The team encourages the college to implement and advance the areas it identified for strengthening scheduling practices to facilitate timely program completion. (2.5)

MCC offers courses in the following formats: 18-week courses, 9-week courses, in person, online asynchronous, online synchronous, hybrid, and both day and evening sections. These delivery modes are reviewed as part of the program review process. This process includes an evaluation of student learning outcome assessments for each course. As a result of this process, the college identified a key area for improvement: assessing SLOs across different modalities. Faculty have prioritized this focus and are taking the necessary steps to implement it. This effort is essential to ensure that all delivery modalities and teaching methodologies support equitable student learning and achievement.

Faculty who wish to teach online must first complete an online certification. While the college benefits from a dedicated faculty member who allocates 30% of their time to supporting distance education and 70% to instructional design, the college remains committed to exploring additional support to further enhance the growth and effectiveness of its distance education program. Based upon the distance education review of sample online courses, MCC aligns with ACCJC's policy on Distance Education and Correspondence Education and the team verified MCC provides adequate regular and substantive interaction. However, the team encourages the college to continue to strengthen regular and substantive interaction and support in distance education to ensure a more robust learning experience in all distance education course offerings. (2.6)

MCC offers numerous services and programs to support students, address academic and non-academic needs, and maximize their potential for success. The College offers numerous intake and onboarding opportunities through their Registration to Go (RTG) program and their New Mountain Lion Welcome events. These programs walk students through the entire onboarding process, from assisting with the application process to offering training in using the student portal to providing help for financial aid, education planning, and registration. The College's library includes a computer lab, study rooms, laptop hotspots, and a Course Reserve Collection which allows students who cannot afford textbooks to have access to essential course materials. The College's Learning Center contains support for reading and writing, STEM, group and individual tutoring, and Extending the Class tutoring (tutoring for specific courses). This tutoring is offered both in person and online. Student services available for students include Health and Psychology Services, Counseling, Veterans, DSP&S, EOP&S, CARE, Next Up, CalWORKs, TRIO-SSS, Dream, CAMP, Financial Aid, Transfer, Employment, and Athletics. These Student Services are available both in person and online. The Career, Transfer and Employment Center hosts numerous events throughout the year to help students transfer to a 4-year school, research career options, gain job readiness skills, and look for on/off campus employment. Many of these events are both in person and online.

Each program in Learning Support and Student Support Services undergoes the Program Review process. This process includes the assessment of either Student Learning Outcomes (SLOs) or Service Area Outcomes (SAOs) to assess and reflect upon the effectiveness and efficiencies of their programs and services. This process also includes Summary Reports for constituency review and approval. The College also uses Tableau dashboards, Starfish Reports, and Qualtrics survey data to measure the effectiveness of the support services in moving our institution

toward equitable student outcomes. Hence, the College has many processes in place to evaluate the effectiveness of its learning and support services and resources. (2.7)

MCC offers numerous opportunities for student engagement, both formal and informal and both at the main campus and at the Oakhurst campus. Among the formal opportunities for student engagement are club gatherings, Associated Student Government meetings, cultural and heritage events such as El Dia de Los Muertos, Native American History month, the Health and Wellness Fair, Veterans celebrations, College Transfer Day, CalFresh and Food Pantry events, Pizza with the President, and LGBTQ+ Colors of Change events. The college's first intercollegiate sports team, the women's soccer team, started competing in 2023. The College also hosts an annual Open House, New Student Welcome, and Extreme Registration. MCC also has many spaces available for informal gatherings and engagements. These include the libraries at both MCC and Oakhurst campuses, the Learning Center, the student lounge, the cafeteria, library study rooms, coffee and food trucks, Welcome Center/Info Hubs, and the Student Success Center at the Oakhurst campus.

The College offers numerous activities and spaces for student engagement. To ensure the effectiveness and high quality of these programs, the college surveys students, using both qualitative and quantitative data. Madera Community College fosters a strong sense of belonging and community with its students by providing numerous formal and informal opportunities for engagement that reflect the diverse needs of its student population. The college has taken several intentional steps to promote social justice and align its activities with its mission to effectively support students' unique educational journeys. For example, MCC conducted Men of Color Focus Groups to assess the needs of this student population and presented the findings to the college's Management Leadership Team. The college also used part of the Lumina One Million Dollar Community College Challenge Award to create campus murals that honor students' diverse stories and backgrounds as part of fostering a sense of belonging for its student communities. Working with the Institutional Effectiveness Partnership Initiative (IEPI), MCC obtained funds centered on advancing the work of infusing anti-racism in curriculum and created a plan with objectives, action steps, and progress measures. The college dedicates time to meaningful activities such as College Hour, which provides a venue to raise concerns and give feedback for campus improvement, Talking Circles, and Dialogues on Race and Anti-racism led by a workgroup. MCC is actively working on integrating evaluations into these activities to assess their impact. The "Madera Way" exemplifies the college's commitment to cultivating a sense of identity, a climate of collaboration, collegiality and innovation among its diverse students and employees. The team encourages the college to continue its efforts in using both qualitative and quantitative data to evaluate the effectiveness of these programs in promoting student engagement, equity, and success. (2.8)

MCC reviews and assesses Student Learning Outcomes and Service Area Outcomes on a regular basis. Faculty and other constituent groups engage in dialogue about learning and achievement data, disaggregated for student subpopulations and learning modalities as appropriate. Each SLO is assessed at least once per 4-year Program Review cycle. SLO reports are generated by each area to highlight potential areas of growth within a program and highlight plans for



improvement. Near the end of the first program cycle, MCC created an SLO workgroup to consider how the college could improve the SLO Assessment process. To this end, the workgroup created a poll, and the results of this poll revealed areas of improvement within their processes, including the need to ensure that MCC is assessing all modalities. The SLO Coordinator also identified areas of improvement within the existing system, including using assessments which did not correctly (or at all in some cases) indicate the level of achievement of the expected SLO Performance. As a result of these findings, MCC modified its SLO assessment for the second program review cycle, simplifying the SLO Assessment template to focus to help guide programs towards increased focus on improvement.

In short, the College identified challenges with the SLO assessment process and took steps to rectify these challenges, and these changes were formalized in a revised version of the Program Review Handbook. One of these changes was to place a renewed focus on disaggregating SLO data to distinguish between modalities. While a focus on disaggregation of data is evident in the program review process, it is not as evident in the SLO review cycle. Therefore, the college should place greater emphasis on expanding the use of disaggregated data within the SLO assessment and review cycle to better identify and address gaps in student learning and achievement. (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

Commendation 1: The team commends Madera Community College for its multifaceted efforts to understand and address the needs of its diverse student population. The college has excelled at creating focused initiatives, displaying physical representations celebrating student backgrounds, developing curriculum enhancements to meet the needs of all students, and providing the campus meaningful dialogues that exemplify its strong commitment to social justice, equity, and inclusion in alignment with its mission. (2.8)

## Standard 3

### Infrastructure and Resources

#### General Observations:

Madera Community College (MCC), as part of the State Center Community College District (SCCCD), operates within established district frameworks for infrastructure, personnel, financial management, and hiring practices. Job postings reflect not only role expectations but also a strong institutional commitment to equity, diversity, and mission fulfillment.

The college supports professional development aligned with district goals, encouraging employee engagement and collaboration to enhance teaching, support and operational effectiveness in the service of students. Employee evaluation processes are clearly defined through Board policies, administrative regulations and collective bargaining agreements, ensuring regular, transparent, and standardized performance reviews.

Financially, MCC has experienced consistent growth in both unrestricted and restricted funds, aligned with increasing enrollment and reflective of sound fiscal oversight. Budgetary processes ensure alignment with district, state, and federal requirements.

As California's newest community college, MCC has rapidly built a strong foundation through consistent planning and assessment cycles. Situated in one of the state's fastest-growing regions, the college is well-positioned for future expansion and increased community impact, playing a vital role in regional growth through education and workforce development. As Madera County continues its trajectory of growth, MCC is poised for even greater transformation. With new facilities coming online and deeper community engagement, the college will play a pivotal role in shaping the county's future.

#### Findings and Evidence:

As part of the State Center Community College District), MCC follows the established Board Policies, administrative regulations (e.g., BP/AR 7120, AR 7121) and District guidelines relative to employee recruitment, hiring, and onboarding of personnel designed to sustain educational services and improve student success. Job descriptions provided in job postings address position duties, responsibilities, and authorities, as well as demonstrate a clear commitment to equity, diversity and mission fulfillment (e.g., BP 7100). Examples of recent job announcements demonstrate this commitment -- Chicano-Latino Studies Instructor and Nursing Instructor. (3.1)

Madera supports its employees with a variety of professional learning opportunities such as the New Faculty Orientation, Communities of Practice, Flex Day, College Hour, Talking Circles, Training Institute, and Online Teaching certifications. These professional learning opportunities are aligned with the institutional mission and goals and evaluated to determine overall

effectiveness. The college recognizes that this is an area that can be strengthened and has plans in place to deepen their evaluation practices with the addition of two part-time coordinators. Madera Community College demonstrates a commitment to fostering an environment where employees can find multiple ways in which to professionally and personally engage in professional learning (3.2)

Board Policies and Administrative Regulations (e.g., BP/AP 7150) support MCC's capacity to regularly evaluate its employees using clearly defined criteria. These include specific employee evaluation processes outlined in the collective bargaining agreements (i.e., State Center Federation of Teachers, and the California School Employees Association), and Personnel Commission rules (e.g., AR 7365). The specific details of how employees are evaluated can be found under AR 7122, AR 7150, BP 7150, Chapter 379 of CSEA, and Personnel Commission Rule 13-3 (b) of the respective employee groups (3.3).

MCC develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Specifically, Madera's Unrestricted General Fund (Fund 11) has experienced steady growth from Fiscal Year 2021-2022 (\$17,301,408 million) through Fiscal Year 2023-2024 (\$22,465,863 million). Additionally, the college's restricted fund (Fund 12) has experienced significant growth from Fiscal Year 2021-2022 (\$8,201,538) through Fiscal Year 2023-24 (\$19,267,145) with the increase primarily due to employee salaries and benefits. This overall budget growth is commensurate with Madera's growth in enrollment, and the college has established budgetary systems to consistently monitor expenditures through exiting college processes, policies and administrative regulations.

SCCCD has a funding allocation model and corresponding processes by which State apportionments are distributed to the colleges within the District as evidenced in SCCC Districtwide Resource Allocation Model for the General Fund Unrestricted Budget. Discussions regarding the funding allocation model are conducted at the District Budget Resource Allocation Advisory Committee (DBRAAC). At the college level, MCC engages in financial allocation of resources through the planning process outlined in the Integrated Planning Handbook and the work of the Administrative Planning Committee's Operating Agreement. The institution manages resources to sustain educational services and improve institutional effectiveness at all locations where over 50% of a program is offered. (3.4)

MCC's mission and goals are the foundation for financial planning focused on their commitment to student learning and success, educational quality, workforce development, and meeting the needs of the local community. As part of the college engagement process in financial planning to support institutional mission, MCC integrates and solicits participation into the budget development process through an inclusive approach that occurs throughout the budget development process, through final budget approval. This process involves college stakeholders, beginning at the departmental levels, playing a key role in the budget development process as outlined in the college's Integrated Planning Handbook. As part of this process, departments complete budget worksheets that prioritize needs aligned with program review goals and strategic planning goals. The College is required by the SCCC to maintain a

5% budget reserve. This, along with the 17% Board-approved minimum reserve, supports the College in addressing unexpected budget challenges. (3.5)

SCCCD is audited by an independent firm each year to ensure that the District remains in compliance with applicable state laws. MCC's Vice President of Administrative Services works closely with District Vice Chancellor of Finance and Administration to assure that the college's processes are [and remain] in compliance with state and federal laws and regulations. To assure the integrity and responsible use of financial resources, the college adheres to purchasing policies, has established appropriate authorization for signature approvals, uses the Chart of Accounts to assure consistency, and provides regular financial reports to the Board of Trustees. Internal Control mechanisms for sound financial management are in place, including signature authorization paths, and the alignment of MCC's process with SCCC's procedures and state and federal regulatory mandates. Supporting a transparent approach to budget development and financial condition of the college, budget reviews and training are held at Leadership Team Meetings and regular updates are provided at participatory governance committees, President's Cabinet, Administrative Planning Committee. Additionally, budget managers have access to real-time budget data through the Ellucian budget management database. At the District level, information is shared at DBRAAC, and at Board of Trustees meetings through required budgetary updates and Board Budget presentations. (3.6).

The SCCC District had an 18.5% reserve as of June 30, 2022. The SCCC Board approved a mandatory minimum 17% reserve at the District level, and a 5% reserve at the local (college) level through Board Policy 6250 and Administrative Regulation 6200. Assurances of financial solvency are further supported through evidence of proper planning for short and long-term liabilities. For example, the District maintains a \$40.3 million balance for Other Post Employment Benefits (OPEB), and has set aside \$27.6 million to address increases in employer contributions to the California Teachers Retirement Systems. As part of a multi-college district, the SCCC manages risk for property, liability, worker's compensation, dental, vision, and health insurance through membership in joint powers' agency programs (VIPJPA and EdCare Group), self-insurance pools for property, liability, worker's compensation insurance, vision, dental, and health care. (3.7).

Madera's Leadership has done an excellent job in planning, growing, maintaining, and financially preparing for the growth of the college through thoughtful planning reflected in the college's Facilities Master Plan (for capital projects based on available funding) and responding to more immediate needs (i.e., Facilities Modification Request Form). In a relatively short period of time, the college has built Academic Villages 1 and 2, renovated the Academic Learning Center, opened a new Center for Agriculture and Technology, opened a satellite location in the central business district of Oakhurst, and secured 30.2 acres of property for the new location of MCCO. The Oakhurst Campus is undergoing construction of a permanent facility to better serve the needs of the local community made possible through the passage of Measure C in 2016. Evidence supporting facilities growth attests to a deliberate planning process that considers the growth and educational needs of the community. The college has

implemented measures to enhance facility safety, including procedures for reporting unsafe physical conditions. Additional efforts include acquiring four new mobile security surveillance units to support campus security. The college is considering additional measures to enhance campus safety to include single points of entry and keyless entry. As part of its commitment to supporting local workforce needs, the college is maximizing available physical space by developing an agave cultivation program. This initiative leverages campus resources to provide training opportunities while also exploring innovative ways to generate revenue that can be reinvested in student support. This innovative approach, combined with strong partnerships with local farmers, will offer students opportunities for learning, growth, and entrepreneurship. (3.8)

MCC implements, enhances, and secures its technology resources to support and sustain educational services and operational function. Through the college's Technology Plan (2022-2024), the college outlines goals, and initiatives designed to meet institutional mission and leverage emerging technology to meet the future needs of the college in operations, learning and support as it continues to grow in student enrollment, staffing and facilities. For example, the college has identified a five-year computer replacement cycle to ensure technological viability and forecast financial impact as part of the college budget planning process. The college collaborates with the District's Information Systems department to manage, maintain and provide technical support for licenses for software applications and systems used districtwide as well as ensure the college's network and data security. The college communicates guidelines/rules for appropriate use of its technologies through a variety of ways including the SCCCD Computer Use Policy (AR 3720), Student Code of Conduct. Specifically, students and employees are required to acknowledge the written policies before logging into a computer that is part of the SCCCD. The college's network and data are secured through the district's IT networking and security department to include security firewalls, VPN, multi-factor authentication, onsite/Cloud data recovery systems and other measures that support the security of the system and data integrity. It will be important for the college to move forward with its plans to strengthen the evaluation and assessment of its technology infrastructure. (3.9)

MCC 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. Financially, the District and college, by Board Policy and Administrative Regulation has established minimum reserve levels (17%, and 5% respectively) that provide financial flexibility in the event of budgetary fluctuations. Technologically, the college has established measures that support the security of its infrastructure in collaboration with the District Information Services department, with appropriate redundant data backup systems and related ransomware insurance. The college, working with the district, maintains on its public facing website information on responding to various emergencies through an Emergency Operations Plan and specific information on emergency procedures. Additionally, the SCCCD has an established District Police Department, providing support to students, faculty and staff at MCC. (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, 3.10.

## **Standard 4**

### **Governance and Decision-Making**

#### General Observations:

Madera Community College engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant groups. MCC upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. Acting through policy, the Board of Trustees takes responsibility for the overall quality and stability of the institution and regularly monitors progress towards its goals and fiscal health. Moreover, the Board of Trustees selects and evaluates the Chancellor for the SCCCDC, and in turn, the Chancellor evaluate the President of the college in accordance with Board Policies and Administrative Regulations for the evaluation of educational administrators. The Board of Trustees delegates full authority to the Chancellor to implement board policies and ensure effective operations and fulfillment of the District and respective college missions. The Board functions effectively as a collective entity to promote the institution's values and mission and fulfill its fiduciary responsibilities. The Board of Trustees demonstrates an ability to self-govern in adherence to its policies and expectations for best practices in board governance.

Madera Community College established a Participatory Governance Handbook in 2020 upon initial accreditation. The college is in the process of revising the Participatory Governance Handbook, currently in constituent review, through a thoughtful evaluation and assessment process, that supports a culture of continuous improvement.

#### Findings and Evidence:

Madera Community College's commitment to freedom of inquiry, both on the part of the students and employees, flows from the Mission, Vision, and Values statements of both the district and college. Principles of academic freedom are supported by the leadership of the State Center Community College District and the College through Board Policy/Administrative Regulation 4030. MCC's dedication to the protection and preservation of its academic integrity is clearly demonstrated in course syllabi, curriculum handbook, and syllabi checklists. In addition, MCC communicates procedures for addressing instances of academic dishonesty in policy, regulations, procedures, and protocols as outlined in the college catalog. (4.1)

Madera has roles, responsibilities, and authority for decision-making defined and communicated through its Participatory Governance Handbook – currently undergoing revision as part of the review cycle. Additionally, the SCCCDC has a Roles of Constituents in Decision Making Handbook that clearly outlines the responsibilities of the various constituency groups in the decision-making process. The institution's structure for decision-making provides

opportunities for stakeholder participation and ensures the inclusion of relevant perspectives. The College Council is the overarching participatory governance group of Madera Community College. The purpose of the College Council is to provide a venue for constituent groups to participate in developing recommendations that have a college-wide and districtwide impact. At the start of each semester, the president makes manager appointments to each committee based on the committee operating agreement(s). Instructional and non-instructional faculty's role in participatory governance and the decision-making processes at MCC is facilitated through the Madera Community College Academic Senate. Classified professionals' role in participatory governance and the decision-making processes at Madera Community College is facilitated through the Classified Senate and CSEA. The students' role in participatory governance and decision-making processes at MCC is facilitated through the Associated Student Government (ASG) of Madera/Oakhurst Centers. The college is committed to finding creative ways to involve students more frequently in college activities. (4.2)

Decision-making begins with the Mission, Vision, and Values, which are the basis for college planning documents (EMP, MCC Strategic Plan, SCCCDC Strategic Plan, Facilities Master Plan, Technology Plan, SEA Plan and Guided Pathways Work Plan). The college gathers information, feedback and data to inform the revision of the above-mentioned documents. As the College continues to refine their decision-making structures, the college can strengthen their governance structure through regular evaluation of their decision-making processes that lead to equitable student outcomes; and bolster their college-wide communication of decision making through more robust communication strategies. During the Focused Site Visit, the college confirmed that the Participatory Governance Handbook is undergoing constituent review. Key areas of focus include strengthening the evaluation process, reviewing committee structures, clarifying roles and responsibilities for constituent representatives, and documenting current decision-making practices to support future leadership.

The college is encouraged to prioritize finalizing the handbook and to implement a comprehensive communication plan to ensure the campus community understands how Madera uses its decision-making processes to enhance effectiveness. (4.3)

Acting through policy (BP 2012), SCCCDC'S Board of Trustees has responsibility for the quality and stability of the District, and regularly monitors progress towards its goals and fiscal health in accordance to sound fiscal management principles (e.g., AR 6300) through a variety of Board retreats, study sessions and regular Board meetings. Presentations to the Board have included updates on progress toward the development of State Center Vision 2035, and overview of SCCCDC Course Retention/Success Data that include the respective institutions Key Performance Indicators. The Board is regularly updated on the financial health of the District through various reports (e.g., 2022-23 Final Budget/Fiscal Update) and through the annual tentative and adopted budget process. (4.4)

The Board of Trustees selects and evaluates the District's Chancellor (CEO) in accordance with Board Policies (BP 2431, BP 2435, and BP/AR 7150). The College Presidents are evaluated by



the Chancellor as outlined in Administrative Regulation 7150 at least once per year based on an agreed upon process.

The Board of Trustees delegates authority to the Chancellor in Board Policy 2430 to implement Board policies and administrative regulations to ensure the effective operation of the District and fulfillment of the District's mission. The Chancellor is empowered to reasonably interpret Board policy and to delegate any powers and duties to appropriate leadership (e.g. College Presidents) in the service of administering colleges and centers of SCCC within the established Board policies. The Chancellor, and respective College Presidents, provide the Board with regular updates on institutional performance in a variety of formats, such as the MCC's Board Reports, and presentation on progress on established Key Performance Indicators (KPIs). (4.5)

The Board of Trustees functions effectively as a collective entity to promote the District's values and mission and fulfill its fiduciary responsibilities. The Board of Trustees demonstrates an ability to self-govern in adherence to its Board Policies that include Code of Ethics, Conflict of Interest, and Communication Among Board Members (BP 2710, 2715, 2720), among others that set expectations for best practices in board governance. As a collective entity, the board regularly reviews progress-to-date on student outcomes and engages in setting the vision for the District as noted in the State Center Vision 2035. The Board establishes clear goals and priorities for itself that include (1) diversity, equity, inclusion, and accessibility, (2) supporting an equitable environment for employees (3) fiscal integrity and stability, (4) supporting continuous development of the board, and (5) building community connections and services. These goals are publicly communicated through the District website. Moreover, the Board participates in a program of Board Education outlined in Board Policy (BP 2740) that includes study sessions, retreats, and board orientations. As part of continuous improvement, the Board engages in self-evaluation practices as outlined in Board Policy 2745 with results of the evaluation serving as the basis of dialogue at a Board Retreat. Results of the evaluation served as the basis for goals and priorities. (4.6)

#### Conclusions:

The Institution meet 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"/> X 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"/> X Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
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)	<input checked="" type="checkbox"/> X Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> 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: <ul style="list-style-type: none"> <li>• Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees</li> <li>• Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities</li> <li>• Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable (ER 10)</li> </ul> <p>(See Commission <a href="#">Policy on Credit Hour, Clock Hour, and Academic Year</a>)</p>	<input checked="" type="checkbox"/> X Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:

Required Item	Conclusions
<p>ii. Documentation that the institution's transfer of credit policies include the following:</p> <ul style="list-style-type: none"> <li>Any established criteria the institution uses regarding the transfer of credit earned at another institution</li> <li>Any types of institutions or sources from which the institution will not accept credits</li> <li>A list of institutions with which the institution has established an articulation agreement</li> <li>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</li> </ul> <p>See <a href="#">Policy on Transfer of Credit</a></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 <a href="#">Policy on Institutional Advertising and Student Recruitment</a> (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>
<p>iv. Documentation of clear policies and procedures for handling student complaints, including:</p> <ul style="list-style-type: none"> <li>Evidence that these policies/procedures are accessible to students in the catalog and online;</li> <li>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</li> </ul>	<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>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:</p> <ul style="list-style-type: none"> <li>Accurate and consistent implementation of complaint policies and procedures</li> <li>No issues indicative of noncompliance with Standards</li> </ul>	<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>vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup</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
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:	
x. Documentation of institution's implementation of the required components of the Title IV Program, including: <ul style="list-style-type: none"> <li>Findings from any audits and program/other review activities by the U.S. Department of Education (ED)</li> <li>Evidence of timely corrective action taken in response to any Title IV audits or program reviews</li> </ul> See <a href="#">Policy on Institutional Compliance with Title IV</a>	<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:	
xi. Documentation of institution's : <ul style="list-style-type: none"> <li>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</li> <li>Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable)</li> <li>Policies regarding protection of student privacy</li> </ul> See <a href="#">Policy on Distance Education and on Correspondence Education</a>	<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	Conclusions
REQUIRED ONLY IF APPLICABLE	
xii. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
xiii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
xiv. Documentation of agreements with other external parties regarding the provision of student and/or learning support services	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
xv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:

### Standard 3: Infrastructure and Resources

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

iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)	<input checked="" type="checkbox"/> X <input type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
v. Policies guiding fiscal management (e.g., related to reserves, budget development)	<input checked="" type="checkbox"/> X <input 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"/> X <input 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"/> X <input type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
REQUIRED ONLY IF APPLICABLE -- (Note these are not applicable)	
viii. Documentation of any agreements that fall under ACCJC's policy on contractual relationships with non-accredited organizations	N/A <input type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
ix. Written code of professional ethics for all personnel including consequences for violations	<input checked="" type="checkbox"/> X <input type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> 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	<input checked="" type="checkbox"/> X <input type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:

Checklist 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

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 <a href="#">Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions</a> , 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 <a href="#">Policy on Representation of Accredited Status</a>	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement: