

Peer Review Team Report

Coastline Community College
11460 Warner Avenue
Fountain Valley, CA 92708

This report represents the findings of the Peer Review Team that conducted Team ISER Review on October 14, 2025, and a Focused Site Visit to Coastline Community College on February 23, 2026. The Commission acted on the accredited status of the institution during its June 2026 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Aracely Aguiar
Team Chair

Table of Contents

Peer Review Team Roster	3
Purpose of Focused Site Visit and Summary Analysis	4
Major Findings	6
Standard 1	7
Standard 2	9
Standard 3	12
Standard 4	15
Verification of Required Documentation.....	18
Standard 1: Mission and Institutional Effectiveness.....	18
Standard 2: Student Success	19
Standard 3: Infrastructure and Resources	22
Standard 4: Governance and Decision-Making.....	23
Other Federal Regulations and Related Commission Policies	24

Coastline Community College

Peer Review Team Roster

Aracely Aguiar, Team Chair
Los Angeles Pierce College
President

Mary-Jo Apigo, Vice Chair
Los Angeles Pierce College
Chief Instructional Officer

TEAM MEMBERS

Christopher Dela Rosa
Foothill-De Anza CCD
Vice Chancellor, Business Services

Alfred Gallegos
Mission College
Dean of Institutional Effectiveness and Research

Randy Beach
Southwestern College
Professor of English and Education

ACCJC STAFF LIAISON

Kevin Bontenbal
ACCJC
Vice President

Purpose of Focused Site Visit and Summary Analysis

INSTITUTION: Coastline Community College

DATES OF VISIT: February 23, 2026

TEAM CHAIR: Aracely Aguiar

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 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 January 20, 2026 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 Coastline Community College on February 23, 2026 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 to share their thoughts with members of the peer review team. Team members visited the following additional location where 50% or more of a program is being offered: Newport Beach Campus, 1515 Monrovia Avenue, Newport Beach, CA 92663. 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

Coastline Community College is part of the Coast Community College District in southern California and was founded in 1976 to serve students at a distance through early modalities of television, radio, and later distance education. As an early pioneer of distance learning, Coastline was founded as a "College Beyond Walls," and now offers over 85% of instruction via various distance learning platforms. The need for serving non-traditional students in non-traditional modalities is evident through the College's opening day enrollment of 18,000 – the largest opening-day student population in community college history.

The team finds that Coastline College effectively uses its Mission Statement as a foundational driver for institutional planning, decision-making, and continuous improvement. The mission is integrated into goal setting, program review, governance deliberations, and resource allocation, demonstrating alignment between institutional values and operational practices. The College's use of disaggregated data to evaluate progress toward equitable student outcomes further reflects mission-centered accountability. Overall, the mission functions as an organizing framework that fulfills ACCJC Standards 1 through 4.

Major Findings

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:

Coastline Community College (College) demonstrates a clear commitment to its mission as the foundation for institutional planning, decision-making, and resource allocation. The mission is prominently articulated and reflects the College's distinctive identity as a "College Beyond Walls," serving a diverse and geographically dispersed student population through multiple instructional modalities, including a long-standing emphasis on distance education. Coastline has embedded equity as a central component of its mission, with a strong emphasis on closing achievement gaps for disproportionately impacted students.

The College employs a comprehensive planning and program review process that integrates institutional goals, key performance indicators, and equity metrics into both departmental and institutional evaluation cycles. Data dashboards and survey instruments provide broad access to disaggregated data, supporting evidence-based planning and participatory governance. The culture of continuous improvement is evident in the College's use of institutional-set standards, aspirational goals, and regular assessments of student outcomes.

Findings and Evidence:

Coastline maintains a clearly defined mission that reflects its character and unique student population, emphasizing meeting students "where they are" and achieving equitable outcomes. The mission is foundational, influencing procedures, practices, and decisions across planning and evaluation processes, with broad, college-wide participation described. These elements align with the standard's requirement that the mission articulate the institution's commitment to educational opportunities and successful outcomes for all students. (1.1)

The College establishes meaningful and ambitious goals through an integrated planning framework that blends college goals and KPIs throughout program and department review and the institutional planning/budget cycle. The College has a continuous improvement orientation in which annual reviews and KPI dashboards inform goal setting and prioritization, with an explicit emphasis on equity and innovation. These practices indicate that the College sets improvement goals consistent with the standard's intent. (1.2)

The College's utilization of data dashboards, annual Student Experience & Satisfaction Survey administration, and the integration of disaggregated data into program and department review and committee discussions (e.g., PIEAC, Academic Senate, Wing Planning Councils) is robust. The College regularly reviews meaningfully disaggregated data (e.g., discipline, modality, student demographics) to evaluate progress and inform plans and hold itself accountable for achieving mission and goals. (1.3)

The College has an ongoing Program and Department Review process of programs and services that directs resource allocation and aligns with the College mission. There is an established cycle for review, and a program review and department team comprised of an administrator, full-time and part-time faculty, and classified professionals of the department under review. Program review validation is completed by the administrator supporting the program with feedback from the program review team. The Program and Department Review Committee also reviews, validates, and provides recommendations for each review. (1.4)

The College regularly communicates progress toward achieving its mission and goals through a variety of communication methods and venues such as email, webpage, meetings, and forums. The audience includes employees as well as the general public. Additionally, the College conducts an annual Employee Experience and Satisfaction Survey to gather feedback on how to improve communication about planning, governance, and practices. (1.5)

Conclusions:

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

Standard 2

Student Success

General Observations:

In alignment with its mission, Coastline Community College (College) offers diverse academic and career programs primarily through distance education, supported by physical campuses and online resources. Program development is guided by a faculty-led Curriculum Committee that ensures quality and relevance through student learning outcomes and industry and interest-holder input. Distance education standards for regular substantive interaction are established, and instruction reflects those standards. The College provides extensive support services, including counseling for varied student populations, tutoring, and a fully online library. The College promotes student engagement through clubs and leadership opportunities for students. The College conducts regular evaluations using student achievement and student learning outcomes data, surveys, and annual department reviews to inform strategic planning and resource allocation to enhance student success and equity.

Findings and Evidence:

The College offers a wide array of programs in a variety of delivery modalities to meet the academic and career development needs of its student population and to fulfill its mission to serve a diverse student body. College courses are predominantly in the distance education modality with 85% of instruction is conducted through distance learning platforms. Courses are offered via face-to-face and hybrid modalities at campuses in Garden Grove, Fountain Valley, Newport Beach, and Westminster. The curriculum development and approval policies used by the College ensure breadth and depth of learning. College Programs have student learning outcomes, and the college's program evaluation process uses key performance indicators that include student learning outcomes. (2.1)

The College relies on its Curriculum Committee to govern the development and approval of all College curriculum, and faculty make up the majority of the committee members. The College defines its processes and standards in its Curriculum Committee Handbook. Program development and improvement rely significantly on dialog regarding course and program student learning outcomes achievement data when designing and revising curriculum. Review of these data is included in the College's annual instructional program review process as is the input provided from industry interest holders through advisory committees for career technical education programs to ensure programs meet current industry standards. (2.2)

The College maintains a general education framework in policy to define concepts and topics of learning that ensure broad development of students' knowledge, skills, and abilities in areas of study consistent with the level of degree attainment and that engages with diverse perspectives. In addition, the College has developed four core competencies of learning:

Information Literacy and Critical Thinking, Effective Communication, Personal Responsibility and Awareness, and Social Responsibility which reflect the Institutional Student Learning Outcomes and general education curriculum. Institutional Student Learning Outcomes data is used in instructional program evaluation through a system called the SLO Cloud which allows instructors to input course-level student learning outcomes results which are then used in qualitative and quantitative assessments of effectiveness. The Program Student Learning Outcome (PSLO) Score is a metric developed by Coastline that averages a student's performance across all course-level SLOs taken for a degree or certificate, providing a direct measure of overall program-level learning achievement. (2.3)

The College provides course requirements and program student learning outcomes in the catalog. Course syllabi contain course-level student learning outcomes, and these are provided to students. The College uses its website, online class schedule, and catalog to provide clear, accurate, and accessible information for students. Student services information is provided on the College's website; the Sandbox Newsletter; emails using the Slate customer relations management tool; signage around each campus; and via social media sites. The College evaluates communication strategies in its annual program review process and by asking relevant questions in its Student Experience and Satisfaction Survey (2.4).

The College holds itself accountable for scheduling courses to meet student need. Academic deans and chairs work together to review course demand, program sequences, and available data to develop effective schedules. The College maintains an Enrollment Management Plan to meet long-term strategic enrollment goals. The College offers a "Program Mapper" tool for prospective and continuing students to guide their course-taking patterns leading to timely program completion along with planning tools such as DegreeWorks to support student educational planning (2.5).

The College offers instruction in a variety of modalities and term structures to achieve its mission and meet the needs of students, including distance education and correspondence education. The College employs instructional designers and support staff to support faculty in Canvas, the College's learning management system. The College supports a Faculty Center to promote excellence in teaching practices; maintains a Faculty Handbook; offers training opportunities; and has established policies and standards intended to ensure regular and substantive interaction (RSI) occurs in all distance education courses. The College recently adopted a policy to define RSI practices at the department level to allow greater flexibility. The College and faculty have policies to ensure RSI is occurring including department-level standards for RSI and strategies for ensuring student engagement. The team encourages the College to continue this work to ensure consistent RSI across all departments and disciplines. The College has also begun developing a direct assessment competency-based education degree program to support further its mission to meet student needs and promote equitable student learning outcomes. (2.6)

The College has extensive learning support services intended to support students' non-academic needs, such as financial aid and enrollment services. The College's Counseling Department offers comprehensive services to a diverse population of students including traditional, nontraditional, incarcerated (Hope Scholars), formerly incarcerated (Rising Tide Scholars), international, active-duty military, veterans, high school (dual enrollment), corporate, career-focused, students with disabilities, and lifelong learners. The College provides academic support through two Student Success Resource Centers at Newport Beach and Westminster, along with an online Canvas shell that connects students to NetTutor. Faculty-led initiatives offer both onsite and online engagement, appointments with instructors, and noncredit courses to facilitate student participation in services. Additionally, the College's library is fully online and delivers instruction and reference services through multiple channels. Student support services participate in the annual department review process to ensure continuous improvement. (2.7)

The College supports student belonging and engagement with district policies and by offering students with opportunities to engage with the College community through a variety of programs, services, and clubs that encourage student engagement. The College maintains a calendar of student-focused events and offers students a mobile application to access useful information at any time. The Associate Student Organization participates in leadership and decision-making opportunities. Student feedback is regularly collected through surveys such as the annual Student Experience and Satisfaction Survey and program-specific tools, helping departments assess and improve services that support learning and achievement. (2.8)

The College regularly reviews and improves its academic, learning support, and student services programs to better support student success and equity. The College has a robust process for using student learning outcomes data in planning, and students who earn a degree or certificate receive a survey from the Department of Institutional Effectiveness to self-assess their confidence in meeting program and institutional learning outcomes. In addition, annual department-level review processes take place using key performance indicators and metrics appropriate for their areas as well as at the institutional level. The results are distributed to leadership groups for discussion and to inform short- and long-term planning processes and documents such as the College Planning and Resource Allocation Cycle and the College's Student Equity and Achievement Plan. Evaluation efforts also include assessments of governance processes and employee satisfaction to determine areas to improve the College's learning environment for students. (2.9)

Conclusions:

The Institution meet Standards 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9.

Standard 3

Infrastructure and Resources

General Observations:

Coastline Community College (College) effectively manages and aligns its human, fiscal, physical, and technological resources to fulfill its educational mission and promote student success. The College employs qualified personnel through established board policies and administrative procedures, ensuring diversity, equity, inclusion, and accessibility are embedded in all employment practices. Comprehensive professional development opportunities support continuous improvement across all employee groups, while systematic performance evaluations promote accountability and professional growth aligned with institutional goals.

Financially, the College maintains integrity, transparency, and sustainability through a well-defined, participatory budgeting process integrated with institutional planning. The Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC) and Budget Committee ensure that resources are prioritized and allocated in alignment with strategic goals. Fiscal responsibility is further reflected through unmodified audit opinions, maintenance of prudent reserves, and a 2023–2026 Fiscal Stability Plan, demonstrating long-term solvency and stewardship of resources, including a strong OPEB funding position.

In terms of physical and technological resources, the College employs data-informed planning guided by a Total Cost of Ownership framework to sustain facilities and operations that support safe, effective, and sustainable learning environments. Technology governance policies ensure the secure, equitable, and reliable use of information systems, with consistent renewal cycles and cybersecurity measures in place. Collectively, these practices reflect the College's commitment to integrated planning, institutional integrity, and continuous improvement in support of equitable student outcomes.

Findings and Evidence:

The College demonstrates how it employs qualified faculty, staff, and administrators through board policy and administrative procedures to support and sustain its educational mission and student success. The College also adopted practices that embodies diversity, equity, inclusion, social justice, anti-racism, and accessibility that supports its diverse student and community population. There is a process in place to ensure the College has adequate personnel to meet its mission. (3.1)

The College has a board policy and administrative procedure for ensuring faculty, staff, and administrator professional development to support its mission. The College has a robust professional development program catered for each employee group to ensure continued learning in support of its educational services and student support. The College also has a website that shows and archives all professional development activities that serve as a resource

for employees. The College also uses feedback (professional development assessment surveys) as a mechanism to enhance and determine future professional development activities. (3.2)

The College has board policies and administrative procedures governing the regular and systematic performance evaluation of its employees with specific instruments per employee group. The collective bargaining agreement also codifies the instruments to ensure consistency on evaluation of standards of performance and to promote continued professional growth aligned with the College's mission. A performance improvement plan is part of the process to ensure support for its employees' performance. The College has a defined cycle of performance evaluation for each employee group with a process for timely accomplishment of its evaluations. The College has a comprehensive dashboard to assist managers in keeping track of evaluations. (3.3)

The College links financial resources to sustain and improve programs and services. The College has a clear and defined budget development process aligned with its mission to ensure integrated planning and budgeting. Budget development is described as originating in program and department planning, with prioritization by appropriate councils/committees and final alignment to institutional goals and available funding through the Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC). Through this committee, there is a clear allocation of resources in a manner that supports the College to meet its mission and promote student success. (3.4)

The College has board policies and administrative procedures on institutional planning and budget preparation that serve as the foundation for integrated planning and budgeting. The Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC) and the Budget Committee play an important role in providing input to support effective planning and decision-making by recommending the priorities that come from program and service area outcomes collegewide. Through these collegewide committees, the College demonstrates effective communication and information dissemination of financial information to inform decision-making. The College supports mission-based planning with effective stakeholder participation. (3.5)

The College has Board Policies and Administrative Procedures that enforce integrity on its fiscal affairs. The College with the District demonstrates integrity in its financial resources through the audit reports. The unmodified opinion the District received from their external auditors is a clear outcome of financial integrity. The College also demonstrates integrated planning and budgeting that informs the responsible use of its financial resources. Through the budget development process, the College evaluates its financial outcomes through an iterative adjustment on revenues and expenditures.

As part of the District's financial management strategy, the District maintains a reserve fund equivalent to two months of unrestricted general fund expenditure. Furthermore, the District's administrative procedure on total cost of ownership is another evidence of responsible use of financial resources using data. (3.6)

The College demonstrates its commitment toward fiscal solvency and financial stability by adopting a 2023-26 Fiscal Stability Plan. Through the participatory governance process, the Budget Committee received this information prior to the adoption of the Board of Trustees. The plan provides and demonstrates multi-year financial planning. The College has a 93.38% funded liability on its Other Post Employment Benefits (OPEB) to ensure the long-term solvency of its obligations based on an annually updated external actuarial report. (3.7)

The College has an administrative procedure on total cost of ownership to demonstrate the holistic planning of its physical facilities to sustain its educational services and operational functions. The College has a governance structure that covers the areas of facilities, safety, and sustainability that also serves as a body to prioritize and recommend initiatives emanating from the service area outcomes. The College documents safety protocols, inspection routines, and remediation to maintain safe, effective learning and service environments across locations and modalities. (3.8)

The College has Board Policies and Administrative Procedures on the acceptable use of network resources including accessibility of electronic and information technology systems. The College also has processes in place to safeguard its information resources through the implementation of various cybersecurity tools including cybersecurity awareness. The College has a replacement and renewal cycle of its technology resources to ensure it sustains its education services and operational functions. (3.9)

The College has Board Policies and Administrative Procedures to manage risks that enable the College to sustain its educational services, and student support aligned with its mission. The College has sufficient documentation to address emergencies, hazardous materials handling, and the safety of employees and students. Documents support an effective planning process covering areas of financial, environmental, technological, and safety risk management. (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:

Coastline Community College (College) endorses the principles of academic freedom, integrity and inquiry through board policy and administrative practices. The College has strong effective governance processes in place that engage all constituency groups in decision-making that support the College's mission. The Board acts as a collective entity and is committed to high standards of ethical conduct and process to delegate authority to the Chancellor and College President. Additionally, the Board has comprehensive educational development opportunities and annual self-evaluation and goal setting.

Findings and Evidence:

Coastline College upholds academic freedom, ensuring both faculty and students have the freedom to teach, learn, and engage in free inquiry and expression. Academic integrity is included in the College Catalog, course syllabi, and Student Handbook. Resources are available to students to build their academic integrity through Library workshops, and students who have attended the Library workshops tend to have higher success rates. The District Consultation Council Board Policies and Administrative Procedures Sub-Committee is charged with a cyclical review of Board Policies and Administrative Procedures. (4.1)

The Chancellor delegates the power and authority to the College President for College operations. The President reports to, and assists, the Chancellor in performing duties delegated by the Board of Trustees to the Chancellor. The President is the final authority at the College level. The College's institutional structure for decision-making provides opportunities for input and participation from relevant stakeholders. The Participatory Governance Chart outlines the College committees, their functions, and membership. The College Planning Handbook defines the College planning and decision-making processes, and agendas and minutes are posted to ensure transparency and accountability. The annual planning and resource prioritization process is an example of the college-wide decision-making process. After items are ranked and forwarded to the Budget Committee for funding identification, the requests are routed back to the Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC). The PIEAC makes a recommendation to College Council, which are then forwarded to the College President. The President and Dean of Institutional Effectiveness provide annual training for committee co-chairs, and the College participatory governance committee members complete annual assessments. The District Level Decision Making and Participatory Governance document defines the roles, responsibilities, and authority for decision-making from a district-wide and district-level perspective. (4.2)

The College Planning Handbook outlines the resource allocation and decision-making process, which begins with the Program and Department Review process. The PIEAC guides the comprehensive program review and resource prioritization processes. The College Council decisions are documented in committee minutes, which serve as a record of the college-wide decision-making process. The President's Roundtable also fosters a culture of collaboration, open dialogue, and innovative exchange to address College challenges and support the College Mission. Coastline College's Diversity, Equity, Inclusion, Accessibility, and Anti-Racism (DEISAA) principles are also integrated into daily operations and central to College decisions. The College also conducts annual governance surveys that drive the work for the coming year. (4.3)

The Board of Trustees develops Board Policies (BP) and Administrative Procedures (AP) to assure the academic quality, integrity, and effectiveness of the student learning programs and services and financial stability of the District and the College. The governing board takes responsibility for the overall quality and stability in alignment with the following board policies and administrative procedures BP 2200; BP 2220; BP 2410/AP 2410; BP 2510/AP 2510; BP 2710/AP 2710; and BP 2715. Board Policies and Administrative Procedures are reviewed, discussed, and analyzed utilizing reports and audits related to student learning and achievement, institutional plans for improving academic integrity, operations and management, and fiscal stability. College and District financial statuses are regularly reported to and reviewed by the Board, including quarterly financial status reports and tentative and adopted annual budgets. In 2023-2024, the fiscal process was enhanced with the development and approval of a Fiscal Stability Plan. Additionally, in-depth reviews are conducted via study sessions, committee reports, and annual audit reports ensuring comprehensive budget and fiscal oversight. The District and College adhere to standards of good practice, maintenance of adequate reserves, development of annual budgets, and reporting of financial statuses. Resource allocation aligns with state-mandates and Board approved budget guidelines. (4.4)

Board Policies (BP) 2431 and 2435 delineate the rules and requirements for hiring and evaluating the Chancellor of the District. The Board of Trustees and the Chancellor adhere to Board Policy 7120 and Administrative Procedures (AP) 7120A to select the College President and ensure representation of College constituents in the hiring and selection process. The Chancellor delegates authority to the College President to administer the College functions and operations delineated in Board Policy 2430 and Administrative Procedures 2430. The framework supports the Board of Trustees', the Chancellor's and the College President's commitment to advancing the mission of the College and prioritizing equitable outcomes for all students. (4.5)

The Board of Trustees functions effectively as a collective entity to promote the institution's values and mission and fulfill the fiduciary responsibilities delineated in Board Policies (BP) 1200, BP 2200, BP 2510 and AP 2510, BP 2715, BP 2720, BP 2740, and BP 2745. Coastline serves the diverse educational needs of its communities, promotes academic excellence and student

success, empowers students to achieve their educational goals, provides accessible, high quality, equitable, innovative, and flexible programs and services leading to associate degrees, transfer, workforce preparation and development, certificates, careers, and adult education/noncredit education. As stated in BP 2200, the Board is committed to its responsibilities; establish policies and set ethical and legal standards for college operations, monitor institutional performance and educational quality, and assure fiscal health and stability. The Board of Trustees adheres to BP 2715: Code of Ethics for Members of the Board of Trustees and reviews and discusses this policy annually. The Board follows the Ralph M. Brown Act, and BP 2720 establishes guidelines for acceptable communication standards. A self-evaluation to assess Board performance is delineated by BP 2745. Per BP 2740, the Board is committed to ongoing development as a board and as an individual by providing access to ongoing training programs, topics include; educational governance, policies, legislation, best practices, employee relations, leadership, and Accreditation Standards and expectations. Additionally, the Board has a comprehensive new Board member orientation program. The District demonstrates its commitment to the Board for professional development by allocating a budget for each trustee to participate in conferences, meetings, and workshops each year. Several Board Policies and Administrative Procedures support fiduciary responsibility guidelines, BP 2200, BP and AP 6200, BP and AP 6250, BP and AP 6300, and AP 6305. Every year the Board receives and discusses a tentative District budget in June and a final district budget in September. Additionally, the Board regularly reviews contracts and procurements adhering to BP and AP 6300, BP and AP 6340, BP and AP 6350. (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)	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met Recommendation(s) for improvement:
ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met Recommendation(s) for improvement:
iii. Documentation of the governing board's approval of the institutional mission (ER 6)	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met Recommendation(s) for improvement:
iv. Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ 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, ER11)	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met Recommendation(s) for improvement:
--	--

Standard 2: Student Success

Required Item	Conclusions
i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including: • Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees • Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities • Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable (ER 10) (See Commission Policy on Credit Hour, Clock Hour, and Academic Year)	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met Recommendation(s) for improvement:
ii. Documentation that the institution's transfer of credit policies include the following: • Any established criteria the institution uses regarding the transfer of credit earned at another institution • Any types of institutions or sources from which the institution will not accept credits • A list of institutions with which the institution has established an articulation agreement • Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning See Policy on Transfer of Credit	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met Recommendation(s) for improvement:
iii. Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the Policy on Institutional Advertising and Student Recruitment (ER 16)	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met Recommendation(s) for improvement:

Required Item	Conclusions
iv. Documentation of clear policies and procedures for handling student complaints, including: • Evidence that these policies/procedures are accessible to students in the catalog and online; • Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met Recommendation(s) for improvement:
v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating: • Accurate and consistent implementation of complaint policies and procedures • No issues indicative of noncompliance with Standards	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met Recommendation(s) for improvement:
vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met Recommendation(s) for improvement:
vii. Documentation of the institution's policies and/or practices for the release of student records	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met Recommendation(s) for improvement:
viii. Documentation that the institution's policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met Recommendation(s) for improvement:
ix. Official college catalog contains required elements (ER 20)	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ 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: • Findings from any audits and program/other review activities by the U.S. Department of Education (ED) • Evidence of timely corrective action taken in response to any Title IV audits or program reviews See Policy on Institutional Compliance with Title IV	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met Recommendation(s) for improvement:
FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:	
xi. Documentation of institution's: • Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit • Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable) • Policies regarding protection of student privacy See Policy on Distance Education and on Correspondence Education	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met Recommendation(s) for improvement: ☐ Not Applicable
REQUIRED ONLY IF APPLICABLE	
xii. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met Recommendation(s) for improvement: ☐ Not Applicable
xiii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met Recommendation(s) for improvement: ☐ Not Applicable

xiv. Documentation of agreements with other external parties regarding the provision of student and/or learning support services	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met Recommendation(s) for improvement: ☐ Not Applicable
xv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs	☐ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met Recommendation(s) for improvement: ☒ Not Applicable

Standard 3: Infrastructure and Resources

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

v. Policies guiding fiscal management (e.g., related to reserves, budget development)	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met Recommendation(s) for improvement:
vi. Policies, procedures or agreements (e.g., AUAs) related to appropriate use of technology systems	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met Recommendation(s) for improvement:
FOR TITLE IV PARTICIPANTS:	
vii. Documentation that the institution's student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met Recommendation(s) for improvement: ☐ Not Applicable
REQUIRED ONLY IF APPLICABLE	
viii. Documentation of any agreements that fall under ACCJC's policy on contractual relationships with non-accredited organizations	☐ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met Recommendation(s) for improvement: ☒ Not Applicable
ix. Written code of professional ethics for all personnel including consequences for violations	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met Recommendation(s) for improvement: ☐ 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	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ 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)	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met Recommendation(s) for improvement:
iii. Governing board policies/procedures/bylaws related to Board Ethics	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met Recommendation(s) for improvement:
iv. Governing board policies/procedures/bylaws related to conflict of interest	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ 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	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met Recommendation(s) for improvement:
ii. Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page See Policy on Representation of Accredited Status	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met Recommendation(s) for improvement: