



Institutional Self-Evaluation Report

In Support of an Application for

Reaffirmation of Accreditation

Submitted by

Copper Mountain College
6162 Rotary Way
Joshua Tree, CA 92252

to

Accrediting Commission for Community and Junior Colleges

July 17, 2025

Certification

To: Accrediting Commission for Community and Junior Colleges
From: Dr. Daren Otten, Superintendent/President
Copper Mountain College
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This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status. I certify there was effective participation by the campus community. I believe the Self-Evaluation Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC standards and policies.

Signatures:

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Foreword to the Institutional Self-Evaluation Report

In summer 2023, Copper Mountain College (CMC) established a workgroup structure to develop the Institutional Self-Evaluation Report (ISER). Broad preparation deadlines were set, and in early fall 2023, Leadership Council conducted an accreditation audit to identify gaps. By late fall, standard teams and their leads were established, and they began to meet at the end of the year to set deadlines for reviewing and submitting standard narratives and evidence into four Microsoft Teams folders, one for each standard team. The standard teams consisted of students, classified professionals, faculty, administrators, and governing board members.

To strengthen the review process, the Accreditation Liaison Officer (ALO) formed a small, cross-constituency core review team to simulate a peer review. Over three iterative cycles, this team reviewed the draft ISER for a month, provided comments, and returned it to the standard teams for revisions. By mid-fall 2024, this process was complete, and the ISER moved to a single-voice editing team comprising the ALO and the two vice presidents. This team refined the draft to ensure consistency and applied a locally created style guide during a two-month-long editing process, which concluded in mid-January 2025.

The revised draft was then reviewed by College Council, Leadership Council, Associated Students of Copper Mountain College, Copper Mountain College Faculty Association, California School Employees Association, Classified Senate, and Academic Senate through March 2025. During this period, college members and the broader community were invited to provide input on Section B of the ISER via a web link on the accreditation page. Meanwhile, the ALO and vice presidents continued refining the other sections of the ISER.

On April 10, 2025, the Board of Trustees received the ISER draft for a first read. After incorporating stakeholder input, the revised ISER was submitted to the Board for approval on May 8, 2025.

Throughout the self-evaluation process, several key themes and findings emerged, shedding light on both our strengths and areas for growth as an institution. One of the foremost priorities is student success, with the college resolutely committed to achieving 100% student success and demonstrating a passion for the success of every individual student. This dedication is mirrored in a focus on fostering diversity, equity, and inclusion, ensuring that all students feel represented and supported. Student support services are also a central focus, with continued expansion of mental health counseling, efforts to combat food insecurity, and enhanced career and transfer services to help students progress.

During the preparation of the ISER, the college engaged in meaningful reflection and identified several important areas for improvement. These include the development of student housing, the creation of a centralized and user-friendly document repository, and improved organization of committee agendas and minutes to enhance communication and transparency. The college also recognizes the value of disaggregating learning outcomes data to better address the needs of specific student groups. Furthermore, we acknowledge the importance of a more formalized and consistent approach to documenting and evaluating institutional decisions, including the regular assessment of policies, procedures, and processes.

A. Introduction: Institutional Context

Copper Mountain College (CMC), located six miles east of downtown Joshua Tree in the Morongo Basin of California, is a community college renowned for its deep roots in local community support. Established in 1966, CMC has grown from a modest initiative serving 60 students to a fully accredited institution offering a wide range of academic and vocational programs. The college's unique history is marked by its founding as a grassroots effort, with its first phase funded almost entirely by local private contributions. Today, CMC is governed by its own locally elected Board of Trustees and serves as a vital educational and economic resource for the Morongo Basin and surrounding regions.

Historical Overview

The origins of CMC trace back to 1966, when residents of the Morongo Unified School District—encompassing the communities of Morongo Valley, Yucca Valley, Landers, Joshua Tree, and Twentynine Palms—voted to join the Coachella Valley Community College District (now the Desert Community College District) as a satellite of College of the Desert. Classes were first offered in the fall of 1967 at Twentynine Palms High School, serving approximately 60 students.

In 1981, driven by a strong community desire for a local campus, a group of Morongo Basin Rotary Club members raised funds to construct the college's first phase, which opened in 1984. This new campus quickly attracted a diverse student population, including first-generation college students, non-traditional students, and military personnel and dependents from the nearby Marine Corps Air Ground Combat Center in Twentynine Palms. Recognizing the college's growing importance, community leaders began advocating for independence from the College of the Desert.

In 1999, with the support of State Senator James Brulte, legislation was passed to establish the Copper Mountain Community College District. This move was overwhelmingly endorsed by Morongo Basin residents in November 1999, with 90% voting in favor. CMC achieved full ACCJC accreditation in June 2001, solidifying its status as an independent institution.

Mission and Community Served

CMC has created a variety of unique programs and services designed to provide specialized support to the growth and stability of the local region. This in turn has fostered an environment of hope and enthusiasm for the future success of the college.

CMC's mission is to provide accessible, high-quality education that serves the diverse needs of its students. The college offers associate degrees and certificates in 26 fields, encompassing career technical education and transfer programs. Additionally, CMC supports adult learners with English as a Second Language, high school completion, and GED preparation programs. Through community education, the college fosters lifelong learning, ensuring educational opportunities for all residents of the Morongo Basin.

The local economy surrounding CMC faces significant challenges, including lower educational attainment and economic hardships compared to San Bernardino County and California as a whole. Historically, the region has experienced limited economic growth, with higher unemployment rates and lower median household incomes. These factors contribute to a pressing need for accessible education and workforce development. CMC plays a crucial role in addressing these disparities by aligning its academic and vocational programs with regional labor market demands, particularly in high-need sectors such as healthcare, business, education, and technology. Through these efforts, the college helps strengthen the local economy by equipping students with the skills necessary to secure

stable employment and advance in their careers.

CMC's student population is diverse in age, race, ethnicity, gender identity, sexual orientation, and educational goals, reflecting the varied backgrounds and needs of the community it serves. The college enrolls recent high school graduates, dual-enrolled high school students, returning adult learners, military personnel and their dependents, and commuting students from outside the region. Additionally, CMC welcomes students from historically underrepresented groups, including LGBTQ+ individuals, first-generation college students, and those pursuing nontraditional career paths. The student body includes a significant number of individuals from racially and ethnically diverse backgrounds, contributing to a rich multicultural learning environment that enhances the educational experience for all.

CMC is committed to fostering an inclusive and supportive campus through equity-driven initiatives, culturally responsive programming, and dedicated student services. The college offers academic and personal support tailored to meet the needs of diverse student populations, including bilingual services, multicultural events, and student organizations that promote representation and belonging. By prioritizing equity and inclusion, CMC ensures that students from all backgrounds have access to the resources and opportunities necessary to succeed in their academic and professional journeys.

Located in the heart of the high desert, CMC has a strong connection to the natural environment and the arts. Joshua Tree is known for its rich cultural scene, including music, art, and outdoor activities, which the college integrates into its programming and community events. The college is located near the Joshua Tree National Park, a unique ecological area famous for its stunning desert landscapes. This connection to nature plays a role in the college's environmental and desert study programs.

As a central hub for education in the Morongo Basin, CMC extends its facilities and resources to support a variety of cultural and community activities. One of its hallmark events is the Institutional Learning Outcomes (ILO) Conference, which has been held annually for the past four years. This conference engages students, faculty, and the broader community in discussions on critical topics such as distinguishing facts from opinions and exploring the intersections of trauma, diversity, equity, and inclusion. The full-day event features multiple sessions led by experts in the field as well as CMC faculty, offering diverse perspectives on these essential themes.

Student Population and Demographics

The college currently serves approximately 3,600 enrolled students annually with 44 full-time faculty and 100 part-time faculty. CMC's student body reflects the diversity of the Morongo Basin. According to the most recent data (2020-2023), the college has seen a steady increase in Hispanic/Latino enrollment, which now represents approximately 41% of the student population. Other ethnic groups include White (36%), African American (8%), Asian (5%), and Native American (1%).

The college also serves a significant number of non-traditional students, including working adults and military personnel. Approximately 21% of students are aged 19 or younger, while 28% are between 20 and 24 years old. The remaining 51% are 25 or older, reflecting CMC's commitment to lifelong learning.

Recent Developments and Achievements

Since its last comprehensive review, CMC has made significant strides in expanding access to education and enhancing student success. Key developments include:

1. **Growth in Distance Education:** CMC has seen significant growth in online course enrollment, with distance education now comprising over 50% of total enrollments. This expansion, driven by an increased demand for online classes, makes education more accessible to students who are balancing work or family commitments. As a teaching college for the California Virtual Campus (CVC) Exchange, CMC offers courses that have been certified through the Peer Online Course Review (POCR) process, ensuring adherence to the highest standards of online teaching. Faculty, staff, and administrators continue to refine policies, practices, and evaluation methods to ensure high-quality distance education by incorporating best practices and adapting to emerging trends.
2. **Enhancing Student Support:** Since the last accreditation visit, we have gained a deeper understanding of our diverse student body, including their backgrounds, needs, and challenges. In response, we have taken steps to support students by establishing in-house mental health counseling, addressing food insecurity through the Basic Needs Center, enhancing employment and career training opportunities through the Career Services Center, and expanding the Transfer Center.
3. **Addressing Technological Barriers:** The COVID-19 pandemic highlighted the technological barriers many of our students faced, particularly during the transition to online learning in March 2020. This shift underscored the importance of meeting students where they are and adapting to the evolving technological landscape in education. It also provided an opportunity to assess and address these challenges by integrating curriculum adjustments and providing essential resources such as laptop computers, hotspot devices, and online tutoring. Recognizing that these barriers persist, we remain committed to offering ongoing support and resources to ensure all students have the tools they need to succeed.
4. **Launch of MESA Program:** In 2023, we received a grant to establish the Mathematics, Engineering, Science Achievement (MESA) program at CMC to support underserved student populations in Science, Technology, Engineering, and Mathematics (STEM) fields. The MESA Center officially opened on campus in the fall of 2024, providing students with vital academic resources and support.
5. **Launch of Vacation Academic Senate Camp:** In spring 2024, CMC identified the need for a new platform to enhance collaboration between administrators and faculty on institutional improvement. With grant funding, the college launched its first Vacation Academic Senate Camp (VASC) in August 2024, bringing together 15 administrators and faculty for four days of in-depth dialogue regarding faculty policies and procedures. Participants refined and documented key processes for faculty leadership and new faculty recommendations. Building on this success, a second VASC in January 2025 focused on distance education processes, with VASC-003 planned for summer 2025 to improve the program review process.
6. **Expansion of Career Technical Education:** We have expanded our Fire Technology program, introduced a new Construction program, and are growing our Automotive Technology program. We will be adding a Water Technology program in fall 2025 and plan to expand Career Technical Education with several new programs over the next three to five years.
7. **Expansion of Dual Enrollment:** Since launching in 2019, our dual enrollment program—

developed in partnership with the Morongo Unified School District—has provided hundreds of college courses to high school students during their regular school day. This opportunity allows students to simultaneously fulfill high school and college requirements, creating clear pathways to higher education and career advancement. By expanding access to college-level coursework, the program has helped many local students gain a head start on their degrees, pursue transfer opportunities, and enhance their employment prospects.

Challenges and Opportunities

Despite its successes, CMC continues to face challenges, including declining high school enrollment in the Morongo Unified School District and economic hardships within the community. However, the college is ready to respond through targeted outreach to specific populations, the expansion of online course offerings, and strengthened alignment with regional workforce needs. These efforts ensure CMC remains an important educational resource, providing accessible pathways to higher education, career advancement, lifelong learning, and self-enrichment opportunities.

Conclusion

Copper Mountain College stands as a testament to the power of community-driven education. From its humble beginnings in 1966 to its present status as a fully accredited institution, CMC has remained committed to its mission of serving the educational and economic needs of the Morongo Basin. As it continues to adapt to changing demographics and workforce demands, CMC remains a vital resource for students, families, and employers in the region.

B. Institutional Self-Evaluation of Alignment with Accreditation Standards

Standard 1: Institutional Mission and Effectiveness

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

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

Copper Mountain College (CMC) is committed to strengthening its ongoing culture of continuous quality improvement to promote equity, diversity, and inclusion by establishing meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.

CMC acknowledges its responsibility to serve students and provide educational opportunities to its diverse desert communities ([1.01.01 Mission and Equity](#)). The Board of Trustees reviews the mission statement annually ([1.01.02 Mission Review](#)). College constituencies and members of the public are allowed to provide input on the mission during board meetings. In the 2022 review of the mission, CMC revised the mission statement to italicize the phrase "a passion for the success of every individual student," emphasizing its commitment to equity, diversity, and inclusion. This revision emerged from an Academic Senate resolution advocating 100% student success ([1.01.03 100% Student Success Resolution](#)). In line with a commitment to continuous improvement, all constituency groups engaged in discussions that culminated in a board study session to refine the criteria and definitions for 100% student success ([1.01.04 100% Student Success Board](#)).

The Education Master Plan ([1.01.05 EMP](#)) reflects CMC's character, values, structure, and unique student demographics. To align with its mission of ensuring equitable student opportunities and outcomes, CMC gathered demographic data and public feedback by conducting a community survey ([1.01.06 EMP Survey](#)) and hosting a webinar for stakeholders ([1.01.07 EMP Webinar](#)). These data and input were instrumental in shaping the Education Master Plan.

CMC Equity Statement commits to closing opportunity gaps by focusing on historically marginalized student groups, dismantling systemic barriers, fostering equal opportunity, and providing access to quality higher education for all students ([1.01.01 Mission and Equity](#)). The Student Equity Plan outlines how CMC fulfills the commitments outlined in the Equity Statement ([1.01.08 SEP](#)) by prioritizing disproportionately impacted students.

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

CMC establishes meaningful and ambitious goals to drive improvement and innovation that lead to equitable student outcomes. This is achieved through comprehensive institutional planning efforts, including the Education Master Plan ([1.02.01 EMP](#)), Technology Plan ([1.02.02 TMP](#)), Equal Employment Opportunity Plan ([1.02.03 EEOP](#)), Facilities Master Plan ([1.02.04 FMP](#)), and Student Equity Plan

[\(1.02.05 SEP\)](#).

The Board of Trustees' annual goals encompass a wide range of initiatives designed to enhance student success, promote diversity and inclusion, and improve institutional effectiveness ([1.02.06 Board Goals](#)). The Board is dedicated to creating an environment that supports equitable student outcomes and fosters positive student experiences.

The superintendent/president's annual goals ([1.02.07 SP Goals](#)) align with the Board's vision, emphasizing innovative strategies to enhance student success and support services through various strategic initiatives outlined in the Education Master Plan ([1.02.01 EMP](#)). To ensure ongoing improvement, CMC conducts an annual review and updates the plan every five years based on input from all constituency groups.

CMC performs annual program reviews of all instructional, non-instructional, and institutional support areas ([1.02.08 STEM PR](#), [1.02.09 Student Life and Engagement PR](#), [1.02.10 Academic Services PR](#)). Instructional areas establish goals aimed at improving student learning outcomes at both the course and program levels, and non-instructional and institutional support areas set administrative unit outcomes for institutional improvement, innovation, and equitable outcomes.

The CMC mission is dedicated to fostering success for every individual student. Recognizing the diversity of its community, the Board of Trustees has established a goal to advance cultural and social justice. Similarly, the superintendent/president has set a goal of supporting and planning for the community's cultural and overall well-being through a lens of social justice and equity. Aligned with this vision, the Student Life and Engagement program review includes a goal to expand cultural and diversity events. Together, these efforts reflect a unified commitment across the institution to achieving CMC's strategic objectives, particularly in driving equitable student learning outcomes and success.

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

CMC regularly reviews disaggregated data to evaluate its progress toward achieving its mission and strategic goals and to develop plans for continuous improvement. A [local data warehouse](#) provides information on student success, retention, and enrollment disaggregated by race, age, and gender ([1.03.01 Power BI](#)). College programs use these data to support decision-making during the program review process ([1.03.02 Non-instructional PR](#)).

In developing its Education Master Plan ([1.03.03 EMP](#)), CMC reviewed disaggregated data from the California Community Colleges Chancellor's Office MIS Data Mart to examine trends in enrollment for planning purposes. The data provide information on specific student demographics, including age, gender, and ethnicity. For example, the data indicate a significant increase in Hispanic/Latino enrollment, prompting CMC to explore the possibility of becoming a Hispanic Serving Institution.

CMC shares disaggregated student data with the community through the Institutional Effectiveness Report presented to the Board each fall ([1.03.04 IE Report at BOT](#), [1.03.05 IE Report](#)). This report outlines progress on CMC's institution-set standards, goals, and institutional learning outcomes.

To further evaluate progress and inform plans for continued improvement and enhanced student support, CMC has implemented several innovative techniques for gathering and reviewing quantitative and qualitative data from specific student populations. For instance, the Board of Trustees engages in ongoing discussions about diversity, equity, inclusion, and accessibility ([1.03.06 DEIA Board Discussions](#)). Additionally, monthly Lunch and Learn sessions, organized by the Student Life program, provide a platform for members of specific populations to share feedback on how CMC can improve its services, policies, and procedures ([1.03.07 Lunch and Learn](#)).

Recognizing the need to explore additional methods of disaggregating data for planning purposes, the Academic Senate has formed a workgroup to investigate options for aggregating and disaggregating SLO and PLO data ([1.03.08 SLO Discussions](#)). The Academic Senate will also hold a two-day retreat (Vacation Academic Senate Camp) to discuss further ways to utilize disaggregated data in the program review process ([1.03.09 VASC Funding](#)).

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

To fulfill its mission of providing a comprehensive curriculum and support for every individual student, CMC engages in continuous quality improvement through its annual program review process. Academic services, student services, and administrative staff submit program reviews for all areas of the college using specialized templates for instructional, non-instructional, and institutional support programs ([1.04.01 Instructional PR](#), [1.04.02 Non-instructional PR](#), [1.04.03 Institutional Support PR](#)).

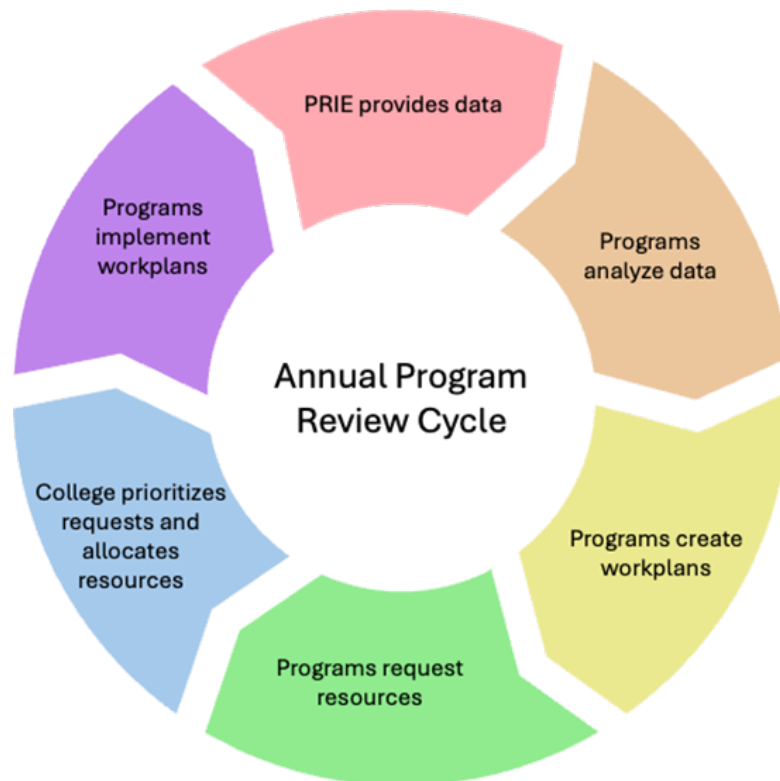


Fig. 1: Annual Program Review Cycle

The cyclic annual program review process (Fig. 1) involves evaluating results from the previous academic year, implementing the last academic year's plans in the current academic year, and planning for the next academic year. The process includes the following steps.

- 1) The Office of Planning, Research, and Institutional Effectiveness (PRIE) provides disaggregated data on student success so faculty can assess their impact on equitable achievement.
- 2) Program faculty analyze PRIE data, student learning outcomes, and administrative unit outcomes to assess progress toward goals established in the prior academic year program review.
- 3) Program faculty evaluate strengths and weaknesses to create work plans by
 - a) Setting goals
 - b) Aligning goals with standards, Guided Pathways, and the Education Master Plan
 - c) Developing activities to achieve those goals
 - d) Determining the resources needed for these activities
- 4) Program faculty submit requests for resources to implement their work plans by using the Budget Request Form ([1.04.04 Budget Request](#)).
- 5) Administrators and faculty conduct resource request prioritization and allocation processes ([1.04.05 Resource Prioritization](#)).
- 6) Program faculty secure approved resources and implement work plans through activities designed to achieve their goals.

In the initial step of the resource request prioritization process, president's cabinet—comprising the chief officers of Academic Services, Administrative Services, Human Resources, and Student Services, as well as the superintendent/president and executive assistant—reviews resource requests to identify those eligible for funding through categorical or specialized sources, using a rubric aligned with institutional priorities and plans ([1.04.06 Initial Funding](#)). This innovative approach enables programs to implement activities that support student success more quickly while reducing the overall number of resource requests needing prioritization.

As one of the smallest institutions in the California community college system, Copper Mountain College faces unique challenges. Many disciplines have one, or no, full-time faculty members, which complicates collaboration and program evaluation. To address this, CMC has established a pathway review process that integrates all instructional program reviews into pathway reviews ([1.04.07 STEM Pathway Review](#)), corresponding to each of the seven academic pathways at CMC ([1.04.08 GP](#)). This cross-disciplinary approach fosters resource sharing, collaborative program evaluation, and enhanced faculty engagement, leading to student success and completion.

CMC aims to strengthen ongoing systematic planning and evaluation of programs and services by enhancing the use of student learning outcome (SLO) data at the institutional level. This will facilitate deeper discussions and innovations focused on learning outcomes and equity. Faculty members and administrators will explore these and other potential improvements to the program review process at a three-day retreat in January 2025 ([1.04.09 Jan 25 VASC](#)).

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

Monthly Board of Trustees meetings serve as a vital platform for communicating CMC's progress

toward achieving its mission and goals to internal and external stakeholders. Local media representatives often attend, sharing topics and discussions with the community on the college's objectives, strengths, priorities, and areas for improvement through outlets such as newspapers and radio ([1.05.01 Desert Trail](#), [1.05.02 CMC News](#)). These meetings are attended by CMC students, employees, and community members. The Board includes an elected student trustee who sits at the board dais and delivers a standing report, while the Associated Students of Copper Mountain College (ASCMC) also provides a regular report.

Board of Trustees meeting agendas include opportunities for public comment and reports from college constituency groups and functional areas ([1.05.03 Board Agenda](#)). College programs regularly update the Board on initiatives that support student success and equity ([1.05.04 NextUP](#)). As part of its monthly report, the Academic Senate showcases an individual student or a group of students who have achieved success, often overcoming substantial adversity.

Each fall, the Planning, Research, and Institutional Effectiveness team submits an annual institutional effectiveness (IE) report to the Board ([1.05.05 IE Report](#)). In line with CMC's commitment to serve "every individual student," the IE report includes disaggregated data on student enrollment, success, program performance, and institutional learning outcomes. It also highlights findings from the annual employee and student satisfaction surveys, which are instrumental in driving institutional improvements ([1.05.06 Employee Survey](#), [1.05.07 Student Survey](#)).

The Board conducts an annual self-evaluation, reporting the results during study sessions and regular meetings ([1.05.08 BOT Study Session](#), [1.05.09 BOT Self-Eval Report](#)).

In addition to board meetings, CMC communicates progress toward achieving its mission and goals through various public forums, such as joint meetings with the local school district, weekly radio shows, and *Cacti Chronicles* ([1.05.10 Joint Board Meeting](#), [1.05.11 Radio Show](#), [1.05.12 Cacti Chronicles](#)). *Cacti Chronicles*, a print and digital publication, shares information about programs, events, students, alumni, staff, and emerging opportunities. It is distributed on campus, to high schools, Chambers of Commerce, and local businesses, and as newspaper inserts.

The CMC website acts as a comprehensive communication platform accessible to the public, providing information on college programs, course offerings, degrees, enrollment, support services, and campus experiences ([1.05.13 Website](#)).

Standard 2: Student Success

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

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

Copper Mountain College (CMC) is committed to offering academic programs that align with its mission and lead to meaningful degrees, certificates, transfer opportunities, employment, and

personal enrichment ([2.01.01 Academic Programs](#), [2.01.02 Mission Statement](#)). Through a rigorous curriculum design and development process, the college ensures that all programs (1) align with the institutional mission, (2) clearly define specific learning outcomes, and (3) uphold established standards of higher education. This process also evaluates the breadth, depth, and rigor of associate degrees and certificates, ensuring these standards are applied consistently across all delivery methods—including in-person, synchronous online, asynchronous online, and hybrid—and at all instructional locations ([2.01.03 Learning Modalities](#), [2.01.04 College Sites](#)).

Credit academic programs are organized into seven pathways ([2.01.05 Pathways](#)), offering degrees and certificates that enable students to transfer to four-year institutions or pursue gainful employment. Program maps on the CMC website detail degree and certificate requirements and highlight recommended general education courses for each pathway ([2.01.06 Program Map](#)).

CMC noncredit adult education programs ([2.01.07 Adult Ed](#)), which include High School Diploma, General Education Development (GED), English as a Second Language (ESL), Math Refresher, and Military Academic Skills Program, provide basics skills training and career preparation. Additionally, not-for-credit community education courses ([2.01.08 CE Courses](#)) offer community members opportunities for personal enrichment. These programs serve diverse community populations, including returning students, English language learners, military personnel and dependents, and K-12 students, often at locations convenient to them, aligning with the CMC mission.

The Academic Senate oversees college programs and curriculum ([2.01.09 Faculty Handbook](#) p. 18) through an established development and review process for all credit and noncredit programs ([2.01.10 BP 4020](#), [2.01.11 AP 4020](#)). Faculty initiate the process by proposing concepts for courses and programs to the Curriculum Committee, whose charge is to ensure compliance with curriculum standards set forth by the California Community Colleges Chancellor's Office and consideration of the guidelines provided by the Academic Senate for California Community Colleges ([2.01.12 CC Bylaws](#), [2.01.13 PCAH](#), [2.01.14 ASCCC COR Guide](#)).

If the Curriculum Committee determines that the proposed programs and courses are consistent with the institution's mission and reflect appropriate breadth, depth, and rigor, then the programs and courses are approved to be developed. Faculty develop relevant programs and course outlines of record (CORs) and then submit them for approval to the Curriculum Technical Review Advisory Committee (CTRAC), a subcommittee of the Curriculum Committee. Existing curricula are also submitted on a regular basis for periodic updates and review. The committee reviews submitted curricula for academic breadth, depth, and rigor, including student learning outcomes (SLOs) for internal consistency and relevancy to the course content. To ensure alignment with CMC's mission, SLOs map to program learning outcomes (PLOs) listed in the program description of the college catalog, and PLOs map to institutional learning outcomes (ILOs) listed in the introductory section of the college catalog ([2.01.15 ILOs](#)).

The approval process for programs and CORs follows a sequential review, beginning with monthly CTRAC meetings ([2.01.16 CTRAC Calendar](#)), and proceeding through the Curriculum Committee, the Academic Senate, and ultimately the Board of Trustees. If approval is withheld at any stage, the program or COR is returned to the Curriculum Committee for revision and resubmission.

The Distance Education Committee ensures quality standards for courses offered in distance education modalities ([2.01.09 Faculty Handbook](#) pp. 26, 60 *et seq.*). This committee also ensures that faculty are

appropriately prepared to deliver high-quality course content in all online learning modalities. The committee provides training that assists faculty in designing online courses that achieve the intended course outcomes, demonstrate meaningful communication, have a clear and logical structure, meet federal and state regulations, and are accessible to all students ([2.01.17 DE Readiness](#)).

An example of the curriculum development and review process is given by three art courses that were updated and reviewed in fall 2023. The CORs for ART 005A, ART 007A, and ART 011A began the review process in CTRAC and subsequently received approvals from the Curriculum Committee, the Academic Senate, and the Board of Trustees ([2.01.18 Curriculum Process Art](#)). Following local approvals, the CORs were submitted to the Chancellor's Office Curriculum Inventory and officially took effect in fall 2024.

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

CMC employs a faculty-driven process to design and deliver academic programs, ensuring alignment with discipline and industry standards established by the California Community Colleges Chancellor's Office, the Academic Senate for California Community Colleges, and local and regional partners of the CMC Career Technical Education (CTE) Advisory Committee ([2.02.01 PCAH](#), [2.02.02 ASCCC COR Guide](#), [2.02.03 CTE Advisory Flyer](#)). The Curriculum Committee, comprising faculty from diverse disciplines and support programs and a student representative, reviews and approves courses and academic programs on a regular cycle ([2.02.04 CC Bylaws](#), [2.02.05 Program Curriculum Update](#)). This collaborative structure engages all relevant stakeholders in curriculum decisions, including students and community partners such as business owners and public service employees.

The CTE Advisory Committee, including local industry partners, CTE faculty, and administrators, meets annually to review industry standards and local workforce needs. These efforts ensure that CTE curriculum aligns with evolving workforce demands ([2.02.06 CTE Advisory Letter](#), [2.02.07 CTE Advisory Email](#)). Additionally, the Curriculum Committee reviews CTE programs over a two-year cycle to maintain compliance with discipline and industry standards.

CMC prioritizes equitable learning outcomes and the achievement of educational goals through the Student Equity Plan and the program review process, both informed by student success metrics and learning outcome data ([2.02.08 SEP](#)). The Student Equity Plan sets measurable targets for addressing disparities among student groups in areas such as persistence, transfer, and completion. The plan also outlines key initiatives, projects, and activities to achieve these targets.

Faculty receive disaggregated student success data, including completion, retention, and achievement rates, to guide program review and curriculum improvement ([2.02.09 Power BI](#), [2.02.10 STEM Pathway Review](#) p. 5). For instance, the 2022 STEM Pathway Review highlighted the need for a collaborative learning environment, prompting CMC to secure a Mathematics, Engineering, Science Achievement (MESA) grant ([2.02.11 MESA from PR](#)). The grant led to the MESA Center opening in fall 2024. Guided by a

faculty coordinator and a designated counselor, it provides targeted support for educationally disadvantaged STEM students ([2.02.12 MESA Flyer](#)).

Student Learning Outcomes (SLOs) define the specific competencies that students should demonstrate upon successful completion of a course. These outcomes are developed during the creation of each Course Outline of Record (COR) with input from the Curriculum Committee. SLOs are documented in both the COR and course syllabi and are reviewed and updated as part of the course approval process established by the Curriculum Committee ([2.02.13 COR Math 010](#), [2.02.14 Syllabus Math 010](#)). Additionally, the Articulation Officer ensures curriculum compliance with local and state policies, as well as articulation agreements and general education requirements for the California State University (CSU) and University of California (UC) systems.

Faculty assess at least one SLO per course each semester to evaluate student competency. As part of this assessment, faculty analyze results to identify areas for improvement, developing action plans to enhance teaching and learning while considering the needs of diverse student populations. SLO assessment reports are submitted every semester for each course taught. The faculty Student Learning Outcome Assessment Coordinators (SLOACs) oversee the submission process, ensuring that assessments align with the designated SLOs.

Similar to SLOs, Program Learning Outcomes (PLOs) define the competencies students should demonstrate upon completing a degree or certificate program. PLOs, designed by discipline faculty, undergo review during program development and are published in the college catalog and on the institutional website. Faculty members assess PLOs annually to determine whether students are acquiring the skills necessary for program graduates. PLO assessment reports are submitted each April.

In 2022, the college initiated a shift toward combining degree and certificate program reviews under the Guided Pathways framework. Given the institution's small size and the prevalence of single full-time faculty members per program, this decision was made to foster faculty collaboration and streamline resource allocation. By aggregating data across multiple programs within a pathway, faculty gain a more comprehensive understanding of student success and equitable outcomes. This collaborative approach enhances the ability to identify shared challenges and opportunities, ultimately supporting all student populations in achieving their educational goals.

At the start of each fall semester, instructional faculty convene during flex days to conduct Pathway Reviews organized by Guided Pathways. These reviews involve evaluating SLO and PLO data, assessing the effectiveness of previous action plans, and discussing emerging educational needs and opportunities within each pathway. Faculty members also commit to implementing instructional innovations and then request necessary resources for implementation. Through collaborative discussions, pathway faculty reflect on program reviews and submit a consolidated Pathway Review, representing both the individual program needs and the broader pathway objectives. These reports are due by September 15th.

Flex days before the spring semester provide additional opportunities for pathway faculty to review SLO data and assess the implementation of action plans. This structured process ensures ongoing reflection and continuous improvement in teaching and learning strategies.

CMC has also launched a participatory governance committee to oversee the implementation of the Student Equity Plan and equity-focused Guided Pathways across its seven academic pathways. This committee aims to ensure progress on equity-related goals and initiatives that support student learning and successful outcomes ([2.02.15 Student Equity Committee](#)).

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

The CMC General Education (GE) framework aligns with the general education philosophy and institutional learning outcomes (ILOs) outlined in the college catalog ([2.03.01 GE Philosophy](#)). The ILOs emphasize communication, critical thinking (including quantitative reasoning), ethics (including civic engagement), information competency, and personal development (including engagement with diverse perspectives). A faculty workgroup periodically reviews and updates the ILOs and the GE Philosophy ([2.03.02 GE Philosophy and ILO Update](#)). Additionally, all programs at CMC feature program learning outcomes (PLOs) that are mapped to the ILOs ([2.03.03 PLOs](#)).

All degree programs incorporate GE course requirements. GE courses provide students with a broad foundation by covering various academic disciplines. Students pursuing local degrees complete coursework in English Composition, Oral Communication or Critical Thinking, Mathematical Concepts and Quantitative Reasoning, Arts and Humanities, Social and Behavioral Sciences, Natural Sciences, and Ethnic Studies ([2.03.04 CMC GE Pattern](#)). Those planning to transfer to California state colleges or universities fulfill GE requirements in areas such as English Language Communication and Critical Thinking, Scientific Inquiry and Quantitative Reasoning, Arts and Humanities, Social and Behavioral Sciences, Lifelong Learning and Self-Development, and Ethnic Studies ([2.03.05 CSU GE Pattern](#), [2.03.06 IGETC](#)). All degree programs require students to take at least one course in Ethnic, Gender, and Social Justice (EGSJ).

GE courses intended for CSU and UC systems are identified during the Curriculum Technical Review Advisory Committee (CTRAC) process. The Articulation Officer adheres to the Guiding Notes for General Education Course Review provided by the CSU Office of the Chancellor and the UC Office of the President ([2.03.07 Guiding Notes](#)). Once identified, GE courses are reviewed and approved by faculty serving on the Curriculum Committee, followed by approval from the Academic Senate and the Board of Trustees. The Articulation Officer then submits GE courses through ASSIST for final approval by CSU or UC institutions. The Articulation Officer provides an annual report detailing approved and unapproved courses along with explanations ([2.03.08 Articulation Report](#)). The Articulation Officer has been tasked with developing a process to include courses in the local GE pattern.

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

CMC employs a variety of communication methods to deliver clear, accurate, and accessible information about its programs, services, and resources. The Canvas platform serves as a centralized hub for course materials, counseling services, student life updates, campus events, and support resources such as tutoring ([2.04.01 Canvas TASC](#)). The CMC website further provides comprehensive details on programs, services, and resources ([2.04.02 Resources Website](#)). Additionally, the CMC resource guide—available in

both print and electronic formats—offers students a convenient reference for accessing available resources ([2.04.03 Resources Handout](#), [2.04.04 Resources Canvas](#)).

The student planner, class schedule, and college catalog also contain extensive information about all programs, services, and resources ([2.04.05 Academic Planner](#), [2.04.06 Resources Class Schedule](#), [2.04.07 Resources Catalog](#)). On-campus electronic kiosks, display cases, and CMC's social media platforms provide additional avenues for disseminating information about programs, services, resources, and events ([2.04.08 E-Kiosk](#), [2.04.09 Display Case](#), [2.04.10 Flyers](#), [2.04.11 Instagram](#)). These diverse communication channels ensure that students receive the information they need to thrive along their unique educational journeys.

CMC ensures accessibility in all communications regarding programs, services, and resources. The ACCESS program provides equipment and other resources for students with disabilities, such as American Sign Language interpreters, assistive listening devices, Braille conversions, closed captioning, and enlarged print documents ([2.04.012 ACCESS Webpage](#)).

To maintain the accuracy and relevance of information, the institution regularly reviews its communication strategies. For instance, the Marketing Committee conducts semiannual evaluations of the CMC website and reviews annual student survey results regarding communication effectiveness ([2.04.13 Marketing Plan](#), [2.04.14 Student Survey](#) pp. 30-31).

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

CMC employs a comprehensive and collaborative approach to scheduling courses, designed to meet student needs and support academic success. The process begins with academic deans and division chairs reviewing the prior like-term schedule, considering any canceled or added classes. They also examine CMC's two-year course cycle and analyze data from comprehensive education plans extracted from Colleague, the student information system, to ensure the schedule aligns with student degree and certificate requirements for timely completion ([2.05.01 Two-Year Cycles](#), [2.05.02 English Two-Year Cycle](#), [2.05.03 Ed Plan](#)).

Using this information, the deans and division chairs draft a preliminary schedule without staff assignments. This draft is shared with faculty members for feedback, allowing subject matter experts to suggest changes or adjustments. Once revised, the schedule undergoes review by the Vice President of Academic Services to ensure it aligns with institutional priorities and resources. After approval, division chairs work with discipline faculty to staff the schedule with full-time instructors, which is then finalized by the deans. For part-time staffing, deans distribute availability forms to part-time faculty members, who are assigned after full-time faculty members' regular and overload assignments are determined. Assignments are made in accordance with the faculty collective bargaining agreement, ensuring fairness and compliance with institutional policies.

Once staffing is complete, the draft schedule is shared with the Educational Support Specialist to create the master schedule ([2.05.04 Master Schedule](#)), which the Catalog and Educational Planning System Specialist then uses to enter the data into Colleague. To facilitate access for students, the

finalized schedule is uploaded to the CMC website several weeks before registration begins ([2.05.05 Print Schedule](#)). Additionally, the Colleague version of the schedule becomes available on the student portal one week prior to the start of registration.

As the start of the term approaches, CMC monitors registration activity to identify student demand and adjust the number of course sections to ensure optimal course availability. Additional sections may be added if demand is high, while low-enrolled sections are evaluated for possible cancellation unless there are compelling reasons to retain them, such as students needing the course for imminent degree completion ([2.05.06 Change Notice](#)). Independent study options are available when appropriate, and students are encouraged to explore equivalent courses available through the California Virtual Campus Exchange if their courses are not available at CMC at that time ([2.05.07 Independent Study](#), [2.05.08 CVC Exchange](#)).

Continuous improvement is central to CMC's scheduling process. Feedback from annual student surveys provides critical insights into preferred instructional modalities and desired scheduling timeframes ([2.05.09 Student Survey](#)). For example, these surveys led to the decision to introduce a winter session starting in January 2026 ([2.05.10 Winter Session](#)). CMC also uses degree audit data to identify students nearing graduation and conducts targeted outreach to encourage program completion. Looking forward, the institution plans to establish a Strategic Enrollment Management participatory governance committee. This committee will collaborate with the Institutional Effectiveness Committee, Student Government, Academic Services, Student Services, and other groups to ensure courses are scheduled effectively, allowing students to complete their degrees and certificates within the expected timeframe while holding CMC accountable for student success.

Through these efforts, CMC demonstrates its commitment to providing a student-centered scheduling process that is both responsive and supportive of academic achievement.

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

CMC employs various teaching methodologies and delivery modes to meet the curricular needs of its students and promote equitable learning and achievement. As a rural institution, CMC tailors its strategies to serve students effectively across a geographically dispersed service area.

CMC offers face-to-face instruction at multiple locations, including its main campus, the Marine Corps Air Ground Combat Center Twentynine Palms, adult education sites in Yucca Valley and Twentynine Palms, three local high schools, the Sky's The Limit Observatory and Nature Center in Twentynine Palms, and a culinary arts kitchen located in the Twentynine Palms Freedom Plaza community center ([2.06.01 College Sites](#)). Online instruction is provided in synchronous, asynchronous, and hybrid formats, offering flexibility to students with varying schedules. Additionally, CMC uses a hybrid approach that combines online and in-person components, ensuring a balanced and adaptable educational experience ([2.06.02 Modalities in Schedule](#)).

CMC employs diverse teaching methodologies to engage students and enhance their learning experience. These include traditional lectures, cooperative projects, internships, and work experience programs. Hands-on learning is emphasized through laboratory sessions and experiential activities. The biology

program utilizes the [Anatomage](#) virtual dissection table to deepen student understanding, while the nursing program incorporates technologically advanced [manikins](#) to simulate realistic patient care scenarios. To accommodate diverse student needs, CMC integrates assessment, clinical sessions, tutoring, and open-entry/open-exit self-paced learning. Regular program reviews ensure these methods align with course objectives and promote equitable learning outcomes.

To maintain high standards of teaching and delivery for in-person and distance education, CMC conducts periodic evaluations of instructors, which include student feedback. These evaluations confirm that instructional practices meet both student and curricular needs and that courses align with the official course outlines of record ([2.06.03 Evaluation Forms](#)). An annual student survey gathers data on instructional preferences and needs, providing insight into how delivery modes can be refined ([2.06.04 Student Survey of Modalities](#)). Moving forward, program reviews will include analyses of instructional modality effectiveness, disaggregated by factors such as race, ethnicity, gender, economic status, and age, to identify and address achievement gaps.

CMC ensures compliance with federal and accreditation standards for distance education. Online instructors are required to meet specific readiness criteria and adhere to guidelines for regular and substantive interaction with students ([2.06.05 BP 4105](#), [2.06.06 AP 4105](#), [2.06.07 Minimum Faculty Readiness](#), [2.06.08 Faculty Handbook](#) pp. 59-69). Course developers are encouraged to follow the Basic Online Course Template and the Online Course Design Rubric, ensuring accessibility and a consistent online experience for students across all courses ([2.06.09 BOCT and OCDR](#)). The template and the rubric, approved by the Academic Senate in January 2024, were implemented in fall 2024 ([2.06.10 CVC Email](#)).

CMC is an active participant in the California Virtual Campus Exchange, supporting high-quality online education ([2.06.11 Teaching College Email](#)). It continues to expand the number of courses reviewed through the Peer Online Course Review (POCR) process, with a goal of becoming a certified POCR campus. Oversight of distance education policies and faculty training is guided by a faculty member serving as the Distance Education Coordinator ([2.06.12 DECO Responsibilities](#)).

CMC is dedicated to advancing equitable student success by employing diverse instructional strategies, rigorous evaluation, and proactive adaptation to the evolving educational landscape. By enhancing our Power BI data dashboards to provide comprehensive insights into instructional effectiveness, CMC will be able to make data-driven decisions to support equitable student learning and achievement. CMC is dedicated to staying abreast of shifting requirements for distance education and integrating emerging technologies, including the ethical use of artificial intelligence (AI), into its practices. To this end, we have instituted a faculty professional development series of workshops on the use of AI for teaching and learning. This will ensure responsiveness to change while maintaining alignment with federal, state, and local standards. Above all, CMC remains steadfast in its mission to meet the diverse and evolving needs of every individual student.

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

CMC employs comprehensive and effective processes for identifying and addressing students' academic, non-academic, wellness, and basic needs. CMC utilizes an early alert, retention, and success platform, CRM Advise, to identify students requiring assistance in these areas. Through CRM Advise, faculty and staff can identify students in need of support and make timely referrals to the appropriate department. Each department responds promptly to these alerts and follows an intake process to ensure students receive the appropriate services ([2.07.01 CRM Advise Presentation](#)).

Additionally, CRM Advise allows for early intervention by providing counseling faculty with insights into student success indicators. Faculty monitor students' progress and proactively reach out to those exhibiting early signs of academic struggle, offering resources and support to ensure their success ([2.07.02 CRM Advise Example](#)).

The Chancellor's Office enrollment system, CCCApply, allows CMC to support students by collecting important information about students' interests and eligibility for specialized programs such as Extended Opportunity Programs and Services (EOPS), Veterans Services, ACCESS (Disabled Student Programs and Services), Fostering Success, and NextUP. Counselors use this information to proactively engage with students and assist with enrollment in these essential programs, ensuring that students are connected to resources that best meet their needs ([2.07.03 Special Programs](#)).

Aligned with the Guided Pathways model, CMC has worked diligently to reduce barriers and clarify the academic journey for students. CMC offers a step-by-step matriculation process that includes applying to college, completing a self-paced orientation course, meeting with a counselor, and registering for classes ([2.07.04 Matriculation Process](#)).

Each new student meets with a counselor to create a first-year educational plan outlining their first two semesters, and within the first year, they develop a comprehensive educational plan covering the remainder of their time at the college. In addition, the Financial Aid department holds informational workshops at local high schools and on-campus events to guide students through the financial aid application process. New students are introduced to support resources and programs during orientation and at resource fairs held during fall and spring kick-off events, ensuring they are aware of the full range of available services ([2.07.05 Fall Festival](#), [2.07.06 Spring Kickoff](#), [2.07.07 Financial Aid Workshop](#), [2.07.08 Resource Fair](#), [2.07.09 Course Plan](#), [2.07.10 Ed Plan](#)).

CMC provides a robust range of learning support services tailored to both online and in-person students. Library Services offer a variety of noncredit workshops that help students develop information literacy skills, including evaluating resources, conducting effective library research, and APA and MLA documentation. These workshops are available in face-to-face, online, and hybrid formats ([2.07.11 Library Workshops](#)). The library's collection includes both physical and online resources, including many no-cost textbooks available for checkout. Also, the library offers free printing services for students. Librarians collaborate with faculty to deliver tailored presentations that enhance the learning experience in specific courses, further supporting student success ([2.07.12 Library Class Presentation](#)).

The Tutoring and Academic Support Center (TASC) offers both in-person and online tutoring, along with noncredit workshops on writing, study skills, critical reading, and Canvas navigation. Students can access tutoring independently or through faculty and staff referrals, including those via CRM Advise ([2.07.13 TASC Flyer](#), [2.07.14 TASC Subject](#), [2.07.15 TASC Workshops](#)). To enhance access and equity,

TASC has implemented Accudemia, a tutoring and appointment platform designed to collect disaggregated TASC usage data ([2.07.16 TASC Usage Data](#)). Once fully configured, these data will help CMC assess tutoring effectiveness and guide improvements. To extend tutoring hours and subject coverage, TASC provides three online tutoring options: the STAR-CA consortium, NetTutor, and in-house online tutoring. All three are accessible through Canvas ([2.07.17 NetTutor in Canvas](#)).

In fall 2024, CMC launched the Mathematics, Engineering, Science Achievement (MESA) program, aimed at addressing the needs of first-generation college students pursuing careers in STEM fields. This program provides tutoring in MESA subjects, many free textbooks, technology loans (laptops, tablets, and graphing calculators), academic advising, career counseling, and social events that build community. MESA workshops help students navigate the complexities of higher education, covering topics such as choosing and applying to transfer institutions, research programs, STEM careers, and graduate school. These workshops are a collaborative effort among various campus departments, including the Career Center and Transfer Center, further promoting student success in STEM disciplines ([2.07.18 MESA Flyer](#), [2.07.19 MESA NASA Webinar](#)).

CMC also offers adult education programs for learners seeking to pass their General Educational Development test, complete a high school diploma, improve English language skills, or enhance other basic skills in reading, writing, and mathematics. Faculty members support Adult Education students both in person and online at off-site locations in Yucca Valley and Twentynine Palms. Students in programs such as English as a Second Language and the Military Academic Skills Program receive in-person instruction and support, ensuring they have the tools needed to succeed in their educational journey ([2.07.20 Adult Ed Programs](#)).

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

Each academic year, CMC organizes and promotes hundreds of opportunities for students to engage with the institution, its programs, and their peers. The Student Life and Engagement program facilitates monthly cultural events, civic engagement activities, and identity-based events, fostering a sense of community. In collaboration with Counseling, Career and Technical Education (CTE) programs, and the Career Services Center, CMC hosts networking activities, internships, and career development workshops, including career panels, multiple times each semester. The athletics program, which includes Women's Volleyball, Women's Basketball, and Men's Basketball, plays a key role in both community building and student engagement ([2.08.01 Student Life Events](#), [2.08.02 Career Services Events](#)).

CMC is also home to an active student government, the Associated Students of CMC (ASCMC), with representatives on all participatory governance committees, including College Council ([2.08.03 CC Composition](#)). In partnership with the Inter-Club Council (ICC), ASCMC and Student Life and Engagement work to connect students with existing clubs and support the creation of new student organizations ([2.08.04 Student Clubs](#), [2.08.05 ICC Handbook](#)). An example of community and student engagement is the Coding Club, a collaboration with Morongo Unified School District (MUSD) that enables CMC students to mentor MUSD students in coding, game design, 3-D design and printing, animation, computer repair, and robotics ([2.08.06 Coding Club](#)).

CMC's student engagement activities align with the Student Equity Plan, specifically addressing the needs of disproportionately impacted student groups ([2.08.07 SEP](#)). The annual student survey gathers feedback on campus climate, connections, and cultural belonging ([2.08.08 Student Survey](#)). Additionally, Student Life and Engagement coordinates campus-wide events and training that focus on the experiences and needs of historically under-resourced student populations ([2.08.09 Student Equity Events](#)).

Student Life and Engagement closely tracks event attendance and encourages students to provide qualitative feedback through an annual advisory meeting, student government, and ICC ([2.08.10 Student Life Advisory Board](#)). The annual student survey further assesses event relevance and satisfaction, incorporating open-ended questions for student suggestions and feedback ([2.08.11 Student Survey SLE](#)).

CMC plans to implement the Modern Campus Involve software to enhance the evaluation of student engagement activities by collecting additional quantitative data to more effectively measure their impact on student achievement and success ([2.08.12 Involve Proposal](#)).

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

CMC conducts systematic review and assessment processes to ensure the quality of its academic, learning support, and student services programs and to ensure they foster equitable student success. These processes involve analyzing data related to student learning outcomes (SLOs), program learning outcomes (PLOs), and student achievement metrics, such as course completions, degree and certificate completions, transfers, and the reduction of equity gaps. Curriculum design and evaluation are guided by the Curriculum Committee bylaws, the Curriculum Technical Review Advisory Committee (CTRAC) operating procedures, and the Program and Course Approval Handbook (PCAH) from the State Chancellor's Office ([2.09.01 CC Bylaws](#), [2.09.02 CTRAC Calendar](#), [2.09.03 PCAH](#)). Program reviews incorporate disaggregated data from CMC's Data Warehouse to assess performance, identify equity gaps, and inform targeted interventions for improvement ([2.09.04 Power BI](#), [2.09.05 EOPS-CARE PR](#)). Faculty-led Guided Pathways flex sessions, facilitated by SLO coordinators, provide opportunities for faculty to review learning outcomes data, develop innovative teaching strategies, and design interventions to address identified weaknesses and equity gaps ([2.09.06 Flex Sessions](#)).

CMC's comprehensive annual program review and resource prioritization process encompasses all departments, programs, and pathways, categorized into institutional support, non-instructional, and instructional ([2.09.07 Resource Prioritization](#)). Each program analyzes its strengths, weaknesses, and opportunities for collaboration, which leads to goal setting aligned with accreditation standards, Guided Pathways objectives, and the Educational Master Plan ([2.09.08 Instructional PR](#)). The process integrates SLO and PLO assessments, conducted on six-year and three-year cycles, respectively, to identify institutional weaknesses and equity gaps ([2.09.09 SLO Assessment Report](#), [2.09.10 PLO Assessment Report](#)).

Program reviews foster innovation and institutional enhancement, ultimately promoting equitable student achievement. An example of how the program review process has successfully led to improvements at CMC is the establishment of the MESA program in fall 2024 ([2.09.11 MESA from PR](#)).

To further strengthen program reviews, CMC is investigating the creation of a new model for pathway reviews that encourages collaboration across academic programs, learning support, and student services. This initiative will involve instructional faculty and Academic Services personnel working alongside staff from Student Services, Administrative Services, and Human Resources to develop annual pathway reviews for each of the seven academic and career pathways. Adopting this collaborative approach would reinforce CMC's commitment to equitable student success, emphasizing the vital role of every department in supporting students' educational and career aspirations.

Standard 3: Infrastructure and Resources

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

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

Copper Mountain College (CMC) employs qualified faculty, staff, administrators, and other personnel who meet the educational, experience, and training requirements necessary to support the institution's mission, educational programs, and operations. CMC currently employs 66 classified professionals, 44 full-time faculty, 100 part-time faculty, and 14 administrators ([3.01.01 Employee List](#)).

To ensure staffing levels are aligned with the institution's mission and goals, CMC utilizes Board Policy 7211 Minimum Qualifications and Equivalencies - Academic Employees ([3.01.02 BP 7211](#)) and Administrative Procedure 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies ([3.01.03 AP 7211](#)), which establish personnel qualifications. Recruitment and hiring procedures are outlined under Board Policy 7120 Recruitment and Hiring ([3.01.04 BP 7120](#)).

CMC recruits personnel in a manner that supports the diversity and equity goals of the institution. To attract diverse and qualified candidates, CMC advertises job openings widely, specifically targeting venues that reach diverse applicant pools. Job openings are promoted through a variety of media, including JobElephant services, the CCC registry, Community College Job Network (CCJN), and position-specific advertising (such as nursing), to attract a broad pool of candidates ([3.01.05 Job Ad](#)).

To ensure equity in hiring, CMC has maintained an Equal Employment Opportunity (EEO) plan since 2017 ([3.01.06 EEO](#)). Administrative procedures ([3.01.07 AP 7120](#), [3.01.08 AP 7121](#), [3.01.09 AP 7122](#)) ensure that recruitment practices are consistent, fair, and inclusive, with representatives from each constituency on all search committees. CMC reviews its EEO plan and employment equity record

annually as part of the annual application for EEO funds through the Chancellor's Office. Equity, diversity, and fairness are core values embedded in the Faculty Code of Ethics ([3.01.10 Faculty Code of Ethics](#)). All employees serving on search committees will receive EEO training on confidentiality, recognizing bias, and compliance with laws and regulations in the recruitment process, administered online by trained Human Resources representatives.

Faculty and educational administrators are required to meet the minimum qualifications established by the California Community Colleges Chancellor's Office ([3.01.11 Min Quals](#)). CMC uses the NEOGOV Human Resources Information System, which allows applicants to respond to supplemental questions to confirm they meet minimum qualifications ([3.01.12 NEOGOV](#)). Applicants who do not meet these qualifications are informed of the requirement before submitting their application.

Job descriptions clearly define duties, responsibilities, and authority for all roles, and they are reviewed for accuracy and relevancy by all constituency groups before being approved by the Board of Trustees. These job descriptions ensure alignment with the institution's mission and the diverse needs of the student population.

Job descriptions are developed through consultation with requesting departments, analysis of similar positions at other institutions, and alignment with CMC's mission statement to ensure they reflect the needs of a diverse student population. Candidates are assessed during interviews for their knowledge and skills to ensure they can effectively support CMC students. The Chief Human Resources Officer reviews all job announcements before publication to ensure the appropriate hiring criteria are outlined. Job descriptions are available on the CMC website and can be requested from the Human Resources office ([3.01.13 Job Description](#)).

Through these processes, CMC ensures that its staffing levels, recruitment strategies, hiring criteria, and job descriptions align with institutional goals, promote diversity, and support the success of every individual student.

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

CMC develops and maintains professional learning programs, practices, and services that support its diverse workforce. In alignment with its mission and institutional goals, CMC regularly assesses its progress in employment equity and diversity. The college is committed to ensuring all employees have access to professional development opportunities that address both individual and institutional needs, including initiatives aimed at closing student achievement gaps.

At the start of each fall and spring semester, CMC hosts All Staff Day and Flex Days, providing institutional training in pedagogy, technology, and learning assessments ([3.02.01 ASD and Flex](#)). These events align with CMC's mission to promote diversity, equity, inclusion, accessibility, and antiracism. Sessions are specifically designed to support the success of all students, particularly those from historically underserved populations.

To ensure professional development activities remain effective, CMC regularly evaluates these

offerings. After All Staff Day and Flex Days, employee surveys assess satisfaction with the activities and identify future training needs ([3.02.02 Flex Survey](#)). These evaluations help measure the impact of professional learning programs on teaching, learning, and student success.

CMC further identifies employees' professional learning needs through multiple sources, including input from the Chancellor's Office, the CHRO-ALL ListServ, and the CMC Professional Development Committee. The feedback collected guides the development of future training programs, ensuring alignment with institutional goals and a commitment to equitable student success.

Recent All Staff Day presentations reflect CMC's dedication to fostering an inclusive and equitable learning environment. Notable sessions include *Creating Space for Courageous Conversations* by Robert Wilson, *The Currency of Cycle-Breaking* by Priscilla Maria and *Equality or Equity: Which One Will We Feed?* by Jeffrey Duncan-Andrade ([3.02.03 ASD](#)). By continuously refining its professional development offerings, CMC ensures its training programs effectively support both employees and students while advancing institutional priorities.

CMC also supports professional growth through the Employee Development Fund (EDF), which provides financial assistance for conferences, seminars, and position-related training ([3.02.04 EDF](#)). Requests for EDF funding are reviewed by the Professional Learning and Continuous Education (PLACE) Committee to ensure alignment with institutional objectives. Additionally, categorical funding is utilized when available to support staff development ([3.02.05 Categorical Funding](#)).

New employees receive a comprehensive New Employee Packet from Human Resources, outlining employment policies, procedures, and training requirements. They are also enrolled in Vector Solutions, CMC's training platform ([3.02.06 New Employee Packet](#)). Classified professionals may request professional growth funds for tuition reimbursement for college courses they take ([3.02.07 Tuition Reimbursement](#)), while full-time faculty can apply for sabbatical leave for research or academic pursuits that enhance their service to students ([3.02.08 Sabbaticals](#)). CMC encourages participation in professional development among all employees, including classified professionals, part- and full-time faculty, and administrators.

Through its comprehensive professional development efforts, CMC equips employees with the knowledge and skills needed to support students and advance institutional goals. For example, in response to concerns of educators across the state and nation, a faculty member launched a seminar series on artificial intelligence, reflecting interest expressed in the Academic Senate ([3.02.09 AI Seminars](#)). By continually refining its programs, CMC fosters an inclusive, equity-driven learning environment, addresses student achievement gaps, and stays current with evolving pedagogical discussions.

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

CMC regularly and systematically evaluates all its employees to set goals and ensure job performance aligns with the institution's mission and strategic goals. Classified professionals and administrators are evaluated annually. New faculty are evaluated every other semester, and faculty with at least four years of service at CMC are evaluated every three years. Evaluation tracking documents are regularly shared with management and faculty leaders to promote transparency and ensure adherence to established deadlines ([3.03.01 Faculty Evaluation Tracker](#), [3.03.02 Non-Faculty Evaluation Tracker](#)).

This ongoing evaluation process is designed to foster employee development and success in supporting the institution's mission.

The evaluation criteria for each employee group are clearly defined and reflect both professional responsibilities and CMC's commitment to its mission and to equity. These criteria are embedded in the evaluation forms for classified professionals, faculty, and administrators ([3.03.03 Classified Eval Form](#), [3.03.04 Faculty Eval Forms](#), [3.03.05 Administrator Eval Form](#)). The evaluation processes for faculty and classified professionals are governed by collective bargaining agreements, which ensure fairness, effectiveness, transparency, and accountability ([3.03.06 CSEA CBA Evals](#), [3.03.07 CMCFCA CBA Evals](#)).

The evaluation process is an integral part of continuous improvement for both the institution and its employees. The results of employee evaluations guide the development of support mechanisms, ensuring that all employees have the resources they need to contribute to CMC's mission and to achieve success in their professional roles ([3.03.08 Employee Support Resources](#)).

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

CMC demonstrates effective fiscal management to support essential programs, enhance institutional effectiveness, and promote equitable student success, aligning with its mission and goals. Fiscal stability and integrity are ensured through board policies, administrative procedures, and annual financial audits ([3.04.01 BP 6200](#), [3.04.02 BP 6250](#), [3.04.03 AP 6200](#), [3.04.04 AP 6400](#), [3.04.05 Annual Audit Report](#)).

Typically, the annual adopted budget allocates about 84% of its unrestricted funds to personnel and 16% to ongoing supplies, services, and other operational expenditures, including classroom instruction support. Restricted categorical and grant funds are strategically allocated to sustain and improve student learning programs, support services, and institutional effectiveness, in support of CMC's Mission Statement ([3.04.06 Adopted Budget](#)).

The CMC Resource Prioritization and Allocation Process serves as the foundation for aligning fiscal resources with institutional goals and priorities. Resources are requested through the program review process and ranked by management and faculty leaders, ensuring a systematic and equitable approach to allocating resources based on identified needs, the institutional mission, and strategic goals ([3.04.07 Institutional Support PR](#), [3.04.08 Resource Prioritization Process](#), [3.04.09 Prioritized Resource List](#)).

During the initial phase of the Resource Prioritization and Allocation Process, requests are prioritized based on eligibility for early funding through programs like the Physical Plant and Instructional Support (PPIS) and Restricted Lottery state funds for instructional program enhancements ([3.04.10 Initial Prioritization Report](#)).

The Resource Prioritization and Allocation Process has funded significant improvements to programs, services, and operational functions. This includes funding from the California Adult Education Program (CAEP) to support the establishment of a permanent facility for Adult Education instruction and services in Yucca Valley, CA. The funds also helped renovate these facilities, including network infrastructure, phone systems, and new furniture to meet program needs ([3.04.11 ACCE West](#)). Strong

Workforce Program (SWP) funds were allocated to restructure the Job Developer Program into a Career Services Center, creating a dedicated campus space for student career exploration and support ([3.04.12 CSC](#)). PPIS funds were utilized in 2024 to modernize classroom furniture ([3.04.13 PPIS Expenditures](#)). COVID-19 resources were used to address student financial and basic needs during the pandemic while also improving CMC's technological infrastructure, expanding access to distance education courses and supporting remote employee operations ([3.04.14 COVID Expenditures](#)).

Beyond state apportionment, CMC actively seeks external funding, including federal and state grants, to support institutional goals. Recognizing the need for a formalized approach to grant applications, CMC is developing a grant approval process to ensure alignment with the mission and effective use of these resources.

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

Board policies and procedures provide a foundation for financial planning that ensures budgeting supports its mission and goals. Board Policy 6200 Budget Preparation requires that the college align its budgeting practices with the educational master plan by ensuring that budget priorities and allocations are explicitly linked to institutional goals and the college's mission ([3.05.01 BP 6200](#), [3.05.02 EMP](#)).

Throughout the fiscal year, Business Services provides updates to department managers, assigned budget managers, the Board of Trustees, and the Budget Advisory Committee to ensure transparency, accountability, and participation in ongoing financial matters ([3.05.03 Budget-to-Actuals Report](#)). Managers and staff are provided with regular budget and account information related to their department activities. Budget managers regularly coordinate with Business Services for work and spending plans related to their department or special program. For example, a department manager overseeing a grant-funded program collaborates with the office to ensure compliance with funding guidelines, while aligning spending with program goals. This coordination has resulted in more effective allocation of resources and timely adjustments to financial plans that support the CMC mission and equitable service to students ([3.05.04 Budget Snapshots](#)).

Financial information is disseminated regularly through the Budget Advisory Committee (BAC), presentations, and email updates. The BAC is a participatory governance committee including students, classified professionals, faculty, administrators, and subject matter experts. This committee provides guidance and feedback on the annual Tentative and Adopted Budgets that are ultimately approved by the Board of Trustees in June and September, respectively ([3.05.05 BAC minutes](#)). Members of the committee report information to and provide feedback from their respective constituency groups.

Fiscal information is also provided through presentations at the Board of Trustees meetings and at All Staff Day events. The semiannual All Staff Day events provide a college-wide avenue for communicating local and state budget updates that impact revenue projections ([3.05.06 ASD Fiscal Update](#)). Business Services personnel also relay information, deadlines, and other reminders by email to stakeholders.

The annual program review cycle includes budget (i.e., resource) requests. These requests are scrutinized by the administration to ensure that they clearly lead to the accomplishment of institutional goals and strategic priorities. The requests are prioritized by stakeholders across the college using a rubric to ensure alignment with the mission and strategic objectives, spotlight program strengths, and

detail outcomes of student learning assessments. Requests can be made for various program enhancements, including staff, facilities and improvements, technology, equipment, supplies, professional development, and research assistance. The list of prioritized resources is communicated to stakeholders after it is finalized to aid in their planning ([3.05.07 Resource Prioritization Communication](#)).

The final stage of the process involves analyzing the ability to fund prioritized requests using unrestricted or restricted resources, as appropriate, to ensure ongoing services to students while maintaining fiscal responsibility and sustainability. The Chief Business Officer identifies available unrestricted resources for funding prioritized requests, ensuring alignment with fiscal policies and sustainability goals. The Budget Advisory Committee evaluates these resources and formulates recommendations for funding items from the prioritization list, incorporating stakeholder feedback and strategic priorities ([3.05.08 Resource Allocation Process](#)).

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

CMC ensures the financial integrity of the institution and the responsible use of its financial resources by implementing policies and procedures created for this purpose. These include Board Policy 6300 Fiscal Management, Board Policy 6330 Purchasing, and Board Policy 6340 Contracts ([3.06.01 BP 6300](#), [3.06.02 BP 6330](#), [3.06.03 BP 6340](#)).

CMC utilizes the [COMPASSedu](#) financial platform, developed and maintained by the San Bernardino County Superintendent of Schools Technology Joint Powers Authority. This platform manages personnel records, positions, payroll, general ledger, accounts payable, and purchasing. It incorporates multiple control mechanisms to ensure the responsible and appropriate use of fiscal resources ([3.06.04 COMPASSedu](#)).

In addition to internal controls, an independent external auditor evaluates the institution's fiscal management practices and internal control mechanisms. CMC has consistently received unqualified opinions through its annual external audits. Over the past five years, there have been no audit findings ([3.06.05 2019 Audit Report](#), [3.06.06 2020 Audit Report](#), [3.06.07 2021 Audit Report](#), [3.06.08 2022 Audit Report](#), [3.06.09 2023 Audit Report](#)). Annual audit results are presented to the Board of Trustees by a representative from the external audit firm ([3.06.10 BOT Audit Presentation](#)).

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

CMC is committed to ensuring ongoing financial solvency through active analysis of prior year budgeting, continual monitoring of the institution's budgets and fund balances, and regular evaluation of its cash resources. Budgeting policies ensure that sufficient financial resources are available to meet current operational needs while considering long-range financial priorities and future obligations. Board Policy 6200 Budget Preparation provides regulations for budget development and reporting to the Board of Trustees ([3.07.01 BP 6200](#)). CMC conducts monthly cash flow analyses to monitor whether sufficient cash resources are available to support ongoing budgetary needs and provide appropriate financial risk management ([3.07.02 Cash Flows](#)).

To ensure both short- and long-term financial solvency, CMC has maintained healthy unrestricted fund balances for many years. In response to growing concerns over a state-wide revenue shortfall, CMC has made significant efforts to increase its fund balance from \$3.3 million in FY 2019-2020 to \$13.96 million in FY 2023-2024 ([3.07.03 CCFS 311 FY 2019-20](#), [3.07.04 CCFS 311 FY 2023-24](#)). These efforts include meeting annual operational needs for staff, supplies, and services, as well as investing in the salary schedules of all employee groups.

Board Policy 6250 Budget Management governs the requirement to maintain a minimum fund reserve ([3.07.05 BP 6250](#)) that, since December 2022, has designated the equivalent reserve of two months of budgeted expenditures on the general ledger. Impacts from unrestricted budgetary adjustments to the minimum reserve are reported regularly to the Board of Trustees ([3.07.06 CBO Report to BOT](#)).

CMC contracts annually with an actuarial service provider to assess the unfunded liability of retiree health benefits. In May 2024, the Board of Trustees approved the establishment of a Post-Employment Benefits Trust Program account with Public Agency Retirement Services (PARS), which serves as the account administrator. Using the actuarial report from June 30, 2023, the college funded this irrevocable trust, making the Other Post-Employment Benefits (OPEB) liability fully funded ([3.07.07 Actuarial Study](#)). Additionally, this trust fund is set up as an investment account that earns interest and conservative returns, providing additional resources for ongoing and future program costs ([3.07.08 PARS Trust](#)).

In recent years, CMC has emphasized the importance of continuous investment in capital resources, including facilities, equipment, infrastructure, and technology. Due to ongoing uncertainty in state-funded capital programs, CMC has opted to invest internally by reallocating resources from the unrestricted fund balance to its Capital Outlay fund. In May 2024, the Board of Trustees, following a recommendation from the Budget Advisory Committee, approved a \$1 million increase to the Capital Outlay fund ([3.07.09 BAC Minutes](#), [3.07.10 IFT Approval](#)).

Additionally, the college can access the Bell Fund Trust, managed by the CMC Foundation, to address unfunded or unforeseen expenditures. Established in 2011 with a \$4.5 million endowment, the fund has grown through prudent financial management while supporting numerous college projects, such as the Solar Sustainability and EV Charging Project in the Quad 3 parking lot, the development of the college emergency operations plan, and refinishing the gymnasium wood flooring ([3.07.11 Bell Fund Trust](#)).

CMC does not have any outstanding loans and, due to a healthy unrestricted fund balance, has not been required to borrow against property taxes or apply for a temporary revenue anticipation note (TRAN) to cover cash deferrals.

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

CMC constructs and maintains physical resources to support and sustain educational services and operational functions in alignment with its mission, goals, and the Facilities Master Plan (FMP) guidelines. The FMP, adopted in 2016 and scheduled for an update in 2024, outlines the long-term planning and maintenance of CMC's facilities to meet the evolving needs of its programs and services

[\(3.08.01 FMP\)](#). Current and anticipated needs for physical resources are identified through various committees and employee groups and communicated to the Facilities and Operations department through appropriate channels, ensuring alignment with institutional priorities.

Maintenance needs for physical resources are reported by individual employees or their direct supervisors through an electronic service request system, MOTO, accessible on campus desktops or through the campus webpage ([3.08.02 MOTO](#)). This system enables users to specify maintenance issues, including urgent matters, helping prioritize the response and ensure timely resolution. Maintenance and custodial employees monitor this system regularly during their shifts. This process, coupled with personalized training for staff, facilitates rapid response to maintenance issues before they impact student success or operational functions. Additionally, the system allows for direct communication with department heads by phone or email to address immediate concerns.

Regular maintenance services contracted by CMC, including semiannual HVAC inspections, fire suppression system checks, potable water backflow prevention, and pest control, contribute to the ongoing safety and operational effectiveness of facilities ([3.08.03 Maintenance and Service](#)).

The construction and renovation of educational and support facilities follow the guidelines of the FMP and are shaped by input from the Safety and Facilities Committee, Academic Senate, and individual departments. For example, in 2019, the relocation of a fire training structure to the Joshua Tree campus responded to the operational needs of the San Bernardino County Fire Department. Similarly, the relocation of the Tutoring and Academic Services Center (TASC) in 2023 allowed for the expansion of the Public Safety Program into a larger space, essential for accommodating training aids. These improvements are identified through regular assessments such as the Program Review process and direct feedback from faculty and staff ([3.08.04 PR](#)).

To further ensure safe and effective physical resources, CMC has developed comprehensive policies, including a Campus Community Member Code of Conduct and a Student Code of Conduct ([3.08.05 Code of Conduct](#), [3.08.06 BP 5500](#)). These documents foster a safe, welcoming environment conducive to student success and academic enrichment at all campus locations. Security, maintenance, custodial, and warehouse support are provided in-house, and requests for services are coordinated through the MOTO service request system or direct communication between department heads.

In addition to these efforts, CMC maintains a robust hazardous materials management plan, in accordance with its Injury, Illness, and Prevention Program (IIPP), to ensure the safe handling and storage of chemicals and hazardous waste ([3.08.07 IIPP](#)). Hazard assessments are conducted quarterly or as conditions dictate, and annual health and safety inspections are carried out by certified organizations.

An emergency alert system, Alertus, has been fully implemented to enhance safety across campus, addressing any gaps in previous systems ([3.08.08 Alertus](#)). This system delivers notifications through multiple methods, ensuring redundancy in emergency communication. Emergency procedures flip charts have been placed in all occupied spaces, and regular evacuation drills are conducted, as described in the Emergency Operations Plan ([3.08.09 EOP](#)). Additionally, CMC's Energy Management System (EMS) optimizes the operation of HVAC and lighting systems, promoting both efficiency and safety by allowing Facilities staff to monitor air quality and lighting conditions in real time.

Through these measures, CMC ensures that its physical resources support the institution's mission,

providing a safe, functional, and effective environment for all educational services and operations.

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

Guided by the 2022-2027 CMC Technology Master Plan, the college aligns its technology planning, implementation, and maintenance with its institutional mission and goals ([3.09.01 TMP](#)). Recent initiatives have enhanced the technology infrastructure to support educational services and operational functions. These include upgrading network switches and Wi-Fi access points campus-wide, updating and integrating new components into the Ellucian ERP software, migrating the Exchange Server and employee mailboxes to Microsoft 365, and redesigning the CMC website to improve accessibility for students.

CMC ensures the safe and appropriate use of technology through clear communication of guidelines and policies. Access to technology resources is governed by Board Policy 3720 Computer and Network Use ([3.09.02 BP 3720](#)). Policies for employee and student technology use, currently under review by the Technology Committee, will incorporate updated computer use procedures and electronic media use guidelines for employees and students ([3.09.03 Technology Use Employees](#), [3.09.04 Technology Use Students](#)). Once finalized, these documents will require acknowledgment by all staff and students to ensure understanding and compliance.

The institution prioritizes network and data security to protect sensitive information and maintain system integrity. Measures include deploying Forcepoint One Endpoint and Elastic software across student and staff networks, AVG anti-virus software on all servers, and mandatory DUO multi-factor authentication for critical resources ([3.09.05 DUO](#)). Separating student and staff networks further reduces risk and unauthorized access. Security protocols extend to the learning management system, Canvas, governed by the Canvas Acceptable Use Policy, and are reinforced by a rigorous staff password policy ([3.09.06 Canvas Policy](#)).

Regular training strengthens security awareness and adherence to best practices. Faculty and staff are required to complete KnowBe4 security training and annual Vector Solutions training on FERPA compliance ([3.09.07 KnowBe4](#), [3.09.08 FERPA](#)). Additionally, CMC has implemented software and procedures to detect fraudulent use and prevent resource misuse. To support ongoing evaluation and enhancement of the technology infrastructure, the institution is hiring an Information Security Specialist dedicated to managing network and data security ([3.09.09 Info Security Spec JD](#)).

CMC regularly assesses its technology infrastructure, including network security, to ensure it effectively supports educational services and operational needs, aligning with its mission and fostering a secure, responsive, and sustainable technological environment.

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

CMC employs comprehensive strategies for risk management and maintains policies and procedures to

mitigate emergencies and unforeseen occurrences that could significantly impact the availability of its resources. A board policy ensures the maintenance of a fiscal reserve, while a large ending fund balance and capital contingency fund provide financial stability to address emergencies ([3.10.01 BP 6250](#)). The institution collaborates with a risk management team through the local [Joint Powers Authority](#) (JPA) and conducts routine reviews and updates of insurance coverage to ensure sufficient protection for its needs ([3.10.02 JPA](#)). Vendors, contractors, and event providers are required to show proof of adequate insurance to further reduce risk exposure ([3.10.03 Insurance Requirement](#)).

Emergency preparedness is supported by an Emergency Operations Plan and regular safety drills, including fire, earthquake, active shooter, and shelter-in-place scenarios ([3.10.04 EOP](#)). The institution also educates employees and students on responding to specific regional conditions, such as heavy winds, rain, and haboobs. Critical first-response resources are readily available, including first aid kits, automatic electronic defibrillators (AEDs), and Narcan (Naloxone) for opioid overdoses, which are strategically placed across campus ([3.10.05 Safety Supplies](#)). Additionally, nursing and EMT faculty members are qualified to assist during campus emergencies.

Technology redundancy is a fundamental part of the institution's contingency planning, featuring both manual and cloud-based backup systems to safeguard sensitive data, including student and employee information. The institution also employs the Alertus emergency notification system to promptly communicate emergencies and potential threats to employees and students ([3.10.06 Alertus](#)).

As a community partner, the institution serves as a Red Cross center and has supported public welfare initiatives by hosting health testing and vaccination sites. Campus health fairs and blood drives further promote community wellness ([3.10.07 Blood Drive](#)). Strategic placement of building exit diagrams aids in evacuation planning, ensuring the safety of all occupants.

By maintaining robust financial reserves, regularly updating insurance coverage with the JPA, implementing effective emergency protocols, and leveraging its technological and health resources, the institution demonstrates its commitment to risk management and readiness to address financial, environmental, and technological emergencies.

Standard 4: Governance and Decision-Making

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

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

Copper Mountain College (CMC) is deeply committed to academic freedom and freedom of inquiry, fostering an environment where faculty, students, and staff can pursue knowledge, engage in scholarly discourse, and express diverse perspectives without fear of censorship or discrimination. This commitment is articulated in board policies and outlined in the college catalog ([4.01.01 BP 4030](#), [4.01.02 Policies in Catalog](#)).

CMC has five institutional learning outcomes (ILOs) ([4.01.03 ILOs in Catalog](#)). Following an evaluation

of ILO assessments in 2021, CMC uncovered a need to support student development in the critical thinking ILO. In response, the Academic Senate began offering an annual ILO conference aimed at promoting freedom of inquiry for students, faculty, and community members ([4.01.04 BOT ILO Conference](#), [4.01.05 ILO Conference](#)). This conference invites presenters from the broader community to share insights and foster inquiry related to the featured ILO.

CMC maintains the highest standards of academic integrity as a cornerstone of its educational culture. Honesty, trustworthiness, and ethical behavior are essential for advancing knowledge and nurturing a positive learning environment. All members of the academic community—students, faculty, and staff—are expected to exemplify integrity in every aspect of their academic endeavors, including coursework, research, instruction, and collaborative projects. CMC upholds the ideas of originality, critical examination, and respectful exchange of diverse perspectives.

CMC has established clear procedures to address academic dishonesty, including plagiarism and cheating. Information regarding academic integrity can be found in board policies, the college catalog, the faculty handbook, and the student planner ([4.01.06 BP 4220](#), [4.01.07 BP 5500](#), [4.01.02 Policies in Catalog](#), [4.01.08 Faculty Handbook](#), [4.01.09 Student Planner](#)).

The Academic Senate requires that certain elements, such as a statement on academic integrity, be included in every syllabus. A sample of this statement is available in the syllabus template provided by the Academic Senate ([4.01.10 Required Syllabus Elements](#), [4.01.11 Syllabus Template](#)).

4.2. Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. Institutional decision-making processes provide opportunities for the inclusion and participation of stakeholders, as appropriate to the institution’s character.

CMC utilizes various channels to clearly communicate defined roles, responsibilities, and decision-making authority throughout the institution. These include organizational charts ([4.02.01 Org Charts](#)), the CMC participatory governance handbook ([4.02.02 PG Handbook](#)), and a comprehensive set of board policies and procedures.

Governance at CMC is ultimately the responsibility of the Board of Trustees, as outlined in Board Policy 2200 ([4.02.03 BP 2200](#)). The Board delegates executive responsibility to the superintendent/president, who is tasked with administering board policies and executing decisions that require administrative action ([4.02.04 BP 2430](#)). The superintendent/president, or a designated delegate, is further authorized to oversee the college’s general business procedures ([4.02.05 BP 6100](#)), make necessary purchases to ensure efficient operations ([4.02.06 BP 6330](#)), and sign orders and transactions on behalf of the college ([4.02.07 BP 6150](#)).

In addition, the superintendent/president holds the authority to make key personnel decisions, including hiring, assigning responsibilities, and accepting resignations ([4.02.08 BP 7110](#)). The chief business officer plays a critical role as well, with the authority to enter into contracts, establish related administrative procedures ([4.02.09 BP 6340](#)), and act as the Board’s negotiator in property management matters that benefit the college ([4.02.10 BP 6500](#)).

Academic matters such as program and curriculum development are primarily the responsibility of the

Academic Senate, as detailed in Administrative Procedure 4020 ([4.02.11 AP 4020](#)). Oversight of financial integrity related to bond expenditures is provided by the Citizens' Bond Oversight Committee, which is charged with monitoring and auditing the use of bond proceeds ([4.02.12 BP 2221](#)).

Institutional decision-making at CMC is a shared process that values and incorporates the voices of all stakeholders, including students, classified professionals, faculty, administrators, and community members. The college is committed to inclusive governance, as reflected in a series of board policies designed to ensure broad participation.

The general public is welcome to engage in board business, with opportunities to attend meetings and contribute to discussions ([4.02.13 BP 2345](#)). Individuals are encouraged to address the Board directly on agenda items or other topics of public interest that fall within the Board's jurisdiction ([4.02.14 BP 2350](#)), reinforcing the college's commitment to transparency and community involvement.

Students at CMC are empowered through the authorization to form a student body association, which represents their interests and provides input into the college's decision-making processes ([4.02.15 BP 5400](#)). Faculty engagement is equally central to governance at CMC. While the Board of Trustees retains final authority in matters assigned by state and federal law, it consults collegially with the Academic Senate on academic and professional matters and ensures that classified professionals and students have opportunities to participate in the development of institutional policies and procedures ([4.02.16 BP 2510](#)).

College Council serves as the primary participatory governance entity at Copper Mountain College, offering all stakeholders an opportunity for meaningful involvement in institutional decision-making. Composed of representatives from every college constituency, the Council provides a structured forum for dialogue, collaboration, and the development of recommendations to the superintendent/president on matters affecting the institution, including those that ultimately require Board approval ([4.02.17 College Council Agenda](#)). Supporting this inclusive framework, eight participatory governance committees report directly to College Council, further expanding opportunities for engagement and reinforcing the college's commitment to transparent, collaborative governance ([4.02.18 PG Comm Structure](#)).

4.3. The institution's decision-making structures and processes are used consistently and effectively to advance the mission and prioritize equitable student outcomes.

CMC is committed to consistently implementing its decision-making practices, ensuring the inclusion of appropriate stakeholders and fostering a shared understanding of decisions. Board policy authorizes the superintendent/president to make administrative decisions ([4.03.01 BP 2430](#)), guided by recommendations from College Council and consultations with the chief officers in president's cabinet, as outlined in the Participatory Governance Handbook under *Authority in Decision Making* ([4.03.02 PG Handbook](#)). All constituencies are represented in the decision-making process through College Council and participatory governance committees, while external stakeholders can provide input during public comment periods at monthly Board of Trustees and Academic Senate meetings, as required by the Brown Act.

College Council considers information and suggestions from college constituencies and then formulates recommendations to the superintendent/president. The Council communicates decisions

to its representatives for dissemination within their constituency groups. Additionally, decisions are shared through reports to the Board of Trustees, updates on the CMC website, emails from the public information officer, and monthly podcasts from the president ([4.03.03 President Report](#), [4.03.04 President Podcast](#)).

An example of an effective decision-making process that advanced CMC's mission was the development of the Land Acknowledgement that recognizes the indigenous peoples who have historically inhabited and cared for the land on which CMC stands. In fall 2022, the Academic Senate initiated discussions about a land acknowledgement statement. The Academic Senate then developed a resolution containing a draft statement and submitted it to College Council ([4.03.05 CC Agenda Land Acknowledgement](#)). Constituency groups and local tribal representatives provided input on the statement.

College Council recommended a revised statement to the superintendent/president, who approved it for presentation to the Board of Trustees ([4.03.06 Land Acknowledgement](#), [4.03.07 CC Minutes Land Acknowledgement](#)). The Board unanimously approved the statement on May 11, 2023 ([4.03.08 BOT Land Acknowledgement](#)), which has since been used at public events hosted by the college ([4.03.09 Commencement Land Acknowledgement](#)). This collaborative effort aimed to support the CMC mission by intentionally focusing on historically marginalized groups.

To enhance the effectiveness of its decision-making processes, CMC has been refining its participatory governance system with support from the Institutional Effectiveness Partnership Initiative ([4.03.10 IEPI](#)). In summer 2024, a consultant was hired to assist in finalizing this work ([4.03.11 PG Timeline](#)), resulting in a revised Participatory Governance Handbook that now includes annual self-evaluations for each committee ([4.03.02 PG Handbook](#)). These efforts to improve the CMC participatory governance system have led to a broader understanding of participatory governance and more effective, transparent, and inclusive decision-making practices.

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

The Board of Trustees demonstrates its strong commitment to the quality and long-term stability of the institution by consistently monitoring progress toward institutional goals and maintaining close oversight of fiscal health. This commitment is evident through a series of ongoing, structured activities that guide and inform their governance practices.

Each year, the Board reviews and evaluates the college's mission statement to ensure it remains relevant and aligned with institutional priorities ([4.04.01 BP 1200](#), [4.04.02 Mission Review](#)). The Board also develops annual goals for itself and for the superintendent/president, establishing clear expectations and benchmarks for institutional leadership ([4.04.03 Board Goals](#), [4.04.04 SP Goals](#)). These goals are tracked and assessed through an annual self-evaluation process, during which the Board reflects on its performance, evaluates its progress, and discusses areas for growth in a dedicated study session ([4.04.05 BP 2745](#), [4.04.06 Self-Eval Summary](#), [4.04.07 Goals Progress Report](#), [4.04.08 Study Session](#)).

In addition to evaluating its own effectiveness, the Board conducts an annual evaluation of the superintendent/president, assessing both leadership performance and achievement of established

goals ([4.04.09 BP 2435](#), [4.04.10 BOT SP Eval](#)). Institutional effectiveness is further assessed through comprehensive annual reports that include key data on student success, learning outcomes, and feedback from students and employees ([4.04.11 IE Report](#)).

The Board also plays a vital role in financial oversight. It reviews and approves both tentative and adopted budgets each fiscal year ([4.04.12 Tentative Budget](#), [4.04.13 Tentative Budget Presentation](#), [4.04.14 Adopted Budget](#), [4.04.15 Adopted Budget Presentation](#)), and it receives regular updates on the college's financial position through monthly fiscal reports and independent annual audits ([4.04.16 Fiscal Report](#), [4.04.17 Audit](#)). These practices collectively demonstrate the Board's proactive and ongoing engagement in ensuring the institution's academic and fiscal integrity.

Additionally, a mid-term progress report is provided to the Board on the superintendent/president's annual goals, allowing for effective monitoring ([4.04.18 SP Evaluation](#)). The Education Master Plan, approved by the Board of Trustees, is updated every five years to identify new or revised institutional goals and actions taken to achieve progress ([4.04.19 EMP](#)).

Trustee responsibilities are outlined in BP 2200 Board Duties and Responsibilities, which is referenced during annual goal progress reports and study sessions. This policy delineates the roles of the Board regarding the quality education, performance stability, ethical and legal practices, and fiscal health of the institution ([4.04.20 BP 2200](#)).

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

Through established board policy and practice, the Board is responsible for selecting CMC's CEO. The current superintendent/president was appointed by the Board of Trustees in 2019 ([4.05.01 BP 2431](#), [4.05.02 CEO Hire](#), [4.05.03 SP Report](#)).

Board policy delegates to the superintendent/president the authority and responsibility for CMC's operations and fulfillment of its institutional mission ([4.05.04 BP 2430](#)). The superintendent/president reports to the Board on CMC activities and fulfillment of responsibilities at monthly Board of Trustees meetings.

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

The Board of Trustees consists of five publicly elected representatives from the CMC service area, along with a student trustee elected by the CMC student body. According to board policy, the primary responsibility of trustees is to ensure fulfillment of the college mission ([4.06.01 BP 2715](#)). The Board operates as a collective body, limiting communications regarding official business to regular and special meetings as required by the Brown Act ([4.06.02 BP 2720](#), [4.06.03 BP 2330](#)).

The Board of Trustees works collaboratively through both regular meetings and annual processes to uphold and promote the institution's mission and core values. This shared commitment is reflected in

several structured activities that foster continuous improvement and alignment with the college's priorities.

Each year, the Board conducts a formal review of the college's mission statement to ensure it continues to reflect the institution's purpose and direction ([4.06.04 BP 1200](#), [4.06.05 BOT Mission Review](#)). In addition, trustees engage in an annual review of their collective goals and participate in a self-evaluation process that emphasizes collaboration and a commitment to strengthening board performance and effectiveness ([4.06.06 BP 2745](#), [4.06.07 Board Goals](#), [4.06.08 BOT Goals and Evaluation](#), [4.06.09 Self-Eval Summary](#)).

Beyond these recurring processes, the Board also demonstrates its dedication to institutional values through timely actions such as the approval of a resolution in support of Undocumented Student Action Week—an expression of its ongoing commitment to equity and inclusion ([4.06.10 USAW Resolution](#)). These efforts illustrate how the Board actively supports a culture grounded in shared governance, accountability, and student-centered values.

The Board fulfills its general and fiduciary responsibilities to the public through clearly defined policies ([4.06.11 BP 2200](#), [4.06.12 BP 2221](#)). Each June, the Board reviews a preliminary budget based on projections for revenue and expenses, followed by a final budget in September, aligned with the actual State budget ([4.06.13 BOT Tentative Budget](#), [4.06.14 BOT Adopted Budget](#)). The Board also reviews monthly financial reports and authorizes payment of warrants at each board meeting to ensure fiscal responsibility ([4.06.15 BOT Payment of Warrants](#)).

Board Policy 2715 Code of Ethics and Standards of Conduct affirms the Board of Trustees' commitment to ethical conduct and to acting in the best interest of the institution, ensuring that trustees operate independently and free from undue influence ([4.06.01 BP 2715](#)). Additional board policies and administrative procedures establish clear boundaries to prevent conflicts of interest, restrict political activity, and prohibit the personal use of public resources, further reinforcing the Board's integrity and accountability ([4.06.16 BP 2710](#), [4.06.17 BP 2716](#), [4.06.18 BP 2717](#)).

Once a collective decision is reached, individual board members support the outcome. In February 2023, the Board interviewed and voted on two candidates to fill a vacancy due to resignation. While the vote was not unanimous, all trustees expressed their support for the decision and welcomed the new trustee ([4.06.19 BOT Select Garber](#), [4.06.20 BOT Welcome Garber](#)).

To ensure that trustee behavior aligns with board policies, the Office of the Superintendent/President onboards and trains new trustees ([4.06.21 BP 2740](#)), utilizing resources such as the Community College League of California (CCLC) Trustee's Handbook ([4.06.22 Trustee Handbook](#)). To improve board effectiveness, trustees are afforded educational opportunities to learn best practices in board governance through CCLC events such as the [Excellence in Trusteeship Program](#). CMC trustee graduates of this program include Greg Gilbert (2014), Mary Lombardo (2016, 2024), and Jerold Garber (2024) ([4.06.23 ETP](#)).

C. Required Documentation

Standard 1: Mission and Institutional Effectiveness

Required Item	Documentation
i. Documentation of institution's authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	<ul style="list-style-type: none"> • SB 1665 introduced • SB 1665 chaptered • ACCJC accreditation status • CCCCO list of colleges • BP 1100
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	<ul style="list-style-type: none"> • BP 1200 District Mission • Standard 1.1 narrative: Mission revision process with stakeholder input
iii. Documentation of the governing board's approval of the institutional mission (ER 6)	<ul style="list-style-type: none"> • Jan 11, 2024 Board agenda item 9B
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	<ul style="list-style-type: none"> • Standard 1.2 narrative: Setting institutional goals, including board, superintendent/president, programs and pathways
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)	<ul style="list-style-type: none"> • Institution-Set Standards in 2024 annual report 12-19 • Standards 2.2 and 2.9 narratives: Student learning outcome assessments

Standard 2: Student Success

Required Item	Documentation
i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including: <ul style="list-style-type: none"> • Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees • Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities • Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable (ER 10) (See Commission Policy on Credit Hour, Clock Hour, and Academic Year)	<ul style="list-style-type: none"> • BP 4020 Program and Curriculum Development • AP 4020 Program and Curriculum Development
ii. Documentation that the institution's transfer of credit policies include the following: <ul style="list-style-type: none"> • Any established criteria the institution uses regarding the transfer of credit earned at another institution 	<ul style="list-style-type: none"> • BP 4050 Articulation • AP 4050 Articulation • assist.org

Required Item	Documentation
<ul style="list-style-type: none"> Any types of institutions or sources from which the institution will not accept credits A list of institutions with which the institution has established an articulation agreement Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning <p>See Policy on Transfer of Credit</p>	<ul style="list-style-type: none"> Guarantee Transfer to CSU College catalog p. 8 Preparation for Transfer College catalog pp. 36-48 Credit for Prior Learning
<p>iii. Documentation of the institution’s advertising and recruitment policies, demonstrating alignment with the Policy on Institutional Advertising and Student Recruitment (ER 16)</p>	<ul style="list-style-type: none"> Social media guidelines Communication to media BP 3755 Marketing AP 3755 Marketing BP 5130 Financial Aid
<p>iv. Documentation of clear policies and procedures for handling student complaints, including:</p> <ul style="list-style-type: none"> Evidence that these policies/procedures are accessible to students in the catalog and online; Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs 	<ul style="list-style-type: none"> Unlawful discrimination ACCJC Complaint Process Student complaint process ACCESS Student Concerns and Complaints College catalog p. 26 Student grievance procedure AP 3435 Discrimination and Harassment Complaints and Investigations
<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"> Accurate and consistent implementation of complaint policies and procedures No issues indicative of noncompliance with Standards 	<p>No link required; to be verified by the team during in-person site visit</p>
<p>vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup</p>	<p>No link required; to be verified by the team during in-person site visit</p>
<p>vii. Documentation of the institution’s policies and/or practices for the release of student records</p>	<ul style="list-style-type: none"> BP 5040 Student Records, Directory Information, and Privacy
<p>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</p>	<ul style="list-style-type: none"> BP 4280 Program Discontinuance AP 4280 Program Discontinuance
<p>FOR TITLE IV PARTICIPANTS:</p>	
<p>ix. Documentation of institution’s implementation of the required components of the Title IV Program, including:</p> <ul style="list-style-type: none"> Findings from any audits and program/other review activities by the U.S. Department of Education (ED) Evidence of timely corrective action taken in response to any 	<ul style="list-style-type: none"> BP 5130 Financial Aid OPEID 035424

Required Item	Documentation
Title IV audits or program reviews See Policy on Institutional Compliance with Title IV	
FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:	
x. Documentation of institution's : <ul style="list-style-type: none"> Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable) Policies regarding protection of student privacy See Policy on Distance Education and on Correspondence Education	<ul style="list-style-type: none"> BP 4105 Distance Education AP 4105.9 Distance Education BP 5040 Student Records, Directory Information, and Privacy
REQUIRED ONLY IF APPLICABLE	
xii. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum	<ul style="list-style-type: none"> College catalog p. 31 Classification and number of courses
xiii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit	<ul style="list-style-type: none"> BP 4235 Credit for Prior Learning AP 4235 Credit for Prior Learning
xiv. Documentation of agreements with other external parties regarding the provision of student and/or learning support services	<ul style="list-style-type: none"> STAR-CA PIA
xv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs	N/A

Standard 3: Infrastructure and Resources

Checklist Item	Documentation
i. Written policies and procedures for human resources, including hiring procedures	<ul style="list-style-type: none"> BP 7120 Recruitment and Hiring AP 7120 Recruitment and Hiring: Faculty AP 7121 Recruitment and Hiring: Classified and Confidential AP7122 Recruitment and Hiring: Management
ii. Employee handbooks or similar documents that communicate expectations to employees	<ul style="list-style-type: none"> Standard 3.8: Codes of conduct College policies in catalog pp. 12-13
iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)	<ul style="list-style-type: none"> Standard 3.6: Financial audits

iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)	<ul style="list-style-type: none"> • Standard 1.4: Program review and resource prioritization
v. Policies guiding fiscal management (e.g., related to reserves, budget development)	<ul style="list-style-type: none"> • BP 6200 Budget Preparation • AP 6200 Budget Preparation • BP 6250 Budget Management • BP 6300 Fiscal Management
vi. Policies, procedures or agreements (e.g., AUAs) related to appropriate use of technology systems	<ul style="list-style-type: none"> • Standard 3.9 narrative: Network and technology use policies
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	<ul style="list-style-type: none"> • Niche.com • DataUSA • OPEID 035424
REQUIRED ONLY IF APPLICABLE	
viii. Documentation of any agreements that fall under ACCJC's policy on contractual relationships with non-accredited organizations	<ul style="list-style-type: none"> • BP 3600 Auxiliary Organizations • AP 3600 Auxiliary Organizations
ix. Written code of professional ethics for all personnel including consequences for violations	<ul style="list-style-type: none"> • BP 3350 Institutional Code of Ethics • AP 3350 Institutional Code of Ethics • BP 5500 Standards of Student Conduct • AP 5500 Standards of Conduct • BP 7360 Discipline and Dismissal-Academic Employees • BP 7365 Discipline and Dismissal-Classified Employees • AP 7365 Discipline and Dismissal-Classified Employees

Standard 4: Governance and Decision-Making

Checklist Item	Documentation
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	<ul style="list-style-type: none"> • BP 2431 CEO Selection • BP 2435 Evaluation of the Superintendent/President
ii. Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4)	<ul style="list-style-type: none"> • BP 2010 Board Membership
iii. Governing board policies/procedures/bylaws related to Board Ethics	<ul style="list-style-type: none"> • BP 2715 Code of Ethics and Standards of Conduct
iv. Governing board policies/procedures/bylaws related to conflict of interest	<ul style="list-style-type: none"> • BP 2710 Conflict of Interest • AP 2710 Conflict of Interest

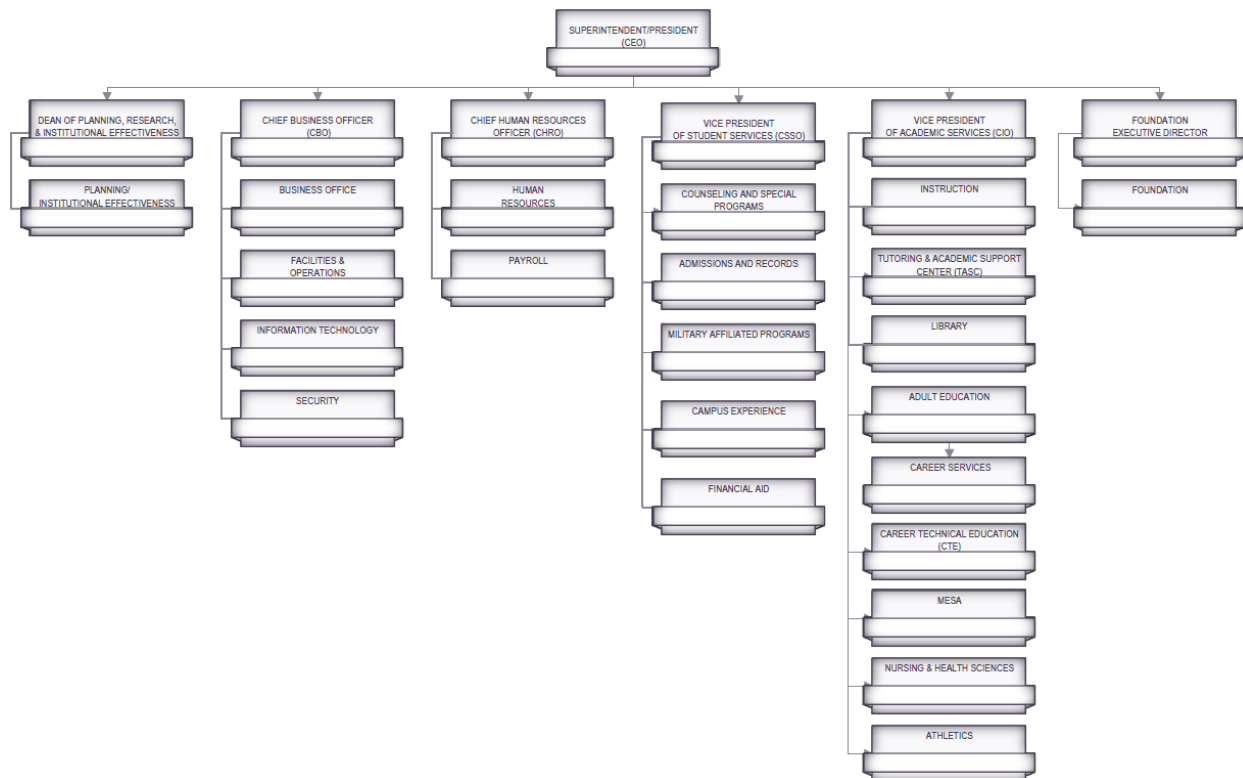
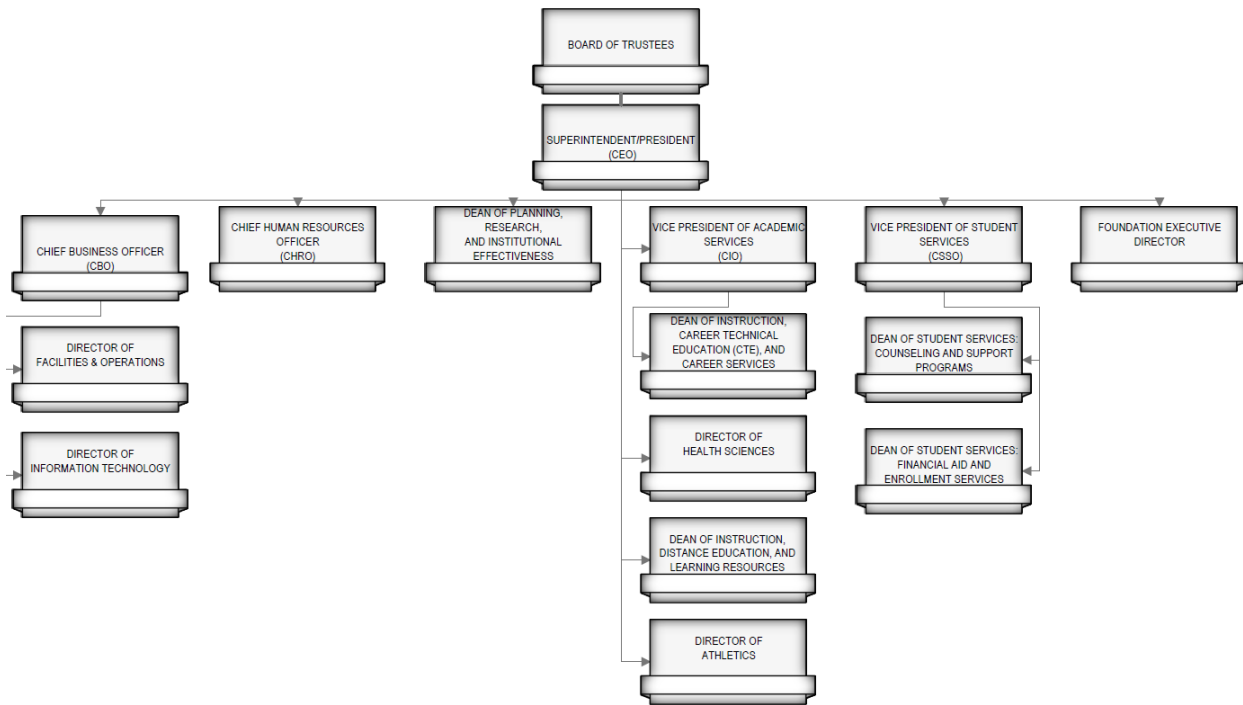
Other Federal Regulations and Related Commission Policies

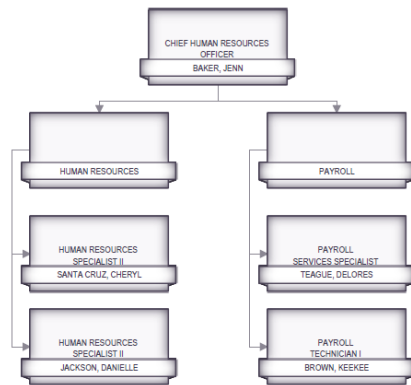
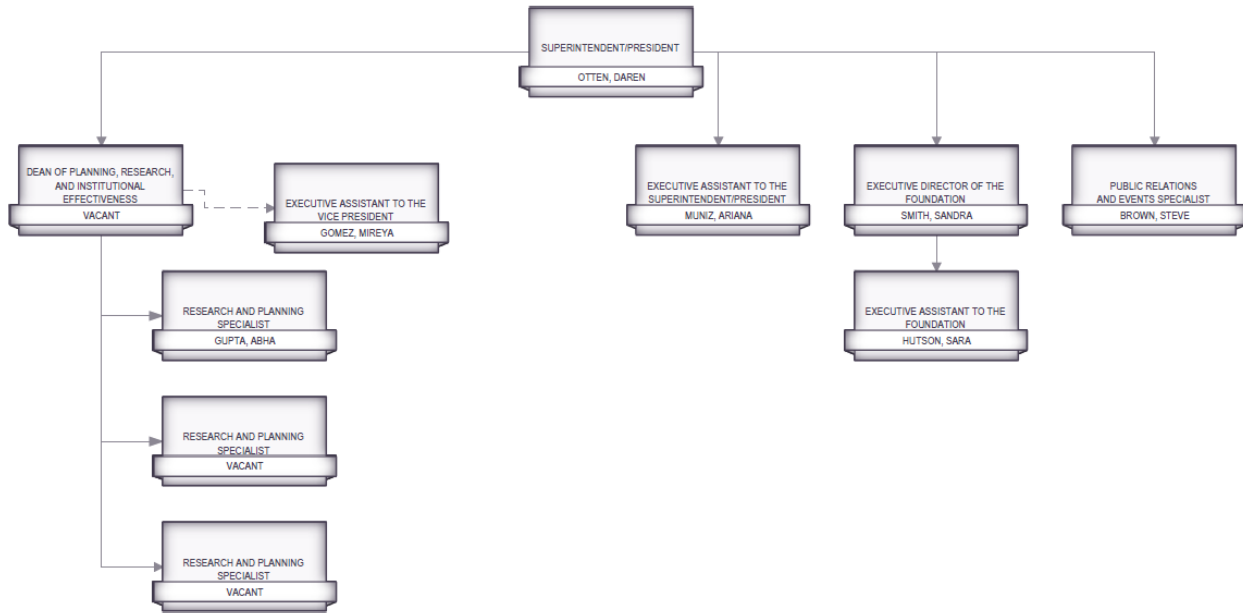
Checklist Item	Documentation:
<p>i. Documentation of the institution’s appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up</p> <p>See Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions, Section D</p>	<ul style="list-style-type: none"> • ISER input solicitation
<p>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</p> <p>See Policy on Representation of Accredited Status</p>	<ul style="list-style-type: none"> • Accreditation webpage, one click from college homepage

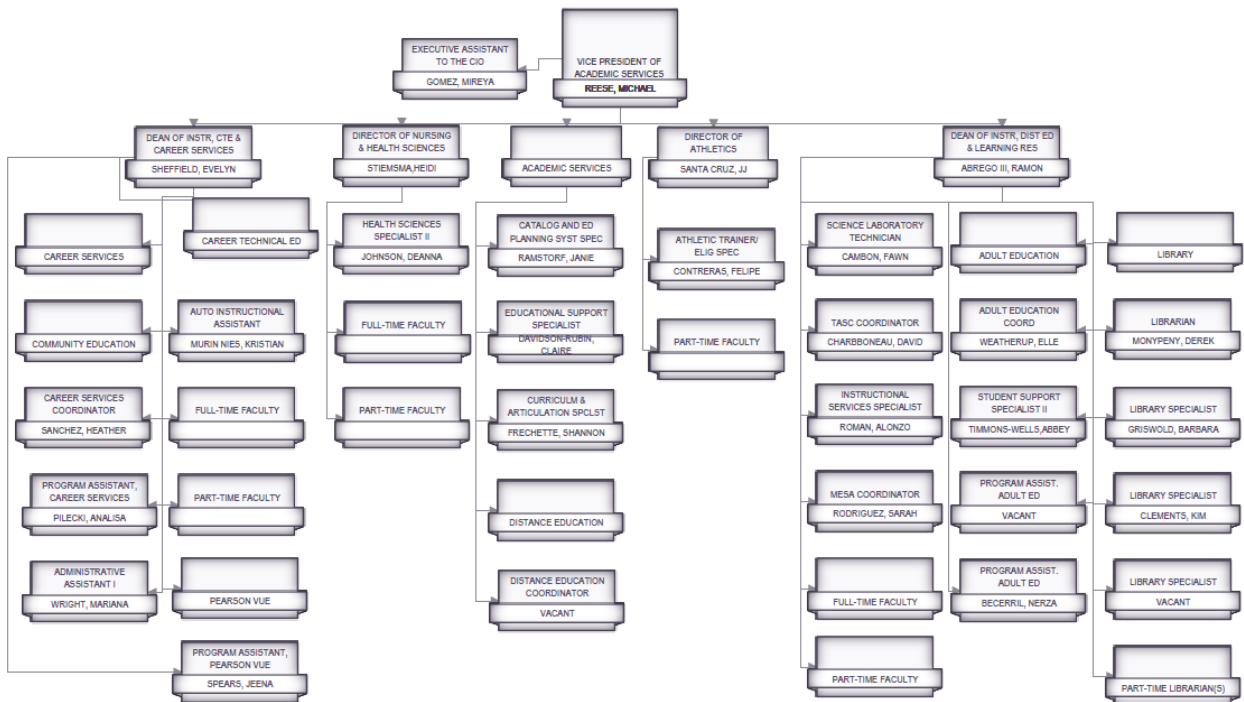
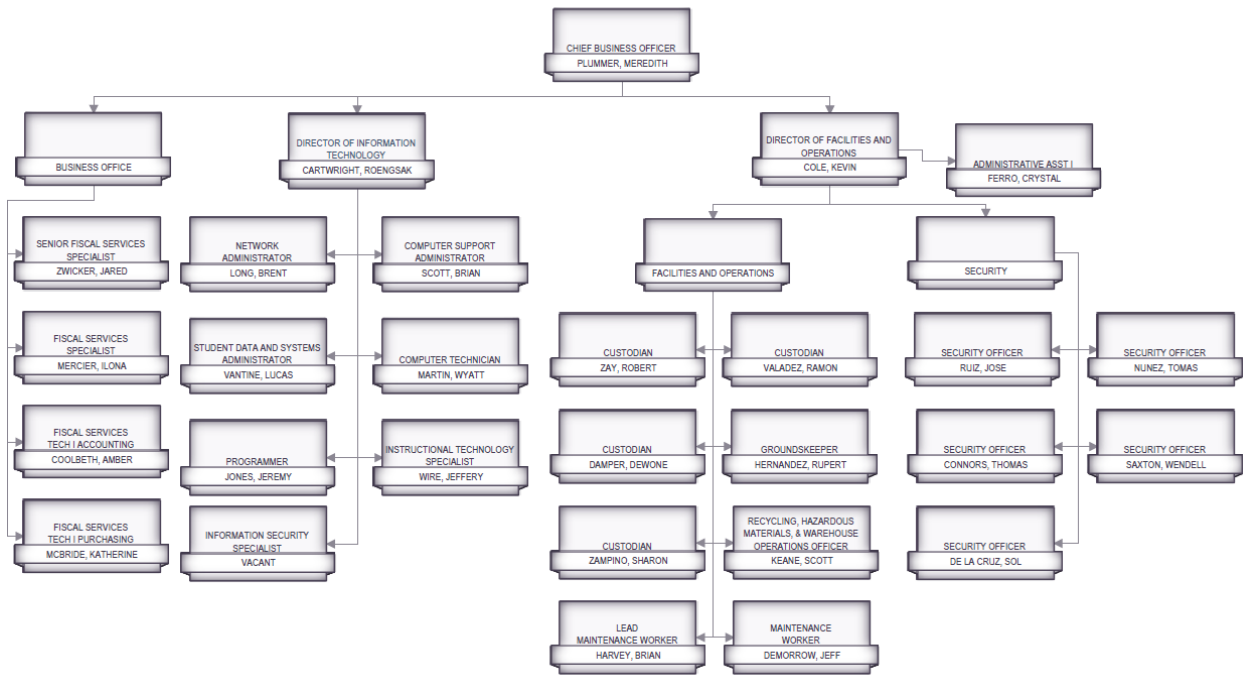
D. Appendix 1: Verification of Catalog Requirements (ER 20)

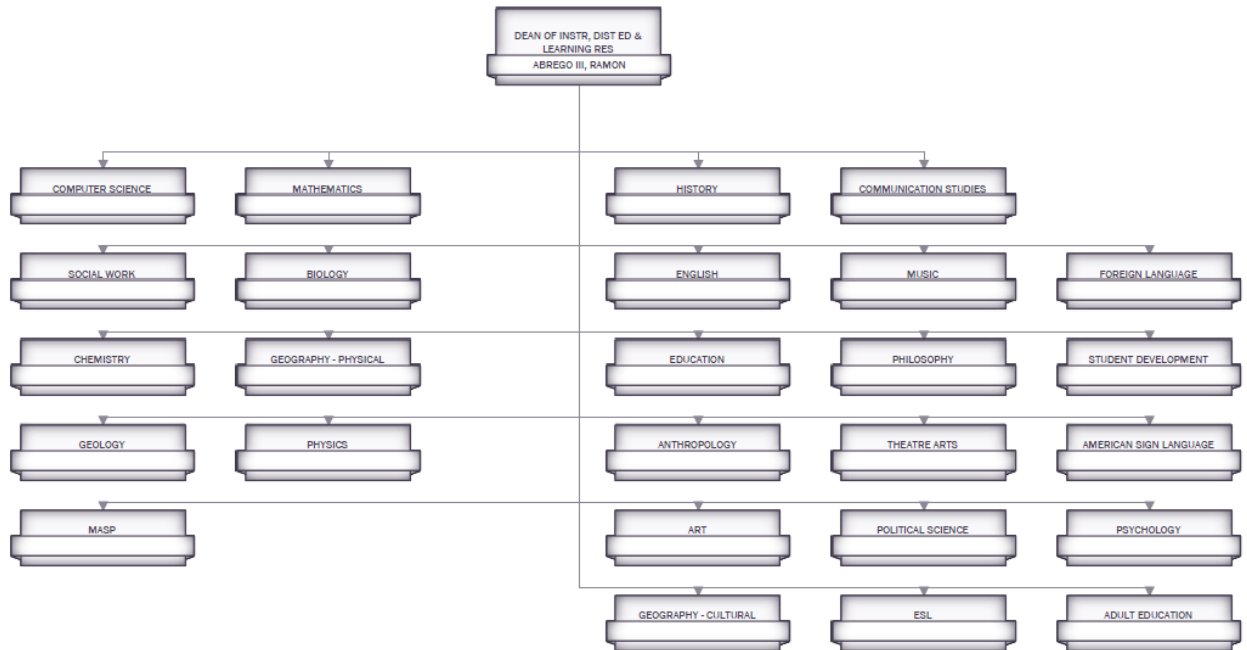
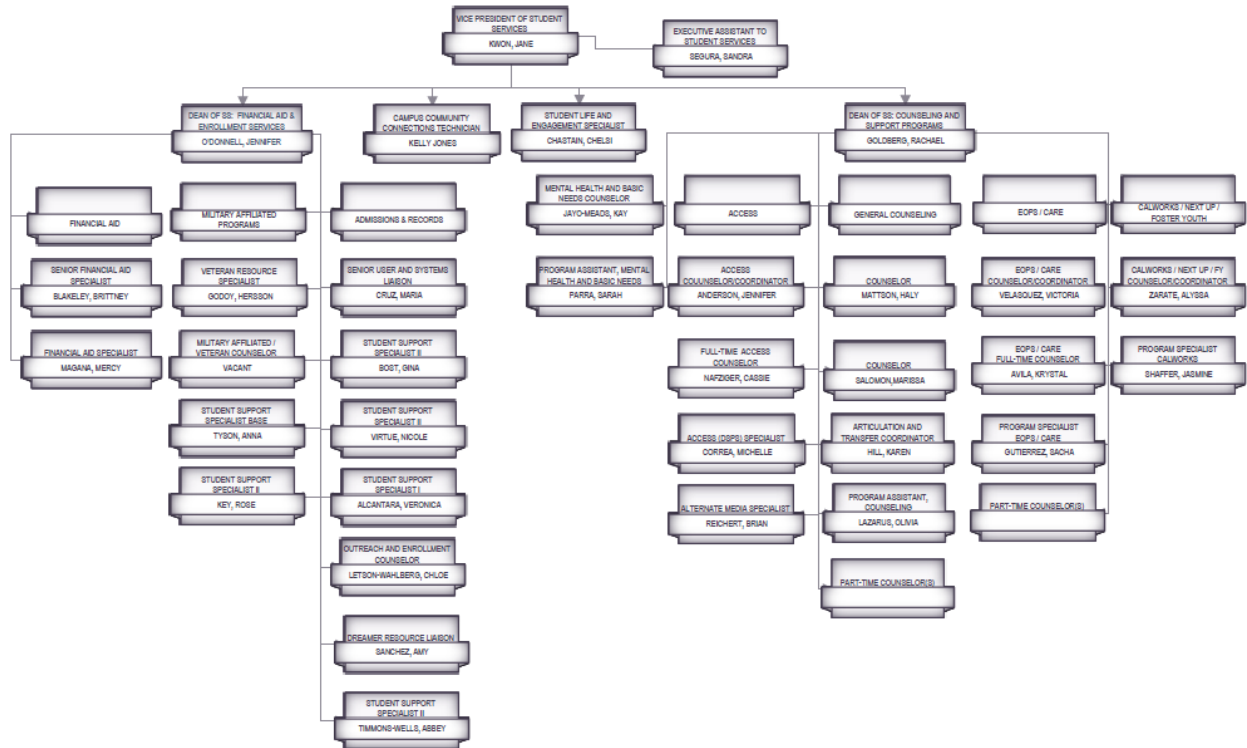
REQUIRED ELEMENT	CATALOG LOCATION
General Information	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	Page 1
Educational Mission	Page 4
Representation of accredited status with ACCJC, and with programmatic accreditors, if any	Page 1
Course, Program, and Degree Offerings	Pages 51 - 171
Student Learning Outcomes of Programs and Degrees	Pages 66 - 119
Academic Calendar and Program Length	Page 6 and Pages 66 - 119
Academic Freedom Statement	Page 24
Available Student Financial Aid	Pages 20 - 22
Available Learning Resources	Page 10
Names and Degrees of Administrators and Faculty	Pages 4, 172 - 173
Names of Governing Board Members	Page 4
Requirements	
Admissions	Pages 14 - 15
Student Tuition, Fees, and Other Financial Obligations	Pages 15 - 16
Degrees, Certificates, Graduation and Transfer	Pages 8, 22, 49 - 50
Major Policies and Procedures Affecting Students	
Academic Regulations, including Academic Honesty	Pages 24 - 48
Nondiscrimination	Page 12
Acceptance and Transfer of Credits	Pages 36 - 48
Transcripts	Pages 14, 16, 26 - 27
Grievance and Complaint Procedures	Pages 13, 26-28, 33-34
Sexual Harassment	Pages 12 - 13
Refund of Fees	Page 16
Locations or Publications Where Other Policies May be Found	
Board Policies	https://go.boarddocs.com/ca/cmccd/Board.nsf/Public

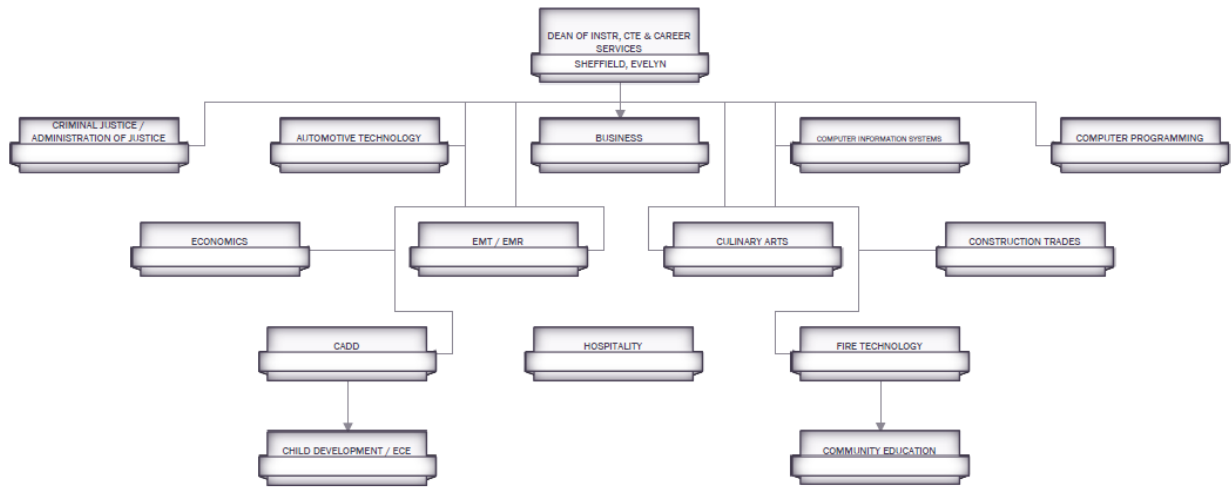
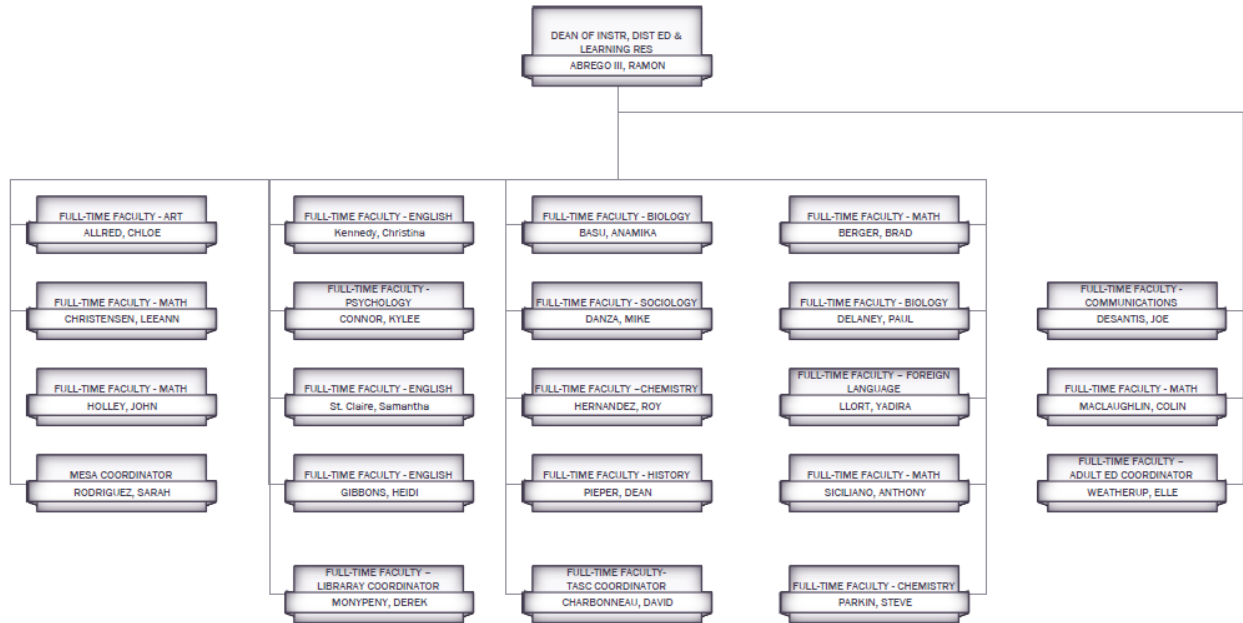
E. Appendix 2: Organizational Structure

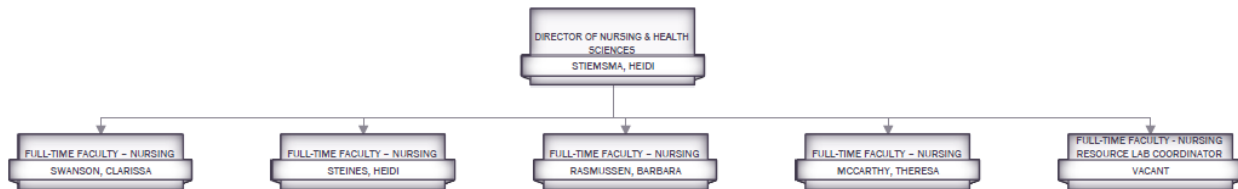
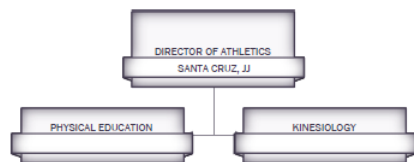
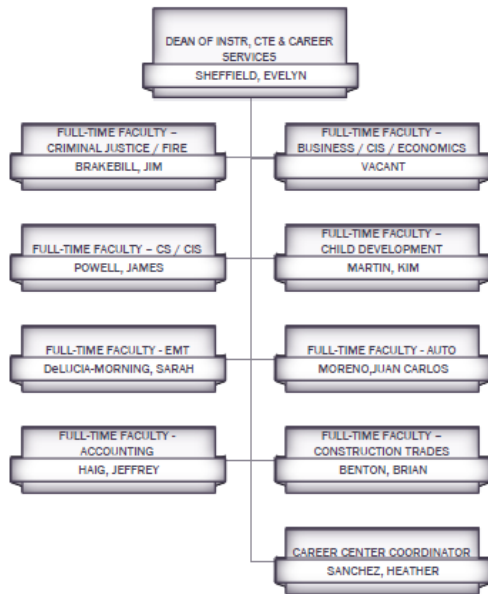












F. Appendix 3: Approved Locations

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

Copper Mountain College (Main Campus)

6162 Rotary Way
Joshua Tree, CA 92252

Culinary Arts Program (CULN)

Freedom Plaza
73551 Twentynine Palms Hwy
Twentynine Palms, CA 92277