

Peer Review Team Report

Copper Mountain College
6162 Rotary Way
Joshua Tree, California 92252

This report represents the findings of the Peer Review Team that conducted Team ISER Review on October 16, 2025, and a Focused Site Visit to Copper Mountain College from February 23, 2026 to February 24, 2026. The Commission acted on the accredited status of the institution during its June 2026 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Dr. Mike Muñoz
Team Chair

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Copper Mountain College

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Purpose of Focused Site Visit and Summary Analysis

INSTITUTION: Copper Mountain College

DATES OF VISIT: February 23-24, 2026

TEAM CHAIR: Dr. Mike Muñoz

Purpose of the Focused Site Visit

This Peer Review Team Report is based on the findings of the peer review team which conducted its evaluation and analysis over a two-semester comprehensive peer review process. In October 2025, the team conducted Team ISER Review (formative component) to identify where the Institution meets Standards and to identify Core Inquiries which specify areas of attention for the Focused Site Visit (summative component). The team chair and vice chair held a pre-Focused Site Visit meeting with the institution CEO on January 20, 2026 to discuss updates since the Team ISER Review and to plan for the Focused Site Visit.

The peer review team conducted a Focused Site Visit to Copper Mountain on February 23-24, 2026 for the purpose of completing its Peer Review Team Report and determination of whether the Institution continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations. During the Focused Site Visit, team members met with approximately 70 faculty, administrators, classified staff and students in formal meetings, group interviews and individual interviews. Team members met three trustees, including CMC's student trustee. The team held an open forum which was well attended and provided the Institution's community and others to share their thoughts with members of the peer review team. The team evaluated how well the Institution is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement. The team thanks the Institution staff for hosting the Focused Site Visit, coordinating meetings, providing additional documentation, and ensuring a smooth and collegial process.

Summary Analysis

Copper Mountain College (CMC), located in Joshua Tree, within California's Morongo Basin, was founded in 1966 through a grassroots community effort. Beginning with 60 students as a satellite campus of College of the Desert, it became an independent community college district in 1999 following overwhelming voter approval. Now celebrating 25 years of independence, CMC achieved full accreditation in 2001 and is governed by a locally elected Board of Trustees.

CMC serves approximately 3,600 students annually and offers associate degrees and certificates in 26 academic and career technical fields, along with adult education programs including ESL, GED preparation, and high school completion. Its diverse student population includes recent high school graduates, dual-enrolled students, working adults, first-generation students, and military-affiliated students. Hispanic/Latino students comprise 41% of

enrollment, and more than 30% of students have military affiliation, supported through the Veteran Resource Center and Career & Transfer Center.

As the region's primary higher education and workforce development institution, CMC addresses local economic challenges by aligning programs with labor market needs in healthcare, business, education, technology, and skilled trades. The college demonstrates a strong commitment to equity and inclusion through culturally responsive programming and student-centered services. Recent advancements include significant growth in distance education (now over half of total enrollments), expanded student support services such as mental health counseling and a Basic Needs Center, the launch of a MESA program, continued expansion of Career Technical Education programs, and a strong dual enrollment partnership with local high schools. Despite regional economic pressures and declining high school enrollment, CMC remains committed to expanding access and serving as a key educational and economic anchor for the Morongo Basin.

During the Peer Review Team site visit, evaluators validated evidence in CMC's ISER and examined Core Inquiries in Standards I and II. The college has strengthened its data infrastructure through added staffing capacity, implementation of Modern Campus Involve connecting engagement and success data, improved validation and reporting processes, automated dashboard systems, and expanded data literacy efforts. A shift from traditional Program Review to a two-year Pathway Review model has broadened participation and embedded continuous improvement focused on student success. Collaboration has also been enhanced through the Vacation Academic Senate Camp (VASC), now embedded in Senate bylaws, and the annual Institutional Learning Outcomes (ILO) Conference, both of which promote results-oriented dialogue and shared governance across the institution. Notably, the team was impressed by the visible culture of care that was displayed for students and the community. There was a clear sense of collegiality among faculty, classified professionals, and administrators, along with a shared commitment to CMC's mission: *"a passion for the success of every individual student."*

Major Findings

Commendations

Commendation 1: The team commends the Institution for the implementation of the Vacation Academic Senate Camp (VASC)—an innovative professional development and shared decision-making model that promotes shared ownership of student achievement and reinforces the College’s culture of continuous improvement. (Standard 1.3)

Recommendations for Compliance:

None

Recommendations to Improve Institutional Effectiveness:

None

Required Documentation:

The Institution submitted the required documentation per the Accreditation Standards.

Standard 1

Mission and Institutional Effectiveness

General Observations:

Copper Mountain College demonstrates a clear alignment between its mission and institutional practices. The college's planning, assessment, and decision-making processes reflect a sustained culture of continuous improvement and collaboration. Regular data review, participatory governance, and transparent communication ensure that institutional priorities remain centered on equitable student learning and achievement.

Evidence shows that CMC systematically evaluates its effectiveness through annual program review, integrated planning, and data-informed resource allocation. The college's broad engagement of stakeholders—students, employees, and community members—strengthens accountability and fosters shared ownership of institutional goals. Continued refinement of data use and assessment processes will further enhance the college's ability to evaluate progress and support innovation in pursuit of its mission.

Findings and Evidence:

Copper Mountain College's mission clearly describes its educational purposes, intended student population, and commitment to student learning and achievement. The mission reflects the college's identity as a small, rural institution that values equitable access, community engagement, and academic excellence. It emphasizes preparation for transfer, career readiness, and lifelong learning. The mission statement is prominently displayed on the college website, in the catalog, and across planning documents, demonstrating consistent alignment between institutional priorities and mission. Evidence shows that the mission guides the development of major plans and initiatives across the college. (1.1, ER 6)

The college systematically uses data to drive institutional effectiveness, planning, and equity-focused decision-making. Evidence from annual program reviews demonstrates that instructional, student services, and administrative units evaluate outcomes and use disaggregated data—by race, age, and gender—to identify equity gaps. Recent enrollment data showing an increase in Hispanic/Latino students has led to exploration of becoming a Hispanic/Latino-serving institution. This data-driven approach ensures that planning aligns with the college's mission and commitment to equitable student achievement. (1.2)

The College regularly reviews its mission statement through participatory governance processes to ensure it remains accurate and relevant. Evidence from College Council and Board of Trustees meeting minutes confirms that students, faculty, staff, and community stakeholders contribute to mission review discussions. The review process aligns with the institution's planning cycle and the development of major institutional plans, such as the Education Master Plan and Student Equity Plan. Future plans include a Strategic Enrollment Management aligned

to and connected with all the other institutional plans. This cyclical review process ensures that the mission continues to reflect institutional priorities and community needs. (1.3, R 3, ER 11)

The institution has established and published standards for student achievement in accordance with Commission policy. These data demonstrate the effects of the Covid-19 pandemic, particularly in the number of transfers and licensure pass rates in AY2021-2022, and unduplicated headcount and number of certificates awarded in AY2022-2023. However, the indicators show growth in AY2023-2024 and are moving towards or beyond pre-Covid counts. CMC's transfer rate of 53 percent is notable compared to ACCJC member institution average of 27 percent; although the CMC transfer rate has decreased slightly since AY2021-2022. With the recent addition of institutional research employees, the College reviews and discusses qualitative and quantitative data, particularly meaningfully-disaggregated data in their review process. The newly launched real-time internal data dashboards are enhancing the college's understanding of their students' experiences and knowing where improvements are needed. (1.3, R 3, ER 11)

The Team commends CMC for exceeding the standard by holding itself accountable to achieving its mission and goals through the regular review of relevant, meaningfully disaggregated data to assess progress and inform ongoing improvement and innovation. The implementation of the Vacation Academic Senate Camp (VASC)—an innovative professional development and shared decision-making model—promotes shared ownership of student achievement and reinforces the College's culture of continuous improvement. Evidence of this impact includes leveraging VASC to transition from Program Review to a Pathways Review process and the formal embedding of VASC into the Academic Senate Bylaws, ensuring its sustainability and institutional commitment. (1.3)

Copper Mountain College demonstrates a strong commitment to ongoing planning through program review (a.k.a. pathway review) that is connected directly to resource allocation. Evidence from the Resource Prioritization and Allocation Process illustrates integrated processes for the mission to direct continuous quality improvement. The college communicates progress transparently through Board of Trustees meetings, the annual Institutional Effectiveness Report, and "lunch and learn" sessions that invite broad input from employees and students. This practice exemplifies a culture of shared accountability and ongoing institutional learning. (1.4, ER 19)

The college's mission serves as the foundation for planning, resource allocation, and decision-making. Evidence from the integrated planning model, budget development documents, and annual program (pathway) reviews demonstrates clear alignment between resource prioritization and mission goals. Each planning document, including the Education Master Plan and Student Equity Plan, explicitly references the mission and uses it to guide measurable objectives. The college has well-developed and aligned processes. (1.5, ER 19)

Conclusions:

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

Standard 2

Student Success

General Observations:

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

Findings and Evidence:

Copper Mountain College offers degrees and certificates in both general education and career education that enable students to transfer to a four-year institution or seek employment, as well as noncredit adult education programs. The programs offered by the College are organized into seven pathways. Program maps on the CMC website detail recommended general education courses and certificate or degree requirements. The College ensures that all programs at all locations and in all modalities are consistent with the mission, and that program and curriculum standards reflect appropriate breadth, depth, and rigor across all delivery modes. Programs map learning outcomes to ensure alignment with the College's mission: SLOs to PLOs, PLOs to ILOs. The curriculum design and review process ensures that programs uphold higher education standards. Programs and curriculum are reviewed by the college's Curriculum Committee, and faculty develop course outlines of record (COR), which are then reviewed by the Curriculum Technical Review Advisory Committee (CTRAC). Existing curricula are also regularly reviewed. The Academic Senate and Board of Trustees then review programs and curriculum and suggest any revisions before approval. (2.1, ER 3, ER 9, ER 12)

The College employs a faculty-driven process to design and deliver its academic programs, all of which reflect relevant discipline and industry standards. The College prioritizes equitable learning outcomes and attainment of educational goals with the program review process and the Student Equity Plan. The College has implemented a participatory governance committee to oversee implementation of the Student Equity plan, as well as equity-focused Guided Pathways across all seven of its program pathways. The review of curriculum is a robust process that begins with faculty at the department level, makes its way through the Curriculum Committee and the Academic Senate, and has its final approval at the Board of Trustees. The College's Program (Pathways) Review process includes faculty review of disaggregated student success data including completion, retention, and achievement rates, which informs curricular updates. Career Education (CE) programs are reviewed every two years and are tracked to ensure adherence to industry standards. CTE Program Advisory Committees include faculty, administrators, and local industry partners. (2.2, ER3, ER 9, ER 11, ER 14)

The College follows its General Education (GE) framework, which aligns with its general education philosophy, which ensures that its GE patterns include at their center skills in critical thinking and clear communication, use of mathematics, awareness of other cultures and ethical

issues, and a capacity for self-understanding. Each GE pattern requires diverse coursework. All the College's GE tracks provide a well-rounded educational foundation. GE courses intended for UC and CSU systems are identified by the Curriculum Technical Review Committee, reviewed by the Articulation Officer for submission and approval by those institutions. (2.3, ER 12)

The College provides clear, accurate, accessible information about its programs, services, and resources that foster student success as they complete their educational journeys. The College's website, online College Catalog, and Canvas platform are the primary resources for accessing this information. Students can create their educational plans using information about the College's programs that is available in the College Catalog and on departmental websites. Students can use the CMC Resource Guide, available both in print and online, to access information about available resources, including support services such as tutoring and the ACCESS program serving students with disabilities. Messages about registration, financial aid, and campus activities are also posted on campus electronic kiosks, display cases, and online on social media platforms. The College follows its Marketing Master Plan and regularly reviews communication effectiveness. (2.4, ER 20)

Copper Mountain College schedules courses so that students can complete certificates and degrees within the expectations of higher education. The scheduling process begins with academic deans and department chairs' review of prior term schedules and CMC's two-year course cycle and moves through faculty feedback to the Educational Support Specialist for inclusion in the master schedule. The College considers student needs and desires in scheduling courses in the face-to-face, hybrid, and online modalities and practices continuous improvement on its scheduling using student surveys. Scheduled courses are monitored carefully to ensure they meet demand, and students are encouraged to explore equivalent courses offered through the California Virtual Exchange if their desired courses are not available at CMC. (2.5, ER 9)

The College provides various delivery modes to meet the curricular needs of students and promote equitable learning and achievement. The College offers face-to-face courses at multiple locations as well as a variety of distance education (DE) options. Regular program reviews ensure that course methodology aligns with course objectives and promotes learning. The College follows its policy for Minimum Faculty Readiness for Online and/or Hybrid Instruction. Regular instructor evaluations, which include student feedback, ensure instruction for both in-person and distance education classes, and maintain high standards for teaching and delivery. Those developing new courses are encouraged to use a Basic Online Course Template and an Online Course Design Rubric, and the College continues to expand the number of courses reviewed through the Peer Online Course Review process. CMC participates in the California Virtual Campus Exchange, supporting high-quality online education. The College uses five modality options for courses:

1. Face-to-face (on campus, at regularly scheduled meeting times)
2. Online: Synchronous (regularly scheduled online live video meetings)
3. Online: Asynchronous (online only, no regularly scheduled meetings)
4. Online: Occasional Meeting (distance education with occasional online live video meetings)

5. Hybrid (campus part-time; online asynchronous part-time)

The variety of modalities offered for students is equity focused and meets the curricular needs of students. The team reviewed fifteen random samples of fully asynchronous online classes. The review showed that the sample of courses provided either met or exceeded regular and substantive interaction (RSI) requirements. The team recognizes that the College has policies and procedures in place that support all online classes in meeting RSI requirements, including a robust evaluation process for DE courses. Instructors are required to meet specific readiness criteria and adhere to guidelines for RSI. (2.6)

Copper Mountain College (CMC) has a comprehensive system of support services to help students succeed. The college uses the CRM Advise platform to help faculty and staff identify and refer students who are struggling to recommend appropriate services. A wide range of student services is offered, from academic counseling and educational planning to robust tutoring and library services. New students meet with a counselor and map out their first two semesters. Students can find workshops on a variety of topics, such as research and citing sources, hosted at a variety of times. Librarians work with individual instructors to provide targeted library instruction. Additionally, CMC provides targeted support through special programs like the Mathematics, Engineering, Science Achievement (MESA) program, which offers career guidance and resources to specific student populations. The college uses Accudemia to ensure the effectiveness of its Tutoring and Academic Support Center programs. (2.7, ER15, ER 17)

Copper Mountain College (CMC) is dedicated to fostering a strong sense of community and belonging by offering students numerous opportunities for engagement. Cultural events, civic engagement, and identity-based events are provided by the Student Life and Engagement program, while networking activities, internships, and career development are facilitated by the Counseling, Career, and Technical Education programs and the Career Services Center. Athletic programs encourage students to connect with their peers and engage in the life of the college. The student government organization, Associated Students of CMC (ASCMC), plays a key role in institutional decisions by having representatives on all major governance committees. The college measures the effectiveness of its engagement efforts with student surveys and Accudemia software. (2.8, ER15)

Copper Mountain College (CMC) is dedicated to continuous improvement. The Vacation Academic Senate Camp (VASC) through a collaborative process between faculty and administration, recently revised the program review process and recommended significant changes to the process and culture supporting assessment. The College has used a systematic review and assessment process for all of its programs. The College conducts annual program reviews and is moving to a two-year process focused on pathways that analyzes disaggregated data from its CMC Data Warehouse to assess student learning outcomes, program learning outcomes, and other key data to evaluate performance and identify equity gaps. SLO and PLO assessments are conducted at six-year and three-year cycles, respectively. This process encourages all departments to set goals aligned with the institutional objectives set out in the accreditation standards, Guided Pathways objectives, and the Educational Master Plan. The

program review (Pathways) process also includes resource prioritization. To further strengthen this commitment to student success, CMC has created a new, collaborative model for its pathway reviews that unites academic, learning support, and student services. This is an ongoing process that has invigorated college discussions about data drive goals and student success (2.9, ER 11, ER 14)

Conclusions:

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

Standard 3

Infrastructure and Resources

General Observations:

Copper Mountain College (CMC) has a comprehensive and mission-driven approach to personnel management, professional development, fiscal stewardship, and institutional operations. The college employs qualified and diverse personnel through equitable hiring practices, supports continuous employee growth through professional learning opportunities, and ensures accountability through systematic evaluations. CMC demonstrates sound fiscal management and transparency by aligning budgeting processes with institutional goals and maintaining financial health, including fully funding long-term obligations. Maintained facilities, updated technology infrastructure, and proactive risk management further illustrate CMC's commitment to providing a safe, efficient, and student-centered environment. Collectively, these practices reflect CMC's dedication to institutional effectiveness, equity, and sustainable mission fulfillment.

Findings and Evidence:

CMC employs qualified faculty, staff, administrators, and classified professionals who meet the educational and experiential requirements necessary to support its mission and student success. Employment qualifications and hiring procedures are guided by Board Policies 7211 and 7120 and corresponding administrative procedures that ensure consistency, transparency, and compliance with state standards. CMC's Equal Employment Opportunity (EEO) Plan, in place since 2017, and mandatory EEO training for hiring committees reinforce equitable and inclusive employment practices. Recruitment efforts intentionally reach diverse applicant pools through broad advertising, and the NEOGOV system ensures candidates meet required qualifications. Clearly defined and regularly reviewed job descriptions align roles with institutional goals and student needs. Together, these policies and practices demonstrate that CMC maintains qualified personnel and regularly assesses its employment processes to promote equity, diversity, and mission fulfillment. (3.1, ER 8, ER 14)

CMC demonstrates alignment with Standard 3.2 by providing comprehensive, mission-driven professional learning opportunities that support employee growth and equitable student success. The college offers ongoing training through All Staff Day and Flex Days each semester, featuring sessions on pedagogy, technology, and equity-focused practices designed to enhance teaching and learning for all students. CMC regularly evaluates these activities through post-event surveys and feedback from the Professional Development Committee, ensuring continuous improvement and responsiveness to employee and institutional needs. Additional support, such as the Employee Development Fund, tuition reimbursement, and sabbatical opportunities, further promotes professional growth aligned with institutional goals. By integrating regular assessment and diverse learning opportunities—including equity-centered presentations and emerging topics like artificial intelligence—CMC ensures its professional development programs effectively strengthen institutional capacity and advance equitable outcomes for students. (3.2)

By implementing a systematic and transparent employee evaluation process that ensures job performance supports the institution's mission and goals, CMC aligns to Standard 3.3. All employee groups—classified professionals, faculty, and administrators—are evaluated on a regular cycle using clearly defined criteria that reflect professional responsibilities and CMC's commitment to equity and institutional effectiveness. Evaluations are guided by collective bargaining agreements to ensure fairness and accountability, with tracking systems in place to monitor completion and transparency. The results of these evaluations inform professional development and support mechanisms, fostering continuous improvement and employee growth in alignment with the college's mission and strategic priorities. (3.3)

CMC provides effective fiscal management that sustains its mission and promotes equitable student success. Guided by clear board policies, administrative procedures, and annual financial audits, CMC ensures fiscal integrity and stability. Through its Resource Prioritization and Allocation Process, CMC systematically evaluates and ranks funding requests to align resources with institutional goals and student needs. This process has supported key initiatives such as establishing a permanent Adult Education facility in Yucca Valley, developing the Career Services Center, modernizing classroom furniture, and expanding technology infrastructure to support remote learning. (3.4, ER 18)

CMC aligns its financial planning with its mission and institutional goals through clear board policies and participatory governance processes. Board Policy 6200 ensures that budgeting practices are explicitly tied to the Educational Master Plan and institutional priorities. Financial information is regularly shared with stakeholders through the Budget Advisory Committee (BAC), Board of Trustees meetings, All Staff Day presentations, and ongoing communications from Business Services, promoting transparency and informed decision-making. The BAC—comprising students, faculty, classified professionals, and administrators—actively participates in reviewing and providing feedback on the Tentative and Adopted Budgets. The annual program review process allows stakeholders to submit and prioritize resource requests based on mission-driven outcomes. This structured and inclusive approach ensures that fiscal decisions support the college's mission, uphold accountability, and sustain equitable student success. (3.5)

CMC ensures the responsible use of its financial resources through comprehensive fiscal policies, internal controls within the COMPASSedu financial management system, and oversight by the Board of Trustees. The college's fiscal outcomes are regularly evaluated through independent external audits, which have produced unqualified opinions with no findings for the past five years, demonstrating effective financial management and accountability. (3.6)

The college has fully funded its Other Post-Employment Benefits (OPEB) liability through the establishment of a PARS trust, ensuring long-term financial health. Reinvestment of unrestricted funds into capital projects and the maintenance of the Bell Fund Trust provide further financial flexibility and resilience. CMC demonstrates financial solvency through continual monitoring of budgets, cash flow analyses, and adherence to Board Policies 6200 and 6250, which ensure adequate reserves and responsible fiscal planning aligned with institutional

goals. With no outstanding loans or reliance on temporary financing, CMC effectively balances short-term operational demands with long-term fiscal priorities to ensure continued institutional stability. (3.7, ER 18)

Guided by its Facilities Master Plan (FMP), CMC engages campus committees and departments to identify and prioritize facility improvements. The college ensures ongoing maintenance and safety through the MOTO service request system, regular inspections, and contracted services such as HVAC, fire suppression, and pest control. Renovation projects, like the relocation of the Tutoring and Academic Services Center and the fire training structure, illustrate responsive planning based on program needs. Safety and compliance are reinforced through the Injury, Illness, and Prevention Program, quarterly hazard assessments, and the fully implemented Alertus emergency notification system. Collectively, these practices ensure that CMC's facilities are well maintained, secure, and conducive to student learning and success across all campus locations. (3.8)

The college has upgraded its network infrastructure, expanded Wi-Fi access, modernized its ERP and email systems, and redesigned its website to enhance accessibility and operational efficiency. Implementation is guided by its 2022–2027 Technology Master Plan. Clear policies, such as Board Policy 3720 and forthcoming technology use procedures, establish expectations for the safe and appropriate use of technology among students and employees. CMC prioritizes network and data security through measures including Forcepoint One Endpoint, Elastic monitoring, antivirus protection, multi-factor authentication, and separate networks for students and staff. Regular training reinforces compliance and cybersecurity awareness, while the hiring of an Information Security Specialist further strengthens the institution's commitment to maintaining a reliable, and mission-aligned technological environment. (3.9)

CMC conducts comprehensive risk management strategies and has established policies that ensure financial stability, safety, and operational continuity. The college maintains required fiscal reserves, collaborates with a Joint Powers Authority for insurance and risk oversight, and implements extensive emergency preparedness measures—including safety drills, an Emergency Operations Plan, redundant data systems, and the Alertus notification system—to effectively respond to financial, environmental, and technological emergencies. (3.10)

Conclusions:

The Institution meet Standards 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10.

Standard 4

Governance and Decision-Making

General Observations:

The team found evidence that Copper Mountain College (CMC) provides an environment for academic freedom where diverse perspectives are honored. The college operates under a shared governance model, where all constituent groups—including students, faculty, and staff—have a voice in decision-making through committees like the College Council and an active student government, the Associated Students of CMC (ASCMC). The Board of Trustees plays a central role in this structure by annually evaluating the college's mission and goals, evaluating the College President, and monitoring college finances. The board regularly undergoes self-evaluation to uphold a model of continuous improvement, ensuring that the college remains accountable and aligned with its core mission.

Findings and Evidence:

Based on the evidence, CMC provides an environment for academic freedom where diverse perspectives are honored. Board Policies and the college catalog outline these principles. Procedures for dealing with academic dishonesty, including plagiarism, are outlined in board policies, the catalog, the faculty handbook, and the student planner. A statement on academic integrity is required on every syllabus. (4.1, ER 13)

Based on the evidence, roles, as defined by the Board of Trustees, are clearly communicated in board policies and administrative procedures. CMC practices shared governance, ensuring that all constituents have a voice, including students, faculty, staff, classified staff, administrators, and community members. Board meetings are open to all, and the Board collaborates with the Academic Senate on academic matters. The College Council, comprised of representatives of each college constituency, offers all stakeholders at CMC the opportunity to participate in decision-making. (4.2)

The Participatory Governance Handbook at CMC provides a shared understanding of decision-making practices. Based on the evidence the College Council hears from constituents' college-wide and makes recommendations to the superintendent/president. The College recently revised its Participatory Governance Handbook, which now includes self-evaluations for committees, as a result of an Institutional Effectiveness Partnership Initiative. CMC recently created a Land Acknowledgment whereby its decision-making process was exemplified. (4.3)

Based on the evidence, the Board annually evaluates the college's mission, develops Board goals and goals for the superintendent/president, conducts an annual evaluation of the superintendent/president, and provides a mid-term report on progress toward goals. The Board stays abreast of institutional finances through monthly fiscal reports and independent audits. The Board approves the Education Master Plan every five years. Trustee responsibilities are outlined in Board Policy 2200, Board Duties and Responsibilities. The board selects the CEO and

keeps apprised of operations and the fulfillment of the mission through monthly reports. (4.4, ER 7)

Through established board policy, the Board is responsible for selecting CMC's CEO. Board policy delegates to the superintendent/president the authority and responsibility for CMC's operations and fulfillment of its institutional mission. The superintendent/president reports to the Board on CMC activities and fulfillment of responsibilities at monthly Board of Trustees meetings. (4.5)

The Board of Trustees for CMC is governed by policies defining their role in college governance and ethical conduct. The Board reviews the college mission annually and conducts a self-evaluation process annually to align with the model of continuous improvement. The Board adheres to conflict-of-interest policies, the Code of Ethics and Standards of Conduct BP 2715, and follows the practices laid out in the Community College League of California Trustees Handbook. The trustees are trained by the Superintendent/President and may also learn about Board governance through the Excellence in Trusteeship Program. (4.6, ER 7)

Conclusions:

The College meets the Standards 4.1, 4.2, 4.3, 4.4, 4.5, 4.6.

Verification of Required Documentation

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

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

Standard 1: Mission and Institutional Effectiveness

Required Item	Conclusions
i. Documentation of institution’s authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
iii. Documentation of the governing board’s approval of the institutional mission (ER 6)	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
iv. Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:

<p>v. Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for course success, degree and certificate attainment, transfer, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)</p>	<p><input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:</p>
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Standard 2: Student Success

Required Item	Conclusions
<p>i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including:</p> <ul style="list-style-type: none"> • Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees • Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities • Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable (ER 10) <p>(See Commission Policy on Credit Hour, Clock Hour, and Academic Year)</p>	<p><input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:</p>
<p>ii. Documentation that the institution's transfer of credit policies include the following:</p> <ul style="list-style-type: none"> • Any established criteria the institution uses regarding the transfer of credit earned at another institution • Any types of institutions or sources from which the institution will not accept credits • A list of institutions with which the institution has established an articulation agreement • Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning <p>See Policy on Transfer of Credit</p>	<p><input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:</p>
<p>iii. Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the Policy on Institutional Advertising and Student Recruitment (ER 16)</p>	<p><input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:</p>

Required Item	Conclusions
iv. Documentation of clear policies and procedures for handling student complaints, including: <ul style="list-style-type: none"> • Evidence that these policies/procedures are accessible to students in the catalog and online; • Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs 	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating: <ul style="list-style-type: none"> • Accurate and consistent implementation of complaint policies and procedures • No issues indicative of noncompliance with Standards 	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
vii. Documentation of the institution’s policies and/or practices for the release of student records	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
viii. Documentation that the institution’s policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
ix. Official college catalog contains required elements (ER 20)	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:

FOR TITLE IV PARTICIPANTS:

x. Documentation of institution's implementation of the required components of the Title IV Program, including:

- Findings from any audits and program/other review activities by the U.S. Department of Education (ED)
- Evidence of timely corrective action taken in response to any Title IV audits or program reviews

See [Policy on Institutional Compliance with Title IV](#)

- Verified
- Verified, with Recommendation(s) for improvement
- Not met
- Recommendation(s) for improvement:**

FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:

xi. Documentation of institution's:

- Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit
- Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable)
- Policies regarding protection of student privacy

See [Policy on Distance Education and on Correspondence Education](#)

- Verified
- Verified, with Recommendation(s) for improvement
- Not met
- Recommendation(s) for improvement:**
- Not Applicable

REQUIRED ONLY IF APPLICABLE

xii. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum

- Verified
- Verified, with Recommendation(s) for improvement
- Not met
- Recommendation(s) for improvement:**
- Not Applicable

xiii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit

- Verified
- Verified, with Recommendation(s) for improvement
- Not met
- Recommendation(s) for improvement:**
- Not Applicable

xiv. Documentation of agreements with other external parties regarding the provision of student and/or learning support services

- Verified
- Verified, with Recommendation(s) for improvement
- Not met
- Recommendation(s) for improvement:**
- Not Applicable

xv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs	<input type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement: <input checked="" type="checkbox"/> Not Applicable
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Standard 3: Infrastructure and Resources

Required Item	Conclusions
i. Written policies and procedures for human resources, including hiring procedures	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
ii. Employee handbooks or similar documents that communicate expectations to employees	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
v. Policies guiding fiscal management (e.g., related to reserves, budget development)	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
vi. Policies, procedures or agreements (e.g., AUAs) related to appropriate use of technology systems	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
FOR TITLE IV PARTICIPANTS:	
vii. Documentation that the institution's student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
REQUIRED ONLY IF APPLICABLE	

viii. Documentation of any agreements that fall under ACCJC's policy on contractual relationships with non-accredited organizations	<input type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement: <input checked="" type="checkbox"/> Not Applicable
ix. Written code of professional ethics for all personnel including consequences for violations	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement: <input type="checkbox"/> Not Applicable

Standard 4: Governance and Decision-Making

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

Other Federal Regulations and Related Commission Policies

Required Item	Conclusions
i. Documentation of the institution's appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up See Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions , Section D	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
ii. Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page See Policy on Representation of Accredited Status	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:

