

Peer Review Team Report

Reedley College
995 N. Reed
Reedley, CA 92354

This report represents the findings of the Peer Review Team that conducted a focused site visit to Reedley College February 24, 2025, to February 26, 2025. The Commission acted on the accredited status of the institution during its June 2025 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Monica Green, Team Chair
Charles Sasaki, Team Vice Chair

Table of Contents

Peer Review Team Roster – Team ISER Review	3
Peer Review Team Roster – Focused Site Visit	4
Purpose of Focused Site Visit and Summary Analysis.....	5
Major Findings.....	7
Standard 1	8
Standard 2	10
Standard 3	14
Standard 4	17
Verification of Required Documentation.....	19
Standard 1: Mission and Institutional Effectiveness	19
Standard 2: Student Success	20
Standard 3: Infrastructure and Resources	23
Standard 4: Governance and Decision-Making	24
Other Federal Regulations and Related Commission Policies	25

Reedley College

Peer Review Team Roster – Team ISER Review

Dr. Monica Green, Team Chair
Norco College
President

Mr. Charles Sasaki, Vice Chair
Ohlone College
President/Superintendent

ACADEMIC MEMBER

Mr. Jeffrey Haig
Cooper Mountain College
Faculty

ADMINISTRATIVE MEMBERS

Ms. Gabriela Nocito
De Anza College
Dean of Online Education and Learning Resources

Dr. Tammara Whitaker
Santa Monica College
Associate Dean, Distance Education

ACCJC STAFF LIAISON

Ms. Nickawanna Shaw
Vice President

Reedley College

Peer Review Team Roster – Focused Site Visit

Dr. Monica Green, Team Chair
Norco College
President

Mr. Charles Sasaki, Vice Chair
Ohlone College
President/Superintendent

ACADEMIC MEMBER

Dr. Eric Rabitoy
Citrus College
Faculty

ADMINISTRATIVE MEMBERS

Ms. Gabriela Nocito
De Anza College
Dean of Online Education and
Learning Resources

Dr. Tammara Whitaker
Santa Monica College
Associate Dean, Distance Education

ACCJC STAFF LIAISON

Ms. Nickawanna Shaw
Vice President

Purpose of Focused Site Visit and Summary Analysis

INSTITUTION: Reedley College

DATES OF VISIT: February 24-26, 2025

TEAM CHAIR: Dr. Monica Green

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 2024, the team conducted Team ISER Review (formative component) to identify where the Institution meets Standards and to identify Core Inquiries which specify areas of attention for the Focused Site Visit (summative component). The team chair and vice chair held a pre-Focused Site Visit meeting with the institution CEO on October 25, 2024, to discuss updates since the Team ISER Review and to plan for the Focused Site Visit.

A five-member peer review team conducted a Focused Site Visit to Reedley College on February 24-26, 2025, to complete its Peer Review Team Report and to determine 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 100 faculty, administrators, classified staff, and students in formal meetings, group interviews, and individual interviews. Team members met with one Trustee from the Institution at the on-campus meet and greet that began the visit. The team held an open forum which was well attended allowing the Institution, community, and others to share their thoughts with members of the Focused Site Visit team. The team noted how well the Institution is achieving its stated purposes and provided recommendations for quality assurance and institutional improvement. The team thanks the Reedley College staff for hosting the Focused Site Visit, coordinating meetings, providing additional documentation, and ensuring a smooth and collegial process.

Summary Analysis

Reedley College, established below the Sierra Nevada on 420 acres of Yokut Nation land, is one of the few institutions in the California Community College system with a working college farm. Located in Reedley, with a strong reliance on an agricultural economy, the College offers geographically appropriate job training and certificates such as mechanized agriculture, wildland fire fighting, and flight science. Reedley is one of four colleges in the State Center Community College District (SCTCD) with a rich history dating back to its establishment in 1926. SCTCD includes two of the newer community colleges in California including Clovis Community College (2015) and Madera Community College (2020), both of which were previously

associated with Reedley College. The College supports twelve athletic programs and serves an average of 12,200 unduplicated students annually.

Reedley College serves communities within three counties with over 1.6 million residents combined with a poverty rate higher than the state average. Based on a 4-year average, 51% of students applying to Reedley College enrolled, first time students account for 10% of enrollment, 6% for continuing students, 3% dual enrolled students, and a decline in returning students by 81%. Reedley College's largest student population are Hispanic students with increasing populations of African American/Black and Asian American students.

Reedley College is one of the first 20 colleges selected to participate in the California Guided Pathways projects in 2017 and appears to have been working diligently to embrace an institutional design focused on students including the establishment of seven academic pathways, two-year pathway maps, a redesigned student onboarding experience, customized Canvas pathway sites, success teams for each pathway, a revised program review and governance structure that reportedly enhances the student voice, and a Guided Pathways Communication Plan. Other notable areas of institutional enhancement include the College's participation in the Caring Campus Initiative and a focus on student basic needs support. Reedley College's four-year trends demonstrate increases in degree and certificate completion and an increase in four-year transfers of 43%. Enrollment trends suggest an 11% decline in student employment, but it is noted that this indicator spans the pandemic years.

The team found through the analysis of the ISER and visit that Reedley College's mission is foundational to processes like program review, curriculum development, and budget management, ensuring that all efforts support equitable educational opportunities, particularly for underserved populations. Reedley College offers academic programs and learning resources that support their students, and the institution has practices in place that promote, evaluate, and advance equitable student success. The College aligns its staffing, physical, technological, and financial resources with its mission to ensure institutional effectiveness and promote equitable student success. Reedley College has some impressive governance and decision-making processes they employ that appear effective, inclusive, and aligned with the institution's mission.

Major Findings

Recommendations for Compliance:

Recommendation 1: In order to meet the Standards, the team recommends the Institution ensure that regular and substantive interaction takes place in distance education courses. Standard 2.1, 2.6, and Commission Policy on Distance Education and Correspondence Education.

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:

The team found that Reedley College has a clearly defined mission that genuinely reflects its uniqueness and the community it serves. By utilizing data-driven processes such as program review and Institutional Set Standards, Reedley College ensures that its mission remains central to decision-making, continuous improvement, and accountability, fully meeting the expectations of Standard 1. Reedley College's mission is foundational to processes like program review, curriculum development, and budget management, ensuring that all efforts support equitable educational opportunities, particularly for underserved populations. The college's strategic goals, developed collaboratively, align with its mission and focus on key areas such as enrollment, partnerships, and equity-based practices. The Planning and Institutional Effectiveness Committee plays a key role in maintaining this alignment through ongoing assessment and improvement efforts.

Findings and Evidence:

Reedley College's mission, vision, and values clearly reflect the institution's character, structure, and unique student demographics. The mission statement is foundational to various institutional processes, such as program review, curriculum development, and budget management, ensuring that equity is central to the college's operations. It is evident that Reedley College's mission is deeply rooted in the economic realities of the surrounding community and reflects the institution's dedication to providing equitable educational opportunities, particularly for underserved populations in California's Central Valley. (1.1)

The College establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes. The college's strategic goals, developed through an inclusive and collaborative process during the Annual Planning Retreat, are well aligned with its mission and the needs of its community. These goals focus on key areas such as restoring enrollment, enhancing partnerships, implementing equity-based practices, and improving communication, each supported by specific, measurable objectives. The Planning and Institutional Effectiveness Committee plays a crucial role in refining these goals, ensuring they remain forward-looking and are responsive to the college's evolving context. By incorporating a 6-Year Planning and Assessment Calendar into the Integrated College Plan, Reedley College demonstrates a commitment to systematizing its planning processes, thereby fostering continuous improvement and ensuring that institutional goals remain aligned with equitable student outcomes. (1.2)

Reedley College holds itself accountable for achieving its mission and goals through systematic self-evaluation and the regular review of disaggregated data. The institution employs Program

Review and Institutional Set Standards (ISS) to monitor progress, ensuring that data-driven processes inform planning and continuous improvement efforts. The college's program review process integrates both qualitative and quantitative data to evaluate outcomes, with specific attention to identifying and addressing equity gaps. For instance, disaggregated data revealed lower success rates among African American students in the Math Department, prompting the implementation of targeted support measures such as corequisite courses and embedded tutors. Additionally, the development of the Student and Equity Achievement Plan involved broad-based participation across campus, underscoring Reedley College's commitment to equity and innovation. Through these efforts, the college not only tracks its progress toward institutional goals but also actively engages in refining its strategies to enhance student outcomes and ensure alignment with its mission. (1.3)

Reedley College has established a comprehensive planning system, led by three main committees, to ensure innovation and mission alignment. The Program Review and Assessment Committee helps programs evaluate their alignment with college values, while the Planning and Institutional Effectiveness Committee oversees planning processes and updates the Integrated College Plan. The Budget Management Committee ensures that resource allocation aligns with college goals. These systems regularly integrate feedback, resource allocation, and data-driven decision-making. Innovations, such as program-specific activities like the Music Program's community camp and the Physical Science Program's engineering studio, showcase how these systems foster mission-driven improvements. Regular participation from institutional constituencies at the annual planning retreat and the ongoing use of diverse data sources ensures continuous improvement. (1.4)

The team found that Reedley College regularly communicates institutional progress to both internal and external stakeholders through various methods. The college president delivers a State of the College address and hosts monthly Town Hall meetings to highlight accomplishments and areas for improvement, while an Annual Report produced by the Director of Institutional Research provides quantitative and qualitative updates. Program Reviews also inform internal prioritization, ensuring a focus on student success and equity. For external stakeholders, the college publishes the Annual Report and holds a "State of the College" breakfast. Additionally, Reedley College's Program Review Dashboard and Institutional Set Standards are accessible to constituents for tracking progress. Data and evidence, such as from the Staffing Handbook, are used to inform discussions of institutional priorities and guide decision-making, with a focus on student success and equity. (1.5)

Conclusions:

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

Standard 2

Student Success

General Observations:

Reedley College's academic programs align with the college's mission and there is a system to ensure that all programs lead to awards, licensing, or transfer opportunities. Through broad stakeholder participation, the college employs a 10-year plan for course review of breadth, depth, rigor, and appropriateness. Curriculum Committee members participate in culturally responsive pedagogy and inclusive classroom creation strategies training. The college has defined "Equity Terms" to facilitate discussion around equitable student success.

Reedley College expects that all course student learning outcomes are included on every course outline of record and class syllabus. General education requirements developed by faculty align with higher education standards including CSU and UC systems with a design to improve critical thinking and cultural competency. The college has a Distance Education Strategic Plan with actionable areas to enhance distance education. Reedley College's program review process appears to simulate institutional dialogue and action planning around disaggregated learning and achievement data.

The College's Communications Plan 2021-2023, designed to improve student communication, employs Starfish as a student communication tool. The college developed a pathways system, employs program mapping strategies, and hosted an annual scheduling summit to improve student success that has resulted in increased transfer. Reedley College uses surveys and self-analysis mechanisms to assess the efficacy of programs and student needs. The college has an array of relevant services to support students in their educational journey, provide a sense of belonging, and build community.

Findings and Evidence:

The Reedley College Curriculum Committee ensures that all academic programs lead to degrees, certificates, licenses, or transfer opportunities, following Title 5 guidelines. The committee develops new programs and reviews existing ones to align with the college's mission, requiring approval from the California Community College Chancellor's Office. Courses are evaluated to ensure comprehensive coverage, academic rigor, and appropriate variety in teaching methods. The committee engages a broad range of stakeholders, including faculty, students, and staff, in the curriculum design process which includes training, technical review checklists, and a comprehensive handbook. The Reedley College Catalog helps students navigate degree and career pathways including career-related licenses. (2.1)

To ensure regular and substantive interaction within online courses, it is recommended that the interactions within third-party platforms external to the learning management system be made evident. Instructor to student interactions must be directly observable and easily accessible. (2.1)

Reedley College relies on the Curriculum Committee and CTE Advisory Committee to design and update its academic programs, ensuring they align with industry standards and promote equitable student outcomes. The Curriculum Committee comprises representatives from each department, two Academic Senate representatives, a curriculum analyst, a vice-president, a dean, a representative from DSP&S, and a student representative. Each course and program have clearly defined student learning outcomes that are accessible through CurricUNET, providing students with clarity and consistency. The College also integrates feedback from workforce and industry partners, particularly in CTE programs, to align learning outcomes with labor market needs. (2.2)

Reedley College's Curriculum Committee maintains the responsibility to ensure that local general education and associate degree requirements meet College goals, student needs, and represents the community it serves. Consistent with this Standard, SCCC Administrative Regulation 4025 and the College Catalog cites the criteria and philosophy related to general education that includes learning experiences designed to develop competencies in communication, quantitative reasoning, critical thinking, information literacy, and the ability to engage diverse perspectives. Students may choose from three general education patterns designed to align with both the CSU and UC systems for consistency with higher education norms. The college programs map their Student Learning Outcomes (SLO) to Institutional Learning Outcomes (ILO) as evident in the Business Administration SLO to ILO Map. Reedley College has a general education framework, and they make available assessment data to aid in guiding improvements and refinement of curriculum. (2.3)

The College developed a Communication Plan with four priorities that support clear, accurate, and accessible information to resources, programs, and services to support students' education. Evident in Reedley College's catalog, website, and program webpages were admission requirements, checklists, and timelines relevant to students. Webpages included some documents related to programs, services, and resources that may not be accessible to all students. The Faculty Handbook highlights the need for all course syllabi to identify SLOs and the SLOs must correspond with the official course outline of record. Reedley College provided evidence of course syllabi over multiple decades and a random sample selection demonstrated that nearly all the syllabi selected for review clearly reflected student learning outcomes. Reedley College employs Starfish as a student communication tool and coupled with accessible program maps on the website make progress towards graduation requirements clear for students. The College's 23-24 Starfish Focus Efforts demonstrate the college's intentional efforts to enhance its student communication. Reedley College is progressing towards a highly developed communication level that supports students' unique educational journeys. (2.4)

Reedley College's pathway system, program mapping strategies, and annual scheduling summit systemically supports the college's accountability toward course scheduling that appears to be correlated with students' success. From 2019-2020 to 2022-2023, the institution experienced increases in degree and certificate completion by 12% and 11% respectively while the number of four-year transfers increased by 43%. It is notable that the number of Associate degrees for Transfer increased and then declined during this same time period resulting in a 0% difference. (2.5)

The College's pathway system is made up of seven pathways with various programs with each pathway articulated clearly on the college website and there are links to Program Maps that define the courses needed along with timeline to complete. In fall 2021, Reedley College's Enrollment and Onboarding Committee formed a Student-Centered Scheduling Task Force resulting in guiding principles and recommendations for the annual Student-Centered Scheduling Summit designed to support course scheduling across the college aligned with student needs and educational plans that allow students to complete degrees and certificates. Through the college program review process, programs use Program Award Outcome data to evaluate and plan to improve completion rates. According to the college's instructional program review template, stakeholders have access to a Disproportionately Impacted Populations Dashboard to explore equity gaps. The team recommends the consideration of disaggregated data to strengthen the annual Student-Centered Scheduling Summit. (2.5)

Reedley College uses various strategies to offer delivery modes and teaching methodologies that promote equitable student learning and achievement. The College has implemented a data dashboard to assess student achievement across different delivery modes, allowing disaggregation by factors such as ethnicity, gender, and age group. To support online learning, the team was impressed by the Distance Education Strategic Plan, which outlines action items like faculty training and funding for technological updates. The College has identified lower success rates in hybrid and online formats compared to face-to-face learning, prompting TESSA (Technology and Student Success for Achievement) to organize workgroups to address these gaps. The curriculum committee also ensures that all new online courses include Distance Education Addendums to align with federal requirements for distance education. The team hopes that these promising plans and training protocols will augment consistency of practice across all courses in regard to regular and substantive interaction and its importance to student success. (2.6)

Services and programs which anticipate and meet the needs of students are provided consistently. Library, tutoring, career services, academic advising, and counseling services are provided face-to-face and in technology-enabled virtual modalities which are roughly equivalent to what is provided in person. A required new student orientation, an intake survey used to refer students to various programmatic areas, and the broad adoption of Starfish has further expanded student services. Basic needs and mental health services are particularly strong in design and provision. Pathway Connect, special services for Veterans, DSPS, EOPS and other relevant programs support student success particularly for income-challenged students. The student services unit of the college is to be commended for its thoughtful program reviews

which detail core services, assess those services, and build upon those assessments to formulate action plans. (2.7)

The college directly and indirectly supports the varied needs of its students by offering registered student organizations, twelve athletic teams, and a widely shared online master calendar. Formal and informal engagement opportunities foster interaction as well as a sense of belonging. The team wishes to recognize the college's early work to address its self-identified service gaps by carrying out interventions for its prioritized/disaggregated communities. Reedley College's focused efforts to support under-resourced populations and, particularly, to serve Latinx/Hispanic students will ensure that programs and services meet the unique needs of the largest components of the college's population. (2.8)

Reedley College's Program Review process fosters institutional dialogue around disaggregated data to address equity gaps and guide program improvement. The Program Review & Assessment Committee monitors the outcomes assessment process. Action plans are developed based on data analysis. For example, the Honors Program Review identified success rate declines among white male STEM students and plans to enhance tracking for intervention programs, expand course offerings, and improve scholarship distribution. Other programs, like Early Childhood Education and Automotive Technician, have set goals for curriculum updates and facility improvements. These efforts align with broader college initiatives, such as the Integrated College Plan, which seeks to address educational challenges related to poverty and unemployment by enhancing Open Educational Resources and establishing a Basic Needs Center. (2.9)

Conclusions:

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

The Institution does not meet Standard 2.1, 2.6, and Commission Policy on Distance Education and Correspondence Education.

Standard 3

Infrastructure and Resources

General Observations:

Reedley College supports its services and operations through comprehensive infrastructure, qualified personnel, and sound financial practices. The College aligns its staffing, physical, technological, and financial resources with its mission to ensure institutional effectiveness and promote equitable student success. In collaboration with the State Center Community College District (SCCCD), the College continually monitors its resource capacity through established evaluation processes, ensuring continuous improvement and maintaining long-term stability.

Findings and Evidence:

Reedley College demonstrates a commitment to employing qualified faculty, staff, administrators, and other personnel, essential for sustaining educational services and improving student success. The institution has established clear processes for determining staffing levels, recruiting personnel, and ensuring that all hires meet minimum qualifications. These processes are detailed in the Reedley College Staffing Handbook and are reviewed regularly to promote equity, diversity, and mission fulfillment. (3.1)

Reedley College, in collaboration with the State Center Community College District (SCCCD), has self-identified the need to update its 2019-2022 Equal Employment Opportunity (EEO) Plan to ensure it remains current and relevant. As part of its commitment to continuous improvement, the institution has recognized that updating the EEO Plan is essential for further advancing its goals of equity and diversity in staffing. The College plans to implement these updates as part of its ongoing efforts to align employment practices with its mission and strategic goals. (3.1)

The College supports its employees with a variety of professional learning opportunities aligned with its mission and institutional goals. The Professional Learning and Success Committee conducts regular surveys to identify professional development needs and offers a comprehensive catalog of training programs to address those needs. The team was impressed by the creation of the Continuing Education Learning Academy (CELA), which provides ongoing professional development opportunities that enhance faculty teaching strategies and address achievement gaps, aligning with the institution's mission to promote equitable student success. (3.2)

Reedley College regularly evaluates its employees using clear criteria that reflect their professional responsibilities and align with the institution's mission and goals. The evaluation processes, outlined in the collective bargaining agreements and administrative regulations, include self-evaluations, peer reviews, and administrator surveys. (3.3)

Reedley College, in collaboration with the State Center Community College District (SCCCD), ensures the effective use of financial resources to support and sustain its educational services and operations. The College employs a range of budget management strategies, including base budget worksheets and funding request handbooks, to ensure that financial allocations are aligned with institutional priorities and goals. The Budget Management Committee utilizes a three-year average to review program budgets, ensuring that essential program needs are consistently met. Financial decisions are closely tied to the program review process, reflecting a commitment to mission-driven resource allocation. This alignment of financial priorities demonstrates the College's commitment to student success and institutional effectiveness. (3.4)

Reedley College ensures that its mission and goals serve as the foundation for financial planning and resource allocation. Through its Budget Management Committee and program review processes, the college emphasizes aligning resource requests with its mission. The participatory governance model actively engages faculty, staff, administrators, and students in financial planning and prioritization. Financial information, including Base Budgets and Resource Allocation Worksheets, is regularly disseminated to stakeholders, promoting informed decision-making across the institution. (3.5)

Reedley College ensures the integrity and responsible use of its financial resources through effective internal and external control mechanisms. Both SCCC and the College employ the Ellucian system to manage fiscal transactions, allowing programs to access financial reports via Ellucian Self-Service or Report Manager. The district also upholds clear accounting guidelines, which include internal cash controls and asset management protocols that promote fiscal responsibility. Regular audits, such as the 2021-2022 Financial Audit Report, further validate the College's sound financial practices, with no compliance issues identified. Additionally, the College demonstrates transparency by regularly communicating financial information to stakeholders. Budget updates and audit results are made publicly accessible through the SCCC Business Office website and BoardDocs, with regular reviews taking place at Board meetings to ensure ongoing oversight and accountability. (3.6)

Reedley College, guided by SCCC policies, employs both short-term and long-term financial planning strategies to ensure sustained fiscal stability. The College adheres to BP-6200, which requires an annual budget presentation that reflects both short-term and long-term financial planning. The institution also has plans for addressing long-term liabilities, such as pension expenses and insurance, further supporting its financial stability. (3.7)

Reedley College constructs and maintains physical resources to support its educational services and operational functions. The College, in collaboration with SCCC, follows the Districtwide Facilities Master Plan and Scheduled Maintenance Plans, updated every five years, to align facility planning with its mission and goals. Procedures such as the Facility Use Request and School Dude reporting system ensure timely maintenance and address safety concerns, while

the Facilities and Safety Committee oversees safety assessments and emergency preparedness initiatives. (3.8)

The College regularly evaluates its facilities through assessments conducted by the Foundation for California Community Colleges, ensuring they remain effective and sufficient. The State Center Vision 2035 Initiative also provides data to guide long-term planning and ensure facilities continue to meet institutional needs. (3.8)

Reedley College ensures that its technology resources support and sustain educational services and operations. Guided by the SCCC Districtwide Technology Plan, the College aligns its technology planning and maintenance with its mission and goals. The College communicates clear guidelines for the appropriate use of technology, while protocols such as multi-factor authentication and cybersecurity training enhance data security. (3.9)

Reedley College has implemented comprehensive risk management strategies and contingency plans to address financial, environmental, and technological emergencies. In accordance with SCCC's BP-6800, the College ensures compliance with safety regulations and utilizes an Emergency Operations Manual that outlines protocols for various scenarios, including natural disasters. The institution maintains sufficient insurance coverage through a self-insurance program, guided by BP-6540, to mitigate risks and ensure operational continuity. Regular reviews of insurance policies by the SCCC Employee Benefits Workgroup further demonstrate the institution's proactive approach to preparedness. Additionally, data backup and recovery protocols, supported by Microsoft Exchange Online, ensure the protection of sensitive information and continuity of services. (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, and 3.10.

Standard 4

Governance and Decision-Making

General Observations:

The team found that governance and decision-making at Reedley College are effective, inclusive, and aligned with the institution's mission. By involving a diverse range of stakeholders, the College fosters participation and transparency in its processes. Policies, procedures, and relevant information are clearly communicated and regularly evaluated at both the College and District levels. The Governing Board demonstrates responsible oversight of institutional goals, fiscal health, CEO empowerment, and evaluation. It acts as a collaborative unit to support the College and continually assesses its effectiveness through a self-evaluation process.

Findings and Evidence:

Reedley College and the State Center Community College District (SCCCD) have worked to ensure that academic freedom, academic integrity, and freedom of inquiry are upheld. The college's Governance Handbook has been updated to reflect an enduring commitment to the principles of anti-racism and diversity, equity, inclusion, and accessibility (DEIA). The college catalog, website, AR/BP 4030, student conduct policies, and Faculty Handbook evidence this commitment. (4.1)

Decision-making processes at the institution are clearly articulated, communicated, and widely understood. Stakeholders are engaged to support the institutional mission. The College's organizational and participatory governance structures are appropriate, with roles for constituent groups defined in the Governance Handbook. Decision-making processes are consistently documented. Meeting agendas and minutes are well organized and easily accessible. Roles for constituent groups are clearly explained in the Governance Handbook. (4.2)

Decision-making at Reedley College is effective and mission appropriate. The Governance Handbook carefully articulates the cycle of decision-making including annual reviews and a complete review of the Governance Handbook itself every three years. The District also has a participatory governance model which extends consistent decision-making protocols to the Board of Trustees, Chancellor, and others. The Equity Plan, Integrated College Plan, and District Strategic Plan enhance the college's strong climate of collaboration. (4.3)

The Board of Trustees of the SCCC has a clear role for the promotion of academic standards, equitable outcomes, and the promulgation of DEIA. The Board regularly reviews student achievement data, institutional plans to advance academic quality outcomes, as well as

financial and fiscal reports and data. The Board delegates authority to the Chancellor who works with the Board to review key fiscal documents/information which ensure the financial stability of the SCCC and Reedley College. A system is in place to ensure that Board Policies are reviewed on a regular basis. (4.4)

The Chancellor of the SCCC is the Chief Executive Officer (CEO) of the district's colleges, including Reedley College. Clear expectations of the CEO are in place and the division and delegation of responsibilities between the Board and CEO is clear. AR-2410 provides clarity on the scope and authority provided to the CEO, who is fully empowered to implement, operationalize policy, and carry out the broad directions of the Board. (4.5)

The SCCC Board of Trustees abides by best practices in governance, mission promotion, and fiduciary responsibility. The Board works collectively to advance the college's mission and act in the best interest of Reedley College and following decisions, the Board speaks and works with a collective voice in the best interest of the institution. Prohibitions on behavior which works against the institution are articulated in Board Policy including BP-2715 which defines specific behaviors which are inappropriate for Trustees. Trustees disclose conflicts of interest on a regular basis, thereby protecting the institution from undue outside interests or influence. Ongoing professional development activities, including retreats and training, ensure the Board's effectiveness. (4.6)

Conclusions:

The Institution meets Standards 4.1, 4.2, 4.3, 4.4, 4.5, 4.6.

Verification of Required Documentation

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

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

Required Item	Conclusions
i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including: <ul style="list-style-type: none"> • 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)	<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'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 • Any types of institutions or sources from which the institution will not accept credits • A list of institutions with which the institution has established an articulation agreement • Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning See Policy on Transfer of Credit	<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 institution's advertising and recruitment policies, demonstrating alignment with the Policy on Institutional Advertising and Student Recruitment (ER 16)	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:

Required Item	Conclusions
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: While the college meets the requirement, the consistency and transparency of the documentation across all types of reporting should be considered. The college employs two major processes to collect and resolve student complaints, consistency between the two systems will ensure transparency of the process for all students.
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:	

Required Item	Conclusions
x. Documentation of institution's implementation of the required components of the Title IV Program, including: <ul style="list-style-type: none"> Findings from any audits and program/other review activities by the U.S. Department of Education (ED) Evidence of timely corrective action taken in response to any Title IV audits or program reviews See Policy on Institutional Compliance with Title IV	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:	
xi. Documentation of institution's : <ul style="list-style-type: none"> 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	<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	
xii. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
xiii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
xiv. Documentation of agreements with other external parties regarding the provision of student and/or learning support services	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:

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

Standard 3: Infrastructure and Resources

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

Standard 4: Governance and Decision-Making

Checklist Item	Documentation
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	<input checked="" type="checkbox"/> 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

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