

Peer Review Team Report

Orange Coast College
2701 Fairview Rd.
Costa Mesa, CA 92626

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 Orange Coast College from February 25, 2026 to February 26, 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.

Virginia L. Guleff
Team Chair

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Orange Coast College
Peer Review Team Roster

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Purpose of Focused Site Visit and Summary Analysis

INSTITUTION: Orange Coast College

DATES OF VISIT: February 25, 2026 – February 26, 2026

TEAM CHAIR: Virginia L. Guleff

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 the 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 26, 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 Orange Coast College on February 25, 2026 and February 26, 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 75 faculty, administrators, classified professionals and students in formal meetings, group interviews, and individual interviews. The team held an open forum which was well attended and provided the Institution's community and others to share their thoughts with members of the peer review team. 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

Orange Coast College (OCC), part of the Coast Community College District (CCCD), was founded in 1947, with its first permanent structure built in 1949. Since its founding, the college has continued to respond and grow and now houses now close to 100 buildings on its 164-acre campus. OCC's large service area encompasses 105 square miles in Orange County with approximately 720,000 residents. Ten communities are served including Costa Mesa, Fountain Valley, Garden Grove, Huntington Beach, Midway City, Newport Beach, Seal Beach, Stanton, Sunset Beach and Westminster. OCC has a far reach; 49% of the students it serves are out-of-district students.

OCC also serves a diverse community and student population. In terms of local demographics, 9.25% of the households it serves are in poverty. Additionally, 89% of the population has a high school diploma or equivalent. OCC's service area has a large representation of Asian residents

(41.7%) with roughly equal Hispanic/Latine and White residents (28.1% each) At the college itself, the most prevalent racial/ethnic group among students is Hispanic/Latine (36.3%), followed by White (29.6%) and Asian (21.9%) The college also serves a small percentage of other diverse students of other racial/ethnic such as American Indian/Alaskan Native, Black or African American, Filipino, Pacific Islander and Multiple races.

Orange Coast College is noted as a top college for transfer in Orange County. It is unique in that it is one of the few community colleges in the California Community College system that offers on-campus student housing. OCC offers 137 academic and career programs and is home to an acclaimed nautical program, the Professional Mariner Training Center, which is housed at their Waterfront Campus in Newport Beach. The Costa Mesa campus is also home to a number of other unique facilities such as the college's planetarium, its student-run aquarium, its student-run restaurant, and its state-of-the-art College Center and Student Union.

Through its commitment to a culture of care, the college is dedicated to inclusive academic excellence and innovation. OCC's focus on accomplishing its mission and achieving equitable student outcomes is evidenced through its key documents such as the Educational Master Plan (EMP), the Diversity, Equity, Inclusion, and Accessibility (DEIA) Plan, and the Strategic Enrollment Management Plan (SEMP) The college enacts these plans through active support for its academic and student services programs, which is reflected in the Orange Coast College Decision-Making Document: A Guide to Planning and Governance (DMD)

During its review of the Institutional Self-Evaluation Report and the Focused Site Visit, the team observed the following area in which the institution can continue to grow and deepen its practice. The team recognized the significant progress that the college has made in terms of Regular and Substantive Interaction (RSI) and recommends that the college continue with this progress to ensure that RSI is present and documented in all distance education courses.

The team also observed the following notable and effective practices through its Team ISER Review and during the Focused Site Visit. The team was very impressed by and commends the institution for establishing a strong foundation for continuous improvement through robust institutional planning structures and disaggregated data review and analysis in support of student success and institutional effectiveness.

Major Findings

Commendations

Commendation 1: The team commends the Institution for establishing a strong foundation for continuous improvement through robust institutional planning structures and disaggregated data review and analysis in support of student success and institutional effectiveness. (1.3, 1.4, 2.9)

Recommendations for Compliance:

None

Recommendations to Improve Institutional Effectiveness:

Recommendation 1: In order to improve institutional effectiveness, the team recommends that the college continue its work to strengthen and ensure that Regular Substantive Interaction is occurring and being documented in all its distance education courses (2.6, *Policy on Distance Education and on Correspondence Education*)

Required Documentation:

The Institution submitted the required documentation per the Accreditation Standards.

Standard 1

Mission and Institutional Effectiveness

General Observations:

Orange Coast College clearly identifies the institutional mission and operationalizes it through data-based inquiry and robust feedback loops. There is a consistent focus on continuous improvement at all levels, from course and program levels to institution levels, through reflective practices that engage all stakeholders supported by a data culture that permeates the campus community. This focus drives resource allocation and innovation and allows for vigorous institutional planning.

Findings and Evidence:

Orange Coast College's mission is clear and woven across the college through systemic, integrated planning efforts across multiple stakeholders. The mission reflects the college's goal of empowerment of students to "achieve their goals by providing high-quality, culturally responsive, and innovative programs and services..." It articulates its mission into values and goals to further operationalize the mission and ensure equity, access, community, engagement, inclusive learning, and stewardship. The college centers critical decision making around data that reflect students' needs and characteristics. (1.1)

The college uses a collaborative and forward-thinking process to establish institutional, department and program goals, aligned to the mission and organized around the values of Community, Learning, Access and Equity, Stewardship, and Student Engagement (CLASS) Led by planning assumptions and core indicators and driven by the *Future Search* methods framework, the college conducts inclusive review and reflection of data to inform goals for innovation and successful outcomes for all students. (1.2)

Orange Coast College has established and published standards for student achievement through broad distribution, analysis, and goal setting around the college's core indicators. These indicators are further organized by the college's values of CLASS and infused into Program Review processes for regular review. On-demand data dashboards are easily accessible to practitioners, embedded into program review and annual planning strategy updates and include meaningful data on equity, success, completion, engagement, and student support metrics. Disaggregated data drives growth; improvement and success and processes are consistently reviewed for efficacy through a Comprehensive Evaluation of Processes (CEP) The capacity of the college to analyze data is exceptional due to extensive training for data coaches across classified, faculty and administrative personnel, resulting in a college with personnel that are "hungry for data," "wrap their arms around data," and "are serious about planning." Program review transcends what at many colleges might be a task assignment and has transformed the college into a community that relies upon real-time trend data for daily decision making. (1.3)

The college's mission, values, and goals drive the allocation of resources, and adoption of innovation and quality continuous improvement. The college's robust six-year comprehensive and midterm program review process informs short- and long-term planning that directly links to institutional goals and

improvements. Planning occurs across all groups and institutional constituencies simultaneously, through a shared platform, enabling real-time visibility into progress, strategy implementation, and funding alignment. This structure transforms planning from a compliance activity into a dynamic performance review and improvement system. Annual Resource Requests (ARRs) processes are equity informed and data-prioritized, strengthened by the annual review and update of planning strategies operationalizing collegewide goals and mission. Through this model, integrated planning functions as a living, data-centered ecosystem which evaluates past and current performance and anticipates emerging needs through planning strategy analysis and equity gap analysis. This approach positions OCC as a leader in mission-driven resource stewardship, institutional accountability, and transformational continuous improvement. (1.4)

Orange Coast College regularly communicates its institutional progress with external and internal stakeholders through a variety of mechanisms including board reports, the *OCC Magazine*, social media, and public presentations. Evidence exists to verify communication with constituencies via program review of summaries and institutional outcomes located on the college's institutional outcomes website. Internally, data is accessible to the campus community through the OCC Portal, data dashboards, governance committees, and the Nuventive platform. These data are used to inform collegial conversations of institutional strengths, priorities, and improvements. (1.5)

Conclusion: The College meets Standards 1.1, 1.2, 1.3, 1.4, 1.5.

Commendation 1: The team commends the Institution for establishing a strong foundation for continuous improvement through robust institutional planning structures and disaggregated data review and analysis in support of student success and institutional effectiveness. (1.3, 1.4, 2.9)

Standard 2

Student Success

General Observations:

Orange Coast College demonstrates substantial compliance with Standard 2 through comprehensive academic programs, systematic curriculum processes, and extensive student support services. The institution shows strong structural alignment with the standard requirements and embeds equity considerations throughout its academic and service delivery support systems, which in turn contributes extensively to high quality student success as mentioned around data showing results in student transfer, degree and certificates earned.

Findings and Evidence:

OCC clearly offers comprehensive courses that lead to over 300 awards with six-year program review cycles demonstrating compatible lifelong learning mission alignment and the faculty-led Curriculum Committee operates with CCCD board policy compliance, Career Education programs undergo OCRC labor market validation, and three Institutional Effectiveness Faculty Coordinators comprehensively review all outcomes with faculty while also integrating coaching across the planning process, all through an equity lens as defined and described by the ISER. In depth evidence and in person cross constituency meeting time was provided to show that assessment completion rates, results analysis, and documented "closing the loop" cycles showing assessment drives strong curriculum improvements. (2.1)

Faculty maintain curriculum primacy, collaborating with industry advisory committees that review outcomes comprehensively based on accreditation requirements, as well as address licensure exams, resulting in evidence displaying high outcomes. Culturally responsive pedagogy training is in place based on set goals that overarch the college's operation. Further evidence was reviewed to show that advisory committee meeting minutes with substantive broad college outcomes are reviewed, while specific curriculum changes from advisory input, such areas as labor market data, and documentation linking assessment to revisions are being considered as this data drives these decisions. (2.2)

All degrees require GE completion per district policy; overarching learning outcomes align with institution and general education learning outcomes and are assessed conjointly with results discussed with Academic Senate and College Council. Through further evidence requested, the college meets this standard based on comprehensive assessment results that validate data analysis, institutional action plans, and documented curriculum improvements are being practiced. (2.3)

A well-presented multi-platform meets the standard while it also complies with accessibility standards where a monthly review evaluates constituency engagement, although the college acknowledges need to better reach students and classified professionals. With the request for further evidence, through the campus tour and constituency meetings, it is deemed that through analytics-driven improvements and data effectiveness, clear action plans with timelines, and documentation improvements are reaching target audiences, and evidence from counseling details that personal student portal schedule planners are in place. As part of the continuous improvement mindset, OCC gathers and disaggregates data

related to the student's experience through the point of service surveys. This informs the efficacy of these communication strategies. Furthermore, the OCC Library provides extensive resources ranging from academic databases, online library research courses, one-on-one reference and research appointments, library orientation lectures (in-person and Zoom), workshops, live chat during operating hours, research guides, YouTube channel, textbook reserves for two-hour in-library use, and technology loan program to providing Chromebooks and Wi-Fi hotspots to enrolled students. Cumulatively along with the learning supports as a part of the library, data is available to demonstrate references to appointment effectiveness metrics, library instruction participation rates, evidence of outreach to underserved populations, and assessment data showing library services support student learning. (2.4)

Faculty schedulers collaborate with deans using institutional data, and course rotations are published for CE programs, specifically. The Midterm Program Review now includes reflection on whether students exceed expected completion time. Also, through further evidence in personnel and constituency meetings, the reviewer was able to determine that completion data disaggregated by program and demographics, trend analysis, and "swirling" identification, as such, verification was reached that courses are offered with sufficient frequency. (2.5)

The college is committed to a data-driven cycle of continuous improvement—it is embedded in practice across the institution in a pervasive data culture. Faculty, classified professionals, and administrators consistently described how non-instructional delivery modes and teaching/instructional methodologies are intentionally evaluated through disaggregated outcomes data to ensure equitable student learning across in-person and online modalities. The integration of Continuous Evaluation of Processes (CEP) findings into the OCC DEIA Plan, particularly the formalization of an equity-focused data coaching program, reflects a proactive and systemic commitment to closing achievement gaps. The use of modality-based dashboards, culturally responsive pedagogy initiatives, and program review processes demonstrates that instructional improvement is data-informed, equity-centered, and sustained through institutional structures.

Review of online courses for Regular Substantive Interaction (RSI) revealed that most are at the initial stage, as described in ACCJC's *Quality Continuum Rubric for Distance Education*. During the review of two sets of courses, it was evident that significant progress was made to address and document RSI in distance education courses. The team encourages the college to continue its efforts so that coursework feedback, discussion interaction, and other forms of engagement are more robust. The team further encourages the college to continue with its ambitious and important plans to expand training and institutionalize internal RSI review and documentation processes. These processes will be important to maintain RSI requirements and improve quality in all the college's distance education courses. (2.6)

Through initial and on-site evidence, it is deemed that comprehensive services across these areas are provided and offered to students. Further evidence was requested in these areas, and through a deeper review, it is now clear that outcome data showing services improve success (not just usage) In fact, the college recognizes the diverse population it serves through a comprehensive set of resources to address both academic and non-academic needs including counseling, online orientation, and early alert intervention software. They utilize Success Coaches to follow up with students referred through the platform and provide just-in-time support for students. Thus, through Nuventive, it is widely demonstrated that disaggregated access and effectiveness data, including SLO's as well as AUO's

Commented [SS1]: We are requesting this or a similar transition for clarity

assessment examples, are demonstrating improvement cycles, and correlation between support and student success. (2.7)

Throughout the review of the ISER, it is clear that extensive engagement opportunities include student government, clubs, honor societies, athletic programs, as well as on-campus housing that the college offers a wide array of opportunities that bring together a cultural relevancy of belonging. With a request for further evidence, it is now evident that student governance representation data, alternative input methods, decision-making documentation, housing/international services outcomes, and participation trends across diverse populations are reported across the college and offers this information across constituency bodies for the purpose of working strategically together in aligned solutions in sustaining engagement that leads to student success. (2.8)

OCC practices a fully integrated and multi-year continuous improvement cycle, aligned to guided pathways pillars and incorporating Student Learning Outcomes (SLO) and Administrative Unit Outcomes (AUO) into a unified, data-centered planning ecosystem. Using Nuventive Solutions as an integrated planning tool, extensive data is visible, disaggregated, and evaluated for trends and causal relationships to campus activities. Along with strong governance structures, comprehensive services, and equity-focused processes are well-documented. Based on review of said systems, assessment practice documentation demonstrates impact. Analyzing the disaggregated administrative unit outcome (AUO) data shows effectiveness, and quantitative time-to-completion analysis. Verification is an acknowledgment that robust structures produce measurable improvements in student learning and success. By embedding equity-focused data coaching and real-time Power BI dashboards and required evidence-based improvement strategies into every instruction and support area, OCC moves beyond compliance to create a culture where systematic assessment directly drives measurable innovation, resource allocation, and improved outcomes for all student. (2.9)

Conclusion: The College meets Standards 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8, 2.9.

Commendation 1: The team commends the Institution for establishing a strong foundation for continuous improvement through robust institutional planning structures and disaggregated data review and analysis in support of student success and institutional effectiveness. (1.3, 1.4, 2.9)

Recommendation 1: In order to improve institutional effectiveness, the team recommends that the college continue its work to strengthen and ensure that Regular Substantive Interaction is occurring and being documented in all its distance education courses. (2.6, *Policy on Distance Education and on Correspondence Education*)

Commented [SS2]: We checked our ISER, we do not see that language used. The ISER notes on pg 80 at the bottom of page "the Director of Student Life & Leadership is currently conducting a study to evaluate the overall experience of students participating in PGCs and to suggest ways to improve it (4 2 41)" Also on pg 79, 3rd paragraph - we note that "Students are voting members of all PGCs PGC members actively invite students to share their perspectives "

Commented [SS3]: We are requesting this addition based on second paragraph in 2 9 (page 48) as this sentence refers to a unified, data-centered ecosystem

Standard 3

Infrastructure and Resources

General Observations:

Orange Coast College demonstrates its support for its educational services and operational functions through its employment practices, its financial processes, and its infrastructure.

Findings and Evidence:

The College determines staffing levels through its Faculty Prioritization Process, its Classified Staff Analysis, and its Notice of Vacancy Process. In addition, due to its hiring frost, the College has enacted a clear process for Reorganization Proposals. It employs appropriate tools to plan recruitment and uses appropriate hiring criteria, both of which are clearly delineated in District Board Policies and Administrative Procedures. The College ensures minimum qualifications for all employees through the California Community College Chancellor's Office Minimum Qualification Handbook as well as through verification of transcripts, education and previous experience. The College develops appropriate faculty job descriptions and regularly reviews its hiring practices through District Consultation Council's Board Policy/Administrative Procedure Subcommittee. (3.1)

The College develops, supports and evaluates professional development opportunities in alignment with its mission and institutional goals through its Professional Development Advisory Committee. It identifies professional development needs and assesses its professional development practices using surveys and the software Cornerstone. It offers a robust schedule of FLEX and professional development opportunities for all constituent groups, including the Classified Leadership Academy, full-time faculty FLEX, Communities of Practice for Part-Time Faculty and Bold Inclusive Conversations for management. (3.2)

The College systematically evaluates its employees on a regular schedule, using clear criteria that are related to its mission and goals and following timelines established in collective bargaining agreements. Evaluations are used to facilitate employee development and success through recommendations for participation in professional development and Performance Improvement Plans. (3.3)

Orange Coast College employs effective fiscal strategies, using fiscal resources effectively in support of achieving its mission. The Annual District Budget Allocation Model articulates clearly the distribution of funds throughout the three colleges in the district. Additionally, the college engages in an Annual Resource Request (ARR) process which, using ending fund balances and ancillary funds, provides further funding for other college needs. Through the College's Fiscal Plan (FSP), essential program needs are identified, prioritized, and supported. Most recently, the college has used its ARR processes to fund the new stadium sound system and scoreboard as well as supporting the Radiologic Technology program. The system engages in projecting 5-year revenue trends and employs internal controls with multiple levels of approval to ensure fiscal fidelity. (3.4)

Through the College Budget Committee (CBC) and the integrated planning process as described in the Decision-Making Document, the college ensures that fiscal decisions are based on its mission and goals. These processes also ensure stakeholder participation and provide accurate information about realistic resource availability to college constituent members. Through the CBC and through the ARR process,

the college braids funds to meet its needs. It produces an annual budget that shows ongoing and anticipated fiscal commitments through the Annual Budget Review and Development Process Timeline. Constituent members are kept informed about college finances through the campus newsletter, "Fiscally Speaking," which is published by Campus Business Services. Constituent members also engage with fiscal planning and the outcomes of their requests through Nuventive and the program review process. (3.5)

Orange Coast College has internal and external control mechanisms in place and engages in three separate audits: District, Foundation and Enterprise. Audits occur to ensure alignment with GASB and GAAP and are reviewed by the Board of Trustees Audit and Budget Subcommittee. The audits are then forwarded to the Board of Trustees for approval and then to the College's College Budget Committee (CBC) Any budget finding and/or compliance issue is addressed in a timely manner. Stakeholders receive budget information through district multi-year financial projections, which are reviewed on a regular cycle. The CBC also informs the college on fiscal conditions and audit results. (3.6)

The College collaborates with District Fiscal Services in making short-range and long-range plans. Biennial actuarial studies are conducted district wide to determine long-range fiscal obligations for each college. The district maintains a minimum reserve of 16.45% and engages in risk management and contingency planning. The college also relies on the District Fiscal Stability Plan (FSP) and operational reports for long-range planning and local integrated planning processes for short-range planning, thus ensuring ongoing fiscal stability. (3.7)

Maintenance and planning of facilities is aligned with the College's mission and goals through long-range planning at the District-level through the District 2045 Facilities Plan and locally through the College's Facilities Master Plan. Additionally, the College has safety and security plans in place as well as processes for reporting unsafe physical facilities to ensure the safety of all facilities. The College holds an Annual Campus Safety and Lighting Walk and produces an Annual Safety and Fire Safety Report. The Facilities Planning Committee regularly reviews facilities requests, taking into account college data to inform improvements. Facilities requests are also determined through departmental program review and town hall forums. Maintenance and Operations schedules and prioritizes projects; non-urgent facilities requests are attended to through the Annual Resource Request (ARR) process. (3.8)

Technology and technology infrastructure is centralized at the District-level, as articulated in the District-Wide Technology Strategic Plan. This plan ensures the implementation and maintenance of technology in alignment with both the District and the College's mission and goals. The District and the College together regularly review and update this plan through the Technology Committee. The District engages an annual Inventory Assessment of IT Hardware and is currently taking inventory of all software to ensure effectiveness. It also maintains a five-year technology refresh cycle. Locally, the College engages in campus-wide technology needs surveys to gather information. The College also maintains student computer labs as well as a Chromebook loan program for students. Guidelines and rules for use of technology are clearly communicated through Board Policies and Administrative Procedures. Security measures for data and networks are in place, including multi-factor authentication, weekly system reboots, weekly messages regarding threats and scams, and monitoring security software for hackers. (3.9)

Orange Coast College and the District have appropriate strategies, Board Policies and Administrative Procedures in place for a variety of risk management scenarios. The College has sufficient insurance to cover its liabilities and regularly reviews its insurance as articulated in Board Policy and Administrative

Procedure 6540. The District also has Board Policy and Administrative Procedure 3901 which is focused on Electronic Information Security. The District has an emergency response plan (Board Policy 3505) and a District Hazard Mitigation Plan. Section 12 of the IT Security Standards also articulate disaster recovery protocols, which includes the recovery of sensitive data. (3.10)

Conclusions:

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

Standard 4

Governance and Decision-Making

General Observations

Orange Coast College demonstrates a strong commitment to shared governance and decision-making. The College's Decision-Making Document demonstrates the College's commitment to involving various constituencies throughout the decision-making process. The College is committed to regularly reviewing its processes and procedures to ensure efficiency and to maintain alignment with institutional plans and goals. A good example of this commitment is the College's Diversity, Equity, Inclusion, and Accessibility Plan, which was developed following a review and gap analysis. The plan was drafted and approved by the College's constituencies in support of the College's mission.

The Coast Community College District Board of Trustees takes responsibility for overseeing the success of the College. The Board attends frequent professional development activities and receives regular reports that include student achievement and fiscal status updates. The Board has effectively delegated responsibility to its Chancellor and the College President for College operations aimed at achieving its mission.

Findings and Evidence

Orange Coast College relies on its Academic Freedom and Transparency Committees to maintain its commitment to academic freedom, academic integrity, and freedom of inquiry. The College has a clear Student Code of Conduct that outlines academic integrity, and the OCC Faculty Resource Guide requires faculty to include academic honesty in their course syllabi. Academic freedom training sessions take place frequently. (4.1)

As appropriate to the College's character, OCC's decision-making processes are inclusive and clearly defined in its Decision-Making Document. The College describes its shared governance committees as Participatory Governance Committees, which have co-chairs or tri-chairs from the College's constituency groups and include students as voting members. (4.2)

To ensure that decisions advance the College's mission and prioritize equitable student outcomes, the College undergoes a Comprehensive Evaluation Process every three to four years. The College Council reviews the College's Decision-Making Document annually. The review process included a gap analysis, which resulted in the College's Diversity, Equity, Inclusion, and Accessibility Plan, showcasing the College's commitment to inclusive, mission-focused decision-making and student equity. (4.3)

Following its own policies, Coast Community College District's Board of Trustees monitors progress toward the College's goals and fiscal health. The Board hears an annual Institutional Effectiveness Report that includes sections on student Learning, student outreach and community responsiveness, staffing, and fiscal support. Its policies are systematically reviewed, and every two years, it establishes goals to outline Board priorities. The District commissions an annual fiscal audit. (4.4)

The Board follows established policies and procedures for hiring, evaluating, and delegating authority to its chancellor, who, in turn, oversees the College President's hiring process and the delegation of

authority to the College President. The processes for hiring, evaluating, and delegating authority to the District Chancellor are thoroughly described. Provided documents show the process for evaluating the College President, as well as the fact that this process has been followed. (4.5)

The Board functions effectively and demonstrates its ability to self-govern by adhering to its established policies and procedures. Board members have attended multiple conferences, workshops, and webinars that focus on community college issues and subjects specific to community college trustees. Board members are encouraged to attend one conference per year, and they conduct a self-evaluation “to identify strengths and areas in which it may improve its functioning” in the fall of odd-numbered years. (4.6)

Conclusions:

The College meets standards 4.1, 4.2, 4.3, 4.4, 4.5, 4.6.

Verification of Required Documentation

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

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

Standard 1: Mission and Institutional Effectiveness

Required Item	Conclusions
i. Documentation of institution’s authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	<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, ER11)</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: (to be verified during in-person site visit) OCC uses Maxient Student Conduct & Title IX software
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: (to be verified during in-person site visit) OCC uses Maxient Student Conduct & Title IX software With confidential dual authentication and single sign on
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:	
<p>x. Documentation of institution's implementation of the required components of the Title IV Program, including:</p> <ul style="list-style-type: none"> • Findings from any audits and program/other review activities by the U.S. Department of Education (ED) • Evidence of timely corrective action taken in response to any Title IV audits or program reviews <p>See Policy on Institutional Compliance with Title IV</p>	<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:	
<p>xi. Documentation of institution's:</p> <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 <p>See Policy on Distance Education and on Correspondence Education</p>	<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
REQUIRED ONLY IF APPLICABLE	
<p>xii. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum</p>	<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
<p>xiii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit</p>	<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

<p>xiv. Documentation of agreements with other external parties regarding the provision of student and/or learning support services</p>	<p><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</p>
<p>xv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs</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: <input type="checkbox"/> Not Applicable</p>

Standard 3: Infrastructure and Resources

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

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