

# **PEER REVIEW TEAM REPORT**

California Preparatory College  
1250 East Cooley Drive  
Colton, CA 92324

This report represents the findings of the peer review team that visited California Preparatory College from October 14, 2019 to October 16, 2019

Dr. Mary Gallagher  
Team Chair

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## Summary of Evaluation Report

INSTITUTION: California Preparatory College

DATES OF VISIT: October 14 -16, 2019

TEAM CHAIR: Dr. Mary Gallagher

A team of nine professional educators visited California Preparatory College (CPC) on October 14 through October 16, 2019, to evaluate the College for candidacy for accreditation. The team members prepared for the visit by reading the Institutional Self Evaluation Report (ISER), reviewing evidence, and preparing a draft report of their findings and conclusions. The team arrived for the visit fully prepared to validate the information contained in the Institutional Self Evaluation Report and to evaluate the College against Accrediting Commission for Community and Junior College (ACCJC) Standards, Eligibility Requirements, and Policies. The chair requested additional information for the team in advance of the visit and the information was provided promptly by the College.

Overall, the team found that the College was prepared for the site visit and that there was an understanding by the College of the accreditation process. The accommodations for the team worked very well, with one classroom as the evidence room and one secure classroom for team meetings, both fully equipped for team members to complete their work efficiently.

The team found the report had a breadth of information on the processes used by the College to meet the Eligibility Requirements and the Commission Standards; however, some of the information was not clearly articulated within the correct Standard. The citation of evidence was contained at the end of each sub-area, not necessarily after each statement requiring verification of evidence. In addition, some of the evidence cited in the ISER was not linked to the correct evidence.

The team would like to recognize CPC's administration and staff for their hospitality and their effort to expedite all responses to requests for access and for additional information. The environment within and around the College and its grounds was positive, providing students with increased opportunity to succeed. The team's overall impression was that CPC did have evidence to support how it meets accreditation standards.

During the site visit, the team confirmed the College's culture of caring and follow through, resulting in substantial numbers of students achieving success. The administration has done a remarkable job in instilling a sense of belonging, cohesiveness and teamwork throughout the institution, resulting in committed students, faculty and staff. Campus constituents function as a small community, with formalized processes in place to ensure that student learning remains the center of dialogue and resources are used efficiently.

## **Major Findings and Recommendations of the 2019 External Evaluation Team**

### **Team Commendations**

Commendation 1: The team commends the College for its clear demonstration of utilizing the college mission as its true and purposeful guiding principle. Through staff, faculty, administrative and student interviews, the team found overwhelming evidence that supporting students to become holistic contributors of their community, while offering rigorous academics, was a central focus of everything done by the College. (I.A.1)

Commendation 2: The team commends the College for providing a well-rounded approach to the delivery of Student Support Services which points to their college philosophy in general of addressing the whole student not just academics. (II.C.1, II.C.5)

Commendation 3: The team commends the College for its tenacity throughout this 12-year process of finally having the opportunity to be reviewed for accreditation approval, and for having a unique campus culture demonstrated by the mission-focused determination to become accredited despite multiple barriers. (III.D.1, III.D.2, III.D.3)

### **Team Recommendation to Achieve Initial Accreditation**

Recommendation 1 (Compliance): In order to achieve initial accreditation, the team recommends the College continue to refine its learning outcomes assessment process and tracking framework so that the work that the staff are doing to continuously improve instructional courses and programs through systematic evaluation are documented and recorded. (II.A.3)

## Introduction

In the spring of 2007, a team of individuals decided to acquire a variety of needed resources to start a new junior college, with a focused curriculum; low cost; and having the foundation of a Christian Seventh-day Adventist belief system, code of conduct, and ethics.

However, the team of individuals learned that establishing a private, Christian liberal arts junior college was daunting and challenging. First, most colleges need government financial aid for eligible students; and second, students need the ability to transfer credits earned to accredited four-year institutions. As is widely known, these two vital requirements are not granted to start up institutions. Therefore, California Preparatory College (CPC) needed to find a way for students to be able to transfer their class credits once earned and the school needed to find revenue to maintain operations in the absence of government financial aid until accreditation could be achieved. Gaining the ability to transfer credits and qualifying students for government financial aid first required that the College be licensed by the State of California.

In September of 2007, California Preparatory College (CPC) opened its doors in Redlands, California. At the time, nearly 30 students graced its halls. Immediately after opening its doors, several major setbacks occurred. First, the State of California decided to close the predecessor of the Bureau for Private Postsecondary Education (BPPE). This closure prevented CPC from obtaining their license and approval to operate. In addition, the private market for student signature loans evaporated. To make matters worse, the 2008 economic collapse was occurring. Overnight, CPC's strategic plans seemed to be shelved.

But for the dedication of the administration, faculty, staff, and board members to the mission of CPC, the school would not have survived those early challenges. Instead, from that time to the present, the College revised their strategic plan and accomplished what was necessary to allow the school to operate during the difficult circumstances.

The changes made to survive were many and significant. First, the school switched from being a for-profit that was owned by shareholders to a nonprofit school. The owners of the for-profit school agreed to sell the assets of the for-profit college to the new, non-profit college and allow the college to use its old name while agreeing to very friendly and manageable terms of payment for the purchase of the educational assets – essentially waiving any requirement for scheduled payments until the school achieved accreditation and financial stability. Second, costs were dramatically cut resulting in a team of dedicated, sacrificing pioneers willing to settle for below market wages. Third, alliances with colleges and universities willing to vet the College's classes and accept CPC credits from students seeking transfer to their institutions were developed and expanded. And finally, the school developed and grew its Western Healthcare Practices and Communications and its ESL programs to recruit foreign students that did not require government financial aid to pay tuition. These two certificate programs became the main source of revenue for the new, non-profit college.

However, even with these changes, one of the biggest obstacles remained to be solved. CPC was having difficulty working with the newly formed BPPE and securing a state license and



approval to operate in California. This long, difficult process can be summarized by this awareness: the BPPE grants licenses primarily to vocational and specialized schools, not liberal arts colleges.

The history of this conflict with the BPPE started during CPC's first four years of operation when the state advised CPC to continue operating under a "voluntary compliance" basis. Even though there was no department in existence to approve the school, the government representative stated that since CPC had submitted its application to operate prior to the closure of the BPPE's predecessor, they would be allowed to continue to operate in that capacity.

Upon the reopening of the department that approved colleges, and after new regulations were implemented that governed postsecondary education in California, it was the understanding of CPC that the newly formed or reopened Bureau would grant the school its license as the regulations allowed the college to be "grandfathered in" under the old regulations - essentially not having to comply with the more restrictive and time-consuming regulations and requirements related to submitting a new application to operate as a new school.

First, in order to obtain state approval to operate, the newly formed BPPE and its representatives advised the College to apply as a "transition school" under the new regulations. CPC followed this advice and submitted its application. However, after 18 months had passed, a new set of BPPE representatives directed CPC to apply as a "new school." Following the submittal of another application, CPC was granted conditional approval to operate its ESL programs. The BPPE, however, continued to reinterpret the rules, refused to process the application for CPC's degree programs and refused to resolve a few issues that surfaced related to the College's overall ability to operate. Finally, it became clear that the BPPE was taking the position that CPC was illegally operating its degree programs when CPC administration believed the regulations allowed for the school to operate and offer such programs under the "grandfather" provision of the new regulations.

Largely due to this disagreement, it took from 2011 to 2018 for CPC to receive full approval from the BPPE. This grueling process required significant legal efforts, lengthy appeals and an administrative law judge's ruling following three days of hearings in order to have the BPPE finally issue CPC's license to operate. CPC did not obtain BPPE approval of its degree programs until December of 2018 and just recently received final approval of its WHPC certificate in June of 2019.

The resulting costs associated with the delay in approval have been immense and difficult for the school to quantify to this date.

## **Eligibility Requirements**

### **1. Authority**

The Team confirmed that the institution is authorized to operate a post-secondary educational institution, and to award certificates and degrees, by the Bureau for Private Postsecondary Education (BPPE) to operate in the State of California.

### **2. Operational Status**

The team confirmed that the institution is operational with students actively pursuing certificates in years 2017, 2018, and 2019, confirming the schedule of classes for the last three years.

### **3. Degrees**

All programs offered lead to associate in arts, associate in science degree and/or certificates of completion. All degree programs are two years in length.

### **4. Chief Executive Officer**

The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution.

### **5. Financial Accountability**

The institution annually undergoes and makes available an external financial audit by a certified public accounting firm. The evidence shows that the institution had clean external audits in 2017, and 2018.

## **Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies**

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; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution’s compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

### **Public Notification of an Evaluation Team Visit and Third Party Comment**

#### **Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
<input checked="" type="checkbox"/>	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Rights and Responsibilities of the Commission and Member Institutions</i> as to third party comment.

#### **Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

#### **Narrative**

The team confirmed that the College solicited third-party comment regarding its upcoming evaluation visit. The College was asked on two separate occasions, prior to the onsite visit, for additional information. The College provided the team with the requested information within 48 hours. There were no third-party comments received.

**Standards and Performance with Respect to Student Achievement**

**Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution’s mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
<input checked="" type="checkbox"/>	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
<input checked="" type="checkbox"/>	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative:**

The team verified evidence of the College institution set standards as measured by its completion rate of 90 percent. Successful course completion, program completion, employment after graduation, and transfer are all important components to the measures of student achievement for CPC. This mission-driven institution has developed a formal process

of evaluating programs annually that will be used to determine changes needed to improve programs and outcomes as part of overall institutional planning and resource allocation.

**Credits, Program Length, and Tuition**

**Evaluation Items:**

<input checked="" type="checkbox"/>	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
<input checked="" type="checkbox"/>	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
<input checked="" type="checkbox"/>	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
<input checked="" type="checkbox"/>	Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Institutional Degrees and Credits</i> .

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative:**

The team verified that units of credit are awarded in a manner consistent with state regulations, federal regulations, and the norms of higher education. CPC meets the federal standards for clock-to credit-hour conversions in the awarding of credit. Tuition is consistent across all programs of study.

**Transfer Policies**

**Evaluation Items:**

<input checked="" type="checkbox"/>	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
<input checked="" type="checkbox"/>	Policies contain information about the criteria the institution uses to accept credits for transfer. (Standard II.A.10)
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative:**

The team verified that the College clearly publishes transfer-of-credit policies in the course catalog and on the College website. CPC has one formal articulation agreement with Pacific Union College. As a new and currently unaccredited institution, CPC communicates to students the potential limitations of transfer for credits taken at CPC.

**Distance Education and Correspondence Education**

**Evaluation Items:**

<b>For Distance Education:</b>	
<input type="checkbox"/>	The institution demonstrates regular and substantive interaction between students and the instructor.
<input type="checkbox"/>	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
<input type="checkbox"/>	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
<b>For Correspondence Education:</b>	
<input type="checkbox"/>	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
<input type="checkbox"/>	The institution verifies that the student who registers in a correspondence education

	program is the same person who participates every time and completes the course or program and receives the academic credit.
<b>Overall:</b>	
<input type="checkbox"/>	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
<input type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Distance Education and Correspondence Education</i> .

**Conclusion Check-Off (mark one):**

<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the Institution does not meet the Commission's requirements.
<input checked="" type="checkbox"/>	The college does not offer Distance Education or Correspondence Education.

**Narrative:** Not applicable.

**Student Complaints**

**Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
<input checked="" type="checkbox"/>	The student complaint files for the previous seven years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
<input checked="" type="checkbox"/>	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
<input checked="" type="checkbox"/>	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

**Narrative:**

The team verified that the College has policies for handling complaints. The BPPE information is posted on the website and the catalog and specifies where and how a complaint can be filed. The College has not received any formal complaints since its inception in 2007.

**Institutional Disclosure and Advertising and Recruitment Materials**

**Evaluation Items:**

<input checked="" type="checkbox"/>	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status</i> .
<input checked="" type="checkbox"/>	The institution provides required information concerning its accredited status.(Standard I.C.12)

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

**Narrative:**

The team verified that the College provides accurate and detailed information to its students and the public about its program and policies. The College currently has one location. The College complies with the Commission policy on advertising and student recruitment. The College provides information on its accreditation status.

**Title IV Compliance**



**Evaluation Items:**

<input type="checkbox"/>	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE. (Standard III.D.15)
<input type="checkbox"/>	If applicable, the institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
<input type="checkbox"/>	If applicable, the institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
<input type="checkbox"/>	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
<input type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Regionally Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

**Conclusion Check-Off:**

<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

**Narrative:**

The college is not an accredited institution, therefore, is not eligible for Title IV funding.

## **Standard I**

### **Mission, Academic Quality and Institutional Effectiveness**

#### **I.A. Mission**

##### General Observations:

California Preparatory College's (CPC) dedication to students is clear and evident through the careful and intentional creation and continued implementation of its mission. The creation of their program review process embeds the mission into the yearly analysis of every academic and administrative program on campus. The requirement of an Annual Report Review and Assessment Plan (ARRAP) process ensures the application of the mission regularly to all aspects of college processes. The mission is reviewed within a 5-year cycle by the Board in addition to the yearly review conducted through the completion of the College ARRAP process.

##### Findings and Evidence:

The emphasis on affordable education is demonstrated by CPC's steadfast commitment to their low-cost tuition. Students at CPC echoed their appreciation and acknowledgement of high-quality private education at an affordable cost. Despite the numerous barriers posed by their ongoing legal battle with the Bureau of Private Postsecondary Education (BPPE), the commitment of CPC to hold to their mission guided them to apply to obtain ACCJC accredited status to benefit their students. The degrees and certificates offered have been carefully chosen to best meet the needs of the students in the surrounding areas and prepare them for the on-demand jobs found in their local community. (I.A.1)

The complete commitment to the College mission by faculty, staff and administration ensured an ongoing data collection via frequent communication and meetings. The College does note their collection and evaluation of data in its current implementation needs to be documented in a more formal and consistent manner. The College provides evidence of current data collection to inform the college of the education needs of students. In addition to the ARRAP process for data collection, the College utilized a student survey to collect student input on the college mission. The survey revealed *"the most important elements of the statement to students included CPC "existing to provide affordable, higher education" and offering "a Christ-centered learning environment. 96% of students did not see a need to add or change the statement."* (I.A.2)

The College utilizes the ARRAP process to document program alignment to the College mission. The ARRAP process devotes an entire section, composed of multiple questions, to probe each department for decision making, planning and resource allocation in the context of the College mission. Specifically, the meta-analysis of the Academic Committee in completing their ARRAP describes how each program aligns with the College mission. Through the communication with staff, faculty, administration and students, it is clear the programs and services are driven by the desire to fully and completely meet the College mission. (I.A.3)

CPC outlines the College's mission in the catalog, website and faculty handbook and within the ARRAP form. The most recent Board approval of the college mission was on September 5, 2015. As per CPC policy and procedure: The governing board reviews the mission every 5 years. The College engages in institutional review of the mission each year. *"This review is done through the ARRAP Annual review and assessment process. Any changes must be approved by the board."* The policy also requires the review of the mission with any change in presidential appointment. (I.A.3)

Conclusion:

The College meets Standard I.A.

**I.B. Assuring Academic Quality and Institutional Effectiveness**

General Observations:

California Preparatory College (CPC) is a private, Christian liberal arts college, which has a collegial college culture. Because of its small size, college administrators also teach classes, which gives them a unique understanding of the student population that may escape larger institutions. Campus interviews revealed people genuinely enjoy the work they are doing, and the informal, personalized communication has allowed for significant information sharing. Stakeholders acknowledge the formalization of processes taking place while maintaining close connection to the informal culture.

The College has recently revised its annual report process with the utilization of the Annual Report Review and Assessment Plan (ARRAP), and the College is in its second year of documenting academic and departmental areas. The ARRAP is an inclusive document that is both systematic and comprehensive and the College is confident the process will provide them with the quality data and analysis they will need going forward.

Processes are in place for measuring student learning and the College reviews both internal and external data, as well as student survey data, to assess these outcomes. Additional processes are being formalized and plans are being implemented to amplify the use of qualitative analysis. For example, during a field trip to experience and learn about inclusiveness and tolerance, the College recognized a gap in services related to worship of a non-Christian student. There was discussion and a change was made that allowed the College to remain true to its mission while also closing an equity gap. This is one of many examples the team heard during the visit that captured the evidence of assessment, dialog and change that was otherwise obfuscated in the ISER. To address this, the College indicated future plans to hire a part time person to take the primary role of data analyst who would continue the collection and monitoring of data, provide analysis, and develop new processes to formalize the use of data and help inform the College at large.

### Findings and Evidence:

California Preparatory College maintains an ongoing, collegial, self-reflective dialog about the continuous improvement of student learning and institutional processes through weekly executive meetings with Directors and Deans. The ISER states and is supported by the policy: “a system of hierarchy within each operational area that end in the Executive Committee (EXCO), finally being disseminated to the Finance Committee and the Board. The final annual report is made available to all employees, students, and any other stakeholders upon request.”

While the College has thus far been informal, they use data to inform decisions surrounding areas of student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. The college has formalized its annual review process to increase the more systematic approach of analyzing the data, measures, and outcomes that affect change. The team confirmed that the annual report will include a deeper analysis of information to make meaningful change for the College. (I.B.1)

All instructional courses and programs at CPC have developed and administered student learning outcomes and are reviewed by the Academic Dean and Academic Oversight Committee. Student Services and Learning Support Services are included and specifically evaluated annually. The College has produced a sustainable and systematic approach which includes administrators, faculty, and staff as collegial participants and concludes with the results being distributed among all stakeholders. (I.B.2)

Sample evidence of the College embracing and understanding the purpose of the dialogue and the impact it has on student learning is demonstrated by the 90 percent program completion goal that is shared throughout the campus. As noted in the ISER, the College is continuing to improve the communication and dissemination of this goal, specifically, while maintaining policies that have a direct effect on student learning, such as their life-counselors. This high touch approach from a counseling standpoint creates opportunity to measure and assess students on a regular basis and help them maintain academic success. In addition, the college maintains and regularly reviews data submitted to the Bureau for Private and Post-Secondary Education (BPPE), which is similar to the State Department of Education scorecard information. The Academic Oversight Committee monitors progress and reports to the Executive Committee on student learning. (I.B.3)

California Preparatory College demonstrates its use of assessment data in support of student learning and achievement by engaging in and formalizing continuous data collection and assessment procedures. The process currently includes course evaluations, student learning outcomes, annual report data, and various student driven surveys and suggestions. The College will now integrate these within the ARRAP system, which will guide the annual reporting process by the President with summative information, be disseminated among the college and executive boards, and allow for discussions related to improvement in student learning and achievement. The College can make better use of data in planning and decision-making by creating time and space for constituents to review and discuss data and develop corresponding action plans derived from the data. (I.B.4)

### *Institutional Effectiveness*

CPC has an annual program review process that is systematic and ongoing, and supports programmatic improvement, implementation of modifications, and evaluation of the changes. The ARRAP policy requires the departments to complete a yearly analysis of goals and objectives and the Academic Oversight Committee is responsible for aggregating the information and making reports available to interested parties. The College understands that their size has allowed for a less formal process and has committed to the ARRAP as a solution moving forward including disaggregation and deeper analysis of the data. (I.B.5)

Discussion surrounding disaggregating student data are ongoing and, to date, the College has relied on informal information. Indeed, they acknowledge the very size of their student population lends to their ability to identify gaps and implement strategies to improve achievement. The College is committed to mitigating gaps, while at the same time noting that disaggregation of student data does not always provide meaningful information to analyze. With the development of the ISER, the need of a formalized process was discovered, and policy created. The College will continue to take steps to address meaningful differences in achievement and to improve these processes and provide this information to internal and external stakeholders. Having developed and implemented the ARRAP program, CPC ensures regular reviews and assessments of its instructional programs, student learning and support services, resource management, and governance processes. As a small college, they also have an annual event known as “Colloquium” in which all departments take part and report successes, report problems, evaluate solutions, and participate in suggestions for improvement. To improve effectiveness and to better measure progress towards achieving specific goals, the team encourages CPC to improve their benchmarking based on data analysis so that achievement can be determined and widely discussed. (I.B.6, I.B.7)

California Preparatory College communicates the results of their assessments and evaluations primarily through the ARRAP process which includes all departments and programs, the administration and Board members and then to the campus at large. Student life surveys are used to communicate student need and satisfaction. (I.B.8)

CPC has developed its ARRAP to ensure it is engaged in continuous, broad based, systematic evaluation and planning. The process is systematic and comprehensive and integrates program review, planning, and resource allocation. The team verified that the College has not completed this cycle and the college understands this will need to be accomplished. They did not want to rush the process and felt confident that the results will indicate accomplishment of their mission and improvement of institutional effectiveness and academic quality. There are plans in place to evaluate the ARRAP, which is an annual process currently, after two cycles. (I.B.9, ER 19)

#### Conclusions:

The College meets Standard I.B.

## **I.C. Institutional Integrity**

### General Observations:

CPC demonstrates institutional integrity through a variety of means, including striving to act in accordance with accreditation standards. The team found that the College has established policies that demonstrate a commitment to maintaining integrity of its internal and external relationships and the quality of the learning environment. This commitment is further evidenced in the broad disclosure and dissemination of important information via such means as the College catalog, various College handbooks, and the College website.

### Findings and Evidence:

Information pertaining to the College mission statement, learning outcomes, educational programs and support services is provided to the campus community and the public in a variety of means, including the College Catalog, Schedule of Classes, course syllabi, various handbooks, and the College website. The accredited status of the College and its programs is provided on the College website and in the College catalog. The mission statement and policies are reviewed annually through the ARRAP process for clarity and accuracy and changes are approved by the EXCO committee and Board.

The College provides its catalog and schedule of classes online for prospective students to view and are easily accessible and downloadable. The team confirmed the catalog is reviewed following the Academic Catalog Update Policy and Procedure and Annual Catalog Information Update Checklist that each department and committee revises, as needed. Those revisions are reviewed and accepted as changes by the Academic Dean and then approved by the EXCO committee and the governing Board. Statements pertaining to academic freedom are described in the College catalog. (I.C.1, I.C.2)

CPC has developed a process for systematic assessment of all levels of learning outcomes including course level, program level and institution level. The creation of a comprehensive outcome manual details the process and plan for assessment and evaluation of assessment data. To address deficiencies in outcomes assessment, the college implemented the ARRAP process. Although the College has made achievement data available through the college website, other assessment and ARRAP results are not yet available but are planned to be made available on the College's website. During the yearly ARRAP process "*each department reviews CPC policy that relates to your department or oversight responsibility,*" in addition the departments and/or oversight committee provides a list to the EXCO committee of polices that need revisions, that require "*added, revised or deleted with an explanation for such addition, revision or deletion.*" The College has created and implemented a thorough assessment plan using its comprehensive and thoughtful SLO assessment manual to guide the process. At this time the College has not completed a full cycle of assessment using the new assessment protocol but plans to implement at the program and institution level in the following years. CPC acknowledges their current deficiency in assessment and has made great gains to remedy this situation. (I.C.3, I.C5)

The College catalog is posted on the College website. Within the College catalog students can locate all colleges degrees, courses of study and program learning outcomes. Students can access tuition and fee information directly from the college website or through the College catalog. Additionally, the student enrollment form breaks down the education program the student enrolls in and the fees associated with their program. (I.C.4, I.C.6)

Governing Board policies on student academic honesty, faculty responsibility, and academic freedom have been created and are regularly reviewed by the EXCO committee and the governing board as recently as August 7, 2019. Through the academic freedom policy, there are lines of personal conviction and professionally accepted views. Expectations of codes of conduct are outlined in staff and faculty handbooks and explained during the application process as well as contained within the College catalog. Students enrolling in CPC read and sign a statement which fully discloses that *"CPC is a Christian non-denominational school; it is a campus character and moral development will be strongly emphasized and taught within a framework of Judeo-Christian beliefs. While open and accepting of all faiths, the school supports a model of performance and service based upon the standards of conduct and ethics of Adventism."* Although founded on the Christian belief system, the College supports and respects students, faculty and staff who follow other faiths. Examples of this include creating a prayer room for a Muslim student, allowing students to post meetings at the local Buddhist temple, and providing an all-day field trip to the Museum of Tolerance. The College has published and placed all policies in its administrative office for access when requested. (I.C.7, I.C.8, I.C.9, I.C.10)

The accreditation status is visible on the website including information regarding the ACCJC team visit. The college is eagerly complying with the accrediting process. (I.C.11, I.C.12, I.C.13)

CPC mission statement is paramount to the environment of the college and dictates its most important goal *"to educate students in a Christ-centered environment with individualized attention"* creating an internal structure which supports this goal. Through a system of high touch and just in time support, CPC maintains a structure of individualized attention to students by faculty, staff and administration. (I.C.13, I.C.14)

Conclusion:

The College meets Standard I.C.

## **Standard II**

### **Student Learning Programs and Support Services**

#### **II.A. Instructional Programs**

##### General Observations:

California Preparatory College (CPC) is a private, Christian liberal arts junior college operating as a 501(c)(3) nonprofit public benefit organization. The College offers two lower division educational tracks: 1. Preparation for matriculation into a four-year college/university or professional program; 2. The pursuit of an associate degree in preparation for entry into the work force. CPC offers courses for four programs that lead to degree or certificates in the following areas: Associate of Arts in Business Administration, Associate of Science in Health Science, Certificate in Western Healthcare Practices and Communications, and a Certificate in English as a Second Language. All courses and degrees offered at the College meet the standards of higher education. CPC is committed to providing services that meet student needs and serves a diverse population of students. The College has established policies for offering course credit, degrees and certificates based on student attainment of learning outcomes. CPC does not offer any online courses.

The CPC has processes in place for continuous self-evaluation and improvement. Faculty participate in the assessment of student learning. The College has several processes that inform continuous improvement to ensure that appropriate changes are implemented to serve its diverse student body.

##### Findings and Evidence:

The College offers instructional programs which align with the College's mission and are appropriate to higher education. The College offerings are significantly less expensive than the cost of faith-based or private education offered by other area institutions where tuition is two to three times more expensive. Generally, courses required as a part of the program of study have course-level student learning outcomes that are mapped to program outcomes. Course completion rates are high, ranging from 80-98 percent. Degree completion and job placement rates are high as well. (II.A.1, ER 9, ER 11)

The College relies on the SLO assessment cycle, the Annual Report Review and Planning process (ARRAP), year-end department discussions, Faculty Colloquium meetings, regular Core Faculty Department meetings, and consistent faculty evaluation to systemically evaluate and improve instructional courses, programs and related services. Campus committees refine curriculum and assessment processes to improve outcomes assessment. Faculty and administrators work collaboratively to monitor outcomes and work to continuously improve courses and programs. The mapping of outcomes is occurring, and the College is using a new iteration of their assessment process to confirm the usefulness of this mapping for institutional and program-level improvements. Each semester every faculty member is observed during classroom instructional time at least once and new faculty



members are observed during the first half of their first term and then once more during the remainder of the academic year. (II.A.2)

The College has a process in place to regularly assess learning outcomes for courses. Although data is collected for course level outcomes, the informal course and program improvements that are occurring at the College are not systematically being documented. Course-level SLOs are assessed on a three-year rotation. Currently, 88 percent of CPC's courses have SLOs. However, the Institutional Self Evaluation Report notes that as of June 2019, CPC had only performed initial assessments on 43 percent of its classes, analyzed the data and implemented action plans on just over one-fourth (28%) of its classes. Sixteen percent of classes had used implementation plans and five classes had been reassessed. Based upon conversation with administrators and faculty, assessment is occurring, and faculty and staff work to continuously improve courses and programs. At this time, these improvements do not appear to be consistently documented and incorporated into the Student Learning Outcomes Development Institution Wide Course Progress Chart and framework. The College noted that this is an area it will be working on and has identified an actionable improvement plan.

Curricular improvement and adjustments are discussed throughout the year in various committees such as the ESL Faculty Committee for ESL program-related changes; Western Healthcare Practices Program (WHPC) Committee for WHPC program-related changes and general faculty committee for either the Associate of Arts in Business or Associate of Science in Health Science programs. Curriculum changes are confirmed at the year-end general faculty committee meetings after a presentation by subcommittees to the main faculty committee. Changes to the curriculum are implemented after year-end meetings for the following academic year. CPC faculty also meet every three years with faculty from Pacific Union College (PUC) to review curriculum for currency and alignment.

Master course outlines have been established for all classes taught and are accessible to all CPC faculty and administrative personnel through the administrative secretary or the Academic Dean. Syllabi include a list of the student learning objectives drawn from the official course outline and most include student learning outcomes. (II.A.3)

The College offers limited pre-collegiate level curriculum and distinguishes that curriculum from college-level curriculum with its course numbering system, as published in the College catalog. The College directly supports student learning and the development of skills necessary to advance and succeed in college-level work through tutoring and library services, faculty office hours, and the support provided by the Life Counselors. (II.A.4)

The College's degrees and programs follow common practices in higher education. All degree programs require completion of at least 60 semester credit units. Degree offerings and sequencing are published in the college catalog. (II.A.5, ER 12)

The academic dean is responsible for developing the course schedule each term and does so utilizing the course sequencing plans and enrollment projections to ensure the course

schedule provides students with a pathway to completing programs of study within the defined periods of time. (II.A.6., ER 9)

In order to meet the diverse needs of its students, the College effectively uses a variety of teaching methodologies and learning support services to ensure student success. Effective teaching methodologies are part of the faculty evaluation criteria. CPC offers small class sizes and student supports that include life counselors, academic advising, and tutoring. CPC offers only face-to-face instruction and practicum-based courses. (II.A.7)

The College does not use department wide course and/or program examinations. Students are required to take English and math placement tests prior to enrolling in English and math classes. (II.A.8)

The College awards degrees based on student attainment of learning outcomes. Faculty have developed student learning outcomes for eighty-eight percent of the College's courses and the SLOs define the skills and abilities students will have gained upon completion of the course. Units of credit are awarded in a manner consistent with state regulations, federal regulations, and the norms of higher education. CPC meets the federal standards for clock-to-credit-hour conversions in the awarding of credit. (II.A.9, ER 10)

The institution publishes transfer-of-credit policies in the course catalog and on the College website. CPC has one formal articulation agreement with Pacific Union College. As a new and currently unaccredited institution, CPC communicates to students the potential limitations of transfer for credits taken at CPC. (II.A.10, ER 10)

The College has identified eight ISLO's for general education in the areas of: natural science, social and behavioral science, history and fine arts, and health and physical education. The institution's programs, degrees and certificates also have program outcomes. For each degree or certificate program, faculty members have defined course-level SLOs that map to PLOs. The College assesses institutional outcomes with a graduate survey. The College has identified an improvement plan to institutionalize and formalize the assessment process. (II.A.11)

As evidenced in the College catalog, the institution requires general education courses as part of all degree programs. Faculty are involved in the process. The general education curriculum identifies course SLOs that have been mapped to the College's general education outcomes. (II.A.12, ER 12)

CPC offers two associate degree programs: business and health science. Both degrees require more than 60 total credit units and students must complete all college graduation requirements. Along with mapping course student learning outcomes to program outcomes, faculty evaluate each program and determine the amount of focused study needed for mastery and create learning outcomes for all programs. (II.A.13)

CPC does not offer career-technical certificates. (II.A.14)

Administrative policy outlines the criteria for program discontinuance. This policy includes steps to enable students currently enrolled in the program to complete the program in a timely manner. If a degree or certificate is changed or discontinued, the dean, department chair and president oversee the teach-out program and will design a schedule of courses that will ensure that all remaining courses required for students enrolled in the program will be offered in a logical sequence and on a schedule that will enable students to complete the program. To date, CPC has not eliminated any programs. (II.A.15)

The College has made significant strides in regularly evaluating and improving the quality and currency of all instructional programs through the assessment and ARRAP processes. The Annual Report Review and Planning process was implemented during the 2018-19 academic year and the College states it will be refined further moving forward. Curricular improvement and adjustments are discussed throughout the year in various committees and approved changes are implemented the following academic year. Course level SLOs are assessed over a three-year cycle. The College does not offer distance education courses. (II.A.16)

#### Conclusions:

The College meets Standard II.A, except for Standard II.A.3. All other Standard II areas were met. Although program outcomes have been defined, and the College has a clear framework for tracking assessments and program improvements (Student Learning Outcomes Development Institutional Wide Course Progress Chart), the College is not currently documenting and capturing all the course and program improvements it is making. The College has identified an Actionable Improvement Plan to make progress in these areas and has a document for tracking progress.

#### Recommendation (To Achieve Initial Accreditation):

In order to achieve initial accreditation, the team recommends the College continue to refine its learning outcomes assessment process and tracking framework so that the work that the staff are doing to continuously improve instructional courses and programs through systematic evaluation are documented and recorded. (II.A.3)

### **II.B. Library and Learning Support Services**

Library statistics-gathering and organizational processes are rudimentary at this point but in the development stage. Although evidence to meet the Standards is present, it varied in value in the ISER. The College is committed to the development of library and learning support services. A response gathered during the interview process explained that much of the effort in the previous year has gone into physical aspects of settling in and designing the new space as opposed to process creation. The ISER provides evidence that these processes are being developed, and CPC is self-aware that they have yet to be fully implemented.

### Findings and Evidence:

The ISER documents that learning support beyond what is available in the library is provided by a general computer lab and tutoring services are offered by the student life department. The quantity of computer access both in the library and computer lab, which are available during all business hours, is documented and appears sufficient. The library collection size is documented at about 12,000 books. Although variety is somewhat pointed out by the statement that the collection is built around general education and specific content courses, there was no evidence provided as to how the collection is evaluated specifically for quantity, currency, depth or variety. The librarian that was recently hired had yet to begin working at the time of the visit and the team believes that the added expertise of this staff member will contribute to the quality of the collection development for the CPC library. Online services via ProQuest were recently added to the library offerings but has yet to be evaluated for effectiveness. The combined efforts of the surveys and ARRAP are sufficient to evaluate the library materials and technology support in general at this point but should be enhanced moving forward to better fulfill the Standard requirements. Because of the small size of the college and the ability for informal communication coupled with the Library Service Survey and ARRAP, there is evidence of sufficient services being offered by the library and learning support area. There are also further plans to enhance these evaluations of services by the addition of a Library Instructional Survey that will be given to instructors beginning the 2019-2020 school year. The report recognizes that two of the listed items of evidence need to be put into action before they will have a meaningful impact: the librarian starting their position and the implementation of the instructor surveys. All courses are face-to-face at a single location where library and learning support services are available. There is no need for additional support for either distance or correspondence education. (II.B.1)

Reliance on informal communication should be enhanced with more formal mechanisms in order to further the quality of library resources. Although the ARRAP does, to a small extent, address this area and gathers feedback for improvement, the Instructor Library Survey being developed is designed to better capture faculty and librarian expertise and recommendations for the needs of the library. The Instructor Library Survey is in the early implementation stages for the 2019-2020 school year. The ISER does provide evidence of educational materials and services being developed to support student learning. These include the addition of a part-time librarian, increased computer access via a new computer lab, and subscription to the ProQuest research database. (II.B.2)

The evidence provided points to a library services annual ARRAP report that is not present as of yet. During the interview process it was pointed out that this area has yet to go all the way through the ARRAP process. There are surveys listed and provided as evidence. It is important that more formalized mechanisms are developed in order to evaluate library and learning support services with regard to how they contribute to the attainment of student learning outcomes. No evidence was presented that shows the relationship between the services offered and intended student learning. Follow-up interview question responses pointed out that the philosophy at this point is to gauge how library services support in-class instruction and is measured via surveys that are being enhanced. The ARRAP evaluates the

services but not the impact on student learning at this point and it is actively being redesigned. (II B.3)

In order to enhance the book collection ProQuest electronic library services were recently purchased. CPC has ensured that the evaluation of this new service has been addressed in their standard surveys for Library and Learning Support. Outside of the ProQuest subscription there are no further sources that require collaboration. The College is aware of the need to assess whether the services are effective. Outside of the two student surveys and the Instructor Library Survey, the ARRAP is pointed out as the main mechanism of gauging any deficiencies with the services offered. It is noted earlier in II.B that IT Services are in charge of maintenance of the computers in the library and computer lab. Furthermore, during the interview process it was determined that documentation as to the methods of maintenance and security were at hand and sufficient. (II.B.4)

It is of great importance that the areas noted continue to be enhanced to a level of completeness that will continuously meet the Standard as CPC expands. In order to improve its effectiveness, the Library and Learning Support Services should continue to document any and all enhancements worthy of note. In order to enhance evaluation of the collection and improve the effectiveness of library services at CPC, more in-depth methods of measurement for quantity, currency, depth, and variety should be developed. These could be as simple as circulation statistics or as varied as student feedback as to the value of the collection towards meeting their educational needs.

#### Conclusion:

The College meets Standard II.B.

### **II.C. Student Support Services**

#### General Observations:

Traditional statistics gathering in the form of surveys and organizational processes at the basic level appear to be well developed and utilized with several very well done. The team determined during interviews and document requests that a significant amount of data gathering and procedures existed and were worthy of note. CPC has created a well-rounded approach to providing Student Support Services and points to their college philosophy in general of addressing the whole student not just academics. It is apparent that the CPC staff, administration and faculty truly have a student-centered focus and strive to ensure the very best for their college community.

#### Findings and Evidence:

CPC approaches their unique educational environment by providing students with available assistance via text, phone, and email even during weekends and holidays. Student support services are evaluated through the ARRAP process, which occurs on a yearly basis with some areas adding additional review mechanisms. An example of this is the admissions

office which utilizes a student survey and administrative conversations after orientations to further evaluate their area. The core of student support centers on the Life Counselors and, along with all the other areas of student services, are regularly evaluated by surveys. Survey feedback regarding Student and Academic Support is reviewed annually and aligned with the College mission via the ARRAP. (II.C.1)

The ISER outlines how student support services are assessed via student evaluation and the ARRAP process. Well documented examples of evaluation results being used for student services improvement are provided. However, there was no identifiable evidence that clearly described how learning support outcomes were identified or assessed. During the interview process, it was determined that these are in place in the form of evaluative surveys and the process is documented in the SLO process, which currently have yet to be fully expanded to the desired level of implementation. Additional evidence of the planned implementation was provided by the SLO Coordinator both verbally and by providing an SLO form showing how they intend to proceed. The CPC Mission Statement is identified as the driver for these outcomes, but the ARRAP process has not had an opportunity to cycle through to show how this system will work. In order to show improvement in this area, the College should formally document how learning support services outcomes, student learning outcomes, program outcomes and institutional learning outcomes align. (II.C.2)

All services are face-to-face at CPC with students able to access off-campus support from Life Counselors during non-business hours. Student Satisfaction Surveys are used to assess these services. (II.C.3)

There are no athletic or co-curricular programs at this time. (II.C.4)

Life counselors are the main point of contact for students regarding counseling/advising services. Admission advising and placement testing are handled by multiple staff members and in a logical sequence for admission to the college. Once students are admitted, the catalog and meetings with assigned Life Counselors are the guiding factors as students fulfill their academic goals. Evaluation of the Life Counselors and advisers takes place in the ARRAP and are adequate to fulfill the standard. CPC's small size is noted as a benefit in the area of advising by allowing CPC personnel to meet students on an individual basis. Professional development, although limited, is provided via peer-to-peer evaluations and self-identified goals. Information is shared with the students in a variety of ways which keeps them up to date. (II.C.5)

The Catalog is the main instrument for outlining admission policies. Marketing documentation does a good job of clarifying what is necessary for students to qualify for CPC programs. There is ample evidence that pathways are presented clearly that enable students to complete their educational goals. (II.C.6)

The annual student services survey, along with enrollment services team member meetings, is how CPC gathers feedback for evaluation of their services. The established processes are sufficiently developed to evaluate admissions and placement. Evaluation takes place in the ARRAP. (II.C.7)

Student records are locked in a vault and also on computers in the records department. As another mechanism of securing the records, CPC utilizes Thinkwave Cloud software to store the information in the cloud. Evidence and interviews point to policies being followed in a manner sufficient to meet the standard. (II.C.8)

Although there were areas in the ISER and accompanied evidence that required further development, during the visit, evidence and information was provided to demonstrate the Standard was met, that CPC has a system of gathering a range of information and input in order to ensure the quality of their educational offerings. Documentation and evidence needs to be coalesced into a more streamlined and coherent package for future usage.

Conclusion:

The College meets Standard II.C.

## **Standard III Resources**

### **III.A. Human Resources**

#### General Observations:

California Preparatory College (CPC) has been in existence for over a decade. Due to issues with the State, the College was hampered operationally and does so on a lean budget, driven by tuition revenue and volunteer time from staff. CPC is a small college whose employees wear multiple hats. The Human Resources department is efficient in assessing, hiring, orienting and evaluating prospective applicants and employees. Policies related to the hiring and evaluating of faculty, staff and administrators are published and are readily available from the college. Positions, faculty and staff, are scoped and the small size of the department makes it easy for the Human Resources staff to shift resources, as needed, in response to changing needs. Positions are defined, job descriptions created and advertised through word of mouth. The College has provisions for professional development and the safeguarding of confidential personnel information with access only by a few employees. Due to the size of the college, the professional development is employee driven and is often discussed one-on-one with the manager and/or the CEO.

#### Findings and Evidence:

Administrators, faculty, and staff are qualified for the positions through their education, training and experience. CPC has clear job descriptions and advertises positions, when available, through word of mouth and personal networks as well as on its own webpage. Because of its small nature, not all human resources activities common in a large organization with greater funds were completed. CPC recognizes this shortfall and has articulated the need to conduct background checks on each new hire to ensure compliance with the hiring standards. CPC plans on updating its background check policy at its next EXCO meeting and has indicated hiring “Goodhire” as the vendor to conduct such reviews, when needed. (III.A.1)

A review of several job descriptions indicates that the College has strong criteria for identifying and hiring staff. The hiring checklist is comprehensive, and the college has started to follow the checklist, though not all items were adhered to in the college’s early life. The checklist serves as a safety net to ensure all HR functions are completed. The list covers items such as the determination of an independent contractor versus employee, down to background checks and required documentation of work status and tax withholding. This checklist will be more important as the College scales up its operations to support projected enrollment growth. Orientation is the last action item, and CPC is small enough, and hiring infrequent enough, to be done one on one. (III.A.2)

The administrators responsible for faculty hiring have the requisite background and the job description is sufficiently robust to ensure the positions meet high standards. The résumés



match the detailed job descriptions for administrator jobs such as Dean of Academic Affairs. (III.A.3)

Faculty résumés indicate degrees from institutions of higher learning, both domestic and foreign. In addition to the résumés, transcripts are maintained for employees. College policy states that foreign transcripts are vetted through a national service (NACES) to ensure equivalency to U.S. based degrees. Job descriptions exhibited degree requirements necessary for employment. (III.A.4)

CPC has clear evaluation requirements with faculty evaluated annually and during every course of instruction. Faculty evaluations, per the Faculty Handbook, are composed of 1) student evaluations, 2) peer evaluations, 3) faculty self-evaluation, and 4) supervisor/dean evaluation. While a staff evaluation template was provided, no formal evaluation was provided for the HR staff, though in context of the small size of the college, it is not surprising that feedback is provided regularly and continuously, especially as all employees assume multiple roles. (III.A.5)

The small size of CPC translates into a small cadre of faculty, with some also serving as administrators. The dedication can be seen through their support of the College as it works through the years-long licensing process with the State of California. Many full-time faculty have been with the college for many years, some since its inception. There is an adequate adjunct base that the College can draw upon, as needed. CPC has articulated a desire to increase its faculty ranks (i.e. full-time chairs of business and healthcare practices departments) but is limited by budgetary constraints. (III.A.7)

The College has a new procedure to orient faculty and staff. Since this is a new process, more evidence is needed regarding orientation, oversight and evaluation of staff. Professional development is done informally and discussed one-on-one with the CEO. CPC does have some work-related training for employees such as ThinkWave and Northstar. (III.A.8)

CPC is a small college with 37 full- and part-time staff. The College is growing its student population with a corresponding growth in staff and faculty support. Each year, every department does a needs assessment to ensure it continues to meet its mission. This needs assessment uses a new evaluation process, the ARRAP. As the College anticipates growing its student population, CPC has articulated staffing needs and understands staffing growth is needed to support student growth. Critical positions are being recruited (i.e. technology support, library support) while other positions are on the drawing board (i.e. Registrar, Student Life Director, and Marketing and Finance Manager). (III.A.9)

For a college the size of CPC, it has sufficient administrators. The benefit of the small size allows the administrators to be more intimately knowledgeable of all aspects of the College. They also serve as instructors, thus have first-hand knowledge of student needs. As the College is planning on student growth, they should update staffing plans currently in place. (III.A.10)

The College has written policies and procedures that are readily accessible to all faculty and staff. All employees, upon hire, are given copies of the policies and procedures as part of the orientation process. The college also has a process for regular review of policies and procedures through its ARRAP process. (III.A.11)

The College supports a diverse workforce. The small size of the College makes it more challenging to maintain a representative diverse workforce, yet their full-time staff are quite diverse. Despite the small size, the College has employees from different backgrounds, countries and regions such as the Middle East/India and the Asian-Pacific Island area. CPC exhibits a merit-based working environment by virtue of full-time employees taking on multiple roles. (III.A.12)

CPC has a written code of conduct embedded in its faculty and employee handbooks, as well as the catalog. The code of conduct applies to all members of the college. (III.A.13)

The College, as part of its annual evaluation process, reviews faculty and staff professional development needs and activities to improve teaching and job skills. A new professional development policy was recently introduced, and it will take some time for it to fully be operationalized. (III.A.14)

The College maintains employee records in a secure and confidential manner and all employees have access to their files. The files are contained in a locked filing cabinet in a locked room, with access limited to key personnel. (III.A.15)

#### Conclusion:

The College meets Standard III.A.

### **III.B. Physical Resources**

#### General Observations:

A small Christian based college, California Preparatory College (CPC), is seeking candidacy for accreditation status with ACCJC, after 12 years of working toward this status. It currently operates as a 501(c)(3) non-profit benefit organization.

#### Findings and Evidence:

The physical presence of CPC is housed in a two-story building of approximately 24,000 square feet. It meets the institution's mission to maintain low-cost tuition for students. Planning is addressed for future needs in the building, as are measures for evaluation.

The sole facility at CPC aligns with the mission of the College to provide affordable faith-based or private education to its students. The building is larger than the college needs at this time and was remodeled approximately two years previously, prior to the campus assuming occupancy. The building has ADA access and an elevator. A maintenance list is available

and routine/weekly maintenance is provided. Requests for remediation are addressed in a timely manner. Safety issues are described in the CPC catalog and Faculty Handbook. (III.B.1)

Planning for effective utilization of the building of CPC has long been addressed by the staff, administration and Board members. The formal tool for evaluation is the ARRAP, recently implemented in academic year 2018-2019. It is currently in process, on the desk of the CEO and is anticipated to be finalized in late 2019. For this resource, a draft (2019) ARRAP report ascertains physical resources needs. Fiscal projections to 2025 are found in the Income and Expense Projection Proposed Budget, which is in process to the EXCO committee, to be formalized into its plan. (III B.2)

To assure feasibility and effectiveness of its physical resources, specifically, facility and equipment, the campus relies on the ARRAP that will be finalized in late 2019. Following this, the findings will be studied. The campus plans to do so in the next two years. Other measures of effectiveness are in evidence, such as the Student Life Survey. In addition, the campus relies on informal “stakeholder influence” to indicate needs. Suggestions include renovation of LLRC, classroom televisions, and an interactive area for teacher/student meetings. While the campus works to provide care and attention to the effectiveness of its physical resources for institutional programs and services, it does not formally document this. (III.B.3)

Current long-range capital plans to support institutional improvement goals are formally acknowledged at CPC. In its Income and Expense Projection Yearly Proposed Budget of CPC addressed are the facility needs such as equipment rental and lease, building maintenance, rent, utilities and depreciation expenses through 2025. Currently a plan for resources is in committee. The campus also has a benefactor who continues to offer financial support to the college. There is no formal evaluation of its process. (III.B.4)

After 12 years, the institution continues to work to assure the success of its students by the provision of physical resources, the focus of this Standard. It is apparent that the CPC student is successful to the rate of 90 percent. This happens despite meager financial resources. Planning is apparent by the choice of the edifice of CPC. The College has long anticipated growing into the building. Informal evaluation seems to be in the DNA of the campus. Planning and evaluation need to be further developed.

#### Conclusion:

The College meets Standard III.B.

### **III.C. Technology Resources**

#### General Observations:

CPC policies and procedures for the appropriate use of technology are in place. Technology, support, facilities hardware and software are available for those at CPC through the services

of a part time employee. The primary evaluation tool is the ARRAP. The ARRAP secures input from all entities on campus. Other possible instruments to evaluate include an inventory of resources, flowchart and student and instructor survey instruments. (III. C.1)

Findings and Evidence:

CPC policy is in evidence for technology. Continuous planning, updating and replacement of technology by CPC is in process. Formal assessment of needs of recipients as secured by ARRAP, are to be finalized late 2019. Daily, these are addressed by a work order system by the technology staff. The campus policy of upgrades and computer software is also currently in committee. (III.C.1, III.C.2)

Technology resources are readily available, despite financial challenges. The campus indicates a wealth of resources based on a purchase from a nearby campus which was closing. These are maintained on a daily basis by a technology worker who attends to the needs on a regular basis during the week. (III.C.3)

Provision of instruction and support for faculty, staff, students, and administration for the effective use of technology and the related systems by the campus is available daily. In addition, “basic” training is provided to new staff for their equipment and software by the IT department. (III.C.4)

After 12 years, the institution continues to work to ensure the success of its students by the provision of technological resources, the focus of this Standard. Planning and evaluation need to be further developed.

Conclusion:

The College meets Standard III.C.

**III.D. Financial Resources**

General Observations:

The College is a small private 2-year college. They receive their funding through tuition payments and donations from supporters. The College operates on a lean budget but considering no federal aid support (i.e. no Pell grants or Federal loans), they have been able to maintain a positive cash flow status. The early years of the College were sustained by investors who believed in the mission of the college. Despite the challenges, the College grew and continues to grow its student population with a very high retention rate. This fact has caused CPC to learn to operate in an efficient and student focused manner maximizing, physical space, equipment, volunteers and the use of stipend payments. Once CPC has access to federal support, cash flow should improve, allowing the College to better invest in infrastructure and its employees.

Findings and Evidence:

The College receives funding from tuition, investor contributions and volunteer services that covers the cost of operations. Since CPC is a new, private college focused on financial sustainability, creating and maintaining a reserve fund was not the top priority though they do have a goal to achieve a 10 percent reserve fund. CPC has a 5-year growth projection and has had no adverse audit findings in their financial statements. Despite growing pains and minimal support from the State's Bureau of Post Private Secondary Education (BPPE), the college is growing its student population and meeting student needs. (III.D.1)

CPC produces an annual budget and multiple years of projections that are reviewed and endorsed by the Board. The annual budgeting process is conducted through ARRAP. Due to the small size of the institution, the budgeting process has both formal (ARRAP) and information aspects, with open discussions taking place between top administrators and all interested employees. An area of opportunity may be to maximize the matching donor contribution of \$50,000 to create a reserve fund that will meet the 10 percent reserve goal. (III.D.2)

CPC has a budgeting policy that guides the planning and development process. The budgeting process incorporates all departments, goes to the Executive Committee for discussion and planning and the final budget is endorsed at the board level. The budgeting process is an inclusive process allowing input from all employees. (III.D.3)

CPC is a small college operating on a lean budget. Consequently, its financial projections are realistic and on the conservative side. They have relied on a tight budget for 12 years, modeled on volunteers and international students, and have been successful. Their recent status as a 501(c)(3) organization will allow CPC to conduct fundraising activities which should help with cash flow. (III.D.4)

Because CPC is a small operation, employees wear many hats. While this allows for greater flexibility, it does blur the responsibility lines and can pose a hazard to sound financial internal controls. The budgeting department produces regular financial reports and produces the annual budget. Input for the budget comes from all levels of the college and contains both a formal process (ARRAP) and information process where the CEO discusses financial progress with the financial officer. This close collaboration increases communication but can also be a source of conflict. The positive audits do provide some level of comfort that CPC is operating in line with best financial practices, but the College should demonstrate clear lines of responsibilities and separation of authorities through written policies and procedures. Some financial analysis is being done such as variance analysis between budgeted numbers and actual results. (III.D.5, III.D.6)

CPC produces monthly, quarterly and annual financial reports that are audited on an annual basis (annual reports). Any deficiencies are brought to management's attention and addressed. Regular financial reports are submitted to the board for review and approval. Continued unmodified auditor's opinion of CPC's financials supports management's assertion that they are managing their finances in accordance with accepted accounting principles, that their business activities are conducted with integrity, and that they are stable financially. (III.D.7, III.D.8)

The College has a lean operation, but still produces positive cash flows to support its operations. CPC is moving from a leasing model for the school to a purchase model of their current building, which is expected to reduce monthly cash outlays. This should free up money to support the 10 percent reserve goal. The 5-year projections, if achieved, will add income to the reserves or can be re-invested in operations and programmatic support. Additionally, CPC has a donor who has pledged \$50,000 to support the college and its reserve targets. Management estimates the College is in position to close on the building purchase option by the end of 2019. (III.D.9)

The College currently does not receive any Title IV funding. Oversight of College financial aid is conducted by the College Accounting/Student Accounts department and the donor agencies/entities. CPC follows its own policy regarding disbursing college grants and discounts. CPC currently does not offer grants, only discounts, which goes through a process. CPC has a financial aid brochure for prospective students outlining available aid. Student Accounts is reviewed monthly by the manager and every few months by the CFO. (III.D.10)

CPC has diligently worked to pay down debts incurred during the early years of its operations. Even with the debt, CPC has operated in a sound manner and has positioned itself to make available additional cash flow by moving to a purchase model for its building. Additionally, the long-term note held by CPC's creditors has terms favorable to the college – due only after achieving accreditation and after all operations are fully funded and after attainment of a healthy reserve. The College's assets to liability ratio has improved from 1.1 to 1.3. Assisting with the low debt levels is the fact that CPC has no pension obligations. The only long-term debt owed by CPC is the one note held by a creditor who is supportive of the college and has approved repayment terms favorable to the College. CPC recently achieved 501(c)(3) status and does not have any restricted funds in its portfolio. (III.D.11, III.D.12, III.D.13, III.D.14)

CPC is not currently accredited and thus is not eligible to receive Title IV funds. The College has no institutionally funded loans. (III.D.15)

CPC has three types of contracts: 1) Short-term service agreements which are signed by the CEO/CFO and are limited to activities such as internet and telephone services; 2) Marketing agreements with agencies who bring international students. These must be processed by both the vice president in charge of marketing and the CEO/CFO; and 3) Rent or mortgage obligations, which are signed by the CEO with board approval. (III.D.16)

Conclusion:

The College meets Standard III.D.

## **Standard IV Leadership and Governance**

### **IV.A. Decision-Making Roles & Processes**

#### General Observations:

California Preparatory College has a unique decision-making process driven by its small size. The College has 37 full- and part-time staff. This allows most faculty and administration to interact on an almost daily basis. The College demonstrates a strong, informal communication process. More recently, the College has focused on institutionalizing a more formal decision-making process. This program planning process known as the Annual Report Review and Assessment Plan (ARRAP) helps guide the College with meeting its mission and values along with utilizing its resources to support student success.

#### Findings and Evidence:

The institution demonstrates a strong commitment to informal channels of communication which encourage campus members to bring forth innovative ideas. The CEO's open-door policy encourages faculty, staff, administrators, and students to contribute to institutional excellence through informal conversations and dialogue. In addition to being available throughout the day, the CEO's availability is posted in the office. The formal procedures associated with bringing forth ideas for institutional improvement are still new. The College has implemented a process called the Annual Report Review and Assessment Plan (ARRAP). This process will allow CPC to ensure that it is fulfilling its mission by having programs identify institutional needs and explain how requests support academic excellence and student success. In addition, the College collects feedback from students regarding institutional performance through suggestion boxes and exit surveys. (IV.A.1, IV.A.5)

The Board Manual for CPC tasks the President with ensuring that broad perspectives from across the campus are included in decision making process. The Faculty Handbook outlines faculty roles and responsibilities as it relates to curriculum and other educational matters. The ARRAP process helps ensure that faculty, staff, and administrators' input and feedback are taken into consideration. In addition, the institution relies upon informal weekly meetings with faculty and staff to gather feedback and input. Students are given a voice through the CPC Student Council through which all students are voting members. This group is tasked with bringing student concerns to the administration and provides input for the Student Life President who meets weekly with the CEO and Director of Student Life. Finally, a representative of the student body is on the Student Life Committee. Students do not have an official role on any other college committee. (IV.A.2, IV.A.4)

Core college documents provide policies and procedures to ensure all faculty, staff and administrators have a role in college planning. The Faculty Handbooks, Board Manual and college bylaws provide descriptions of the roles and responsibilities of groups in the planning process. The ARRAP process provides a yearly avenue to ensure that all programs on campus have the opportunity to report progress towards goals, discuss how various

programs/activities support the mission, and request resources. The Academic Committee provides a monthly venue for faculty to interact with administration to ensure there is communication regarding college planning. (IV.A.3)

The Faculty Handbook outlines the role of the Academic Committee and faculty over curriculum matters. This committee is responsible for reviewing syllabi, textbooks, and course content. The President has final control of curriculum matters with Board approval according to the Board Manual. In addition, the ARRAP process provides an opportunity for the discussion of student learning outcomes. (IV.A.4)

Newly hired faculty are provided the Faculty Handbook which explains the role of faculty through their participation on the Academic Committee. In addition, the Handbook explains the role of the President, Vice Presidents, and Deans as it relates to their role in educational programs and planning. The catalog explains the rights and responsibilities of students. A Staff Handbook is provided to all other new employees. (IV.A.5)

While CPC does have a strong informal structure for meeting and communicating information, beyond ARRAP and the Academic Committee, it is developing more systematic communication to the entire college community in order to reach all part-time faculty. When there is information on an important topic, such as student learning outcomes or the assessment process, CPC sends out campus-wide emails. On the student life side, student life newsletters are distributed as needed. The College is developing more formal communication processes that will include an email with a monthly newsletter for staff and faculty and a monthly update for students. To improve institutional effectiveness, the College should refine and formalize its processes using the information obtained through the ARRAP process. Additionally, the development of a formal review of its policies, processes, procedures and organizational structures and defining what is meant by “regularly” review. (IV.A.6)

The College regularly evaluates its leadership roles. The President and Board are evaluated annually and engage in a yearly self-evaluation process. CPC’s governance structure is evaluated on an annual basis through the ARRAP process. (IV.A.7)

#### Conclusion:

The College meets Standard IV.A.

### **IV.B. Chief Executive Officer**

#### General Observations:

California Preparatory College’s CEO has been in his role since the inception of the institution in 2007. The CEO has been involved in all aspects of the College including the role of a board member.



### Findings and Evidence:

The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and in assessing institutional effectiveness. He supports the entire operations of the College, its mission, and its commitment to learning. The CEO regularly meets with campus constituencies to address the educational needs of the institution. (IV.B.1)

The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purpose, size, and complexity. California Preparatory College has established organizational structures in place to delegate responsibilities appropriately within the institution. Evidence includes organizational chart, job descriptions, and job functions outlined in the Faculty Handbook. (IV.B.2)

The CEO guides institutional improvement of the teaching and learning environment by actively engaging the campus constituencies to identify areas of improvement. Information related to institutional performance measures and planning is shared and discussed through three committees (EXCO, Academic, and Finance). Evidence included student enrollment and completion data. (IV.B.3)

The CEO provides leadership for accreditation to ensure that the institution meets or exceeds Eligibility Requirements, Accreditation Requirements, and Commission Policies. The CEO has worked closely with the committee to contribute to the development of the ISER. In addition, the CEO has presented information to the Board to keep them updated and informed on progress made towards the completion of the report. (IV.B.4)

The CEO assures the implementation of statutes, regulations, and governing board policies and ensures that institutional practices are consistent with the institutional mission and policies including effective control of budget and expenditures. The CEO communicates regularly with his team to address and comply with all regulatory requirements. Because of the size of the college, the CEO is the point of contact with external agencies. Information regarding compliance is disseminated to the Board during Board meetings. (IV.B.5)

The CEO works and communicates effectively with the communities served. The CEO has established open communication with campus constituencies. CPC works with external stakeholders to enhance student experiences through collaboration with other ministries and established articulation agreements to allow students to receive credit upon transferring to a college or university. (IV.B.6)

### Conclusion:

The College meets Standard IV.B.

## **IV.C. Governing Board**

### General Observations:

The College's bylaws as well as the Board Manual provide the structure for the duties and responsibilities of the Board. Because there is an overlap between two Board members who work for the college, there is a great deal of informal communication between the Board and the CEO/president regarding the college. There are also rules in the bylaws and Board Manual that describe how Board members are selected and their duties. The Board is involved in ensuring the CEO/college is supporting the mission and values by taking an active role in staying informed on matters that affect the college including student learning outcome results, student success, and accreditation matters.

### Findings and Evidence:

College bylaws describe the legal responsibilities of the Board. The Board Manual describes the Board's responsibilities and duties over all aspects of the institution. Board Policy #1 addresses the role of the board in promoting the college's mission and values and other Board Policies describe its role in ensuring fiscal stability and accountability. (IV.C.1, IV.C.5)

Board Policy specifically notes that all decisions of the Board are collective in nature. Individual Board members are part of the collective and all decision-making represents the group. Board members are required to sign a Board Member Agreement in which members agree to abide by the will of the collective group. (IV.C.2)

The process for selecting a CEO is described in the bylaws and specific steps are described in the Board Manual. The Manual also requires a yearly evaluation of the CEO by the Board which includes a Presidential Evaluation Form which is administered by the Board members and Vice-Presidents. The President is tasked with providing regular reviews of the institution's performance. (IV.C.3)

The bylaws and Board Manual of the college outlines a Conflict of Interest policy. The Board reflects the public interest in the institution through formal and informal recruitment methods. (IV.C.4, ER 7)

The Board Manual tasks the Board with supporting the College's mission and values. Established policies require review of reports and data "that demonstrate the status of the college." The College also uses the ARRAP process to provide a yearly comprehensive review of academic programs. College updates are included on every Board agenda. (IV.C.5)

Board bylaws and policies are published and made available in the administration office and on Google Docs. CPC is working on website posting of its Board agendas and minutes. (IV.C.6)

The Board assesses itself on an annual basis in areas related to governance of the college and ensuring the college is meeting its mission. The Board has recently instituted a five-year cycle of review for Board policy and procedures. Board minutes and agendas are available in the administrative office of CPC. (IV.C.7)

The Board is responsible for monitoring the progress of the college towards meeting its mission. At Board meetings, metrics of student performance including success, retention, and student learning outcomes are reviewed. Every Board agenda includes a specific section called Academic Report which allows for regular sharing of information. In addition, the annual ARRAP process, which includes a summary report, is provided to the Board. (IV.C.8)

New members of the Board are required to review a copy of the Board Manual as part of their orientation. They are also required to engage in an evaluation and a self-evaluation process. The CPC bylaws explain the selection process for members and how to fill vacancies. All Board members are currently on the same term of membership. For Board continuity and to continue to improve Board effectiveness, the Board should consider staggering the terms of its members. (IV.C.9, IV.C.10)

Board members engage in an annual performance review process that includes a self-evaluation component. There is no evidence that the Board makes public the results of its self-evaluation process or the changes made as a result of the self-evaluation process. To improve Board effectiveness, the Board may consider including time during its deliberations to share information regarding the results of its annual self-evaluation process. (IV.C.10)

The Board Manual includes Conflict of Interest and Code of Ethics sections. As part of the orientation for new board members, review of the Manual is required. Since the college is a nonprofit organization, there is no conflict regarding ownership of the institution and the composition of the Board. (IV.C.11, ER 7)

The Board Manual states that the responsibility of the Board is to hire a CEO who will oversee the day-to-day operations of the college and report to the Board. As part of the CEO's duties, the president is required to provide the Board reports on the status of the college in achieving its mission and goals, reports on student performance and success, and instructional programs. (IV.C.12)

The Board minutes indicate that the Board has been informed about the accreditation process, Eligibility Requirements and other matters related to Commission Policies. In order to fulfill the standard, the Board has an annual evaluation process. Any communication from the Commission to the college is shared with the Board. (IV.C.13)

#### Conclusion:

The College meets Standard IV.C.

#### **IV.D. Multi-College Districts or Systems**

The College is not part of a multi-college district or system.