**HOW TO USE THIS TEMPLATE (DELETE THIS PAGE PRIOR TO SUBMISSION):**

This template is designed to assist your institution as it completes its Institutional Self-Evaluation Report (ISER) in support of reaffirmation of accreditation. The template is essentially an annotated outline of the ISER, with embedded guidance and instructions for each required section. The template also includes embedded formatting (e.g., headers, etc.) that will help build a table of contents for the final document.

Throughout the template, you will see highlighted text containing instruction and guidance:

* **Yellow highlighting** contains instructions and additional guidance related to the section.
* **Gray highlighting** indicates “insert text here” and provides a description of what to insert.

**Both types of highlighted text should be removed prior to the final submission of your ISER.** Additional information about ISER preparation can be found in Section 4.2 of the *Accreditation Handbook*. Your ACCJC staff liaison is available to answer questions at any time.

**REPORT DUE DATE**:

|  |  |  |
| --- | --- | --- |
| **If your Focused Site Visit is in:** | **Your ISER is due:** | **For example:** |
| **Fall** | **Dec. 15 of prior year***to accommodate Team ISER Review in spring prior to site visit* | Focused Site Visit = Fall 2025ISER due Dec. 15, 2024 |
| **Spring** | **Aug. 1 of prior year** *to accommodate Team ISER Review in fall prior to site visit* | Focused Site Visit = Spring 2026ISER due Aug. 1, 2025 |

**SUBMISSION PROCESS:**

Unless you receive other guidance from your ACCJC staff liaison, you will upload your final ISER and supporting documentation to ACCJC’s secure online cloud service. Your ACCJC staff liaison will provide additional instructions and a link to the cloud service in advance of your submission due date.

Your submission must include the following:

* a PDF copy of the final certified ISER;
* a copy of the current catalog (PDF format preferred);
* a copy of the current schedule of classes (PDF format preferred); and
* a folder containing copies of all evidence and required documentation cited in the ISER.

**REGARDING EVIDENCE FILES:**

As part of the submission process, you will upload folders containing PDF copies of all evidence and documentation cited in your narrative responses. Please prepare a separate folder for each Standard – i.e., the folder named 1.1 would contain evidence cited in Standard 1.1; the folder named 1.2 would contain evidence cited in Standard 1.2; etc. Within each folder, names of individual files should be meaningful enough to give a general idea of the file’s contents.

**REGARDING EVIDENCE LINKS:**

Within your report narratives, you will link to evidence and documentation as needed. Your hyperlinks should be descriptive enough to indicate what document will be opened when a reader clicks the link. Hyperlinks may resolve to the individual evidence files that were uploaded to ACCJC as part of your submission (i.e., using relative links within the document) or to PDF files available on a dedicated, online institutional repository.

[insert college logo here]

**Institutional Self-Evaluation Report**

**in Support of an Application for**

**Reaffirmation of Accreditation**

Submitted by

[insert College Name and

College Address]

to

Accrediting Commission for Community and Junior Colleges

[insert date of submission: Month Year]

**Certification**

To: Accrediting Commission for Community and Junior Colleges

From: [insert Name of Chief Executive Officer]

 [insert Name of Institution]

 [insert Institution Address]

This Institutional Self-Evaluation Report is submitted to ACCJC in support of an Application for Reaffirmation of Accreditation. The Institutional Self-Evaluation Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

Signatures:

|  |  |
| --- | --- |
| [Chief Executive Officer of Multi-College District, if applicable] | [Date] |
| [Chief Executive Officer] | [Date] |
| [Chairperson, Governing Board] | [Date] |
| [Name, Title, Representing] | [Date] |
| [Name, Title, Representing] | [Date] |
| [Name, Title, Representing] | [Date] |
| [Name, Title, Representing] | [Date] |

Update the table of contents prior to submission. To update, click anywhere in the table of contents and select “Update Table” on the tab that appears above the table of contents header. When prompted, select “Update entire table.”

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# Forward to the Institutional Self-Evaluation Report

Provide a **very brief** (1 page maximum) overview of the high-level themes and findings that emerged from the institution’s self-evaluation process. The forward is intended to provide readers with a sense of what the institution learned from its self-reflection (including areas of strength and opportunities for institutional growth). ACCJC staff recommend writing this section last, after the rest of the institutional narrative has been completed.

[Insert the Forward to the Institutional Self-Evaluation Report.]

# Introduction: Institutional Context

Provide a brief introduction to the institution and its context. Include a brief history of the institution, including the year of establishment. Provide data and/or narrative to help readers understand the community and student population the institution serves as it implements its mission, and highlight any major events or developments that have occurred at the institution since the last comprehensive review. Suggested length is 3-5 pages of narrative (not including any charts, tables, or other visuals).

[Insert the Introduction.]

# Institutional Self-Evaluation of Alignment with Accreditation Standards

For each numbered Standard below (i.e., 1.1, 2.4, 3.2, etc.), provide a narrative response that analyzes the institution’s alignment with the Standard. The narrative should address the review criteria and provide supporting evidence, data, and examples as appropriate. The narrative should also address opportunities for innovation and areas for improving alignment to the Standard that were identified during the self-evaluation process.

As you prepare to draft your response, it may be helpful to reflect on the following questions:

* + What does the institution do to align with the Standard?
	+ What are the results of these actions? How effectively do the actions support equitable student success? How do you know?
	+ What did the institution learn?
	+ What will the institution do differently as it moves forward? How will the institution’s learning inform its plans for action, improvement, and/or innovation?

## Standard 1: Institutional Mission and Effectiveness

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

Suggested length for Standard 1 is no more than 10 pages.

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

[Insert narrative response with links to supporting evidence/examples.]

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

[Insert narrative response with links to supporting evidence/examples.]

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

[Insert narrative response with links to supporting evidence/examples.]

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

[Insert narrative response with links to supporting evidence/examples.]

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

[Insert narrative response with links to supporting evidence/examples.]

## Standard 2: Student Success

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

Suggested length for Standard 2 is no more than 20 pages*.*

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

[Insert narrative response with links to supporting evidence/examples.]

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

[Insert narrative response with links to supporting evidence/examples.]

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

[Insert narrative response with links to supporting evidence/examples.]

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

[Insert narrative response with links to supporting evidence/examples.]

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

[Insert narrative response with links to supporting evidence/examples.]

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

[Insert narrative response with links to supporting evidence/examples.]

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

[Insert narrative response with links to supporting evidence/examples.]

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

[Insert narrative response with links to supporting evidence/examples.]

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

[Insert narrative response with links to supporting evidence/examples.]

## Standard 3: Infrastructure and Resources

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

Suggested length for Standard 3 is no more than 20 pages.

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

[Insert narrative response with links to supporting evidence/examples.]

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

[Insert narrative response with links to supporting evidence/examples.]

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

[Insert narrative response with links to supporting evidence/examples.]

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

[Insert narrative response with links to supporting evidence/examples.]

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

[Insert narrative response with links to supporting evidence/examples.]

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

[Insert narrative response with links to supporting evidence/examples.]

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

[Insert narrative response with links to supporting evidence/examples.]

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

[Insert narrative response with links to supporting evidence/examples.]

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

[Insert narrative response with links to supporting evidence/examples.]

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

[Insert narrative response with links to supporting evidence/examples.]

## Standard 4: Governance and Decision-Making

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

Suggested length for Standard 4 is no more than 12 pages.

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

[Insert narrative response with links to supporting evidence/examples.]

1. **Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution’s structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives.**

[Insert narrative response with links to supporting evidence/examples.]

1. **The institution’s decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and prioritizes equitable student outcomes.**

[Insert narrative response with links to supporting evidence/examples.]

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

[Insert narrative response with links to supporting evidence/examples.]

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

[Insert narrative response with links to supporting evidence/examples.]

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

[Insert narrative response with links to supporting evidence/examples.]

# Required Documentation

Within the Institutional Self-Evaluation Report, the institution should provide narratives and a variety of evidence sources to describe and demonstrate alignment with each Standard and related Commission policies. Institutions must also include the required items below. This documentation can be included as supporting evidence for the Standard narratives if appropriate, or they may be provided as stand-alone files. Peer Review Teams will confirm these items during the comprehensive review process.

Insert a hyperlink (or hyperlinks) to documentation for each required checklist item below. Be sure to provide a clear, descriptive name for each document listed. Your institution may have included some of this documentation as part of the supporting evidence for your narrative responses above. **If so, please link to the page in the ISER where the item is discussed so your team can see the item in context**.

## Standard 1: Mission and Institutional Effectiveness

|  |  |
| --- | --- |
| **Required Item** | **Documentation** |
| i. Documentation of institution’s authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1) | [Insert document name(s) and link(s)] |
| ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution | [Insert document name(s) and link(s)] |
| iii. Documentation of the governing board’s approval of the institutional mission (ER 6) | [Insert document name(s) and link(s)] |
| iv. Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution | [Insert document name(s) and link(s)] |
| v. Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for successful course completion, certificate completion, degree completion, transfer rates, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11) | [Insert document name(s) and link(s)] |

## Standard 2: Student Success

| **Required Item** | **Documentation** |
| --- | --- |
| i. Documentation that the institution’s practices for awarding credit reflect generally accepted norms in higher education, including: * Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees
* Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities
* Adherence to the Department of Education’s standards for clock-to-credit hour conversions, if applicable (ER 10)
* Methodology to reasonably equate the direct assessment program to credit or clock hours, if applicable

(See Commission [*Policy on Competency Based Education*](https://accjc.org/wp-content/uploads/Policy-on-Competency-Based-Education.pdf) and [*Policy on Credit Hour, Clock Hour, and Academic Year*](https://accjc.org/wp-content/uploads/Policy-on-Credit-Hour-Clock-Hour-and-Academic-Year.pdf))  | [Insert document name(s) and link(s)] |
| ii. Documentation that the institution’s transfer of credit policies include the following:* Any established criteria the institution uses regarding the transfer of credit earned at another institution
* Any types of institutions or sources from which the institution will not accept credits
* A list of institutions with which the institution has established an articulation agreement
* Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning

See [*Policy on Transfer of Credit*](https://accjc.org/wp-content/uploads/Policy-on-Transfer-of-Credit.pdf) | [Insert document name(s) and link(s)] |
| iii. Documentation of the institution’s advertising and recruitment policies, demonstrating alignment with the [*Policy on Institutional Advertising and Student Recruitment*](https://accjc.org/wp-content/uploads/Policy-on-Institutional-Advertising-and-Student-Recruitment.pdf)(ER 16) | [Insert document name(s) and link(s)] |
| iv. Documentation of clear policies and procedures for handling student complaints, including:* Evidence that these policies/procedures are accessible to students in the catalog and online;
* Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs
 | [Insert document name(s) and link(s)] |
| v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating:* Accurate and consistent implementation of complaint policies and procedures
* No issues indicative of noncompliance with Standards
 | No link required; to be verified by the team during in-person site visit |
| vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup | No link required; to be verified by the team during in-person site visit |
| vii. Documentation of the institution’s policies and/or practices for the release of student records  | [Insert document name(s) and link(s)]  |
| viii. Documentation that the institution’s policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination | [Insert document name(s) and link(s)] |
| **FOR TITLE IV PARTICIPANTS:** |
| ix. Documentation of institution’s implementation of the required components of the Title IV Program, including:* Findings from any audits and program/other review activities by the U.S. Department of Education (ED)
* Evidence of timely corrective action taken in response to any Title IV audits or program reviews

See [*Policy on Institutional Compliance with Title IV*](https://accjc.org/wp-content/uploads/Policy-on-Institutional-Compliance-with-Title-IV.pdf) | [Insert document name(s) and link(s)] |
| **FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:** |
| x. Documentation of institution’s:* Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit
* Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable)
* Policies regarding protection of student privacy

See [*Policy on Distance Education and on Correspondence Education*](https://accjc.org/wp-content/uploads/Policy-on-Distance-and-on-Correspondence-Education.pdf) | [Insert document name(s) and link(s)] |
| **REQUIRED ONLY IF APPLICABLE** |
| xi. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum  | [Insert document name(s) and link(s)]  |
| xii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit  | [Insert document name(s) and link(s)] |
| xiii. Documentation of agreements with other external parties regarding the provision of student and/or learning support services  | [Insert document name(s) and link(s)] |
| xiv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs  | [Insert document name(s) and link(s)] |

## Standard 3: Infrastructure and Resources

|  |  |
| --- | --- |
| **Checklist Item** | **Documentation** |
| i. Written policies and procedures for human resources, including hiring procedures | [Insert document name(s) and link(s)] |
| ii. Employee handbooks or similar documents that communicate expectations to employees | [Insert document name(s) and link(s)] |
| iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5) | [Insert document name(s) and link(s)] |
| iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems) | [Insert document name(s) and link(s)] |
| v. Policies guiding fiscal management (e.g., related to reserves, budget development) | [Insert document name(s) and link(s)] |
| vi. Policies, procedures, or agreements (e.g., AUAs) related to appropriate use of technology systems | [Insert document name(s) and link(s)]  |
| **FOR TITLE IV PARTICIPANTS:** |
| vii. Documentation that the institution’s student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue | [Insert document name(s) and link(s)] |
| **REQUIRED ONLY IF APPLICABLE** |
| viii. Documentation of any agreements that fall under ACCJC’s *[Policy on Contractual Relationships with Non-accredited Organizations](https://accjc.org/wp-content/uploads/Policy-on-Contractual-Relationships-with-Non-Accredited-Organizations.pdf)* | [Insert document name(s) and link(s)] |
| ix. Written code of professional ethics for all personnel including consequences for violations  | [Insert document name(s) and link(s)] |

## Standard 4: Governance and Decision-Making

| **Checklist Item** | **Documentation** |
| --- | --- |
| i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer | [Insert document name(s) and link(s)] |
| ii. Documentation or certification that the institution’s CEO does not serve as the chair of the governing board (ER 4) | [Insert document name(s) and link(s)] |
| iii. Governing board policies/procedures/bylaws related to Board Ethics | [Insert document name(s) and link(s)] |
| iv. Governing board policies/procedures/bylaws related to conflict of interest | [Insert document name(s) and link(s)] |

## Other Federal Regulations and Related Commission Policies

|  |  |
| --- | --- |
| **Checklist Item** | **Documentation** |
| i. Documentation of the institution’s appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up See [*Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions*](https://accjc.org/wp-content/uploads/Policy-on-Rights-Responsibilities-and-Good-Practice-in-Relations-with-Member-Institutions.pdf)*,* Section D | [Insert link to documentation] |
| ii. Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home pageSee [*Policy on Representation of Accredited Status*](https://accjc.org/wp-content/uploads/Policy-on-Representation-of-Accredited-Status.pdf) | [Insert link to documentation] |

# Appendix 1: Verification of Catalog Requirements (ER 20)

ER 20 requires colleges to provide specific information in their official catalog. In the table below, list the location in the current catalog where each element can be found. Your team will verify the locations in the current catalog that you submit with this ISER as part of their review process.

|  |  |
| --- | --- |
| **REQUIRED ELEMENT** | **CATALOG LOCATION** |
| **General Information** |
| Official Name, Address(es), Telephone Number(s), and Website Address of the Institution |  |
| Educational Mission |  |
| Representation of accredited status with ACCJC, and with programmatic accreditors, if any |  |
| Course, Program, and Degree Offerings |  |
| Student Learning Outcomes of Programs and Degrees |  |
| Academic Calendar and Program Length |  |
| Academic Freedom Statement |  |
| Available Student Financial Aid |  |
| Available Learning Resources |  |
| Names and Degrees of Administrators and Faculty |  |
| Names of Governing Board Members |  |
| **Requirements** |
| Admissions |  |
| Student Tuition, Fees, and Other Financial Obligations |  |
| Degrees, Certificates, Graduation and Transfer |  |
| **Major Policies and Procedures Affecting Students** |
| Academic Regulations, including Academic Honesty |  |
| Nondiscrimination |  |
| Acceptance and Transfer of Credits |  |
| Transcripts |  |
| Grievance and Complaint Procedures |  |
| Sexual Harassment |  |
| Refund of Fees |  |
| **Locations or Publications Where Other Policies May be Found** |
| [Insert additional rows as needed] |  |

# Appendix 2: Organizational Structure

Provide organizational charts for the major functional areas to help readers understand the institution’s structure. For institutions with a corporate structure or reporting relationship to another external body, also include charts that show the relationship between the corporation/external organization and your institution.

[Insert organizational information.]

# Appendix 3: Approved Locations

***If applicable,*** provide the addresses of approved locations or campus sites where students may complete 50% or more of a credit-bearing degree or certificate program. If your institution does not have additional locations, you may delete this section.

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

[Insert the addresses of additional approved locations.]