Institutional Self-Evaluation Report

in Support of an Application for Candidacy

Submitted by

Theoria Technical College
5857 Owens Avenue, Suite 300, Carlsbad, CA 92008

to

Accrediting Commission for Community and Junior Colleges

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Certification

To: Accrediting Commission for Community and Junior Colleges

From: Phillip D. White IV
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This Institutional Self-Evaluation Report is submitted to ACCJC in support of an Application for Candidacy. 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:

Signature	Title	Representing	Date
EValentine (Aug 15, 2025 17:48:49 PDT)	Chair of the Board	Theoria Technical College	Aug 15, 2025
Antonio (Aug 15, 2025 17:50:55 PDT)	Director of Operations	Theoria Technical College	Aug 15, 2025
Jenesis Hill (Aug 15, 2025 17:52:58 PDT)	Director of Student Services	Theoria Technical College	Aug 15, 2025
Jedaki Hill (Aug 15, 2025 17:58:26 PDT)	Accreditation Liaison Officer	Theoria Technical College	Aug 15, 2025
Meghan Garcia (Aug 15, 2025 18:01:32 PDT)	Chief Academic Officer	Theoria Technical College	Aug 15, 2025
PHILLIP WHITE (Aug 15, 2025 18:05:13 PDT)	President and CEO	Theoria Technical College	Aug 15, 2025

[Name, Title, Representing]   [Date]

Contents

Forward to the Institutional Self-Evaluation Report

Theoria Technical College approached the institutional self-evaluation process as a meaningful opportunity for reflection, learning, and alignment with best practices in higher education. Throughout the preparation of this Institutional Self-Evaluation Report (ISER), we engaged faculty, staff, administrators, and stakeholders in a comprehensive examination of our mission, programs, and operational effectiveness. This process affirmed our institutional strengths and clarified targeted opportunities for growth as we pursue candidacy with the Accrediting Commission for Community and Junior Colleges (ACCJC).

Our self-evaluation revealed a strong institutional culture centered on innovation, student access, and workforce readiness particularly within early childhood education and emerging technical programs. Theoria's commitment to practical training, job placement, and community engagement stood out as clear assets. We also identified our bilingual programming, CDA pathways, and faculty expertise as critical pillars that support our mission and student success.

At the same time, we recognized important areas for continued development. These include refining institutional data systems for disaggregated analysis, enhancing long-term planning for instructional technology, and strengthening internal assessment loops across departments. We also continue to build out scalable infrastructure that aligns with our expanding program offerings, enrollment growth, and accreditation benchmarks.

We are grateful for the structure that this self-evaluation process has provided and look forward to engaging with ACCJC as a collaborative partner. Our goal is to ensure that our systems, strategies, and educational practices reflect the highest standards of integrity and student-centered outcomes. This process has reinforced our belief in Theoria's mission and sharpened our focus on sustainable, equity-driven institutional growth.

## A. Introduction: Institutional Context

Theoria Technical College (TTC) was established in Fall 2016 in Carlsbad, California, to address a documented statewide need for qualified, workforce-ready early childhood educators. From our inception, the institution has maintained a mission-centered focus on providing accessible, career-oriented education to working adults, particularly those employed in licensed childcare and preschool programs. Initial operations concentrated on the delivery of state-approved certificate programs in Early Childhood Education (ECE), structured to meet the California Department of Social Services (CDSS) Title 22 educational requirements.

In October 2018, the Bureau for Private Postsecondary Education (BPPE) granted Theoria Provisional Approval to offer the Associate of Science in Early Childhood Education, establishing degree-level instruction as a central academic pillar and marking a significant institutional transition from certificate-only programming to degree-granting status. [Evidence: BPPE - Approved Programs List 2018].

Between 2019 and 2021, Theoria expanded its academic capacity to support California's long-term workforce goals, including those outlined in Governor Gavin Newsom's *Master Plan for Early Learning and Care*. This alignment emphasized enhancing educator competencies, increasing access to degree programs for current early education practitioners, and enhancing career mobility through academic advancement. The Associate of Science in Early Childhood Education was structured to balance academic rigor with accessibility, offering flexible scheduling, hybrid delivery modalities, and faculty with active professional engagement in the field. [Evidence: Faculty List 2025]. The program serves primarily working adults, with over 80 percent of enrolled students employed in early education settings at the time of admission [Evidence: Enrollment Data PY2022-2025]

Enrollment: **Student Headcount (Unduplicated)**

Year ● 2022 ● 2023 ● 2024 ● 2025
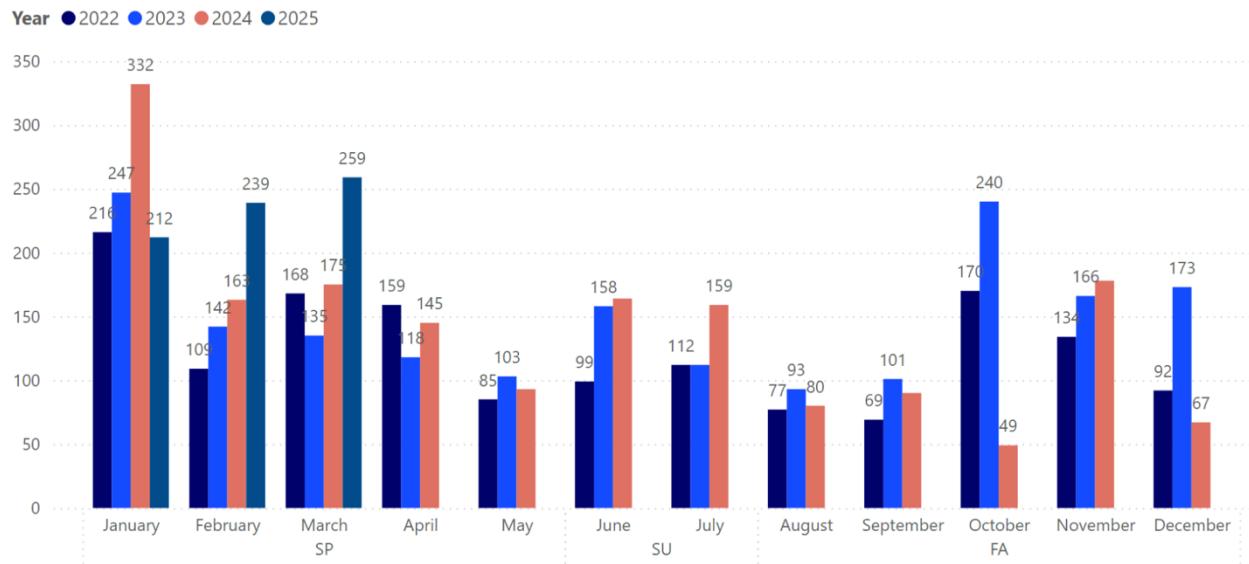
Enrollment may be duplicated depending on program enrollment

By 2022, Theoria had achieved measurable growth in both enrollment and program completions. Institutional records reflect a headcount increase from 1,490 students in 2022 to 1,788 students in 2023, with consistent completions of certificate programs in the thousands annually and ongoing expansion of AS degree enrollment and completions. The student population demonstrates regional diversity, with representation from Latin (33%), White non-Latin (28%), and Asian (26%) populations, and a significant proportion of students identifying English as a second language [Evidence: Student demographic breakdown, 2023]. The institution maintains targeted initiatives to support these students through enhanced academic support, and guided pathways toward continued education [academic support program descriptions].

General Overview of Demographics

Student Demographics:
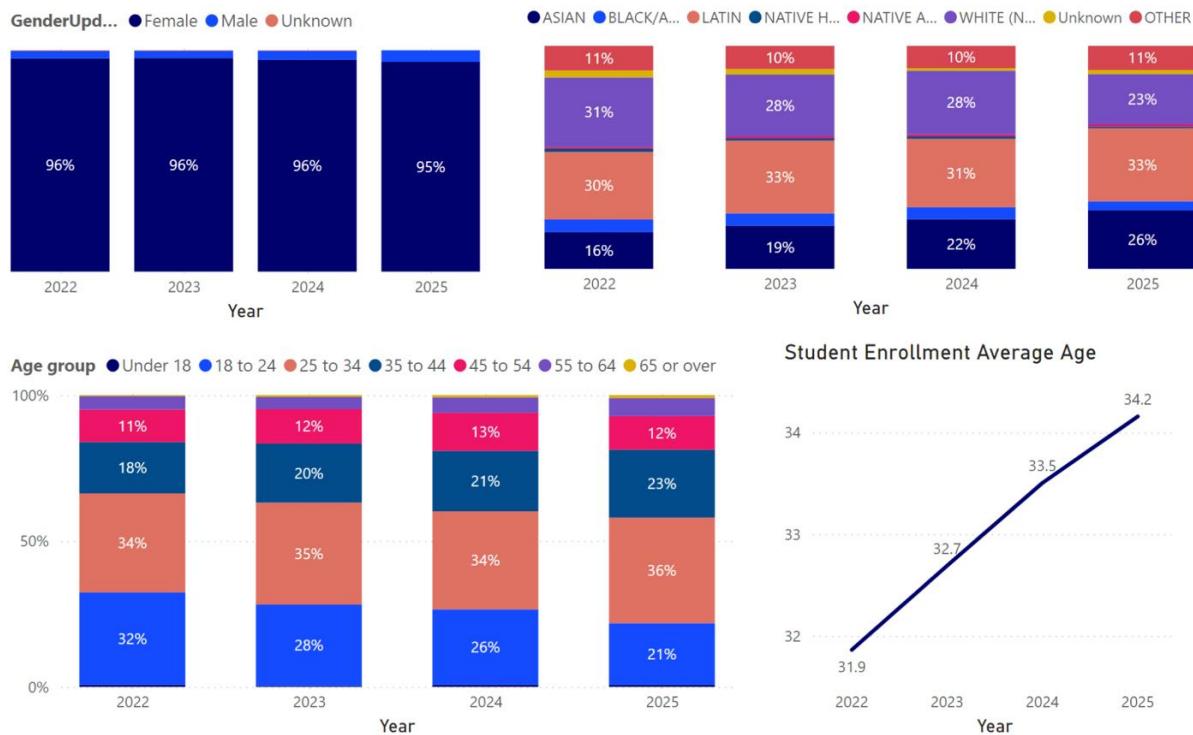
The first half of 2025 marked a critical advancement in Theoria's accreditation trajectory. On June 18, 2025, the Accrediting Commission for Community and Junior Colleges (ACCJC) granted Theoria Eligibility to Apply for Candidacy, affirming compliance with all 21 Eligibility Requirements [Evidence: ACCJC Eligibility determination letter]. On July 8, 2025, the BPPE approved an eight-month extension of degree-granting authority while candidacy is pursued, establishing March 29, 2026, as the deadline for achieving Candidacy status [Evidence: BPPE degree authority extension approval]. Academic and operational performance indicators for Q1–Q2 2025 were favorable. Enrollment growth was significant across all major programs; Infant/Toddler Development enrollment increased from 91 students in Q1 to 387 students in Q2. Completion rates exceeded 88 percent A–D across all programs, with most above 91 percent A–C [Evidence: Program completion grade distribution report, Q1–Q2 2025]. "A" was the most frequently awarded grade, and career placement alignment remained strong, with graduates employed in roles such as Preschool Teaching Assistant, K–12 Teacher Assistant, and Early Childhood Administrators, with salary ranges between $33,000 and $55,000. The average student age was 35.7 years, confirming Theoria's role in serving working adults and career changers.

AS Degree: Grade Point Average
2022-2025

2022-2025: Grade Point Average

0.00-0.99
2.0%
1.00-1.99
1.5%
2.00-2.99
3.9%
3.00-3.49
13.2%

13.2%

4.00
42.0%

42.0%

37.6%

3.50-3.99
37.6%
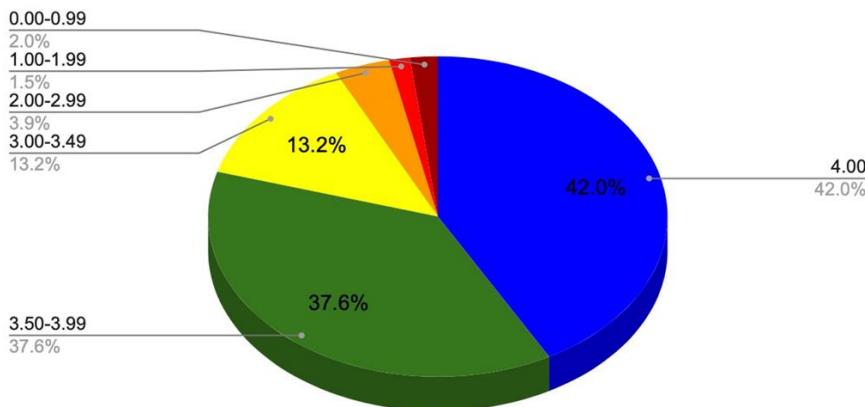
Institutional capacity was strengthened through targeted leadership appointments. Mr. Bowen Fan was appointed Academic Program Manager to oversee course sequencing, instructor credentialing, and credit-hour integrity. Ms. Yana Chi was appointed Director of Mandarin Studies and Student Engagement, with responsibilities that include support services, student retention strategies, and cultural integration initiatives. These appointments further enhance Theoria's ability to support student achievement while meeting accreditation expectations.

The Associate of Science in Early Childhood Education remains the institution's flagship program and the primary mechanism by which Theoria fulfills its mission. Strategic planning reflects an intent to expand continuing education opportunities, particularly in workforce-focused continuing education units (CEUs) aligned with early childhood professional development requirements. This expansion will provide targeted pathways for both existing early education practitioners and career changers to gain specialized skills, maintain licensure, and advance in the workforce. Parallel to this, Theoria will expand academic and support services for students from underserved communities, including those for whom English is a second language.

Since its founding in 2016, Theoria Technical College has evolved into a degree-granting institution with demonstrated capacity for program quality, student achievement, and strategic growth. Institutional performance indicators confirm alignment with ACCJC standards, and current planning reflects a commitment to sustaining the Associate of Science in Early Childhood Education as the cornerstone of academic delivery while expanding CEU offerings to meet emerging workforce demands. Theoria enters the candidacy phase with a record of compliance, operational stability, and mission-centered service to its student population.

B.   Institutional Self-Evaluation of Alignment with Accreditation Standards

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.

1.1 **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)**

Institutional Mission and Authority

Theoria Technical College is a private, degree-granting institution established in the State of California and approved by the [California Bureau for Private Postsecondary Education (BPPE)](#) to offer programs in early childhood education. Theoria operates under [Articles of Incorporation](#) filed in 2016 and is governed by a Board of Trustees who maintain fiduciary and strategic oversight. As outlined in its governance structure, the Board holds final authority for approving the institutional mission, with implementation delegated to the President and administrative team. This framework provides a clear line of authority, accountability, and mission-driven leadership.

Theoria Technical College's mission reflects the institution's identity as a private, career-focused college committed to preparing early childhood professionals through accessible, inclusive, and workforce-driven education. It centers on equity and student success, serving as a central point of reference for planning, evaluation, and institutional decision-making. This mission was formally reviewed and [adopted by the Board of Directors in December 2024](#), following a revision process initiated in Fall 2024.

Mission Statement

Theoria Technical College is dedicated to providing high-quality, accessible, and innovative early childhood education programs that prepare students for successful careers as skilled and ethical early educators. We foster a dynamic learning environment focused on practical, job-oriented training, ensuring that our graduates excel in meeting the needs of diverse communities. Our programs lead to an associate degree and certifications that address critical workforce development demands while empowering students to pursue lifelong learning and professional growth. Through a commitment to academic excellence, inclusive education, and equitable outcomes, Theoria Technical College empowers students to transform not only their own lives but also the communities they serve, contributing to a more inclusive and impact-driven future.

Alignment with Institutional Identity and Student Needs

This mission appropriately reflects Theoria's character as a private, degree-granting institution with a specialized focus on early childhood education. Theoria primarily serves adult learners, including working parents, career changers, and first-generation college students. Flexible learning options primarily online with optional onsite components align with the realities and preferences of its student population. Student support services, academic advising, and career preparation are intentionally designed to reflect students' lived experiences and increase access and success. The mission is also responsive to the regional workforce demands in early childhood education and reflects the needs of both students and the communities they serve positioning graduates for meaningful employment and long-term growth in the field.

Commitment to Equity and Social Justice

Theoria's mission aligns with the ACCJC's Policy on Social Justice, emphasizing inclusion, equity, and student empowerment. The institution actively uses [disaggregated data dashboards](#) to evaluate student outcomes by race, age, enrollment status, and program. [Demographic data](#) further informs planning and targeted support strategies. Equity gaps are reviewed during [biannual strategic planning meetings,](#) with targeted interventions implemented to close those gaps and improve equitable outcomes across all demographics.

Mission as a Driver of Institutional Effectiveness

The mission is published in all official documents, including the catalog, website, and student and faculty orientation materials. It guides annual department planning, budget development, program review, and student learning assessment. Each academic and administrative unit articulates how its activities support the mission in annual reports and planning documents. Institutional effectiveness processes are anchored in mission alignment, and improvements are measured in terms of their contribution to mission fulfillment.

Mission Review and Continuous Improvement

The mission is formally reviewed every winter during the strategic planning cycle. In 2024, feedback was gathered from faculty, advisors, and directors via internal surveys and planning meetings. Suggestions were synthesized by the leadership team and reviewed with the Board of Directors, who formally adopted the revised statement. This process ensures Theoria's mission remains current, participatory, and responsive to changes in student needs, the ECE profession, and community priorities.

Conclusion

Theoria Technical College has established a clearly defined mission that reflects the institution's structure, values, student demographics, and commitment to equity. The mission drives institutional effectiveness, continuous improvement, and innovation. Its active use across planning, budgeting, and assessment processes ensures alignment with ACCJC Standard 1.1 and Eligibility Requirement 6, placing Theoria in strong position for candidacy.

Figure 1: Theoria's Institutional Effectiveness Cycle

This diagram illustrates how Theoria Technical College uses its mission to drive annual planning, inform budget decisions, measure student learning outcomes, and guide institutional improvement cycles. All departments and programs engage in data-informed self-assessments aligned with the college's mission and values.
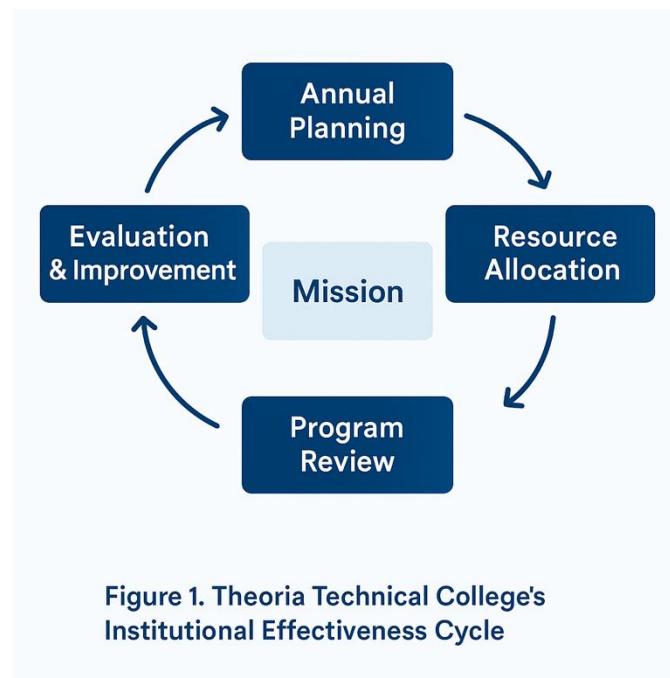
Figure 1. Theoria Technical College's Institutional Effectiveness Cycle

Documentation and Evidence Table 1.1
- Theoria_ArticlesOfIncorporation.pdf
- Theoria_BPPE_DegreeApproval.pdf
- Theoria_Mission_Statements_Compiled.pdf
- Theoria_Strategic_Planning_Agenda.pdf
- Data_Dashboard
- Theoria_BoardMinutes_MissionReview.pdf

- [Faculty_Orientation_Training_PPT.pdf](#)
- [Budget_Planning_Notes](#)
- [Program_Review_SummaryPY24-23](#)
- [Theoria_IE_Cycle_Diagram.png](#)

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

Theoria Technical College has developed a mission-aligned, equity-driven framework for institutional improvement that integrates strategic planning, innovation, and continuous assessment. This framework supports the College's commitment to increasing student achievement, expanding access, and meeting the evolving needs of the early childhood education workforce.

Institutional goals are defined through a collaborative planning process involving administrators, faculty, staff, and community stakeholders. The goal-setting process is led by the President in coordination with the Leadership Team, with facilitation from the Office of Institutional Research. Prior to each biannual Strategic Planning Meeting, Institutional Research compiles disaggregated data on student outcomes, program trends, and national benchmarks. During the meetings, participants review these findings alongside feedback from student and employer surveys to establish or revise institutional goals. Finalized goals are then embedded into department-level action plans and tracked through quarterly performance reviews.

Key institutional priorities identified in the [2025 Strategic Planning Agenda](#) include:

1. Increasing degree program completion rates
2. Expanding access to tutoring, advising, and onboarding
3. Embedding culturally responsive curriculum pathways

These priorities were selected based on internal performance metrics and external data tools such as the [Data Dashboard Sample](#), which highlights achievement gaps by race, age, and enrollment modality. These insights directly shaped the College's performance targets and informed program improvement strategies.

To operationalize its goals, Theoria has set measurable benchmarks that include:

- Raising the average on-time completion rate from 82% in 2023 to 85% by 2026
- Increasing new student participation in orientation from 9% (14 of 152) to 30% by 2026
- Reducing first-term withdrawal rates by 8% over two years, using early alerts and personalized advising

These targets are monitored through quarterly review cycles led by the Office of Institutional Research, in partnership with Academic and Student Services leadership. Each department contributes to institutional goals through aligned internal tools, performance tracking logs, and strategic planning reports.

Innovative efforts such as the Live Orientation Initiative address real-time student needs. Originally launched in Spring 2025, this initiative was developed in response to student feedback and has been embedded in onboarding protocols. Participation is tracked through the [Live Orientation Participation Log,](#) and outcomes are reviewed in quarterly department meetings to support continuous refinement.

Academic departments are required to evaluate how their programs support institutional goals during the [Annual Program Review](#) process. For example, in 2025 the [AS Degree Outcomes Alignment Matrix](#) was introduced to map program learning outcomes to workforce readiness indicators and disaggregated student

success data. Developed collaboratively by faculty, administrators, and board members, the matrix ensures that academic goals reflect both institutional mission and regional workforce expectations.

While student-facing goals such as orientation and retention remain central, academic, and operational initiatives also contribute to institutional improvement. These include digital literacy expansion, curriculum modality flexibility, enhanced faculty development, and improved institutional policy infrastructure each of which directly supports equitable access and learning outcomes.

Stakeholder input is an integral part of institutional planning. Surveys, evaluations, employer partnerships, and planning forums ensure that institutional priorities reflect the voices of those served. For example, a staff comment during 2025 strategic planning "Our students need real-time tools, not just classroom support" helped drive the creation of the live onboarding system.

Each institutional goal is linked to a strategic initiative in Theoria's broader planning framework, including the general education rollout, Credit-by-Exam pathway expansion, and faculty training enhancement. These efforts represent high-impact strategies designed to close achievement gaps and advance Theoria's mission.

Figure 1.2 – Institutional Goals and Performance Targets

Goal Area	Baseline (2023–2025)	Target (by 2026)
On-Time Completion Rate	82%	85%
Live Orientation Participation	14 of 152 (9%)	30% (or ~50 students)
First-Term Withdrawal Rate	Baseline in development	8% reduction

By aligning planning, budgeting, assessment, and innovation around shared performance goals, Theoria demonstrates a strong and evolving culture of institutional effectiveness. Continuous improvement efforts remain anchored in the mission, shaped by data, and guided by a commitment to equitable outcomes.

Documentation and Evidence Table 1.2
- Theoria_2025_Strategic_Planning_Agenda.pdf
- Data_Dashboard_Sample.pdf
- Theoria_Orientation_Participation_Log.pdf
- Theoria_ProgramReview_SummaryPY24-23
- Theoria_ASDegree_AlignmentMatrix.pdf

1.3 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)

Theoria Technical College is a fully operational institution serving students through degree and certificate programs in Early Childhood Education. As of May 5, 2025, Theoria maintains an active enrollment of 837 students, including 49 students currently enrolled in the Associate of Science Degree in Early Childhood Education [Documentation of active student enrollment status as of May 2025]. These figures demonstrate the college's operational integrity and student engagement in approved academic programs. The College offers instruction year-round and maintains a consistent schedule of academic activity across all programs. Enrollment Data PY2022-2025 demonstrates that the A.S. degree program has grown from 12 students in 2022 to 49 currently active students in 2025, with the number of degrees awarded increasing from 1 to 33 over the same period [Degree and certification award data].

Theoria demonstrates operational stability through multi-year enrollment growth and active academic engagement. The institution's programs are offered in both in-person and hybrid formats, supporting access and flexibility for working adult learners **[** Degree Program: Catalog Documentation (p.65-86)**]**. A robust course schedule is published each term **[**AS Degree Pathway Document**]**, supported by a trained instructional and student services team. Enrollment and award data confirm ongoing student participation and program completion, underscoring Theoria's ability to support students from entry to graduation.

In 2025, Theoria Technical College established its institution-set standards (ISS) to track and evaluate institutional progress toward student achievement goals. These include a minimum course completion rate of 70%, a certificate completion rate of 60%, and an associate degree completion rate of 50% within 150% of program time **[** Outline of Student Learning and Achievement Outcomes**]** & **[**Program Learning and Achievement Outcomes (2022-2025)**]**. These standards were adopted by the Leadership Team during the July 2025 strategic planning session **[**2025 (Jan-Jun) Semiannual Action Assessment Plan**]** and are published Degree Program: Catalog Documentation (p.65-86) and college website. The standards are reviewed annually during the summer strategic planning meeting and updated as needed based on institutional performance data and benchmarks from peer institutions.

Data review and institutional improvement efforts are guided by the quarterly Learning Outcomes & Achievement Evaluation process **[**Learning Outcomes & Achievement Evaluation Reports 2022–2025**]**, which includes analysis of Student Learning Outcomes (SLO) performance **[**Mapping Learning Outcomes to Program Goals**]**, demographic trends **[**Demographics Report**;** Age Demographics Disaggregated**,** Gender Demographics Disaggregated**,** and Race & Ethnicity Demographics Disaggregated**]**, course-level achievement, and program-level progress. These evaluations are compiled into summary reports each quarter and reviewed by the Academic Affairs team, Student Services, and the Institutional Research office to support responsive decision-making. Planning decisions stemming from these reviews are documented in meeting minutes action memos and strategic implementation timelines. [Semiannual Action Plans 2022-2025]

All improvement efforts are grounded in the College's mission **[**Theoria_Mission_Statements_Compiled.pdf**]** to provide accessible, workforce-aligned education for a diverse population of adult learners. Institutional decisions and innovations such as flexible course delivery **[**Course Delivery Modalities SOP**]**, career-aligned curriculum design [Learning Outcomes and Assessment Performance Report] **[**Quarterly Learning and Achievement Evaluations (2022-2025)**]**, and culturally responsive support systems **[**Accessibility, Use, and Support Report**]** are informed by this mission and measured against institution-set benchmarks. These practices reflect Theoria's commitment to ongoing accountability and mission-centered planning.

Over the past three years, TTC has demonstrated consistent growth in student engagement, completions, and instructional activity. Total headcount increased from 1,490 in 2022 to 1,788 in 2023, with steady enrollment across both certificate and degree programs **[**Enrollment Data PY2022-2025**]**. Active student participation remained stable through 2024, and as of May 2025, the College serves 837 enrolled students, including 49 in the A.S. program. Theoria's year-over-year increases in program completions and course registrations **[** Degree and certification award data**]** demonstrate an upward trajectory aligned with institutional goals and a commitment to serving its student population effectively.

Documentation and Evidence Table 1.3
Enrollment and Awards
- Enrollment Data PY2022-2025
- Degree and certification award data
- Documentation of active student enrollment status as of May 2025

Institution-sets standards for Student Learning Outcomes and Student Achievement
- Outline of Student Learning and Achievement Outcomes
- Degree Program: Catalog Documentation (p.65-86)
- Website Catalog - Academic Programs Section

- [AS Degree Pathway Document](#)
- [Catalog Excerpts Designating College-Level Credit](#)
- [Academic Grading System: Catalog Documentation (p.36-43)](#)

Programs Scope

- [AS Degree of Early Childhood Education Course Descriptions](#)
- [Certification Programs](#)
- [General Education Courses](#)

Clear articulation of program-level learning outcomes and assessment.

- [Learning Outcomes and Assessment Performance Report](#)
- [Mapping Learning Outcomes to Program Goals](#)
- [Degree Program: Catalog Documentation (p.65-86)](#)

Assessment Process and Tools

- [Assessment Process for Student Learning Outcomes – SOP Document](#)
- [SLO Flowchart and Timeline](#)

Program modality

- [Course Delivery Modalities SOP](#)
- [Course Modality Disaggregated](#)

Disaggregated data analysis for evaluating student progress from the Program data.

- [Program Learning and Achievement Outcomes (2022-2025)](#)
- [AS Degree Learning & Achievement Outcomes Data Analysis](#)
- [ECE 100 Learning & Achievement Outcomes Data Analysis](#)
- [ECE 200 Learning & Achievement Outcomes Data Analysis](#)
- [ECE 300 Learning & Achievement Outcomes Data Analysis](#)
- [ECE 310 Learning & Achievement Outcomes Data Analysis](#)
- [ECE 400 Learning & Achievement Outcomes Data Analysis](#)
- [ECE 500 Learning & Achievement Outcomes Data Analysis](#)
- [ECE 510 Learning & Achievement Outcomes Data Analysis](#)
- [ECE 600 Learning & Achievement Outcomes Data Analysis](#)

Disaggregated data analysis for evaluating student identifying demographic performance

- [Demographics Report](#)
- [Age Demographics Disaggregated](#)
- [Gender Demographics Disaggregated](#)
- [Race & Ethnicity Demographics Disaggregated](#)

Regular dialogue and planning based on data

- [Semiannual Action Plans 2022-2025](#)
- [Quarterly Learning and Achievement Evaluations (2022-2025)](#)
- [2022 Q1–Q2: Learning Outcomes & Achievement Evaluation](#)
- [2022 Q3–Q4: Learning Outcomes & Achievement Evaluation](#)
- [2023 Q1–Q2: Learning Outcomes & Achievement Evaluation](#)
- [2023 Q3–Q4: Learning Outcomes & Achievement Evaluation](#)
- [2024 Q1–Q2: Learning Outcomes & Achievement Evaluation](#)
- [2024 Q3–Q4: Learning Outcomes & Achievement Evaluation](#)
- [2025 Q1-Q2: Learning Outcomes & Achievement Evaluation](#)

Assessment Templates & Tools

- [Course Delivery Modalities SOP](#)
- [Student Learning Objectives Assessment Form](#)
- [Portfolio of Student Learning Assessment Form](#)
- [Student Externship Evaluation Form](#)
- [Student Externship Timesheet Form](#)
- [Process of Progress Report Data Collection](#)

- [Degree Audit Form](#)

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

Theoria Technical College employs a mission-centered and data-informed approach to institutional planning, resource allocation, innovation, and continuous quality improvement (CQI). The College's mission directly informs strategic priorities, which are operationalized through a comprehensive and systematic planning model that includes semiannual strategic planning [Theoria Strategic Planning Agenda.pdf](#), [Theoria_Program Review_Summary](#), departmental assessment, [Budget Planning Notes](#), and stakeholder engagement. Institutional planning is anchored in the [Semiannual Action Plans 2022-2025](#) guided by SOP #032 [Semiannual Action Assessment Plan Standard Operating Procedure](#) and structured through the [Theoria Annual Planning Calendar](#), ensuring consistent timelines, deliverables, and department-level accountability across academic, operational, and administrative units. These systems support short- and long-term operational planning and are explicitly designed to support ongoing mission alignment.

Planning efforts are collaborative and participatory. The College conducts a Biannual Strategic Planning Meeting **[[Theoria Strategic Planning Agenda.pdf](#)]** that brings together executive leadership, academic departments, faculty, Student Services, and administrative staff. During these meetings, participants evaluate progress toward institutional goals and use disaggregated data to inform decision-making and recommend resource allocations. For example, during the December 2024 Strategic Planning Meeting, disaggregated advising data **[[Theoria Orientation Log.pdf](#)]** and student feedback **[[2024 (Jul-Dec) Semiannual Action Assessment Plan](#)]** directly led to investment in onboarding tools, such as the implementation of live student orientation sessions. These proposals were reviewed and approved by the Board of Trustees **[[Board Meeting Minutes](#)]**, reinforcing transparency and shared governance.

All departments complete a Semiannual Program Review **[[Semiannual Action Plans 2022-2025](#)]** that (1) aligns departmental outcomes with institutional goals, (2) evaluates service effectiveness, and (3) recommends innovations or improvements based on performance metrics. These reviews feed directly into the annual budget planning process **[[Budget Planning Notes](#)]**. Evidence of this alignment is shown in the Spring 2025 Budget Planning Notes, which document resource reallocations toward first-term retention efforts and equity-centered improvements in response to program review findings.

Theoria's approach to CQI emphasizes innovation grounded in measurable data. For instance:

- A Credit-by-Exam pathway was launched in 2024 to expand access for working learners **[[Theoria Credit By Exam Overview.pdf](#)]**.
- The Advising Log and Live-Orientation were developed to strengthen onboarding and case management **[[Theoria Orientation Log.pdf](#)]**.
- A Curriculum Equity Reflection Tool was created by faculty and will be piloted in Fall 2025 to assess instructional inclusivity.

Planning decisions are continuously informed by disaggregated outcome dashboards, developed with Kai Analytics **[[Theoria Kai Analytics Sample.pdf](#)]**, which visualize student performance by race/ethnicity, enrollment status, and modality. These tools are used across departments during evaluation and planning sessions to identify achievement gaps and propose targeted interventions.

Stakeholder input is systematically integrated into the planning cycle based on the department reports of quarterly learning and achievement data[[Quarterly Learning and Achievement Evaluations (2022-2025)](#)], student/faculty surveys **[[Student Survey Report (2022-2025](#)); [Faculty Course Questionnaire Report (2022-2025)](#)]**, , class evaluations [[Class Evaluation Reports (2022-2025)](#)], and community trends [[Community Trends and Analysis Reports (2022-2025)](#)]institutional evaluations, orientation

feedback [Theoria_Orientation_Participation_Log.pdf], and strategic planning forums. One example occurred during the December 2024 planning meeting, when a staff member noted, "Our students need real-time tools, not just classroom support." This feedback led directly to the creation of live orientation sessions.

Final plans, goals, and budgets are reviewed and approved by the Board of Trustees [Board Meeting Minutes], ensuring alignment with the College's mission and accountability for results. To maintain relevance, the institutional mission is reviewed annually as outlined in SOP033 [SOP033_MissionStatement.pdf], which includes stakeholder consultation and Board approval for any revisions.

In summary, Theoria Technical College maintains a mature, inclusive, and mission-aligned planning and evaluation model that meets the intent and expectations of Standard 1.4 and ER 19. Through integrated planning, equity-focused data analysis, and responsive innovation, the College demonstrates its capacity for continuous quality improvement in service of student success.

Documentation and Evidence Table 1.4
Planning Policy Standards
- Growth and Development Policy
2025 Strategic and Budget Planning
- Theoria Strategic Planning Agenda.pdf
- Budget Planning Notes
- Theoria Planning Cycle.pdf
- Theoria Annual Planning Calendar
Planning Innovations
- Theoria Credit By Exam Overview.pdf
- Theoria Orientation Log.pdf
Evidence of regular evaluation and outcome-based resource planning
- Theoria Program Review Summary
- Theoria Kai Analytics Sample.pdf – informs data driven planning & equity-based decisions
Semiannual Action Plans
- Semiannual Action Assessment Plan Standard Operating Procedure
- Semiannual Action Assessment Plan Template
- Semiannual Action Plans 2022-2025
- 2022 (Jan-Jun) Semiannual Action Assessment Plan
- 2022 (Jul-Dec) Semiannual Action Assessment Plan
- 2023 (Jan-Jun) Semiannual Action Assessment Plan
- 2023 (Jul-Dec) Semiannual Action Assessment Plan
- 2024 (Jan-Jun) Semiannual Action Assessment Plan
- 2024 (Jul-Dec) Semiannual Action Assessment Plan
- 2025 (Jan-Jun) Semiannual Action Assessment Plan
Quarterly Based Department Reports / Supporting Documents for Semiannual Plan
- Quarterly Learning Outcomes & Achievement Evaluation Template
- Quarterly Learning and Achievement Evaluations (2022-2025)
- 2022 Q1–Q2: Learning Outcomes & Achievement Evaluation
- 2022 Q3–Q4: Learning Outcomes & Achievement Evaluation
- 2023 Q1–Q2: Learning Outcomes & Achievement Evaluation
- 2023 Q3–Q4: Learning Outcomes & Achievement Evaluation
- 2024 Q1–Q2: Learning Outcomes & Achievement Evaluation
- 2024 Q3–Q4: Learning Outcomes & Achievement Evaluation
- 2025 Q1-Q2: Learning Outcomes & Achievement Evaluation
- Class Evaluation Report Template
- Class Evaluation Reports (2022-2025)

- [2022 (January-June) Class Evaluations Report](#)
- [2022 (July-December) Class Evaluations Report](#)
- [2023 (January-June) Class Evaluations Report](#)
- [2023 (July-December) Class Evaluations Report](#)
- [2024 (January-June) Class Evaluations Report](#)
- [2024 (July-December) Class Evaluations Report](#)
- [2025 (January-June) Class Evaluations Report](#)
- [Student Survey Report Template](#)
- [Student Survey Report (2022-2025)](#)
- [2022 (January-June) Student Survey Report](#)
- [2022 (July-December) Student Survey Report](#)
- [2023 (January-June) Student Survey Report](#)
- [2023 (July-December) Student Survey Report](#)
- [2024 (January-June) Student Survey Report](#)
- [2024 (July-December) Student Survey Report](#)
- [2025 (January-June) Student Survey Report](#)
- [Faculty Survey Report Template](#)
- [Faculty Course Questionnaire Report (2022-2025)](#)
- [2022 (January-June) Faculty Course Questionnaire Report](#)
- [2022 (July-December) Faculty Course Questionnaire Report](#)
- [2023 (January-June) Faculty Course Questionnaire Report](#)
- [2023 (July-December) Faculty Course Questionnaire Report](#)
- [2024 (January-June) Faculty Course Questionnaire Report](#)
- [2024 (July-December) Faculty Course Questionnaire Report](#)
- [2025 (January-June) Faculty Course Questionnaire Report](#)
- [Community Trends and Analysis Report Template](#)
- [Community Trends and Analysis Reports (2022-2025)](#)
- [2022 (January-June) Community Trends and Analysis Report](#)
- [2022 (July-December) Community Trends and Analysis Report](#)
- [2023 (January-June) Community Trends and Analysis Report](#)
- [2023 (July-December) Community Trends and Analysis Report](#)
- [2024 (January-June) Community Trends and Analysis Report](#)
- [2024 (July-December) Community Trends and Analysis Report](#)
- [2025 (January-June) Community Trends and Analysis Report](#)
- [Monthly Monitoring Checklist Template & Results](#)
- [Corrective Action Plans Template & Results](#)

1.5 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)

Theoria Technical College maintains transparent, participatory, and data-driven systems to regularly communicate progress toward its institutional mission and goals. In alignment with ACCJC Standard 1.5 and Eligibility Requirement 19, the College ensures that both internal and external stakeholders are kept informed of institutional strengths, strategic priorities, and areas for improvement through formal reports, structured discussions, shared drives, and public-facing platforms.

Institutional progress is systematically assessed through Theoria's Semiannual Action Assessment Plan process, which reviews performance across academic, student services, operations, and administrative divisions every six months. These assessments spanning 2022 through 2024 are shared internally with faculty, staff,

department leads, and executive leadership during quarterly and semiannual planning cycles. Summaries from these reports are documented in internal drive folders and integrated into planning meetings, including those recorded in the 2025 Strategic Planning Agenda and Spring 2025 Budget Planning Notes.

To ensure meaningful engagement with performance data, Theoria utilizes internal dashboards and vendor reports to drive institutional analysis. These tools are used to identify trends in student achievement, disaggregated learning outcomes, and survey results, which are then discussed by faculty during quarterly curriculum meetings and by executive staff in strategic meetings. These discussions directly inform curriculum revisions, training needs, resource allocation, and student support initiatives and support our Strategic Plan.

Access to institutional evaluation materials is intentionally broad. Internal stakeholders access planning documents, program reviews, and assessment reports via Theoria's centralized Drive system. These materials are reviewed collaboratively by department teams and form the foundation for decision-making discussions and resource requests.

Externally, Theoria communicates its progress through its Catalog and website, which highlight program outcomes, degree pathways, and institutional commitments. Accreditation updates, community presentations, and advisory board meetings are also used to inform stakeholders and partners of the institution's development. Examples include the publication of Theoria's Accreditation Strategy Overview, which led to the successful submission and approval of the College's ACCET application in May 2025, as verified in the ACCET Acceptance Letter.

By combining structured internal communication with public-facing transparency, Theoria Technical College meets the expectations of Standard 1.5. Regular reporting, access to data, and inclusive planning discussions ensure that institutional strengths and areas for growth are well understood, evaluated, and acted upon in alignment with the College's mission and continuous improvement goals.

Documentation and Evidence Table 1.5
- Theoria_Strategic_Planning_Agenda.pdf
- Budget_Planning_Notes
- 2022 (Jan-Jun) Semiannual Action Assessment Plan
- 2022 (Jul-Dec) Semiannual Action Assessment Plan
- 2023 (Jan-Jun) Semiannual Action Assessment Plan
- 2023 (Jul-Dec) Semiannual Action Assessment Plan
- 2024 (Jan-Jun) Semiannual Action Assessment Plan
- 2024 (Jul-Dec) Semiannual Action Assessment Plan
- ACCET Application Acceptance Letter
- Accreditation Strategy Overview
- 2025 Theoria Technical College Catalog (print & web version)
- Marketing & Print Media
- Theoria_Budget&ResourceAllocation_SummaryPY23-24
- Annual Budget Plan

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.

2.1 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)

Theoria Technical College offers academic programs across all locations and instructional modalities that are fully aligned with its institutional mission. These programs, including the Associate of Science in Early Childhood Education, institutional certificates, and general education coursework, are designed to meet the educational and workforce goals of adult learners and early childhood professionals. They reflect appropriate breadth, depth, and expected learning outcomes for the associate degree level and support student advancement into employment, further study, or professional growth.

Mission and Curriculum Alignment
Academic programs are intentionally designed to fulfill Theoria's mission of providing accessible, culturally grounded, and high-quality education. The 60-unit AS Degree pathway includes both general education and major coursework, supporting comprehensive development in core content and critical thinking. All programs are mapped to institutional learning outcomes and labor market expectations. These connections are documented in catalog listings, web content, and curriculum mapping tools (Evidence: AS Degree Pathway Overview; Certification Programs; General Education Course Descriptions; Theoria Degree Web Page).

Curriculum design processes ensure all programs serve the college's mission. Faculty, in collaboration with the CAO and Curriculum Committee, lead curriculum development grounded in recognized standards such as CDA core competencies and national general education frameworks. Catalog excerpts verify college-level credit, course applicability toward degrees, and delivery modes (Evidence: Catalog Documentation, pp. 36–43, 65–86).

Breadth, Depth, and Rigor of Curriculum
Program development and review are overseen by Academic Affairs and follow structured cycles outlined in the Academic Master Calendar. Each course undergoes review for instructional quality, content rigor, and alignment with degree and certificate requirements. Major courses in early childhood education reflect content knowledge in child development, curriculum planning, and program administration, while general education courses span math, science, humanities, and communication, reinforcing academic breadth and intellectual skills (Evidence: Course Syllabi; GE Mapping; GE Syllabi).

Rigor is also verified through third-party evaluations. For example, general education offerings were reviewed by the National College Credit Recommendation Service, affirming the level and transferability of instruction (ER 12).

Student Learning Outcomes and Curriculum Coherence
All courses and programs have published Student Learning Outcomes (SLOs) that are systematically mapped to program and institutional outcomes. Faculty embed SLOs into course syllabi and assessments, and Theoria tracks results through standardized templates, rubrics, and assessment performance reports. These tools such as the Learning Outcomes and Assessment Report, SLO Flowchart, and the SOP for SLO Assessment ensure consistency in tracking, transparency in reporting, and timely curriculum improvements.

Theoria's institutional structure supports coherence and quality across programs. Faculty use centralized templates for syllabi, grading systems, and curriculum design, and academic support staff ensure proper documentation in course files and the catalog. This process ensures academic integrity and a coherent student experience from entry to program completion.

Instructional Modalities and Consistency
Academic programs are offered in online, hybrid, and onsite formats. Courses are designed to preserve instructional quality across all modalities. Faculty receive training on modality-specific strategies, and all syllabi identify the instructional format. Academic rigor and learning outcomes remain consistent regardless of delivery method, supported by shared course outlines, common SLO tools, and unified engagement protocols. Instructional consistency is monitored through faculty evaluations, course surveys, and term-based quality checks (Evidence: Location of Instruction; Syllabi;).

Cultural Responsiveness and Workforce Alignment
Theoria integrates culturally responsive pedagogy and flexible learning structures to meet the needs of its student population primarily working adults, early childhood professionals, and first-generation college students. Curriculum is informed by industry standards and employer input, and course assignments often include field-based experiences, portfolio development, and capstone projects. These elements reinforce workforce readiness and academic application.

Figure 2.1
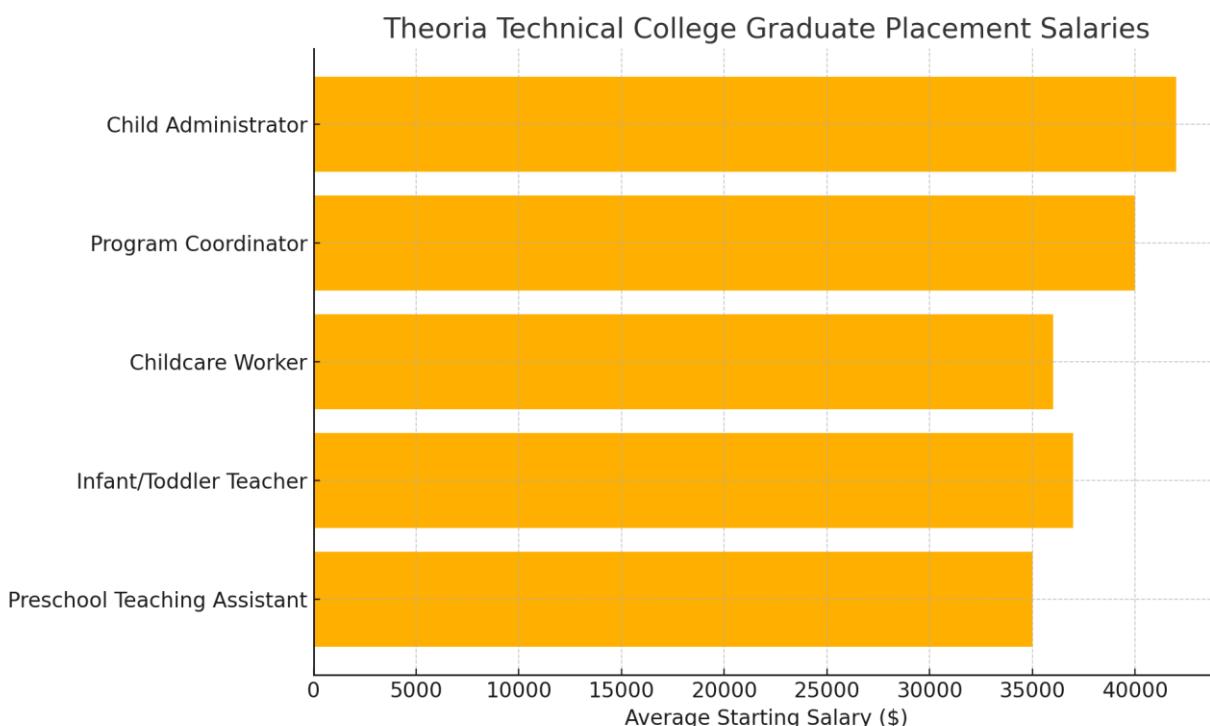
Career placement outcomes demonstrate that graduates are employed in roles such as Preschool Teaching Assistant, Infant/Toddler Teacher, Childcare Worker, Program Coordinator, and Child Administrator. Job placement data from 2024 show starting salaries ranging from $35,000–$42,000 depending on role, location, and specialization, with higher salary tiers associated with specialized programs such as ECE Administration and Infant/Toddler Development. Theoria's graduate placement salary analysis (Figure 2.1-A: Graduate Placement Salaries) confirms that program content aligns with labor market expectations and supports the institution's mission to produce workforce-ready graduates.

Theoria's unique model blends mission-driven program design, rigorous academic expectations, and student-centered delivery to support student achievement and long-term success.

Documentation and Evidence Table 2.1
- [Degree Reflecting our Mission – Program description & alignment with mission](#)
- [Degree Program Pathway](#)
- [Certification Programs](#)
- [Theoria Degree Web Page](#)
- [Degree Program: Catalog Documentation (p.65-86)](#)
- [Course Syllabi](#)
- [2025 Academic Master Calendar](#)
- [General Education Course Syllabi & Catalog Descriptions](#)
- [Catalog Pages Describing GE Patterns & Degree Completion Requirements](#)
- [National College Credit Recommendation Service: GE Evaluation Report](#)
- [Outline of Student Learning and Achievement Outcomes](#)
- [Mapping Learning Outcomes to Program Goals](#)
- [Learning Outcomes and Assessment Performance Report](#)
- [Assessment Process for Student Learning Outcomes – SOP Document](#)
- [SLO Flowchart and Timeline](#)
- [Academic Grading System: Catalog Documentation (p.36-43)](#)
- [Location of Instruction](#)
- [Appropriate Education Delivery SOP](#)

**2.2 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)**

Theoria Technical College ensures that all academic programs are designed and delivered with direct involvement from qualified faculty and informed by relevant discipline and workforce standards. Academic programs are structured to support student attainment of learning outcomes and successful progress toward educational and career goals. These processes are consistent with Eligibility Requirements 3, 9, 11, and 14 and reflect Theoria's mission to prepare diverse learners for workforce impact and long-term career success.

Faculty Oversight in Curriculum Design and Continuous Improvement
Curriculum design and revision are faculty-driven at Theoria. Faculty members lead the development and review of [Course syllabi](#), [Instructional Materials](#), and [Outline of Student Learning and Achievement Outcomes](#). Curriculum updates are conducted annually as part of a [Learning Outcomes and Assessment Performance Report](#), ensuring instructional content remains relevant and aligned with student achievement data and labor market shifts. These efforts are coordinated through a structured process that includes faculty input, CAO review, and documented improvement cycles [SLO Flowchart and Timeline](#), [Mapping Learning Outcomes to Program Goals](#). All instructional faculty meet or exceed qualifications required by BPPE and are selected based on content expertise, teaching experience, and alignment with Theoria's mission. [Faculty Resumes and CVs](#) and [Instructor Agreement](#) confirm that course delivery regardless of modality is informed by disciplinary knowledge, workforce alignment, and effective pedagogical practices.

Defining and Assessing Student Learning Outcomes
Each course and program includes clearly defined [Student Learning and Achievement Outcomes](#) developed by faculty. These outcomes are published in the [Course syllabi](#) and [Catalog (p.65-86)](#), that are reviewed annually to ensure consistency and currency. Through institutional processes, Theoria uses [Learning Outcomes and](#)

[Assessment Performance Report](#) benchmark achievement rates, and assessment scores to inform teaching strategies and curriculum adjustments [Assessment Process for Student Learning Outcomes – SOP Document](#).

Authentic assessments such as project-based assignments, observation logs, and practicum evaluations provide multiple measures of student learning shown in [Course syllabi](#) and , [Instructional Materials](#) forms. Rubric-calibrated evaluations and SLO data are analyzed by faculty to identify gaps in student progress shown in [Learning Outcomes and Assessment Performance Report](#) & [Program Learning and Achievement Outcomes (2022-2025)](#), which inform course revisions and faculty professional development

Integration of Workforce Standards and Stakeholder Input
Program development is guided by discipline-specific standards in early childhood education, including alignment with the California Child Development Permit Matrix and advisory input from industry professionals and community stakeholders. These partnerships ensure curriculum content reflects real-world expectations and prepares students for employment, certification, and career advancement. Advisory input is incorporated into program reviews and informs course updates and the addition of specialized electives [Program Learning and Achievement Outcomes (2022-2025)](#), [Community Trends and Analysis Reports (2022-2025)](#), [Stakeholder Feedback Notes](#).

Equity in Program Delivery and Student Access
To support diverse learners, Theoria offers academic programs in online, hybrid, and in-person modalities. All delivery formats maintain equivalent SLOs, credit hour policies, and instructional rigor shown in [Course syllabi](#)**,** [Location of Instruction](#), [Course Delivery Modality Policy & SOP](#), [Course Modality Disaggregated data](#), [2025 Academic Master Calendar](#).

Programs are designed for timely completion: the AS degree is structured to be completed in two years, and certificates in 3–6 months. Theoria's Academic Affairs team reviews [2025 Academic Master Calendar](#) to prevent scheduling bottlenecks that could delay student progress [AS Degree Program Pathway (Course Sequencing p.7-9)](#), [Degree Audit Form](#).

Conclusion
Theoria Technical College demonstrates that academic programs are thoughtfully designed and continuously reviewed through faculty-led processes that prioritize discipline-specific standards, student learning outcomes, and successful educational achievement. Programs are structured to meet industry needs, foster student engagement, and ensure timely completion. The integration of assessment data, industry feedback, and faculty collaboration promotes a cycle of continuous improvement that sustains academic quality and advances student success.

Documentation and Evidence Table 2.2
- [Course syllabi](#)
- [Outline of Student Learning and Achievement Outcomes](#)
- [Mapping Learning Outcomes to Program Goals](#)
- [Learning Outcomes and Assessment Performance Report](#)
- [Degree Program: Catalog Documentation (p.65-86)](#)
- [Faculty Handbook](#)
- [Instructional Materials](#)
- [Assessment Process for Student Learning Outcomes – SOP Document](#)
- [SLO Flowchart and Timeline](#)
- [Student Learning Objectives Assessment Form](#)
- [Portfolio of Student Learning Assessment Form](#)
- [Student Externship Evaluation Form](#)
- [Student Externship Timesheet Form](#)

- [Process of Progress Report Data Collection](#)
- [Degree Audit Form](#)
- [AS Degree Learning & Achievement Outcomes Data Analysis](#)
- [ECE 100 Learning & Achievement Outcomes Data Analysis](#)
- [ECE 200 Learning & Achievement Outcomes Data Analysis](#)
- [ECE 300 Learning & Achievement Outcomes Data Analysis](#)
- [ECE 310 Learning & Achievement Outcomes Data Analysis](#)
- [ECE 400 Learning & Achievement Outcomes Data Analysis](#)
- [ECE 500 Learning & Achievement Outcomes Data Analysis](#)
- [ECE 510 Learning & Achievement Outcomes Data Analysis](#)
- [ECE 600 Learning & Achievement Outcomes Data Analysis](#)
- [Faculty Roster (Full-Time and Part-Time with Degrees)](#)
- [Faculty Resumes and CVs](#)
- [Faculty Job Description](#)
- [Instructor Agreement](#)
- [Spring 2025 Classes / Instructors](#)
- [Summer 2025 Classes / Instructors](#)
- [Fall 2025 Classes / Instructors](#)
- [2025 Academic Master Calendar](#)
- [Faculty Performance Evaluation Form](#)
- [Quality Assurance Monitoring Form](#)
- [Faculty Semiannual Performance Samples](#)
- [Course Evaluation Student Survey (Template)](#)
- [April 2025 Course Survey Samples](#)
- [March 2025 Course Survey Samples](#)
- [February 2025 Course Survey Samples](#)

2.3 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)

Mission Alignment and Purpose of General Education

Theoria Technical College's general education (GE) framework is a foundational component of its Associate of Science (AS) degree programs, aligned with the institutional mission to develop ethical, skilled, and culturally responsive early childhood educators [AS Degree Program Pathway](#) **,** [Catalog Pages Describing GE Patterns & Degree Completion Requirements](#).

GE courses foster broad-based competencies in communication, critical thinking, quantitative reasoning, cultural awareness, and information literacy, supporting students' academic growth, civic engagement, and career readiness.

General Education Structure and Alignment

General education courses at Theoria are designed to meet the following General Education Learning Outcomes (GELOs):

- Clear written and oral communication
- Quantitative reasoning and problem-solving
- Critical thinking and ethical analysis
- Information literacy
- Cultural and civic awareness
- Interdisciplinary learning and lifelong inquiry

These GELOs are mapped to all GE courses [GE Mapping of Learning Outcomes](#) and evaluated for rigor and alignment. Assessment results are incorporated into the institutional [SOP #012: Assessment Process for Student Learning Outcomes (includes cycle, responsibilities, data analysis procedures)](#) and follow the [SLO Flowchart and Timeline](#) for continuous improvement.

GE Requirements within Degree Programs

To fulfill the AS in Early Childhood Education degree, students must complete:

1. **Unit Requirement**: Minimum of 60 semester units with a 2.0 GPA or higher.
2. **General Education Requirement**: Completion of Theoria's GE Pattern (minimum 24 semester units) or approved CSU-GE or IGETC pattern [Catalog Pages Describing GE Patterns & Degree Completion Requirements](#)
3. **Competency Requirement**: Grade of "C" or better in Written Communication, Oral Communication, and Quantitative Reasoning.
4. **Major/Emphasis Requirement**: Minimum of 18 units in the ECE major.
5. **Residency Requirement**: Final 12 semester units at Theoria or 36 total units completed at Theoria.
   a. GE courses span the Arts & Humanities, Social & Behavioral Sciences, Natural Sciences, and Mathematics/Quantitative Reasoning, with course outlines available in [General Education Course Syllabi & Catalog Descriptions](#) .

Academic Rigor, Course Oversight, and Faculty Involvement

All GE courses undergo annual curriculum review and SLO-based evaluation [Learning Outcomes and Assessment Performance Report](#), are taught by faculty who meet BPPE qualifications [Faculty Roster (Full-Time and Part-Time with Degrees)](#) and are periodically validated through external review. In 2023, the [National College Credit Recommendation Service: GE Evaluation Report](#) confirmed the rigor and validity of Theoria's GE offerings.

Civic Engagement, Global Awareness, and Diverse Perspectives

Courses such as [COMM 112: Intercultural Communication](#)**,** [HIS 101: US Civic and Historical Context 1600-1877](#) , [HIS 102: US Civic & Historical Context 1877-Present](#) , and [SOC 101: Introduction to Sociology](#) integrate civic responsibility, cultural awareness, and global engagement into the curriculum. Course are tracked based on social or civic themes [GE Mapping to courses with social/civic themes](#). Co-curricular programs—supported by [Accommodation Guidelines & Procedures](#) , [Student Services Catalog (pp. 18–35),](#) which reinforce these competencies through experiential learning and service opportunities.

Conclusion

Theoria Technical College's general education framework ensures all degree programs cultivate the broad knowledge, essential skills, and civic awareness required for success in both professional and community contexts. By maintaining a mission-aligned GE philosophy, ensuring faculty-driven oversight, embedding GELO assessment into institutional planning, and integrating diverse cultural perspectives, Theoria fulfills ACCJC Standard 2.3 and Eligibility Requirement 12, preparing graduates for lifelong learning, responsible citizenship, and meaningful career pathways.

Documentation and Evidence Table 2.3

- [AS Degree Program Pathway](#)
- [Catalog Pages Describing GE Patterns & Degree Completion Requirements](#)
- [General Education Course Syllabi & Catalog Descriptions](#)
- [ANTH 101 Syllabus](#)
- [COMM 101 Syllabus](#)
- [COMM 112 Syllabus](#)
- [ENG 101 Syllabus](#)

- [ENG 102 Syllabus](#)
- [HIS 101 Syllabus](#)
- [HIS 102 Syllabus](#)
- [HLTH 101 Syllabus](#)
- [MTH 101 Syllabus](#)
- [SOC 101 Syllabus](#)
- [Course-Level Learning Outcomes and Assessments](#)
- [GE Mapping of Learning Outcomes](#)
- [Learning Outcomes and Assessment Performance Report](#)
- [National College Credit Recommendation Service: GE Evaluation Report](#)
- [General Education Course Syllabi & Catalog Descriptions](#)
- [SOP #012: Assessment Process for Student Learning Outcomes (includes cycle, responsibilities, data analysis procedures)](#)
- [SLO Flowchart and Timeline](#)
- [GE Mapping to courses with social/civic themes](#)
- [COMM 112 Syllabus (Intercultural Communication)](#)
- [SOC 101 Syllabus](#)
- [HIS 101 Syllabus US Civic and Historical Context 1600-1877](#)
- [HIS 102 Syllabus US Civic & Historical Context 1877-Present](#)

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

Theoria Technical College is committed to ensuring students receive clear, accurate, and accessible information about academic programs, student support services, and institutional resources that guide their unique educational journeys. This commitment fosters transparency, promotes equity in access, and supports successful outcomes for all learners.

Information is communicated through multiple channels, including the [College Catalog](#), website, Learning Management System (LMS), Student Information System (SIS), and mobile-accessible student portal. These platforms provide timely updates on course offerings, program requirements, learning outcomes, advising schedules, and institutional policies. Faculty are required to include approved student learning outcomes in their syllabi, which align with master course outlines maintained by Academic Affairs.

To support onboarding and ongoing engagement, students receive access to key resources through [New Student Orientation materials](#), welcome packets, live webinars, printed flyers such as the [Student Support Services Flyer](#), and weekly [student newsletters](#). These materials highlight academic advising, tutoring services, career development tools, technical assistance, and referrals to disability services and community-based resources. Language and formatting are intentionally inclusive and accessible, serving diverse student populations including working adults, multilingual students, and first-generation learners.

Digital accessibility is a priority. Theoria ensures its website, orientation tools, and LMS content meet screen reader compatibility standards and are mobile-responsive to accommodate various learning environments.

Communication strategies are regularly evaluated through student satisfaction surveys, end-of-term course evaluations, and review of website analytics. For example, after collecting feedback from orientation attendees, the institution redesigned its Orientation Guide to include more visual aids, simplified navigation instructions, and clearer service descriptions. In Spring 2025, 14 of 152 new students participated in a live orientation and rated the experience highly, prompting continued investment in synchronous onboarding options.

To ensure consistency across departments, the College follows a standardized messaging protocol. All student-facing materials are reviewed quarterly by the Student Services and Administration teams. Revisions are documented in the Communication Review Notes, and updates are coordinated by the Director of Student Services to prevent misinformation or redundancy.

Theoria's student-centered communication framework is a reflection of its institutional mission to expand access, promote transparency, and ensure every learner is equipped with the tools to succeed. Through ongoing assessment, collaborative review, and intentional outreach, Theoria demonstrates integrity in communication with the public and meets the requirements of ACCJC Standard 2.4 and Eligibility Requirement 20.

Documentation and Evidence Table 2.4
- Theoria_College_Catalog.pdf
- Theoria_Syllabi_Sample.pdf
- GUIDE_New_Student_Orientation
- Theoria_Student_Newsletters
- Theoria_Support_Flyer.pdf
- Theoria_Communication_ReviewQ2_2025.pdf

2.5 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)

Theoria Technical College ensures timely program completion through a strategically designed course scheduling model, published academic pathways, and continuous review of student achievement data. All required coursework for the Associate of Science (AS) Degree in Early Childhood Education is scheduled to allow full-time students to graduate within two years. This standard is clearly communicated to students through the AS Degree Program Pathway, the [catalog](link to catalog pp. 65–86), and public-facing academic planning tools on the Theoria Degree Web Page.

Clear Pathways and Scheduling Transparency
The AS Degree Program Pathway provides a term-by-term recommended sequence of courses to support two-year completion. It is reviewed annually to incorporate curriculum updates and institutional planning. The Academic Master Calendar and current class schedule confirm that required courses are offered with sufficient frequency across online, hybrid, and in-person modalities, accommodating working students and eliminating bottlenecks. Additional guidance in the Appropriate Education Delivery SOP and Location of Instruction documents ensures accessible delivery channels for both remote and onsite students.

Assessment of Completion and Course Progression
Theoria monitors completion trends through reports such as the AS Degree Learning & Achievement Outcomes Data Analysis and course-specific analyses for ECE 100, ECE 200, ECE 300, ECE 310, ECE 400, ECE 500, ECE 510, and ECE 600. Quarterly reports (2022 Q1–Q2, 2022 Q3–Q4, 2023 Q1–Q2, 2023 Q3–Q4, 2024 Q1–Q2, 2024 Q3–Q4) are reviewed against institutional benchmarks, including an 80% course pass rate and a 45%-degree completion target within three years. The Academic Grading System(link to catalog pp. 36–43) and Website Grading Policy Page align grading thresholds with Satisfactory Academic Progress (SAP) to support advising and timely completion.

Tools Supporting Individual Completion Planning
Faculty and advisors use the Degree Audit Form to track unit completion and guide academic planning. The Assessment Process for SLOs SOP and SLO Flowchart and Timeline ensure learning outcomes remain aligned

with program goals and allow early intervention for at-risk students. These interventions may include tutoring, course sequencing adjustments, or reduced course loads to help students stay on track.

Institutional Reflection and Responsiveness
Findings from quarterly and course-level reports are reviewed in Program Review and Curriculum Committee meetings to assess whether scheduling supports timely completion. When scheduling gaps are identified such as course clustering or sequencing conflicts faculty and leadership adjust offerings accordingly. This process has led to increased asynchronous course availability, adjusted course rotations, and redesigned capstone experiences to better fit student timelines.

Conclusion
Theoria Technical College maintains a mission-driven, data-informed approach to scheduling that ensures all required courses are available with appropriate frequency and sequencing. Through transparent academic maps, consistent monitoring, and proactive adjustments, the institution provides the tools and structure necessary for students to complete degrees in a timely manner.

Documentation and Evidence Table 2.5
- AS Degree Program Pathway –
- Degree Program: Catalog Documentation (p.65-86)
- Website Catalog - Academic Programs Section
- AS Degree Program Pathway
- Theoria Degree Web Page
- AS Degree Learning & Achievement Outcomes Data Analysis -
- ECE 100 Learning & Achievement Outcomes Data Analysis
- ECE 200 Learning & Achievement Outcomes Data Analysis
- ECE 300 Learning & Achievement Outcomes Data Analysis
- ECE 310 Learning & Achievement Outcomes Data Analysis
- ECE 400 Learning & Achievement Outcomes Data Analysis
- ECE 500 Learning & Achievement Outcomes Data Analysis
- ECE 510 Learning & Achievement Outcomes Data Analysis
- ECE 600 Learning & Achievement Outcomes Data Analysis
- 2022 Q1–Q2: Learning Outcomes & Achievement Evaluation
- 2022 Q3–Q4: Learning Outcomes & Achievement Evaluation
- 2023 Q1–Q2: Learning Outcomes & Achievement Evaluation
- 2023 Q3–Q4: Learning Outcomes & Achievement Evaluation
- 2024 Q1–Q2: Learning Outcomes & Achievement Evaluation
- 2024 Q3–Q4: Learning Outcomes & Achievement Evaluation
- Appropriate Education Delivery SOP
- Location of Instruction
- AS Degree Program Pathway
- Current class schedule and academic calendar
- Academic Grading System: Catalog Documentation (p.36-43)
- Website Catalog - Grading Policies Page
- Assessment Process for Student Learning Outcomes – SOP Document -
- SLO Flowchart and Timeline
- Degree Audit Form

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

Theoria Technical College operates under the authority of its Board of Directors and the California Bureau for Private Postsecondary Education (BPPE), with institutional oversight vested in the President and the Chief Academic Officer (CAO) to ensure academic quality and regulatory compliance (Theoria_OrgChart.pdf). The institution offers online, hybrid, and in-person instructional delivery modes designed to meet the diverse learning, scheduling, and language needs of its student population, in alignment with its mission to provide equitable access to workforce-aligned education.

Evaluation of Delivery Modes and Teaching Methodologies
Instructional methodologies are selected based on curricular alignment, workforce relevance, and student achievement data. Effectiveness is evaluated through end-of-term course evaluations, student surveys, faculty reflection forms (Theoria_FacultyReflectionForm.pdf), and quarterly observations conducted by the Quality Assurance team. Disaggregated performance data is analyzed by gender, race/ethnicity, enrollment status, and course format and are reviewed quarterly by Academic Affairs (Theoria_Modality_EquityData.pdf) to identify achievement gaps. Findings inform instructional adjustments, professional development priorities, and institutional planning.

Asynchronous Instruction and Regular & Substantive Interaction (RSI)
Asynchronous courses maintain slightly higher completion rates (84%) than hybrid courses (80%). This modality supports students balancing work, family, and education by allowing flexible scheduling while preserving quality and engagement. To ensure compliance with the ACCJC Policy on Distance Education, Theoria adopted *Distance Education Contact & Feedback Guidelines* (Theoria_DE_Guidelines2025.pdf), which define minimum instructor contact frequency, timely grading, and multiple interaction types such as feedback on assignments, discussion participation, and virtual office hours to meet RSI standards. Faculty are trained on these expectations during onboarding and quarterly refreshers (Theoria_OnlineTeaching_TrainingSlides.pdf).

Support for English Learners in Asynchronous Environments
Theoria integrates targeted supports for English learners into asynchronous courses to promote equitable achievement. These include one-on-one or faculty-led group tutoring, captioned video lectures, downloadable transcripts, glossaries of key terms, and visual aids. Faculty employ scaffolded assignments, chunked instructions, and optional live Q&A sessions to address language-related barriers. Additionally, asynchronous discussion boards allow students to draft and revise responses, promoting language confidence while meeting SLOs.

Instructional Innovations and Continuous Improvement
Curriculum is reviewed on a two-year cycle, with earlier revision if disaggregated data reveal inequities. For example, following Spring 2025 Curriculum Committee findings (Theoria_CurriculumCommittee_Q2_2025Notes.pdf), hybrid courses incorporated structured polling to increase engagement, resulting in a 10% improvement in ECE-200 participation rates the following quarter. Class sizes are capped at 80 (average 40–50) to maintain individualized support, despite Adobe Connects capacity of 100 participants.

Institutional Planning and Oversight
Quarterly curriculum meetings and annual program reviews formally assess delivery modes' alignment with student learning outcomes (Theoria_FacultyHandbook_DEExcerptPG14.pdf). The institution's goal is to maintain at least a 75% completion rate across modalities and reduce subgroup performance gaps to under 5%. Oversight by the CAO ensures that all delivery methods remain mission-aligned, data-driven, and compliant with federal and ACCJC requirements.

Through multi-modal delivery, structured evaluation, and a feedback-driven improvement cycle, Theoria ensures that teaching methodologies foster student learning, persistence, and long-term success across all modalities.

Documentation and Evidence Table 2.6

- [Theoria_Modality_EquityData.pdf](#)
- [Theoria_DE_Guidelines2025.pdf](#)
- [Theoria_OnlineTeaching_TrainingSlides](#)
- [Theoria_CurriculumCommittee_Q2_2025Notes.pdf](#)
- [Theoria_FacultyReflectionForm.pdf](#)
- [Theoria_FacultyHandbook_DEExcerptPG14.pdf](#)

2.7 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)

Theoria Technical College designs and delivers a robust system of academic and non-academic support services tailored to meet the needs of its diverse student population, aligning with its mission to develop ethical, career-ready early childhood educators. These services are intentionally structured to maximize preparation, persistence, and success across all modalities and instructional locations.

Identifying and Meeting Student Needs
Theoria systematically evaluates student demographics and needs through disaggregated reporting and intake data. [Demographics Report – Disaggregated by Age, Gender, and Race/Ethnicity](#) informs the development of targeted student services. These reports are reviewed quarterly by the Student Services and Executive Teams to ensure continuous improvement and equitable support for all learners.

Students with disabilities or learning differences are identified through formal documentation procedures [Accessibility Documentation for Disabilities & Conditions](#). Theoria's [Accommodation Guidelines & Procedures](#) and [Student Services Catalog, pp. 18–35](#) outline individualized accommodations, confirming compliance with ADA standards.

Onboarding and Academic Support Services
Comprehensive onboarding includes virtual orientation sessions introducing students to Theoria's learning platforms (Evidence: [Orbund Agreement](#); [Adobe Connect Agreement](#)), academic planning tools, tutoring options, and advising systems. Orientation materials and [Workshop Calendars and Registration Forms](#) are accessible through the student portal.

Academic advising is delivered through one-on-one sessions and career-aligned educational planning, as documented in the [Student Advising & Career Services Guide](#). Advisors help students understand degree pathways, track graduation progress, and select appropriate coursework, ensuring equitable reach for hybrid and distance learners (Evidence: [Online and Distance Learning Support](#)).

Learning Resources and Instructional Support
Learning support services documented in the [Information and Learning Support Services Overview](#) include structured tutoring, writing support, research assistance, and supplemental instruction in multiple modalities. The [Mapping of Information & Learning Resources to Service and Mission Alignment](#) shows how resources such as the [Academic Resource Library](#), [Profile of Holdings and Resources](#), and digital subscriptions to the *Childcare Exchange* and ECE licensing handbooks support Theoria's mission.

Faculty integrate these tools into instructional delivery through professional development and refer students to tutoring/advising using [Referral Forms and Tracking Logs](#).

Transfer and Career Support

Career readiness is embedded through resume workshops, interview coaching, and job preparation events outlined in the [Student Advising & Career Services Guide](#). Students gain access to job boards and employer connections to support seamless college-to-career transitions.

Evaluation and Continuous Improvement

Theoria evaluates services through [Student Satisfaction Surveys and Use Logs,](#) [Faculty Satisfaction Surveys,](#) usage data, and [Accessibility, Use, and Support Reports](#), all disaggregated by modality and demographic indicators. Quarterly reviews by the Student Services Department inform adjustments to service design, staffing, and resource allocation.

Conclusion

Through intentional planning, equitable delivery, and ongoing evaluation, Theoria Technical College ensures that student learning and support services are accessible, relevant, and responsive to individual needs. These services reflect TTC's mission and meet ER 15 and ER 17 by promoting success for all students and supporting their academic, personal, and professional growth.

Documentation and Evidence Table 2.7
- [Demographics Report Disaggregated](#)
- [Age Demographics Disaggregated](#)
- [Gender Demographics Disaggregated](#)
- [Race & Ethnicity Demographics Disaggregated](#)
- [Access to Accommodation Services](#)
- [Accommodation Guidelines & Procedures](#)
- [Student Services Catalog (pp. 18–35)](#)
- [Information and Learning Support Services](#)
- [Student Advising & Career Services Guide](#)
- [Online and Distance Learning Support](#)
- [Accessibility Documentation for Disabilities & Conditions](#)
- [Orbund Agreement](#)
- [Adobe Connect Agreement](#)
- [Profile of Holdings and Resources (Academic Resources & References)](#)
- [Academic Resource Library](#)
- [Mapping of Information & Learning Resources to Service and Mission Alignment](#)
- [Accessibility, Use, and Support Report](#)
- [Student Satisfaction Surveys and Use Log](#)
- [Faculty Satisfaction Survey and Use Log](#)
- [Referral Forms and Tracking Logs](#)
- [Workshop Calendars and Registration Forms](#)

2.8 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)

Theoria Technical College fosters a sense of belonging and community through structured student engagement initiatives that reflect the diverse identities, interests, and educational journeys of its student body. Consistent with Eligibility Requirement 15, Theoria's approach to student support includes not only academic and operational assistance but also purposeful programming that cultivates connection, cultural affirmation, and peer interaction regardless of instructional modality.

Theoria's engagement model integrates both formal and informal opportunities for student involvement. **Formal opportunities** include resume-building workshops, career training events, and academic coaching sessions, designed to support student success and career preparedness. These activities are offered both in-person and virtually through platforms such as Adobe Connect and the Orbund student portal, ensuring equitable access for remote and on-campus learners.

Informal opportunities are equally intentional. Theoria facilitates cultural expression, identity development, and interpersonal connection through Orbund discussion forums, and live Q&A sessions during virtual workshops. For example, Accessibility Guidelines & Accommodation Services ensure that students with learning differences are both included and empowered through tailored academic and personal support.

While Theoria's current engagement model strongly supports academic, career, and accessibility needs, the institution recognizes the opportunity to expand its cultural engagement programming. Engagement planning is data informed. Theoria analyzes disaggregated demographic reports by race/ethnicity, age, and gender and will use this information to develop culturally relevant outreach and programming. Program quality and relevance are maintained through continuous assessment. The Student Services Department reviews student satisfaction surveys, event attendance records, and workshop feedback logs to evaluate the inclusivity and impact of co-curricular offerings. Findings inform targeted improvements to event content, delivery methods, and scheduling.

Students can easily navigate available opportunities through the Catalog and Student Advising & Career Services Guide, which clearly outline access points for engagement. Accessibility is reinforced by documentation for students with disabilities, ensuring equitable participation in all programs.

Through this mission-aligned and equity-focused engagement ecosystem, Theoria ensures that students are not only academically supported but also personally connected and empowered to participate fully in the institutional community.

Documentation and Evidence Table 2.8
- Demographics Report Disaggregated
- Age Demographics Disaggregated
- Gender Demographics Disaggregated
- Race & Ethnicity Demographics Disaggregated
- Access to Accommodation Services
- Accommodation Guidelines & Procedures
- Student Services Catalog (pp. 18–35)
- Information and Learning Support Services
- Student Advising & Career Services Guide
- Online and Distance Learning Support
- Accessibility Documentation for Disabilities & Conditions
- Student Engagement Activities
- Assessment or Planning Documents for Engagement
- Cultural Engagement Expansion Plan

2.9 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)

Theoria Technical College (TTC) maintains a robust system of ongoing review and evaluation to ensure the

quality and effectiveness of its academic programs, learning support services, and student support structures. These evaluations are grounded in disaggregated learning and achievement data and are designed to promote equity, continuous improvement, and workforce readiness across all modalities and student populations.

Systematic Assessment of Student Learning and Achievement

TTC conducts quarterly assessments of course-level and program-level Student Learning Outcomes (SLOs) through a documented process outlined in the Student Learning Outcomes Assessment Process SOP and visualized in the SLO Flowchart and Timeline. Each course is evaluated against defined benchmarks, with performance data compiled and disaggregated by course modality, age group, ethnicity, and gender. Learning outcomes are mapped to program goals and institutional outcomes, as shown in the Mapping Learning Outcomes to Program Goals, ensuring cohesion across the academic experience.

Results are summarized in the Learning Outcomes and Assessment Performance Reports for courses such as ECE 100, ECE 200, and ECE 600. These reports directly inform instructional adjustments, resource allocation, and program design.

Achievement Monitoring and Institutional Standards

Key student achievement indicators such as course pass rates (target 80% A–D completion), term-to-term retention (target 70%), and program completion benchmarks (45% AS Degree completion within 3 years) are monitored using the AS Degree Learning & Achievement Outcomes Data Analysis and Degree Program Pathway. Dashboards developed by Institutional Research provide real-time insights for early intervention strategies, tutoring deployment, course pacing adjustments, and co-curricular support design.

Achievement results are reviewed quarterly by the Chief Academic Officer and shared with the Leadership Team and Curriculum Committee during formal planning cycles, as documented in the Quarterly Learning Outcome Evaluation Notes.

Faculty Engagement and Collaborative Dialogue

Faculty engagement in the evaluation process occurs during quarterly Academic Affairs meetings, where instructional staff review disaggregated course outcomes, share observations from student work, and recommend improvements. Evidence of this engagement is found in Faculty Performance Evaluation Forms, Quality Assurance Monitoring Tools, and Student Course Survey Samples – Feb–Apr 2025. Faculty self-evaluations and peer observations are integrated with student feedback to create a comprehensive improvement cycle.

Data-Informed Improvement and Institutional Planning

Learning and achievement data feed into Theoria's quarterly and annual planning cycles through the strategic actions, this process has led to documented curricular changes, such as enhanced fieldwork as detailed in the Institutional Planning and Budget Integration Summary.

Commitment to Student Success and Workforce Alignment

Theoria maps learning outcome data to industry competencies, and job placement trends are analyzed through the Support Services Outcomes Report to refine curriculum and advising. This ensures graduates are both academically prepared and career-ready, aligning academic quality with professional success.

Documentation and Evidence Table 2.9
- Outline of Student Learning and Achievement Outcomes
- Mapping Learning Outcomes to Program Goals
- Assessment Process for Student Learning Outcomes – SOP Document
- SLO Flowchart and Timeline
- Student Learning Objectives Assessment Form

- [Portfolio of Student Learning Assessment Form](#)
- [Student Externship Evaluation Form](#)
- [Student Externship Timesheet Form](#)
- [Process of Progress Report Data Collection](#)
- [Learning Outcomes and Assessment Performance Report – summarizes](#)
- [ISS and Student Achievement Goal 2023-2025](#)
- [AS Degree Learning & Achievement Outcomes Data Analysis](#)
- [ECE 100 Learning & Achievement Outcomes Data Analysis](#)
- [ECE 200 Learning & Achievement Outcomes Data Analysis](#)
- [ECE 300 Learning & Achievement Outcomes Data Analysis](#)
- [ECE 310 Learning & Achievement Outcomes Data Analysis](#)
- [ECE 400 Learning & Achievement Outcomes Data Analysis](#)
- [ECE 500 Learning & Achievement Outcomes Data Analysis](#)
- [ECE 510 Learning & Achievement Outcomes Data Analysis](#)
- [ECE 600 Learning & Achievement Outcomes Data Analysis](#)
- [2022 Q1–Q2: Learning Outcomes & Achievement Evaluation](#)
- [2022 Q3–Q4: Learning Outcomes & Achievement Evaluation](#)
- [2023 Q1–Q2: Learning Outcomes & Achievement Evaluation](#)
- [2023 Q3–Q4: Learning Outcomes & Achievement Evaluation](#)
- [2024 Q1–Q2: Learning Outcomes & Achievement Evaluation](#)
- [2024 Q3–Q4: Learning Outcomes & Achievement Evaluation](#)
- [Degree Audit Form](#)
- [Academic Grading System: Catalog Documentation (p.36-43)](#)
- [Website Catalog - Grading Policies Page](#)
- [Faculty Performance Evaluation Form](#)
- [Quality Assurance Monitoring Form](#)
- [Faculty Semiannual Performance Samples](#)
- [Course Evaluation Student Survey (Template)](#)
- [April 2025 Course Survey Samples](#)
- [March 2025 Course Survey Samples](#)
- [February 2025 Course Survey Samples](#)
- [Curriculum and Program Changes Examples](#)
- [Support Services Outcomes](#)
- [Referral Forms and Tracking Logs](#)
- [Referral Forms and Tracking Logs](#)
- [Student Records Release and FERPA Compliance](#)
- [Program Discontinuance Policy](#)
- [2025 Theoria Technical College Catalog (print & web version)](#)
- [Catalog Version Log](#)
- [Theoria Technical Website](#)
- [Theoria Website Log](#)
- [Appropriate Education Delivery SOP](#)
- [Orbund Agreement](#)
- [Adobe Connect Agreement](#)
- [Accessibility, Use, and Support Report](#)
- [Transfer of Credit Policy](#)
- [Transcript Evaluation Guide](#)

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.

3.1 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)

Administrative Capacity and Organizational Leadership

Theoria Technical College (TTC) maintains a qualified and mission-aligned leadership team to ensure the effective delivery of educational programs, support services, and institutional operations. The institution's administrative structure includes a **President** ([Resume & Bio](#)), **Chief of Operations** ([Resume](#)), **Chief Academic Officer** ([Resume](#)), **Dean of Student Services** ([Resume](#)), and **Chief Financial Officer** ([Resume](#)). Each role is defined by the [Organizational Chart](#) and supported by position descriptions that clearly articulate responsibilities and authority in alignment with TTC's mission and goals.

The [President](#) provides executive oversight, facilitates policy implementation, and ensures alignment with board-approved strategic priorities. The [Chief Academic Officer](#) leads curriculum oversight, faculty hiring and evaluation, learning outcomes assessment, and academic policy implementation. The Dean of Student Services manages student-facing services such as admissions, academic advising, and accessibility support. The [Chief of Operations](#) oversees compliance, facilities, and institutional logistics, while the [Chief Financial Officer](#) ensures fiscal integrity and budget alignment with institutional planning.

Each administrator holds relevant credentials and has substantial professional experience in postsecondary education, regulatory compliance, or academic leadership. Their qualifications are reviewed annually by the executive leadership team. Biographical summaries are publicly available via the institution's website and are archived as part of Theoria's compliance documentation.

Theoria's [Organizational Chart](#) reflects a clearly structured governance framework with appropriate delegation of duties, promoting institutional effectiveness and responsiveness to student needs. Leadership roles are strategically filled to support instructional quality, operational integrity, and continuous improvement.

Faculty Qualifications and Instructional Oversight

Theoria employs faculty members who are qualified by education, training, and experience to deliver instruction across its associate degree and certificate programs. All faculty meet or exceed the minimum standards set by the California Bureau for Private Postsecondary Education (BPPE), with additional qualifications identified by Theoria to support specific programmatic goals and identified in each [Faculty Job Description](#).

Faculty recruitment follows a structured process outlined in the Hiring Policy and Procedures Manual, led by the Chief of Academics, in coordination with the Human Resources and Administrative teams. Each job description outlines clear qualification requirements, instructional responsibilities, and expectations for student learning assessment. Faculty selection is based on academic background, teaching experience, and alignment with Theoria's mission and instructional philosophy.

The institution maintains a faculty roster detailing the degrees and subject areas for each instructor, ensuring alignment between faculty qualifications and course assignments. Each term, TTC publishes a master course

schedule identifying which faculty are assigned to each course, ensuring coverage, accountability, and subject-matter expertise. Degree credentials are verified through transcripts and equivalency evaluation for non-U.S. degrees. Faculty assignments are documented in the Spring 2025 Class Schedule, Summer 2025 Class Schedule, and Fall 2025 Class Schedule. The Faculty Roster links each instructor to their verified credentials.

All employees participate in a performance evaluation process at least once annually, as outlined in the Employee Evaluation Policy. Faculty evaluations include classroom observations, review of instructional materials and LMS activity, student course evaluations, and self-assessments. Staff and administrators receive feedback based on achievement of job-specific goals, contributions to institutional effectiveness, and alignment with TTC's mission and values.

Commitment to Mission Fulfillment

These evaluations, along with faculty feedback surveys, help identify strengths and target areas for professional development. TTC encourages ongoing faculty development through quarterly training, peer collaboration, and access to external resources. Participation in curriculum design, SLO assessment, program review, and academic planning is also expected of faculty. Through deliberate organizational structure, qualified hiring, and continuous assessment of employment practices, Theoria ensures that all personnel are positioned to advance student learning, institutional effectiveness, and mission fulfillment.

Documentation and Evidence Table 3.1
- Organizational Chart
- 2025 Academic Master Calendar
- Faculty Job Description
- Instructor Agreement
- Theoria Technical Staff Web Page
- Faculty Roster (Full-Time and Part-Time with Degrees)
- Faculty Resumes and CVs
- President Phillip White Resume & Bio
- Chief of Operations Antonio Jones Resume
- Chief Academics Officer Meghan Garcia Resume
- Chief Financial Officer Resume
- Director of Student Services Jenesis Hill Resume
- Spring 2025 Classes / Instructors
- Summer 2025 Classes / Instructors
- Fall 2025 Classes / Instructors
- 2025 Academic Master Calendar
- Evaluation and Review of Hiring Section5

3.2 The institution supports 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.

Theoria Technical College maintains a mission-driven approach to employee development by offering structured and responsive professional learning opportunities that support institutional goals and promote equitable student success. This includes both comprehensive onboarding for new employees (Employee Onboarding Checklist) and ongoing training aligned with compliance, instructional quality, and student service excellence (Staff Training Calendar 2025).

Professional learning needs are identified through multiple inputs, including department-level planning, faculty course evaluations, student surveys, quarterly classroom observations, and direct feedback from

employees. These inputs shape a dynamic calendar of training topics tied to institutional goals, workforce expectations, and evolving regulatory guidance.

Recent professional development offerings have included:

- Adobe Connect Classroom Engagement Tools (Online Teaching Training Slides)
- Student Services Weekly Snapshot Training (Advising Training Guide)
- Equity and Inclusion in Online Classrooms
- FERPA, Title IX, and Mandatory Reporting Updates
- Tutoring, Advising, and Career Services Integration

Trainings are evaluated using post-session surveys (Staff Training Survey – Spring 2025) and department-level implementation reviews. For instance, following Spring 2025 sessions, 92% of surveyed staff reported the trainings were directly applicable to their work. A need for more efficient advising documentation was identified, leading to the development of the Advising Referral Log and a companion walkthrough session.

The institution supports all faculty with periodic refreshers focused on syllabus standards, grading policy adherence, and instructional engagement strategies. These trainings are reviewed and tracked by Academic Affairs and tied to quality assurance observations and institutional assessment cycles (Faculty Handbook – Professional Development Section, pg. 15).

Training initiatives are coordinated through collaboration between Academic Affairs, Student Services, and the Operations and Compliance departments. Governance bodies, including the Chief Academic Officer and Student Support Services Director review training calendars each quarter to ensure alignment with current institutional priorities.

Additionally, faculty and staff trainings incorporate regulatory and accreditation updates, such as ACCJC expectations for distance education, updates to Title IX and FERPA, and equity-focused pedagogy strategies. This ensures that all personnel remain informed and compliant while advancing the institution's commitment to educational equity.

By combining consistent needs assessment, cross-departmental coordination, and evidence-based refinement, Theoria Technical College ensures that professional learning remains relevant, effective, and central to the success of its students and employees.

Documentation and Evidence Table 3.2
- Theoria_StaffTraining_Calendar2025.pdf
- Theoria_EmployeeOnboardingChecklist.pdf
- Theoria_OnlineTeaching_TrainingSlides.pdf
- Theoria_StaffTrainingSurvey_Spring2025
- Theoria_AdvisingTraining_Guide
- Theoria_FacultyHandbook_PDSectionPG15.pdf

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

Theoria Technical College maintains a structured, mission-aligned employee evaluation process that ensures all personnel are regularly assessed on professional responsibilities, institutional goals, and role-specific expectations. Evaluations are designed to promote accountability, support professional growth, and foster a transparent, equity-focused culture that advances student success (Evaluation Policy, 2025).

All employees undergo formal performance evaluations at least annually, while adjunct faculty are evaluated quarterly or per instructional cycle (Faculty Evaluation Form). Evaluation instruments are differentiated by role and tied directly to Theoria's mission of delivering accessible, workforce-relevant education within a nurturing and inclusive environment (Employee Handbook – Evaluation Excerpt; Faculty Handbook – Evaluation Excerpt). Criteria include instructional quality, responsiveness to student needs, compliance with institutional policies, data integrity, departmental engagement, and contributions to equity-focused initiatives.

Faculty evaluations incorporate classroom observations, student course surveys, grading timeliness, and instructional feedback (Faculty Self-Reflection Form). Administrative and student services staff are assessed on service effectiveness, participation in training, and adherence to compliance protocol. Admin Staff Self-Reflection Form). Operations staff are reviewed for system efficiency, data reporting accuracy, and performance of compliance-related tasks.

Each cycle includes self-reflection, supervisor review, and goal setting. Supervisors maintain department-specific check-in logs and task trackers to capture ongoing feedback (Supervisor Check-in Log, Q2 2025). New hires receive a probationary evaluation after 90 days to confirm integration and role readiness (Probation Evaluation Form).

Evaluation results are reviewed through an equity lens, with Academic Affairs and department heads analyzing trends across roles and demographics to identify professional growth needs. These findings directly inform the Training Calendar and professional development offerings, measured through feedback tools such as the Staff Development Survey – Spring 2025.

Theoria's evaluation practices are overseen by the Human Resources Office, in collaboration with Academic Affairs and departmental supervisors. The Evaluation Policy outlines required timelines, documentation procedures, and expectations for both supervisors and staff. Training calendars and professional development feedback tools are integrated into annual evaluation reviews to ensure employees are supported in meeting their goals and improving institutional performance.

By maintaining a structured, mission-aligned, and equity-informed evaluation process, Theoria Technical College ensures that all employees are equipped, accountable, and continually improving in service of the institution's broader goals.

Documentation and Evidence Table 3.3
- Theoria_EvaluationPolicy_2025.pdf
- TTC_Employee_Evaluation.pdf
- Theoria_Employee_Self_Reflection_Form
- Theoria_FacultyEvaluationForm.pdf
- Theoria_AdminStaff_EvalForm
- TheoriaAdminStaffSelfReflectionForm
- TheoriaAdminStaffEvalRubric
- Theoria_ProbationEvalForm
- Theoria_Eval_TrackingLog_2025
- Theoria_EmployeeHandbook_EvalExcerpt.pdf
- Theoria_FacultyHandbook_EvalExcerptPG15.pdf
- Theoria_StaffDevSurvey_Spring2025.pdf
- Theoria_SupervisorCheckinLog_Q2_2025.pdf
- Theoria_Training_Calendar_2025.pdf

3.4 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)

Theoria Technical College demonstrates effective stewardship of annual resources to ensure that educational programs, student services, and operational infrastructure align with institutional goals and the mission to deliver high-quality, accessible early childhood education. Through a mission-driven budget planning process, institutional expenditures are strategically directed to sustain academic quality, expand access, and support innovation that promotes student success.

Theoria's financial resources are primarily generated through tuition revenue, without reliance on federal financial aid. The College maintains a lean but scalable operating model that enables reinvestment into mission-critical priorities. Annual audits for confirm sound financial practices and clean audit opinions. The FY 2024 audit engagement letter was submitted with the ACCJC Eligibility Application. The 2024 Profit & Loss Statement shows over $1.5 million in revenue and a net operating income of $216,350.92, reflecting prudent fiscal management and the capacity to fund educational improvements.

Funds are allocated with a clear link to institutional planning, as documented in the Q2 2025 President's Board Report. Strategic expenditures in Q2 included hiring faculty and directors to expand bilingual certificate programs, investing in the Orbund Einstein LMS and Adobe Connect to strengthen online learning delivery, and bolstering student support infrastructure. Additionally, over $70,000 was dedicated to technology and software enhancements in 2024, reinforcing digital infrastructure for course delivery, assessment, and advising.

Theoria employs a structured resource allocation process informed by institutional goals, academic leadership input, and enrollment trends. Priorities are assessed during quarterly reviews led by the President and Director of Operations. This process ensures alignment between budget allocations and academic outcomes. For example, the College invested heavily in salaries and contractor roles to support expansion of its AS degree program and compliance with multiple accrediting agencies (ACCJC, ACCET, and IACET).

Institutional resources are managed to sustain program offerings at all instructional locations, including the Avanti Workspace leased facility in Carlsbad, where over 50% of the AS program is delivered. Facilities are secured through multi-year lease agreements, with costs budgeted annually to ensure long-term operational continuity. Tuition rates are published in the 202 Catalog(link-to-tuition-catalog.pdf, pp. 44–49), and course offerings are detailed in the Billable Course List.

Theoria's commitment to financial integrity and student-centered planning ensures that resources are not only sufficient but strategically deployed to improve institutional effectiveness and equity of outcomes. Through continuous fiscal analysis and mission- aligned investments, Theoria Technical College sustains its educational services while building capacity for growth.

Documentation and Evidence Table 3.4
- Audited Financial Statements (2022–2023)
- 2024 Profit & Loss Report
- Quarter 2 Board Report (2025)
- Orbund Einstein LMS Agreement
- Adobe Connect Agreement
- Avanti Workspace Lease Renewal
- Tuition Catalog Documentation (pp. 44–49)
- Billable Course List
- ACCJC Eligibility Application (2025)

3.5 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.

Theoria Technical College ensures that its financial planning processes are firmly grounded in the institution's mission to deliver accessible, workforce-relevant education in a supportive and equity-centered environment. Financial decision-making is closely aligned with institutional goals and guided by structured planning cycles that integrate operational, academic, and student support priorities, as outlined in the Budget Planning SOP.

The Leadership Team serving as the institution's Budget Committee includes the President, CFO, COO, CAO, and Director of Student Services. Each member contributes insights from their respective divisions to ensure that budget decisions are mission-aligned and responsive to evolving institutional needs, as documented in Leadership Team Meeting Minutes (Q1 & Q2 2025).

Annual budget planning begins with a review of strategic goals, program review findings, and enrollment and outcome data. Each department submits a prioritized Resource Request Form identifying needs related to staffing, technology, instructional support, and student services. These requests are evaluated collaboratively by the CFO and Leadership Team based on alignment with institutional objectives, equity impact, urgency, and long-term sustainability.

Budget drafts are informed by multiple data sources, including projected enrollment, completion and withdrawal trends, and compliance requirements. This data-informed approach allows for proactive planning and effective stewardship of institutional resources. The finalized 2025 Annual Budget Document reflects current obligations, anticipated growth areas, and a contingency reserve for innovation.

To ensure transparency and inclusivity, financial updates are shared with department leads and staff during quarterly planning meetings, with summaries included in the Quarterly Budget Review Summary Q2. These meetings provide forums for stakeholders to ask questions, provide feedback, and receive guidance on budget-related changes. Broader participation is supported through planning surveys, email feedback requests, and informal department meetings facilitated by Leadership Team members.

Alternative funding sources, including contracts, are coordinated through the President's Office to ensure they support institutional priorities without overextending core operations. Any new external funding proposals are reviewed for alignment with mission objectives and fiscal capacity, as tracked in the Institutional Planning Calendar.

Mid-year and year-end budget reviews are conducted by the CFO and shared with the Leadership Team and Board to evaluate fiscal performance, identify areas for adjustment, and inform future planning cycles. These reviews are documented in the Board Fiscal Oversight Report and supported by actual-to-budget reports, expenditure summaries, and updated resource allocations.

By embedding its mission and goals into every phase of the budget cycle and maintaining open communication with institutional stakeholders, Theoria Technical College ensures that financial planning supports sustainable growth, accountability, and student-centered outcomes.

Documentation and Evidence Table 3.5
- Theoria Budget Planning SOP
- Leadership Team Meeting Minutes (Q1 & Q2 2025)
- 2025 Annual Budget Document
- Resource Request Template

- [Quarterly Budget Review Summary Q2](#)
- [Institutional Planning Calendar](#)
- [Board Fiscal Oversight Report](#)

3.6 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.

Theoria Technical College ensures the integrity and responsible use of its financial resources through a comprehensive system of internal controls, annual independent audits, and ongoing evaluation of fiscal practices. These mechanisms provide dependable, accurate, and timely financial information to support sound decision-making and ensure alignment with the institution's mission of delivering accessible, high-quality workforce education.

Internal Controls and Budget Oversight
Internal control procedures are documented in the [Budget & Reconciliation Procedures Manual](#), which governs budgeting, purchasing, expense tracking, and reporting processes. The Finance Office conducts semi-annual budget reviews with department heads ([Quarterly Budget Review Meeting Notes](#)) to monitor spending patterns, assess variances, and confirm that expenditures align with approved allocations and institutional priorities. These reviews also ensure that fiscal decisions remain consistent with the college's mission and strategic objectives.

Stakeholder Communication and Transparency
Financial data, including budget status reports and fiscal condition updates, are shared during quarterly Leadership Team meetings and annual planning discussions ([Financial Communication Memo – Budget Planning Cycle FY 2025](#)). These forums allow stakeholders to review budget allocations, understand resource priorities, and engage in informed planning discussions.

External Audit and Compliance
Theoria undergoes an annual independent financial audit conducted by a certified public accounting firm. The [Annual Budget Overview Report](#) and [External Audit Report](#) confirm the accuracy and reliability of the college's financial reporting. Theoria has consistently received unmodified opinions with no material weaknesses. If an audit finding were to occur, a Corrective Action Log would be initiated to ensure prompt resolution and track compliance progress.

Evaluation of Financial Management Practices
As part of the [Finance Office Administrative Program Review](#), internal controls, audit responsiveness, and the accuracy of financial forecasting are regularly assessed. Recommendations from these reviews lead to procedural refinements, enhanced cross-departmental coordination, and more effective resource allocation.

Integration with Strategic and Institutional Planning
Budget decisions are documented in the [Institutional Planning and Budget Integration Summary](#), which links fiscal outcomes to program review findings, enrollment trends, and strategic priorities. This integration ensures that resource allocations actively support institutional mission fulfillment.

Conclusion
Through clearly documented procedures, stakeholder engagement, independent audits, and ongoing evaluations, Theoria Technical College maintains ethical, transparent, and mission-aligned fiscal practices that safeguard resources and promote long-term institutional sustainability.

Documentation and Evidence Table 3.6
- [Quarterly Budget Review Meeting Notes](#)

- [Budget & Reconciliation Procedures Manual](#)
- [Finance Office Administrative Program Review](#)
- [Financial Communication Memo – Budget Planning Cycle FY 2025](#)
- [Institutional Planning and Budget Integration Summary](#)
- [Annual Budget Overview Report](#)

3.7 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)

Theoria Technical College ensures both short-term and long-term financial solvency through disciplined budgeting, prudent reserve management, and strategic financial planning aligned with institutional mission and accreditation goals. Short-range financial plans are developed in the context of long-range institutional priorities, including facilities stability, academic program expansion, compliance infrastructure, and workforce sustainability.

Past performance is a key driver in fiscal decision-making. Multi-year [Audited Financial Statements (2022–2023)](#) confirm consistent fiscal stability, with unqualified opinions and net positive results across all reporting cycles. In 2024, the [Profit & Loss Report](#) reflected over $1.6 million in revenue and a net income exceeding $1.28 million. These funds were strategically reinvested in compliance infrastructure, staff expansion, student services, and technology upgrades, ensuring alignment between financial performance and institutional capacity-building.
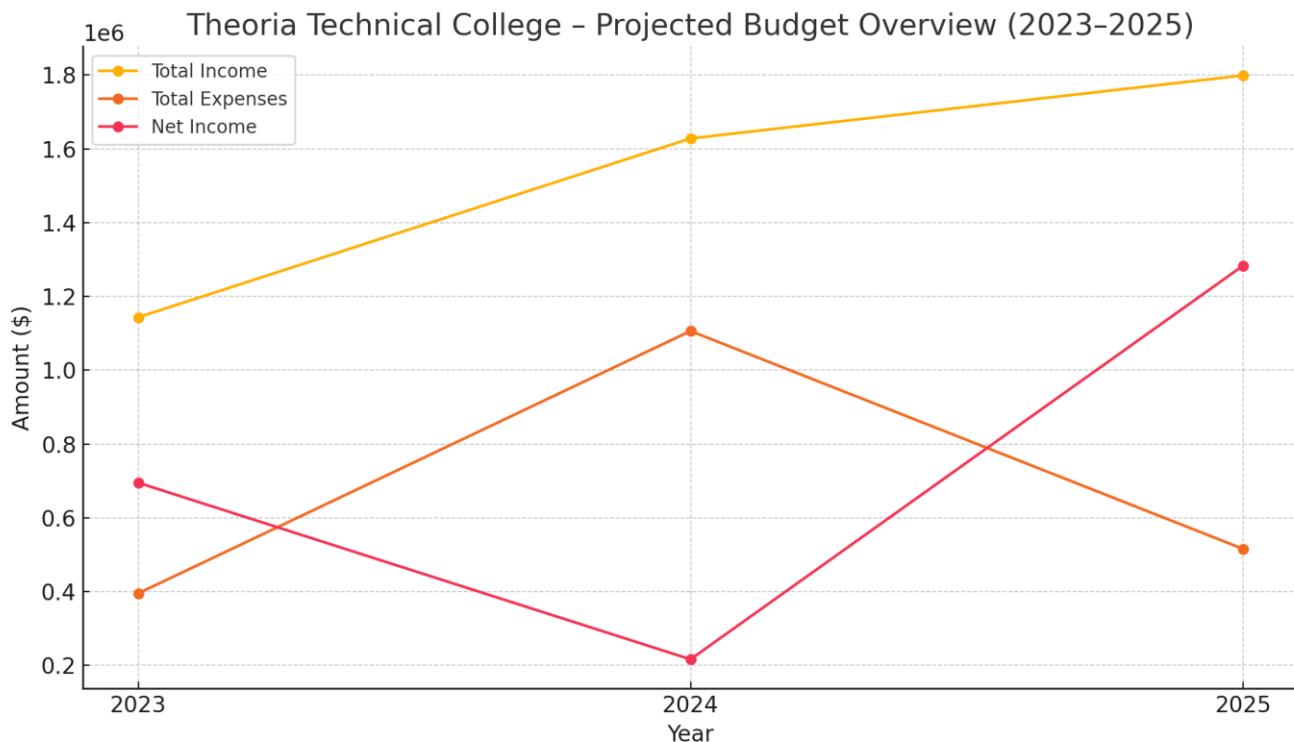
Ongoing solvency is supported by robust fiscal forecasting and quarterly budget monitoring by the executive team, documented in [Q2 2025 Board Reports](#). Cash flow projections confirm the College's ability to maintain operational commitments while funding strategic initiatives, including a $101,950 allocation in Q2 2025 for pre-accreditation readiness, new instructional programs such as the School of Law, and technology

enhancements. Notably, no mid-year budget adjustments were required, underscoring forecasting accuracy and expenditure discipline.

Theoria Technical College – Multi-Year Budget Trend (2023–2026)
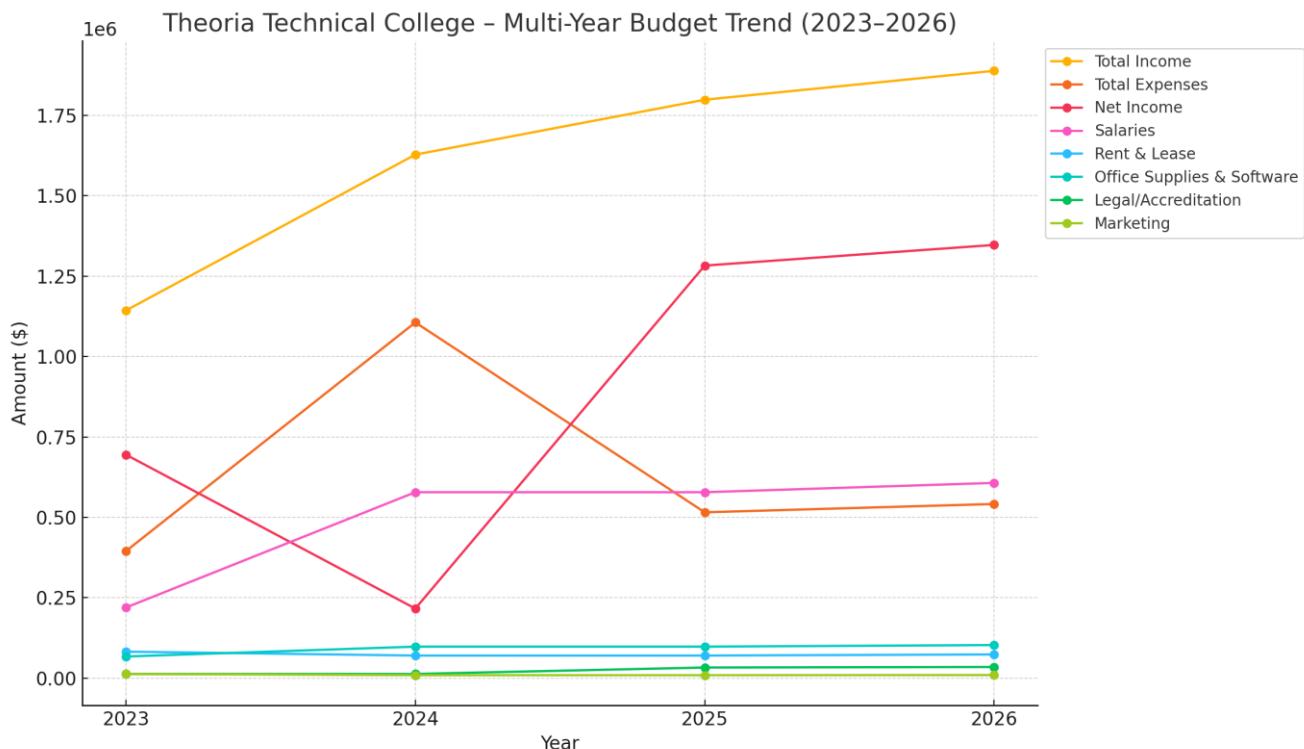
Theoria secures its physical footprint through a multi-year Lease Agreement with Avanti Workspaces, extending through 2026 and incorporating structured rent planning and insurance protections. Institutional obligations remain minimal, with no federal loan participation, pension liabilities, or high-risk debt exposure. Payroll, insurance, and HR-related costs are managed under the ADP TotalSource Agreement, integrating real-time oversight into budget projections.

While the College has not incurred traditional long-term debt, leadership employs scenario-based forecasting and maintains emergency reserves as a safeguard. Major contractual obligations, including software licensing agreements for Orbund Einstein and Adobe, are reviewed annually to ensure affordability and sustainability.

Financial decision-making is explicitly tied to strategic objectives and mission fulfillment. Investments in digital infrastructure, learning tools, and cross-training initiatives are structured to ensure ongoing operational flexibility and fiscal stability, supporting Theoria's goal of sustaining high-quality educational services and institutional growth.

Documentation and Evidence Table 3.7
- 2022 & 2023 Audited Financial Statements
- 2024 Profit & Loss Report
- Q2 2025 Board Report
- ADP TotalSource Agreement
- Lease Agreement with Avanti Workspaces
- Accreditation Allocation Summary
- Multi-Year Budget Trend Graph
- Projected Budget Chart (2023-2025)
- 2025 Eligibility Application (ER 18)

3.8 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.

Safe and Functional Physical Infrastructure

Theoria Technical College maintains physical resources that are safe, functional, and aligned with the mission to support high-quality academic programs and student services. While the majority of courses are delivered online, the institution's primary administrative and instructional site in Carlsbad, California, provides essential space for administrative operations, faculty collaboration, in-person class instruction and advising, and periodic instructional events such as orientations, tutoring, and proctored assessments. The facility is professionally leased and maintained in compliance with ADA requirements, local zoning, fire codes, occupancy regulations, and public health mandates (Annual Facility Safety Inspection, 2025).

Annual Safety Reviews and Facilities Evaluation

The Operations Department conducts a formal **annual facilities and safety walkthrough** using a structured checklist to evaluate fire safety systems, ADA accessibility, HVAC performance, restroom functionality, and general upkeep. Results are documented and archived, with identified issues tracked in a Maintenance & Safety Follow-Up Log until resolved (Maintenance Tracker, 2025). This process ensures proactive maintenance and compliance with safety regulations.

Facilities Request and Incident Reporting System

Staff can submit day-to-day safety or maintenance concerns through the Facilities Incident & Request Form (Facilities Request Form, 2025). Submissions are reviewed within five business days, and urgent matters are escalated immediately to the President and COO, ensuring rapid response and transparency in addressing facility needs.

Operations Oversight and Program Review

Space utilization, equipment sufficiency, and technology adequacy are reviewed quarterly in Operations Team meetings (Operations Meeting Notes Q1–Q2, 2025) and annually in the Administrative Program Review (Admin Review – Operations, 2025). These discussions allow for targeted upgrades and align facilities planning with program and service delivery.

Emergency Preparedness

Theoria maintains internal safety protocols, including fire evacuation plans and closure procedures, which are reviewed annually during the facility inspection cycle (Emergency Preparedness Summary, 2025).

Strategic Planning for Growth and Sustainability

Long-term facilities planning is embedded in the Institutional Strategic Plan (Strategic Plan – Facilities Excerpt), which outlines expansion and capital improvement goals based on enrollment trends. This ensures infrastructure growth remains sustainable and mission aligned.

Conclusion

By sustaining accessible, safe, and mission-aligned facilities, Theoria Technical College ensures its physical resources continue to support academic excellence, operational continuity, and student success across all delivery modes.

Documentation and Evidence Table 3.8
- Theoria_AnnualFacilitySafetyInspection2025.pdf
- Theoria_MaintenanceTracker2025.xlsx
- Theoria_FacilityIncidentFormRequest2025.pdf

- [Theoria_OperationsMeeting_Notes_Q1Q2.pdf](#)
- [Theoria_AdminReview_Operations2025.pdf](#)
- [Theoria_StrategicPlan_FacilitiesExcerpt.pdf](#)
- [Theoria_EmergencyPrep_Summary2025.pdf](#)

3.9 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.

Theoria Technical College implements, maintains, and continually enhances its technology resources to ensure the security, integrity, and effectiveness of its educational and operational services. The institution's use of technology is strategically aligned with its mission to provide high-quality, student-centered learning experiences and operational efficiency. All digital systems and infrastructure are designed to protect sensitive data, support academic engagement, and meet the regulatory requirements established by ACCJC, ACCET, and the Bureau for Private Postsecondary Education.

Technology oversight at Theoria Technical College is managed through a hybrid approach that includes internal governance and externally hosted platforms ([Technology Use Policy](#)). An in-house Information Technology Administrator, appointed by the President and approved by the Board of Directors, is responsible for managing all daily operations related to information technology, including system configuration, user access, network maintenance, and device support. The College utilizes Orbund, a secure cloud-based Student Information System and Learning Management System, to manage all academic records, registration functions, communication tools, and instructional content ([Orbund User Access Protocols](#)). Orbund's encrypted structure provides reliable system uptime, FERPA compliance, and secure access for faculty and students.

To supplement its learning environment, Theoria Technical College also uses Adobe Connect for synchronous instructional delivery. This platform supports live teaching, virtual student engagement, and real-time collaboration. Adobe Connect is managed and monitored by Clarix Technology, a third-party firm that ensures access security, service continuity, and user support([Adobe Connect Agreement](#)). The combined use of Orbund and Adobe Connect enables the institution to deliver a comprehensive hybrid learning experience while maintaining high standards of data integrity and instructional accessibility.

Theoria Technical College enforces clear policies governing the appropriate use of technology. All students and employees are provided with an Acceptable Use Policy upon enrollment or hiring, which outlines digital conduct, prohibited behaviors, and data protection responsibilities. These policies are published in both the Student Handbook and Employee Handbook and are reinforced during onboarding and quarterly training sessions. In addition, the College requires multi-factor authentication when handling sensitive communications. Phone-based identity verification protocols are used to confirm the identity of individuals requesting protected information, and all digital communication of sensitive data occurs through Orbund or secure fax transmissions only.

To maintain a safe and secure physical environment, Theoria Technical College has utilized ADT building security systems ([ADT Security Overview PDF](#)). This includes motion-triggered CCTV cameras with recording capabilities maintained for a 30-day cycle. All footage is stored on a secure, password-protected backup system that can be accessed only by administrative leadership. The institution also stores physical academic and personnel records on-site in locked storage, with access restricted to authorized staff members.

Annual audits of the College's technology infrastructure and data protection systems are conducted by the appointed Information Technology Administrator ([Annual IT Audit PDF](#)).These audits include review of firewall protocols, system performance logs, user access controls, and backup systems. Reports are submitted to

executive leadership and used to inform procedural updates and resource allocation. While Theoria Technical College has not experienced any breaches or attempted intrusions to date, a formal incident response protocol is in place. Any future security event would be documented in an incident report maintained in the Office of the President, with details regarding the event, response actions, and corrective measures. ([Institutional Risk Management Framework PDF](#)).

Technology planning at Theoria Technical College is currently integrated within broader institutional documents such as the Budget Planning Memoranda, Risk Management Framework, Strategic Plan, and the President's Q2 Board Report [Budget and Strategic Planning – Technology Priorities](#). While the College does not yet have a standalone Technology Master Plan, development of such a document is underway and scheduled for prioritization in the upcoming planning cycle. This plan will formalize existing efforts and guide future investments.

Theoria Technical College remains committed to enhancing its digital infrastructure in alignment with future institutional growth. Initiatives planned for the 2025 to 2026 period include integration of artificial intelligence-driven learning tools, system analytics to improve student engagement and retention, expansion of Wi-Fi and server capacity, and potential adoption of a more robust Learning Management System and Student Information System platform. The institution is also finalizing its engagement with ADP TotalSource to enhance compliance and administrative functionality through enterprise-level human resource systems. These improvements will be governed by institutional planning processes and documented in the forthcoming Technology Master Plan to ensure strategic alignment and accreditation compliance.

Documentation and Evidence Table 3.9
- [Technology Use Policy](#)
- [Orbund User Access Protocols & Administration Control Settings](#)
- [Adobe connect Agreement with Clarix Technologies](#)
- [Budget and Strategic Planning Ref. Technology Priorities](#)
- [Physical Security Overview for ADT](#)
- [Annual IT Audit](#)
- [Institutional Risk Management Framework](#)

3.10 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.

Theoria Technical College maintains a comprehensive institutional approach to risk management and contingency planning that addresses potential financial, technological, and environmental disruptions. These strategies are designed to safeguard institutional resources, ensure continuity of academic and operational functions, and maintain compliance with ACCJC, ACCET, and Bureau for Private Postsecondary Education requirements.

The College's [Risk Management Framework,](#) reviewed annually by the President's Office in coordination with the Chief Operations Officer, establishes protocols for identifying institutional vulnerabilities, assessing likelihood and impact, and prioritizing mitigation measures. This framework guides planning in areas such as facilities, finances, technology infrastructure, and personnel readiness, and it directly informs budget development, insurance coverage levels, and emergency response procedures.

Theoria Technical College maintains a comprehensive insurance portfolio that includes general liability, property, workers' compensation, professional liability, and cybersecurity protection. All policies are reviewed

annually with the College's insurance provider to confirm adequate coverage relative to operational scope, staffing, and projected growth. Insurance certificates and policy documents are securely stored in the Office of the President and are available for review.

In addition to insured protection, the College maintains Board-approved reserve funds for unanticipated financial disruptions, such as revenue interruptions, enrollment declines, or emergency expenditures. These reserves ensure short-term solvency without compromising ongoing operations.

Technological risk management includes a Data Backup and Recovery SOP that governs sensitive student and employee information stored in secure, cloud-hosted platforms such as Orbund and Adobe Connect. These systems employ encryption, redundant backups, and disaster recovery protocols. In the event of a breach or system failure, the College's IT administrator initiates restoration, password resets, and state-compliant notification procedures. Critical administrative records are also preserved through secure physical storage with restricted access.

Theoria Technical College's Contingency Plan Overview outlines emergency response and continuity-of-operations procedures for financial shocks, building emergencies, technological failures, and environmental events. While full activation has not been required to date, the College conducts annual reviews and scenario-based drills to maintain readiness.

Through systematic review, documented policies, and proactive planning, Theoria Technical College ensures that it can adapt to unforeseen circumstances while sustaining its mission, protecting its resources, and promoting student success.

Documentation and Evidence Table 3.10
- Risk Management Framework
- Incident Report Template
- Data backup and recovery SOP
- Reserve policy statement
- Contingency Plan Overview

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.

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

Theoria Technical College upholds academic freedom, academic integrity, and freedom of inquiry as fundamental pillars of a quality learning environment. These values are embedded in board-approved policy Academic Freedom Policy, operationalized in the [Faculty Handbook 2025–2026](#) and [Student Handbook 2025–2026](#), and reinforced through professional development, course syllabi, and student orientation.

Academic freedom is formally codified through the Board-approved Academic Freedom Policy, reviewed annually for relevance and compliance. This policy affirms the right of faculty and students to explore disciplinary knowledge without fear of censorship, within the bounds of professional ethics and subject matter relevance. Faculty are permitted to engage in scholarly expression, public commentary, and pedagogical freedom, provided such actions are clearly distinguished from institutional positions and conducted with respect and academic integrity.

Expectations regarding academic integrity and freedom of inquiry are communicated through multiple channels:

- The [Faculty Handbook](#) outlines academic freedom, ethical responsibilities, instructional boundaries, and grievance procedures related to alleged violations.
- The [Student Handbook](#) details academic honesty expectations, definitions of plagiarism and cheating, and the disciplinary process for academic misconduct.
- [Sample course syllabi](#) include statements reinforcing academic integrity and the right to free and respectful discourse.

Theoria maintains clear and consistently applied procedures to protect academic rights and address violations. Faculty and students have access to documented grievance and due process policies ([Policy Review Memo](#)), and the institution ensures impartial review of any complaints involving academic retaliation or misconduct. These procedures were last updated in 2025 and are reviewed regularly by the Board to maintain currency and alignment with accreditation standards.

These principles are introduced at orientation ([Faculty Orientation Slide Deck](#)) and revisited during professional development sessions and policy reviews ([Faculty Training Calendar](#)). By embedding academic freedom and integrity into its policies, training, and culture, Theoria fosters an environment that supports robust inquiry, respectful debate, and high standards of intellectual honesty commitments central to the College's mission and essential to maintaining trust in instructional quality and student learning outcomes.

Documentation and Evidence Table 4.1
- [Board-Approved Academic Freedom Policy](#)
- [Faculty Handbook 2025–2026](#)
- [Student Handbook 2025–2026](#)
- [Sample Syllabi](#)
- [Faculty Orientation Slide Deck AcademicFreedomSlide4](#)
- [Policy Review Memo](#)

- [Faculty Training Calendar](#)

4.2 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.

Clear Governance Structure and Delegated Authority

Theoria Technical College meets Standard 4.2 by clearly defining decision-making roles and actively including relevant stakeholders in governance processes that promote institutional effectiveness and mission fulfillment. Theoria maintains a formal governance structure that establishes clear roles, reporting lines, and procedures to support responsible, inclusive, and transparent decision-making. The institution's [Organizational Chart](#), [Governance and Decision-Making Policy](#), and [Institutional Handbook – Governance Section](#) all outline the roles and responsibilities of key personnel and the distribution of authority across divisions.

The college is led by a President/CEO and governed by a Board of Trustees. Four primary institutional divisions Academic Affairs, Student Support Services, Operations & Compliance, and Administration are overseen by department leads who serve on the Leadership Team. This team coordinates strategic and operational decisions while ensuring that authority is appropriately delegated and aligned with institutional goals.

Shared Governance and Stakeholder Involvement

Shared governance is fostered through the work of standing committees including the Curriculum Committee, Strategic Planning and Innovation Committee (SPIC), Budget Committee, and the Leadership Team. These groups represent faculty, staff, administration, and board members, providing structured venues for dialogue, proposal review, and participatory input on institutional planning, policy development, and academic quality.

Documented Decision-Making Processes

Decision-making procedures are governed by formal tools such as the [Decision-Making Matrix](#) and Committee Participation Guidelines, which define the scope of authority, required consultation points, and documentation protocols. Committee meeting agendas and minutes are archived in a shared institutional drive and reviewed quarterly by the President's Office to ensure transparency and continuity.

In 2025, for example, Student Support Services proposed a revision to the college's advising and tutoring reporting procedures based on direct student feedback. This proposal was reviewed and refined through the Accreditation & Compliance Committee, endorsed by the Leadership Team, and ultimately implemented across departments. The [Approval Trail for the 2025 Advising/Tutoring Restructure](#) demonstrates Theoria's commitment to stakeholder engagement, cross-functional collaboration, and data-informed planning.

Evaluation and Continuous Improvement

Theoria ensures that decision-making practices are evaluated and improved over time. [Committee Charters](#) are reviewed annually, and governance roles are introduced to employees during onboarding and reinforced during quarterly meetings. Institutional feedback is gathered through [Stakeholder Engagement Procedures](#) and integrated into planning cycles to support continuous refinement of governance systems.

Conclusion

Through structured participation, role clarity, transparent documentation, and regular review, Theoria fosters a decision-making culture that is inclusive, mission-aligned, and responsive to stakeholder needs.

Documentation and Evidence Table 4.2
- [Theoria Organizational Chart](#)
- [Governance and Decision-Making Policy](#)
- [Committee Charters](#)

- [Sample Committee Meeting Minutes](#)
- [Decision-Making Matrix](#)
- [Institutional Handbook – Governance Section](#)
- [2025 Advising/Tutoring Restructure Approval Trail](#)
- [Stakeholder Engagement Procedure](#)

4.3 The institution's decision-making structures and processes 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.

Consistent and Mission-Aligned Decision-Making Practices
Theoria Technical College applies its decision-making structures with consistency, transparency, and a focus on advancing the mission and equitable student outcomes. The institution's Governance and Decision-Making Policy establishes the framework through which all decisions are made, ensuring processes are collaborative, mission-aligned, and inclusive of relevant stakeholders.

Decision-making occurs primarily through the Leadership Team comprising the President/CEO, Chief Academic Officer, Chief Operating Officer, Chief Financial Officer, and Director of Student Services which meets quarterly to review institutional priorities, analyze disaggregated performance data, and decide on actions affecting academics, operations, and student support. Meeting records, maintained in the [Leadership Team Meeting Notes](#), document agenda items, decisions reached, responsible parties, and follow-up timelines, reinforcing accountability and transparency.

Stakeholder Inclusion and Cross-Functional Collaboration
Stakeholder input is embedded into decision-making through [Program Improvement Suggestion Forms](#), [Quarterly Department Meetings](#), and [Annual Planning Meetings](#). For example, in Spring 2025, a recommendation from an academic advisor led to the development of the [Student Help Log](#), improving student follow-up tracking. This initiative was reviewed by the Leadership Team and implemented through coordination between Student Services and Academic Affairs, demonstrating the flow of ideas from inception to institutional action.

Structures for Innovation and Strategic Planning
The [Strategic Planning & Innovation Committee (SPIC)](#) supports longer-term and experimental initiatives. Proposals for institutional innovation, such as new service models, policy changes, or technology adoption, are evaluated by the SPIC using criteria aligned with Theoria's strategic goals, equity outcomes, and budget priorities. Approved initiatives are assigned timelines, outcomes, and tracking tools to assess implementation impact.

Evaluation and Continuous Improvement of Decision-Making
Theoria evaluates its governance and decision-making systems annually through the [Shared Governance Self-Evaluation Survey](#) and post-initiative debriefs. Results are synthesized in the [Operations & Planning Annual Report](#), which includes strengths, challenges, and recommendations. These evaluations have led to refinements in meeting schedules, clearer role definitions, and enhanced interdepartmental communication protocols.

Conclusion
By applying governance structures consistently, incorporating stakeholder voices, and evaluating processes for continuous improvement, Theoria fosters a decision-making culture that is collaborative, innovation-oriented, and responsive to institutional goals. These practices ensure decisions are transparent, mission-focused, and supportive of equitable student success.

Documentation and Evidence Table 4.3
- [Leadership Team Meeting Notes](#)
- [Program Improvement Suggestion Form](#)
- [Strategic Planning & Innovation Committee Charter](#)
- [Operations & Planning Annual Report](#)
- [Student Help Log](#)
- [Shared Governance Self-Evaluation Summary](#)
- [Quarterly Department Meeting Summary Reports](#)

4.4 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)

Governing Board Accountability for Quality and Stability
Theoria Technical College is governed by a five-member Board of Trustees that holds policy-level responsibility for ensuring institutional quality, mission fulfillment, and long-term viability ([Board Bylaws](#)). Through clearly defined roles and governance structures, the Board exercises effective oversight in academic integrity, strategic planning, student outcomes, and financial stewardship.

Board Authority, Independence, and Accountability
The Board functions as an independent, policy-making body in accordance with its bylaws and ACCJC governance expectations ([Board Bylaws](#)). A majority of board members hold no employment, ownership, or financial interest in the institution. One trustee, the Board Chair, is a co-founder and retains a non-compensated ownership interest ([Non-Compensation Memo](#)). This individual holds no paid position, receives no institutional funds, and does not participate in daily operations.

To uphold transparency and independence, all board members annually complete a [Conflict of Interest Disclosure and Independence Certification](#) signed jointly by the Board Chair and President. These signed documents confirm that board members act in the best interest of the institution, free from controlling interest or personal financial gain.

The Board's authority and responsibilities include:

- Appointment and regular evaluation of the President/CEO
- Approval of academic policies and oversight of student outcomes ([Board Policy Manual](#))
- Review of financial health and long-term planning ([Semiannual Financial Reports to the Board](#))
- Assurance of institutional effectiveness and accreditation compliance

Board members receive regular training on fiduciary duties, accreditation responsibilities, and educational trends ([Board Training Log](#)).

Monitoring Academic Quality and Institutional Performance
The Board reviews academic quality and institutional effectiveness through quarterly presentations by the CAO and institutional research staff ([Board Meeting Minutes – Academic Quality Reports](#)). These reports include course completion rates, program outcomes, student achievement data, and equity indicators ([Institutional Dashboard](#)). The Board uses this information to monitor alignment with Theoria's mission and student success goals and to guide strategic oversight.

Fiscal Oversight and Financial Stability
Fiscal oversight is provided through semiannual reviews of financial statements, budget-to-actual comparisons, and long-term projections presented by the CFO and President ([Semiannual Financial Reports to the Board](#)).

External audit results are shared and discussed Audit Report. This process enables informed decisions about resource allocation, financial planning, and risk management, with follow-up reports requested as needed.

Policy Review and Continuous Evaluation

Board policies are compiled in a centralized, indexed [Board Policy Manual](). Policies are reviewed annually during governance meetings ([Annual Board Policy Review Log]()) and revised to reflect regulatory changes or institutional needs. Updates are proposed by the President and reviewed for alignment with accreditation standards and mission integrity.

Conclusion

Theoria Technical College's governing board demonstrates active, policy-level leadership to ensure institutional quality, student success, and financial health. Through documented independence, transparent governance, and regular oversight of academic and fiscal performance, the Board supports the mission and meets ACCJC Standard 4.4 and Eligibility Requirement 7.

Documentation and Evidence Table 4.4

- [Board Bylaws]()
- [Conflict of Interest Policy & Signed Statements]()
- [Board Independence Certification]()
- [Board Meeting Minutes]()
- [Semiannual Financial Reports to the Board]()
- [Strategic Plan Updates to the Board]()
- [Institutional Dashboard]()
- [Board Policy Manual]()
- [Annual Board Policy Review Log]()
- [Board Training Agenda/Materials]()
- [Non-Compensation Memo]()

4.5 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.

Theoria Technical College's Governing Board holds full responsibility for the selection, evaluation, and support of the President/Chief Executive Officer (CEO), in alignment with its [Board Bylaws]() and Governance Policies. The Board ensures that the CEO has the authority and autonomy necessary to implement board-approved policies, lead daily operations, and fulfill the College's mission of providing accessible, high-quality workforce education.

The College's current President/CEO, Phillip White IV began his tenure during the institution's formative period, prior to the establishment of the formal Governing Board. Following the Board's formation, trustees reviewed the leadership structure and unanimously affirmed his continued service as CEO, citing his demonstrated alignment with the institutional mission and effective leadership in guiding strategic and operational development ([CEO Appointment Memo]()).

The Board has formalized its oversight through a [Delegation of Authority Policy](), granting the CEO full administrative authority to oversee operations, implement strategic plans, manage personnel and finances, and ensure compliance with regulatory and accreditation standards. Expectations for regular performance reporting are codified in policy, with the CEO providing quarterly board updates supported by written Institutional Performance Reports within the [Strategic Planning Updates](). These reports cover enrollment trends, student achievement data, fiscal health, and progress toward strategic goals.

CEO performance is reviewed annually using a documented CEO Evaluation Rubric and Evaluation Process Policy. The evaluation process includes a self-assessment (CEO Self-Evaluation Form), board discussion of accomplishments and challenges, and, when appropriate, input from key stakeholders. The Annual CEO Evaluation Summary informs leadership goals for the upcoming year and reinforces a culture of continuous improvement at the executive level.

Through these processes of selection, delegation, structured reporting, and evaluation, the Governing Board ensures the CEO remains an effective steward of the College's mission and is held accountable for institutional quality, operational effectiveness, and equitable student outcomes.

Documentation and Evidence Table 4.5
- Board Bylaws
- CEO Job Description
- CEO Appointment Memo
- CEO Evaluation Rubric
- Annual CEO Evaluation Summary (Redacted)
- Board Meeting Minutes
- Strategic Planning Updates Presented by CEO
- Delegation of authority policy
- CEO Self-Evaluation Form
- CEO Selection and Evaluation Policy

4.6 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)

Board Composition and Function
Theoria Technical College's Board of Trustees operates as a unified policy-making body committed to upholding the institution's mission, values, and long-term viability. The five-member board includes independent professionals with diverse expertise in education, public service, business, and community development. Their collective decision-making reflects an institutional commitment to equity, student success, and responsible governance.

All board actions are guided by the Board Bylaws, which establish decision-making procedures, quorum requirements, and expectations for functioning as a cohesive entity. Once a decision is made, all trustees uphold the collective outcome to ensure institutional stability and public trust.

Theoria maintains board independence through its Conflict of Interest Policy and an Independence Certification Form co-signed annually by the Board Chair and CEO. These documents affirm that the majority of trustees hold no employment, ownership, or financial interest in the institution, ensuring objective and mission-driven oversight in alignment with the Standard.

Board Training and Development
To support effective governance and self-regulation, Theoria implements a structured development plan that includes:

- New Trustee Orientation Packet/Slide Deck introducing bylaws, governance protocols, and institutional priorities.

- Ongoing board development through ACCJC workshop participation records, fiduciary training, and governance webinars.
- An Annual Board Self-Evaluation Instrument and Summary, which allows trustees to assess decision-making quality, policy adherence, and alignment with best practices.

Results from the board's self-evaluation are used to strengthen board operations and clarify roles. A recent evaluation highlighted the board's commitment to continuous learning and reinforced the need for strategic engagement on student outcome data.

Fiduciary Oversight and Accountability
Theoria's Board fulfills its fiduciary duties through regular monitoring of institutional finances and executive performance. Trustees receive and review:

- Quarterly Financial Reports to the Board with budget-to-actual comparisons, audit summaries, and forecasts;
- Strategic Plan Approval Documentation demonstrating achievement of board-approved goals.
- The President/CEO Evaluation Process Notes, conducted in accordance with board policy.

Board Agendas and Meeting Minutes document votes, policy discussions, and resource allocation decisions, reinforcing accountability under Eligibility Requirement 7 and ACCJC Standard 4.

Advocacy and Mission Advancement
Beyond fiduciary duties, Theoria's Board actively supports the institution through community engagement and mission-aligned advocacy. Board members regularly participate in Institutional Event Programs/Invitations, serve as ambassadors for college initiatives, and champion efforts that promote equitable access to workforce education.

Documentation and Evidence Table 4.6
- Board Bylaws
- Conflict of Interest Policy & Signed Statements
- Board Independence Certification
- Board Meeting Agendas Minutes
- New Trustee Orientation Packet/Slide Deck
- Board Self-Evaluation Instrument & Summary Results
- Board Training Records
- Quarterly Financial Reports to the Board
- CEO Evaluation Process Notes
- Strategic Plan Approval Documentation

C. 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.

Standard 1: Mission and Institutional Effectiveness

Required Item	Documentation
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)	Theoria Technical College Authority-to-Operate Documentation
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	Mission Review and Revision Policy
Documentation of the governing board's approval of the institutional mission (ER 6)	Board Approval of Institutional Mission
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	SOP034 Institutional Goal setting & Stakeholder Engagement
Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for course success, degree and certificate attainment, transfer, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)	ISS and Student Achievement Goal 2023-2025

Standard 2: Student Success

Required Item	Documentation
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) (See Commission *Policy on Credit Hour, Clock Hour, and Academic Year*)	Degree Program: Catalog Documentation (p.65-86) – Required Docs AS Degree Pathway Overview Award of Credit Policy Transcript Evaluation Guide Credit Hour Formula Guide Catalog Excerpts Designating College-Level Credit Published Policies (Catalog and Website): Transfer of Credit and Award of Credit
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*	Transfer of Credit Policy Transcript Evaluation Guide Published Policies (Catalog and Website): Transfer of Credit and Award of Credit
Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the *Policy on Institutional Advertising and Student Recruitment* (ER 16)	Theoria Technical Website Marketing & Print Media Public Disclosure Policy Statement – (p. 2–3 of catalog) Annual Report and SPFS Policy
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	Referral Forms and Tracking Logs Student Satisfaction Surveys and Use Log Faculty Satisfaction Survey and Use Log
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
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
Documentation of the institution's policies and/or practices for the release of student records	Student Records Release & FERPA Compliance Policy SOPss035

Required Item	Documentation
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	**Program Discontinuance and Teach-Out Policy**
FOR TITLE IV PARTICIPANTS:	
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*	Not Applicable
FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:	
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*	Theoria_DE_Guidelines2025.pdf
REQUIRED ONLY IF APPLICABLE	
Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum	Not Applicable
Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit	Credit by Exam Policy Overview Transfer and Award of Credit Overview
Documentation of agreements with other external parties regarding the provision of student and/or learning support services	Not Applicable
Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs	Not Applicable

Standard 3: Infrastructure and Resources

Checklist Item	Documentation
Written policies and procedures for human resources, including hiring procedures	Hiring and Onboarding Procedures
Employee handbooks or similar documents that communicate expectations to employees	Employee Handbook Faculty Handbook
Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)	Financial Audit Reports for 2022-2023
Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)	Resource Allocation & Budget Development
Policies guiding fiscal management (e.g., related to reserves, budget development)	Budget Planning SOP
Policies, procedures, or agreements (e.g., AUAs) related to appropriate use of technology systems	Technology Acceptable Use Policy
FOR TITLE IV PARTICIPANTS:	
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	Not Applicable
REQUIRED ONLY IF APPLICABLE	
Documentation of any agreements that fall under ACCJC's *Policy on Contractual Relationships with Non-accredited Organizations*	Not Applicable
Written code of professional ethics for all personnel including consequences for violations	HR012 – Code of Professional & Ethical Conduct

Standard 4: Governance and Decision-Making

Checklist Item	Documentation
Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	CEO Selection and Evaluation Policy
Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4)	CEO Certification
Governing board policies/procedures/bylaws related to Board Ethics	Ethics Policy & Bylaws
Governing board policies/procedures/bylaws related to conflict of interest	Conflict of Interest Policy

Other Federal Regulations and Related Commission Policies

Checklist Item	Documentation:
Documentation of the institution's appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up See *Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions*, Section D	Third-Party Comment Public Statement
Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page See *Policy on Representation of Accredited Status*	Theoria Accreditation Page

D. Appendix 1: Verification of Catalog Requirements (ER 20)

REQUIRED ELEMENT	CATALOG LOCATION
General Information	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	Pg. 6-7
Educational Mission	Pg. 4
Representation of accredited status with ACCJC, and with programmatic accreditors, if any	Pg. 3 &70
Course, Program, and Degree Offerings	Pg. 6, 44-45, 64-85
Student Learning Outcomes of Programs and Degrees	Pg. 65–86
Academic Calendar and Program Length	Pg. 7, 89-97
Academic Freedom Statement	Pg. p. 3–4
Available Student Financial Aid	Pg. 46
Available Learning Resources	Pg. 20–24
Names and Degrees of Administrators and Faculty	Pg. 50–62
Names of Governing Board Members	Pg. 63
Requirements	
Admissions	Pg. 15
Student Tuition, Fees, and Other Financial Obligations	Pg. 14, 44–49
Degrees, Certificates, Graduation and Transfer	Pg. 44–45, 16–17
Major Policies and Procedures Affecting Students	
Academic Regulations, including Academic Honesty	Pg. 40, 42
Nondiscrimination	Pg. 4, 18
Acceptance and Transfer of Credits	Pg. 16–17
Transcripts	Pg. 37
Grievance and Complaint Procedures	Pg. 34–35
Sexual Harassment	Pg. 19
Refund of Fees	Pg. 48–49
Locations or Publications Where Other Policies May be Found	
[Insert additional rows as needed]	Pg. 2-3

E. Appendix 2: Organizational Structure

THEORIA TECHNICAL COLLEGE

Board of Trustees
ELISHA VALENTINE

Phillip D. White IV
PRESIDENT / CEO

Academic Affairs
DEPARTMENT

Student Support
SERVICES DEPARTMENT

Operations &
COMPLIANCE DEPT.

Administration
DEPARTMENT

Meghan Garcia
CAO

Jenesis Hill
DSS

Antonio Jones
COO

April Holman
CFO

Program Manager
BOWEN FAN

Admissions
JENESIS HILL

Compliance & QA
JED HILL

HR & Legal
TOTAL SOURCE

Sr. Student Advisor
ALEXANDRIA SCOTT

Registrar
DAVID GONZALEZ

IR & Planning
KAI ANALYTICS

IT Tech & DE
CHOLEE SPICER

Faculty
& ASSISTANTS

Sr. Student Advisor
NICHOLE REESE

Accreditation Liason
JED HILL

Data Specialist
BRENDAN TANG

F. Appendix 3: Approved Locations

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

Theoria Technical College
5857 Owens Avenue, Suite 300
Carlsbad, CA 92008

ISER-for-Candidacy-TheoriaTechnical CollegeFINAL08152025-1

Final Audit Report   2025-08-16

Created:	2025-08-16
By:	Theoria Technical College (info@theoriatechnical.com)
Status:	Signed
Transaction ID:	CBJCHBCAABAASc63Mg1M4BOOvQ5ipeyL8cFJMRqWCzAs

"ISER-for-Candidacy-TheoriaTechnical CollegeFINAL08152025-1" History

📄 Document created by Theoria Technical College (info@theoriatechnical.com)
2025-08-16 - 0:41:35 AM GMT- IP address: 66.27.50.30

✉️ Document emailed to chair@theoriatechnical.com for signature
2025-08-16 - 0:47:16 AM GMT

📄 Email viewed by chair@theoriatechnical.com
2025-08-16 - 0:47:25 AM GMT- IP address: 66.249.84.225

🖊️ Signer chair@theoriatechnical.com entered name at signing as EValentine
2025-08-16 - 0:48:47 AM GMT- IP address: 47.144.253.148

🖊️ Document e-signed by EValentine (chair@theoriatechnical.com)
Signature Date: 2025-08-16 - 0:48:49 AM GMT - Time Source: server- IP address: 47.144.253.148

✉️ Document emailed to antoniojones0312@gmail.com for signature
2025-08-16 - 0:48:54 AM GMT

📄 Email viewed by antoniojones0312@gmail.com
2025-08-16 - 0:50:02 AM GMT- IP address: 104.28.123.103

🖊️ Signer antoniojones0312@gmail.com entered name at signing as Antonio L. Jones
2025-08-16 - 0:50:53 AM GMT- IP address: 47.159.219.20

🖊️ Document e-signed by Antonio L. Jones (antoniojones0312@gmail.com)
Signature Date: 2025-08-16 - 0:50:55 AM GMT - Time Source: server- IP address: 47.159.219.20

✉️ Document emailed to Student Services (studentservices@theoriatechnical.com) for signature
2025-08-16 - 0:50:58 AM GMT

Email viewed by Student Services (studentservices@theoriatechnical.com)

2025-08-16 - 0:51:34 AM GMT- IP address: 66.249.84.224

Signer Student Services (studentservices@theoriatechnical.com) entered name at signing as Jenesis Hill

2025-08-16 - 0:52:56 AM GMT- IP address: 72.197.221.239

Document e-signed by Jenesis Hill (studentservices@theoriatechnical.com)

Signature Date: 2025-08-16 - 0:52:58 AM GMT - Time Source: server- IP address: 72.197.221.239

Document emailed to jhill@theoriatechnical.com for signature

2025-08-16 - 0:53:05 AM GMT

Email viewed by jhill@theoriatechnical.com

2025-08-16 - 0:55:44 AM GMT- IP address: 66.249.84.224

Signer jhill@theoriatechnical.com entered name at signing as Jedaki Hill

2025-08-16 - 0:58:24 AM GMT- IP address: 47.144.253.148

Document e-signed by Jedaki Hill (jhill@theoriatechnical.com)

Signature Date: 2025-08-16 - 0:58:26 AM GMT - Time Source: server- IP address: 47.144.253.148

Document emailed to Meghan Garcia (mgarcia@theoriatechnical.com) for signature

2025-08-16 - 0:58:30 AM GMT

Email viewed by Meghan Garcia (mgarcia@theoriatechnical.com)

2025-08-16 - 1:00:05 AM GMT- IP address: 66.249.84.224

Document e-signed by Meghan Garcia (mgarcia@theoriatechnical.com)

Signature Date: 2025-08-16 - 1:01:32 AM GMT - Time Source: server- IP address: 38.158.225.231

Document emailed to PHILLIP WHITE (pwhite@theoriatechnical.com) for signature

2025-08-16 - 1:01:35 AM GMT

Email viewed by PHILLIP WHITE (pwhite@theoriatechnical.com)

2025-08-16 - 1:01:42 AM GMT- IP address: 66.249.84.224

Document e-signed by PHILLIP WHITE (pwhite@theoriatechnical.com)

Signature Date: 2025-08-16 - 1:05:13 AM GMT - Time Source: server- IP address: 66.27.50.30

Agreement completed.

2025-08-16 - 1:05:13 AM GMT