



APPENDICES

Appendix A: Los Angeles Southwest College (LASC) Compliance with Federal Regulations and Commission Policies

Type	Compliance	Evidence	Notes
<p>Public Notification of an Evaluation Visit and Third Party Comment</p>	<ul style="list-style-type: none"> • LASC has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit. • LASC will cooperate with the evaluation team in any necessary follow-up related to the third party comment. • The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment. 	<ul style="list-style-type: none"> • LASC has posted the Accreditation Self Evaluation site visit dates on its Accreditation webpage and provided a link to the Third Party Comment form online, inviting third party comments. • LASC will cooperate with the evaluation team in any necessary follow-up related to the third party comment. • LASC demonstrates compliance with the Commission Policy on Rights and Responsibilities by maintaining all correspondence and records on the accreditation history of the College, including its current status as an accredited institution. An accreditation link is provided to the College and the general public on the College homepage. External evaluation reports and Commission action letters are posted on the College's accreditation website within the appropriate accreditation cycle. All communication between the Commission and the institution is sent directly to the College president and made public on the College website. 	<ul style="list-style-type: none"> • LASC will comply with the evaluation team in any necessary follow-up related to the third party comment. • LASC demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment.

Type	Compliance	Evidence	Notes
<p>Standards and Performance with Respect to Student Achievement</p>	<ul style="list-style-type: none"> • LASC has defined elements of student achievement performance across the institution and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution’s mission. • LASC has defined elements of student achievement performance within each instructional program and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. 	<ul style="list-style-type: none"> • The College has established institution-set standards appropriate to its mission, as noted in Standard I.B.3 of this report. • The Presentation of Student Achievement Data and Institution-Set Standards section of this report outlines other elements of student achievement performance for measurement that have been determined as appropriate to the institution’s mission. • In 2013, the first year that institution-set standards were required by the ACCJC, the institution-set standards at LASC were developed by taking a five-year average of the outcomes of six measures: <ul style="list-style-type: none"> ○ Successful Student Course Completion Rate (i.e. Course Success Rate) ○ Student Degree Completion ○ Student Certificate Completion (excluding CSU GE and IGETC transfer certificates) ○ Student Transfer to four-year Colleges and Universities (CSU and UC only) ○ State Licensure Exam Pass Rates ○ Job Placement Rates (this new required measure was added for the 2015 reporting period). 	

	<ul style="list-style-type: none"> • LASC has set standards for programs and across the College that are relevant to guide self-evaluation and institutional improvement. The defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well LASC fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. • LASC analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. 	<ul style="list-style-type: none"> • Through Program Review, LASC takes appropriate measures in areas where its performance is not at the expected level, and relies on other plans and data to close the performance gap. These plans include: <ul style="list-style-type: none"> ○ LASC Student Success Support Program (SSSP) Plan ○ LASC Equity Plan ○ Basic Skills Initiative (BSI) Plan ○ Career Technical Education (CTE) Plan • As noted in Standard I.B.3 of this report, in March of each year, the LASC Strategic Planning Committee examines the institution-set standards and any associated student achievement data from the previous five years. • After the Strategic Planning Committee discusses and evaluates the institution-set standards, they are approved and posted on the Strategic Planning Committee website. 	
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Type	Compliance	Evidence	Notes
Credits, Program Length, and Tuition	<ul style="list-style-type: none"> • Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). • The assignment of credit hours and degree program lengths is verified by the institution and is reliable and accurate across classroom-based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). • Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). • Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. • The College demonstrates compliance with the Commission <i>Policy on Institutional Degrees and Credits</i>. 	<ul style="list-style-type: none"> • LASC verifies the assignment of credit hours and degree program lengths and regularly publishes reliable and accurate information across classroom-based courses, laboratory classes, and distance education classes both online in the schedule of classes and in the College Catalog. • As noted in Standard II.A.9 of the self-evaluation report, LASC awards course credit, degrees, and certificates based on units of credit awarded, and is consistent with instructional policies that reflect generally accepted norms or equivalencies in higher education. • Tuition is consistent across degree programs at \$46 per semester unit (which is set by the State). • As noted in the Policy on Institutional Degrees and Credits and Standard II.A.9 of this report, LASC conforms to the commonly accepted minimum semester program length of 60 semester credit hours to earn an Associate degree. 	<ul style="list-style-type: none"> • LASC does not charge program-specific tuition. • LASC does not award credit based on the clock to credit hour conversion formula.

Type	Compliance	Evidence	Notes
Transfer Policies	<ul style="list-style-type: none"> • Transfer policies are appropriately disclosed to students and to the public. • Policies contain information about the criteria LASC uses to accept credits for transfer. • LASC complies with the Commission <i>Policy on Transfer of Credit</i>. 	<ul style="list-style-type: none"> • As noted in the Policy on Transfer Credit and Standard II.A.10 of this report, Transfer Policies are disclosed in the College Catalog. • The policies contain information about the criteria LASC uses to accept credits for transfer. • LASC is in compliance with the Commission <i>Policy on Transfer of Credit</i>. 	

Type	Compliance	Evidence	Notes
<p>Distance Education and Correspondence Education</p>	<ul style="list-style-type: none"> • LASC has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions. • There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities included as part of a student’s grade) or correspondence education (online activities are primarily “paperwork related,” including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed). 	<ul style="list-style-type: none"> • As noted in the Policy on Distance Education and on Correspondence Education in this report, LASC courses to be offered entirely online or in a hybrid format go through separate review and approval through the Curriculum Committee. • LASC follows accurate and consistent policies and procedures to determine distance education courses through the Curriculum Committee and the Distance Education Committee. • All class offerings, regardless of delivery mode, follow the same Course Outline of Record (COR) and Student Learning Outcomes (SLOs). 	<ul style="list-style-type: none"> • LASC does not offer correspondence education

	<ul style="list-style-type: none"> • LASC has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected. • The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. • LASC demonstrates compliance with the <i>Commission Policy on Distance Education and Correspondence Education</i>. 	<ul style="list-style-type: none"> • As noted in the Policy on Distance Education and on Correspondence Education in this report, the College LMS, Etudes, provides a secure login for students. Students are authenticated via an access portal connection through the District's Student Information System. This connection allows Etudes to use the same District-issued student credentials used in the District systems, and, as a result, there are no authentication fees charged to the student. • LASC currently uses Etudes as its LMS. However, the College will move to Canvas as of Summer 2016. The current technology infrastructure is sufficient to maintain and sustain the distance education offerings. • LASC demonstrates compliance with the <i>Commission Policy on Distance Education and Correspondence Education</i>. The College contacted the ACCJC in fall 2015, alerting it that it will submit a substantive change after the spring 2016 visit. 	
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Type	Compliance	Evidence	Notes
Student Complaints	<ul style="list-style-type: none"> • LASC has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online. • The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures. • The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards. • LASC posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license LASC or any of its programs, and provides contact information for filing complaints with such entities. • LASC demonstrates compliance with the Commission <i>Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i>. 	<ul style="list-style-type: none"> • As noted in the Policy on Student and Public Complaints against Institutions in this report, LASC has clear policies and procedures for handling student complaints that are available on the website and in the college catalog. • The student complaint files for the previous six years are housed in the Student Services Main Office. • LASC posts on its Accreditation website the names of associations, agencies and governmental bodies that accredit, approve, or license LASC or any of its programs, and provides contact information for filing complaints with such entities. • LASC demonstrates compliance with the Commission <i>Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i>, as it posts its accreditation status online on the Accreditation website and in the College Catalog. 	

Type	Compliance	Evidence	Notes
Institutional Disclosure and Advertising and Recruitment Materials	<ul style="list-style-type: none"> • LASC provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. • LASC complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status</i>. • LASC provides required information concerning its accredited status as described above in the section on Student Complaints. 	<ul style="list-style-type: none"> • As noted in Standard I.C.I of this report, LASC provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies via multiple platforms: online, through the LASC Jumbotron, the College Catalog, Catalog Supplement, and Class Schedules, for example. • As noted in the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status</i> in this report, LASC accurately represents the educational programs and services it provides; accurately reports its location and contact numbers; articulates its mission, goals, and values; and accreditation status on the website and in the general catalog. Information regarding courses and course sequencing; degree, certificate, and program completion requirements; policies regarding transfer of academic credits from other educational institutions; tuition, fees, and policies and procedures for refunds; information regarding availability of and requirements for financial aid; and, the rules and regulations regarding student conduct or complaints are presented in the college catalog. 	

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<p>Title IV Compliance</p>	<ul style="list-style-type: none"> • The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE. • The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record keeping, etc. If issues were not addressed in a timely manner, the institution demonstrates it has the fiscal and administrative capacity to address issues in a timely manner in the future and to retain compliance with Title IV program requirements. • The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates are near or meet a level outside the acceptable range. • The College's contractual relationships to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. 	<ul style="list-style-type: none"> • LASC communicates with students and the general public regarding its Title IV Program. • LASC/LACCD regularly posts findings from audit reports conducted by independent auditors. • As noted in the Commission Policy on Institutional Compliance with Title IV, the most recent audit of the LASC program was during the 2014-2015 academic year. As of yet, there are no findings as a result of the audit from 2014-15. • The LACCD produces a report called the <i>Basic Financial Statements and Supplemental Information Audit Reports</i> at the end of each audit period. • LASC last had an on-site visit during the 2013-2014 audit cycle. • LASC's three-year cohort default rates during the last cohort years were under 30 percent. In 2012, cohort defaults were 24 percent. 	<ul style="list-style-type: none"> • The cohort default rate for 2012 was 24 percent. • LASC organizes and displays documents/ reports issued by the USDE in the Team Room. • LASC organizes and displays documents/ reports issued by the USDE in the Team Room. • LASC has no such contractual relationships

	<ul style="list-style-type: none">• LASC demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Regionally Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i>.		<ul style="list-style-type: none">• LASC has no such contractual relationships
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