### Evaluation Responsibilities for Compliance with U.S. Department of Education (USDE) Regulations
**HEOA 2008 including 2010 and 2011 regulations interpreted through August 2012**

<table>
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<th>Paragraph of 34 C.F.R.</th>
<th>USDE Regulation and USDE Guidelines for 34 C.F.R. 602, January 2012</th>
<th>Evaluation Team Task</th>
<th>Supporting Documentation with Standard</th>
<th>Comments/Notes</th>
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</table>
| 602.16(a)(1)(i)       | Standards effectively address “success with respect to student achievement in relation to the institution’s mission,... including as appropriate consideration of course completion, State licensing examinations, and job placement rates.” Whether institutionally-developed standards to demonstrate student success are being used by the accreditor in the accreditation assessment, and the institution’s performance with respect to student achievement is assessed. | The institution must set standards for satisfactory performance of student success (student achievement and student learning). The evaluation teams examine the institution-set standards for student success and achievement and assess their appropriateness. Evaluation teams examine institution summary data on course completion rates, licensure pass rates where available, and job placement rates where available. The team also examines program/certificate completion data, and graduation data provided by the college. These data are examined in the context of the institution-set standards of satisfactory performance and goals for improvement of student success (student achievement and student learning). The evaluation team cites this information as evidence of the institution’s accomplishment of mission. The evaluation team report cites the use of this evidence in describing its evaluation of how well the institution fulfills its mission. (Standards1.B; I.B.1-6; II.A; II.A.1.c; II.A.2.a,b, f, g, h, i; II.A.5; II.A.6; ER 10-Student Learning and Achievement) | **http://www.lamission.edu/2013accreditation/achievement.aspx** | Student Achievement data is listed on this Web site. Data is disaggregated by demographic groups and includes:  
- Placement in Math and English  
- Enrollment  
- Success  
- Persistence  
- Retention  
- Completion of degrees, transfer, and certificates |
| 602.16(a)(1)(vi)      | Standards effectively address “ensuring that any awarded academic credits/degrees/credentials conform to commonly accepted practice including time invested and content mastered.” | The evaluation team will examine and evaluate the reliability and accuracy of the institution’s assignment of credit hours by reviewing the institution’s related policies and procedures and application of those policies and procedures to programs and courses. The evaluation team samples at least five course outlines and corresponding syllabi, and examines the class schedule, to determine that the institution has assigned an appropriate amount of work to conform to the Carnegie Unit, and this sampling must include:  
- At least one distance education course  
- At least one classroom based course with a laboratory  
- At least one course that provides for clinical practice, if applicable | II.A.  
**Course Outlines** are located in the Electronic Course Development System (ECD):  
**http://ecd.laccd.edu/CC_Search_1.aspx**  
**Syllabi** are located within the “Schedule of Class Online” (SOCO):  
**https://mymission.lamission.edu/soco/?yrsem=2013**  
The “Schedule of Classes On-line” link above can be used to find a course outline. To select the campus: “Mission” Then select the subject or discipline you want to view. Then select “View Results.” View any course outline for that subject by clicking “Click Here” on the right hand side of the course outline.  
To find a syllabus select “All Courses” or “Online/Hybrid” learning options. |  

| 602.24(e)             | As pertains to:  
If the institution converts clock hours to credit hours for purposes of federal financial aid, |  |  |  |
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<th>Section</th>
<th>Description</th>
<th>Notes</th>
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| 600.2 (Credit Hour) | the institution adheres to the Department of Education’s 2011 conversion formula | applicable to the institution
- At least one class that converts clock hours to credit hours for purposes of awarding credit, if the institution does so. The evaluation team will examine institutional policies and procedures for measuring the program length and intended outcomes of degrees and certificates offered. The evaluation team will confirm the institution has transfer of credit policies that are publicly disclosed and that include a statement of the criteria regarding the transfer of credit earned at another institution of higher education. Since USDE regulations establish a minimum standard, and institutions may choose to include more work for their credit hours than the minimum amount, credit hours at one institution will not necessarily equate to credit hours at another institution for a similar program. The evaluation team will, in the External Evaluation Report narrative of its findings, cite the institution’s policy, procedure, class and program evidence examined.
(Standards I.B; I.B.1-6; II.A; II.A.1; II.A.2; II.A.2,h; II.A.6.a-c; ER 9-Academic Credit; Policy on Award of credit; Policy on Institutional Degrees and Credits; Policy on Transfer of Credit) |
| 668.8 (k), (l) | | used to determine conformity to the Carnegie Unit, here is another link to the printed schedule in PDF form: http://www.lamission.edu/schedules/Spring2013Schedule-Weby5.pdf
For Policy on Award of Credit see “Awarding Credit” on page 47 of the college catalog: http://www.lamission.edu/schedules/1213Catalog/LAMCcatalog2012-2013.pdf
For information on clock time and scheduling: http://www.lamission.edu/facstaff/scheduling/default.aspx

602.16(a)(1)(ix) | The standards effectively address the quality of the institution in addressing: “the Record of student complaints received by, or available to, the agency.” The institution "must make readily available to enrolled and prospective students..."(a)(6) the The evaluation team will be sent a copy of any complaints that have been filed with the ACCJC in accordance with the criteria for filing such complaints. The evaluation team will examine the institution’s procedures which define student grievances/complaints and the manner in which they are received and will examine the institution’s files containing student complaints/grievances for the five years preceding a comprehensive evaluation. The evaluation team will examine any patterns observed in the complaints to determine whether
(Standard II B. 2 C. page 164, 165 and 166) The procedure for student grievance or complaint is found in the college’s catalog http://www.lamission.edu/schedules/1213Catalog/LAMCcatalog2012-2013.pdf (p. 60) and semester course schedule http://www.lamission.edu/schedules/Spring2013Schedule-Weby5.pdf (p. 50). |
| And related | Courses Only.” Then click “Select.” Choose the “Subject” then “Search.” On the right hand side of each course listed click on “Syllabus” to view an instructor’s syllabus. |
| 668.43 | names of associations, agencies or governmental bodies that accredit, approve or license the institution and its programs and the procedures by which documents describing that activity may be reviewed under paragraph (b).” (b) "the institution must make available for review to any student or prospective student upon request a copy of the documents describing an institution's accreditation and its State, Federal or tribal approval or licensing. The institution must also provide (those persons) with contact information for filing complaints with its accreditor and its State approval or licensing entity and any other relevant State official or agency that would appropriately handle a student’s complaint.” | they constitute evidence that indicates the institution has failed to comply with Accreditation Standards, ERs and policies. Any deficiencies will be identified in the team report as such. (Standards II.B; I.B.2.c; II.B.3.a; II.B.4; ER 20-Public Information; Policy on Student and Public Complaints Against Institutions) The evaluation team will examine the institution’s means of providing to any student or prospective student information about its accrediting bodies and governmental (usually state) licensing or approval bodies, copies of documents describing an institution’s accreditation or governmental approval, as well as contact information for filing complaints with such bodies. The team report will describe the institution’s compliance with this requirement. (ER 20 - Public Information) The evaluation team will examine whether institutions make available to students located in states other than the institution's home state, and receiving instruction from the institution (via distance education or correspondence education, or by other means) the contact information for filing complaints with the relevant governmental or approval body in that state in which the student is located. Students are able to make informal and formal complaints. Initially, students are asked to complete the Student Information Form explaining the complaint, issue or potential grievance. Students are given the steps necessary to attempt to reach a resolution. Students are expected to make a reasonable effort in resolving matters informally when possible. The college Ombudsperson is available to assist with mediation, to inform the student of his/her rights and responsibilities, and to support through any formal procedures. If a resolution is not reached through the informal process, then the student may formally request a grievance hearing (http://www.lamission.edu/students/grievance/default.aspx). Complaints and grievances are handled by the College Ombudsperson and may also include involved parties. At LAMC, most matters throughout the past years have been dealt with informally. The office of Student Services has not kept a log of the history of student complaints. Prior to Fall 2012, complaints are filed by year, but were not logged or monitored. Effective Fall 2012, the Vice President of Student Services began keeping a log of complaints. Effective summer 2013, the Dean of Student Services will supervise student complaints/grievances and store all records of complaints/grievances in the office of the Dean of Student Services. Furthermore, |
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all records will be monitored by the Vice President of Student Services and forwarded to the Threat Assessment Team where concerns or patterns may be present.

The Threat Assessment Team has met several times throughout the 2011-2012 (December 12, 2011; February 15, 2012, March 28, 2012, April 18, 2012) and 2012-2013 (November 27, 2012) academic years and meets on a continuous basis as needed. The team includes representatives from the following areas:

- Student Discipline (Vice President or Dean of Student Services)
- DSP&S
- Sheriff’s Office
- Health Center

Accreditation - General Information
http://www.lamission.edu/community/aboutmission.aspx
Los Angeles Mission College is regionally accredited by the Western Association of States and Colleges (WASC), through the Accrediting Commission for Community and Junior Colleges (ACCJC). The Commission has authorized Los Angeles Mission College to offer Associate Degrees and Certificates. This means that courses completed at this college, which are university level can be applied to programs at any other college or university in the United States.

The Commission (WASC) receives complaints about substantive matters that are related to the quality of the institution or its academic programs. Complaints
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<th>602.17(f)</th>
<th>The agency provides a detailed written report that assesses the</th>
<th>The evaluation team will examine student achievement data at the programmatic and institutional levels. The institution must</th>
<th>All student achievement data at the programmatic and institutional levels is available at:</th>
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<td>Evaluation Responsibilities for Compliance with U.S. Department of Education (USDE) Regulations HEOA 2008 including 2010 and 2011 regulations interpreted through August 2012</td>
<td>must be written, signed, and addressed to the President of the Commission. However, the Commission investigates these complaints* only when the complainant has exhausted all of the institution’s appeal procedures. All such complaints are judged against the Commission’s standards in Characteristics of Excellence. For more information, see the Commission’s policy statement and the complaint form</td>
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<td>*The Commission (WASC) will address concerns that are clearly related to an accreditation action taken by the Commission. However, the Commission is not a judicial or quasi-judicial body, and therefore cannot settle disputes between individuals and institutions, whether these involve students, faculty, administration, or members of other groups. Examples of these would be a student's complaint about a grade received from a faculty member or a faculty member's complaint about his or her hiring or continued employment.</td>
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<td>Distance Education - Complaint resolution contacts</td>
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<td>In compliance with Federal Department of Education regulations, click this link for information about filing consumer complaints in the states in which LAMC students might reside and take its distance education courses or programs. For state contact information - click here.</td>
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<td>(all information for distance education and accreditation complaint processes are available at: <a href="http://www.lamission.edu/de/student-complaints/">http://www.lamission.edu/de/student-complaints/</a>)</td>
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| Institution's compliance with the agency's standards, including areas needing improvement and the institution's performance with respect to student achievement. | Set standards of satisfactory performance for student achievement, and evaluate itself against those standards, at the programmatic and institutional levels. The evaluation teams must examine the institution's own analyses, and also determine whether the institution's standards for student achievement are reasonable. The examination will assess the institution's performance with respect to the institution-set standards. The examination will be based upon data, and it will reference data cited above re 602.16, as well as other factors used by the institution. The External Evaluation Report will detail the institution's performance, noting both effective performance and areas in which improvement is needed.  
*(Standard I.B; Standard II.A; Standard II.B)* |
| --- | --- |

**602.17(g) Distance and Correspondence Education:** During institutional reviews, the agency applies the definitions of "distance education" and "correspondence education" found in 602.3 to determine which mode of delivery is being employed. The evaluation team will review the manner in which the institution determines if a course is offered by distance education or correspondence education. The team will examine the delivery mode of a sampling of courses where students are separated from the instructors. The team must assess whether the courses are distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted student support). To assist our online students in locating and accessing the abundant Student Services & Support available to both on campus and online students, a new, "one stop shopping" link as been created at [http://lamission.edu/de/student-services](http://lamission.edu/de/student-services). (FN-11) This link also provides the phone number and email contact for various student services staff. It is the policy of Student Services to have a 24 hour "turn around" time for a response to emails from both on **Student Support**  
To assist our online students in locating and accessing the abundant Student Services & Support available to both on campus and online students, a new, “one stop shopping” link as been created at [http://lamission.edu/de/student-services](http://lamission.edu/de/student-services). (FN-11) This link also provides the phone number and email contact for various student services staff. It is the policy of Student Services to have a 24 hour “turn around” time for a response to emails from both on **Department chairs, Academic Affairs, and Curriculum are tasked with deciding which courses are offered online. The procedure is detailed on the Curriculum site at [http://www.lamission.edu/curriculum/distanceeducation.aspx](http://www.lamission.edu/curriculum/distanceeducation.aspx).**  

And on the DE site at [http://www.lamission.edu/2013accreditation/achievement.aspx](http://www.lamission.edu/2013accreditation/achievement.aspx)

Information about the college learning outcomes and related information can be found at:  
- Assessments and Reports (including College Status Report on SLO Implementation and SLO assessments with Resource Allocations) - [http://www.lamission.edu/slo/reports.aspx](http://www.lamission.edu/slo/reports.aspx)  
- SLO, PLO and ILO Assessment data - [http://www.lamission.edu/slo/assessments.aspx](http://www.lamission.edu/slo/assessments.aspx)  
- ILO Survey results - [http://www.lamission.edu/irp/surveys.aspx](http://www.lamission.edu/irp/surveys.aspx)

Furthermore, although not technically programmatic, Program Review includes a review of Student Success at the discipline level. The chair and EPC do two things: compare the discipline to the college average and look at trends within the discipline. In both cases, they are essentially looking for discrepancies from the norm.
The agency requires institutions that offer distance education or correspondence education to have processes in place through which the institution establishes that the student who registers in a distance education or correspondence course or program is the same student who participates in and completes the course or program and receives the academic credit. The agency meets this requirement if it:

1. Requires institutions to verify the identity of a student who participates in a class or program by using methods such as:
   (i) A secure log in and passcode
   (ii) Proctored examinations
   (iii) New or other technologies and practices that are effective in verifying student identity

The evaluation team will examine the efficacy of methods that the institution uses to verify the identity of students enrolled in distance education and correspondence education classes. The evaluation team will describe whether the institution uses the secure log in and password for its distance education classes. If the institution uses other methods for its distance education classes or correspondence classes, the evaluation team will describe those methods and the team’s judgment of their efficacy in preserving the integrity of the credits and grades awarded.

Online courses can be viewed at the school’s Moodle site at http://moodle.lamission.edu/ all are under http://lamission.edu/de/acce ss

Ecollege username = 00000000 password - Student (Mary Smith) for English section 0230,0231 and 0232 see http://lamission.edu/de/acce ss for Paul Mckenna, and all of Sociology classes, 0436, etc. username = mission password = guest

for all moodle classes username = accjc password = lamc (VISITOR ONE)

LAMC’s policy on student authentication is posted at http://lamission.edu/de/cms

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<td>Online courses can be viewed at the school’s Moodle site at <a href="http://moodle.lamission.edu/">http://moodle.lamission.edu/</a> all are under <a href="http://lamission.edu/de/acce">http://lamission.edu/de/acce</a> ss</td>
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<tr>
<td>Ecollege username = 00000000 password - Student (Mary Smith) for English section 0230,0231 and 0232 see <a href="http://lamission.edu/de/acce">http://lamission.edu/de/acce</a> ss for Paul Mckenna, and all of Sociology classes, 0436, etc. username = mission password = guest</td>
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<tr>
<td>for all moodle classes username = accjc password = lamc (VISITOR ONE)</td>
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<tr>
<td>LAMC’s policy on student authentication is posted at <a href="http://lamission.edu/de/cms">http://lamission.edu/de/cms</a></td>
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<tr>
<td>602.19(a-e)</td>
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| Stability. These approaches must include ... collection and analysis of key data and indicators, including fiscal information and measures of student achievement. | (Standards II.D; III.D.1.b, c, d; III.D.2.b, c, g; III.D.3; ER 17-Financial Resources; ER 18-Financial Accountability) Comprehensive evaluation teams must examine the institution's longitudinal data on student achievement (course completion, program/certificate completion, graduation, licensure, job placement data) and identify any team concerns about stability and achievement of mission, as well as any trends that identify strengthened institutional performance. (Standards I.B; I.B.1-6; II.A.1.c; II.A.2.a,b; II.A.2.f-i; II.A.5; ER 10-Student Learning and Achievement) | during recent years while prioritizing education. Through consistent monthly monitoring and careful managing of resources, the College has been able to maintain budget reserves over the past five years while growing FTES. College financial information is regularly reviewed with all stakeholders and disseminated at shared governance meetings. (III.D.1.c: Long Range Financial Priorities) The College strives to practice a collegial and inclusive decision-making process that respects the diversity and interdependence of the student body and the community LAMC is privileged to serve. The College prepares the required annual operational plan consistent with its objectives and institutional strategic plan. LAMC is mandated to submit to the District Budget office monthly financial projections, plans and quarterly reviews. During the annual Program Review process, LAMC departments and offices are asked to carefully review their program’s progress and prudently propose resources needed to carry out their unit objectives. The College, through the shared governance process, utilized the fourteen voting member Budget and Planning committee to oversee the process of preparing the College’s proposed annual operating budget. The College includes in its Strategic Master Plan a focus on maintaining long-range fiscal stability and alignment with the Educational Master Plan. (III.D.1.d: Financial Planning guidelines and Processes) The College’s integrated planning cycle begins with the Program Review process and ensures that the College constituencies have the opportunity for |
| Evaluation Responsibilities for Compliance with U.S. Department of Education (USDE) Regulations HEOA 2008 including 2010 and 2011 regulations interpreted through August 2012 | The College follows the Budget Operation Plan developed by the LACCD to identify and evaluate the programs and resources necessary to operate for the fiscal year and support educational goals. |