Checklist for Evaluating Compliance with Federal Regulations and Commission Policies

The Accrediting Commission for Community and Junior Colleges (ACCJC) provided a Checklist for evaluating status against the requirements described in federal regulations and Commission policies. The Checklist covers eight areas of compliance. The following codes to evaluate performance related to each component:

Y – "Yes": Current practices address all of the stated requirements.

IP – "In Progress": While current ELAC practices address most of the stated requirements, additional work is in progress to ensure that the college meets all of the associated requirements.

The second column of each table contains the description of requirements conveyed via the Checklist, followed by the narrative response addressing compliance with each federal regulation and Commission policy (in italics). The narrative response includes references to other parts of the Self-Evaluation Report, where appropriate. A list of evidence associated with each regulation or policy is presented in the final row of each table.

Public Notification of an Evaluation Visit and Third Party Comment	
ELAC Status	Checklist Component / Narrative Response
	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
	The institution cooperates 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.
Evidence	

Standards and Performance with Respect to Student Achievement	
ELAC Status	Checklist Component / Narrative Response
	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.
	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.

	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to (allocate) resources, and to make improvements.
	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.
Evidence	

Credits, Program Length, and Tuition	
ELAC Status	Checklist Component / Narrative Response
	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 institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.
Evidence	

Transfer Policies	
ELAC Status	Checklist Component / Narrative Response
	Transfer policies are appropriately disclosed to students and to the public.
	Policies contain information about the criteria the institution uses to accept credits for transfer
	The institution complies with the Commission Policy on Transfer of Credit.
Evidence	

Distance Education and Correspondence Education	
ELAC Status	Checklist Component / Narrative Response
	The institution 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 are 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).
	The institution 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.
	The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.
Evidence	

Student Complaints	
ELAC Status	Checklist Component / Narrative Response
	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
	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.
	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
	The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.
Evidence	

Institutional Disclosure and Advertising and Recruitment Materials	
ELAC Status	Checklist Component / Narrative Response
	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
	The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.
	The institution provides required information concerning its accredited status as described above in the section on Student Complaints.

Evidence	

Title IV Compliance	
ELAC Status	Checklist Component / Narrative Response
	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 timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.
	The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.
	Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.
	The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.
Evidence	