

Federal Compliance Filing by Institutions

Effective September 1, 2016 – August 31, 2018

This document outlines the information institutions should provide in a separate federal compliance section of their Assurance Argument or Comprehensive Quality Review. Institutions should answer the questions below and provide supporting documentation where necessary. A list of required and optional appendixes is provided at the end of the document.

The information requested in this document should be uploaded in the Assurance System in a separate federal compliance document **before** the visit unless otherwise noted. The institution should refer to the [Federal Compliance Overview: Information for Institutions and Peer Reviewers](#) in completing this template. This guide identifies applicable HLC policies and provides an explanation of each requirement.

Note that some federal requirements are related to the Criteria for Accreditation or Assumed Practices. This document identifies those related Criteria and Assumed Practices so that the institution may cross-reference any material it prepares to address them. The document also provides cross-references to the Code of Federal Regulations; while these cross-references will provide context for HLC's requirements, it is important that institutions write to HLC's requirements and not to the federal regulations cited.

Institution name: Minnesota State Community and Technical College

Main contact in the financial aid office: Wendy Olds, Director of Financial Aid

Number of staff members in the financial aid office: 9.5

Identify when the last U.S. Department of Education training for the staff of the financial aid office occurred: May, 2017

Assignment of Credits, Program Length and Tuition

1. Complete the [Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours](#). Submit the worksheet and the attachments listed in it as **Appendix A**.
2. What is the length in semester or quarter hours or other applicable units of each of the institution's degree programs? Institutions offering programs at a single degree level may be able to identify a specific number of semester or quarter hours to which all their programs conform; institutions with programs at different degree levels may need to expand their answer, and if so should include a list in Part A, Section 1 of the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours* (Appendix A).

Minnesota State Community and Technical College (M State) complies with the policies and procedures prescribed by the Board of Trustees of the Minnesota State Colleges and Universities (Minnesota State) system. M State maintains an Academic Program Inventory under the purview of the Vice President of Academic Affairs and through the processes for academic review established by the Academic Affairs and Standards Council of Minnesota State Community and Technical College.

Assignment of Credits

Minnesota State Community and Technical College offers undergraduate courses and programs that comply with Minnesota State Colleges and Universities (Minnesota State) Policy 3.36 and Procedure 3.36.1 Academic Programs. M State's offerings include associate in arts, associate in science, and associate in applied science degrees, certificates and diplomas.

M State is in compliance with the Commission's expectations regarding credits and program length. M State academic credit is awarded on a semester credit hour basis; the College delivers courses over three terms in a calendar year. The educational experiences are comprised of a combination of lecture, lab, hybrid, and online delivery. Regardless of delivery mode, all M State courses are delivered to the same standard of quality. The standard of quality is defined through common course outlines and common course outcomes. The College catalog is available in print and online at: www.minnesota.edu/catalog/. The catalog lists each course, the number of credits, a course description, and course prerequisites. All courses are assigned credits in accordance with the policy on credit hours and are approved by the Academic Affairs and Standards Council.

Minnesota State Colleges and Universities (Minnesota State) possesses the authority to review and approve degree programs for all system colleges and universities. M State is authorized to confer the following degrees and academic awards:

Minnesota State Procedure 3.36.1, Part 3-Authorized Academic Awards

Subpart A. System College and University Award Authority. A system college or university may change its college or university type or become authorized to confer new academic awards for which it is not authorized by submitting an application to the chancellor and obtaining approval from the Board of Trustees. The application shall include demonstration of system college or university readiness and capacity to deliver the new award.

Subpart B. Academic Award Attributes. Academic awards shall have the following attributes.

Undergraduate Certificate. An undergraduate certificate is awarded upon completion of a 9 to 30 credit academic program. An undergraduate certificate may have an occupational outcome or address a focused area of study.

An undergraduate certificate shall not have emphases.

At least one-third of the credits in the undergraduate certificate shall be taught by the faculty recommending the award. This requirement may be decreased upon recommendation by the faculty and approval by the president of the college or university.

An undergraduate certificate less than 9 or more than 30 credits in length may be approved when the academic program prepares an individual for employment and the length or the designation as a certificate is (1) required by an employer, a licensing body or other regulatory agency, accrediting association, or board, or (2) based on a formal task analysis conducted within the previous three years and the results endorsed by an advisory committee.

Diploma. A diploma is awarded upon completion of a 31 to 72 credit undergraduate academic program that prepares students for employment. A minimum of 24 credits shall be in occupational or technical courses.

A diploma may have one or more emphases of at least 9 credits when there are at least 30 credits in the major that are common to the emphases.

A diploma may be individualized according to the standards outlined in Part 5, Subpart C, to provide a student an opportunity to design an academic program to meet specific occupational goals that cannot be met by current program offerings.

At least one-third of the credits in the diploma shall be taught by the faculty recommending the award. This requirement may be decreased upon recommendation by the faculty and approval by the president of the college.

A diploma of more than 72 credits in length may be approved when the academic program prepares an individual for employment and the length is (1) required by an employer, a licensing body or other regulatory agency, accrediting association, or board, or (2) based on a formal task analysis conducted within the previous three years and the results endorsed by an advisory committee.

Associate of Arts Degree. An associate of arts degree is awarded upon completion of a 60 credit academic program in the liberal arts and sciences without a named field of study. It is designed for transfer to baccalaureate degree-granting college or university.

An associate of arts degree requires completion of at least a 40 credit curriculum that fulfills the Minnesota Transfer Curriculum goal areas.

The associate of arts degree program is named Liberal Arts and Sciences.

An associate of arts degree may have one or more emphases of at least 9 credits each in liberal arts and science fields, provided there is an articulation agreement with a related baccalaureate major offered by one or more system universities.

At least 15 credits in the associate of arts degree shall be taught by the faculty recommending the award. This requirement may be decreased upon recommendation of the faculty and approval by the president of the system college or university.

Associate of Science Degree. An associate of science degree is awarded upon completion of a 60 credit academic program in scientific, technological, or other professional fields.

The associate of science degree is designed to transfer in its entirety to one or more related baccalaureate degree programs. A college shall pursue an articulation agreement with one or more system universities before establishing an articulation agreement with a non-system university.

An associate of science degree program may be individualized according to the standards outlined in Part 5, Subpart F. Associate of science individualized studies programs do not require an articulation agreement.

An associate of science degree may address a single specialty or a set of allied specialties such as, but not limited to, (1) agriculture, (2) business, (3) computer and information sciences, (4) education, (5)

engineering, (6) engineering technologies, (7) environmental sciences, (8) health sciences, and (9) natural sciences.

The associate of science degree requires a minimum of 30 credits selected from at least six of the ten goal areas of the Minnesota Transfer Curriculum.

An associate of science degree shall not have emphases.

An associate of science degree may be individualized according to the standards outlined in Part 5, Subpart F, to provide a student an opportunity to design an academic program to meet specific occupational goals that cannot be met by current program offerings.

At least 15 credits in an associate of science degree shall be taught by the faculty recommending the award. This requirement may be decreased upon recommendation of the faculty and approval by the president of the system college or university.

A waiver may be granted to exceed a length of 60 credits when (1) the waiver criteria in Part 3, Subpart C, are met and (2) an articulation agreement specifies the transfer of a greater number of credits.

Associate of Applied Science Degree. An associate of applied science degree is awarded upon completion of a 60 credit academic program in a named field of study in scientific, technological or other professional fields.

An associate of applied science degree prepares students for employment in an occupation or range of occupations. An associate of applied science degree may also be accepted in transfer to a related baccalaureate program.

An associate of applied science degree requires a minimum of 15 credits selected from at least three of the ten goal areas of the Minnesota Transfer Curriculum. At least 30 credits shall be in the academic program's occupational or technical field of preparation.

An associate of applied science degree may have one or more emphases of at least 9 credits each when there are at least 30 credits in the major that are common to the emphases.

An associate of applied science degree program may be individualized according to the standards outlined in Part 5, Subpart F, to provide a student an opportunity to design an academic program to meet specific occupational goals that cannot be met by current program offerings.

At least 15 credits in an associate of applied science shall be taught by the faculty recommending the award. This requirement may be decreased upon recommendation of the faculty and approval by the president of the system college or university.

A waiver may be granted to exceed a length of 60 credits when (1) the waiver criteria in Part 3, Subpart C, are met and (2) an articulation agreement, where applicable, specifies the transfer of a greater number of credits.

Additional Information

Minnesota State has implemented programs and policies to ensure the transfer of credits for students transferring to four-year Minnesota colleges. The Minnesota Transfer Curriculum (MnTC) is described in detail in the section on Transfer Policies.

M State career and technical education program lengths vary by credits according to discipline, industry, and accreditation requirements, but also are subject to approval by Minnesota State. Detailed information on course description, program length, and credits is available in the 2017 – 2018 M State College catalog at: www.minnesota.edu/catalog/. See Appendix A, Part A, Section 1.

3. Are there any differences in tuition for specific programs?

Yes

No

If so, please identify the programs and explain the rationale for the difference in tuition.

M State has differences in tuition for the following programs:

Tuition - Internet Delivery \$ 198.95 per credit

Tuition - Dental Hygiene and Dental Assistant \$ 199.70 per credit

Tuition - Radiology Technician \$ 190.70 per credit

Tuition - Line worker \$ 190.70 per credit

Tuition - Nursing - all courses \$ 199.70 per credit

Tuition - Cardiovascular courses \$ 199.70 per credit

Tuition - Surgical Technician courses \$ 199.70 per credit

Tuition - Intro to Nursing HLTH 1115 course \$ 170.70 per credit

The rationale for the differential tuition costs are due to low student to faculty ratios required by program accreditation as well as higher than normal program costs.

For more information see Federal Requirements 34 CFR §602.16(a)(1)(viii), 34 CFR §602.24(f), 34 CFR §600.2, and 34 CFR §668.8(k) and (l).

Related HLC Requirements: Core Component 3.A and Assumed Practice B.1.

Institutional Records of Student Complaints

4. What is the institution's process for handling student complaints?

M State defines a student complaint as "an oral or written claim concerning a college issue brought by a student alleging improper, unfair, or arbitrary treatment." Additionally, institutional practice is required to comply with Minnesota State system Board Policy 3.8, Student Complaints and Grievances (see Appendix B), which states, "A student has the right to seek a remedy for a dispute or disagreement, including issues of institutional or program quality such as an institution's compliance with the standards of an accrediting agency, or a claim of consumer fraud or deceptive trade practices, through a designated complaint or grievance procedure." Board policy requires M State to handle grade disputes separately, and does not fall under the student complaint policy or procedure.

Students filing a formal complaint have their complaints handled through a clear and consistent process. The campus registrar reviews the student complaint, and assigns it to the appropriate academic or student services dean, or to the most appropriate supervisor. The assigned dean/supervisor reviews the student complaint and informs the student of the decision within 10 business days of receipt of the form. A copy of the decision is sent to the campus registrar for entry on the College Complaint Log.

Should a student wish to appeal the complaint decision, the student may submit a Level 2 appeal form to the campus registrar, who forwards the appeal and supporting documents to the appropriate Chief Officer for review. The assigned Chief Officer reviews the Level 2 complaint and informs the student of the decision within 10 business days of receipt of the form. A copy of the decision is sent to the campus registrar for entry on the College Complaint Log.

5. Provide the institution's complaint policy and procedure and the web address where the public can find this information:

Students are oriented to the online location of the policy and procedure as part of the onboarding process. Both are available at: <http://www.minnesota.edu/policies/>, under "Student Policies." Both have also been attached in Appendix B.

Additionally, the policy, procedure and form for student complaints and grievances can be accessed online through the College's "Student Right-to-Know" page at: <http://www.minnesota.edu/righttoknow> or attach as **Appendix B**.

6. Provide an aggregated report of the number and type of complaints received since the last comprehensive evaluation by HLC and explain their resolutions. Attach as **Appendix C**.
7. How does the institution integrate what it has learned from the complaint process into improvements in services or in teaching and learning?

Since 2014, the College has had five formal complaints filed under the Complaints and Grievances Policy. M State's efforts to address all student questions and concerns as they arise help us in achieving our goal of effectively meeting student needs before they reach the complaint stage. While it is difficult to show that this proactive prevention philosophy results in such a reduced number of complaints, the College strives to resolve 80 percent of all student concerns and questions through a variety of highly accessible avenues: Support (call) Center, online chat, "Help" button in SpartanNet (student portal), campus resource specialists, and referral to other employees. Frontline supervisors often spot trends that lead to "quick fixes;" questions and help requests are also compiled into trends, which are reviewed annually by the academic and student affairs leadership group for actionable opportunities for improvement.

For more information see Federal Requirement 34 CFR §602.16(a)(1)(ix).

Related HLC Requirements: Core Component 2.A and Assumed Practice A.3, A.4.

Publication of Transfer Policies

8. Where are the institution's transfer policies published?

The College's transfer policies and procedures are available online at:
<http://www.minnesota.edu/?id=11531>

M State Transfer of Credit Policy at: http://www.minnesota.edu/policies/#Educational_Policies

Minnesota State System-Transfer Rights and Responsibilities at:
<http://www.minnstate.edu/board/policy/339.html>

Minnesota State System Policy 3.21 Undergraduate Course and Credit Transfer and the Minnesota Transfer Curriculum at: <http://www.minnstate.edu/board/policy/321.html>

The institutional transfer policies are also made available through the 2017-2018 College Catalog (pages 22-23) and 2017-2018 Student Handbook (page 9).

The current year College Catalog and a nine-year archive of past College Catalogues are made available at: <http://www.minnesota.edu/catalog/>

A four-year repository of M State's current and past Student Handbooks are made available at:
<http://www.minnesota.edu/handbook/>

Provide copies of the published transfer policies (such as those included in the institution's catalog, on the website or in other appropriate publications) as **Appendix D**.

9. How does the institution disclose articulation agreements, at both the institutional level and the program level, to current and prospective students? (Ensure that the disclosures clearly identify whether the institution 1) accepts credits from the other institution(s) through the articulation agreement; 2) sends credits to the other institution(s) through the articulation agreement; 3) both offers and accepts credits with the institution(s) in the articulation agreement; and 4) what specific credits articulate through the agreement [e.g., general education only; pre-professional nursing courses only; etc.]?)

Disclosures and articulation agreements at both the institutional level and the program level are made available through the Transfer Students online landing page at: <http://www.minnesota.edu/transfer/>

With links to specific topics displayed as follows:

Articulation Agreements: <http://www.minnesota.edu/articulation/>

Glossary of Terms: <http://www.minnesota.edu/?id=11581>

Liberal Arts & Sciences AA Degree: http://www.minnesota.edu/programs/associate_in_arts/

Minnesota Transfer Curriculum: <http://www.minnesota.edu/?id=1168>

Technical Transfer Courses: <http://www.minnesota.edu/?id=11561>

Tools & Resources: <http://www.minnesota.edu/?id=11571>

Transfer Planning: <http://www.minnesota.edu/?id=11861>

Transferring From M State: <http://www.minnesota.edu/?id=11551>

Transferring To M State: <http://www.minnesota.edu/?id=11531>

Provide a list of articulation agreements as **Appendix E** and the web address where the public can access this list. Note that you do not need to provide the full articulation agreements, only the list of agreements that you make public.

10. What is the process implemented by the institution to align the disclosed transfer policies with the criteria and procedures used by the institution in making transfer decisions?

The College's published transfer procedure states:

Upon admission to the College, college-level courses shall be evaluated, as identified on official college transcripts, to determine if they shall be accepted in transfer. Once the credits are accepted in transfer, each program shall determine how the course credits will apply to program and graduation requirements.

Transfer of credit from another college or university shall involve at least three considerations:

1. Educational quality of the learning experience which the student transfers.
2. Comparability of the nature, content and level of the learning experience offered at the College.
3. Appropriateness and applicability of the learning experience to the programs offered at the College in light of the student's educational goals.

Subpart A. Transfer of courses that are comparable or equivalent. The College shall accept courses in transfer that it determines to be comparable or equivalent to specific courses it offers.

Subpart B. Transfer of courses that are not comparable or not equivalent. College-level courses accepted in transfer by the College that are determined to be not comparable or not equivalent to specific courses taught at the College may or may not be accepted as electives.

The College will address transfer of course credit consistent with the requirements of MnSCU policies and procedures for Undergraduate Course Credit Transfer.

Students who are not satisfied with a transfer decision have the right to appeal to the College's Chief Academic Officer. If the student is not satisfied with the decision of the Chief Academic Officer, they have a right to appeal to Office of the Chancellor of MnSCU. This decision will be final and binding.

Part 1. Purpose. The purpose of this policy is to establish consistent practices for accepting credit for college-level courses transferred into the College.

Part 2. Procedure

Upon admission to the College, all official transcripts will be forwarded through the appropriate workflow for review by the Transfer Specialist and/or DARS staff.

Course Equivalency - A comparable or equivalent course is one that is similar in nature, content and level of expected student performance on course outcomes to a course offered at the College. In evaluating courses for transfer equivalency, the standard for review should be not less than 75 percent comparability of course content.

Course equivalency "rules" are maintained in the Degree Audit Reporting System (DARS) software. Transfer work will be reviewed using DARS; all previously-determined rules will be applied to the student's coursework.

When a student has transfer courses that have not previously been reviewed and entered in DARS, the Transfer Specialist and/or DARS staff will work with faculty from the appropriate discipline to determine course equivalency and/or MnTC goal area assignment. These decisions will be recorded in DARS for future reference.

Courses that are not directly equivalent to a course offered at the College but are college level will be assigned the appropriate generic transfer designation in DARS. Courses may also be assigned to a specific MnTC goal area along with the generic designator. All MnSCU policies regarding awarding of MnTC goal area(s) will be followed during the transfer evaluation process.

Courses that are below college level will be assigned as preparatory and may not be used to fulfill program requirements, although they may be used to fulfill the College's developmental course requirements.

Accreditation - Students who have taken courses from institutions that are not regionally accredited (or were not regionally accredited at the time the student took the courses) will receive email communication explaining what documentation they need to provide in order to have their coursework evaluated. All documentation provided will be reviewed by the Transfer Specialist in consultation with appropriate faculty for review of course content as well as the appropriate Academic Dean for determination of appropriate faculty credentials.

International Transfer - Students who have taken courses from institutions outside of the United States will receive email communication explaining their options for having their courses evaluated by an agency specializing in evaluation of international credit.

Program-Specific Requirements - Transfer courses are subject to the same guidelines as the College's courses in regards to fulfilling program requirements. This includes the five-year time limit on technical courses and the requirement of specific programs that all required courses must be completed with a minimum grade of C.

Informal Appeal - When a course has not been granted direct equivalency to a course offered at the College, students may request further review of the course by providing additional documentation (such as a course outline). The Transfer Specialist will consult with appropriate faculty to review the submitted information for consideration of course equivalency and will adjust the student's record accordingly if equivalency is granted.

Formal Appeal – If students are not satisfied with a transfer decision, they have the right to appeal to the College's Chief Academic Officer by completing the Transfer of Credit Appeal form (currently needs to be developed). If the student is not satisfied with the college's transfer appeal decision, the student may submit a request to the Senior Vice Chancellor of Academic and Student Affairs for a system level appeal of the College's transfer appeal decision. The procedure for a system level appeal is defined in MnSCU Undergraduate Course Transfer Credit Procedure.

Provide evidence (e.g., charts, data, etc.) that institutional decisions regarding transfer of academic credit align with the policy:

M State looks to two key reports to track its efficacy in assisting students with successfully transferring in and transferring out. One of the Minnesota State system's key performance indicators is the metric for the percentage of credits that the College accepts in transfer (included in Appendix F as Key Performance Indicator-Successful Transfer) and the other is a comparative report that displays the College's rate of successful transfer out with regard to other 2-year institutions within the Minnesota State system (included in Appendix F as Stacked Transfer Out Rankings).

Additionally, evidence is provided in the three redacted incoming transfer credit evaluation examples provided in Appendix F:

Document A – example of 2 year transfer

- pages 1-3 Audit showing transfer credit
- page 4 - 2-year college transcript

Document B – example of Credit for Prior Learning and 4 year transfer

- pages 1-3 Audit showing transfer credit (CPL is highlighted and marked)
- pages 4 -5 CPL documentation
- pages 5-6 - 4-year transcripts

Document C – example of Military Joint Services Transcript and 4 year transfer

- pages 1-3 Audit
- pages 1-8 JST
- pages 9-11 - 4-year university transcripts

Document C also specifically shows the policy to transfer grade of D if it is part of MNTC, even if cumulative GPA is below 2.0 on the Southwest Minnesota State University transcript (page 11).

or attach as **Appendix F**.

For more information see Federal Requirement 34 CFR §668.43(a)(11).

Practices for Verification of Student Identity

11. Does the institution have students enrolled in distance or correspondence courses, as defined in federal definitions?

Yes

No

12. How does the institution verify the identity of students enrolled in these courses?

Access to online learning management system (D2L Brightspace) is located within the M State Student Portal (SpartanNet). Access to SpartanNet is restricted through an individually-assigned username (StarID) and self-selected password. As part of the onboarding process, students receive their StarID and are oriented to its use in accessing resources, including the online library and SpartanNet.

13. Are there any additional costs (e.g., fees associated with test proctoring) charged directly to the student because of this method?

Yes

No

14. What are these additional costs?

N/A

15. How are the additional costs disclosed to students prior to enrollment in a distance or correspondence course?

N/A

Provide copies of the disclosures and the web address where the public can access such information as **Appendix G**.

16. How does the method of verification make reasonable efforts to protect student privacy?

Students are able to self-manage their initial StarID activation through a verification process relying on email information sent to their email address of record. Students are required to copy and paste the verification code (or enter it manually) before allowed entry into the StarID Self Service site to create a password, which is required to contain at least three of the following features to further ensure security: uppercase letters, lowercase letters, numbers, and special characters.

For more information see Federal Requirement 34 CFR §602.17(g).

Related HLC Requirement: Core Component 2.A.

Title IV Program Responsibilities

This requirement has several components the institution must address. The institution staff compiling this information should work with the financial aid office and the chief financial officer or comptroller. For more information see Federal Requirement 34 CFR §602.16(a)(1)(x).

17. General Program Responsibilities

a. What is the current status of the institution's Title IV program (e.g., recertified on date x, provisionally certified on date x, etc.)?

Recertified on December 5, 2017

b. When was the institution's most recent Title IV program review?

2017

c. Has the institution been audited or inspected by the Office of the Inspector General of the U.S. Department of Education since the last comprehensive evaluation by HLC?

Yes

No

d. Attach the most recent Title IV program review, or other inspection or audit reports since the last comprehensive evaluation by HLC, as **Appendix H**.

e. List any limitation, suspension or termination actions imposed on the institution by the U.S. Department of Education (hereafter referred to as "the Department") since the last comprehensive evaluation by HLC and the reason for such actions.

None.

f. List any fines, letters of credit or heightened monitoring imposed on the institution by the Department since the last comprehensive evaluation by HLC and the reason for such actions.

Heightened monitoring was imposed for the year , in response to a State of Minnesota delayed filing of financial audit reports, of which all Minnesota State Colleges and Universities system institutions were part.

g. What response and corrective actions has the institution taken in regard to these Department actions?

Cash-flow procedures were appropriately adjusted in order to avoid the State of Minnesota over-sweeping our local bank account until Title IV funds could be received from the federal government.

h. What are the consequences of these challenges for the institution's short- and long-term financial health?

None. Having been addressed by procedural changes, they are no longer challenges.

i. What are the findings from the OMB Circular A-133 portion of the institution's three most recent audited financial statements, which identifies material weaknesses in the processing of financial aid?

The three most recent audits (2016, 2015 and 2014) are included in Appendix I. Please note that the audited financial statements are for the entirety of State of Minnesota agencies, and for all member institutions of the Minnesota State Colleges and Universities system. While some findings for individual institutions and the system as a whole are noted in the audit, none of those cited for 2016 or 2015 are specifically applicable to Minnesota State Community and Technical College. A 2014 finding was associated with Minnesota State Community and Technical College for monthly reconciliation of the direct student loan program.

2016 - Section III (pages 86-90 of the 2016 report)

2015 - Section III (pages 132 - 139 of the 2015 report)

2014 - Section III (pages 163 - 171 of the 2014 report)

j. In which of the following Title IV federal financial aid programs does the institution participate? Select all that apply:

Pell Grant

Federal Family Education Loan

Federal Direct Stafford Loan

- Direct PLUS Loan
- Federal Supplemental Educational Opportunity Grant
- Federal Work Study
- Perkins Loans
- Academic Competitiveness Grant

Provide all correspondence with the Department and other documents that explain the above responses as **Appendix I**.

For more information see Federal Requirement 34 CFR §668.16.

18. Financial Responsibility Requirements

- a. What were the outcomes of the three most recent Department reviews of the institution's composite ratios and financial audits?

Fiscal 2017 - 3.0 CFI (excluding GASB 68)

Fiscal 2016 - 3.53 CFI (excluding GASB 68)

Fiscal 2015: 1.29 CFI (excluding GASB 68)

No significant findings were identified or follow-up required for any of these three years.

- b. Have there been any fines, penalties, letters of credit or other requirements imposed by the Department as a result of these reviews?

No.

Note: HLC also annually analyzes each institution's financial ratios to determine whether there might be financial concerns. The peer review team checks with the institution and the HLC staff to determine whether HLC or the Department has previously raised concerns about the institution's finances based on these ratios.

- c. What actions has the institution taken or does it plan to take in response to any concerns raised by HLC or the Department? (*Related HLC Requirements: Core Components 5.A, 2.B; Assumed Practice D.1.*)

N/A.

Provide all correspondence with the Department and other documents that explain the above actions as **Appendix J**.

For more information see Federal Requirements 34 CFR 668.15, 34 CFR 668.23, 34 CFR 668.171, 34 CFR 668.173, and 34 CFR 668.174.

Related HLC Requirements: Criterion 5, Core Components A (resources) and B (administrative capacity).

19. Default Rates. The institution should take steps to avoid excessive loan default rates.

Institutions and teams should use the three-year default rate to complete this section.

- a. What are the student loan default rates as provided by the Department for the three years leading up to the visit? (Institutions with evaluations after September must include the most recent cohort default rate in the Federal Compliance Filing or ensure that the most recent rate is provided to the team on-site if the rate was not available when the Federal Compliance Filing was submitted.)

Year 1: 2012 14.2%

Year 2: 2013 13.5%

Year 3: 2014 15%

- b. If the institution's default rates are higher than those of its peer institutions, if the institution's rates are rising, or if the rates have exceeded Departmental thresholds or triggered a Department review, what actions has the institution taken in response?

Institutional default rates are relatively stable and below the average 2014 default rate of 18.3% for public two-years, and M State's default rates have not exceeded Departmental thresholds nor triggered a Department review. M State diligently reviews the annual average student loan debt within the College Scorecard and compares its student loan data with that of its regional peer institutions. M State offers a number of workshops throughout the year to enhance students' fiscal management skills, and also communicates to its students a philosophy of "responsibly borrow if you must, but borrow only what you need."

Provide any correspondence with the Department related to default rates and any default rate management plan required by the Department as **Appendix K**.

- c. Does the institution participate in private loan programs or any loan services that it provides to students directly or that a related corporation provides to its students?

Yes

No

If yes, provide a list of companies that provide loan services to the institution's students and explain the relationship of these companies to the institution.

North Dakota DEAL Loan, and Minnesota SELF Loan

Provide samples of the loan agreements and disclosure information as **Appendix L**.

For more information see Federal Requirements 34 CFR §668.201, §668.204, and §668.217.

Related HLC Requirements: HLC Criterion 2, Core Component A (integrity); Criterion 5, Core Components A (resources) and B (administrative capacity); Assumed Practices D.1–5.

20. Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures. Title IV responsibilities include the legal obligation to disclose information to students and to the public about campus crime, athletic participation and financial aid.

- a. What administrator or office on campus is responsible for ensuring that these disclosures are regularly compiled and published and that the data are accurate?

Those disclosures are regularly compiled and published by a partnership between the Dean of Student Success and the Director of Safety and Emergency Preparedness.

- b. Has the institution been the subject of any federal investigation related to any of the required disclosures listed in question 20?

Yes

No

- c. Does the institution have any findings from the Department regarding these disclosures?

Yes

No

Explain any findings related to any of the required disclosures listed in question 20 and corrective action plans the institution may have put together to remedy the findings.

As part of its 2017 Title IV Program Review by the DoE, M State was informed of the following two findings:

1. Consumer information requirements associated with language associated with communication and institutional policy and procedure. Corrective action was taken and revised disclosure communication and related policies were submitted to the DoE in the form of a revised 2016 ASR as evidence of the changes. Following review of the corrected language submitted, the final DoE report stated that, "identified findings were, for the most part, satisfactorily addressed by the college's revised 2016 ASR and its new and revised policies and procedures. The college's response is accepted and considers this finding to be CLOSED."

2. Crime awareness requirements (policy language). Corrective action was taken and revised disclosure policies were submitted to the DoE as evidence of the changes. Following review of the corrected language submitted, the final DoE report stated that, "identified findings were, for the most part, satisfactorily addressed by the college's new DAAPP program materials, biennial review report, and its new and revised policies and procedures. The college's response is accepted and considers this finding to be CLOSED."

- d. Provide copies of the information disclosed to students and provide the web address where this information is made available to the public as **Appendix M**.

For more information see Federal Requirements 34 CFR §668.40, 668.41, 668.42, 668.43, 668.44, 668.46, and 668.49.

21. Student Right to Know/Equity in Athletics. Title IV responsibilities require that institutions provide to students and the public graduation/completion rates for the student body by gender, ethnicity, receipt of Pell grants and other data as well as information about the process for withdrawing as a student, cost of attendance, policies on refund and return of Title IV financial aid, current academic programs and faculty, names of applicable accrediting agencies, description of facilities for disabled students, and the institution's policy on enrollment in study abroad. In addition, certain institutions need to disclose their transfer-out rate. Also, institutions with athletic programs are required to disclose athletic participation rates and financial support data.

- a. What administrator or office on campus is responsible for ensuring that these disclosures are regularly compiled and published and that the data are accurate?
Chief Financial Officer (Equity in Athletics Report) and Dean of Student Success (Student Right-to-Know).
- b. Has the institution been the subject of any federal investigation related to any of the required disclosures listed in question 21?
 Yes
 No
- c. Does the institution have any findings from the Department regarding these disclosures?
 Yes
 No

- d. Explain any findings related to any of the required disclosures listed in question 21 and corrective action plans the institution may have put together to remedy the findings.
N/A
- e. Attach copies of the information disclosed to students and provide the web address where this information is made available to the public as **Appendix N**.

For more information see Federal Requirements 34 CFR §668.41, 668.45, 668.48, and 668.8.

Related HLC Requirement: Assumed Practice A.6.

22. Satisfactory Academic Progress and Attendance Policies. The institution is required to have a Satisfactory Academic Progress policy and an attendance policy as part of the Title IV program.

- a. Are these policies readily available to students?
 Yes
 No
- b. Do they satisfy state or federal requirements?
 Yes
 No
- c. Does the institution have any findings from the Department regarding these disclosures?
 Yes
 No

Explain any findings related to any of the required disclosures listed in question 22 and corrective actions that may have been required by the Department related to these findings.
N/A

- d. Attach copies of the information disclosed to students and provide the web address where this information is made available to the public as **Appendix O**.
- e. Are the policies being appropriately applied by the institution in individual student situations?

Note: HLC does not necessarily require that the institution take attendance unless required to do so by state or federal regulations but does anticipate that institutional attendance policies provide information to students about attendance at the institution.

- Yes
- No

For more information see Federal Requirement 34 CFR §668.34.

Related HLC Requirements: Criterion 3, Core Component A; Assumed Practice A.5.

23. Contractual Relationships. List any contracts related to academic programs with third-party entities not accredited by a federally recognized accrediting agency. Attach as **Appendix P**. Include the name of the provider, the name of the relevant academic program, what the provider does, the dates when the relationship starts and ends, and the date it was approved by HLC if required.

(The institution should have previously disclosed to HLC all existing contracts and received approval for those contracts as required by HLC policy. Institutions can see the list of HLC-approved contractual arrangements on its *Institutional Status and Requirements (ISR) Report*. HLC's substantive change policy requires that the institution notify HLC of any new contracts for up to 25 percent of an academic program, that the institution obtain prior HLC approval before initiating any contract for 25 to 50 percent of a program, and that HLC approve contracts for more than 50 percent of a program only in exceptional circumstances under strict scrutiny.)

For more information see Federal Requirements 34 CFR §668.5 and 602.22(a)(2)(vii).

Related HLC Requirements: Assumed Practices A.10–11.

24. Consortial Relationships. List any consortial relationships with other entities accredited by a federally recognized accrediting agency. Attach as **Appendix Q**. Include the name of the provider, the name of the relevant academic program, what the provider does, the dates when the relationship starts and ends, and the date it was approved by HLC if required.

(The institution should have previously disclosed to HLC all existing consortiums and received approval for those consortial arrangements as required by HLC policy. Institutions can see the list of HLC-approved consortial arrangements on its *Institutional Status and Requirements (ISR) Report*. HLC's substantive change policy requires that the institution notify HLC of any new consortiums for up to 25 percent of an academic program, that the institution obtain prior HLC approval before initiating any consortiums for 25 to 50 percent of a program, and that HLC approve consortiums for more than 50 percent of a program only in exceptional circumstances under strict scrutiny.)

For more information see Federal Requirement 34 CFR §668.5.

Related HLC Requirements: Assumed Practices A.10–11.

Required Information for Students and the Public

25. Provide course catalogs and student handbooks. Attach as **Appendix R**.

26. Which sections of the institution's website include required disclosure information? Provide the webpage name and link for each.

Graduation Placement Information (5-year, historical): <http://minnesota.edu/career-placement-data/>
Facts and Figures (Snapshot Profile and Student Demographics): <http://minnesota.edu/?id=10496>
Mission, Vision and Values: <http://minnesota.edu/mission-vision/>
Student Right-to-Know Information: <http://minnesota.edu/righttoknow/>
College Catalog: <http://www.minnesota.edu/?id=11751>
Student Handbook: <http://www.minnesota.edu/handbook/>
Tuition and Fees: <http://www.minnesota.edu/?id=346>
Refund Policies: <http://www.minnesota.edu/?id=10124>

27. What policies and processes does the institution have in place to ensure required information for current and prospective students about institutional programs, fees, policies and related required information is accurate, timely and appropriate? Attach copies of these policies and procedures as **Appendix S**.

For more information see Federal Requirement 34 CFR §602.16(a)(1)(vii).

Related HLC Requirements: Core Component 2.A, 2.B; Assumed Practice A.5.

Advertising and Recruitment Materials and Other Public Information

28. Do the institution's advertisements and recruiting materials provide accurate, timely and appropriately detailed information to current and prospective students, and is information about the institution's accreditation status with HLC and other accrediting agencies clear and accurate? If the institution has been placed on a sanction or its programmatic accreditation has been withdrawn, do the disclosures accurately explain this information?

Yes

No

Provide copies of these advertising and recruiting materials as **Appendix T**.

29. Which sections of the institution's website include advertising and recruiting information? Provide the webpage name and link for each.

M State's Communications and Marketing page is located at:
<http://www.minnesota.edu/communications/>

Information about academic programs can be accessed through: <http://www.minnesota.edu/programs/>
Specific campus information

Detroit Lakes: <http://www.minnesota.edu/detroit-lakes/>

Fergus Falls: <http://www.minnesota.edu/fergus-falls/>

Moorhead: <http://www.minnesota.edu/moorhead/>

Wadena: <http://www.minnesota.edu/wadena/>

Online: <http://www.minnesota.edu/online/>

30. What policies and processes does the institution have in place to ensure advertising and recruiting information to current and prospective students about its programs, locations and policies is accurate, timely and appropriate? Provide copies of these policies and procedures as **Appendix U**.

31. What webpage displays the Mark of Affiliation on the institution's website? Provide a link.

Every public M State web page displays the HLC Mark of Affiliation in the lower right-hand corner as part of each web page's "shell." An example of that can be seen on the College's home page at:
www.minnesota.edu

For more information see Federal Requirements 34 CFR §602.16(a)(1)(vii) and 602.23(d).

Related HLC Requirements: Core Component 2.B; Assumed Practices A.5, A.7.

Review of Student Outcome Data

Institutions in their program review and institutional improvement processes are required to consider student outcome or performance data on the full range of their offerings where such data are available. Data can be at the institutional or the program level. Student achievement data typically include retention rates, graduation rates, licensure exam pass rates, employment rates, acceptance to further study or other similar information.

32. How does the institution gather or receive information about student outcomes from academic programs across the institution?

M State's comprehensive program review process provides a structured, scheduled opportunity for a program to develop a strategy for improvement. All M State programs complete the comprehensive program review process every three years. The comprehensive program review process:

- Shows the relationship between the M State mission, vision and student learning outcomes
- Demonstrates the relevancy, currency and effectiveness of instructional programs
- Defines the needs of the program so that the resources of the institution may be appropriately applied
- Points to areas where additional assessment, curriculum revision and employee professional development are necessary
- Provides the data and information for use in institutional planning, resource allocation and, most importantly, improvement in student learning

33. List the types of student outcome data available to the institution:

The College has a robust set of replicated data reports that it is pulled from its student records system. Those include, but are not limited to:

AA Initiative Report
At-Risk Students
Campus-to-Campus Transfer
Cohort success
Completion Rate by date range
Course Success by Major and Site
Course Taking Success
Developmental Course Success
Developmental Progression
DFWI by major
Dropout/Withdrawal
Dropped Courses
Dropped Students
Entering Student Developmental Percentage
High enrollment/Low success
HS Distribution Report w/Placement Data
Level of Success - Dev vs Non-dev
M State English Language Learners Persistence
M State Persistence
New Start Student Tracking
Percentage of Drops/Withdrawals by Campus
Persistence by Major and Student Characteristics
Placed vs Enrolled
Retained Students Summary
Retention by Major
Retention of New Majors
Retention Report
SDS Director Student Persistence by Campus
Student Success
Student Success by course/site
Students with FNs
Success of Late Registrants
Success of New Entering Students
Success rate by Faculty Member
Success rate for Underprepared Students
Success rate of Pell eligible students

Title III Academic Bridge
Title III Dev and Ecampus
Title III Student Review
Title III Success Coach Case Load
Withdrawn Students

or attach as **Appendix V**.

34. Explain how information about student outcomes informs planning, academic program review, assessment of student learning, consideration of institutional effectiveness, and other topics.

The College is committed to data-driven decision making, and routinely uses student success outcomes to inform planning throughout the College. Data requests from all levels and divisions funnel through the Institutional Research department as a starting point. Then, in collaboration with the end user, Institutional Research determines which data source or sources will be most useful in fulfilling a user's request. The College also benefits from having greater than 200 custom-built data queries employees can use to inform decisions about improving practices, services and programs.

Various college leadership and divisional work teams including but not limited to the President's Cabinet, the Academic Leadership Team, the Student Development Leadership Team, the Persistence Academy Team, Academic Affairs and Standards Council, the enrollment management team, advising team, the communications and marketing team, finance team, financial aid team, human resources team, K-12 collaboration team, information technology team, registration team and others routinely use data provided by Institutional Research, institutional queries, Minnesota State system data sources and other data in their daily work.

M State monitors its performance on several student outcome accountability indicators at the college, campus and program levels. Key Performance Indicators include:

- Student Enrollment: Headcount and Full-Time Equivalency Enrollment
- Student Persistence to Second Term by Eight Student Characteristic Groups
- Student Retention to Third Term by Eight Student Characteristic Groups
- Student Placement and Licensure Rates
- Student Success Rates (completion, transfer or retention by second fall) for First Generation, Pell-Eligible and Students of Color

The use and incorporation of data into the decision-making processes associated with academic program review, assessment of student learning, consideration of institutional effectiveness, strategic and operational planning at the college, campus and program levels also exists as a required component for those processes. The College uses multiple avenues to share data with employees to support planning, process improvement, decision making and awareness of progress. These avenues include monthly campus forums, College inservice days, the monthly College newsletter, work and project team meetings, the College website, official College publications such as the M State newsletter, and weekly email updates on progress and accomplishments from the chief academic officer and chief student development services officer. On an annual basis, the president shares a state of the College address to share information about the College's accomplishments, challenges and opportunities. Efforts to share data remain ongoing and consistent throughout the year.

35. The federal government is increasingly concerned that institutions and accreditors are taking into account federal metrics in the review of student outcome data. These metrics are best found in the [College Scorecard](#).

Explain how information from the Scorecard is incorporated in the institution's review of its student outcome data. Please note the loan repayment rate identified on the Scorecard and explain how the institution uses this metric in its review of its own data.

Information from the College Scorecard is reviewed annually by the Chief Officers at President's Cabinet. Each year's data is compared against the institution's prior year's data, and against the data of five regional peer institutions, with actionable opportunities identified for further improvement.

The current student loan repayment rate noted on the 2017 Scorecard is 53%, above the national percentage of 47%. In 2015, the Scorecard noted that the typical debt for M State students was \$13,000; the 2017 Scorecard displays that debt as having been reduced to \$12,000. M State monitors the Scorecard data as one of many metrics to inform improvement plans and strategic planning overall.

For more information see Federal Requirement 34 CFR 602.16(a)(1)(i).

Related HLC Requirements: Core Components 4.A–C; Assumed Practice C.6, C.7.

Publication of Student Outcome Data

Student outcome data should be made available to the public through the institution's website—for instance, linked to from the institution's home page, included within the top three levels of the website or easily found through a search of related terms on the website—and should be clearly labeled as such. Any technical terms in the data should be defined, and any necessary information on the method used to compile the data should be included. Data may be provided at the institutional or department level or both, but the institution must disclose student outcome data that address the broad variety of its programs.

36. Are student outcome data published on the institution's website following the specifications above?

Yes

No

37. How does the institution ensure that the publication of these data accurately reflects the range of programs at the institution?

Student outcome data is reviewed annually and shared online on the College's Student Right to Know page, including: Gainful Employment Program Disclosures, Completion/Graduation Rates, Transfer-Out Rates, Placement Rates, and Retention Rates.

38. Provide a link to the webpage(s) that contains the student outcome data.

Student Right to Know student outcome data can be found at: www.minnesota.edu/righttoknow/

Related HLC Requirement: Assumed Practice A.6.

Standing With State and Other Accrediting Agencies

39. List any relationships the institution has with a specialized, professional or institutional accreditor or with any governing or coordinating bodies in states in which the institution has a presence. Note whether the institution or any of its programs is on a sanction, is provisionally approved or has lost status with any state agency or accrediting body.

The programs noted below are accredited, licensed or approved by national, state or program specific agencies. Unless noted, programs are in good standing with the sponsoring agencies.

Automotive Service Technology is accredited by the Certified National Automotive Technicians Education Foundation (NATEF), 101 Blue Seal Drive, Suite 101, Leesburg, VA 20175. Telephone: (703) 669-6650. Fax: (703) 669-6125. <http://natef.org/>

Cardiovascular Technology is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), 1361 Park Street, Clearwater, FL 33756. Telephone: (727) 210-2350 Fax: (727) 210- 2350. Email: <http://www.caahep.org> and Joint Review Committee on Education in Cardiovascular Technology (JRC-CVT), 1449 Hill Street, Whitinsville, MA 01588-1032. Telephone: 978-456-5594. www.jrccvt.org

Cosmetology is approved by the Minnesota State Board of Cosmetology, 1000 University Avenue West, Suite 100, St. Paul, MN 55104. Telephone: (651) 201-2742. <https://mn.gov/boards/cosmetology/>

Construction Electricity is approved as one year of credit toward students' journeyman's license by the Minnesota State Board of Electricity, 1821 University Avenue, Suite S-128, St. Paul, MN 55104-2993. Telephone: (651) 642-0800. Fax: (651) 642-0441. <http://www.doli.state.mn.us/CCLD/LicElectricalExperience.asp>

Criminal Justice is certified by the Minnesota Board of Peace Officer Standards and Training (POST), 1600 University Avenue, Suite 200, St. Paul, MN 55104. Telephone (651) 643-3060. Fax: (651) 643.3072. www.post.state.mn.us

Dental Assisting is accredited by the Commission on Dental Accreditation. The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4563 or at 211 East Chicago Avenue, Chicago, IL 60611. The Commission's web site is <http://www.ada.org/en/coda>.

Dental Hygiene is accredited by the Commission on Dental Accreditation. The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611. The Commission's web address is: <http://www.ada.org/en/coda>.

Health Information Technology/Coding is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM), 223 North Michigan Avenue, 21st Floor, Chicago, IL 60601-5800. Telephone: (312) 223-1100. www.cahiim.org.

Medical Laboratory Technology is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), 5600 N. River Road, Suite 720, Rosemount, IL 60018. Telephone: (773) 714.8880. Fax: (773) 714-8886. www.naacls.org

Nursing (AS) is approved by the Minnesota State Board of Nursing. State of Minnesota Board of Nursing, 2829 University Avenue SE, 2nd floor, Minneapolis, MN 55414- 3253. Telephone: (612) 617-2270 or (888) 234-2690.

Practical Nursing is approved by the Minnesota State Board of Nursing. State of Minnesota Board of Nursing, 2829 University Avenue SE, #200, Minneapolis, MN 55414-3253. Telephone: (612) 317-3000 or (888) 234-2690. The program is accredited by the Accreditation Commission for Education in Nursing (ACEN). ACEN, 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326. Telephone: 404-975-5000.

Pharmacy Technology is accredited by the Accreditation Council for Pharmacy Education (ACPE), 135 LaSalle Street, Suite 1400, Chicago, IL 60603. Telephone: (312) 664-3575. Fax: (866)228-2631. www.acpe-accredit.org

Radiologic Technology is accredited by the Joint Review Committee on Education in Radiologic Technology (JCERT), 20 N. Wacker Drive, Suite 2850, Chicago, IL 60606. Telephone: (312) 704-5300. Fax: (312) 704-5304. <http://www.jcert.org>.

Surgical Technology is accredited by Commission on Accreditation of Allied Health Education Programs (CAAHEP), 1361 Park Street, Clearwater, FL 33756. Telephone: (727) 210-2350. Fax: (727) 210-2350. <http://www.caahep.org> and Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC-STSA), 6 West Dry Creek Circle, Suite 110, Littleton, CO 80120. Phone: 303-694-9262. Fax: 303-741-3655.

Provide the most recent comprehensive evaluation report and action letter from each institutional or specialized accrediting agency as well as any interim monitoring prepared for that agency. Attach as **Appendix W**.

40. Explain how the institution makes its standing with state agencies and accrediting bodies available to students. Provide samples of those disclosures as **Appendix X** and indicate the web address where students and the public can find these disclosures.

The College makes its standing with state agencies and accrediting bodies available to students through hard copy program information sheets, program-specific landing pages, and lists all standings online at: www.minnesota.edu/accreditation

The web page also states that: "Statements of standing with state agencies and accrediting bodies are also made available to students on request. Students may request these statements of the Associate Vice President of Academics, by emailing jill.abbott@minnesota.edu, or by calling 218.846.3796."

For more information see Federal Requirements 34 CFR §602.28, 34 CFR 668.41, and 668.43.

Related HLC Requirements: Core Component 2.B; Assumed Practices A.7, C.4.

Public Notification of Opportunity to Comment

Local newspapers, institutional websites and alumni magazines are appropriate choices of media in which to solicit public comments. Notices of the opportunity to comment should reach all constituencies but should not unduly burden the institution. Notices of the visit should be published following the format prescribed in the [Procedure on Third-Party Comments](#).

Notices should include:

- The purpose and dates of the visit.
- The institution's accreditation status with HLC.
- An invitation to send written, signed comments directly to HLC.
- Contact information for HLC.

Notices should specify that comments must be sent to HLC no later than four weeks before the start of the visit.

In cases where comments are of a sensitive nature, HLC ensures that the commenter is aware that comments are typically forwarded to the institution and the evaluation team with identifying information

intact. In some cases, HLC may redact the identifying information of the commenter or summarize the comment.

41. Submit a list of constituencies that have received the notice of opportunity to comment. (These groups may include students, parents, alumni, taxpayers, donors, community groups and local businesses.)

The following constituencies have, or will receive the notice of opportunity to comment:

- Students
- Community Representatives on the College General Advisory Council
- Student Government Association Officers at each of the four College campuses
- the general public (taxpayers, parents, donors, community groups and businesses) within the College's 35-mile service region

42. What media did the institution use to solicit comments?

- email
- College homepage notice linked to news article at:
<https://www.minnesota.edu/news/2018/02/invitation-for-public-comment/>
- February 2018 General Advisory Council meeting
- campus TV monitors
- The Fargo Forum: 2/21/18, 2/28/18 and 3/1/18 editions
- The Wadena Pioneer Journal: 2/22/18, 3/1/18 and 3/8/18 editions
- The Detroit Lakes Tribune: 2/21/18, 2/28/18 and 3/7/18 editions
- the Fergus Falls Daily Journal: 2/21-23/18, 2/26-28/18, 3/5-7/18 and 3/12-14/18 editions

43. Copies of the institution's notices must be sent in PDF format to HLC (legalaaffairs@hlcommission.org) at least one month before the comprehensive evaluation visit. The comments and notices are compiled by HLC staff members and sent to the evaluation team and the institution three weeks prior to the visit. As third-party comments are an important part of the comprehensive evaluation, HLC also reviews and forwards comments received after the deadline lapses and even during the visit. Attach a copy of the notices as **Appendix Y**.

Competency-Based Programs Including Direct Assessment Programs / Faculty-Student Engagement

44. Does the institution offer any direct assessment programs, as defined in 34 CFR §668.10?

Yes

No

Note: HLC policy and federal regulations require that direct assessment programs be reviewed and approved by the accrediting agency before they are initiated. Contact your HLC liaison if the institution offers direct assessment programs that have not been approved by HLC.

45. Does the institution offer any competency-based programs?

Yes

No

Note: The definition of competency-based and direct assessment programs (as taken from 34 CFR §668.10) can be found on the substantive change application for new competency-based or direct assessment programs.

46. Provide a list of direct assessment or competency-based programs offered by the institution.
47. How does the institution ensure that faculty in these programs regularly engage with students?
Please respond to the following questions:
- a. Do the faculty members initiate communication on some regular basis with the students in the course(s)? If yes, provide examples of how and when this occurs in each program.
 - b. Do the students have a responsibility to initiate communication with the faculty members on some regular basis that is at least equivalent to contact in a traditional classroom? If yes, provide examples of how and when this occurs.
 - c. Describe the manner in which faculty respond to questions from students about the academic content of the program. Describe the interaction between faculty and students about demonstrating competencies in the program material.
 - d. Demonstrate that in the tasks mastered to assure competency, faculty and students interact about critical thinking, analytical skills, written and oral communication abilities, etc., in the context of the course(s) in question with appropriate guidance by faculty.
 - e. Demonstrate that in the tasks mastered to assure competency, faculty and students interact about core ideas, important theories, current knowledge, etc., in the context of the course(s) in question with appropriate guidance by faculty.

List of Appendixes

Please read each section of this document carefully for instructions on the information and material to be included in these appendixes. Appendixes displayed in italics are optional; the institution may provide the required information either by entering it into this form or by attaching it as an appendix.

Assignment of Credits, Program Length and Tuition

Appendix A..... [Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours](#)

Institutional Records of Student Complaints

Appendix B..... *Institutional complaint policy and procedure, and web address*

Appendix C Complaints received since last comprehensive evaluation and their resolutions

Publication of Transfer Policies

Appendix D Published transfer policies

- Appendix E..... List of articulation agreements, and web address
- Appendix F..... *Evidence that decisions regarding transfer align with disclosed policy*

Practices for Verification of Student Identity

- Appendix G Disclosures of additional costs related to verification, and web address

Title IV Program Responsibilities

- Appendix H Most recent program review or other inspection or audit reports since last comprehensive evaluation
- Appendix I..... Correspondence with the Department and other documents explaining the institution’s general program responsibilities
- Appendix J Correspondence with the Department and other documents explaining the institution’s actions in response to concerns regarding its financial responsibility requirements
- Appendix K..... Correspondence with the Department related to default rates and any required default rate management plan
- Appendix L Samples of loan agreements and disclosure information
- Appendix M..... Disclosures to students about campus crime information, athletic participation and financial aid, and web address
- Appendix N Disclosures to students required by student right to know/equity in athletics responsibilities, and web address
- Appendix O Disclosures to students about satisfactory academic progress and attendance policies, and web address
- Appendix P..... List of contractual relationships
- Appendix Q List of consortial relationships

Required Information for Students and the Public

- Appendix R Course catalogs and student handbooks
- Appendix S..... Policies and procedures to ensure required information is accurate, timely and appropriate

Advertising and Recruitment Materials and Other Public Information

- Appendix T Advertising and recruiting materials
- Appendix U Policies and procedures to ensure advertising and recruiting information is accurate, timely and appropriate

Review of Student Outcome Data

- Appendix V..... *Types of student outcome data available to the institution*

Standing With State and Other Accrediting Agencies

- Appendix W..... Comprehensive evaluation reports and action letters from and interim monitoring prepared for institutional and specialized accrediting agencies
- Appendix X..... Sample disclosures of institution’s standing with state agencies and accrediting bodies, and web address

Public Notification of Opportunity to Comment

- Appendix Y..... Notices of opportunity to comment