

Federal Compliance Filing by Institutions

Effective September 1, 2016 – August 31, 2017

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: Kansas Wesleyan University

Main contact in the financial aid office: Lois Madsen

Number of staff members in the financial aid office: 3

Identify when the last U.S. Department of Education training for the staff of the financial aid office occurred: June, 2016 (NASFAA); October, 2016 (KASFAA)

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).

Sixty (60) semester hours for an Associate's Degree in Public Safety, 120 semester hours for all Bachelor's degree programs, and 30 semester hours for the Master's of business Administration degree program (taken from Appendix A, p. 3).

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.

Undergraduate program tuition is at \$280/Credit Hour while the MBA tuition is at \$480/Credit Hour due to this program of study being a more intensive course of study/rigor and higher student expectation for completion.

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?

The Kansas Wesleyan University Student Complaint Policy is available to students who wish to have a concern resolved regarding a university community process or person. The objective of the Kansas Wesleyan University Student Complaint Policy is to resolve concerns as quickly and efficiently as possible at the level closest to the student. A complaint should be filed during the semester of occurrence but no later than 60 days from the first day of the following academic semester.

Types of complaints would include academic, non-academic, business operations, and harassment incidents.

Academic complaints/grievances are reported to the Provost. Information regarding the policies and procedures for students who wish to pursue academic complaints and grievances are detailed in the Academic Catalog. The Student Handbook, Teacher Education Handbook, and Nursing Education Handbook also contain procedures. Students who wish to pursue academic complaints and grievances should follow the prescribed policies and procedures outlined in the respective publication.

Non-academic complaints/grievances are submitted to the Vice President for Student Development for addressing appropriate action/resolution. This policy/procedure is identified in the Academic Catalog, as well as the Student Handbook.

Business Operations complaints/grievances are submitted to the Vice President for Finance & Administration for addressing appropriate action/resolution.

Harassment incidents are submitted to the Title IX Coordinator (Vice President for Enrollment Management) for addressing appropriate action/resolution.

Complaints/grievances are provided in the following publications as supporting documentation:

- College Catalog
- Student Handbook
- Nursing Department Handbook

- Teacher Education Handbook
- KWU Website

For any complaint regarding the Reporting Official to whom the complaint should be initially reported, bring your complaint to the President of the University.

Supporting Documentation	Location
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University Academic Catalog	http://www.kwu.edu/sites/default/files/1617%20Catalog%20Revision%2012.6.16.pdf
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Student Handbook	http://www.kwu.edu/sites/default/files/2016-17%20Handbook.pdf
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Nursing Education Handbook	http://www.kwu.edu/sites/default/files/KWU%20NURSING%20STUDENT%20HANDBOOK%2016-2017.pdf
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Teacher Education Handbook	http://www.kwu.edu/sites/default/files/TE%20Handbook%20No%20Year%20for%2016-17_0_2.pdf
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KWU Website	http://www.kwu.edu/
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*Printed copies may be obtained by contacting the Vice President for Student Development.

WHAT IS CONSIDERED A FORMAL COMPLAINT

Written or typed complaints signed and dated by a student and provided to one of the Reporting Officials will be considered formal complaints. Complaints can be provided via US mail, pirate email, faxed, or hand-delivered. For the purposes of this policy, a student is someone who is currently enrolled full- or part-time or who has recently been enrolled in the institution. If the complainant is someone who has not been enrolled during the previous two semesters or academic year, (or) must reapply for admission, or an alumnus who received a KWU degree or other award two or more years ago, will not be considered a student for the purposes of this policy. Complaints received from non-students will not be tracked for the purposes of this policy, including non-student complaints that might relate to a Kansas Wesleyan University student(s).

FILING A STUDENT COMPLAINT

INFORMAL RESOLUTION

Initially, the student who is considering the submission of a complaint should attempt to resolve the concern directly with the appropriate faculty member, staff member, or student. If the complainant is not satisfied, or not willing to address the issue with the individual to whom the complaint is directed, a formal process may be initiated.

FORMAL RESOLUTION

1. Write a letter directed to the Reporting Official containing a brief narrative of the facts of the complaint. Please type your complaint and sign and date. Include contact information (phone number and email address) for future correspondence.

2. For a non-academic concern the student will need to provide a written statement (narrative) of the concern and provide a copy of the written document to the Reporting Officer (see table on pages 5-6 of this document).
 - o Attach additional documentation to support your narrative wherever possible. Helpful documentation might include letters or e-mail exchanged between you and a staff member, etc.
 - o Include the specific outcome/remedy you are seeking.
 - o Provide the Reporting Official with the report, including the appropriate attachments.
 - o Complaints can be provided by:
 - o Mailing to the appropriate Reporting Official at: 100 East Claflin Ave., Salina, KS 67401
 - o Emailing them from your pirate (personal) email account to the Reporting Official. Staff email addresses are located in the Faculty/Staff Directory at <http://www.kwu.edu/academics/facultystaff-directory> OR <http://www.kwu.edu/academics/facultystaff-directory/facultystaff-directory-alphabetical>
 - o Delivering to the Reporting Official's campus office (see directory information provided at <http://www.kwu.edu/academics/facultystaff-directory> OR <http://www.kwu.edu/academics/facultystaff-directory/facultystaff-directory-alphabetical>)
3. For an academic concern attach the letter (narrative) to a completed Petition the Provost form, which is found at: https://kwes.acck.edu/ICS/icsfs/Petition_to_Provost.pdf?target=1595875e-2819-472d-be79-8db918297111.
 - o Attach documentation to support your narrative wherever possible. Helpful documentation might include relevant portions of the college catalog, letters or e-mail exchanged between you and a faculty/staff member, etc.
 - o Include the specific outcome/remedy you are seeking.
 - o Provide the Reporting Official (see table on pages 5-6 of this document) with the report, including the appropriate attachments.
 - o Complaints can be provided by:
 - o Mailing to the appropriate Reporting Official at: 100 East Claflin Ave., Salina, KS 67401
 - o Emailing them from your pirate (personal) email account to the Reporting Official. Staff email addresses are located in the Faculty/Staff Directory at <http://www.kwu.edu/academics/facultystaff-directory> OR <http://www.kwu.edu/academics/facultystaff-directory/facultystaff-directory-alphabetical>
 - o Delivering to the Reporting Official's campus office (see directory information provided at <http://www.kwu.edu/academics/facultystaff-directory> OR <http://www.kwu.edu/academics/facultystaff-directory/facultystaff-directory-alphabetical>)
4. If the complaint is against the Reporting Official, it should be sent to the President of the University.
5. If the complaint is forwarded to the incorrect Reporting Official, the complaint will be forwarded to the appropriate Reporting Official. The complainant will be notified by the correct Report Official of this action, including the correct name and title of the Reporting Official receiving the complaint.

The Reporting Official will initiate the resolution process by investigating the complaint within ten business days. The Reporting Official will either make appropriate changes/follow-up to resolve the matter or uphold the initial process/policy. A response to the complainant will be sent within ten business days of receipt of the complaint. If a longer time is needed to investigate and make a decision, the Reporting Official will make a reasonable extension of the deadline and contact the complainant to notify them of the new deadline within ten business days of receipt of the complaint.

If the complainant is not satisfied with a resolution, an appeal can be made to the Reporting Official's supervisor within ten business days from the receipt of the decision. If the complaint is against the Reporting Official, an appeal regarding the administrator's decision should be made to the administrator's supervisor. A decision regarding the appeal will be conducted within ten business days of receipt of the complaint appeal. The decision on the appeal is final.

STUDENT APPEALS

Any student who is not satisfied with a non-academic decision made by a Reporting Official with an informal or formal complaint should follow the appeal procedures outlined in the Student Code of Conduct (p. 8; Letter D) at <http://www.kwu.edu/sites/default/files/Code%20of%20Conduct.pdf>.

Any student who is not satisfied with an academic decision made by a Reporting Official with an informal complaint should fill out a Petition to the Provost Form and file with the Registrar's Office in Pioneer Hall room 285. Please be sure to follow the directions provided on the form found at: https://kwes.acck.edu/ICS/icsfs/Petition_to_Provost.pdf?target=1595875e-2819-472d-be79-8db918297111.

TRACKING COMPLAINTS

Written, formal complaints signed by a student to one of the Reporting Officials will be tracked on a spreadsheet provided on a shared drive. The Reporting Official handling the complaint is responsible for submitting the required information on the spreadsheet, including appeal information. Paper files and supporting documentation may be kept in the respective Reporting Official's area. Tracking information will contain, but is not limited to the following information:

- A copy of the student's complaint.
- The date the initial complaint was received by the Reporting Official.
- The nature of the complaint.
- A decision from the Reporting Official regarding the complaint.
- The University's final decision regarding the complaint, should an appeal occur.
- Time allotted for determining final decision.
- Date of final decision.
- Date of notification to student.

The annual Institutional Record of Student Complaints will be maintained on record for a period of three years. The annual Report will contain the following information:

- The total number of complaints received by each Reporting Official.
- The nature of complaints received by generic category.
- A summary record of each complaint received, the action taken by Reporting Official and/or College.
- Date of initial complaint.
- Time allotted for determining final decision.
- Date of final decision
- Date of notification to student.
- Complaint trends and how complains were addressed.

CONFIDENTIALITY

The annual Institutional Record of Student Complaints will not include the name or personal I.D. of the complainant or name(s) of any individuals involved in the facts of complaint. Kansas Wesleyan University is required to share complaint information with accreditors, but individual identities will be shielded.

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

The annual Institutional Record of Student Complaints will be presented to the President, Provost, Vice Presidents, and when appropriate, to Division Chairs and Department Chairs no later than August following the academic year of the Record. The President will work with this team as needed to develop recommendations and/or additional action to ensure on-going quality service to students.

All formal complaints are holistically reviewed and tracked by Reporting Officials on a case-by-case basis as well as part of an annual review during the summer months prior to the beginning of a new academic year. As a result of said holistic review, current policies are revised based on the evidence of KWU's formal complaint system, current policies are enforced with no revision, or new policies are crafted to meet the changing needs of our students, institution, and community stakeholders.

An example of this process in action regards programmatic changes in our Nursing Education Program due to accreditation standards. During this time period, several formal student complaints came forward. As a result of these types of student concerns, policies were revised, created, or enforced in order to meet student need (e.g., Professional Nursing points were viewed by students as punitive and now Professional Nursing points are no longer being used by the Department of Nursing Education).

The aim of the institution is to resolve issues of dissatisfaction as close to the initial point of contact as possible and to conduct thorough and fair investigations of complaints so that, where appropriate, we can make evidence-based decisions on the data (facts) of each individual case. Early complaint resolution saves the institution time and resources, contributes to the overall efficiency of the university, and ultimately promotes a continued positive experience of our students, faculty, staff, and community members. Our process demonstrates our commitment to valuing formal complaints.

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?

<http://www.kwu.edu/academics/enrollment-and-registration/transfer-credit-equivalency-guides>

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.]?)

Kansas Wesleyan University clearly identifies in its institutional and program articulation agreements whether we: 1) accept credits from the other institution(s), 2) sends credits to the other institution(s), 3) offers and/or accepts credits with the institution(s) in the articulation agreement, and 4) specifies how credits are articulated through the agreement. When a new or updated articulation agreement is signed, Kansas Wesleyan University prepares a press release, in conjunction with the partner school, and distributes this through relevant newspapers, social media, and the web sites of both schools. A PDF copy of the agreement itself is also posted on the KWU web page devoted to such agreements and linked from the admissions transfer page. See <http://www.kwu.edu/future-students/admissions/transfer-students/articulation-agreements>.

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 Kansas Wesleyan admissions and registrar offices follow the transfer policies when working with prospective students. Upon receipt of transcripts, an admissions office official determines the transfer grade point average in keeping with policy and soon thereafter, the registrar or a member of that offices staff compiles an individualized degree audit for the student. In cases where the transfer GPA falls slightly below the required 2.5, the described holistic review process takes place in order to determine whether the student should be granted probationary admission to the university. All decisions, including both standard and holistic, are documented on paper in the student's file where the original transcript(s) and a copy of the degree audit also reside.

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

See Appendix F or attach as **Appendix F**.

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

Related HLC Requirements: Core Component 2.A and Assumed Practice A.5.D.

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?

Kansas Wesleyan University uses one or more of the following methods for verification: a secure login with user name and password, proctored examinations, and/or new or emerging technologies and practices that are effective in verifying student identification.

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?

Additional "technology fee" at \$30/credit hour.

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

The technology fee of \$30/credit hour is listed in the 2016-2017 Course Catalog (p. 22), 2016 Faculty & Student Handbook: KWU Online (p. 9) as well as on the university website:
<http://www.kwu.edu/academics/kwu-global/kwu-online/2016-17-tuition-fees>

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?

KWU's method of verification is via institutional policy that is in alignment with federal expectations of 34 CFR §602.17(g) and, therefore, the institution makes reasonable efforts to protect student privacy.

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.)?

Re-Certified on May 19, 2015

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

August 1996

- 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.

None

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

Not Applicable

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

Not Applicable

- 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?

2013-2014: No findings. No material weaknesses in the processing of financial aid findings.

2014-2015: No findings. No material weaknesses in the processing of financial aid findings.

2015-2016: A single finding of errors in Student Enrollment Status reporting to the National Student Loan Data System. This was a Jenzabar CX system problem, which was subsequently corrected by Jenzabar during the conduct of the audit. This was deemed to be a "Material Weakness" by the auditors, but was not deemed as an "Adverse" or "Significant" concern. The material weakness concern has been addressed and corrected.

- 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?

Composite Ratios:	2011-2012	2.8
	2012-2013	2.4
	2013-2014	2.8

Financial Audits:	2012-2013	Annual Submission submitted on 03/04/2013 was reviewed and was complete. A Final Audit Determination letter was sent to our institution on 07/22/2014 for our FYE 06/30/2013 annual submission.
	2013-2014	Contains no findings and therefore no further action.
	2014-2015	Contains no findings and therefore no further action.

- 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.*)
None - Not Applicable

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: 2013 - 8.3%

Year 2: 2012 - 6.3%

Year 3: 2011 - 10.9%

- 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?

Though our default rates have been declining over the past three (3) years, there was a modest rise in default rates from 2012 to 2013 of 2%. The institution is keeping a close eye on our student default rates and is carefully monitoring the situation.

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.

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?

Data compilation for and publication of all information collected under auspices of the Clery Act fall under the purview of the Vice President for Student Development who also works with the Director of the Center for Public Policy and Safety year-round to ensure accuracy of information.

Data towards the Equity in Athletics Disclosure Act is a joint arrangement between the Vice President/Director of Athletics and the Director of Student Financial Planning.

The Vice President for Enrollment Management, Registrar, and Director of Student Financial Planning communicate to make sure all pieces Student Consumer Information requirements are updated and accurate. These three also monitor changes in federal policy and general institutional reporting to make sure of overall compliance.

- 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.

Not Applicable

- 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?

Data regarding the Equity in Athletics Disclosure Act is a joint arrangement between the Vice President/Director of Athletics and the Director of Student Financial Planning.

The Vice President for Enrollment Management, Registrar, and Director of Student Financial Planning communicate to make sure all pieces Student Consumer Information requirements are updated and accurate. These three people also monitor changes in federal policy and general institutional reporting to make sure of overall compliance.

- 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.
- Not Applicable
- 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.

Not Applicable

- 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.

Appendix R1 2016-2017 Course Catalog

<http://www.kwu.edu/sites/default/files/1617%20Catalog%20Final%20Draft.pdf>

Appendix R2 2016-2017 Student Handbook

http://www.kwu.edu/sites/default/files/2015-16%20Handbook_0.pdf

Appendix R3 2016-2017 Online Faculty and Student Handbook

<http://www.kwu.edu/sites/default/files/KWU%20Online%20Handbook%202.24.17.pdf>

Appendix R4 2016-2017 Code of Conduct

<http://www.kwu.edu/sites/default/files/Code%20of%20Conduct.pdf>

Appendix R5 2016-2017 KWU Sexual Misconduct and Unlawful Harassment Policy

<http://www.kwu.edu/sites/default/files/KWU%20Sexual%20Misconduct%20and%20Unlawful%20Harassment%20Policy%20-Update%20-%20Jun%202015.pdf>

Appendix R6 KWU Tuberculosis Testing Policy

<http://www.kwu.edu/sites/default/files/KWU%20Tuberculosis%20testing%20Policy.pdf>

Appendix R7 2016-2017 Teacher Education Handbook

<http://www.kwu.edu/sites/default/files/TE%20Handbook%20No%20Year%20for%2016-17.pdf>

Appendix R8 2016-2017 Nursing Student Handbook

<http://www.kwu.edu/sites/default/files/KWU%20NURSING%20STUDENT%20HANDBOOK%202016-2017.pdf>

Appendix R9 2016-2017 Clinical Practice Handbook

<http://www.kwu.edu/sites/default/files/Clinical%20Practice%20Handbook%202014-15.pdf>

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.

About KWU: <http://www.kwu.edu/about-kwu>

Welcome Future Coyotes!: <http://www.kwu.edu/admissions>

Why KWU?: <http://www.kwu.edu/about-kwu/why-kwu>

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.

<http://www.kwu.edu/academics/accreditation>

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?

Student outcome data is collected from Integrated Postsecondary Education Data Statistics (IPEDS) reporting, National Council Licensure Examination (NCLEX) pass rates, National Certified Addiction Counselor—Level II, PRAXIS (American Teacher Certification Exams), Kansas Performance Teaching Portfolio, National Survey of Student Engagement (NSSE), Faculty Survey of Student Engagement (FSSE), as well as internal institutional and programmatic student outcome data collection.

KWU utilizes a number of internal and institutional and programmatic student assessment tools. These would included the following:

A. Institutional Dashboard Indicators: This assessment tool regards goal setting over a three-year period in which Key Performance Indicator data is gathered and initiates data-driven change. A large number (but not all) goals contain student outcomes. These student centered outcomes derive from across the campus and is not solely an "academic" matter.

B. Criteria for Performance Excellence: This assessment tool is very similar to the Institutional Dashboard Indicators. It differs in that it contains key performance indicators as does the Institutional Dashboard Indicators, but it also contains data gathering regarding in three additional domains: purple balloon initiatives (technology centered); opportunities for improvement; and 10 great ideas (pie in the sky). This is also a "goal" oriented assessment tool in which data is gathered and initiates a data-driven change. This, too, has a large number (but not all) goals that contain student outcomes. These student centered outcomes derive from across the campus and is not solely an "academic" matter.

C. Program Student Learning Objectives Assessment: This assessment tool requires all academic programs to list their program-specific Student Learning Outcomes (SLOs) and to demonstrate how they support the University Mission and Academic Department Mission. In addition, student data is gathered and reported to show how students perform regarding programmatic SLOs. Data is gathered by KWU's academic departments and divisions.

D. Liberal Studies Assessment: This assessment tool is used to demonstrate degree of student learning with KWU's liberal studies (general education) objectives in the areas of 1) Personal Awareness, 2) Human Expression, 3) Community and World Expression, and 4) Natural World Stewardship. Data is gathered by KWU's academic departments and divisions.

E. Yearly Programmatic Assessment: Each academic year, all academic departments must select one program Student Learning Outcome for assessment. This information gathered each year with a different program student learning outcome and is used as a significant component of the academic department's Five-Year Program Review.

F. Five-Year Program Review: This is used to determine program viability and sustainability. The Yearly Programmatic Assessments are used in the Five-Year Program Review to demonstrate the degree of student learning in regards to program objectives.

All student learning outcome assessment data from each academic area are electronically submitted to the Provost Office and to the Director of Assessment on predetermined deadlines. The Provost Office and/or the Director of Assessment downloads each academic area's electronic files in our "Drop Box." The Director of Assessment brings the student learning outcome data to the Institutional Assessment and Research Council to review and discuss student learning outcome data. The Director of Assessment then provides a summary of the data and findings by academic area as well as an institutional aggregate. The summary reports are then reported back to the faculty at Faculty Meetings on a monthly basis. Copies of summary reports are provided to faculty members.

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

See Appendix V 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.

Planning, Program Review, Institutional Effectiveness: A part of KWU's strategic planning process involved data utilization in determining the need for a Vice President for Enrollment Management when the data showed low retention and graduation rates. This has allowed us a level of accountability in creating processes, which led us to a Quality Initiative Project as part of our Open Pathway accreditation process with the Higher Learning Commission. An integral part of our 5-Year Program Review process incorporates Student Learning Outcome assessment data coupled with extraneous data sets (faculty degrees, student retention rates within the academic program, class size, course offerings, and programmatic service to the institution and community). All of the work is centered on enhancing our level of effectiveness as an institution.

An example of how student learning outcome data initiated institutional change regards our Criteria for Performance Excellence assessment. Several areas on campus had gathered student outcome data (2015-2016 academic year). After the data was analyzed the findings showed a need for new science equipment in Biology, Physics, and Chemistry. The need for new science equipment and supporting data was then provided to the University President who then brought it to President's Council. As a result of looking at the data and findings it was decided that new science equipment needed to be addressed. During the 2016-2017 academic year, approximately \$100,000 has been spent on purchasing new science equipment. Additionally, a lab improvement project called "The Breakthrough Project," is directed by KWU's Advancement Office, is underway to raise an additional \$300,000. The equipment has been purchased and the Advancement Office has been busy identifying donors who would contribute to the science labs refurbishment. The donor identification for lab refurbishment is currently in progress with approximately \$150,000 has been raised for one science lab. The donor identification for the remaining two science labs is underway at the cost of \$100,000/science lab.

Another example would include the use of course and program Student Learning Objective assessments to revise or rewrite prerequisites for courses or programs; establish SLOs in survey instruments; creation of tutorials/videos to facilitate better writing skills in science courses; new course implementation; course deletion; revisions within Liberal Studies SLOs; creation of capstone projects; and major revision to first-year experience courses.

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.

President's Council is KWU's administrative team that reviews institutional data from multiple sources in order to triangulate data and determine what the data revealed. The data is then vetted through various units of the institution as well as appropriate institutional/faculty councils, committees, and taskforces where, after thorough discussion, recommendations are determined. These recommendations are then taken back to our Institutional Direction Committee as well as President's Council for advanced discussion and approval.

Loan Repayment Rate -

According to Scorecard the national average rate for loan repayment is at 46%. KWU's loan repayment rate is above the national average at 54% (<https://collegescorecard.ed.gov/school/?155414-Kansas-Wesleyan-University>). The institution utilizes this data to track the degree in which KWU graduates are making progress in paying down their loans and are not in default. This measure is used because it is less susceptible to artificial manipulation and also due to the fact that we, as an institution, do not push students into deferment or forbearance until the measurement window expires. According to the United States Department of Education, KWU's 2013 default rate is at 8.3% (see Appendix K).

Costs, Financial Aid and Debt –

The Scorecard shows KWU's annual student cost to be at \$20,901 which is above the national average of \$16,127. The increasing cost of higher education and cost data from the Scorecard (<https://collegescorecard.ed.gov/school/?155414-Kansas-Wesleyan-University>) has directed KWU to investigate its own pricing and led to the formation of a Tuition and Scholarship Plan Task Force. Knowing 42% (Scorecard data) of KWU students have a family income less than \$40,000 and receive an income-based federal Pell Grant to help pay for college, a major part of this task force's assignment was to consider how to offset increased tuition with appropriate levels of scholarships and institutional support. Currently, 99% of our students receive KWU scholarships (http://www.kwu.edu/sites/default/files/scholarshipflier_2016-17.pdf) that off-set KWU annual costs listed on Scorecard. For the 2017-2018 academic year, KWU is enhancing the "Coyote Timeliness Award" from \$250 to \$1,000 for students who complete all processes for Fall 2017 enrollment, housing, and financial arrangements by May 1, 2017 (<http://www.kwu.edu/future-students/tuition-fees/financial-aid/kwu-scholarships>). Additionally, KWU's K-Dub Hub provides external scholarship opportunities to help defray student costs (<http://www.kwu.edu/future-students/tuition-fees/financial-aid/scholarship-opportunities>).

Graduation and Retention Rates –

The Retention Taskforce was formed in response to past and current student retention concerns. After a period of benchmarking and data gathering, the Retention Taskforce completed a Quality Initiative Project with the Higher Learning Commission. The Retention Taskforce remains as an active on-campus committee to ensure the continued progress of the institutional mission through retention efforts (through the Quality Initiative Project) leading to increased graduation rates. Though rated by Scorecard as "About Average" (<https://collegescorecard.ed.gov/school/?155414-Kansas-Wesleyan-University>), the institution recognizes the need for continued work since we have a graduation rate of 37% (National Average: 42%) and a 63% rate for students who return after first year (national average: 68%).

Student Body –

KWU's Climate Survey evidenced student perception of the institution was "welcoming" and "not hostile." Within Kansas Independent College Association, Kansas Wesleyan has the second highest level of diverse students. When compared to the population diversity of Salina, Kansas, KWU surpasses the city's diversity percentages for Hispanic and Black population: the Scorecard shows KWU to have 74% White; 13% Hispanic; and 6 % Black (<https://collegescorecard.ed.gov/school/?155414-Kansas-Wesleyan-University>) and the 2015 United States Census shows the city of Salina to have 80.2% White; 10.9% Hispanic; and 3.7% Black (<http://www.census.gov/quickfacts/table/PST045215/20169>). Though KWU surpasses the city of Salina in diverse populations, the institution's students, staff, faculty, and administrators are investigating how to address diversity in terms of equity and equality across the campus. We recently crafted definitions for "diversity," "equity," and "inclusion" through our Human

Relations Committee and are revising our Climate Survey to further research perceptions regarding institutional diversity, equity, and inclusion on our campus.

SAT/ACT Scores –

Scorecard shows KWU students with a 430-550 Critical Reading SAT, 450-490 Math SAT, and a 20-26 ACT being admitted to KWU. This data, combined with additional institutional data, guided our Enrollment Committee to review its admissions policies (<https://collegescorecard.ed.gov/school/?155414-Kansas-Wesleyan-University>). Student ACT scores were used as a metric to gauge college readiness. A part of this process entailed a review of students who had the potential to be provisionally accepted due to lower ACT scores. A result of the Enrollment Committee’s work was a Summer Bridge Program where students who fell below the threshold for admittance were then given an opportunity to take summer classes in English Composition (Introductory Composition and Basic Writing) to showcase and justify their reasonable capacity to succeed in college. We will be reviewing first completion data of the Summer Bridge student cohort during the summer of 2017.

Academic Programs, Financial Aid and Debt, and Earnings After School –

Scorecard data revealed the top five programs at KWU (<https://collegescorecard.ed.gov/school/?155414-Kansas-Wesleyan-University>). KWU recently revised its Liberal Studies program, and Scorecard and Employer data was a key source of information to shape this revision. We asked employers, through hosted listening sessions, to identify key characteristics of graduates of whom they would need and want to hire. These qualities informed the outcomes of our Liberal Studies categories, and thus the Liberal Studies program as a whole, is student-centered in its emphasis on outcomes that would lead to student success after graduation.

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?

The institution ensures publication of these data and the range of the programs at the institution by soliciting graduation responses across all academic programs within the institution (SP2016 term response rate of 77% with a 97% placement rate). There is no prioritization of any one program.

Additionally, the institution publishes data for all our programs for third party accreditors (Higher Learning Commission, Kansas Board of Nursing, Kansas Department of Education, Kansas Behavioral Sciences Regulatory Board, and National Council for Accreditation of Teacher Education).

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

Graduation Rates: <http://www.kwu.edu/sites/default/files/FA2013Grad-REV.txt>

Graduation Rates by Gender, Ethnicity, & Pell: <http://www.kwu.edu/http%3A/www.kwu.edu/about-kwu/student-achievement-data/student-testing-results/institutional-retention>

Retention Rates: <http://www.kwu.edu/sites/default/files/fa14%20retention%20and%20persistence%20rates%2010%20year%20composite.pdf>

Programmatic Accreditation Status: <http://www.kwu.edu/academics/accreditation>

Student Testing Results: <http://www.kwu.edu/about-kwu/student-achievement-data/student-testing-results>

Assessment: https://kwes.acck.edu/ICS/KWU_Intranet/Assessment.jnz

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.

CURRENT

Agency Name:	Standing:
Higher Learning Commission	In good standing through 2017
Higher Learning Commission –Institutional Actions Council (Distance Ed)	In good standing since 2015
Kansas Behavioral Sciences Regulatory Board	In good standing: continued approval of curriculum for AAPS credentialing counseling
Kansas State Board of Nursing	Conditional Approval
Kansas State Deptment of Education	In good standing: accredited for 7 years (through fall 2022)
North Central State Authorization Reciprocity Agreement	In good standing: KBOR approval received Feb. 2017

National Council for Accreditation of Teacher Education	In good standing: accredited for 7 years (through fall 2022)
University Senate of the United Methodist Church	In good standing; next site visit Fall 2017
2007 – 2016	
Accreditation Commission for Education in Nursing	Voluntarily withdrew May 2015
Commission on Accreditation on Allied Health Education Programs	Transitioned to CAATE in 2009
Commission on Accreditation of Athletic Training Education	Voluntarily withdrew May 2015
National League of Nursing Education	Transitioned to ACEN 2013

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.

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.)

Constituencies:

Students

Parents

Alumni

Taxpayers

Donors

Community Groups

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

Facebook (posted on October 10, 2016)

kwu.edu website (HLC Comments page linked to Student Consumer Information)

The Salina Journal (printed October 11, 2016) and Salina Journal Online (posted October 10, 2016)

The Salina Post website

Email to all Alumni through Constant Contact

43. Copies of the institution's notices must be sent in PDF format to HLC (legalaffairs@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.
Does Not Apply

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.

Does Not Apply

- 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.

Does Not Apply

- 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.

Does Not Apply

- 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.

Does Not Apply

- 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.

Does Not Apply

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