Assignment of Credits, Program Length, and Tuition

1. See attached Worksheet.

2. Length of degree programs and tuition. Programs at the University of Minnesota Crookston (UMC) lead to the Bachelor of Science or the Bachelor in an applied field (e.g., Bachelor of Manufacturing Management). All programs require a minimum of 120 total credits. www.umcrookston.edu/academic-program-character has additional information about the characteristics of degree programs at UMC.

Tuition, which is banded at 13 credits, is charged at a flat rate for all programs, regardless of mode of delivery (on campus or online) and regardless of the student’s state of residence. Minnesota residents, non-Minnesota residents, and international students pay the same tuition rate. Additional information about tuition and fees can be found at www.umcrookston.edu/tuition

Institutional Records of Student Complaints

1. Process for handling student complaints. The summary of UMC processes can be found at www.umcrookston.edu/studentcomplaintprocess. The Academic Grievance Procedure located at www.umcrookston.edu/studentacademicgrievance will be replaced by a revised procedure that is currently under review in the Academic Standards and Policy Committee. See Appendix A for the most current draft.

2. Summary of number and type of complaints. At UMC, complaints are distinct from petitions or appeals, the processes for which are governed by numerous policies. Students with a complaint are advised to begin the complaint process with the faculty or staff member closest to the concern using informal resolution processes.

Each year there are several student issues, concerns, complaints and/or grievances that are initially presented to the offices of the Chancellor, Vice Chancellor for Academic Affairs (VCAA), or Associate Vice Chancellor for Student Affairs (AVCSA). In most cases,
the students are not sure with whom they need to talk regarding their issues. Such instances are not tracked. Instead, the students are informed about the various informal and formal processes to help resolve their issues. Generally, these students will then go through the established processes and not need to return to senior administration for resolution.

Complaints received prior to 2010-2011 cannot be determined. No records exist to indicate that any complaints were received and addressed by the offices identified above. Complaints received since that time that were resolved by the Chancellor, VCAA, or AVCSA are summarized in the table in Appendix B.

Procedures are now in place to ensure that complaints received and addressed by the offices of the Chancellor, Vice Chancellor, and Associate Vice Chancellor are tracked and analyzed.

3. **Improvement in services or teaching and learning based on complaints.** In an effort to make the complaint process more transparent, UMC has created a summary document called UMC Student Complaint Process. This document clearly outlines the informal and formal process for various types of concerns, complaints, and grievances. Electronic versions of this document are strategically located throughout the University’s website, homepages, and in different frequently viewed publications (e.g., Student Handbook). The clarification provided in this new document enabled UMC to simplify the Academic Grievance document to include only academic concerns.

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**Publication of Transfer Policies**

1. **Disclosure of transfer policies.** Transfer policies applicable to UMC can be found at the links provided below.
   a. Transfer of Undergraduate Credits U Policy: [http://policy.umn.edu/education/transfercredit](http://policy.umn.edu/education/transfercredit)
   b. Minnesota Transfer Curriculum: [www.umcrookston.edu/academics/liberaleducation](http://www.umcrookston.edu/academics/liberaleducation)
   c. Prospective Transfer Students: [www.umcrookston.edu/admissions/transfer](http://www.umcrookston.edu/admissions/transfer)
   d. Catalog General Information Links: [www.catalogs.umn.edu/umc/documents/SupplementalInformation.pdf](http://www.catalogs.umn.edu/umc/documents/SupplementalInformation.pdf)
About Your APAS (PDF & Videos):  
www.umcrocokston.edu/about-apas

Link to UMC College Catalog Information Page:  
www.catalogs.umn.edu/umc/index.html

2. **Disclosure of articulation agreements.** Current UMC Articulation Agreements are posted at www.umcrocokston.edu/admissions/articulations

3. **Demonstration that the transfer policies align with the criteria and policies used in making transfer decisions.** Transfer decisions align directly with stated guidelines on the admissions website, which is how transfer students typically learn of transfer admission policies. Sample student records will be provided at the time of the site visit to demonstrate alignment.

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**Practices for Verification of Student Identity**

1. **Identify whether students are enrolled in distance or correspondence courses.** UMC offers several courses and 14 degree programs online. Online-only degree-seeking students are identified in the University of Minnesota’s PeopleSoft system by their declared degree and the sub-plan “online”. On-campus students may take online courses with the approval of their academic advisor and approval by the head of the department that offers the course.

2. **Demonstrate that the institution verifies the identity of students enrolled in these courses, that any additional costs to the student because of this method are disclosed to students prior to enrollment, and that the method of verification makes reasonable efforts to protect privacy.** Applicants to the University of Minnesota Crookston sign an Honesty Statement that reads: “I certify that the information I have provided on this application and on all other application materials is complete, accurate, and true to the best of my knowledge. I understand that it is my responsibility to request that official transcripts from each academic institution I have attended be submitted directly to the University. I understand that misrepresentation of application information is sufficient grounds for canceling my admission or registration. (Note: You must sign and date your application.)”

Upon admission, UMC sends students their x500 (University username) information that they must use each time to log into their account. The first time they log into their account, and annually thereafter, they must change their password.
Upon applying for financial aid, online-only students are required to submit a notarized form “Identity and Statement of Educational Purpose” Form FA370, which provides positive identification of the student.

All online courses are delivered through the University’s Moodle learning management system. Students must use their x500 to access the Moodle system. The system-wide Office of Information Technology enforces complex password rules and annual password changes. (See http://it.umn.edu/password-passphrase-tips for details on password rules.)

In order to gain access to an online course Moodle site, a student must be officially registered for the course through the PeopleSoft course registration system. Enrollments are automatically granted and drops or withdrawals are automatically denied access to the Moodle course site through a batch process that runs approximately every 15 minutes. There is no additional cost to the student for their accounts at the University of Minnesota.

UMC faculty and departments have discouraged the use of proctors for exams, choosing instead to reduce the weight of exams in courses and increase the weight of written work and assignments. Nonetheless, a limited number of online course instructors require major exams to be proctored by a recognized proctoring service (e.g., ProctorU), a school librarian, or a verified individual such as a work supervisor. Some instructors require proctoring at the UMC Academic Success Center for on-campus students taking major exams in online courses. The proctor is provided with a password to begin the exam, and the student is monitored in an exam room by UMC staff. Students must present identification. There is no additional cost should the instructor require ProctorU or proctoring at the UMC Academic Success Center.

Within the University’s Moodle system, students may opt to change their name through a profile update. Students are advised to seek prior consent or consult with the instructor, so the instructor can match the student in their course with the official student record and determine that the reasons for the name change are for valid privacy or security reasons. Students may choose to upload or not upload a picture of themselves to the profile.

Students also have the ability to enter their preferred name (e.g., their middle name) in the MyU student portal. The faculty member will then see the student’s preferred name on class and grade rosters and in Moodle class sites.
Title IV Program Responsibilities

1. General Program Responsibilities

The University of Minnesota Crookston’s Office of Financial Aid and Scholarships has recently completed and received approval from the U.S. Department of Education (School Eligibility Channel, Chicago-Denver Team) regarding the Eligibility and Certification Approval Report (ECAR) and Program Participation Agreement (PPA). The approval was received June 17, 2015, and is set to expire in 2021. UMC participates in the Federal Direct Loan Program, Federal Pell Grant, Perkins Loan, Supplemental Education Opportunity Grant (SEOG), and Federal Work Study Programs. In addition, UMC participates in various state financial aid programs.

There are currently no limitations, suspensions, or termination actions from the U.S. Department of Education. There are no fines, letters of credit, or heightened monitoring from the Department.

The most recently completed A-133 audit is for the 2014 Fiscal Year by Deloitte and Touche, LLP, and there were no findings. Auditors were on campus in August 2015. The Financial Aid director is providing additional information to the auditors upon request. The auditor’s report is usually provided to UMC in the March of the year following the campus visit.

The most recent finding was during 2003 Fiscal Year, with fines in excess of $100,000. These issues pertained to the Satisfactory Academic Policy maximum time limit and have been rectified. There have been no findings since this time.

See the Appendix C Schedule of Findings and Questioned Costs for the fiscal year ending June 2014.

2. Financial Responsibilities Requirements

The University of Minnesota Twin Cities (UMTC) Central Administration prepares and analyzes financial ratios for the University of Minnesota Crookston and consults with the University of Minnesota Crookston Director of Finance, if necessary. The ratios are reported annually during the HLC update. Neither the Higher Learning Commission nor the
Department of Education has previously raised concerns about UMC’s finances based on these ratios. As in the past, the UMTC Accounting Services will address any questions raised by the HLC.

3. Default Rates
The following are the three-year default rates for the University of Minnesota Crookston:

   FY2011  8.1%
   FY2010  9.2%
   FY2009  7.0%

(http://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html retrieved June 29, 2015)

Default Rates for the University of Minnesota Crookston fall well below the FY 2011 three-year national cohort default rate of 13.7%; however, U of MN Crookston currently has the highest default rate within the University of Minnesota system campuses. This may be directly related to UMC students having the lowest EFC and highest ratio of Pell recipients within the University of Minnesota system.

Students graduating, transferring, or otherwise leaving the University with student loan debt are notified via University of Minnesota email to complete the University’s Exit Loan Process and the Federal Student Loan Exit Counseling. Failure to do so results in a hold on the student’s record. In addition, the Office of Financial Aid and Scholarships provides in-person counseling and workshops on Loan Repayment Information to students. Graduating online-only students are sent information regarding their student loan debt and a slide presentation on Loan Repayment Information.

The University of Minnesota Crookston utilizes ECSI to service all Federal Perkins Loans. Students who enter repayment for a Perkins Loan work directly with ECSI.

The University of Minnesota Crookston provides students with a list of alternative student educational loan lenders. These lists are located and randomized via FastChoice. Students may borrow from any lender desired, regardless of their listing on FastChoice.
4. **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.**

The University of Minnesota Crookston Annual Security and Fire Safety Report is publically available to current and prospective students and employees via an online publication at www.umcrookston.edu/security-fire-safety-report. Other samples of this report will be provided in the Resource Room.

The University of Minnesota Crookston takes its role in educating student athletes and ensuring their success very seriously. Student athletes are presented the information and the link to the student athlete handbook during team meetings. The handbook includes information regarding Academic Eligibility Requirement, Other Eligibility Requirements, and Financial Aid. http://www.goldeneaglesports.com/documents/2015/8/7/UMC_SA_Handbook_15_16.pdf?id=770

5. **Student Right to Know.**

The UM Office of Institutional Research maintains a Student Right to Know website (http://www.oir.umn.edu/student/student/right_to_know) for all UM campuses. Included on the site are graduation/completion and enrollment rates. Graduation/completion data by aid group is located at http://www.oir.umn.edu/student/student/retention_by_aid_group

**Financial Aid Recipient Data.** Providing and distributing financial aid resources is a large component of student retention and success. More information on these student recipients can be located through the U of MN Office of Institutional Research site at http://www.oir.umn.edu/student/financial_support/report

**Withdrawing as a Student.** At times, it may be necessary for a student to withdraw from the institution. Students are encouraged to speak with the Student & Family Experience Coordinator, a member of the counseling staff, or their faculty advisor. Students who are withdrawing and/or a campus staff member communicate with departments that will need to process exit information. Appropriate departments are notified by an automatically generated email once a student is no longer enrolled and/or through more traditional venues via email, phone or in-person. For more information, see www.umcrookston.edu/withdrawal.
Cost of Attendance. An estimated Cost of Attendance (COA) is developed annually by the Office of Financial Aid and Scholarships in early January with an actual Cost of Attendance published after the UM Board of Regents approves final tuition and fee figures, typically in June. Components utilized in the COA include tuition and fees, room and board, loan fees, miscellaneous and personal expenses, travel expense, and books and supplies. Adjustments to an individual student’s COA by financial aid staff may include study abroad expenses, mandatory university health insurance costs, and/or childcare expenses. COA’s are also adjusted after census date (last day to drop/add) to adequately reflect a student’s enrollment level. Students may appeal certain components of the COA within the policy guidelines and with appropriate documentation. For more information, see www.umcrookston.edu/financialaid/coa and www.umcrookston.edu/financialaid/policies

Refunds and Return to Title IV Policy. The University of Minnesota Crookston adheres to all Return to Title IV Rules and Regulations stringently and makes every effort to ensure that all funding has been earned by the student or is returned to the funding source. For more information, see www.umcrookston.edu/financialaid/policies

Current Academic Programs and Faculty. The University of Minnesota Crookston currently offers 32 majors, 22 minors, and 6 certificates. (A 33rd major, Agricultural Education, has received approval from the Board of Regents. It is currently under final review by the Minnesota State Board of Teaching.)

All programs, with the exception of the Bachelor of Manufacturing Management and the Bachelor of Applied Health, lead to the Bachelor of Science degree. Academic programs are applied and career-oriented in nature. Graduating students are ready to enter the workforce or, as is increasingly the case, may continue on to graduate school. Students need to successfully complete a minimum of 120 credits, with a minimum of 40 liberal education credits and a minimum of 40 credits in upper-division coursework, in order to earn a degree.

Information regarding the University of Minnesota Crookston’s current academic programs can be found online under Academics www.umcrookston.edu/academics. Faculty information is available by major.
Names of Applicable Accrediting Agencies. Applicable accrediting agencies are:

- Minnesota State Board of Teaching [http://mn.gov/board-of-teaching/]
- Minnesota Board of Peace Officer Standards & Training (POST) [https://dps.mn.gov/entity/post/Pages/default.aspx]
- Board of Examiners for Nursing Home Administrators (BENHA) in Minnesota [http://mn.gov/boards/nursing-home/]

Description of Facilities for Disabled Students. The University of Minnesota Crookston has established the Disability Resource Center (DRC) to provide for equitable access to learning and academic programs, technology, and campus life. The University of Minnesota Crookston follows the provisions of the Americans with Disabilities Act, as amended in 2008, and section 504 of the Rehabilitation Act of 1973 that prohibits discrimination on the basis of disability.

The Disability Resource Center promotes universal design efforts across the campus and coordinates access to on and off-campus resources. The Center also individualizes accommodations for students who have appropriate documentation for both long-term and short-term disabilities that affect mental health, physical health, have sensory impairments or loss (including vision and hearing), environmental sensitivities, or cognitive and learning disabilities, including ADHD/ADD.

Any student at the University of Minnesota Crookston can contact the DRC at any point in their college career for access to services, assistance, resources, assessment, or referrals for assessment with regard to a known or suspected disability. Students and their families are encouraged to connect with the Disability Resource Center.

The standard of excellence at the University of Minnesota is maintained as the students demonstrate the core competencies in their online or on-campus coursework, with or without accommodations for a disability, and achieve a grade and credit for coursework. Access for equitable participation in both educational and recreational activities remains a constant priority. For more information, see [www.umcrookston.edu/disability](http://www.umcrookston.edu/disability)

Study Abroad. The University of Minnesota Crookston provides students with many opportunities to become global citizens. One of these opportunities is by participating in a study abroad program. During the 2014-2015 academic year, the University of Minnesota Crookston offered three faculty-led programs for nearly 40 students to Costa Rica, New Zealand, Italy and Brazil. For policy information, see
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http://policy.umn.edu/education/edabroad and
www.umcrookston.edu/learningabroad/policies

Transfer-Out Rate. The University of Minnesota Crookston does not report transfer-out rates because the university's mission does not include providing substantial preparation for students to enroll in another eligible institution without completing or graduating.

There have been no findings with regard to Student Right to Know. Sample disclosure items will be in the Resource Room.

6. Satisfactory Academic Progress and Attendance Policies

UMC’s Satisfactory Academic Progress policy can be found on
www.umcrookston.edu/financialaid/sap

The University’s Mandatory Attendance at First Class Policy can be found at
http://policy.umn.edu/education/mandatoryfirstclass

The University’s policy on Enrolling in Overlapping or Back-to-Back Classes can be found at http://policy.umn.edu/education/overlappingclasses

The UM Syllabus Requirements policy
(http://policy.umn.edu/education/syllabusrequirements) allows instructors to establish other attendance requirements. Such requirements must be stated in the course syllabus.

7. Contractual Relationships.

Since 1996, UMC has had a contract with the University of North Dakota Aerospace Foundation to provide Federal Aviation Administration (FAA) approved CFR 14, Part 141 flight training and related Part 141 ground school instruction for students enrolled in UMC’s flight training programs
(https://onestop2.umn.edu/pcas/viewCatalogProgram.do?programID=335&strm=1159&campus=UMNCR). Instructors in this area of instruction are hired by UMC as adjunct instructors. Ground instruction and flight training labs account for 19 credits (15.8%) out of the 120 credits required to earn the B.S. in Aviation from UMC.
UMC has no contracts with other unaccredited third-party entities to offer academic programs or courses.

8. **Consortial Relationships.** The University of Minnesota Crookston is in the process of executing a consortial agreement with the University of North Dakota’s School of Medicine and Health Sciences Medical Laboratory Science Program. (UMC has received HLC confirmation of notification of this relationship.) Under this agreement, UMC students take 2.5 years of courses at UMC and 1.5 years of Medical Lab Science (MLS) courses at the University of North Dakota (UND). MLS credits earned at UND are reflected on UMC’s and UND’s transcripts. UMC students earn their degree from UMC under this agreement. Students in the program are advised by UMC faculty and by UND faculty.

Required Information for Students and the Public

Required information can be found at the following websites:

- Course Catalog: [http://www.catalogs.umn.edu/umc/](http://www.catalogs.umn.edu/umc/)
- University Calendar: [www.umcrookston.edu/academiccalendar](http://www.umcrookston.edu/academiccalendar)
- Student Handbook: [https://drive.google.com/a/crk.umn.edu/file/d/0B1vVdMtocjRhVGd3c1QzN2lTSWRCYjV4VHIeTXdacjhBZ3lj/view](https://drive.google.com/a/crk.umn.edu/file/d/0B1vVdMtocjRhVGd3c1QzN2lTSWRCYjV4VHIeTXdacjhBZ3lj/view)
- Grading: [www.umcrookston.edu/grading](http://www.umcrookston.edu/grading)
- Admissions: [www.umcrookston.edu/admissions/freshmen](http://www.umcrookston.edu/admissions/freshmen)
- Academic Program Requirements: [http://www.catalogs.umn.edu/umc/index.html](http://www.catalogs.umn.edu/umc/index.html)
- Tuition and Fees: [www.umcrookston.edu/tuition](http://www.umcrookston.edu/tuition)
- Refund Policies: [www.umcrookston.edu/refundpolicy](http://www.umcrookston.edu/refundpolicy)
- Refund Schedule: [www.umcrookston.edu/refundcalendar](http://www.umcrookston.edu/refundcalendar)
- Security Services: [www.umcrookston.edu/security](http://www.umcrookston.edu/security)
- Financial Aid: [www.umcrookston.edu/financialaid](http://www.umcrookston.edu/financialaid)
Advertising and Recruitment Materials and Other Public Information

1. Demonstrate that advertisements and recruiting materials provide accurate, timely, and appropriately detailed information to current and prospective students and that information about the institution’s accreditation status with the Commission and other accrediting agencies is clear and accurate.

2. Demonstrate that the institution provides such information to current and students and prospective students about its programs, locations, and policies.

The University of Minnesota Crookston (UMC) utilizes print and electronic materials in recruitment and advertising for traditional-aged students, most of whom will complete their degrees on campus. This includes transfer students who attend the physical campus. Half of UMC’s degree-seeking students complete their coursework entirely online. Online degree recruitment and advertising is primarily electronic.

Print recruitment publications include a college fair/travel piece, a self-mailer promotional piece, a junior viewbook (aimed at high school juniors), a senior viewbook (for high school seniors), a transfer viewbook (geared primarily to transfer students who will physically attend the campus), an international viewbook (for international students), and a print piece given to students at the time they tour the campus. Each of these pieces references enrollment and cost of attendance data, typically from the previous year.
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The information included is taken from official enrollment data generated by the University of Minnesota’s Office of Institutional Research (www.oir-dev.umn.edu/student) and is verified by UMC’s Office of Institutional Effectiveness before it is included in any publication.

Recruitment publications will be available at the resource room for the site visit. The publications are currently being updated and printed and should be available by October 1, 2015. An electronic version of the senior viewbook is available at www.umcrookston.edu/admissions. An electronic brochure used for recruitment of online students is available at www.umcrookston.edu/online.

UMC does not reference its accreditation status in its printed recruitment materials. It does, however, reference its accreditation status in two prominent locations within its official website.

UMC has a limited marketing budget, and paid advertising is limited. A series of four 30-second video spots are utilized in some television marketing, in regional movie theaters, and online. Those four spots focus exclusively on the various majors available at UMC. They can be found on UMC’s official YouTube page at www.youtube.com/uofmcrookston.

Additionally, some regional print advertising is done. Additional online advertising utilizes web-based banner ads that, again, focus exclusively on showcasing the various majors available. Those online ads link to the UMC official academics listing, which references the HLC status as previously mentioned. See Appendix E for samples.

A limited number of radio ads are used for advertising/recruitment on local radio stations and a handful of stations in central Minnesota. In similar fashion, these ads focus on the various majors offered by UMC. Samples will be made available in the resource room during the site visit.

3. **Provide the team with a link to the Mark of Affiliation on the institution’s web site.**

The Mark of Affiliation is located on www.umcrookston.edu/academics and www.umcrookston.edu/quickfacts

In both locations, UMC follows the guidelines established by the Higher Learning Commission for that purpose, which includes linking to the HLC-designated website and
using the HLC-designated Mark of Affiliation. The Mark of Affiliation will be updated as soon as it is published by the HLC as part of its transparency initiatives.

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**Review of Student Outcome Data**

1. **Demonstrate that the institution collects information about student outcomes.**

   After a period of time during which UMC faculty focused on course-level learning outcomes, attention was refocused on program-level learning outcomes in the 2013-2014. That academic year, faculty updated and refined program-level learning outcomes for every academic major and developed plans to assess them. In May 2015, faculty submitted assessment reports based on their assessment activities in 2014-2015. Of the 29 programs in place at the time, 27 submitted assessment reports. Missing were the aviation program, whose full-time faculty member resigned in December 2014, and criminal justice. Of the 27 reports submitted, 20 (74%) reported collecting data, the great majority of which were based on direct measures. Work to improve assessment of student learning outcomes continues in 2015-2016.

   Assessment reports are due annually in May. All programs are expected to report that they collect, analyze, and use assessment data to improve teaching and learning.

2. **Provide evidence that information collected about student outcomes informs planning, program review, assessment, etc.**

   The assessment reports provide evidence that faculty are taking action on the data they collected. Assessment data are a required element of the current program review policy (Appendix F). Because UMC recently strengthened its program review requirements and changed from a three-year cycle to a six-year review cycle, only one academic program (Agricultural Business) has a completed program self-study. That recent self-study reports assessment findings and actions taken on those findings. As they are completed, program reviews, including assessment results, will inform planning.

   All of the assessment reports submitted in May 2015 will be available in the Resource Room. Access to the online program review system will also be provided on site to the Peer Review team.
Standing with State and Other Accrediting Agencies

1. Disclose information about any relationship with a specialized, profession, or institutional accreditor and with all governing or coordinating bodies in states in which the institution has a presence.
   - UMC’s concurrent enrollment program, College in the High School, was first accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP) in 2007. NACEP awarded reaccreditation in 2014.
   - UMC’s teacher education programs (Early Childhood Education and Elementary Education) are state accredited by the Minnesota Board of Teaching. In 2007, UMC submitted to the Minnesota Board of Teaching (MN BOT) a Request for Initial Institutional Approval for Teacher Education Programs and received “Initial Approval” status until June 30, 2012, and “Approval with Conditions” to be reviewed with site-evaluation in Fall 2011. In October 2011, UMC’s Teacher Education Unit received “Continuing Approval” until June 30, 2019.
   - UMC’s law enforcement program is certified by the Minnesota Board of Peace Officer Standards and Training (POST). In 2009, the Minnesota Board of Peace Officer Standards & Training (POST) approved the certification of the Criminal Justice program at UMC. The next accreditation self-study is due November, 2015.
   - The health management program is accredited by the Board of Examiners for Nursing Home Administrators (BENHA) in Minnesota. Reaccreditation is scheduled for August 2016.
   - Authorization to offer online programs in states other than Minnesota is provided under the University of Minnesota’s participation in the State Authorization Reciprocity Agreements (SARA). All University of Minnesota campuses, including UMC, have been approved by SARA as indicated on http://www.nc-sara.org/sara-states-institutions. As states join SARA, UMC is automatically authorized to offer online programs in those states. At this time, UMC is authorized to offer online programs in all states, except Alabama, Delaware, Florida, Kentucky, Maryland, Massachusetts, North Carolina and Texas.

Copies of supporting documents, including the most recent comprehensive evaluation report and action letter from each accrediting body, will be provided in the Resource Room during the Comprehensive Quality Review.
Public Notification of Opportunity to Comment

The statement regarding the call for public comment on reaccreditation was posted on the U of M Crookston’s news site on Monday, August 31, 2015. It is located at: http://news.crk.umn.edu/news/higher-learning-commission-invites-public-comment.

On Monday, August 31, 2015, the statement was sent as a news release to 53 news outlets in the region of northwestern Minnesota, 16 news outlets in central Minnesota, and 70 news outlets in North Dakota. These included radio and television stations as well as newspapers. The Crookston Daily Times, Crookston’s daily newspaper, published the statement on the front page of its print edition that same day.

Advertising space was purchased for the statement to appear as a 3.5” by 5” print ad in the Valley Shopper, a regional shopping gazette, on September 5, 12, 19, 26, 2015; in the print edition of The Crookston Times, on September 8, 14, 21, 28; and in The Grand Forks Herald, a prominent regional newspaper, on September 4, 5, 6.

During the week of September 1-4, 2015, the statement was also distributed via e-mail to all alumni and donors (a total of 4,490 recipients) for whom the Office of Development and Alumni Relations has e-mail addresses. Additionally, faculty and staff members have been encouraged to share the notice with their various networks.
Appendix A
Draft Revised Academic Grievance Procedure

PROCEDURE
UMC Student Academic Grievance Procedures

Related Policy: Policy Title

The University makes every effort to provide a supportive and educational environment for students. Students who feel that their rights have been violated have access to a system of appeals established by the University for resolution of grievances or problems. It is the intent of the University to provide students with both informal and formal proceedings for processing grievances that pertain to academic matters.

All students are encouraged to attempt to resolve the issue with those University employees most directly involved. If the issues is not resolved at that level, the following procedures should be followed.

Academic Student Grievance, Concerns, and Complaints
The start of any grievance procedure is informal and at the lowest level between the parties directly involved. If a resolution is not found following the informal process, then the grievance may move to the formal process until resolution is achieved.

Grievances involving an instructor's judgment in assigning a grade based on academic performance may be resolved only through the informal resolution procedures described below. In other instances, if a resolution is not achieved, the matter may be pursued as a formal grievance in accordance with the Regents' Policy on Student Academic Grievance.

Examples of items involving instructor’s judgment would include course grade questions/concerns, graded work, grade calculation, and extra credit. Examples of items that do not involve instructor judgement would include class or instructor conduct; course content, procedures or accommodations; grade error, grade discrimination, or grade inconsistencies.

Grievance Procedure
INFORMAL
1. Visit with your instructor.
2. Submit a written request to the instructor. State specifically what your concern is and what action you are requesting be taken to address the concern.
3. Instructor is to respond in written form in a timely fashion (generally within one week during fall and spring semesters) to the written request of the student.
4. If you are not satisfied with the outcome, submit a written request to the department head.
5. Visit with the department head of the instructor.
6. Department head is to respond in written form in a timely fashion (generally within two weeks) to the written request of the student.

**FORMAL**

*(IF RESOLUTION WAS NOT FOUND FOLLOWING THE INFORMAL PROCESS)*

7. If you are not satisfied with the outcome, submit a written request to the Vice Chancellor for Academic Affairs.
8. Visit with the Vice Chancellor for Academic Affairs.
9. Vice Chancellor for Academic Affairs is to respond in written form in a timely fashion (generally within two weeks) to the written request of the student.
10. The decision of the Vice Chancellor for Academic Affairs is final.

**Understanding University Policies**

Academic grievances are complaints brought by students regarding the University's provision of education and academic services affecting their role as students. Academic grievances must be based on a claimed violation of a University rule, policy, or established practice. This policy does not limit the University's right to change rules, policies, or practices. For information refer to the Administrative Policy “Addressing Student Academic Complaints” at [http://policy.umn.edu/education/studentcomplaints](http://policy.umn.edu/education/studentcomplaints) or contact the Vice Chancellor for Academic Affairs at 281-8341.

*The University of Minnesota Crookston hereby adopts the following procedures to implement the Administrative Policy “Addressing Student Academic Complaints” as revised April, 2009.*

1. All academic grievances will follow the procedures as outlined above.
2. Recognizing the size of the campus, UMC will be considered to be one collegiate unit.
3. The Vice Chancellor for Academic Affairs has at their discretion, the option to vet any academic complaint by means of the Academic Grievance Committee and seek their review and recommendation. At such times, the Vice Chancellor for Academic Affairs will appoint a faculty or staff member who has no direct involvement in a grievance as the Academic Grievance Officer and chair of the Campus Academic Grievance Committee. Members will be drawn from faculty, students and academic staff. The Committee will be appointed and convened as needed to properly administer the policy.

4. The Academic Grievance Committee will hear all matters which may be properly brought before it under the conditions stipulated in the policy.

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

Approved by Operations Committee, 9/26/95
Revised and approved by the ______________, __________.
### Appendix B

#### Summary of Student Complaints

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Received By</th>
<th>Complaint</th>
<th>Resolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>AVCSA</td>
<td>Loss of VA funds due to instructor/Registrar conspiracy</td>
<td>Referred to Registrar; complaint denied</td>
</tr>
<tr>
<td></td>
<td>AVCSA</td>
<td>Biased statement by student association president</td>
<td>Determined that there was no abuse of power; student association made a statement at the next meeting</td>
</tr>
<tr>
<td></td>
<td>AVCSA</td>
<td>Internship not included in banded tuition</td>
<td>Determined that the student had registered for internship in spring semester in an attempt to avoid paying tuition for a</td>
</tr>
<tr>
<td>2011-2012</td>
<td>NA</td>
<td>None received</td>
<td></td>
</tr>
<tr>
<td>2012-2013</td>
<td>AVCSA</td>
<td>Complaint about a faculty member</td>
<td>Student had already spoken with instructor and department head. AVCSA offered advice on how to pursue complaint further. He also instructed student to get back to him if more help was needed. Student did not return to AVCSA. Complaint considered resolved.</td>
</tr>
<tr>
<td></td>
<td>AVCSA</td>
<td>Mother of international student concerned about her child being taken advantage of by roommate and fellow international students</td>
<td>Roommate found to have several other student conduct issues, arrest record. Roommate left UMC. Restitution ordered. International Programs Office will integrate additional cultural issues and predator training into international student orientation.</td>
</tr>
<tr>
<td></td>
<td>AVCSA</td>
<td>Prohibition against outside visitors in the residence halls over break</td>
<td>Explained policy and reasons therefore. Offered to work with student to revise existing policy. Student did not want to work on policy. Complaint considered resolved.</td>
</tr>
<tr>
<td>2013-2014</td>
<td>VCAA</td>
<td>Former student appealed denial of petition regarding W grades from UMC College in the High Schools several years</td>
<td>VCAA conducted detailed analysis of paper trail. Three W grades were determined to be fault of the high school counselor. Those courses and W grades were expunged from transcript. Two W grades were determined to be appropriate.</td>
</tr>
<tr>
<td></td>
<td>VCAA</td>
<td>Student asked for graduation requirement to be waived on basis of unfair and biased treatment by faculty member</td>
<td>Student had been advised early and frequently to drop course and switch to another section. Student chose not to follow advice and did not attend course for remainder of semester; followed up only after flunking the course became inevitable. Resolution was to require the student to meet the graduation requirement by taking appropriate course; department head talked with instructor about behavior and accusation of bias.</td>
</tr>
<tr>
<td>2014-2015</td>
<td>AVCSA</td>
<td>Student association request for softer toilet paper in residence halls</td>
<td>AVCSA explained reasons for purchase of the current toilet paper (bulk pricing, recycling, part of sustainability/green efforts). Student association satisfied with response and process</td>
</tr>
<tr>
<td>2015-2016</td>
<td>NA</td>
<td>No complaints to date</td>
<td></td>
</tr>
</tbody>
</table>
Appendix C  
Schedule of Findings and Questioned Costs

UNIVERSITY OF MINNESOTA

SCHEDULE OF FINDINGS AND QUESTIONED COSTS FOR THE YEAR ENDED JUNE 30, 2014

SECTION I — SUMMARY OF AUDITORS’ RESULTS

Financial Statements

A. Type of auditors’ report issued: Unmodified

B. Internal control over financial reporting:
   - Material weakness(es) identified?  yes  no
   - Significant deficiency(ies) identified?  yes  no
   - Noncompliance material to financial statements noted?  yes  no

Federal Awards

D. Internal control over major programs:
   - Material weakness(es) identified?  yes  no
   - Significant deficiency(ies) identified?  yes  no

E. Type of auditors’ report issued on compliance for major programs: Unmodified

F. Any audit findings disclosed that are required to be reported in accordance with Section 510(a) of OMB Circular A-133?  yes  no

G. Identification of major programs:
   - CFDA Number
   - Name of Federal Program or Cluster
   - Various: Research and Development Cluster*
   - Various: Student Financial Assistance Cluster*
   - 10.561: State Administration Matching Grants for the Supplemental Nutrition Assistance Program
   - 47.076: Education and Human Resources
   - $4.373: Special Education Technical Assistance on State Data Collection
   - 10.500: Cooperative Extension Service
   - *This program has various and unidentified CFDA numbers.

H. Dollar threshold used to distinguish between Type A and Type B programs: $3,202,498 for Type A Program, $350,520 for Type B Program

I. Auditee qualified as low-risk auditee?  yes  no
Appendix D
Copy of Official Email Sent By Registrar to Students Each Term

SUBJECT: Students: Consumer Information Annual Notification

The UMC website includes comprehensive information about the University which we are required by law to share with you annually.

Follow the links on this page to a broad spectrum of tools, facts, and procedures essential to making good decisions while you are a student.

- refund schedule [www.umcrookston.edu/refundcalendar](http://www.umcrookston.edu/refundcalendar)
- academic programs and instructional personnel [www.umcrookston.edu/academics](http://www.umcrookston.edu/academics)
- services for students with disabilities [www.umcrookston.edu/disability](http://www.umcrookston.edu/disability)
- campus safety and security [www.umcrookston.edu/security](http://www.umcrookston.edu/security)
- applying for financial aid [www.umcrookston.edu/financialaid](http://www.umcrookston.edu/financialaid)
- procedures for resolving student conduct code violation (UMC) [www.umcrookston.edu/studentconductprocedures](http://www.umcrookston.edu/studentconductprocedures)
- student complaint process [www.umcrookston.edu/studentcomplaintprocess](http://www.umcrookston.edu/studentcomplaintprocess)
- various campus policies and procedures [www.umcrookston.edu/policies](http://www.umcrookston.edu/policies)

Please be aware that some of your student record is public information, such as your name, address, email address, and telephone number(s); dates of enrollment and enrollment status (full time, part time, not enrolled, withdrawn, and withdrawal date); college and class, major, adviser, academic awards and honors received, and degrees earned. If you are currently enrolled, you may prevent the release of your public information by indicating that choice at the Update or Suppress Personal Information at [http://myu.umn.edu/](http://myu.umn.edu/).

You may also choose to allow access to your student record information to third parties (e.g., parent, spouse) through the Parent/Guest Access at [www.umcrookston.edu/guestaccess](http://www.umcrookston.edu/guestaccess). The University policy regarding your student education records is available for review at [http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Education_Records.pdf](http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Education_Records.pdf).
Federal regulations require we make you aware that if you are convicted under federal or state law for the sale or possession of drugs while you are enrolled and receiving federal student aid, you will become ineligible for federal aid for a period of time. For more information refer to the Student Aid Eligibility Worksheet at [http://www.fafsa.ed.gov/](http://www.fafsa.ed.gov/). State regulations require we inform you that arrests, charges or convictions for criminal offenses may limit employment possibilities in specific careers and occupations. If you are in this situation you will want to investigate with your adviser any restrictions you may face in your field of study.

If you have questions or need assistance, please contact the Office of the Registrar by email, phone, or in person. For contact information, go to [www.umcrookston.edu/registrar](http://www.umcrookston.edu/registrar).
Appendix E
Sample Online Ads

These ads always click through taking interested individuals to www.umcrookston.edu/academics. Note: the number of majors has changed over the past two years, and that is often reflected in the ads.
Additional online advertising examples.

www.umcrookston.edu/online-brochure
The University of Minnesota is an equal opportunity educator and employer.
UNIVERSITY OF MINNESOTA, CROOKSTON

PROGRAM REVIEW PROCESS AND PROCEDURES

April 26, 2013 (Revised April, 2015)

Program reviews are required by the Higher Learning Commission. This process meets those requirements as well as insuring our programs are relevant and of high quality. The process is designed to provide a framework for quality improvement. This proposal is advisory in nature and provides a recommendation to the Vice Chancellor of Academic Affairs (VCAA) who maintains authority over this process.

Highlights of the Academic Program Review Process

Purpose:
- To ensure curriculum relevance
- To examine curricular efficiency
- To ensure student achievement goals, student enrollment goals, teaching and learning goals, and programmatic goals are achieved
- To evaluate course and program outcomes and assessment practices
- To assist in meeting standards and requirements of the University of Minnesota Board of Regents and the Higher Learning Commission
- To recognize program strengths, and yield recommendations for program improvements, changes, and (in some cases) termination
- To evaluate how the program fits UMC’s strategic plan

Key Features:
- Six year cycle (under special circumstances a program may petition to the VCAA to reschedule the program review)
- Annual updates including:
  - Response addressing concerns from the previous program review
  - Basic enrollment, retention, and graduation data
  - Summary of assessment activities
  - Goals for the next year
  - Accomplishments from the previous year
  - Additional resources needed
- Two semester review process as specified in timeline
- Cooperative effort by department faculty and department head with input and data from Director of Institutional Effectiveness, Registrar, Admissions, Alumni Relations, Placement, University Relations, and Program Improvement Audit Committee (PIAC)
- Comprehensive report, including recommendations
- A review by external reviewer(s)
• Response to external reviewer recommendations by department
• Reviewed by Program Review Committee (structure of faculty committee to be determined by VCAA)
• Modified process determined by Program Review Committee for externally accredited programs

**Document, Resources, and Roles and Responsibilities**

The program review document is prepared by the department head with the program faculty using data and information provided by the Director of Institutional Effectiveness, the Development and Alumni Office, the Career and Counseling Center, the Admissions Office, the Registrar, the PIAC, and University Relations.

**Title Page**

I . **Executive Summary**

This section provides a brief overview of the program and a summary of the findings and recommendations, and is created after all other sections are completed.

II . **Program**

- Educational mission of the program
- Major goals of the program
- Brief history of the program (may be in the form of a timeline of major events)
- Description of the curriculum, curriculum map, and internal curriculum coherence
- Revisions to the curriculum since last program review, or since inception of the program if no previous program review
- Curricular innovations
- Future directions in the field/program
- Strategic plan for program (including appropriate targets for enrollment, retention, graduation rates)
- Alliances, collaborations, and articulation agreements
- Advising
- Relationships to other departments
- Outreach and community engagement including student involvement
- External Reviewer 1
- External Reviewer 2
- Faculty Response
- Department Response

**Tools/Sources of Information for This Section:**

Sources of information include the college catalog, college mission statement, goals and student learning outcomes of the program, the college strategic plan, course
documentation (course descriptions and course outcomes), input from full-time and part-time faculty teaching in the program, input from Program Improvement Audit Committee (PIAC), along with other sources.

### III. Profile of Faculty

- Faculty number; qualifications, and expertise
- Faculty engagement in curricular matters
- Professional Development: recent activities and future plans
- Scholarship activities including grant and research activity
- Faculty CV’s (should be updated and included in an appendix)
- External Reviewer 1
- External Reviewer 2
- Faculty Response
- Department Response

### IV. Outcomes and Assessment

This section includes:

- Assessment of Program Learning Outcomes
- Review of course documentation: course descriptions, outcomes, and syllabi
- Assessment of course learner outcomes
- Assessment of UMC core competencies
- Summary and analysis of program enrollment data
- Summary and analysis of retention rates and graduation rates in the program
- Student survey results of students in program such as results from NAS, NHS, exit, and advising surveys – also included is the use of student feedback in making course and program improvements
- Employer and graduate surveys
- Graduates continuing to graduate or professional schools
- PIAC feedback, interviews or surveys
- Performance, retention, and graduation rates of incoming transfer students
- External Reviewer 1
- External Reviewer 2
- Faculty Response
- Department Response

**Tools/Sources of Information for This Section:**

Sources of information include the college catalog, goals and student learning outcomes of the program, course documentation (course descriptions and course outcomes), faculty teaching in the program, the PIAC, the Director of Institutional Effectiveness, the Development and Alumni Office, and the Career and Counseling Center.
V. Resources

- Facilities and Equipment:
  - Appropriateness of current facilities to support program needs
  - Identification of future facility needs with rationale
  - Life cycle replacement plan in place for equipment
- Technology
- Personnel
- Other Resources
  - External Reviewer 1
  - External Reviewer 2
  - Faculty Response
  - Department Response

VI. Demand and Documented Need for the Program/Program Benefits
This section should document student demand for the program, and employment opportunities. Specifically, this section evaluates whether there is an employer need and an occupational demand for the program and how the program contributes to the fiscal, strategic, and mission related goals of the college. Describe how program is positioned to address changing needs.

- Demand and Documented Need for the Program/Program Benefits Overview
- External Reviewer 1
- External Reviewer 2
- Faculty Response
- Department Response

VII. Operating Efficiency
This section should summarize operational efficiency of the program including number of faculty, majors/minors, research (including grant income), and student credit hours generated.

- Operating Efficiency Overview
- External Reviewer 1
- External Reviewer 2
- Faculty Response
- Department Response

VIII. Questions for Reviewers
This section should include any particular questions the program faculty have for reviewers.

- Questions for Reviewers Overview

IX. Findings and Recommendations
This section summarizes the significant findings within the program review and makes recommendations with a timeline for implementation.

- Findings and Recommendations Overview
• External Reviewer 1
• External Reviewer 2
• Faculty Response
• Department Response

IX. Appendices
• Program faculty CVs
• Course syllabi for courses in the program
• List of courses in the program with approved learner outcomes
• List of courses that have been reviewed through department quality improvement procedures

PROCEDURES
1. A program review is a considerable amount of work and there should be consideration of some release time for the primary faculty member authoring it.
2. Completed program review submitted to external reviewer by VCAA
3. Program faculty and department respond to external review
4. Program Review Committee reviews final documents – makes recommendation for:
   a. 6 years with no interim report
   b. Conditional approval based on response to concerns
   c. Suggestions for improvements
5. Within the 6 year period, new data may trigger a follow up review initiated by the VCAA office

TIMELINE:
1. Data provided by Aug. 15
2. Program review written by Jan. 1
3. External review by Feb. 15
4. Response to external review by March 1
5. Program Review Committee review completed by April 15