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. 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: University of Colorado Colorado Springs

Main contact in the financial aid office: Jevita Rogers

Number of staff members in the financial aid office: 18

Identify when the last U.S. Department of Education training for the staff of the financial aid office occurred: April 12, 2016

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).

   o Bachelor's degrees are expected to be completed within 6 years if the student is enrolled part-time or 4 years if the student is enrolled full-time. Bachelor's degrees require a minimum of 120 credit hours except for the programs in Engineering, which require 128 credit hours (or 129 for Mechanical Engineering). In addition, each program requires a certain number of credit hours (usually 45) to be taken within the college and/or at the upper-division course level.

- o   Master's degrees are expected to be completed in 1 to 3 years although students have 6 years to complete the degree, after which they may petition for an extension. Thesis Plan requires between 30 and 60 credit hours, including 6 hours of thesis credit and at least 24 hours at the graduate level. Non-Thesis Plan requires a minimum of 30 credit hours with at least 24 hours at the graduate level.
- o   Doctoral degrees are expected to be completed within 7 years, after which the student may petition for an extension. Doctoral degrees require between 60 and 124 credit hours at the graduate level, including 30 dissertation hours for Ph.D. programs or 10 hours of a capstone project for the Doctorate in Nursing Practice.

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.

Tuition rates differ according to the degree program and student level. Tuition rates are posted on the Student Financial Services Website at http://www.uccs.edu/bursar/tuition-and-fees.html, which has links to current semester tuition and fees. Tuition rates are reviewed annually, and any proposed increases require review by the University Budget Advisory Committee and acceptance by campus administration. Final approval rests with the University of Colorado Board of Regents. Historically, the Board of Regents hears tuition proposals in February and makes a final decision in April of each year.

Numerous factors impact tuition decisions and the differential in tuition rates. At UCCS, all undergraduate lower division students (classified as a freshman or sophomore), regardless of their degree program, pay the same tuition per credit hour. Undergraduate upper division students (junior and senior year) pay a higher tuition rate based on their degree program. Graduate and doctoral programs have separate and higher tuition rates than undergraduate programs.

 The different tuition rates per program are driven by different costs incurred by each program, such as, but not limited to, class size, professional school accreditation, and market-driven faculty salaries.

Campus expenditures per credit hour are affected by the size of the class. Generally, larger classes result in a lower cost per student. As illustrated in Table A, with rare exception, lower division courses have more students per class than upper division courses, and upper division courses have more students per class than graduate courses.

Table A: Average Class Size fall semester 2015

	Letters, Arts, & Sciences	Business	Education	Engineering & Applied Sciences	Nursing & Health Sciences	Public Affairs
Lower Level	27.9	37.6	16.8	30.0	24.8	37.4
Upper Level	18.8	27.3	21.9	24.2	21.1	20.4
Grad Level	4.5	11.8	12.6	4.5	5.7	10.1
Average	22.1	26.5	16.0	18.6	16.6	17.9

 An additional cost factor for tuition setting is the academic rank of the teaching faculty member. Table B represents the average faculty compensation per credit hour (exclusive of other general and education expenses) in each of the colleges. Within the College of Letters, Arts, and Sciences (CLAS), for example, the majority of graduate classes are taught by tenured or tenure-track faculty members. In some of the professional colleges, while many courses are taught by tenured and tenure-track faculty, it is not

uncommon for a subject matter expert with the appropriate academic credentials to teach a graduate course as a lecturer. These non-tenured faculty teach at a per credit hour expenditure that is less than regular faculty. Additionally, graduate programs in CLAS represent only 2% of the total credit hours delivered by the college, and thus economies of scale around instruction as are found in the professional schools cannot be realized.

Table B ("SCH" means "Student Credit Hour")

	Lower Division	Upper Division	Grad
	Faculty Compensation $ Per SCH	Faculty Compensation $ Per SCH	Faculty Compensation $ Per SCH
CLAS	104	154	649
BUSN	144	198	457
EDUC	211	162	283
ENGR	107	132	718
Johnson Beth-El	149	175	654
PAFF	72	133	268

Finally, additional cost factors for all colleges include all direct and indirect expenses for student services, facilities, administration, utilities, and general operating expenses. Table C represents the expenses for each college and how those expenses affect the total cost to the University to deliver a credit hour in each college.

Table C

Cost Per Credit Hour by Buget Allocation					
College	14-15 SCH	Direct Expenses (1)	Indirect Expenses	Total	Expense per SCH
CLAS	168,607	31,533,121	27,925,505	59,458,626	$ 353
Busn	33,636	11,298,877	7,885,427	19,184,304	$ 570
Educ	14,457	5,105,049	3,499,098	8,604,147	$ 595
Eng	24,079	8,248,606	5,734,102	13,982,708	$ 581
Johnson Beth-El	21,842	8,104,844	5,130,837	13,235,681	$ 606
PAFF	9,212	2,569,704	1,835,459	4,405,163	$ 478

(1) 2014-2015 Sources and Uses

Table D shows how fall 2015 residential tuition rates per credit hour align with the campus expense per credit hour. The table does not include comparisons to tuition rates for out-of-state students, including students in the Western Undergraduate Exchange Program, all of whom pay a higher tuition rate as state support may not be used to subsidize their costs. Factors that assist in keeping tuition lower than the average expense per credit hour include private gifts, endowments, and state support.

Table D:

CLAS	Per CH
Average Expense per credit hour	$ 353
Lower Division Resident Tuition	$ 341
Upper Division Resident Tuition	$ 362
Graduate Resident Tuition	$ 486
BUSN	
Average Expense per credit hour	$ 570
Lower Division Resident Tuition	$ 341
Upper Division Resident Tuition	$ 402
Graduate Resident Tuition	$ 567
EDUC	
Average Expense per credit hour	$ 595
Lower Division Resident Tuition	$ 341
Upper Division Resident Tuition	$ 362
Graduate Resident Tuition	$ 532
ENGR	
Average Expense per credit hour	$ 581
Lower Division Resident Tuition	$ 341
Upper Division Resident Tuition	$ 402
Graduate Resident Tuition	$ 567
NURS	
Average Expense per credit hour	$ 606
Lower Division Resident Tuition	$ 341
Upper Division Resident Tuition	$ 444
Graduate Resident Tuition	$ 597
PAFF	
Average Expense per credit hour	$ 478
Lower Division Resident Tuition	$ 341
Upper Division Resident Tuition	$ 362
Graduate Resident Tuition	$ 532

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).

Institutional Records of Student Complaints

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

The University of Colorado Colorado Springs (UCCS) has well established and systematic procedures for students who believe that inappropriate decisions have been made that affect them. UCCS is committed to addressing and resolving, whenever possible, fairly and expeditiously any issue that has been brought to its attention.

In 2016, the institution implemented Campus Policy 600-002 General Student Complaints, available online at http://www.uccs.edu/Documents/vcaf/policies/2016/600-002.pdf. This policy directs students to various

institutional processes for students to report complaints and also created tracking mechanisms for units on campus to monitor student complaints.

Additionally, students may submit complaints or appeals directly to the Colorado Department of Higher Education after exhausting opportunities to resolve the problem on campus. The state policy is posted online at http://highered.colorado.gov/Academics/Complaints/default.html with an FAQ page at http://highered.colorado.gov/Academics/Appeals/default.html.

The process for student complaints is outlined on the institution's website for compliance and ethics, available online at http://compliance.uccs.edu/?page_id=973.

Many units on campus have internal processes for responding to student complaints. Examples include:

a. **UCCS Bookstore:** Other than textbook related complaints, to which a more formal and stringent process applies, the Bookstore staff follows a typical retail industry customer service model by attempting to resolve the customer's complaint to the customer's satisfaction. Textbook related complaints, such as those that arise when students are not permitted to return textbooks after cutoff dates, are handled through a written appeals process which is then reviewed by management for resolution.

b. **Family Development Center**: Student complaints are managed on a case-by-case basis with parents.

c. **Financial Aid/Student Employment:** Student complaints are handled most times initially through a conversation with a financial aid counselor and/or Assistant or Associate Director. Should that not resolve the issue, the student is then directed to email and meet with the Executive Director. The process is outlined at http://www.uccs.edu/finaid/policies/grievance.html.

   Student complaints related to student employment are handled in accordance to the student employment handbook, available online at http://www.uccs.edu/Documents/stuemp/Student%20Employment%20Handbook_2015_final.pdf. The handbook refers a student who has a complaint of protected class discrimination and harassment to the Office of Institutional Equity or the Office of the Dean of Students.

d. **Office of the Dean of Students:** Article 8 of the Student Code of Conduct, available online at http://www.uccs.edu/Documents/dos/Final%20Approved%20Code%20of%20Conduct%20Fall%202016%20.pdf, outlines the procedures for cases involving allegations of prohibited student conduct. Within the academic catalog, the Student Rights and Responsibilities section, available online at http://catalog.uccs.edu/content.php?catoid=11&navoid=603, provides the following notice to students about complaints:

   > Any member of the university community may file a written complaint with the Office of Judicial Affairs alleging that student has violated the Code of Conduct. The complaint must include a statement of the facts describing the alleged violation. The Office will not accept anonymous complaints. The Office may also initiate charges. Upon receipt of a complaint, the Office decides whether there is

substance to the complaint; whether the complaint falls within the jurisdiction of the Code of Conduct; and whether disciplinary proceeding should occur. In order to make this determination, the Office may need to gather additional information about the incident.

e. **Office of Institutional Equity** handles all complaints of protected class discrimination and harassment and related retaliation. Detailed complaint processes are available online at http://www.uccs.edu/Documents/equity/policies_procedures/process_procedures_2015_2016.pdf. The Office of Institutional Equity provides a variety of reporting options and resources to students who wish to report a complaint of protected class discrimination and harassment. Pursuant to campus policy, most University faculty and staff are considered "responsible employees" with mandatory reporting obligations, with the exception being those employees who provide services that are considered confidential.

f. **Public Safety**: All complaints are directed to a Department of Public Safety supervisor. Depending on the severity of the allegation, the complaint may stay with the immediate supervisor or be referred to either a police lieutenant and/or the Chief of Police. Every complaint is followed up with an internal investigation. If the initial investigation warrants further analysis, the department will document the concern and determine what appropriate action is required. The investigating supervisor will stay in frequent contact with the complainant during the process. Any complaint that may lead to disciplinary or corrective action with an employee is documented in writing.

g. **Residence Life and Housing:** Student complaints are received by the Office of Residence Life and Housing in a variety of ways, including referrals by student employees and professional staff within Residence Life and Housing, referrals from the Office of the Dean of Students, or referrals from campus faculty and staff. Additionally, formal feedback is solicited from residents through the administration of a national benchmarking survey that measures satisfaction. The student government entity of Residence Life and Housing, the Residence Hall Association, also receives complaints from residents. All complaints are followed up within one business day, and additional follow up will continue as necessary until there is resolution. Depending on the nature of the complaint, an investigation may be opened to review the complaint. Complaints that are not resolved at lower levels are referred to the Executive Director of Community and Learning Initiatives for resolution.

h. **Student Disability Services:** Student complaints related to the Americans with Disability Act are handled by the Office of Disability Services' grievance procedures, available online at http://www.uccs.edu/disability/students/grievance-procedure.html.

i. **Student Financial Services (Bursar):** Student complaints are received by the Office of Student Financial Services (Bursar) in a variety of ways, including referrals by student employees and professional staff within Student Financial Services, referrals from the Office of the Dean of Students, or referrals from campus faculty and staff. All complaints are followed up within one business day, and, if applicable, additional follow up will continue as necessary until there is resolution. Depending on the nature of the complaint, an investigation may be opened to review

the complaint. Complaints that are not resolved at lower levels are referred to the Associate Director or Director, then to the Assistant Vice Chancellor for Finance and Human Resources, with final review by the Vice Chancellor for Administration and Finance.

j. **University Center and Conference Services**: Student complaints are managed on a case by case basis. Resolution involves a staff member conducting follow up and identifying a course of action for immediate response, and then any necessary long term response. University Center and Conference Services receives informal feedback from the Association of College Unions International (ACUI), which administers regular benchmarking surveys that collect data from student-users and student-employees of the University Center. This survey provides data for the campus University Center, and the ACUI also provides comparison data with other institutions.

k. **Online and Distance Education:** Online and distance education students may file a complaint at connect@uccs.edu by submitting a description of the complaint, including year, term, course, section, and instructor if course-related, and any remedy being sought, along with name and student identification number, and an e-mail and telephone number at which the student may be reached. Upon receipt of a student complaint, Online & Academic Outreach (OAO) will evaluate whether sufficient information is provided to allow the complaint to be referred and resolved. If not, OAO will contact the student to gather additional information. Once there is sufficient information available, OAO will forward the information via Cherwell to the appropriate campus unit. Upon receipt, that unit is expected to make contact with the student within five business days. The receiving unit will capture the resolution of the complaint in Cherwell. Each summer, OAO will review the complaints of the previous year and report a summary of them to the Associate Vice Chancellor for Online Education and Initiatives.

l. **Student Life and Leadership**: The process for responding to student complaints related to clubs and organizations and their respective activities are formally outlined in the Club and Organizational Standards document, which highlights club and organizational standards and the discipline process. The Club and Organizational Standards can be found online at https://orgsync.com/72323/files/741266/show.

Most units on campus have processes for students to appeal a preliminary decision before a final decision is made. Among those are the following:

a. **Academics:** Academic issues such as course grades are addressed by the applicable academic program. Each academic program has specific requirements for appealing a grade, and while the final grade reported by an instructor is considered permanent and final, a student has a right to appeal a final grade if the student feels that it was awarded in error or unfairly. Students should visit the website of their specific program and/or the administrative office for that particular college/department for more detailed information.

The College of Engineering and Applied Sciences implemented Policy EAS-STU-002 on January 20, 2012. This uniform policy on student grade appeals lays out the policy and procedure that each academic program in the College of Engineering and Applied Sciences is required to follow and is available online at http://www.uccs.edu/Documents/eas/eas/Policy/EAS-STU-002_Uniform_Policy_on_Student_Grade_Appeals.pdf.

b. **Admissions & Records:** Students requesting explanation of or appealing their admission decision are directed to the Associate Director or Director of Admissions. The Senior Executive Director for Enrollment Management handles all additional review. For residency petitions, all students who are denied in-state tuition receive a letter sent to their mailing address advising them of the decision and informing them of their ability to appeal that decision. The Office of the Registrar manages the appeal process from students who do not meet the statutory criteria for in-state tuition.

Students who have an extenuating circumstance that requires them to withdraw from UCCS after being charged the full tuition rate have the right to appeal their tuition charge. The Office of the Registrar manages the appeal process for tuition charge appeals, and the appeal form is available at http://www.uccs.edu/registrar/student-forms.html.

c. **Financial Aid:** Financial Aid appeals regarding changes to the financial aid application ("FAFSA") information as well as financial aid satisfactory academic progress ("SAP") requirements are handled by processes that comply with federal regulations. There is a committee review of all FAFSA and SAP appeals. If a SAP appeal is denied, the student is given the opportunity to submit an appeal to the Executive Director of the Office of Financial Aid for a separate review. All appeal forms are available at http://www.uccs.edu/finaid/forms.html.

d. **Transportation and Parking Services**: Student complaints are managed on a case by case basis. The Department of Transportation and Parking Services has a formal parking ticket appeal application whereby all appeals must be made within 10 business days of the alleged violation. This appeal process is available at http://www.uccs.edu/Documents/pts/parking/appeal-application.pdf. All appeals must be made in person before the Parking Advisory Committee, comprising faculty, staff and students appointed by their respective governance groups.

e. **Office of the Dean of Students:** Article X of the Student Code of Conduct, available at http://www.uccs.edu/Documents/dos/Final%20Approved%20Code%20of%20Conduct%20Fall%202016%20.pdf, outlines the process for appealing a conduct decision. If a student appeals, the Conduct Appeal Board will consider first whether the student has articulated grounds for appeal. If so, the Conduct Appeal Board will then consider the appropriate remedy. If not, then the initial conduct decision stands.

f. **Department of Intercollegiate Athletics:** Students are given the ability to appeal any reduction and/or cancellation of their athletic scholarship in accordance with NCAA by-laws. This process is also fully outlined to the student in their letter of scholarship reduction and/or cancellation.

g. **Student Life and Leadership**: The Club and Organizational Standards document, available online at https://orgsync.com/72323/files/741266/show, includes the process for appealing a student club and organization conduct decision.

5. Provide the institution's complaint policy and procedure and the web address where the public can find this information or attach as **Appendix B**:

UCCS Campus Policy 600-002 General Student Complaints addresses student complaints and is available at http://www.uccs.edu/Documents/vcaf/policies/2016/600-002.pdf.

The process for student complaints is outlined on the institution's website for compliance and ethics, available at http://compliance.uccs.edu/?page_id=973.

The Colorado Connect website publishes the following process for complaint resolution for distance students, and is available at http://www.uccs.edu/connect/sara.html:

Online and Distance Education Student Complaint Resolution
Online and distance education students may file a complaint at connect@uccs.edu by submitting a description, including year, term, course, section, and instructor if course-related, of the complaint and any remedy being sought, along with name and student identification number, and an e-mail and telephone number at which they may be reached.

Description of complaint resolution process
Upon receipt of a student complaint, Online & Academic Outreach (OAO) will evaluate whether there is sufficient information provided to allow the complaint to be referred and resolved. If not, OAO will contact the student requesting specific additional information. Once there is sufficient information available, OAO will forward the information via Cherwell to the appropriate campus unit. Upon receipt, that unit is expected to make contact with the student within five business days. The receiving unit will capture the resolution of the complaint in Cherwell. Each summer, OAO will review the complaints of the previous year and report a summary of them to the Associate Vice Chancellor for Online Education and Initiatives.

Students who have exhausted opportunities for resolution and are unsatisfied with their resolution may file a complaint with the Colorado Department of Higher Education. Additionally, students residing outside of Colorado may file complaints with their state's agencies.

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 University reviews complaints as one means of determining improvements to the student experience on campus. These reviews may be integrated at the department level and may result in changes to services, procedures or policies. The following are examples of changes that are the result of student feedback.

a. The **Office of Admissions and Records:** Admissions and Records is continually revising its policies and procedures in response to feedback from students, parents, and employees. Examples include changes to drop-add dates, extensive changes to the online student portal, remodeling the front service desk area, development of a new website for the Registrar's functions, new procedures to request and pay for transcripts, and streamlined committees to help review admissions and residency appeals.

b. The **UCCS Bookstore** received complaints for not allowing customers to use a debit card to secure a textbook rental. This practice also seemed incongruous with the University's desire to mitigate student credit card debt. The Bookstore then carefully selected a rental program vendor who allowed debit card use for student, and the issue was thus resolved in fall 2015.

c.   The University's **Family Development Center** has seen an increase in the number of children who present with food allergies. After receiving complaints of issues related to food allergies, the Family Development Center purchased small refrigerators for every classroom so that each classroom could keep allergy substitutes and food within each classroom. This greatly increased the accuracy of providing children with their correct food and provided an equal number of food replacement items for the classrooms.

d.   The **Office of Financial Aid** has worked to continually improve the notifications that are sent to students and their families regarding financial aid status and eligibility. Programs are offered every Friday in February to assist students and their families in meeting the priority filing date for financial aid and scholarship applications. Notices are sent to students yearly to remind them about the importance of renewing their financial aid application as well as the summer financial aid process.

e.   The **Office of Residence Life and Housing** conducts regular follow-up and discussion of complaints among its staff, resulting in changes to its processes. Examples include the Fall Move-In Procedures and the Early Arrival Procedures.

f.   The **Department of Intercollegiate Athletics** had a minor complaint about financial aid agreements with student-athletes. Students complained that Financial Aid and Intercollegiate Athletics were not sending consistent information to the student-athletes. Intercollegiate Athletics and Financial Aid created a new process to satisfy both offices' needs and to maintain compliance with all NCAA regulations. Further, the process was streamlined to be more user-friendly for student athletes. The new financial aid agreement process has been well received by all parties involved.

g.   The **Department of Public Safety** received multiple requests for body cameras. It deployed these cameras and further modified procedures for body camera use from "when viable" to "if at all possible." This increased officer-use of body cameras, which assists Public Safety in many ways, including in the investigation of a student complaint against an officer.

h.   A repetitive complaint in the **Student Wellness Center** involved the state mandate for Measles, Mumps and Rubella ("MMR") and meningitis immunization records. To address this increasing issue over the past three years, the Wellness Center has implemented the following actions:
   - Attending orientations to collect records.
   - Delivering notifications, including prior to orientation, after a registration hold is placed, and prior to the opening of registration.
   - Searching for immunization records on a student's transcript if the student fails to bring records to orientation.
   - Searching the state immunization registry for Colorado students' immunization records.
   - Any records that are found online or through transcripts are immediately entered to prevent holds on a student's account.

i.   Complaints and feedback in the **University Center** have resulted in changes to UCCS Policy #400-001: Scheduling and Use of University Facilities and Physical Space, available at

http://www.uccs.edu/Documents/vcaf/policies/2015/400-001FacilitiesUse.pdf, changes to resources and services available at the information desk, and upgrades to certain furniture and lounge areas.

UCCS continues to improve services in response to students' University-related complaints and to incidents on a national level.

For example:
- The University created a 50-person Task Force to conduct a needs assessment of the campus LGBT community. The Task Force outlined an action plan, which included the development of an LGBTQ Resource Center within the UCCS Multicultural Office for Student Access, Inclusiveness and Community (MOSAIC) and the construction of gender-neutral or all-gender bathrooms.
- The Office of Parking and Transportation Services overhauled parking lot naming conventions and offered a greater variety of permits to improve the affordability and availability of parking on campus, especially during peak hours.
- In 2013, the Campus Compliance Coordination Committee created a Task Force to review the services on campus for campus community members with disabilities, to address compliance with the Americans with Disabilities Act.
- In 2014, in response to conversations about campus violence in the national media, all students and employees were required to attend informational training sessions regarding sexual assault and harassment. The training sessions included how to identify it, how to support peers, and how the campus reporting process works.
- In 2015, in response to racial conflict occurring in Missouri, the Chancellor held a campus-wide diversity forum to reaffirm the campus commitment to inclusivity, discuss concerns, and provide the opportunity for greater awareness of national events. The forum was the beginning of an ongoing series of campus discussions.
- In 2015, a Strategic Communication Task Force was formed and began work to address concerns of the campus about transparency and communication on campus. A reorganization of the campus communication functions is in progress.

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

Related HLC Requirement: Assumed Practice A.4.

Publication of Transfer Policies

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

UCCS abides by the Colorado Department of Higher Education (CDHE) Statewide Transfer and Pathways Policy, available online at http://highered.colorado.gov/Publications/Policies/Current/i-partl.pdf. In June 2016, CDHE added a new state-wide policy for Prior Learning Assessment which stipulates recognition of transfer credit for prior learning via International Baccalaureate programs, Advanced Placement exams, College-Level Examination Programs (CLEP), and DANTES Subject Standardized Tests. The Prior Learning Assessment policy is available at http://highered.colorado.gov/Publications/Policies/Current/i-partx.pdf.

The Office of Admissions and Records maintains a campus website dedicated to helping students and families navigate the transfer process. The institution's transfer policies, process, criteria, orientation, and other transfer-related advising materials are located at http://www.uccs.edu/admissions/transfer.html. This page is accessible from the UCCS home page under Admissions. The Transfer website provides a link to Transferology.com, a resource in which students may create an account to look up specific courses and exams that may transfer among institutions in Colorado and several institutions outside Colorado. Transfer policies are also disclosed in the course catalog, available at http://catalog.uccs.edu/.

The Office of Veteran and Military Student Affairs, available at http://www.uccs.edu/military/index.html, outlines its policies for review of military instruction and experiences that may transfer for credit toward a degree. The Military Transfer Credit information is available at http://www.uccs.edu/military/current-students/military-transfer-credit.html, and includes the UCCS Military Transfer Credit Policy, available at http://www.uccs.edu/Documents/military/forms/Military Transfer Policy.pdf.

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.].)

Articulation agreements are disclosed on the transfer website at http://www.uccs.edu/transfer/transfer-credit-advising.html and are shown by both student type (e.g., community college, four-year transfer) and by location (in-state and out-of-state). Students have access to all state-wide articulation agreements, transfer guides for non-articulated programs, Pikes Peak Community College and Pueblo Community College's Best Choices advising guides, state-wide guaranteed transfer information, and state reverse transfer information on the transfer website. Course equivalencies can be found through the Transferology system, which allows students to view course equivalencies for all Colorado schools and a high number of out-of-state institutions. The transfer website provides a link to the Transferology resource.

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?

Transfer credit is processed through the Department of Degree Audit and Transfer Credit. Course transferability strictly adheres to campus and system transfer policies. After initial entry and evaluation, an automated degree audit system applies courses to degree requirements based on these policies and any applicable articulation agreements. The Department works closely with academic advisors and faculty to review policies and automated transfer equivalencies on an as-needed basis throughout the year. Some manual adjustments are needed for some students in order for the University to accommodate program- and major-specific requirements. The Department is generally able to handle those manual adjustments before or during the student's attendance at a mandatory orientation session. Students can view their transfer credit through their student portal or degree audit as soon as one week after admission to UCCS.

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

Attached as **Appendix F**.

For more information see Federal Requirement 34 CFR §602.249(e).

Related HLC Requirement: Assumed Practice A.5.

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?

The Office of Admissions and Records verifies identities through the application as well as tuition classification processes. Once a record is created and identifying information is stored in the student database, the Department of Information Technology (IT) receives a direct feed from the student database system to create an IT account for the student. The student must claim the IT account by providing certain personal data and setting a password prior to enrolling in courses.

The institution collects biographical, demographic, and prior education information on the admissions application. The information includes but is not limited to full name, home and mailing address, date of birth, gender, ethnicity (optional), Social Security or Tax Identification Number (both optional), high school and colleges attended, and prior degrees received. All of this information is maintained in the CU student information system ("CU-SIS") database. As supporting credentials, like high school transcripts, college transcripts and standardized test scores are received by the institution, the application information is verified prior to an admissions decision. Once admitted, the database allows for students to claim their IT accounts by using portions of their personal data and immediately setting a password, including secret questions to reset a forgotten password. Students are advised to protect this password and required not to share it with anyone. Students log into their IT account to register for classes and submit forms directly to various campus offices. Students use the same account to log into the campus Learning Management System.

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?

A $100 online course fee is assessed for each fully online course in which the student is enrolled.

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

The online course fee is disclosed on the bursar's website, available at http://www.uccs.edu/bursar/tuition-and-fees/fall-2016/tuition-and-fee-descriptions.html#index_S; in the tuition calculator, available at http://www.uccs.edu/bursar/estimate-your-total-bill.html; in the Expenses section of the current Academic Catalog, available at http://catalog.uccs.edu/content.php?catoid=12&navoid=746; and on the student's bill. The tuition calculator is an interactive tool that estimates a specific student's tuition based on that student's specific circumstances. Thus, it is not able to be captured in PDF form.

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?

The verification methods include only requesting the minimum identifying and secure information from the student. The student database system is secure with a limited number of staff receiving access. The student database also automatically sends information to IT over a secure connection that is encrypted and designed to communicate only between the two systems. Student data used to create and maintain accounts within the IT organization are also secure with limited number of staff receiving access. Finally, only the student can claim the specific account. If a student forgets a password, only the student should know the secret questions.

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

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.)?

The institution was recertified on September 11, 2012 and will be recertified again on March 31, 2018.

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

November 3-5, 2015.

    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.

Not applicable.

    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?

The Department of Education made one finding in its December 2015 Program Review. This finding related to inaccurate record keeping for discrepancies between class schedules and transcripts, which the Department believed to indicate that the institution failed to include all attempted hours on a student's unofficial and official transcript. In response, the institution stated that SAP progress was monitored by the Office of Financial Aid, and the institution removed all attempted hours from students' transcripts. At the end of each grading period, the Office of Financial Aid sends letters to students with all hours both attempted and earned, along with the SAP status. If a student fails to meet SAP, then the Office of Financial Aid notifies the student. These actions met the Department's requirements, and the Department both noted that no further action was required and closed the finding.

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

None.

    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?

None.

    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 (participation ended in 2008, not currently participating)
        ☒ Federal Direct Stafford Loan
        ☒ Direct PLUS Loan
        ☒ Federal Supplemental Educational Opportunity Grant
        ☒ Federal Work Study
        ☒ Perkins Loans
        ☒ Academic Competitiveness Grant (participation ended in 2008, not currently participating)

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?

The institution's financial ratios as reported in the HLC's Annual Institutional Update are shown here along with a Composite Financial Index (CFI) developed for the University of Colorado by KPMG Accounting Firm.

Primary Reserve Ratio Calculation

	FY 2015	FY 2014	FY 2013
Institution unrestricted net assets	228,398.00	1,177,650.00	1,019,861.00
Institution expendable restricted net assets	423,933.00	448,402.00	390,116.00
Component Unit (C.U.) unrestricted net assets	67,820.00	82,253.00	72,735.00
C.U. temporarily restricted net assets	725,630.00	704,386.00	554,479.00
C.U. net investment in plant	-6,076.00	-3,284.00	-1,011.00
Numerator Total	1,439,705.00	2,409,407.00	2,036,180.00

Institution operating expenses	3,174,697.00	2,937,220.00	2,731,247.00

Institution non-operating expenses	72,015.00	67,229.00	68,850.00
C.U. total expenses	156,885.00	142,184.00	155,564.00
Denominator Total	3,403,597.00	3,146,633.00	2,955,661.00
Primary reserve ratio	0.43	0.77	0.69
Primary reserve strength	3.23	5.80	5.23
Primary reserve weight	0.38	0.38	0.38
Primary reserve CFI	1.21	2.17	1.96

Net Operating Revenue Ratio Calculation

	FY 2015	FY 2014	FY 2013
Institution operating income (loss)	-155,767.00	-125,867.00	-103,127.00
Institution net non-operating revenues	217,013.00	361,916.00	264,642.00
C.U. change in unrestricted net assets	-14,433.00	9,518.00	-621.00
Numerator Total	46,813.00	245,567.00	160,894.00
Institution operating revenues	3,018,930.00	2,811,353.00	2,628,120.00
Institution non-operating revenues	289,028.00	429,145.00	333,492.00
C.U. total unrestricted revenues	139,659.00	149,431.00	156,002.00
Denominator Total	3,447,617.00	3,389,929.00	3,117,614.00
Net operating revenue ratio	0.01	0.07	0.08
Net operating revenue strength	1.29	5.62	4.20
Net operating revenue weight	0.05	0.05	0.05
Net operating revenue CFI	0.06	0.28	0.21

Return on Net Assets Ratio Calculation

|	FY 2015	FY 2014	FY 2013
Change in net assets plus C.U. change in net assets	198,985.00	455,455.00	308,980.00
Total net assets + C.U. total net assets (beginning of year)	3,512,622.00	4,046,755.00	3,737,775.00
Return on net assets ratio	0.06	0.11	0.08
Return on net assets strength	2.36	5.64	4.2
Return on net assets weight	0.20	0.20	0.20
Return on net assets CFI	0.47	1.13	0.84

Viability Ratio Calculation

	FY 2015	FY 2014	FY 2013
Expendable net assets (from Primary Reserve Numerator)	1,451,857.00	2,415,975.00	2,038,202.00
Institution long-term debt (total project-related debt)	1,707,630.00	1,508,897.00	1,405,104.00
C.U. long-term debt (total project- related debt)	69,782.00	70,475.00	71,780.00
Total long-term + C.U. debt (total project-related debt)	1,777,412.00	1,579,372.00	1,476,884.00
Viability ratio	0.82	1.53	1.38
Viability strength	2.03	3.82	3.46
Viability weight	0.38	0.38	0.38

Viability CFI	0.76	1.43	1.30

	FY 2015	FY 2014	FY 2013
Total Composite Financial Indicator Score	2.48	5.00	4.40
Comment	Financial data reflect the CU system	Financial data reflect the CU system	Financial data reflect the CU system

Below is the CFI as developed by KPMG and presented by the Office of the Vice President for Budget and Finance called University Finances: A Report on University Funding in FY 2015.
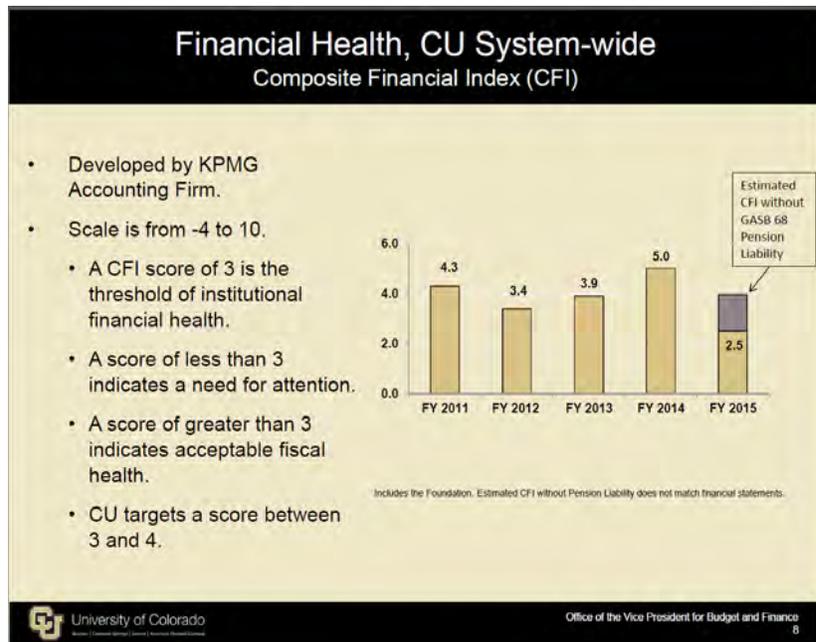
Additional resources are uploaded into the Evidence Folders within the Assurance Argument: the CU Financial Report, the CU Current Funds Budget, and the CU Budget Databook, which include data for UCCS as well as the other CU institutions.

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.*)

No concerns have been raised at this time.

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.)

RETURN TO RESULTS

START HERE GO FURTHER
FEDERAL STUDENT AID

School Default Rates
FY 2012, 2011, and 2010

Record 1 of 1

OPE ID	School	Type	Control	PRGMS		FY2012	FY2011	FY2010
004509	UNIVERSITY OF COLORADO AT COLORADO SPRINGS 1420 AUSTIN BLUFFS PARKWAY COLORADO SPRINGS CO 80918-3735	Master's Degree or Doctor's Degree	Public	Both (FFEL/FDL)	Default Rate	2.8	2.7	5.9
					No. in Default	62	54	96
					No. in Repay	2,143	1,934	1,625
					Enrollment figures	12,729	13,019	13,174
					Percentage Calculation	16.8	14.8	12.3

ENROLLMENT: To provide context for the Cohort Default Rate (CDR) data we include enrollment data (students enrolled at any time during the year) and a corresponding percentage (borrowers entering repayment divided by that enrollment figure). While there is no direct relationship between the timing of when a borrower entered repayment (October 1 through September 30) and any particular enrollment year, for the purpose of these data, we have chosen to use the academic year ending on the June 30 prior to the beginning of the cohort year (e.g., FY 2012 CDR Year will use 2010-2011 enrollment).

Current Date : 10/27/2015

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?

The institution's default rates are lower than those of other institutions.

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.

UCCS uses the loan services and counseling services embedded within the U.S. Department of Education's loan website, available at www.studentloans.gov. Federal loan programs include direct subsidized loans, direct unsubsidized loans, direct PLUS loans, and the Perkins loan. Further disclosure is available on the "Educational Loans" section of the UCCS Financial Aid website, available at http://www.uccs.edu/finaid/types/loans.html. Students are eligible for federal financial aid only by submitting a Free Application for Federal Student Aid (FAFSA).

UCCS does participate in direct private educational loans to students. However, the student does have the option to borrow through a private lender in addition to or in lieu of a federal student loan. There is also a specific webpage for students who are interested in this option of financing, available at http://www.uccs.edu/finaid/types/loans/alt.html. No specific lenders are promoted by UCCS.

Financial Aid staff try to discourage students from this choice since interest rates and terms might have a negative impact on students and/or the co-signer. However, there are times when the student and/or co-signer have excellent credit and the interest rate is lower than Federal Direct Loan fees and rates.

If the student submits a private loan certification to the office, the student must complete the private loan counseling session, which is available at www.mappingyourfuture.org, and once that is received in the office, the institution will then certify the loan with that loan company.

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?

The Offices of Public Safety, Intercollegiate Athletics, and Financial Aid are each responsible for preparing, reviewing for accuracy, and submitting the reports on time.

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?

The Department of Campus Compliance designed a website page, available at http://www.uccs.edu/about/consumer.html, to comply with the Student Consumer Information/Student Right to Know Act. The website provides current and prospective students with resources and campus metrics in a variety of areas related to general institutional information, athletics, disability services, student services, student financial aid, campus security, student outcomes, and accreditation relationships.

While the Department of Campus Compliance ensures the Student Consumer Information site is in good working order, each department is responsible for the content, maintenance, and accuracy of the information posted on the department's webpage.

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.

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.)

UCCS discloses two consortial relationships in the Annual Institutional Update. One is a consortial agreement between the Helen & Arthur E. Johnson Beth-El College of Nursing and Health Sciences (Johnson Beth-El for short) and the University of Nebraska-Omaha for a program in medical lab science.

- Medical Lab Science. The University of Nebraska Medical Center provides medical lab science coursework that is transferable into the Health Care Science (BS) program at UCCS. Nebraska provides an 8-hour student lab and 35 hours of clinical rotations for a total of 43 hours or 36% of the 120 hours required for the BS in Health Care Sciences with a Medical Lab Science option. The consortial relationship began and was approved by the HLC for August 1, 2010. The relationship exists until terminated.

- Registered Nursing Degree Completion. The Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences coordinates with several Colorado community colleges, including Arapahoe, Colorado Northwestern, Front Range, Lamar, Northeastern Junior, Morgan, Otero, Pikes Peak, Pueblo, and Trinidad Community College for an associate-to-bachelor's program in registered nursing. The community colleges provide approximately 56-58 credit hours of instruction which count towards the 126 hours needed to earn the Bachelor of Science in Nursing at UCCS, with 12-15 hours allowed to be taken during dual enrollment. The relationship began and was approved by the HLC for October 27, 2010. The relationship exists until terminated.

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.

Academic Catalog	www.catalog.uccs.edu/
Financial Aid	www.uccs.edu/finaid/about.html
Bursar	www.uccs.edu/bursar/
Institutional Research	www.uccs.edu/ir
Sponsored Programs	www.uccs.edu/osp/research-compliance.html
Clery Act (Public Safety)	www.uccs.edu/asr and http://www.uccs.edu/pusafety/index.html
Athletics	http://gomountainlions.com/sports/2014/6/30/GEN_0630145949.aspx
Compliance Office	http://compliance.uccs.edu/
Transfer Info	http://www.uccs.edu/transfer/transfer-process/transfer-criteria.html

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**.

UCCS websites and materials regarding tuition and fees are updated after the University of Colorado Board of Regents approves proposals, usually annually in March.

The campus relies on internal review processes to ensure that published material is accurate, and assigns units responsible for various materials. These reviews are based on what is required for the published material. The review process consists of the responsible unit requesting feedback and updates from subject matter experts on campus. Included in Appendix S is one example of this process and is a list of the subject areas and the section owners for the University's catalogue edit process.

The Office of the Registrar / Office of Admissions and Records provides admissions and enrollment policies to all current and prospective students, including enrollment, residency, deadlines, program and course information, privacy/FERPA guidelines, and a variety of additional resources and forms. Information is available at http://www.uccs.edu/registrar and in hard copy in the office. The Office of the Registrar also coordinates UCCS2GO, a mobile app available at http://www.uccs.edu/uccs2go for students to see a campus map, their course schedule, grades, finances, and a shopping cart to add/drop courses. The Office of the Registrar has internal processes to ensure that all of the information it is responsible for publishing is accurate.

The "About UCCS" website, available at http://www.uccs.edu/about.html, includes student consumer information related to Higher Education Opportunity Act at http://www.uccs.edu/about/consumer.html. The UCCS Compliance Office also publishes a variety of required information for students and the public at http://compliance.uccs.edu/.

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

Related HLC Requirements: Criterion 2, Core Component 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**.

Appendix T is a PDF version of the institution's recruitment brochure, the UCCS Viewbook. It is available online at the admissions website at http://www.uccs.edu/admissions.html. The Viewbook is also available in hard copy and distributed by the Office of Student Recruitment.

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

Advertising and recruitment information is posted on the Admissions website at http://www.uccs.edu/admissions.html.

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.**

The Office for Student Recruitment updates various websites to include appropriate information. The "About UCCS" website includes Student Consumer Information, available at http://www.uccs.edu/about/consumer.html. The "Viewbook," available at http://www.uccs.edu/admissions.html, is revised, updated, and published both electronically and in hard copy each year.

The UCCS University-Wide Marketing Integration Team comprises representatives from each of the University's colleges and schools and other marketing-driven offices. The team provides leadership and stewardship in the conveying of the University brand and ensuring consistent messaging. The team also manages online advertising and television commercials.

The Recruitment Marketing Committee consists of the Director of Marketing, the Director of Recruitment, the Executive Director of Enrollment Management, and other support staff, who collaborate on messaging for student recruitment. This committee is responsible for the development of and updates to recruitment-based publications.

The Office of the Registrar / Office of Admissions and Records makes available to current and prospective students information related to policies including enrollment, residency, deadlines, program and course information, privacy/FERPA guidelines, and a variety of additional resources and forms. Information is available at http://www.uccs.edu/registrar and in hard copy in the office via the Student Registration Handbook published each semester, also available at http://www.uccs.edu/Documents/cic/Fall%202016/Fall%202016%20(Web%20Version).pdf. The Office of the Registrar also coordinates UCCS2GO, a mobile app for students who can login to see a campus map, their

course schedule, grades, finances, and a shopping cart to add/drop courses. It is available at http://www.uccs.edu/uccs2go.

The Student Recruitment Office and the Marketing Department collaboratively review and/or coordinate other departments' review of information contained within recruitment publications annually for use in the following year's recruitment cycle. The Office of the Registrar reviews publications internally and/or coordinates other departments' review of enrollment-related policies and processes. All reviews of both recruitment-related and enrollment-related information pieces involve collaborative efforts with various units on campus to ensure thoroughness and accuracy.

The UCCS Compliance Office also publishes a variety of required information for students and the public at http://compliance.uccs.edu/.

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

The Mark of Affiliation is available at http://www.uccs.edu/ir/standard-reports/accreditation.html and links directly to the Higher Learning Commission's Statement of Affiliation Status at http://www.ncahlc.org/?option=com_directory&Action=ShowBasic&instid=1039.

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

Related HLC Requirements: Criterion 2, Core Component 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?

UCCS monitors program reviews and institutional improvement through a variety of student outcome measures including degree conferrals, retention rates, graduation rates, and licensure exam pass rates. Additional measures of student success after completion, such as subsequent employment or advanced education, are tracked as much as possible through student alumni surveys and by utilizing the Student Tracker services provided by the National Student Clearinghouse. Much of these outcome data are published by the Office of Institutional Research and are available at http://www.uccs.edu/ir/data/outcomes.html (Outcomes) or http://www.uccs.edu/ir/data/surveys.html (Survey Results). UCCS reviews professional licensure outcomes via the following exams: (1) National Council Licensure Exam for Registered Nurses, (2) Uniform Certified Public Accountants Exam, (3) Praxis Series exams for teacher certification in Colorado, (4) Fundamentals of Engineering and Practice of Engineering Exams, and (5) National Counselor Exam and Counselor Preparation Comprehensive Exam. The licensure exam pass rates are summarized at http://www.uccs.edu/Documents/ir/outcomes/ExamSummary.pdf.

Many of the same outcomes are used to measure overall campus performance and the implementation of strategic priorities built into the University Board of Regents' Performance Metrics. The performance metrics are online in an interactive format at http://www.cu.edu/budgetpolicy/regent-metrics-2015.

Program Reviews also include collecting a variety of information about enrollment, curricula, staffing, and other data related to student outcomes. A Program Review of a specific academic unit is conducted every seven years by the Academic Program Review Panel, as outlined in UCCS Campus Policy 200-006: Academic Program Review, available at http://www.uccs.edu/Documents/vcaf/policies/2014/200-006.pdf. The faculty-led Program Review Committee has developed a template of common enrollment data to be incorporated into Program Review reports.

33. List the types of student outcome data available to the institution or attach as **Appendix V**:

The Office of Institutional Research posts online aggregated student outcomes. These include retention rates, graduation rates, persistence rates, licensure exam pass rates, and alumni survey results online. It also provides program-level data for program reviews upon request. Data included in program reviews are courses taught, sections taught, credit hours taught, course enrollments, service hours (course instruction provided to students in other programs), the number of students enrolled in program majors or minors, degrees conferred, and faculty positions. Alumni surveys are administered by the Office of Institutional Research and are used to determine student satisfaction, learning outcomes, and employment rates. University Advancement and other institutional units may administer their own surveys. The National Student Clearinghouse provides the Director of Alumni Relations and the Director of Institutional Research to determine whether UCCS students have enrolled in further study at another institution.

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

As described above, academic program reviews require departments to examine trends in enrollments and graduation. At the campus level, enrollment, retention, graduation, and other outcome measures are incorporated into the strategic plan, regent metrics, and the University of Colorado performance contract with the state. Retention has been a specific focus over the past five years. Examples of efforts to meet the strategic goal of increasing retention rates for first-year and other students include:

- **Gateway Program Seminar:** Annual retention data continually showed that students who enrolled in a freshman transitions class (now called GPS 1010 Gateway Program Seminar) had 10-15% higher retention rates than those students who did not take the class. As a result, enrollment in GPS 1010 was incorporated into the general education Compass Curriculum and made mandatory for all entering freshmen in Fall 2014.
- **University Studies Program:** Freshmen with one or more risk factors (such as index score below 92, high school GPA below 3.00, and/or designated as an intent or undecided major) typically had significantly lower retention than those students with no risk factor (20-29% lower). The data also showed a high correlation between use of student support services, like Excel Centers and academic advising, and retention. The University Studies program was created in Fall 2015 to embed Excel Center usage, academic advising, campus engagement, and other intentional support services into specially designed GPS 1010 courses. Although this program is only in its first year, these changes appear to have made an impact on fall GPA and spring enrollment, with at-risk students registering at a higher rate than previous at-risk students (**Retention Studies Analysis)**.
- **Mathematics Placement Test:** Academic performance is a key indicator of retention and graduation. Students who don't do well academically, particularly in high-risk courses like mathematics, have substantially lower retention rates than freshmen who earn higher grades. The Mathematics Placement Test (MPT) was developed to connect students to the appropriate level math course. Prior to this, students could register for a math class without having met any of the pre-requisites for the course. Starting in the Fall 2013, students had to qualify to get into every math course either by taking the pre-requisite course or scoring high enough on the Math Placement Test. With the implementation of the mandatory placement, College Algebra success rates increased

15%, Business Calculus success rates increased over 20%, and Calculus 1 success rates increased roughly 8%.

- **Academic Advising:** 2011 **NSSE data** and **Graduating Senior Exit** revealed that students were not satisfied with advising and did not feel a strong connection to their advisor. Based on these results and feedback on accessibility of academic advisors, Academic Advising added advisors and began to assign students to specific advisors based on major/area of interest. Additional group advising was added during busy registration times. These changes improved the student to advisor ratio from 700:1 in Fall 2011 to 600:1in Fall 2015. The UCCS Senior survey showed that the mean advising satisfaction score went up from 3.52 in 2012 to 3.75 in 2014. Freshmen who meet with an academic advisor at least one time have a 20% higher retention rate (**Academic Advising Retention Analysis**). Based on the data and student survey responses, Academic Advising has incorporated success coaching and developmental advising into first-year advising in summer 2016.
- **UCCS*lead* Leadership Certificate Program:** The high retention rates (100% in 2013 and 2014) for students involved in leadership programs such as the Chancellor's Leadership Class (CLC) and LIVE Leadership and the high interest in the programs by qualified students prompted the creation in 2015 of UCCS*lead,* a co-curricular student leadership certificate program. Three levels of leadership certification include leadership development workshops, academic leadership coursework, community service, mentoring, and participation in leadership positions on campus.
- **Co-curricular Involvement**: Data tracking through Mountain Lion Connect (Org Sync) shows that UCCS freshmen who are involved in clubs and attend UCCS events have significantly higher retention rates (75% versus 60% for the Fall 2014 cohort) and earn higher grade point averages than those students who do not participate in either. Because of these results, student programming for new freshmen has been expanded to an additional week prior to the traditional orientation week, and the number of student programs throughout the first five weeks of classes during the Fall semester has been increased substantially.
- **Graduate School Retention Specialist:** A lack of data about graduate student retention resulted in the hiring of a recruitment and retention specialist in the Graduate School. The Graduate School and Institutional Research are working on expanding data analysis to include graduate students. The specialist supports graduate retention efforts, including providing professional development, graduate student association, and funding (although most funding is available through departments).
- **Success coaches** were added in 2013 to address the needs of **at-risk first-year students**. Originally in the Office of First Year Experience, beginning in Fall 2016 they will work directly with Academic Advising to provide comprehensive first year developmental advising.
- In Summer 2015, the **Strengthening Institutions Program**, funded by a Title III U.S. Department of Education grant, launched a pilot summer bridge program with 13 conditionally admitted students. These students earned a higher Fall GPA than the average Fall GPA, and 100% of the students were enrolled for the subsequent Spring semester.
- In fall 2014, the **Compass Curriculum**, the first campus-wide set of general education, was launched for all incoming first-time freshmen. The Compass Curriculum is based on increasing student engagement by exposing them to a variety of high-impact practices demonstrated to have positive effects on student outcomes, including persistence and graduation.
- Over the past several years, the **Office of Veteran and Military Student Affairs** (OVMSA) has conducted a series of student-veteran focus groups. Several key support initiatives for first-year student-veterans and beyond have resulted from the feedback provided during these focus groups (**OVSMA Focus Group Feedback**). Some of the changes include the adoption of a specific orientation session for veterans, a new military transfer credit policy, priority registration for all veterans, and a Gateway Seminar Transitions Course for new student-veterans. Additionally, another significant improvement has been the establishment of a new student veteran center in the Summer of 2016 to support all UCCS student-veterans.

In addition, the Prioritization Project of 2014 incorporated student outcomes in an evaluation of programs resulting in a final report used to prioritize resource allocations. The Prioritization Project assessment outcomes were scored by campus panels of faculty and staff. Combined with scores for other factors, the programs were ranked and prioritized to guide the allocation of resources as per the general guidelines of Robert Dickeson's *Prioritizing Academic Programs and Services* and as mandated by the University of Colorado Board of Regents.

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.

The Scorecard is incorporated into institutional, system, and state reviews of student outcomes.

- The data are reviewed annually and compared to peer institutions to inform tuition rate changes and financial aid strategies. For example, the loan repayment rate (88%), the percent of students receiving loans (50%), the typical student debt ($21,000), and the typical monthly loan payment ($233) that are in the College Scorecard and the Cohort Default Rate (2.8%) are positive indications of affordability and cost efficiency relative to peer institutions and national norms. The Scorecard and associated measures help UCCS gauge whether the costs of attendance are appropriate. The College Scorecard is reposted on the Institutional Research website, available at http://www.uccs.edu/ir/standard-reports/guidebooks.html, where additional documentation and input data (such as IPEDS surveys) are also available.

- Data in the College Scorecard are incorporated in annual performance metrics of student success for the University of Colorado Board of Regents at http://www.cu.edu/budgetpolicy/5-year-history-board-regents%E2%80%99-metrics-campus-goals.

- The Colorado Commission on Higher Education performance contract with The University of Colorado, is available at http://highered.colorado.gov/Academics/PerformanceContracts/currentcontracts/CU%20System%20Contract%20Signed%203-13.pdf.

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

Related HLC Requirements: Criterion 4, Core Components A–C; Assumed Practice 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 Office of Institutional Research maintains outcome data, including course completion rates, alumni surveys, licensing examinations, graduation and persistence rates, and other enrollment and program information online at www.uccs.edu/ir/data/outcomes.html. Campus policy #100-016 External Reporting, available at http://www.uccs.edu/Documents/vcaf/policies/2015/100-016ExternalRpt.pdf, ensures accuracy and accountability in all external reports by establishing procedures for data extraction and record-keeping.

The Provost's Office maintains records regarding academic program reviews. Per University of Colorado Board of Regents Policy 4C: Academic Program Review, available at http://www.cu.edu/printpdf/regents/policy-4c-academic-program-review, University of Colorado Administrative Policy Statement 1019 – Implementation of Regent Policy on Program Review, available at http://www.cu.edu/sites/default/files/1019.pdf, and UCCS Campus Policy 200-006: Academic Program Review, available at http://www.uccs.edu/Documents/vcaf/policies/2014/200-006.pdf, the Provost's Office schedules program reviews for each program every 5-7 years. Program reviews are not published online.

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

The Office of Institutional Research publishes that data online at www.uccs.edu/ir/data/outcomes.html.

For more information, see Council for Higher Education Accreditation (CHEA) Recognition Standard 12B.1.

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.

Agency Name: Standing:

- Network of Schools of Public Policy, Affairs, and Administration (NASPAA): Good Standing
- Commission on Collegiate Nursing Education (CCNE): Good Standing
- Council for the Accreditation of Educator Preparation (CAEP): Good Standing
- American Chemical Society (ACS): Good Standing
- Association to Advance Collegiate Schools of Business (AACSB): Good Standing
- Accreditation Council for Education in Nutrition and Dietetics (ACEND): Good Standing
- American Psychological Association (APA): Good Standing
- Accreditation Board for Engineering and Technology (ABET): Good Standing
- Council for the Accreditation of Counseling & Related Educational Programs (CACREP): Good Standing

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

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

The Mark of Affiliation with links to HLC documentation and a list of specialized accrediting bodies is available at http://www.uccs.edu/ir/standard-reports/accreditation.html.

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

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

Public Notification of Opportunity to Comment

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

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

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

In cases where comments are of a sensitive nature, HLC ensures that the commenter is aware that comments are typically forwarded to the institution and the evaluation team with identifying information intact. In some cases, HLC may redact the identifying information of the commenter or summarize the comment.

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

The University sent all undergraduate and graduate students emails inviting them to participate in the HLC anonymous survey.

It also sent emails to all faculty and staff offering them notice of the opportunity to comment.

Further, the following additional constituencies will have received notice of the opportunity to comment:

- 22,831 alumni.

- 4,985 current parents.

- 1,556 donors who have given within the last five years.

- 34 Chancellor's ambassadors.

- 125 university partners.

The University also published a press release of the opportunity to comment on its Press Release website, available at http://pressreleases.uccs.edu/?p=3043, for the public and members of the local media. It has also published the notice on its Twitter social media page.

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

The campus solicited comment from internal stakeholders, including faculty, staff, and students, via electronic mail and the UCCS Communique, an electronic campus newsletter.

The campus solicited comment from alumni via electronic mail sent with Salesforce. In total, 26,078 alumni received this message.

Further, the campus issued a press release about the HLC visit via electronic mail, social media, and on its website. Specifically, the press release was sent to 59 regional media outlets, including daily and weekly newspapers, radio stations, and television stations. The Colorado Springs Gazette, the community's daily newspaper and the largest media outlet in the region, used the press release to create its own announcement which was published on Sept. 29. See http://gazette.com/comments-about-uccs-sought-for-accreditation-renewal/article/1586682 . The press release summary is included in Appendix Y and is also available at http://pressreleases.uccs.edu/?p=3043.

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.

Not applicable.

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.

Not applicable.

    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.

Not applicable.

    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.

Not applicable.

    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.

Not applicable.

    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.

Not applicable.

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.

    ✓ = attached as appendix
    • = included in this form

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