Federal Compliance Filing by Institutions

Effective September 1, 2016 – August 31, 2017

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

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

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

Institution name: Minneapolis Community and Technical College

Main contact in the financial aid office: Angela Christensen

Number of staff members in the financial aid office: 8

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

In May 2016, financial aid staff attended a three day financial aid conference that was sponsored by the Minnesota Association of Financial Aid Administrators (MAFAA). This conference had numerous sessions presented by a U.S. Department of Education trainer. Also, four staff members attended the Federal Student Aid training conference in Las Vegas in December of 2015.

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**.

    Appendix A attached and supplements B1-B3 are included within the document.

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

Audience: Institutions
Form
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Process: Federal Compliance Filing
Contact: 800-621-7440
Page 1

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).

Appendix A attached.

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.

    Please see document labeled **Question 3**.

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

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

Institutional Records of Student Complaints

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

    Students are encouraged to resolve complaints first with the employee(s) involved (if employees are involved), for which students may have a representative in attendance. Next, the student can file a formal complaint with the student complaints officer (SCO) through the Office of Student Rights and Responsibilities. The SCO gathers evidence for the complaint from relevant parties using the "Initial Fact Summary Report." After a review is complete a "Final Findings Report" is issued to the student.

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

    Appendix B attached.

6.   Provide an aggregated report of the number and type of complaints received since the last comprehensive evaluation by HLC and explain their resolutions.

    Appendix C attached.

7. How does the institution integrate what it has learned from the complaint process into improvements in services or in teaching and learning?

    The SCO conducts trainings on the most frequent causes of student complaints with relevant departments and teams. For example, the SCO presented with the director of student support and compliance and the director of quality initiatives to the College's Executive Committee on the student complaint process and how to intervene early to better serve students and the institution. Data presented on complaint types and frequency – including about instructor/employee to student communication - have fed into projects such as the Service Quality Project, which led to creating a College-wide Service Quality Survey. These data also informed the "Resolving Our Own Troubles" (ROOT) Mediation process now used on campus.

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

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

Audience: Institutions
Form
Published: March 2016 © Higher Learning Commission

Process: Federal Compliance Filing
Contact: 800-621-7440
Page 2

Publication of Transfer Policies

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

   Transfer policies are published on the website in multiple locations and in the Enrollment Guide for students.

   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**.

   Appendix D attached.

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 at the College-level are shared through a website called Minnesota Transfer (mntransfer.org), which is maintained by the Minnesota State Colleges and Universities System. Information for students is located at: http://www.mntransfer.org/students/students.php Students can find courses and programs that have articulation agreements to and from MCTC.

   Articulation agreements that are specific to programs can also be found on the website's program pages. An example is the Accounting articulation agreement found on the bottom of the Accounting program page here: http://www.minneapolis.edu/Educational-Programs/Business/Accounting

   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.

   Appendix E attached.

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 decisions are made primarily by the Transfer Specialists (TS), and on occasion by the Assistant Registrar and the Registrar (both former Transfer Specialists) using the established criteria as stated in MCTC Policy 3.02. Transfer decisions are restricted to highly trained specialists to ensure the correct criteria are applied. TSs are expected to attend Minnesota State system sponsored trainings, regional meetings and annual Transfer conferences and are expected to use and monitor listserv communications, system office policy updates and legislative changes. This helps ensure MCTC is in compliance with Minnesota State laws and Minnesota State system and MCTC college policies. Ongoing training is provided by the TSs to the Academic Advisors on MCTC and Minnesota State policies and transfer criteria. Transfer Specialists collaborate with faculty and the Academic deans or subject matter experts as needed when making transfer and equivalency decisions. The college maintains professional subscriptions to American Association of Collegiate Registrars and Admissions (AACRAO) to monitor industry transfer policy standards are applied where appropriate. They also have memberships in related organizations such as The Connection for International Credential Evaluation Professionals. The TSs are responsible for maintaining the student facing web pages and for meeting with students to interpret the policy and procedures related to transfer. Finally, TSs respond to inquiries from students and staff through email at records@minneapolis.edu and through the Ask Us! application.

Audience: Institutions
Form
Published: March 2016 © Higher Learning Commission

Process: Federal Compliance Filing
Contact: 800-621-7440
Page 3

Links that TSs use to organize their work include:

- http://www.dars.mntransfer.org/UserConf/index.html

- http://www.dars.mntransfer.org/support/index.html

- http://www.dars.mntransfer.org/transferology/index.html

- http://www.dars.mntransfer.org/training/index.html

- http://www.dars.mntransfer.org/project-reports/index.html

- http://www.dars.mntransfer.org/news/index.html

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

Appendix F is not attached; MCTC does not have these data.

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

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

Practices for Verification of Student Identity

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

☒ Yes

☐ No

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

All students that enroll in the Minnesota State College and University System, of which MCTC is a part, receive a unique identification code called a StarID. Current MCTC students, new transfer students and visiting Minnesota State students can register for MCTC classes by logging into eServices using a secure login and password. Online services are only available through this access. This includes access to registration and student account information, Office365 (email, calendar, OneDrive), and Desire2Learn BrightSpace, MCTC's learning management system. Students who take online courses must login with their StarID each time they enter the system.

Minneapolis Community and Technical College does not offer correspondence courses.

A StarID is unique across the Minnesota State system and is utilized by all system institutions.

All employees are required to conduct online Data Privacy training. All Minneapolis Community and Technical College faculty have access to student information only in their classes or assigned to them as advisors. Other staff members have access to information appropriate to the duties of their position.

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

☒ Yes

☐ No

Audience: Institutions
Form
Published: March 2016 © Higher Learning Commission

Process: Federal Compliance Filing
Contact: 800-621-7440
Page 4

14. What are these additional costs?

There is an additional tuition cost.

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

These costs can be found on this public webpage: http://www.minneapolis.edu/Paying-for-College by anyone. In addition, after students register for a course in e-Services, fees are displayed prior to final registration and students must enter their password to confirm registration. This is an additional confirmation that students understand the fees associated with course registration.

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

Appendix G attached.

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

Signing into any application related to registration, financial aid and other personal information requires a password that can only be changed with a STARID and answering verification questions.

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

Related HLC Requirement: Core Component 2.A.

Title IV Program Responsibilities

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

17. General Program Responsibilities

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

Provisional Certification until March 31, 2019.

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

March 2014

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**.

Appendix H documents attached.

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.

Audience: Institutions
Form
Published: March 2016 © Higher Learning Commission

Process: Federal Compliance Filing
Contact: 800-621-7440
Page 5

N/A

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.

All Minnesota State (formerly MnSCU) Colleges were placed on sanctions in July 2013. This stemmed from the State of Minnesota's failure to complete and submit the statewide audit in a timely fashion. See document in Appendix I.

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

MCTC's Financial Aid Office and Finance Department worked together to find a solution to operate under heightened cash monitoring. This process works very well and was later presented as a best practice to other colleges. MCTC has received confirmation that subsequent audits have been submitted in a timely manner. See Appendix I.

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

There are no consequences for the identified challenges related to heightened cash monitoring. The College has an appropriate fund balance and is able to manage this seamlessly.

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?

There were no findings.

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

☒ Pell Grant
☐ Federal Family Education Loan
☒ Federal Direct Stafford Loan
☒ Direct PLUS Loan
☒ Federal Supplemental Educational Opportunity Grant
☒ Federal Work Study
☐ Perkins Loans
☐ Academic Competitiveness Grant

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

Appendix I documents attached.

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?

Audience: Institutions
Form
Published: March 2016 © Higher Learning Commission

Process: Federal Compliance Filing
Contact: 800-621-7440
Page 6

All audits have been clean in regards to no findings. The composite financial index (CFI) has been 1.39, 2.28, and 2.65 for fiscal years 2014, 2015, and 2016 respectively. The index for fiscal years 2015 and 2016 is without GASB 68.

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

We have not received any fines, penalties, letters of credit, or other requirements imposed by the Department.

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.)*

The College has taken actions to increase CFI over the past several fiscal years, and these efforts have been successful. The plan is to continue with sound fiscal management practices with the expectation that the CFI will continue to incrementally increase.

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

N/A

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

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

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

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

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

Year 1: FY2012 - 21.5

Year 2: FY2011 - 21.0

Year 3: FY2010 - 23.7

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?

In an effort to continue to reduce the default rate, MCTC has expanded its default management plan. Some of these increased and expanded efforts include:

Audience: Institutions
Form
Published: March 2016 © Higher Learning Commission

Process: Federal Compliance Filing
Contact: 800-621-7440
Page 7

- Partnership with Northstar (now Great Lakes) to do outreach with at risk borrowers.
- An MCTC staff member emails and calls students who are at risk.
- Financial literacy infused into student orientation sessions.
- Promote the use of GradReady online product.
- Financial literacy infused into the First Year Student Experience (FYST) courses.
- Repayment presentations offered at Student Success Days.
- Creation of a Financial Literacy Committee.
- Mailing of repayment resources to students who withdraw, graduate or attend less than 6 credits.
- Partnership with Power of You Department in delivering financial wellness workshops to their students.
- Partnership with Student Life Department in the Coffee and Culture Initiative to discuss money as a cultural concept.
- Proactively reaching out to current students informing them of their aggregate loan amounts, servicers, and loan repayment options.

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

N/A

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.

MCTC will process private loans from any company that the student has chosen to do business with. We have no relationship or affiliation with any of the private loan companies.

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

Appendix L attached.

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?

This is a joint responsibility of Public Safety, the Office of Strategy, Planning and Accountability, Student Services and Marketing and Communications.

Audience: Institutions
Form
Published: March 2016 © Higher Learning Commission

Process: Federal Compliance Filing
Contact: 800-621-7440
Page 8

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.

In the most recent Department of Education Program Review, MCTC was cited for its failure to indicate at which location the "hate crimes" occurred in their ASR. MCTC corrected the report immediately and revised the internal procedures for producing future ASR's.

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**.

Appendix M attached.

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?

This is a joint responsibility of Public Safety, the Office of Strategy, Planning and Accountability, Student Services and Marketing and Communications.

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

Audience: Institutions
Form
Published: March 2016 © Higher Learning Commission

Process: Federal Compliance Filing
Contact: 800-621-7440
Page 9

d. Explain any findings related to any of the required disclosures listed in question 21 and corrective action plans the institution may have put together to remedy the findings.

   N/A

e. Attach copies of the information disclosed to students and provide the web address where this information is made available to the public as **Appendix N**.

   Appendix N attached.

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

Related HLC Requirement: Assumed Practice A.6.

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

a. Are these policies readily available to students?
   ☒ Yes
   ☐ No

b. Do they satisfy state or federal requirements?
   ☒ Yes
   ☐ No

c. Does the institution have any findings from the Department regarding these disclosures?
   ☐ Yes
   ☒ No

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

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

   Appendix O attached.

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.

Audience: Institutions
Form
Published: March 2016 © Higher Learning Commission

Process: Federal Compliance Filing
Contact: 800-621-7440
Page 10

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.

    N/A

    (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.

    N/A

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

For more information see Federal Requirement 34 CFR §668.5.

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

Required Information for Students and the Public

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

    Appendix R documents attached.

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

    Six important disclosures including the student complaint and grievance process are described in the new student enrollment guide (Appendix R). In addition, links to these and other required disclosures are provided on this webpage under "Accreditation": http://www.minneapolis.edu/About-Us/Accreditation/Disclosures.

Audience: Institutions
Form
Published: March 2016 © Higher Learning Commission

Process: Federal Compliance Filing
Contact: 800-621-7440
Page 11

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**.

MCTC departments regularly update information on their webpages when processes or policies change, for example http://www.minneapolis.edu/Paying-for-College, which shows fees for the current academic year. Marketing documents are dated or indicate for which semester the information is relevant. MCTC's new AskUs! feature allows students to search relevant information with keywords and find knowledge articles that are updated as new information is available. Policies, fees and other key information is covered in new student orientations, which are required for all first-time students and are conducted before every semester start date.

Appendix S documents are examples of accurate, timely and appropriate information provided to students**.**

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

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

Advertising and Recruitment Materials and Other Public Information

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

☒ Yes

☐ No

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

Appendix T documents are examples of accurate, timely and appropriate information provided to new and current students**.**

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

- Admissions page: http://www.minneapolis.edu/Admissions
- Academy, admissions and campus life brochures: http://www.minneapolis.edu/About-Us/Publications
- Latino students: http://www.minneapolis.edu/Admissions/Latino-Students
- Power of YOU program: http://www.minneapolis.edu/Admissions/Power-of-YOU
- Star Scholars: http://www.minneapolis.edu/Admissions/Star-Scholars

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.**

Audience: Institutions
Form
Published: March 2016 © Higher Learning Commission

Process: Federal Compliance Filing
Contact: 800-621-7440
Page 12

Marketing documents are dated or indicate for which semester the information is relevant. MCTC has a communications calendar that shows which communications are sent, when and to what audience, which is being used to streamline communications to students. Appendix U provides documentation of current processes which have helped to improve college-to-student communications over the last year. MCTC recently hired a chief communications officer who will work with the Marketing and Communications department and key communicators to improve communications further. Finally, the College implemented a knowledge-base for students called AskUs! that is continually updated with knowledge articles. Staff answer students questions not found in AskUs! and subsequently publish the response as a knowledge article that all students can access.

Appendix U documents attached.

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

MCTC's Accreditation webpage shows the mark of affiliation: http://www.minneapolis.edu/About-Us/Accreditation

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

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

Review of Student Outcome Data

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

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

The types of data the institution gathers and receives regarding student outcomes fall under three major categories: annual external reports, annual internal reports, and ad hoc internal reports.

The external reports are those that the Minnesota State System Office gathers and reports to our institution. System Office collects data for the IPEDS Data Feedback Report, the Gainful Employment Disclosure Reports, and the disclosure for the Student Right-to-Know Act and submits these to the U.S. Department of Education. Our institution then receives the final reports annually. The System Office also gathers data and reports on the Strategic Framework Performance Measures which are provided to and summarized by MCTC's Office of Strategy, Planning & Accountability (SPA).

SPA internally collects, analyzes, and summarizes student outcome data in the form of three major reports for the institution: Data Shop, a semiannual college fact book; Program Review, a comprehensive annual report of enrollment, course success, persistence and completion, and employment data by academic program; and Evaluation of Course Offerings, a report used to identify at-risk programs through further analysis of academic program data. These reports are all generated from queries of data in the student records system, which SPA analysts have access to (with the exception of employment data, which are gathered from the Graduate Follow-Up Survey conducted by SPA as well.)

Audience: Institutions
Form
Published: March 2016 © Higher Learning Commission

Process: Federal Compliance Filing
Contact: 800-621-7440
Page 13

Lastly, ad hoc internal reports are in-depth analyses of data from the student records system and are conducted by either SPA research analysts or contracted researchers. These reports are requested by college leadership to investigate a variety of research questions related to persistence, completion and overall student success.

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

Attached as **Appendix V**.

Appendix V attached.

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

Between 2009 and 2011, college-wide planning centered on increasing the college's graduation rate and first-year retention rate, beginning with the launch of a Graduation Task Force in Fall 2009. The finding that the College's IPEDS report showed a 9% graduation rate for first-time, full-time students was the catalyst for this Task Force. By reviewing data on student outcomes by demographics, it was clear that African American males had the poorest outcomes and intervention was needed. Several student success initiatives resulted from the Task Force work. (Two initiatives, including one focused on African American students, have continued through 2017: Intrusive Advising and the African American Educational Empowerment Program.) Since FY12, student success outcomes have formed the foundation of the college's strategic planning process. Specifically, two "Overarching Institutional Goals" (Student Success and Educational Equity) drive the college's Strategic Action Plans. While these Strategic Action Plans have evolved over the years, each plan has included a focus on first-year retention, accelerating progress through developmental education, and provided structured/guided success pathways for students. All three of these have been informed by national research and college data on student outcomes, as described below.

Developmental Education. Since 2011, the college has commissioned three external reports of student success and developmental education that supported significant modifications in curriculum delivery.
- Charting Student Success I found that the best predictor of success (retention/transfer/graduation) for incoming students is their developmental education placement.
- Charting Student Success II report found 98% of incoming first-time students at MCTC place into developmental coursework, and "students with the lowest skill levels, often from under-represented groups, rarely advanced to college-level skills" using the existing sequences.
- A Developmental Education Comparison Report allowed us to benchmark our processes and outcomes with that of three other Minnesota State system colleges. Data from these three reports was shared at multiple college and faculty meetings between 2011 and 2013. Subsequently, faculty in multiple departments have either modified curriculum to accelerate students through completion of gateway courses or increase students' ability to begin college-level courses.
- Some departments (e.g., Philosophy, Heating/Ventilation/Air Conditioning) eliminated math prerequisites that they determined were not necessary for student success in existing courses.
- New, research-based national curriculum models have been adopted and results were reported back out to the College in summer 2014. The Math Department adopted the Carnegie Foundation's Statway statistics pathway as alternative to the standard algebra-based developmental pathway. The English Department adopted the Accelerated

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Form
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Contact: 800-621-7440
Page 14

Learning Program, the co-requisite delivery model developed by the Community College of Baltimore County, as an alternative to the department's two-course English sequence.

- As national research mounts about lack of validity of Accuplacer as a sole measure for course placement, the Minnesota State system last year offered colleges the option of piloting multiple measures systems for course placement. In September 2016, MCTC joined a multi-college grant project led by MDRC and Community College Resource Center to establish multiple measures for course placement.

First-Year Retention. Spurred by System Office and college data showing that virtually all attrition of two-year college students in the state and at MCTC occurs in the first year, the college launched a college-wide First-Year Retention Committee in Fall 2015. The committee has identified five objectives aimed at increasing first-year retention including increasing the number of students completing a FAFSA, using College email, using the Learning Center and seeing an advisor. These strategies came from a First-Year Retention report which was shared with other Minnesota State colleges in 2016.

Structured/Success Pathways. National data and MCTC data show community college students accumulate excess college-level credits prior to graduating due to changing majors or inaccurate course selection. As a result, many research organizations (Community College Research Center, Completion by Design, Complete College America) recommended community colleges adopt a structured, guided pathways model. As a result, "guided/success pathways" has been a key part of the college's Strategic Action Plan since FY12. The college will launch these pathways in fall 2017 and reorganize the College into 8 schools.

Other areas of planning and improvement that strategically use student outcome data include the following:

Transfer. Since 2011, the Minnesota State colleges and universities system has systematically tracked transfer outcomes and reported these in annual reports to the state Legislature. In 2014 the legislature mandated that the system "develop a plan to implement multi-campus articulation agreements that lead to baccalaureate degree completion..." The system is in the process of developing 28 Transfer Pathways plans. MCTC will adopt these Transfer Pathways for the disciplines it offers at the college to improve student transfer outcomes. Four of the these pathways will be in place within the next year.

Differential impacts. More than half of MCTC's student body are low-income, students of color. One of the college's two "Overarching Institutional Goals" is Educational Equity, ensuring success for all students. Thus, the college's Office of Strategy, Planning and Accountability takes pro-active steps to evaluate how initiatives and policies are impacting under-represented students to ensure educational equity. Examples of these analyses include an analyses of satisfactory academic progress, administrative withdrawals and equity in first-year retention. An expansion of Academic Program Review Data in 2015 to include breakdowns of all data by such categories as race/ethnicity, income status, developmental education placement status, age, gender, etc.

Program review. Since Fall 2014, MCTC's Academic Affairs Division has conducted an annual program prioritization process that focuses on student outcomes and financial viability of each program and department. As part of this process, now called "Annual Evaluation of Academic Offerings," student outcomes data include "employment and wages for occupational program, student load default rates, and transfer value for transfer programs." The data and process for evaluating the programs was first developed in Fall 2014 and is updated annually. Evidence that this data has been used to make academic program decisions includes:
- Documents outlining the rationale for suspending six programs in Fall 2014.

- Letters to faculty in Fall 2015 requesting Improvement Plans from programs, including plans for improving student outcomes.

In addition to the Annual Evaluation of Academic Offerings described above, the college also produces an annual Academic Program Review that faculty in departments can use to guide program improvement each year. Program Review Data can be found here.

Assessment of institutional and program learning outcomes. Program Learning Outcomes. Every academic year, each academic program/department conducts an analysis of student learning with respect to program learning outcomes. There are two reports produced each year for each department. The first is an analysis of student learning outcomes by program/department faculty. The second is an evaluation of the faculty report conducted by the dean. Also, since 2014, the college has participated in the American Association of Colleges and Universities Minnesota Collaborative Project to test the use of VALUE rubrics for the evaluation of core learning outcomes. This large project has been one of the College's ongoing Academic Quality Improvement Program (AQIP) action projects. A report on student learning outcomes was provided to faculty during Fall 2016 opening week.

Institutional effectiveness. Finally, MCTC is in the process of finalizing a set of institutional key performance indicators that include student outcomes such as retention rate, graduation rate, transfer rate and related employment rate. These indicators will drive a new planning framework for the College. The College will use student outcome studies mentioned above (e.g., First-Year Retention Study) to select performance indicators for divisions. For example, MCTC data show that FAFSA completion and seeing an advisor in the first term impact retention, so these measures will be used by Student Affairs to gage division performance on meeting institutional goals.

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 college works to align its planning with both federal and state data tracking systems. Many of the student outcome measures the college has used for planning and program review correspond to data that is used in the College Scorecard. The IPEDS Graduation Rate used in the Scorecard was the primary data point that informed the work of the college's Graduation Task Force. Because of the strong role transfer plays in student success at community colleges, MN State and MCTC now track a more comprehensive completion rate that includes both graduation and transfer. Using the state measure allows us to benchmark our performance relative to other Minnesota State colleges in our region.

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

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

Publication of Student Outcome Data

Student outcome data should be made available to the public through the institution's website—for instance, linked to from the institution's home page, included within the top three levels of the website or easily found through a search of related terms on the website—and should be clearly labeled as such.

Audience: Institutions
Form
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Process: Federal Compliance Filing
Contact: 800-621-7440
Page 16

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?

All academic programs, both liberal arts departments and awards and all career/technical education programs, are included in the annual Program Review files available on the Strategy, Planning and Accountability SharePoint site.

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

SPA SharePoint site: https://minneapolisedu.sharepoint.com/AA/SPA/SitePages/Reports.aspx

MCTC's "About Us" pages include Student Right to Know data and a link to Data Shop: http://www.minneapolis.edu/About-Us

Related HLC Requirement: Assumed Practice A.6.

Standing With State and Other Accrediting Agencies

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

All programs that are accredited are listed on this website: http://www.minneapolis.edu/About-Us/Accreditation .

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**.

Appendix W documents attached**.**

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.

Program provide information about accreditation status available on program pages on the website. An example disclosure is shown in Appendix X.

Appendix X attached.

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

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

Public Notification of Opportunity to Comment

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

Notices should include:

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

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

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

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

    See Appendix Y.

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

    MCTC used targeted email groups (see Appendix Y) and provided opportunity to comment information on the public website under Accreditation: http://www.minneapolis.edu/About-Us/Accreditation/Notice-of-Opportunity-to-Comment

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

Audience: Institutions
Form
Published: March 2016 © Higher Learning Commission

Process: Federal Compliance Filing
Contact: 800-621-7440
Page 18

☒ 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.
    N/A

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.

       N/A

    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.

       N/A

    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.

       N/A

    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.

       N/A

    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.

       N/A

List of Appendixes

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

Assignment of Credits, Program Length and Tuition
Appendix A.......... Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours

Institutional Records of Student Complaints
Appendix B......... Institutional complaint policy and procedure, and web address

Audience: Institutions
Form
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Process: Federal Compliance Filing
Contact: 800-621-7440
Page 19

Audience: Institutions
Form
Published: March 2016 © Higher Learning Commission

Process: Federal Compliance Filing
Contact: 800-621-7440
Page 20

APPENDICES

Appendix A

https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/Evidence/FC_Appendix%20A_Worksheet%20for%20Institutions%20on%20the%20Assignment%20of%20Credit%20Hours%20and%20Clock%20Hours.pdf

Question 3

https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/Evidence/FC_Question%203_ProgramLengthandDifferentials.pdf

Appendix B

https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/_layouts/15/WopiFrame.aspx?sourcedoc=%7B01FA6A5A-9FE7-4811-9F8F-7E9C090C71BF%7D&file=FC_Appendix%20B_Student%20Complaints%20Policy%20and%20Procedure%20Links.docx&action=default

Appendix C

https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/_layouts/15/WopiFrame.aspx?sourcedoc=%7B5385DFBD-05A7-41B5-8502-F4F38EE44F9F%7D&file=FC_Appendix%20C_Student%20Complaint%20Data%20and%20Resolutions.xlsx&action=default

Appendix D

https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/_layouts/15/WopiFrame.aspx?sourcedoc=%7BD62A0811-AC0D-43F6-8301-425A78FCF196%7D&file=FC_Appendix%20D_Transfer%20Credit%20Information.docx&action=default

Appendix E

https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/_layouts/15/WopiFrame.aspx?sourcedoc=%7B6DF41596-E174-4B52-90B9-BFF3133CB012%7D&file=FC_Appendix%20E_List%20of%20Articulation%20Agreements.docx&action=default

Appendix F

N/A

Appendix G

https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/_layouts/15/WopiFrame.aspx?sourcedoc=%7B1871EFEB-0AEA-43B1-B278-30828306A970%7D&file=FC_Appendix%20G_Disclosures%20of%20Additional%20Costs%20and%20Web%20Address.docx&action=default

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Process: Federal Compliance Filing
Contact: 800-621-7440
Page 21

Appendix H

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https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/Evidence/FC_Appendix%20H_MCTC%20Response%20to%20Program%20Review.pdf

https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/_layouts/15/WopiFrame.aspx?sourcedoc=%7BF42EDB49-C8C0-4005-96F3-E7A4ABB120A3%7D&file=FC_Appendix%20H_Financial%20Ratios%202012-2016.xlsx&action=default

https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/_layouts/15/WopiFrame.aspx?sourcedoc=%7B7988FCC5-C731-488E-8BC2-2CDE46E2FB05%7D&file=FC_Appendix%20H_Links%20to%20recent%20financial%20reports.docx&action=default

https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/Evidence/FC_Appendix%20H_Minnesota%20State%20Supplemental%20Financial%20Report%202015.pdf

Appendix I

https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/Evidence/FC_Appendix%20I_%20Fin%20aid%20notice-USDOE%206%2019%2013.pdf

https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/_layouts/15/Lightbox.aspx?url=https%3A%2F%2Fminneapolisedu.sharepoint.com%2Fcommittees%2FHLCVisit3_2017%2FEvidence%2FFC_Appendix%20I_Confirmation%20of%20audit%20submittal.PNG

Appendix L

https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/_layouts/15/WopiFrame.aspx?sourcedoc=%7BF30A6F76-772B-4A6F-9799-670281D2B169%7D&file=FC_Appendix%20L_Criteria%20for%20Lender%20List%20at%20MCTC.docx&action=default

https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/_layouts/15/WopiFrame.aspx?sourcedoc=%7BA3BC8D7D-272F-4B59-9CFA-8F7C5D1C4732%7D&file=FC_Appendix%20L_MCTC%20Private%20student%20loans.docx&action=default

Appendix M
https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/_layouts/15/WopiFrame.aspx?sourcedoc=%7B1FCC71D6-3894-4D2C-9150-71CD521DC972%7D&file=FC_Appendix%20M_Disclosures%20-%20campus%20crime%20athletics%20financial%20aid.docx&action=default

Appendix N

https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/_layouts/15/WopiFrame.aspx?sourcedoc=%7B2D958363-C04B-42FD-945B-

Audience: Institutions
Form
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Process: Federal Compliance Filing
Contact: 800-621-7440
Page 22

4D491A3F8440%7D&file=FC_Appendix%20N_Disclosures%20-%20equity%20in%20athletics.docx&action=default

Appendix O

https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/_layouts/15/WopiFrame.aspx?sourcedoc=%7B6C5AA920-8C8C-4A35-B8B9-BA25DE4314A4%7D&file=FC_Appendix%20O_SAP%20Dates%20and%20Deadlines%202017%20-%202018.docx&action=default

Appendix R

https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/_layouts/15/WopiFrame.aspx?sourcedoc=%7B90E6E20A-AA5E-4D02-ADBC-BA25EE6557FE%7D&file=FC_Appendix%20R_College%20Catalog.docx&action=default

https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/Evidence/FC_Appendix%20R_Enrollment%20Guide.pdf

https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/_layouts/15/WopiFrame.aspx?sourcedoc=%7B28561B15-04F9-4AA6-8C6D-801BEC101D52%7D&file=FC_Appendix%20R_Student%20Electronic%20Handbook%20AskUs.docx&action=default

Appendix S

https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/Evidence/FC_Appendix%20S_Dream%20Act.pdf

https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/Evidence/FC_Appendix%20S_Open%20House%20Flyer.pdf

https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/Evidence/FC_Appendix%20N_Enrollment%20Guide.pdf

https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/Evidence/FC_Appendix%20S_Student%20Complaint%20Office.pdf

https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/Evidence/FC_Appendix%20S_Veterans%20Upward%20Bound.pdf

Appendix T

https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/Evidence/FC_Appendix%20T_Open%20House%20Flyer.pdf

https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/Evidence/FC_Appendix%20T_Power%20of%20You%20Get%20Ready.pdf

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Audience: Institutions
Form
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Process: Federal Compliance Filing
Contact: 800-621-7440
Page 23

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https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/Evidence/FC_Appendix%20T_Fin%20Aid%20Flyer.pdf

Appendix U

https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/_layouts/15/WopiFrame.aspx?sourcedoc=%7B9BDD9877-74AD-49DF-9E3F-4809D3C2288F%7D&file=FC_Appendix%20U.a_Advertising%20and%20Recruitment%20Materials%20Policies%20and%20Processes.docx&action=default

https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/_layouts/15/WopiFrame.aspx?sourcedoc=%7BA2A812FA-AF5E-410E-B2E0-0A4ADE8F325D%7D&file=FC_Appendix%20U.b_Funnel%20Communication.docx&action=default

Appendix V

https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/_layouts/15/WopiFrame.aspx?sourcedoc=%7B02BD77C5-04CB-400C-B2AF-0E027FACE6E8%7D&file=FC_Appendix%20V_Student%20Outcome%20Data%20Types.docx&action=default

Appendix W

Accreditation Commission for Education in Nursing; Minnesota Board of Nursing (ACEN) Action Letter and Comprehensive Evaluation
https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/Evidence/FC_Appendix%20W_ACEN%20Action%20Letter%20and%20Comprehensive%20Evaluation.pdf

Commission on Dental Accreditation (CODA) Action Letter
https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/Evidence/FC_Appendix%20W_ACEN%20Action%20Letter%20and%20Comprehensive%20Evaluation.pdf

Commission on Dental Accreditation (CODA) MCTC Response Letter
https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/_layouts/15/WopiFrame.aspx?sourcedoc=%7B94E7D0A0-9422-46FD-845B-8B1C8A5265DC%7D&file=FC_Appendix%20W_CODA%20MCTC%20Response%20Letter.doc&action=default

Commission on Dental Accreditation (CODA) Response to MCTC Letter
https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/Evidence/FC_Appendix%20W_CODA%20Action%20Letter%20Follow-up.pdf

HVAC Excellence Action Letter
https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/Evidence/FC_Appendix%20W_HVAC%20Action%20Letter.pdf

HVAC Excellence Comprehensive Evaluation
https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/Evidence/FC_Appendix%20W_HVAC%20Comprehensive%20Evaluation.pdf

Commission on Accreditation of Allied Health Education Programs (CAAHEP) Action Letter
https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/Evidence/FC_Appendix%20W_PSO M%20CAAHEP%20Action%20Letter.pdf

Committee on Accreditation for Polysomnographic Technologist Education (CoA PSG) MCTC Response Letter, September 2016
https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/Evidence/FC_Appendix%20W_PSO M%20CoAPSG%20MCTC%20Response%20Sept%2030.pdf

Committee on Accreditation for Polysomnographic Technologist Education (CoA PSG) MCTC Response to MCTC Letter, October 2016
https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/Evidence/FC_Appendix%20W_PSO M%20CoAPSG%20Follow-up%20Letter%20Oct.%2010.pdf

Committee on Accreditation for Polysomnographic Technologist Education (CoA PSG) MCTC Response Letter, October 2016
https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/Evidence/FC_Appendix%20W_PSO M%20CoAPSG%20MCTC%20Response%20Letter%20Oct.%2025.pdf

Minnesota Department of Health Action Letter
https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/Evidence/FC_Appendix%20W_MD H%20CNA%20Action%20Letter.pdf

Minnesota Board of Peace Officer Standards and Training (POST) Action Letter
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Appendix X

https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/_layouts/15/WopiFrame.aspx?sourc edoc=%7B606AF5B1-C192-460E-A39B-30DC62402290%7D&file=FC_Appendix%20X_Specialized%20Accreditation%20Disclosures.docx&actio n=default

Appendix Y

https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/_layouts/15/WopiFrame.aspx?sourc edoc=%7BF1036F87-DF50-4B96-BDD4-3A9CF20F98C8%7D&file=FC_Appendix%20Y_Third%20Party%20Comment%20Communication%20Pl an.docx&action=default

https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/Evidence/FC_Appendix%20Y_Third -Party%20Comment%20Notice_Students.pdf

https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/Evidence/FC_Appendix%20Y_Third -Party%20Comment%20Notice_Employee%20Email.pdf

https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/Evidence/FC_Appendix%20Y_Third -Party%20Comment%20Notice_Employee%20MCTCConnect.pdf

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Form
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Process: Federal Compliance Filing
Contact: 800-621-7440
Page 25

https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/Evidence/FC_Appendix%20Y_Third-Party%20Comment%20Notice_Foundation%20Alumni%20List.pdf

https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/Evidence/FC_Appendix%20Y_Third-Party%20Comment%20Notice_MCTC%20Foundation%20Board.pdf

https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/Evidence/FC_Appendix%20Y_Third-Party%20Comment%20Notice_Partners,%20Community,%20Employers.pdf

https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/Evidence/FC_Appendix%20Y_Third-Party%20Comment%20Notice_Students.pdf

https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/Evidence/FC_Appendix%20Y_Third-Party%20Comment%20Notice_Website.pdf

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Page 26

URLs for Faculty/Staff Handbooks, Student Handbooks and Institutional Catalog

Faculty Handbook – Available electronically as "*Faculty Handbook – Faculty Orientation*" course (log in with StarID): https://minneapolis.ims.mnscu.edu/

Staff Handbooks: MCTC uses collective bargaining agreements. Four bargaining unit agreements are located through the Minnesota Office of Management and Budget:

- Minnesota State College Faculty (MSCF): http://www.minnstate.edu/system/hr/labor_relations/documents/2015_2017_MSCF_Contract.pdf
- American Federation of State, County and Municipal Employees (AFSCME): https://mn.gov/mmb/assets/contract-afscme-2015-2017-web-version-final_tcm1059-126976.pdf
- Minnesota Association of Professional Employees (MAPE): https://mn.gov/mmb/assets/contract-mape-2015-2017-web-version-final_tcm1059-126979.pdf
- Middle Management Association (MMA): https://mn.gov/mmb/assets/contract-mma-2015-2017-web-version-access-final_tcm1059-126980.pdf

Student Enrollment Guide:
https://minneapolisedu.sharepoint.com/committees/HLCVisit3_2017/Evidence/FC_Appendix%20R_Enrollment%20Guide.pdf

Student Electronic Database/Handbook:
http://mctc-studentservices.custhelp.com/?_ga=1.65215214.153528073.1410271776

Institutional Catalog:
https://mctc.decisionacademic.com/Catalog/ViewCatalog.aspx?pageid=viewcatalog&cataloggroupid=6&catalogid=8&topicgroupid=1161&loaduseredits=true&_ga=1.101980481.153528073.1410271776

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Page 27