COMPREHENSIVE QUALITY REVIEW REPORT

TO

University of Minnesota at Crookston
Crookston, Minnesota

November 9-11, 2015

FOR

The Higher Learning Commission
A commission of the North Central Association

EVALUATION TEAM

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I. BACKGROUND AND PURPOSE OF VISIT

A. Overview of CQR

A Comprehensive Quality Review (CQR) is required during the final year of the AQIP Pathway cycle and may also occur in the fourth year based upon institutional request or Commission determination. The goals of the CQR are to:

- Provide assurance that the institution is meeting Commission's Criteria for Accreditation. (With respect to the optional mid-cycle CQR, alert the organization to areas that need attention prior to its next Reaffirmation of Accreditation. Such concerns may be signaled during the Systems Appraisal process in the third year of the cycle.)
- Provide assurance that the institution is meeting the Federal Compliance Requirements (eighth year only).
- Facilitate the institution's continuing quality improvement commitment, confirming that a developing or established Continuous Quality Improvement (CQI) culture and infrastructure exist that advances organizational maturity in relation to the AQIP Pathway Categories.
- Verify any issues identified in Action Project Feedback Reports, Systems Appraisals or Commission actions.
- Validate process level development and deployment as described in the Systems Portfolio.
- Identify actions taken to minimize identified strategic issues and to alleviate potential accreditation issues.
- Review CQI priorities and progress including how Action Projects are integrated into an institution's overall performance improvement strategy.
- Review distance and/or correspondence education delivery if applicable (eighth year only).
- Evaluate distributed education (multiple campuses) if applicable (eighth year only).
- Develop an initial recommendation regarding Pathway eligibility (eighth year only).

B. Purpose of Visit and Institutional Context

The team conducted a comprehensive evaluation visit that included focused visits with multiple constituencies and review of federal compliance documents.

The University of Minnesota Crookston (UMC) is one of five statewide campuses within the University of Minnesota System, the land grant institution for the state of Minnesota. The UMC mission statement states "*the University of Minnesota, Crookston (UMC) is integral to the University's statewide land grant mission. The college provides its unique contribution through applied, career-oriented learning programs that combine theory, practice and experimentation in a technologically rich environment. UMC connects its teaching, research and outreach to serve the public good.*"
Over the last four years the institution has hired a new Chancellor and Vice Chancellor for Academic Affairs. The new leadership has brought a renewed interest in continuous quality improvement and data-driven decision-making.
As a result of UMC's renewed commitment to CQI, In its 2013-2014 strategic planning process, the U of M Crookston defined three strategic priorities: 1) Enrollment management including recruitment and retention, 2) Philanthropic engagement and regional support for the campus, and 3) developing a regional center for rural economic development

C. Unique Aspects or Additions to the Visit

None.

D. Additional Locations or Branch Campuses Visited (if applicable)

None.

E. Distance Delivery Reviewed
Not applicable.

F. Notification Related to Third Party Comments
Eight third party comments about UMC were submitted. No issues were identified.

II. COMPLIANCE WITH FEDERAL REQUIREMENTS

See Appendix.

III. FULFILLMENT OF THE CRITERIA FOR ACCREDITATION

CRITERION ONE: MISSION. The institution's mission is clear and articulated publicly; it guides the institution's operations.

Core Component 1A: The institution's mission is broadly understood within the institution and guides its operations.

Subcomponent 1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

Subcomponent 2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

Subcomponent 3. The institution's planning and budgeting priorities align with and support the mission.

Team Determination: _x_ Core Component is met
__ Core Component is met with concerns
__ Core Component is not met

Evidence:
- The University's mission was reviewed thoroughly by an extensive process in 2006-2007 and was approved by the Board of Trustees in May 2007.
- The mission focus on career-orientation stemming from the University's role as a land grant institution highlights unique characteristics of UMC.
- New program offerings must demonstrate alignment with the institution's mission and values.

Core Component 1B: The mission is articulated publicly.

Subcomponent 1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

Subcomponent 2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

Subcomponent 3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Team Determination: _x_ Core Component is met

____ Core Component is met with concerns

____ Core Component is not met

Evidence:
- UMC posts its mission, vision, and values on its campus website and throughout meeting rooms.
- The mission is presented publically on the University's website, through postings across campus, and in published documents.
- The mission clearly identifies the University's priorities in academic programming.

Core Component 1C: The institution understands the relationship between its mission and the diversity of society.

   Subcomponent 1. The institution addresses its role in a multicultural society.

   Subcomponent 2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Team Determination: _x_ Core Component is met

                            ____ Core Component is met with concerns

                            ____ Core Component is not met

Evidence:
- Human diversity, global perspective, ethical and civic responsibility, and people and the environment are part of the institution's ten learning goals.
- UMC has a full-time Director of Diversity and Multicultural Programs, a specialized program to support Korean and Chinese international students.
- The University has developed a ten-part program for faculty, staff and students that leads to an Equity and Diversity Certificate.

Core Component 1D: The institution's mission demonstrates commitment to the public good.

   Subcomponent 1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

   Subcomponent 2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

   Subcomponent 3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Team Determination: _x_ Core Component is met

                            ____ Core Component is met with concerns

                            ____ Core Component is not met

Evidence:
- The UMC mission strives to connect teaching, research, and outreach to serve the public good through the use of service learning programming and requirements.
- UMC advances its mission as a land grant institution through its continuing commitment to agricultural science.
- Career days and community-wide events are outreach activities designed to meet the needs of business and community stakeholders.

Team Determination on Criterion One:

    _x_ Criterion is met

    __ Criterion is met with concerns

    __ Criterion is not met

Summary Statement on Criterion:

The University of Minnesota at Crookston has a current, well-defined mission. It is made available through multiple venues and in multiple formats. Decisions for programming changes, additions, and deletions and student support services, as well as business and community-based collaborations and activities align with the mission and are consistent with UMC's values of integrity, excellence, diversity, innovation, and learner centeredness.

CRITERION TWO: Integrity: Ethical and Responsible Conduct. The institution acts with integrity; its conduct is ethical and responsible.

Core Component 2A: The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.

Team Determination: _**X**_ Core Component is met
                         __ Core Component is met with concerns
                         __ Core Component is not met

Evidence:
- UMC HR website provides links to University policies on standards and ethical processes such as the Minnesota's Board of Regents Code of Conduct, Guide to Research Compliance and Acceptable Use of Technology.
- UMC utilizes reporting mechanism such as Ethics Points that allows for the UMC community to anonymously report activities that may violate University policies, rules or regulations.
- UMC policies are based on the U of M System which guides its compliance involving research on human subjects through the Institutional Review Board.

Core Component 2B: The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Team Determination: _**X**_ Core Component is met
                         __ Core Component is met with concerns
                         __ Core Component is not met

Evidence:
- UMC employs electronic media such as its website to publish information pertaining to programs, requirements, cost to students, and its accreditation relationships.
- UMC has each academic program outlined on the website and catalogue that includes various items such as mode of delivery, admission requirements, general requirements, and program requirements.
- UMC provides academic support through academic advisors to students on campus and online. These advisors keep students abreast of advising and services in order to help students successfully matriculate through their degree programs.

Core Component 2C: The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

Subcomponent 1. The governing board's deliberations reflect priorities to preserve and enhance the institution.

Subcomponent 2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

Subcomponent 3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

Subcomponent 4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Team Determination: _X_ Core Component is met

                                       __ Core Component is met with concerns

                                       __ Core Component is not met

Evidence:
- UMC's governing board is a 12 member board elected by the legislature of Minnesota's eight congressional districts. The election process is open and public.
- UMC 's Board policies include maintaining high ethical standards and being cognizant of conflicts of interest.
- UMC governing board policies include approving programs and policies that align and help UMC fulfill its institutional mission.

Core Component 2D: The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Team Determination: **_X_** Core Component is met

                                       __ Core Component is met with concerns

                                       __ Core Component is not met

Evidence:
- UMC has administrative policies such as Teaching and Learning: Instructor Responsibilities and Teaching and Learning: Student Responsibilities that outline expectations that govern faculty and students.
- UMC policies on academic integrity for faculty and students are embedded within the U of M System of administrative policies.
- UMC faculty Assembly has developed policies that guide the design of course objectives and rubrics guide peer evaluation of teaching.

Core Component 2E: The institution's policies and procedures call for responsible acquisition, discovery, and application of knowledge by its faculty, students, and staff.

   Subcomponent 1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

   Subcomponent 2. Students are offered guidance in the ethical use of information resources.

   Subcomponent 3. The institution has and enforces policies on academic honesty and integrity.

Team Determination: **X**__ Core Component is met

                                       __ Core Component is met with concerns

                                       __ Core Component is not met

Evidence:
- UMC procedures associated with scholastic dishonesty are contained within the U of M Procedures Resolving Student Conduct Code Violations.
- UMC has board policies that communicate expectations for teaching and researching-Academic Freedom and Responsibility, Animal Care and Use, and Openess in Research**.**
- U of M System requires training for faculty involved in research through the Research Education and Oversight Office**.**

Team Determination on Criterion Two:

_**X**_ Criterion is met
__ Criterion is met with concerns
__ Criterion is not met

Summary Statement on Criterion:

UMC has policies in place to ensure that the University operates with integrity and is responsible and ethical in its practices. Many of its policies, which are guided by the U of M, clearly outline standards and expectations associated with research, teaching and learning for both faculty and students. Its Board, which oversees the U of M System, is driven by policy expectations of high ethical and moral behavior and practices that align with helping UMC carry out its mission.

CRITERION THREE: Teaching and Learning: Quality, Resources, and Support. The institution provides high quality education, wherever and however its offerings are delivered.

Core Component 3A: The institution's degree programs are appropriate to higher education.

Subcomponent 1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

Subcomponent 2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

Subcomponent 3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Team Determination: _X_ Core Component is met
__ Core Component is met with concerns
__ Core Component is not met

Evidence:
- UMC academic programs are approved by the Board of Regents of the University of Minnesota and are consistent with standards for higher education. The Board approves the University budget, capital improvement plans, and academic programs, sets tuition, and monitors and evaluates the performance of the institution.
- Each academic department develops the class schedule for its courses. Courses that are shared by multiple programs are scheduled collaboratively by faculty and department heads to ensure the fewest possible number of conflicts for students. Depending on the number of students in the various programs and delivery mode (on-campus or online), courses are scheduled for multiple sections per semester, once each semester, once per academic year, or on alternating year cycles. Prerequisite courses are scheduled to allow students to follow appropriate course sequencing. In all scheduling decisions, faculty and department heads strive to ensure that students can complete program and graduation requirements in four years of full-time study.
- UMC has identified Core Competencies or learning outcomes with performance indicators that are required of all programs.
- Programs have the same student learning outcomes regardless of delivery mode. Comprehensive program reviews address the entire program, including online and on-campus courses. The features of the UMC's online programming ensure that program quality and learning goals are consistent between online and on-campus courses.
- Equivalency of learning outcomes and levels of achievement in the College in the High School (CIHS) program is ensured by UMC faculty members. The UMC CIHS program has received

accreditation from the National Alliance of Concurrent Enrollment Partnerships (NACEP) and ensures equivalency according to NACEP guidelines.

Core Component 3B: The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

Subcomponent 1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

Subcomponent 2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

Subcomponent 3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

Subcomponent 4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

Subcomponent 5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Team Determination: _X_ Core Component is met
                                       __ Core Component is met with concerns
                                       __ Core Component is not met

Evidence:
- An integral part of all UMC degree programs, liberal education is the set of common understanding and skills essential to successful living in a modern society and to functioning as a whole person integrated into that society. Specifically, UMC has three core component areas of liberal education (communication, critical thinking, and working with others) that are integrated throughout the curriculum for every degree that underlie the Core Competencies of reading, speaking, writing, listening, using technology, teamwork, diversity, problem-solving, and applied learning.
- All Bachelor of Science degree programs require a minimum of 40 credits of liberal education; the bachelor's degree in an applied field has separately established liberal education requirements. UMC's 40 credit liberal education requirement for all Bachelor of Science degrees also meets the ten goal areas of the Minnesota Transfer Curriculum, a collaborative effort among two- and four-year public colleges and universities in Minnesota to help students transfer their work in liberal education.
- Graduates must complete courses that fulfill distribution requirements in the ten goal areas, either by transferring courses in or by taking the courses. The ten goal areas are communication, critical thinking, natural sciences, mathematics/logical reasoning, history and the social and behavioral sciences, the humanities, and fine arts, human diversity, global perspective, ethical and civic responsibility, and people and the environment and each is defined by associated learning outcomes statements.
- Diversity is one of UMC's Core Competencies with the learning outcome for students to understand and appreciate the similarities and differences in ability, behavior and/or beliefs among person of differing backgrounds. This Core Competency and its learning outcome is integrated into every academic program on campus.
- All tenure track faculty members are expected to have an active research agenda and each department's criteria for promotion and tenure includes a research requirement. Students are encouraged to contribute to scholarship, creative work, and the discovery of knowledge through

faculty research and scholarship.

Core Component 3C: The institution has the faculty and staff needed for effective, high-quality programs and student services.

Subcomponent 1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

Subcomponent 2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

Subcomponent 3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

Subcomponent 4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

Subcomponent 5. Instructors are accessible for student inquiry.

Subcomponent 6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Team Determination: _X_ Core Component is met

_____ Core Component is met with concerns

_____ Core Component is not met

Evidence:
- Tenure-track positions require a terminal degree; Professional and Administrative (P&A) instructional staff are required to have a master's degree or, in a few cases, a minimum of 18 graduate credits in the field in which they will be teaching. Many P&A instructional staff have a terminal degree.
- An analysis was conducted during 2013-2014 that identified programs and teaching areas in which a large percentage of instructional FTE is carried by P&A instructional staff and adjuncts, as well as areas in which additional instructional resources were needed. On the basis of this analysis, faculty searches were made for three tenure-track positions in select programs. Discussions continue on the longer-term faculty complement, with the intent to create a multi-year plan that will gradually shift to a better balance within the faculty complement and reduce the need for overload teaching. The faculty complement analysis will be updated on an annual basis. Findings of the analysis will be used to determine if the longer-term plan is being achieved and what adjustments, in any, are needed.
- The UMC's College in the High School (CIHS) concurrent enrollment instructors are approved by the respective college/university academic department head and meet the academic department's requirements for teaching college/university courses. CIHS instructors, before being approved to teach a UMC course, undergo a rigorous credential review by the UMC academic department head. CIHS instructors must meet the minimum qualifications required of UMC adjunct faculty (a master's degree in the discipline, or a minimum of 18 graduate credits in the discipline). In special circumstances, for particular courses, an individual with a baccalaureate degree and experience and competence to teach the course may be hired. Credentialing is reviewed and tracked each semester. The UMC's CIHS concurrent enrollment program, which has been accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP) since 2007, serves 42 northwest Minnesota school districts.
- Consistent with the University of Minnesota System's policy, Faculty and instructional staff are reviewed annually using the Academic Faculty and Teaching P&A Staff Accomplishment and Planning Form, which was developed and approved by the Faculty Assembly. Early each spring semester, faculty members complete an Annual Accomplishments and Planning form in which they describe their teaching, research, and service activities for the previous spring and fall semesters. Department heads review the forms, draft their evaluations, and meet with the faculty members

individually to discuss the evaluation, frequently revising their evaluation based on additional information gained in the evaluation meeting. After the meeting, department heads send faculty members a written evaluation, which faculty members sign to indicate that they have read the evaluation.

- Tenure-track faculty members are further evaluated annually in the promotion and tenure process, consistent with the University of Minnesota Regents Policy Faculty Tenure and the Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty. Each UMC academic department has an approved "7.12 statement" that specifies the evidence required to demonstrate that the criteria for teaching, research, and service are being met. Annually, department and promotion committees review the dossiers of tenure-track faculty members to recommend continuation of their appointment or termination.
- Administrators are evaluated on progress made towards achieving University-wide and the University of Minnesota Crookston's goals and objectives. The form uses an essay approach that has both a self-evaluation section and supervisor observation section.
- Faculty and instructional staff have access to departmental professional development funds, the budget for which is allocated at $500 per year per faculty member and instructional staff member. Tenured and tenure-track faculty are also able to request professional development funds through the Faculty Assembly's Professional Development Committee. The Vice Chancellor for Academic Affairs has additional funds to support professional development of importance to the UMC. Faculty members are also eligible to apply for semester leaves and sabbatical leaves.
- Faculty members and instructional staff place a priority on being accessible to their students and advisees. For online-only students, access is generally via the Moodle course site, email, Google Hangouts, and/or Skype. On-campus students generally meet face-to-face with their instructors and advisors, but many also connect through email. The University of Minnesota's administrative policy Syllabus Requirements: Twin Cities, Crookston, Morris, Rochester requires that instructors' syllabi include contact information.
- All faculty provide weekly office hours. In addition, each department has a list of Quality Assurance Standards for its courses. The standards include information on the best method of contact, expected feedback time, and expected email response time. During peak advising periods before and during registration, faculty generally post an advising schedule that on-campus students use to schedule meetings with their advisor.
- UMC offers professional development support for Professional and Administrative (P&A), Civil Service, and Bargaining Unit employees who are working at least 75% full-time. It is a systematic plan to enhance the skills, growth, and development of members of the campus community. The purpose of professional development is to facilitate, promote, and encourage activities that further the effectiveness of job related skills, department performance, academic learning, research activities, and campus service by professional, administrative, and staff. UMC encourages and supports the continued development and advancement of its employees by offering financial support to help pay the cost of various professional development activities.
- UMC provides financial support to faculty, staff and administrators for activities that relate to the mission, strategic plan and campus priorities through mini grants, professional development awards, and training.

Core Component 3D: The institution provides support for student learning and effective teaching.

Subcomponent 1. The institution provides student support services suited to the needs of its student populations.

Subcomponent 2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

Subcomponent 3. The institution provides academic advising suited to its programs and the needs of its students.

Subcomponent 4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).

Subcomponent 5. The institution provides to students guidance in the effective use of research and information resources.

Team Determination: _X_ Core Component is met
                            ___ Core Component is met with concerns
                            ___ Core Component is not met

Evidence:
- The determination that a student needs extra assistance arises from faculty and staff observations. Academic Success Center (ASC) staff members play a crucial role in this determination. Once ASC staff or a faculty member recognize a student's need for academic assistance, the student is assigned a peer tutor for a specific subject. Students spend two hours per week with the assigned tutor, who must have previously earned an A or B in the particular course. Students who need personal or career counseling are referred to Counseling and Career Services.
- For prospective students, admission counselors provide the initial information regarding programs of study. Following admission, on-campus students are required to attend a registration day held in the summer. At registration, faculty advisors from each of the four academic departments provide guidance on registration for fall classes. Upon arrival on campus and thereafter, the student's academic advisor acts as the key source of information and provides assistance related to selection or change of programs. Prospective online-only students receive initial guidance from the Center for Adult Learning (CAL) staff and admissions counselors in selecting a degree plan. Most of these online-only students are transfer students, and online advisors evaluate previous transcripts and map previous course work into UMC academic programs to assist prospective students. Each student is assigned a faculty advisor in his/her discipline. Undecided students are assigned a faculty advisor from the Liberal Arts and Education Department. When students are ready to declare a major field of study, they change to an advisor in their chosen discipline. All faculty advisors—regardless of specific discipline—are fully capable of providing any UMC student with high-quality advising.
- For admission and initial placement, the UMC uses ACT test scores and grade point averages. Students are placed into developmental courses based on their ACT scores. For example, students whose math ACT score is less than 20 are placed into a developmental, noncredit algebra course. If their score is between 20 and 24, students are placed into College Algebra; between 25 and 27 into Pre-calculus; and 28 or over into Calculus I. UMC Admissions completes a placement form for each student that advisors use in registering students.
- UMC also provides a Conditional Admit program (CAP) which provides less-prepared students the opportunity to attend the UMC. CAP is specifically designed to offer students the additional support to help them reach college success. Students admitted on probation, students placed on probation following enrollment, and students readmitted on Academic Contract are afforded additional, secondary advisors through the UMC Academic Success Center. These secondary advisors are able to spend more intensive time with the students to review progress, assess the appropriateness of the course schedule, check on grades, and engage students interpersonally.
- Throughout the academic year, ASC staff evaluate CAP student development, both academic and personal, by tracking mid-term and final grades, consulting with faculty, and receiving updates on student involvement in social commitments from other campus staff members.
- Faculty and professional advisors make up the Academic Advising Committee. This committee administers an annual survey of student satisfaction with advising to help to maintain quality academic advising.
- Academic advising was the focus of a 2011-2012 AQIP Action Project.
- Introduction to University information resources and proper use of information is provided primarily by the Director of Library Services and classroom faculty. Each semester, the Director of Library Services visits Composition I and Composition II classes to teach students about finding scholarly sources, accessing sources remotely, using different kinds of sources (peer reviewed vs popular magazines vs trade publications, primary vs. secondary sources vs. gray literature), properly citing

sources, avoiding plagiarism, and respecting copyright. To ensure that transfer students receive the information, he also visits several other classes, including introductory courses in Natural Resources, Business Management, and Business Sport Management, as well as senior seminar classes. A required Orientation to Online Learning course also ensures that all online-only students receive the information.

- Advising is provided by faculty advisors, with secondary intrusive advising provided by the ASC as needed. Each spring, students are surveyed with a series of questions related to satisfaction with their academic advising. Faculty meet regularly with department laboratory personnel and with each other to prioritize laboratory needs for courses and programs based on the discipline's laboratory skill expectations, teaching observations and assessments, and student feedback.
- UMC library provides access to a variety of electronic databases. Use data and analytics associated with the databases allow the Director of Library Services and staff to anticipate future needs. Similarly, interlibrary loan request and circulation data permit analysis and anticipation of needs. Faculty and student requests for new library resources provide yet another method of determining and meeting need.
- Laboratory support needs are identified by faculty using them. As needs are identified, funding determines how those needs can be addressed.
- Faculty provide students guidance in research practices, including human subjects and use of animals in research, through a variety of research projects including those funded by Undergraduate Research Opportunity Program and Crookston Student Research and Creative Works grants. All faculty involved in research are governed by a full set of University of Minnesota System policies and required training.

Core Component 3E: The institution fulfills the claims it makes for an enriched educational environment.

Subcomponent 1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

Subcomponent 2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Team Determination: _X_ Core Component is met
                                          ___ Core Component is met with concerns
                                          ___ Core Component is not met

Evidence:
- Directors work collaboratively with other Student Affair directors, student support and service areas on campus, and the academic department heads directly and through various campus committees. Students are also engaged in this process at different levels through representation on these campus committees, student organizations, surveys, and focus groups.
- The various offices within Student Affairs have recently begun to utilize the Council for the Advancement of Standards in Higher Education (CAS) standards to promote the improvement of programs and services to enhance the quality of student learning and development. These CAS standards help directors focus student learning and development outcomes into six broad categories (called domains): knowledge acquisition, construction, integration and application; cognitive complexity; intrapersonal development; interpersonal competence; humanitarianism and civic engagement; and practical competence. These standards align with the UMC mission, vision, and values.
- Additionally, most academic programs have a corresponding club or organization designed for students in that program. These contribute greatly to the student experience providing opportunities for students to get to know each other and faculty in the program. Campus-wide clubs and organizations provide additional opportunities to communicate with students, faculty, and staff outside of their programs.

Team Determination on Criterion Three:

      _X_ Criterion is met

      ___ Criterion is met with concerns

      ___ Criterion is not met

Summary Statement on Criterion:

The evidence supports that the University of Minnesota at Crookston provides appropriate oversight to its degree programs, both on campus and online to ensure their quality. The goals of the liberal education program are well articulated and are consistent with its mission; its faculty and students have contributed to the discovery of knowledge appropriate to its programs and its mission; and the institution has the faculty and staff needed to effectively support its degree programs and its student population. The institution offers a number of co-curricular activities and clubs that are consistent with its mission and contribute to student learning. Student learning is supported both in and outside of the classroom.

CRITERION FOUR: Teaching and Learning: Evaluation and Improvement. The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Core Component 4A: The institution demonstrates responsibility for the quality of its educational programs.

Subcomponent 1. The institution maintains a practice of regular program reviews.

Subcomponent 2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.

Subcomponent 3. The institution has policies that assure the quality of the credit it accepts in transfer.

Subcomponent 4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

Subcomponent 5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

Subcomponent 6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Team Determination: _x_ Core Component is met

                     __ Core Component is met with concerns

                     __ Core Component is not met

Evidence:

- ○ UMC revised its program review procedure in 2015.   The revised program review process, which incorporated best practices gleaned from other institutions, incorporates qualitative and quantitative data to guide planning and improvements in each academic program. The Course Quality Assurance project resulted in each academic department developing and approving a set of guidelines and a process to ensure quality course delivery for online and on-campus courses. The revised program review process includes a six-year cycle, annual data updates along with responses addressing concerns from the previous program
  Review, two-semester review process, cooperative effort by department faculty and department head with input and data from Director of Institutional Effectiveness, Registrar, Admissions, Alumni Relations, Placement, University Relations, and Program Improvement Advisory Councils; comprehensive report, including recommendations, external reviewer, response to external reviewer recommendations by program faculty and department head, review by a Faculty Assembly committee, and a modified process for externally accredited programs.
- UMC's authority over course prerequisites, academic rigor, and expectations for student learning is ensured under U of M Administrative Policy Academic Unit Authority over the Curriculum and Major: Twin Cities, Crookston, Morris, Rochester. This policy states, "Subject to the final authority of the Board of Regents, departments, colleges, and campuses have the authority to establish their curricula and the requirements for majors and minors, for graduate and professional degrees, and to add to or remove courses from both in accordance with rules established by the college or campus."
- UMC adheres to the Minnesota Transfer Curriculum (MNTC) a 40-credit general education curriculum developed by the Minnesota State Colleges and Universities (MnSCU) along with the University of Minnesota System. The MNTC identifies ten common learning goals that are consistent throughout all public higher education institutions in Minnesota. Each institution identifies courses within its curriculum to meet the particular goal areas. Graduates of any public institution within Minnesota must successfully complete the 40-credit MNTC; once a student has successfully completed the MNTC it will transfer completely to any other Minnesota public institution.

Core Component 4B: The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

Subcomponent 1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

Subcomponent 2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

Subcomponent 3. The institution uses the information gained from assessment to improve student learning.

Subcomponent 4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Team Determination: _x_ Core Component is met
           __ Core Component is met with concerns
           __ Core Component is not met

Evidence:
- The U of M Crookston has defined a set of common learning outcomes appropriate to its mission as a baccalaureate institution. Processes for determining common and program-level learning outcomes are systematic in that all outcomes have been reviewed and refined across the campus in recent years. For example, faculty members in every major have updated program-level learning outcomes and assessment plans during 2013-2104.
- Learning outcomes and assessment development processes have featured the direct involvement and leadership of faculty.
- While systematic documentation of using assessment to improve student learning has lacked, faculty are using assessment to improve their teaching, with evidence provided of learning outcomes

assessment related directly back to specific teaching improvements on a course-by- course or program-by-program basis.

Core Component 4C: The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

Subcomponent 1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

Subcomponent 2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

Subcomponent 3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

Subcomponent 4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Team Determination: _x_ Core Component is met
                                          __ Core Component is met with concerns
                                          __ Core Component is not met

Evidence:
o   U of M Crookston tracks student retention and graduation rates, not only of first-time full-time entering students, but also of both on-campus and online-only transfer students. Retention and graduation rates are evaluated by student demographics. U of M Crookston also tracks average GPA for students and credit completion rates.
o   UMC has concentrated efforts primarily on student success and one-year retention. The rationale for concentrating on one-year retention is that increasing retention rates should logically be followed by increasing graduation rates. Furthermore, the impact of changes can be analyzed after one year instead of waiting four years. UMC has identified students who come from outside the base geographic service area, are athletes, and enter with low standardized test scores as primary challenges in persistence and retention and is in the process of developing support programming to align the multiple services provided to students identified as needing assistance.
o   Comparison of retention and graduation rates with other peer institutions, examination of student profiles (ACT high school record, athletics participation, etc.), and semester to semester retention rates, are data that UMC collects and analyzes to support student persistence to graduation. UMC goes beyond UM system requirements of fall-fall retention by tracking persistence and retention on a semester-by-semester basis.

Team Determination on Criterion Four:
              _x_ Criterion is met
              __ Criterion is met with concerns
              __ Criterion is not met

Summary Statement on Criterion:

UMC is growing and improving in the systematic use of data to evaluate and improve the effectiveness of its teaching. UMC collects data, uses it on an ad-hoc basis, and is developing a system for strategically analyzing teaching effectiveness.   UMC further recognizes opportunities to improve persistence and retention and has begun systematic efforts to analyze those opportunities. Academic quality is ensured at both the campus and

University of Minnesota system levels.

CRITERION FIVE: Resources, Planning, and Institutional Effectiveness. The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Core Component 5A: The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

Subcomponent 1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

Subcomponent 2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

Subcomponent 3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

Subcomponent 4. The institution's staff in all areas are appropriately qualified and trained.

Subcomponent 5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Team Determination: _x_ Core Component is met
                            __ Core Component is met with concerns
                            __ Core Component is not met

Evidence:
- As noted in the Systems Appraisal report, UMC is implementing a process to allocate resources to support the implementation of action plans. However, the university appears to have a process to determine resources needs and it is then linked to the strategic planning process and the development of strategic initiatives.
- UMC's focus on programs that lead to careers is consistent with its mission and provides focus for strategy and key actions.
- Facilities are sufficient and in good condition; the university has quality technology and teaching resources.
- A team-based approach is used in many work center and horizontal communication methods, including cross-functional councils and committees, provide the opportunity for a high level of collaboration and coordination. A sense of teamwork throughout the university is evident.
- Professional development activities are designed to support institutional, unit, department, and individual goals.
- The institution's budget process includes alignment of strategic initiatives with budget priorities in a manner that supports the mission.

Core Component 5B: The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

Subcomponent 1. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.

Subcomponent 2. The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

Subcomponent 3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Team Determination: _x_ Core Component is met
                                          __ Core Component is met with concerns
                                          __ Core Component is not met

Evidence:
- UMC is part of the University of Minnesota System and governed by the Minnesota Board of Regents. The Board stays informed about UMC through regular reports, academic program approvals, accreditation activities, and focused visits to the campus.
- Three key governance structures exist at UMC that are representative of faculty and staff campus-wide; The Faculty Assembly, Faculty Consultative, Campus Assembly. UMC leadership seeks to collaborate where possible, and gather input to achieve consensus.

Core Component 5C: The institution engages in systematic and integrated planning.

   Subcomponent 1. The institution allocates its resources in alignment with its mission and priorities.

   Subcomponent 2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

   Subcomponent 3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

   Subcomponent 4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.

   Subcomponent 5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Team Determination: _x_ Core Component is met
                                          __ Core Component is met with concerns
                                          __ Core Component is not met

Evidence:
- The institution utilizes Real-Time Strategic Planning (RTSP) to link strategic priorities and action plans that take into account levels of current resources and future needs.
- Institutional systems and processes provide methods for linking student learning, evaluation of operations, and budgeting. Quality improvements during the past two years are focused on enhancing the processes for selecting outcomes, measuring effectiveness, and making data-informed decision making.
- UMC leaders set directions in alignment with mission, vision, and values through multiple processes that are inclusive of stakeholders such as the strategic planning process, annual retreats, Campus Compact process, and the budget process. Key among these efforts is the attention to the assessment of student learning and its linkage to budget development.
- A network of committees and councils is employed in the planning process in order to look holistically at the institution, as well as to consider the perspectives of both internal and external constituents. The institution has reconstituted an AQIP Steering Committee that has the goal of advancing the implementation of AQIP.

Core Component 5D: The institution works systematically to improve its performance.

Subcomponent 1. The institution develops and documents evidence of performance in its operations.

Subcomponent 2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Team Determination: _x_ Core Component is met
                    __ Core Component is met with concerns
                    __ Core Component is not met

Evidence:
- UMC is intentionally working to systematically improve its performance. The institution is in the early stages of collecting and using metrics to support decisions.
- As noted in the Systems Appraisal report, UMC is relying too heavily on its Director of Institutional Effectiveness to collect and analyze data. However, the university appears to be making strides in expanding its research capabilities through the creation of an institutional research position and increasing involvement of employees in this process.
- Program Reviews are conducted at six-year intervals to determine program effectiveness in achieving its key requirements and meeting the needs and expectations of its students and other key stakeholders.

Team Determination on Criterion Five:
            _x_ Criterion is met
            __ Criterion is met with concerns
            __ Criterion is not met

Summary Statement on Criterion:
UMC's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Criterion Five is met and no Commission follow up is necessary.

IV. COMMITMENT TO CONTINUOUS QUALITY IMPROVEMENT (CQI)

A. Levels of Organizational Maturity in Relation to AQIP Categories.

UMC is at a reactive level of maturity based on their limited use of benchmarks, evaluation or insights given. In many cases only one year of information is provided. The university has processes for developing and reviewing its mission, vision, and values and engaging internal and external stakeholders in the strategic planning process. However, the methods used by leadership to focus in on opportunities available to them and identify the challenges that lie ahead could be strengthened. Further, there is a lack of performance data and information to aid in making decisions at all levels. Although some performance results are discussed, many aspects of performance are not measured and consequently have no data associated with them and cannot be reviewed on a regular basis to play a role in making decisions on improvement requirements.

The continued implementation of a continuous quality improvement initiative at UMC should be driven by the Chancellor, integrated into the university's administrative and instructional procedures, and adopted as the philosophy that drives strategic planning. The systematic move toward the

adoption of a continuous improvement philosophy would be a natural extension of the university's strategic planning efforts. The planning themes outlined in the strategic plan map out the goals and describe "what" the planning focus is for the year. Continuous quality improvement becomes "how" those goals are carried out.

B. Evidence of Principles of High Performance Organizations

UMC has developed and deployed an effective leadership system that is designed to promote collaboration, communications flow, and decision-making. The Chancellor conducts numerous meetings to share information with the campus community and foster engagement with the faculty and staff.

V. COMMITMENT TO AQIP PATHWAY

A. Actions That Capitalize on Systems Appraisal Feedback

Although some work units have select measures in place, most have not developed a process focus and do not regularly monitor the results of process performance. For example, almost no process level measures or indicators have been identified and almost no data are being collected to understand process performance across the institution. Further, most of the data that are being collected are not aggregated and analyzed to permit identification of trends or improvement requirements. Without the ability to obtain results data and monitor process performance, UMC must rely on informal feedback from students, customers and stakeholders to know if processes are not performing sufficiently well to meet requirements. This limits UMC's ability to become a learning organization that proactively strives to understand how to best meet student, and other key stakeholder needs and address issues pertaining to the delivery of services.

B. Actions That Capitalize on Strategy Forum Participation

The institution is in the early stages of an Action Project focused on data metrics and key processes that was completed at a recent Strategy Forum. The project has the potential to improve the institution's ability to identify improvement actions and learn how to link its actions to positive outcomes.

C. Actions That Capitalize on Action Projects

During its five years of participation in AQIP, UMC has initiated ten Action Projects in order to advance quality improvement and demonstrate the institution's commitment to its quality journey and to AQIP.

A number of improvement actions have been generated across the AQIP Categories. However, the improvement requirements of each of the Categories stipulate that processes and performance results used to develop improvement priorities be systematic and comprehensive, and that a culture and infrastructure to help select specific processes to improve and set targets for improved performance results be in place. Despite the improvements that have been made, these requirements have not been addressed to any significant degree.

D. **Commitment to Active Engagement in AQIP**

As is seen through its Systems Portfolio and Quality Highlights documents, UMC demonstrates its willingness to view opportunities constructively and its commitment to moving forward on a path of change for the purpose of enhanced quality. UMC has taken seriously and thoughtfully the comments of various peer reviewers. Upper administrative leadership is working in collaboration with faculty and staff to build a culture of continuous quality improvement and a commitment to the process is evident from the site visit.

VI. TEAM RECOMMENDATION

A. Affiliation Status

1. **Recommendation for Reaffirmation of Accreditation**

   UMC meets all criteria for accreditation and therefore the team recommends reaffirmation of accreditation.

2. **Recommendation for Eligibility to Select Next Pathway**

   UMC is eligible to select its next pathway.

   Rationale:

   From review of the Systems Portfolio and evidence submitted, the team was able to verify that UMC has met all of its standards for AQIP with no areas for concern. The University is engaged in action projects that are deemed to provide continuous improvement for the University.   Furthermore, UMC has made significant gains within the last year in terms of developing processes to collect data from these projects to make informed decisions that align with the mission and strategic plan of the University.

3. **Criterion-related Monitoring Required (report, focused visit):**

   Monitoring: None.

   Rationale: All criteria were met through reviewed documentation provided by UMC.

4. **Federal Compliance Monitoring Required (report, focused visit):**

5. Monitoring: None.

6. Rationale: Documentation provided by UMC verifies their meeting of Federal Compliance standards and HLC expectations.

B. Commission Sanction or Adverse Action

None.

VII. EMBEDDED CHANGES IN AFFILIATION STATUS

Did the team review any of the following types of change in the course of its evaluation? Check Yes or No for each type of change.

( ) Yes   (x) No   Legal Status

( ) Yes   (x) No   Degree Level

( ) Yes   (x) No   Program Change

( ) Yes   (x) No   Distance or Correspondence Education

( ) Yes   (x) No   Contractual or Consortial Arrangements

( ) Yes   (x) No   Mission or Student Body

( ) Yes   (x) No   Clock or Credit Hour

( ) Yes   (x) No   Additional Locations or Campuses

( ) Yes   (x) No   Access to Notification

( ) Yes   (x) No   Access to Expedited Desk Review

( ) Yes   (x) No   Teach-out Arrangement

( ) Yes   (x) No   Other Change

Appendix A
Interactions with Constituencies

Constituency	Attendance Numbers
Cabinet	6
AQIP Steering Committee	10
Student Government	42
Faculty Governance Officers	11
Assessment Committee	13
Chancellor Direct Reports	11
Federal Compliance	14
Data Processes and Systems	7
Academic Department Heads	4
Faculty	34
Student Affairs Directors	9
Strategic Planning Leadership	33
Faculty Engagement Committee	9
Faculty Union Leadership	8
Academic Support	13

Appendix B
Principal Documents, Materials, and Web Pages Reviewed

Academic Department Assessment Reports, 2013-2014 academic year
Radio, print, and postal mail recruitment advertising examples
Campus security and safety reports 2011-2014
Collective bargaining agreement between University of Minnesota system and University Education Association
2014 faculty engagement survey results
Program accreditation for certificates in nursing home administration, police officer training
Concurrent enrollment accreditation documents for NACEP
Minnesota Board of Teaching approval portfolio for teacher preparation program
Strategic planning support documents
Academic departments: http://www1.crk.umn.edu/academics/index.html
Articulation agreements: http://www1.crk.umn.edu/admissions/prospective/transfer/index.html
State of Minnesota transfer system: http://www.mntransfer.org/
UMC Program review: http://www1.crk.umn.edu/admin/academicaffairs/programreview/
UMC office of institutional effectiveness: http://www3.crk.umn.edu/administration/institutionalresearch/

Appendix C
Federal Compliance Worksheet

Fall 2014 UMNCR Overview of Credit Hour Allocation and Instruction Time

Definitions:

All instructional time metrics are based on PS meeting pattern fields (ps_cs.ps_class_mtg_pat). Instruction time not formally defined there will not be reflected in these reports.

HLC Format - See "hlc format mapping" sheet for details. Best attempt to match PS instruction mode and course component definitions to HLC format definitions.

Session Group - UMC has many sessions of varying length which vary by Academic Career. This report groups the sessions into five groups. See "session mapping" for details.

Unit Maximum - The maximum number of credits for which a student can enroll in the class.

Nbr of Crses with Mtgs - Count of unique courses with meeting times associated with them.

Nbr of Crses with No Mtgs - Count of unique courses with no meeting times associated with them.

Nbr of Mtgs - Total number of meetings associated with a course--all components and all their meeting patterns. Max-Min range reported.

Mtg Length (Minutes) - Average duration of all meetings associated with a course--all components and all their meeting patterns. Max-Min range reported.

Enrollment Count - Count of students enrolled in associated courses.

Session Group	Credits (Units Maximum)	Instructional Time	HLC Format			
			FTF	Distance	Indep.	Practic
Regular	0	Nbr of Crses with Mtgs	5	0		
		Nbr of Crses with No Mtgs	1	1		
		Nbr of Mtgs	44 - 59	NA		
		Mtg Length (Minutes)	50	NA		
		Enrollment Count	118	10		
	0.5	Nbr of Crses with Mtgs	6	0		
		Nbr of Crses with No Mtgs	0	1		
		Nbr of Mtgs	14 - 16	NA		
		Mtg Length (Minutes)	50 - 75	NA		
		Enrollment Count	202	11		
	1	Nbr of Crses with Mtgs	14	0	1	1
		Nbr of Crses with No Mtgs	15	3	1	0
		Nbr of Mtgs	14 - 31	NA	14	16
		Mtg Length (Minutes)	50 - 170	NA	50	50
		Enrollment Count	390	37	12	10
	2	Nbr of Crses with Mtgs	8	0		0
		Nbr of Crses with No Mtgs	1	3		2
		Nbr of Mtgs	14 - 74	NA		NA
		Mtg Length (Minutes)	50 - 230	NA		NA
		Enrollment Count	223	83		5
	2.5	Nbr of Crses with Mtgs		0		
		Nbr of Crses with No Mtgs		1		
		Nbr of Mtgs		NA		
		Mtg Length (Minutes)		NA		
		Enrollment Count		10		
	3	Nbr of Crses with Mtgs	121	0	2	0
		Nbr of Crses with No Mtgs	3	80	17	10
		Nbr of Mtgs	14 - 60	NA	16 - 44	NA
		Mtg Length (Minutes)	50 - 170	NA	50	NA
		Enrollment Count	2989	2664	54	49
	3.5	Nbr of Crses with Mtgs	0			
		Nbr of Crses with No Mtgs	1			
		Nbr of Mtgs	NA			
		Mtg Length (Minutes)	NA			
		Enrollment Count	1			
	4	Nbr of Crses with Mtgs	32	0	0	0
		Nbr of Crses with No Mtgs	1	8	1	2
		Nbr of Mtgs	30 - 61	NA	NA	NA
		Mtg Length (Minutes)	50 - 100	NA	NA	NA
		Enrollment Count	904	259	3	8
	7	Nbr of Crses with Mtgs	0			
		Nbr of Crses with No Mtgs	1			
		Nbr of Mtgs	NA			
		Mtg Length (Minutes)	NA			
		Enrollment Count	3			

Half Term	2	Nbr of Crses with Mtgs	3			
		Nbr of Crses with No Mtgs	0			
		Nbr of Mtgs	28 - 38			
		Mtg Length (Minutes)	50 - 80			

Fall 2014 UMNCR Overview of Credit Hour Allocation and Instruction Time

Definitions:

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Nbr of Crses with Mtgs - Count of unique courses with meeting times associated with them.

Nbr of Crses with No Mtgs - Count of unique courses with no meeting times associated with them.

Nbr of Mtgs - Total number of meetings associated with a course--all components and all their meeting patterns. Max-Min range reported.

Mtg Length (Minutes) - Average duration of all meetings associated with a course--all components and all their meeting patterns. Max-Min range reported.

Enrollment Count - Count of students enrolled in associated courses.

Session Group	Credits (Units Maximum)	Instructional Time	FTF	Distance	Indep.	Practic
				HLC Format		
		Enrollment Count	14			
	3	Nbr of Crses with Mtgs	2			
		Nbr of Crses with No Mtgs	0			
		Nbr of Mtgs	16 - 24			
		Mtg Length (Minutes)	140 - 210			
		Enrollment Count	13			
Ext. Reg.	1	Nbr of Crses with Mtgs	0			
		Nbr of Crses with No Mtgs	1			
		Nbr of Mtgs	NA			
		Mtg Length (Minutes)	NA			
		Enrollment Count	10			
	3	Nbr of Crses with Mtgs	0			
		Nbr of Crses with No Mtgs	14			
		Nbr of Mtgs	NA			
		Mtg Length (Minutes)	NA			
		Enrollment Count	569			
	4	Nbr of Crses with Mtgs	0			
		Nbr of Crses with No Mtgs	3			
		Nbr of Mtgs	NA			
		Mtg Length (Minutes)	NA			
		Enrollment Count	70			
5 Wk. Term	1	Nbr of Crses with Mtgs			0	
		Nbr of Crses with No Mtgs			1	
		Nbr of Mtgs			NA	
		Mtg Length (Minutes)			NA	
		Enrollment Count			237	
10 Wk. Term	1	Nbr of Crses with Mtgs	0			
		Nbr of Crses with No Mtgs	1			
		Nbr of Mtgs	NA			
		Mtg Length (Minutes)	NA			
		Enrollment Count	12			
	3	Nbr of Crses with Mtgs	1			
		Nbr of Crses with No Mtgs	0			
		Nbr of Mtgs	20			
		Mtg Length (Minutes)	170			
		Enrollment Count	11			
Yr. Long Term	1	Nbr of Crses with Mtgs	0			
		Nbr of Crses with No Mtgs	1			
		Nbr of Mtgs	NA			
		Mtg Length (Minutes)	NA			
		Enrollment Count	9			
	3	Nbr of Crses with Mtgs	0			
		Nbr of Crses with No Mtgs	18			
		Nbr of Mtgs	NA			
		Mtg Length (Minutes)	NA			
		Enrollment Count	678			

Draft August 18, 2015

Session Group	Credits (Units Maximum)	Instructional Time	HLC Format			
			FTF	Distance	Indep.	Practic
	4	Nbr of Crses with Mtgs	0			
		Nbr of Crses with No Mtgs	4			
		Nbr of Mtgs	NA			
		Mtg Length (Minutes)	NA			
		Enrollment Count	286			

Federal Compliance Worksheet for Evaluation Teams

The team reviews each item identified in the Federal Compliance Guide and documents its findings in the appropriate spaces below. Teams should expect institutions to address these requirements with brief narrative responses and provide supporting documentation, where necessary. Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in appropriate sections of the Assurance Section of the Team Report or highlighted as such in the appropriate AQIP Quality Checkup Report.

This worksheet outlines the information the team should review in relation to the federal requirements and provides spaces for the team's conclusions in relation to each requirement. The team should refer to the Federal Compliance Guide for Institutions and Evaluation Teams in completing this worksheet. The Guide identifies applicable Commission policies and an explanation of each requirement. **The worksheet becomes an appendix to the team's report. If the team recommends monitoring on a Federal Compliance requirement in the form of a report or focused visit, it should be included in the Federal Compliance monitoring sections below and added to the appropriate section in the team report template.**

Institution under review: __University of Minnesota at Crookston____

Assignment of Credits, Program Length, and Tuition

Address this requirement by completing the "Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and on Clock Hours" in the Appendix at the end of this document.

Institutional Records of Student Complaints

The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints since the last comprehensive evaluation.

1. Review the process that the institution uses to manage complaints as well as the history of complaints received and processed with a particular focus in that history on the past three or four years.

2. Determine whether the institution has a process to review and resolve complaints in a timely manner.

3. Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into its review and planning processes.

4. Advise the institution of any improvements that might be appropriate.

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5. Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution's compliance with the Criteria for Accreditation or Assumed Practices.

6. Check the appropriate response that reflects the team's conclusions:

_X__ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: UMC has a process for reviewing student complaints and publicizes it through appropriate means. The process of handling student complaints at UMC includes the intake, recording, and assignment of complaints to appropriate entities. The process was developed in 2011 and so while no formal records or process exist prior to that time, UMC has provided a system that processes complaints in a timely fashion. No student complaints received suggest any concerns regarding UMC's compliance with the Criteria for Accreditation or Assumed Practices.

Additional monitoring, if any: None.

Publication of Transfer Policies

The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.

1. Review the institution's transfer policies.

2. Review any articulation agreements the institution has in place, including articulation agreements at the institution level and program-specific articulation agreements.

3. Consider where the institution discloses these policies (e.g., in its catalog, on its web site) and how easily current and prospective students can access that information.

Determine whether the disclosed information clearly explains the criteria the institution uses to make transfer decisions and any articulation arrangements the institution has with other institutions. Note whether the institution appropriately lists its articulation agreements with other institutions on its website or elsewhere. The information the institution provides should include any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution under Commission review: 1) accepts credit from the other institution(s) in the articulation agreement; 2) sends credits to the other institution(s) in the articulation agreements that it accepts; or 3) both offers and accepts credits with the other institution(s).

4. Check the appropriate response that reflects the team's conclusions:

_X__ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

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___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: Transfer decisions align directly with stated guidelines on the admissions website, which is how transfer students typically learn of transfer admission policies. Sample student records provided during the site visit demonstrated alignment.

Additional monitoring, if any: None.

Practices for Verification of Student Identity

The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education and appropriately discloses additional fees related to verification to students and to protect their privacy.

1. Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams, and earns a final grade. The team should ensure that the institution's approach respects student privacy.

2. Check that any fees related to verification and not included in tuition are explained to the students prior to enrollment in distance courses (e.g., a proctoring fee paid by students on the day of the proctored exam).

3. Check the appropriate response that reflects the team's conclusions:

   _X__ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

   ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

   ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: Applicants are required to sign an honesty statement verifying their identity. Student privacy is protected by a privacy policy, and all fees are publicized on the UMC website as well as in documents for enrollment.

Additional monitoring, if any: None.

Title IV Program Responsibilities

The institution has presented evidence on the required components of the Title IV Program.

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This requirement has several components the institution and team must address:

- *General Program Requirements. The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*

- *Financial Responsibility Requirements. The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion Five if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)*

- *Default Rates. The institution has provided the Commission with information about its three year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. Note for 2012 and thereafter institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact Commission staff.*

- *Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures. The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.*

- *Student Right to Know. The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion One if the team determines that disclosures are not accurate or appropriate.)*

- *Satisfactory Academic Progress and Attendance. The institution has provided the Commission with information about policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook. Note that the Commission does not necessarily require that the institution take attendance but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.*

- *Contractual Relationships. The institution has presented a list of its contractual relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for contractual relationships (If the team learns that the institution has a contractual relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Contractual Change Application on the Commission's web site for more information.)*

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- ***Consortial Relationships.*** *The institution has presented a list of its consortial relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Consortial Change Application on the Commission's web site for more information.)*

1. Review all of the information that the institution discloses having to do with its Title IV program responsibilities.

2. Determine whether the Department has raised any issues related to the institution's compliance or whether the institution's auditor in the A-133 has raised any issues about the institution's compliance as well as look to see how carefully and effectively the institution handles its Title IV responsibilities.

3. If an institution has been cited or is not handling these responsibilities effectively, indicate that finding within the federal compliance portion of the team report and whether the institution appears to be moving forward with corrective action that the Department has determined to be appropriate.

4. If issues have been raised with the institution's compliance, decide whether these issues relate to the institution's ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (*Core Component 2.A and 2.B*).

5. Check the appropriate response that reflects the team's conclusions:

   _X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

   ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

   ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

   Comments: Initial report found no issues of concern and none emerged during the site visit.

   Additional monitoring, if any: None.

Required Information for Students and the Public

1. Verify that the institution publishes fair, accurate, and complete information on the following topics: the calendar, grading, admissions, academic program requirements, tuition and fees, and refund policies.

2. Check the appropriate response that reflects the team's conclusions:

   _X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

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___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: All documents are published on the UMC website and publicly available.

Additional monitoring, if any: None.

Advertising and Recruitment Materials and Other Public Information

The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.

1. Review the institution's disclosure about its accreditation status with the Commission to determine whether the information it provides is accurate and complete, appropriately formatted and contains the Commission's web address.

2. Review institutional disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.

3. Review the institution's catalog, brochures, recruiting materials, and information provided by the institution's advisors or counselors to determine whether the institution provides accurate information to current and prospective students about its accreditation, placement or licensure, program requirements, etc.

4. Check the appropriate response that reflects the team's conclusions:

   _X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

   ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

   ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The team reviewed all documents on accreditation, advertising, and recruitment and found UMC to be in compliance will all HLC guidelines.

Additional monitoring, if any: None.

Review of Student Outcome Data

1. Review the student outcome data the institution collects to determine whether it is appropriate and sufficient based on the kinds of academic programs it offers and the students it serves.

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2. Determine whether the institution uses this information effectively to make decisions about academic programs and requirements and to determine its effectiveness in achieving its educational objectives.

3. Check the appropriate response that reflects the team's conclusions:

   _X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

   ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

   ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

   Comments: UMC has established a system of course-based student learning assessment. All departments participate in the assessment system. Two departments that had not provided assessment data at the time of the initial compliance review had submitted their reports for the site visit.

   Additional monitoring, if any: None.

Standing with State and Other Accrediting Agencies

The institution has documented that it discloses accurately to the public and the Commission its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence.

The team has considered any potential implications for accreditation by the Higher Learning Commission of sanction or loss of status by the institution with any other accrediting agency or loss of authorization in any state.

Important note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial, or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this action. In addition, the team must contact the staff liaison immediately if it learns that the institution is at risk of losing its degree authorization or lacks such authorization in any state in which the institution meets state presence requirements.

1. Review the information, particularly any information that indicates the institution is under sanction or show-cause or has had its status with any agency suspended, revoked, or terminated, as well as the reasons for such actions.

2. Determine whether this information provides any indication about the institution's capacity to meet the Commission's Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the Commission staff liaison immediately.

3. Check the appropriate response that reflects the team's conclusions:

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_X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: UMC has no outstanding sanctions or show-cause expectations. All accreditations with state agencies are active and verified.

Additional monitoring, if any: None.

Public Notification of Opportunity to Comment

*The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments. **Note that if the team has determined that any issues raised by third-party comment relate to the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.***

1. Review information about the public disclosure of the upcoming visit, including sample announcements, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.

2. Evaluate the comments to determine whether the team needs to follow-up on any issues through its interviews and review of documentation during the visit process.

3. Check the appropriate response that reflects the team's conclusions:

   _X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

   ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

   ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: UMC made the invitation to comment available on its website, in print and broadcast media, and via e-mail.

Additional monitoring, if any: None.

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list materials reviewed here:

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Appendix

Team Worksheet for Evaluating an Institution's Program Length and Tuition, Assignment of Credit Hours and on Clock Hours

Institution under review: _____

Part 1: Program Length and Tuition

Instructions

The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition).

Review the *"Worksheet for Use by Institutions on the Assignment of Credit Hours and on Clock Hours"* as well as the course catalog and other attachments required for the institutional worksheet.

Worksheet on Program Length and Tuition

A. Answer the Following Questions

Are the institution's degree program requirements within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

   __X__ Yes   ____ No

Comments:

Are the institution's tuition costs across programs within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

   __X__ Yes   ____ No

Comments:

B. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's program length and tuition practices?

   ____ Yes   __X__ No

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Rationale:

Identify the type of Commission monitoring required and the due date:

Part 2: Assignment of Credit Hours

Instructions

In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps:

1. Review the Worksheet completed by the institution, which provides information about an institution's academic calendar and an overview of credit hour assignments across institutional offerings and delivery formats, and the institution's policy and procedures for awarding credit hours. Note that such policies may be at the institution or department level and may be differentiated by such distinctions as undergraduate or graduate, by delivery format, etc.

2. Identify the institution's principal degree levels and the number of credit hours for degrees at each level. The following minimum number of credit hours should apply at a semester institution:

   - Associate's degrees = 60 hours

   - Bachelor's degrees = 120 hours

   - Master's or other degrees beyond the Bachelor's = at least 30 hours beyond the Bachelor's degree

   - Note that one quarter hour = .67 semester hour

   - Any exceptions to this requirement must be explained and justified.

3. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution.

   - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14-16 weeks (or approximately 10 weeks for a quarter). The description in the catalog should indicate a course that is appropriately rigorous and has collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.

   - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)

   - Teams should be sure to scan across disciplines, delivery mode, and types of academic activities.

   - Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the above federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. Commission procedure also permits this approach.

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4. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course. Pay particular attention to alternatively-structured or other courses with particularly high credit hours for a course completed in a short period of time or with less frequently scheduled interaction between student and instructor.

5. **Sampling.** Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.

    *   At a minimum, teams should anticipate sampling at least a few programs at each degree level.

    *   For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.

    *   Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.

    *   For the programs the team sampled, the team should review syllabi and intended learning outcomes for several of the courses in the program, identify the contact hours for each course, and expectations for homework or work outside of instructional time.

    *   The team should pay particular attention to alternatively-structured and other courses that have high credit hours and less frequently scheduled interaction between the students and the instructor.

    *   Provide information on the samples in the appropriate space on the worksheet.

6. Consider the following questions:

    *   Does the institution's policy for awarding credit address all the delivery formats employed by the institution?

    *   Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?

    *   For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe allotted for the course?

    *   Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

    *   If so, is the institution's assignment of credit to courses reflective of its policy on the award of credit?

7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:

    *   If the problem involves a poor or insufficiently-detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and evidence of implementation.

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- If the team identifies an application problem and that problem is isolated to a few courses or single department or division or learning format, the team should call for follow-up activities (monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.

- If the team identifies systematic non-compliance across the institution with regard to the award of credit, the team should notify Commission staff immediately and work with staff to design appropriate follow-up activities. The Commission shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

Worksheet on Assignment of Credit Hours

A. Identify the Sample Courses and Programs Reviewed by the Team (see #5 of instructions in completing this section) GBUS 3117 –Business Law, ED 3010 – Child Guidance and Classroom Management, GNAG 3204 – International Agricultural Production.

B. Answer the Following Questions

1) Institutional Policies on Credit Hours

Does the institution's policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

__X__ Yes ____ No

  Comments:

Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution's policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

__X__ Yes ____ No

  Comments:

For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe and utilizing the activities allotted for the course?

____ Yes ____ No

  Comments: Not applicable.

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Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

__X__ Yes   ____ No

   Comments:

2) Application of Policies

Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

__X__ Yes   ____ No

   Comments:

Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

__X__ Yes   ____ No

   Comments:

If the institution offers any alternative delivery or compressed format courses or programs, were the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

__X__ Yes   ____ No

   Comments:

If the institution offers alternative delivery or compressed format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonably capable of being fulfilled by students in the time allocated to justify the allocation of credit?

____ Yes   ____ No

   Comments: Not applicable.

Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

__X__ Yes   ____ No

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Comments:

C. Recommend Commission Follow-up, If Appropriate

Review the responses provided in this section. If the team has responded "no" to any of the questions above, the team will need to assign Commission follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.

Is any Commission follow-up required related to the institution's credit hour policies and practices?

_____ Yes   __X__ No

Rationale:

Identify the type of Commission monitoring required and the due date:

D. Identify and Explain Any Findings of Systematic Non-Compliance in One or More Educational Programs with Commission Policies Regarding the Credit Hour

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Part 3: Clock Hours

Does the institution offer any degree or certificate programs in clock hours?

____ Yes   __X__ No

Does the institution offer any degree or certificate programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

____ Yes   __X__ No

If the answer to either question is "Yes," complete this part of the form.

Instructions

This worksheet is <u>not</u> intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Complete this worksheet **only if** the institution offers any degree or certificate programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs. Non-degree programs subject to clock hour requirements (an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock-hour programs might include teacher education, nursing, or other programs in licensed fields.

For these programs Federal regulations require that they follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution's overall policy for awarding semester or quarter credit, accrediting agency may provide permission for the institution to provide less instruction provided that the student's work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8)

1 semester or trimester hour must include at least 37.5 clock hours of instruction
1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution's requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour include at least 20 semester hours.

Worksheet on Clock Hours

A. Answer the Following Questions

Does the institution's credit to clock hour formula match the federal formula?

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_____ Yes _____ No

> Comments:

If the credit to clock hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class?

Did the team determine that the institution's credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers "No" to this question, it should recommend follow-up monitoring in section C below.)

_____ Yes _____ No

> Comments:

Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution's policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

_____ Yes _____ No

> Comments:

B. Does the team approve variations, if any, from the federal formula in the institution's credit to clock hour conversion?

_____ Yes _____ No

(Note that the team may approve a lower conversion rate than the federal rate as noted above provided the team found no issues with the institution's policies or practices related to the credit hour and there is sufficient student work outside of class as noted in the instructions.)

C. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's clock hour policies and practices?

_____ Yes _____ No

Rationale:

Identify the type of Commission monitoring required and the due date:

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STATEMENT OF AFFILIATION STATUS WORKSHEET

INSTITUTION and STATE: University of Minnesota, Crookston MN

TYPE OF REVIEW*:* Comprehensive Quality Review

DESCRIPTION OF REVIEW:

DATES OF REVIEW: 11/09/2015 - 11/11/2015

☐ No Change in Statement of Affiliation Status

Nature of Organization

CONTROL: Public

RECOMMENDATION: No Change

DEGREES AWARDED: Bachelors, Certificate

RECOMMENDATION: No Change

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS:
Offerings outside the state are limited to courses offered in North Dakota. Delivery of Bachelor's degrees to off-campus sites is limited to the Bachelors in Manufacturing at Warroad (with Northwest Technical College) and the Twin Cities metropolitan area and the Bachelors in Hotel, Restaurant, and Institutional Management at Marshall (with Southwest State University).

RECOMMENDATION: No Change

APPROVAL OF NEW ADDITIONAL LOCATIONS:
Prior Commission approval required.

RECOMMENDATION: No Change

APPROVAL OF DISTANCE EDUCATION DEGREES:
Approved for distance education courses and programs. The institution has not been approved for correspondence education.

RECOMMENDATION: No Change

ACCREDITATION ACTIVITIES:

~~AQIP, Comprehensive Quality Review: 11/09/2015~~

AQIP, Systems Appraisal: 06/01/2019
AQIP, Systems Appraisal: 06/01/2023

RECOMMENDATION: Delete above.

Summary of Commission Review

YEAR OF LAST REAFFIRMATION OF ACCREDITATION: 2006 - 2007

YEAR FOR NEXT REAFFIRMATION OF ACCREDITATION: 2015 - 2016

RECOMMENDATION: 2023-2024 (in AQIP).

ORGANIZATIONAL PROFILE WORKSHEET

INSTITUTION and STATE: 1410 University of Minnesota, Crookston MN

TYPE OF REVIEW: AQIP: Comprehensive Quality Review

DESCRIPTION OF REVIEW:

☒   No change to Organization Profile

Educational Programs

Programs leading to Undergraduate	Program Distribution
Associates	0
Bachelors	30

Programs leading to Graduate	
Doctors	0
Masters	0
Specialist	0

Certificate programs	
Certificate	6

Recommended Change:

Off-Campus Activities:
In State - Present Activity
Campuses: None.

Additional Locations: None.

Recommended Change:

Out Of State - Present Activity
Campuses: None.

Additional Locations: None.

Recommended Change:

Out of USA - <u>Present Activity</u>
Campuses: None.

Additional Locations: None.

Recommended Change:

Distance Education Programs:
<u>Present Offerings:</u>
Bachelor 52.0201 Business Administration and Management, General Management Internet

Bachelor 51.0701 Health/Health Care Administration/Management Applied Health Internet

Bachelor 30.9999 Multi-/Interdisciplinary Studies, Other Bachelor of Science in Applied Studies Internet

Bachelor 52.0301 Accounting Accounting B S Internet

Bachelor 52.9999 Business, Management, Marketing, and Related Support Services, Other Bachelor of Manufacturing Management in Quality Management Internet

Bachelor 52.0205 Operations Management and Supervision Bachelor of Manufacturing Management Internet

Bachelor 52.1401 Marketing/Marketing Management, General Marketing B S Internet

Certificate 15.0612 Industrial Technology/Technician Certificate in Manufacturing Management Internet

Certificate 51.0706 Health Information/Medical Records Administration/Administrator Health Informatics Privacy & Security for Health Care Providors Internet

Certificate 51.0706 Health Information/Medical Records Administration/Administrator Health Informatics for Software Engineers & Information Technology Professionals Internet

Bachelor 09.0100 Communication, General Communication Internet

Bachelor 11.0103 Information Technology Information Technology Management Internet

Bachelor 52.0701 Entrepreneurship/Entrepreneurial Studies Entrepreneurship B S Internet

Bachelor 52.0801 Finance, General Finance B S Internet

Bachelor 51.0701 Health/Health Care Administration/Management Health Management B S Internet

Bachelor 52.1101 International Business/Trade/Commerce International Business B S Internet

Bachelor 31.0504 Sport and Fitness Administration/Management Sort and Recreation Management B S Internet

Recommended Change:

Correspondence Education Programs:
Present Offerings:
None.

Recommended Change:

Contractual Relationships:
Present Offerings:
Bachelor 49.0101 Aeronautics/Aviation/Aerospace Science and Technology, General Aviation

Recommended Change:

Consortial Relationships:
Present Offerings:
None.

Recommended Change: