Federal Compliance Filing by Institutions

Effective September 1, 2018 – August 31, 2019

This document outlines the information institutions should provide as part of their comprehensive evaluation. Institutions should answer the questions below and provide supporting documentation where necessary. A list of required and optional appendixes is provided at the end of the document. Please keep answers brief and succinct, and only provide information in the appendixes that is specifically requested.

The institution should refer to the *Federal Compliance Overview* in completing this form. The overview document identifies applicable HLC policies and provides an explanation of each requirement.

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

Submission Instructions
This form and all appendixes should be uploaded as a single PDF file in the Forms section of the Assurance System no later than the institution's lock date, unless otherwise noted. The PDF file should include section headings and bookmarks, with titles, for navigation.

Institution name: **James A. Rhodes State College**

Main contact in the financial aid office: **Dr. Anthony Bourne**

Number of staff members in the financial aid office: **Four (4)**

Identify when the last U.S. Department of Education training for the staff of the financial aid office occurred: **November 2018**

Audience: Institutions
Form
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Contact: legalaffairs@hlcommission.org
Page 1

Assignment of Credits, Program Length and Tuition

1. Complete the *[Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours](#)*. Submit the worksheet and the attachments listed in it as **Appendix A**.

2. What is the length in semester or quarter hours or other applicable units of each of the institution's degree programs? Institutions offering programs at a single degree level may be able to identify a specific number of semester or quarter hours to which all their programs conform; institutions with programs at different degree levels may need to expand their answer, and if so should include a list in Part A, Section 1 of the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours* (Appendix A).

Rhodes State College also offers courses that are regularly outside of the start and end dates of the semester:
- **One Night A Week:** Courses are offered in hybrid format one night a week for a compressed term. Courses typically last from 4 to 8 weeks depending upon subject matter.
- **Basic Police Academy:** Consists of two courses, LAW 2810 Basic Policy Academy I and LAW 2820 Basic Policy Academy II. Offered in two formats:
  - September through May, Monday through Thursday, 6 - 10 p.m. and some Saturdays, 8 a.m. – 4:30 p.m.
  - May through August, Monday through Friday, 8 a.m. – 4:30 p.m. and some Saturdays, 8 a.m. – 4:30 p.m.
- **College Credit Plus:** Dual-credit coursework offered to students on campus, online, and at high school locations.

These are reported separately in the Credit Hour Worksheet. The description and justification for each is included in **Appendix A**.

3. Are there any differences in tuition for specific programs?

☒ Yes
☐ No

If so, please identify the programs and explain the rationale for the difference in tuition.

There is no academic program that charges a different tuition amount, however, the institution charges different rates for students who take courses through the dual-credit "College Credit Plus" (CCP) program. The discounted rates, paid by the CCP school district, are established within State Law and approved by the College Board of Trustees to offset instructional expense incurred by the high schools.

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

Audience: Institutions
Form
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Process: Federal Compliance Filing
Contact: legalaffairs@hlcommission.org
Page 2

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

Institutional Records of Student Complaints

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

The Office of the Vice President for Student Affairs is an impartial and neutral resource to help students resolve non-academic concerns. The Student Complaint/Grievance Policy provides guidance for students, faculty, and staff to work together in resolving student claims that their rights under College policy have been violated.

The process for student complaints/grievances has three parts:

a. Informal complaints:
Student complaints are handled within the department or unit where the complaint was registered. These complaints are not tracked as a formal issue but are often discussed at regular department meetings.

b. Formal complaints:
Students with formal complaints are tracked through Maxient software along with follow up with appropriate department/unit and Cabinet member(s).

c. Grievances:
Student grievances are written claims that their rights or benefits have been adversely affected by a College employee's decision or action.

In addition, the Appeal of Grades Policy and Process provide students with a safeguard against receiving an unfair final course grade while also respecting the academic responsibility of the instructor. A progressive resolution process starts with course faculty and can advance to the Vice President for Academic Affairs.

Information and records relating to complaints/grievances are confidential and may be made available, pursuant to the Family Educational Rights and Privacy Act (FERPA 20 U.S.C. §1232g. et. seq.) and accompanying regulations.

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

http://www.rhodesstate.edu/~/media/pdf/HumanResources/Policies/Student%20Complaint-Grievance%20Policy%20BOT%2012-15-15.ashx

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

Audience: Institutions
Form
Published: January 2018 © Higher Learning Commission

Process: Federal Compliance Filing
Contact: legalaffairs@hlcommission.org
Page 3

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

> The College maintains a log of student complaints and completes an annual summary to show trends which help prioritize areas of improvement. For example, students found the computer hardware unsatisfactory in the MacLab. The complaint came to the Vice President of Student Affairs, moved forward to Cabinet and hardware replacement was included in the appropriate budget hearings. Students have also complained that administrative offices and the Campus Bookstore were not open sufficient hours to meet the students' needs at the beginning of the semester. As a result, administrative offices and the Campus Bookstore are open to 6:00 p.m. for the first Monday and Tuesday of the semester. Workforce, Economic Development and Continuing Education logs non-credit student complaints annually per its International Organization of Standardization (ISO) policy.

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

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

Publication of Transfer Policies

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

> The Transfer policies are published in the annual Rhodes State College Catalog and are provided to students when they meet with an advisor during the registration process. The information is also published on the Rhodes State website.

Provide copies of the published transfer policies (such as those included in the institution's catalog, on the website or in other appropriate publications) as **Appendix D**.

9. How does the institution disclose articulation agreements, at both the institutional level and the program level, to current and prospective students? (Ensure that the disclosures clearly identify whether the institution 1) accepts credits from the other institution(s) through the articulation agreement; 2) sends credits to the other institution(s) through the articulation agreement; 3) both offers and accepts credits with the institution(s) in the articulation agreement; and 4) what specific credits articulate through the agreement [e.g., general education only; pre-professional nursing courses only; etc.].)

> 1) Students can earn articulated credit while in high school through two processes, (1) Career-Technical Assurance Guide (CTAG) and (2) Ohio College Tech Prep. The State of Ohio maintains course equivalencies for CTAG credit between colleges and technical career centers. These equivalencies are constantly under review by the institutions coordinated by the Ohio Department of Higher Education. Ohio College Tech Prep is a State program purposed to provide "a seamless high school-to-college pathway that blends high-level academics with hands-on career-technical education"

Audience: Institutions
Form
Published: January 2018 © Higher Learning Commission

Process: Federal Compliance Filing
Contact: legalaffairs@hlcommission.org
Page 4

(http://education.ohio.gov/getattachment/Topics/Career-Tech/College-Tech-Prep/Ohio-College-Tech-Prep_2017-Annual-Report_092717.pdf.aspx) by facilitating articulation agreements directly between career centers and institutions of higher education. Rhodes State College maintains agreements with five (5) career centers that allow students to earn advanced standing credit through technical coursework performed while in high school.

Students learn about these forms of articulated credit from their high school counselors, the State Department of Higher Education website, the Rhodes State website, and the College Catalog.

2) RSC discloses articulation agreements to current and prospective students through multiple channels. At an institutional level, the RSC website lists current colleges and universities with which RSC has articulation agreements. Faculty advisors work with students at the program level to guide students on a pathway that leads to transfer.

3) Does not apply. CTAG, Tech Prep, and RSC's articulation agreements do not include provisions for accepting coursework in transfer from the partner institution. Each articulation agreement is designed for students to transfer to a senior institution to complete a baccalaureate degree.

4) Students learn what specific credits articulate through the agreement from a variety of sources: high school counselors, faculty advisors, staff advisors, the State Department of Higher Education website, the Rhodes State College website, and the College Catalog.

Provide a list of articulation agreements as **Appendix E** and the web address where the public can access this list. Note that you do not need to provide the full articulation agreements, only the list of agreements that you make public.

http://www.rhodesstate.edu/en/About%20Rhodes/College%20Offices%20and%20Departments/Registration%20and%20Records/Transfer/Articulation%20Completion%20Agreements.aspx

10. What is the process implemented by the institution to align the disclosed transfer policies with the criteria and procedures used by the institution in making transfer decisions?

Students transferring to RSC are asked to provide an official transcript to the Transfer Office for review. When course equivalencies exist between RSC and a corresponding institution, the information is noted in the student information system (Banner) for the student and is updated in the web-based program, USelect, which the student may also access. If a course equivalency has not yet been established, the RSC Coordinator of Transfer will ask the student to request the course description and syllabus from the original institution. When received, this information is forwarded to the appropriate academic department for review. If the department approves the course equivalency, then it follows the normal process. If the department does not approve the course equivalency, then the student may appeal to the Dean or the Vice President for Academic Affairs. The student may then be advised to seek Prior Learning Assessment credit for the course.

Audience: Institutions
Form
Published: January 2018 © Higher Learning Commission

Process: Federal Compliance Filing
Contact: legalaffairs@hlcommission.org
Page 5

> Provide evidence (e.g., charts, data, etc.) that institutional decisions regarding transfer of academic credit align with the policy. Provide this information in the space below or attach as **Appendix F**.

Since Fall 2012, RSC has awarded transfer credit for 11,005 students. COM 1110 (English Composition) and PSY 1010 (General Psychology) have been the courses most transferred to RSC. An average of 122 students per year receive transfer credit for COM 1110 and an average of 110 students per year for PSY 1010.

Since Fall 2012, a total of 2,879 students have received transcripted transfer credit. The college in Ohio with the most transfer credit is Ohio State University with 288 students receiving transfer credit. Northwest State Community College is the second highest with 233 students receiving transfer credit. A summary document with the course information and the college/university information is available in Appendix F.

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

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

Practices for Verification of Student Identity

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

☒ Yes

☐ No

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

RSC verifies the identity of students enrolled in online courses through the establishment of unique usernames and passwords. This practices ensures that there is only one username and password for each student.

Verification of student identity is used by faculty teaching online courses. Students test on campus at the testing center, where an official photo ID is required for identification, or at an off-site proctoring center which must be approved in advance by Rhodes State College.

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

☒ Yes

☐ No

14. What are these additional costs?

The additional cost charged to students enrolled in an online course is $10.50 per credit hour, per course.

Audience: Institutions
Form
Published: January 2018 © Higher Learning Commission

Process: Federal Compliance Filing
Contact: legalaffairs@hlcommission.org
Page 6

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

> The additional costs for enrollment in distance education courses are disclosed on RSC's website and in the RSC catalog. On the website, it is located on the Business Office's Fees' page and on the Getting Started page of the Center for Distance and Innovative Learning (CDIL).

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

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

> Students are mandated to change their initial RSC issued passwords for Canvas, the College's learning management system during their initial log-ins. RSC uses Canvas as its learning management system (LMS). The verification method for login is the issuance of a unique username and password. This method is one option identified in Federal Requirement 34 CFR §602.17(g) as appropriate. Students receive their username and password during orientation. Students are required to change passwords after 160 days.
>
> If a student does not login to their account within 160 days, the account is automatically locked and the student must contact RSC Help Desk for further instructions. Students can also manage their passwords through the College's Password Self Service website.

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

Related HLC Requirement: Core Component 2.A.

Title IV Program Responsibilities

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

17. General Program Responsibilities

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

> RSC Title IV program was recertified most recently on March 6, 2018.

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

Audience: Institutions
Form
Published: January 2018 © Higher Learning Commission

Process: Federal Compliance Filing
Contact: legalaffairs@hlcommission.org
Page 7

RSC's program review was submitted by RSC by the June 30, 2017 deadline. The review was confirmed with the recertification letter dated March 6, 2018. A copy of the letter goes to the Director of Financial Aid, Higher Learning Commission, guarantor agency and the Ohio Department of Higher Education.

c. Has the institution been audited or inspected by the Office of the Inspector General of the U.S. Department of Education since the last comprehensive evaluation by HLC?

☐ Yes
☒ No

d. Attach the most recent Title IV program review, or other inspection or audit reports since the last comprehensive evaluation by HLC, as **Appendix H**.

e. List any limitation, suspension or termination actions imposed on the institution by the U.S. Department of Education (hereafter referred to as "the Department") since the last comprehensive evaluation by HLC and the reason for such actions.

N/A - RSC does not have any limitations, suspensions or termination actions.

f. List any fines, letters of credit or heightened monitoring imposed on the institution by the Department since the last comprehensive evaluation by HLC and the reason for such actions.

N/A – RSC does not have any fines, letters of credit or heightened monitoring.

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

N/A – RSC does not have any corrective actions taken in regard to aforementioned Department actions.

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

N/A – RSC does not have any consequences regarding any challenges for financial health.

i. What are the findings from the OMB Circular A-133 portion of the institution's three most recent audited financial statements, which identifies material weaknesses in the processing of financial aid?

There were no findings in the RSC 2016, 2017, or 2018 audited financial statements regarding material weaknesses in the processing of financial aid.

Audience: Institutions
Form
Published: January 2018 © Higher Learning Commission

Process: Federal Compliance Filing
Contact: legalaffairs@hlcommission.org
Page 8

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

☒ Pell Grant

☐ Federal Family Education Loan

☒ Federal Direct Stafford Loan

☒ Direct PLUS Loan

☒ Federal Supplemental Educational Opportunity Grant

☒ Federal Work Study

☐ Perkins Loans

☐ Academic Competitiveness Grant

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

For more information see Federal Requirement 34 CFR §668.16.

18. Financial Responsibility Requirements

a. What were the outcomes of the three most recent Department reviews of the institution's composite ratios and financial audits?

The RSC 2016, 2017, and 2018 audits resulted in unqualified opinions with no findings.

The composite ratios, for 2015, 2016, and 2017 were 4.59, 3.98, and 5.28 respectively. All "Above the Zone" with no questions submitted to the College. The 2018 composite ratio will be completed once the 2019 Institutional Update is open for input.

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

There have been no fines, penalties, letters of credit or other requirements imposed by the department.

Note: HLC also annually analyzes each institution's financial ratios to determine whether there might be financial concerns. The peer review team checks with the institution and the HLC staff to determine whether HLC or the Department has previously raised concerns about the institution's finances based on these ratios.

c. What actions has the institution taken or does it plan to take in response to any concerns raised by HLC or the Department? (*Related HLC Requirements: Core Components 5.A, 2.B; Assumed Practice D.1.*)

Audience: Institutions
Form
Published: January 2018 © Higher Learning Commission

Process: Federal Compliance Filing
Contact: legalaffairs@hlcommission.org
Page 9

No actions have been necessary.

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

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

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

19. Default Rates. The institution should take steps to avoid excessive loan default rates.
Institutions and teams should use the three-year default rate to complete this section.

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

Year 1: FY 2013 - 16.7%

Year 2: FY 2014 - 19.5%

Year 3: FY 2015 - 16.7%

b. If the institution's default rates are higher than those of its peer institutions, if the institution's rates are rising, or if the rates have exceeded Departmental thresholds or triggered a Department review, what actions has the institution taken in response?

No actions have been necessary.

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

c. Does the institution participate in private loan programs or any loan services that it provides to students directly or that a related corporation provides to its students?

☐ Yes

☒ No

If yes, provide a list of companies that provide loan services to the institution's students and explain the relationship of these companies to the institution.

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

Audience: Institutions
Form
Published: January 2018 © Higher Learning Commission

Process: Federal Compliance Filing
Contact: legalaffairs@hlcommission.org
Page 10

For more information see Federal Requirements 34 CFR §668.201, §668.204, and §668.217.

Related HLC Requirements: HLC Criterion 2, Core Component A (integrity); Criterion 5, Core Components A (resources) and B (administrative capacity); Assumed Practices D.1–5.

20. Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures. Title IV responsibilities include the legal obligation to disclose information to students and to the public about campus crime, athletic participation and financial aid.

   a. What administrator or office on campus is responsible for ensuring that these disclosures are regularly compiled and published and that the data are accurate?

   The Vice President for Student Affairs, the Vice President for Finance and Business, and the Director of Safety and Security are responsible for these disclosures.

   b. Has the institution been the subject of any federal investigation related to any of the required disclosures listed in question 20?

   ☐ Yes

   ☒ No

   c. Does the institution have any findings from the Department regarding these disclosures?

   ☐ Yes

   ☒ No

   Explain any findings related to any of the required disclosures listed in question 20 and corrective action plans the institution may have put together to remedy the findings.

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

   For more information see Federal Requirements 34 CFR §668.40, 668.41, 668.42, 668.43, 668.44, 668.46, and 668.49.

21. Student Right to Know/Equity in Athletics. Title IV responsibilities require that institutions provide to students and the public graduation/completion rates for the student body by gender, ethnicity, receipt of Pell grants and other data as well as information about the process for withdrawing as a student, cost of attendance, policies on refund and return of Title IV financial aid, current academic programs and faculty, names of applicable accrediting agencies, description of facilities for disabled students, and the institution's policy on enrollment in study abroad. In addition, certain institutions need to disclose their transfer-out rate. Also, institutions with athletic programs are required to disclose athletic participation rates and financial support data.

Audience: Institutions
Form
Published: January 2018 © Higher Learning Commission

Process: Federal Compliance Filing
Contact: legalaffairs@hlcommission.org
Page 11

a. What administrator or office on campus is responsible for ensuring that these disclosures are regularly compiled and published and that the data are accurate?

> N/A – RSC is not required to ensure that these disclosures are compiled and published.

b. Has the institution been the subject of any federal investigation related to any of the required disclosures listed in question 21?

☐ Yes

☒ No

c. Does the institution have any findings from the Department regarding these disclosures?

☐ Yes

☒ No

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

> N/A – There were no findings related to any of the required disclosures.

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

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

Related HLC Requirement: Assumed Practice A.6.

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

a. Are these policies readily available to students?

☒ Yes

☐ No

b. Do they satisfy state or federal requirements?

☒ Yes

☐ No

c. Does the institution have any findings from the Department regarding these disclosures?

☐ Yes

☒ No

Audience: Institutions
Form
Published: January 2018 © Higher Learning Commission

Process: Federal Compliance Filing
Contact: legalaffairs@hlcommission.org
Page 12

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

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

> e. Are the policies being appropriately applied by the institution in individual student situations?

Note: HLC does not necessarily require that the institution take attendance unless required to do so by state or federal regulations but does anticipate that institutional attendance policies provide information to students about attendance at the institution.

☒ Yes

☐ No

For more information see Federal Requirement 34 CFR §668.34.

Related HLC Requirements: Criterion 3, Core Component A; Assumed Practice A.5.

23. Contractual Relationships. List any contracts related to academic programs with third-party entities not accredited by a federally recognized accrediting agency. Attach as **Appendix P**. Include the name of the provider, the name of the relevant academic program, what the provider does, the dates when the relationship starts and ends, and the date it was approved by HLC if required.

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

For more information see Federal Requirements 34 CFR §668.5 and 602.22(a)(2)(vii).

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

24. Consortial Relationships. List any consortial relationships with other entities accredited by a federally recognized accrediting agency. Attach as **Appendix Q.** Include the name of the provider, the name of the relevant academic program, what the provider does, the dates when the relationship starts and ends, and the date it was approved by HLC if required.

(The institution should have previously disclosed to HLC all existing consortiums and received approval for those consortial arrangements as required by HLC policy. Institutions can see the list of HLC-approved consortial arrangements on its Institutional Status and Requirements (ISR) Report. HLC's substantive change policy requires that the institution notify HLC of any new consortiums for up to 25 percent of an academic

Audience: Institutions
Form
Published: January 2018 © Higher Learning Commission

Process: Federal Compliance Filing
Contact: legalaffairs@hlcommission.org
Page 13

program, that the institution obtain prior HLC approval before initiating any consortiums for 25 to 50 percent of a program, and that HLC approve consortiums for more than 50 percent of a program only in exceptional circumstances under strict scrutiny.)

For more information see Federal Requirement 34 CFR §668.5.

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

Required Information for Students and the Public

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

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

Institutional Disclosure Data (HLC):
http://www.rhodesstate.edu/About%20Rhodes/College%20Offices%20and%20Departments/Institutional%20Research/Institutional%20Data.aspx

Gainful Employment (DOE):
http://www.rhodesstate.edu/About%20Rhodes/College%20Offices%20and%20Departments/Financial%20Aid/Gainful%20Employment.aspx

Net Price Calculator:
http://www.rhodesstate.edu/About%20Rhodes/College%20Offices%20and%20Departments/Financial%20Aid/Net%20Price%20Calculator.aspx

NC-Sara:
http://www.rhodesstate.edu/en/About%20Rhodes/College%20Offices%20and%20Departments/Center%20for%20Distance%20and%20Innovative%20Learning/Out-of-State%20Authorization.aspx

Suicide Awareness (HB 28):
http://www.rhodesstate.edu/About%20Rhodes/College%20Offices%20and%20Departments/Counseling%20Services/Suicide%20Awareness.aspx

FERPA:
http://www.rhodesstate.edu/About%20Rhodes/College%20Offices%20and%20Departments/Registration%20and%20Records/FERPA.aspx

Financial Aid Disclosure:
http://www.rhodesstate.edu/About%20Rhodes/College%20Offices%20and%20Departments/Financial%20Aid/Financial%20Aid%20Policies.aspx

Types of Financial Aid:
http://www.rhodesstate.edu/About%20Rhodes/College%20Offices%20and%20Departments/Financial%20Aid/Types%20of%20Financial%20Aid.aspx

Audience: Institutions
Form
Published: January 2018 © Higher Learning Commission

Process: Federal Compliance Filing
Contact: legalaffairs@hlcommission.org
Page 14

Textbook Information:
https://intranet.rhodesstate.edu/HLC/Documents/Evidence%20Inventory%20by%20Cabinet%20Area/Stude
nt%20Affairs/HLC%20Textbook%20Information.pdf

Student Copyright Infringement:
http://www.rhodesstate.edu/About%20Rhodes/College%20Offices%20and%20Departments/Information%2
0Systems/Higher%20Education%20Opportunity%20Act.aspx

Entrance and Exit Counseling (Financial Aid):
http://www.rhodesstate.edu/direct

Clery Act Report:
http://www.rhodesstate.edu/~/media/pdf/SafetySecurity/Clery%20Act%20Report%20-%202018.ashx

Accrediting Body Disclosures

Accrediting Council for Business Schools & Programs (ACBSP)

http://www.rhodesstate.edu/en/Current%20Students/Academic%20Programs/Division%20of%20Busin
ess%20Technology%20and%20Public%20Service/Management%20and%20Marketing/Business%20A
dministration.aspx

Engineering Technology Accreditation Commission of ABET

http://www.rhodesstate.edu/Current%20Students/Academic%20Programs/Division%20of%20Business
%20Technology%20and%20Public%20Service/Electronic%20Engineering%20Technology.aspx

Council for Standards in Human Service Education (CSHSE)

http://www.rhodesstate.edu/Current%20Students/Academic%20Programs/Division%20of%20Business
%20Technology%20and%20Public%20Service/Human%20Service.aspx

Accreditation Commission for Education in Nursing (ACEN)

http://www.rhodesstate.edu/Current%20Students/Academic%20Programs/Nursing/Associate%20Degre
e%20Program.aspx

Commission on Accreditation for Respiratory Care (CoARC)

http://www.rhodesstate.edu/Current%20Students/Academic%20Programs/Allied%20Health/Respirator
y%20Care.aspx

Committee on Accreditation of Educational Programs for Emergency Medical Services (CoAEMSP)

http://www.rhodesstate.edu/Current%20Students/Academic%20Programs/Allied%20Health/Emergenc
y%20Medical%20Services.aspx

Commission on Dental Accreditation (CODA)

http://www.rhodesstate.edu/Current%20Students/Academic%20Programs/Allied%20Health/Dental%20
Hygiene.aspx

Accreditation Council for Occupational Therapy Education (ACOTE)

http://www.rhodesstate.edu/Current%20Students/Academic%20Programs/Allied%20Health/Occupatio
nal%20Therapy%20Assistant.aspx

Commission on Accreditation in Physical Therapy Education (CAPTE)

http://www.rhodesstate.edu/Current%20Students/Academic%20Programs/Allied%20Health/Physical%
20Therapist%20Assistant.aspx

Joint Review Committee on Education in Radiographic Technology (JRCERT)

http://www.rhodesstate.edu/Current%20Students/Academic%20Programs/Allied%20Health/Radiograp

Audience: Institutions
Form
Published: January 2018 © Higher Learning Commission

Process: Federal Compliance Filing
Contact: legalaffairs@hlcommission.org
Page 15

hic%20Imaging.aspx

Commission on Accrediting of Allied Health Care Programs (CAAHEP)

http://www.rhodesstate.edu/Current%20Students/Academic%20Programs/Allied%20Health/Medical%20Assisting.aspx

Approval Bodies

American Bar Association (ABA)

http://www.rhodesstate.edu/Current%20Students/Academic%20Programs/Division%20of%20Business%20Technology%20and%20Public%20Service/Paralegal-Legal%20Assisting%20Degree%20Program.aspx

Ohio Department of Higher Education (ODHE)

http://catalog.rhodesstate.edu/programs/early-childhood-education/#accreditationtext

Ohio Department of Public Safety (ODPS)

http://catalog.rhodesstate.edu/programs/emergency-medical-services/#accreditationtext

Ohio Board of Nursing (OBN)

http://www.rhodesstate.edu/Current%20Students/Academic%20Programs/Nursing/Associate%20Degree%20Program.aspx

http://www.rhodesstate.edu/Current%20Students/Academic%20Programs/Nursing/Practical%20Nursing.aspx

27. What policies and processes does the institution have in place to ensure required information for current and prospective students about institutional programs, fees, policies and related required information is accurate, timely and appropriate? Attach copies of these policies and procedures as **Appendix S**.

The catalog timeline is determined each year with the publication goal of August 1. This allows for accurate information to be distributed to all new and returning students prior to the start of the semester.

Each page in the electronic catalog is assigned an owner who is responsible for updating the information on the page. The page assignment is determined by the appropriate Cabinet member in consultation with the President. Upon the yearly update of a page in the catalog, the page goes into the catalog page approval workflow. This workflow has been approved by the College and includes:
- Page owner
- Cabinet member
- President
- Marketing
- Publication (online and paper)

By having several layers of approval it creates a mechanism that makes sure that the information is correct upon the time of publication and can be updated online during the year using the same approval workflow.

Audience: Institutions
Form
Published: January 2018 © Higher Learning Commission

Process: Federal Compliance Filing
Contact: legalaffairs@hlcommission.org
Page 16

RSC complies with federal Gainful Employment disclosure regulations. The Gainful Employment Disclosure policy and procedure guides College departments in complying with the federal Gainful Employment policy, including: (1) the annual updating of required disclosure information; (2) the annual upload of accurate GE data; and (3) the regular review of necessary programmatic information to ensure compliance.

The College's Board of Trustees follows the Ohio Revised Code regarding the annual and regular approval of tuition and fees as well as the requirements of the Ohio Department of Higher Education and Higher Learning Commission for the adoption and discontinuance of certificates and degree program.

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

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

Advertising and Recruitment Materials and Other Public Information

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

☒ Yes

☐ No

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

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

Home Page www.rhodesstate.edu

Admissions http://www.rhodesstate.edu/admissions.aspx

Future Students http://www.rhodesstate.edu/future%20students.aspx

Workforce http://www.rhodesstate.edu/workforce%20and%20economic%20development.aspx

30. What policies and processes does the institution have in place to ensure advertising and recruiting information to current and prospective students about its programs, locations and policies is accurate, timely and appropriate? Provide copies of these policies and procedures as **Appendix U.**

The advertising and recruiting information approval process follows accordingly: Department, Cabinet member, President and Marketing. All areas in the process must approve prior to submission for publication.

Audience: Institutions
Form
Published: January 2018 © Higher Learning Commission

Process: Federal Compliance Filing
Contact: legalaffairs@hlcommission.org
Page 17

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

> Currently, the HLC Mark of Affiliation is located on the College's "Accreditation" page under About Us on the homepage (two clicks).
>
> http://www.rhodesstate.edu/About%20Rhodes/Office%20of%20the%20President/Accreditation.aspx

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

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

Review of Student Outcome Data

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

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

> The Program Review Process at Rhodes State College is a multi-faceted approach to assess academic programs and to facilitate continuous improvement. Programs submit all applicable evidence for review according to a three-year schedule maintained by the Office of Academic Affairs. This periodic review process enables the College to recognize excellence and enhance curricula and program effectiveness. Program Review focuses on three foundational criteria: (1) Curriculum, (2) Program Management, and (3) Student Success. Programs provide evidence and related narrative for each of these criteria including data on student persistence, retention, and completion and the RSC Contribution Margin Analysis (CMA) in reviews to assess the financial impact of each program.
>
> The Office of Institutional Research (IR) develops performance reports from data in the student information system (Banner) for course completion, persistence, retention, certificate/degree awarded and transfer rates which are available internally on SharePoint and distributed to academic administration. IR and the Office of Assessment & Quality Improvement (AQI) administer the course evaluations from students with AQI; statistical student feedback reports are accessible to faculty and administration through the EvaluationKit system. Additional quantitative and qualitative course and program performance information (i.e. standards and assessment of student learning outcomes, course assessment and improvement plans) are reported by faculty and program administrators into the electronic Strategic Institutional Effectiveness Planning System (eSIEPS) which is overseen by the Office of Institutional Effectiveness. The course and program annual Findings, Assessment Action Plans and Executive Summaries inform ongoing planning and budgetary decisions for the improvement of student outcomes.

Audience: Institutions
Form
Published: January 2018 © Higher Learning Commission

Process: Federal Compliance Filing
Contact: legalaffairs@hlcommission.org
Page 18

Academic program licensure pass-rates from Academic Affairs are reported by IR via the Annual Fast Facts report, which is posted on the department's webpage. Academics also provides this data to AQI for institutional archiving on the SharePoint site.

On an annual basis, academic program leaders provide the following information to the Office of IR and AQI as part of a collaborative review of Gainful Employment information with the Financial Aid office: number of completers, credit hours, length of time to complete, tuition and fees (labs, tests, books/supplies etc.) and occupations for which the certificate prepares the student. Once the data has been verified the Gainful Employment Disclosure information is updated and made available via the College's Financial Aid website page.

Academic programs submit annual program accreditation reports which are reviewed by AQI and the Office of Institutional Effectiveness for quality assurance/quality control prior to submission to the respective third party accrediting/approval bodies. Annual reports are archived institutionally on the AQI SharePoint site.

33. List the types of student outcome data available to the institution. Provide this information in the space below or attach as **Appendix V**.

        a. course completion (there is course completion data in Appendix V)
        b. retention (IPEDS)
        c. graduation (IPEDS)
        d. institutional disclosure data/gainful employment
        e. certificates/degrees awarded (IPEDS)

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

Outcomes data is collected, analyzed and distributed through the Office of Institutional Research (IR) for the purpose of informing the College for: decision making, strategic/operational planning and determining institutional effectiveness. As part of the institutional planning process, the Office of Institutional Effectiveness, with support from IR and AQI, works in collaboration with the Finance office and budget managers to align student learning outcomes, and the academy's operational and strategic actions with the College's key performance indicators and the following data: (1) enrollment; (2) course completion; (3) persistence; (4) retention; and (5) certificates/degrees awarded. Metrics are shared across various levels of the College during the academic year: Cabinet; Deans, Chairs and the Academy; College-wide during professional development sessions, Cabinet retreats and Board of Trustee meetings. Outcomes data, including persistence, retention, and completion, are provided by IR to program chairs for analysis during the Program Review process.

35. The federal government is increasingly concerned that institutions and accreditors are taking into account federal metrics in the review of student outcome data. These metrics are best found in the College Scorecard. Explain how information from the Scorecard is incorporated in the institution's

Audience: Institutions
Form
Published: January 2018 © Higher Learning Commission

Process: Federal Compliance Filing
Contact: legalaffairs@hlcommission.org
Page 19

review of its student outcome data. Please note the loan repayment rate identified on the Scorecard and explain how the institution uses this metric in its review of its own data.

Rhodes State uses the College Scorecard to gauge student success and is presented to the College community at an open forum and in operational planning to make improvements. The results from the College Scorecard (equivalent to data submitted to IPEDS) and the IPEDS feedback report is submitted to the President for review with the Cabinet for strategic planning and internal decision making. The loan repayment rate and the College's default rate are required as part of the reporting in the HLC annual institutional update and a component of the College's state mandated 2018-2020 Campus Completion Plan: Driving Transformation.

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

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

Publication of Student Outcome Data

Student outcome data should be made available to the public through the institution's website—for instance, linked to from the institution's home page, included within the top three levels of the website or easily found through a search of related terms on the website—and should be clearly labeled as such. Any technical terms in the data should be defined, and any necessary information on the method used to compile the data should be included. Data may be provided at the institutional or department level or both, but the institution must disclose student outcome data that address the broad variety of its programs.

36. Are student outcome data published on the institution's website following the specifications above?

☒ Yes

☐ No

37. How does the institution ensure that the publication of these data accurately reflects the range of programs at the institution?

The Office of Institutional Research (IR) works with institutional data reporters and the Cabinet to produce institutional data and reports. This may include assistance with compiling and analyzing documentation regarding data collection, analysis, and reporting responsibilities of departments; identifying areas where responsibilities may require agreement between two or more departments; identifying potential data inconsistencies or inaccuracies; and providing institutional reporting recommendations.

IR is responsible for working with each division/department to develop and document departmental procedures and internal controls to ensure the accuracy of data used for external compliance and internal institutional reports. Divisions/departments provide IR with a list of staff responsible for reporting and reviewing the accuracy of data collected for external and internal reporting purposes.

Audience: Institutions
Form
Published: January 2018 © Higher Learning Commission

Process: Federal Compliance Filing
Contact: legalaffairs@hlcommission.org
Page 20

External Institutional Reporting

The Offices of Academic Affairs, Finance and Business, Development, Human Resources, Workforces and Economic Development and Continuing, Institutional Effectiveness, and academic programs with specialized accreditation/approval have authorization to submit institutional data or reports to external entities.

Each division/department lead is responsible for providing IR with an annual update to the Institutional Compliance Schedule that lists required reporting to federal, state, or local agencies. The division/department creates a list of reporting requirements for the subsequent academic year and submit to IR by May 30 to ensure timely reporting, consistency, and accuracy. The report also includes the name and contact information for the requesting agency, report purpose, due dates, information required, location of the document, the data reporter contact, and other potential collaborators. IR is responsible for validating the official institutional data and publishing.

Internal Institutional Reporting

IR is responsible for creating and maintaining a summary listing of all internal institutional reports prepared and/or used by the IR Office, and a list of data reporters and other divisions/departments for the purposes of institutional decision-making, data dissemination, publication, and reporting.

New internal institutional reports must be validated by IR and approved by Cabinet prior to College use. Each division/department supervisor is responsible for confirming the list of institutional reports annually.

Requests for Institutional Data, Reports and Studies

All requests for new institutional data, reports and studies that are not included in the annual calendar of internal or external institutional reports must be submitted to the Office of Institutional Research and will require review and approval by the respective Cabinet.

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

Institutional Data
http://www.rhodesstate.edu/About%20Rhodes/College%20Offices%20and%20Departments/Institutional%20Research/Institutional%20Data.aspx

Gainful Employment
http://www.rhodesstate.edu/About%20Rhodes/College%20Offices%20and%20Departments/Financial%20Aid/Gainful%20Employment.aspx

Related HLC Requirement: Assumed Practice A.6.

Standing With State and Other Accrediting Agencies

39. List any relationships the institution has with a specialized, professional or institutional accreditor or with any governing or coordinating bodies in states in which the institution has a presence. Note

Audience: Institutions
Form
Published: January 2018 © Higher Learning Commission

Process: Federal Compliance Filing
Contact: legalaffairs@hlcommission.org
Page 21

whether the institution or any of its programs is on a sanction, is provisionally approved or has lost status with any state agency or accrediting body.

Rhodes has relationships and is in good standing with the following programmatic accreditors and approval bodies:

<u>Accrediting Bodies</u>

- Accrediting Council for Business Schools & Programs (ACBSP)
  - Accounting - Major
  - Business Administration - Major
  - Marketing - Major
  - Human Resource – Major
  - Paralegal/Legal Assisting - Major
- Engineering Technology Accreditation Commission of ABET
  - Electronic Engineering Technology - Program
  - Mechanical Engineering Technology – Major
- Council for Standards in Human Service Education (CSHSE)
  - Human Service – Major
- Ohio Peace Officer Training Academy (OPOTA)
  - Basic Peace Officer Academy - OPOTC Certificate
- Accreditation Commission for Education in Nursing (ACEN)
  - Nursing – Major
- Commission on Accreditation for Respiratory Care (CoARC)
  - Respiratory Care – Major
  - Sleep Technologist Certificate
- Committee on Accreditation of Educational Programs for Emergency Medical Services (CoAEMSP)
  - Paramedic Certificate
- Commission on Dental Accreditation (CODA)
  - Dental Hygiene – Major
- Accreditation Council for Occupational Therapy Education (ACOTE)
  - Occupational therapy Assistant – Major
- Commission on Accreditation in Physical Therapy Education (CAPTE)
  - Physical Therapist Assistant – Major
- Joint Review Committee on Education in Radiographic Technology (JRCERT)
  - Radiographic Imaging (Radiography) – Major
- Commission on Accrediting of Allied Health Care Programs (CAAHEP)
  - Medical Assisting – Major
- Association of Nutrition and Foodservice Professionals (ANFP)
  - Nutrition and Food Service Professional Certificate

Audience: Institutions
Form
Published: January 2018 © Higher Learning Commission

Process: Federal Compliance Filing
Contact: legalaffairs@hlcommission.org
Page 22

Approval Bodies

- American Bar Association (ABA)
  - Paralegal/Legal Assisting Certificate
- Ohio Department of Higher Education (ODHE)
  - Early Childhood Education
- Ohio Department of Public Safety (ODPS)
  - Basic Emergency Medical Services
  - Emergency Medical Services – Major
  - Advanced EMT Certificate
  - AH Prof to Paramedic Certification
- Ohio Peace Officer Training Commission (OPOTC)
  - Basic Peace Officer Academy - OPOTC Certificate
- Ohio Board of Nursing (OBN)
  - Nursing – Major
  - Practical Nursing Certificate
- Ohio Department of Health (ODH)
  - Nurse Assistant Certificate
  - State Tested Nursing Assistant
- Medical Assisting Education Review Board (MAERB)

Medical Assisting – Major

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

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

RSC clearly displays the standing of all its accredited programs throughout the RSC website. The institution displays its accreditation status with the Higher Learning Commission (HLC) on its Accreditation webpage. Each program has its own webpage listing its accrediting and approval body. In addition, each program has a For Your Information (FYI) sheet on the webpage that identifies its accreditation body.

http://www.rhodesstate.edu/en/About%20Rhodes/Office%20of%20the%20President/Accreditation.aspx

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

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

Audience: Institutions
Form
Published: January 2018 © Higher Learning Commission

Process: Federal Compliance Filing
Contact: legalaffairs@hlcommission.org
Page 23

Public Notification of Opportunity to Comment

The institution is responsible for publishing a notice about the visit to its constituents no later than two months before the peer review team's on-site visit and instructing constituents that they can send comments to HLC. Local newspapers, institutional websites and alumni magazines are appropriate choices of media in which to solicit public comments. Notices of the opportunity to comment should reach all constituencies but should not unduly burden the institution. Notices of the visit should be published following the format prescribed in the *Procedure on Third-Party Comments*.

Notices should include:

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

Notices should specify that comments must be sent to HLC no later than four weeks before the start of the visit. The comments are compiled by HLC staff members and sent to the evaluation team and the institution three weeks prior to the visit. As third-party comments are an important part of the comprehensive evaluation, HLC also reviews and forwards comments received after the deadline has passed and during the visit.

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

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

    Students, employees, Advisory Committees, Board of Trustees, Foundation Board, Donors, Industry Partners, Work-based Learning Partners, Alumni, College Credit Plus Partner Schools, and general public.

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

    News releases, newspaper ads, social media and College website.

43. Attach a copy of the notices as **Appendix Y**.

Competency-Based Programs, Including Direct Assessment Programs, and Faculty-Student Engagement

Note: The definition of competency-based and direct assessment programs (as taken from 34 CFR §668.10) can be found on HLC's website.

Audience: Institutions
Form
Published: January 2018 © Higher Learning Commission

Process: Federal Compliance Filing
Contact: legalaffairs@hlcommission.org
Page 24

44. Does the institution offer any direct assessment programs, as defined in 34 CFR §668.10?

☐ Yes

☒ No

Note: HLC policy and federal regulations require that direct assessment programs be reviewed and approved by the accrediting agency before they are initiated. Contact your HLC staff liaison if the institution offers direct assessment programs that have not been approved by HLC.

45. Does the institution offer any competency-based programs?

☐ Yes

☒ No

46. Provide a list of direct assessment or competency-based programs offered by the institution.

N/A - RSC does not offer direct assessment or competency-based programs.

47. How does the institution ensure that faculty in these programs regularly engage with students? Please respond to the following questions:

a. Do the faculty members initiate communication on some regular basis with the students in the course(s)? If yes, provide examples of how and when this occurs in each program.

N/A - RSC does not offer direct assessment or competency-based programs.

b. Do the students have a responsibility to initiate communication with the faculty members on some regular basis that is at least equivalent to contact in a traditional classroom? If yes, provide examples of how and when this occurs.

N/A - RSC does not offer direct assessment or competency-based programs.

c. Describe the manner in which faculty respond to questions from students about the academic content of the program. Describe the interaction between faculty and students about demonstrating competencies in the program material.

N/A - RSC does not offer direct assessment or competency-based programs.

d. Demonstrate that in the tasks mastered to assure competency, faculty and students interact about critical thinking, analytical skills, written and oral communication abilities, etc., in the context of the course(s) in question with appropriate guidance by faculty.

N/A - RSC does not offer direct assessment or competency-based programs.

Audience: Institutions
Form
Published: January 2018 © Higher Learning Commission

Process: Federal Compliance Filing
Contact: legalaffairs@hlcommission.org
Page 25

e. Demonstrate that in the tasks mastered to assure competency, faculty and students interact about core ideas, important theories, current knowledge, etc., in the context of the course(s) in question with appropriate guidance by faculty.

N/A - RSC does not offer direct assessment or competency-based programs.

List of Appendixes

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

Assignment of Credits, Program Length and Tuition
Appendix A.......... [Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours](#)

Institutional Records of Student Complaints
Appendix B.......... Institutional complaint policy and procedure, and web address
Appendix C .... Complaints received since last comprehensive evaluation and their resolutions

Publication of Transfer Policies
Appendix D .... Published transfer policies
Appendix E.......... List of articulation agreements, and web address
Appendix F.......... Evidence that decisions regarding transfer align with disclosed policy

Practices for Verification of Student Identity
Appendix G .... Disclosures of additional costs related to verification, and web address

Title IV Program Responsibilities
Appendix H .... Most recent program review or other inspection or audit reports since last comprehensive evaluation
Appendix I........... Correspondence with the Department and other documents explaining the institution's general program responsibilities
Appendix J .... Correspondence with the Department and other documents explaining the institution's actions in response to concerns regarding its financial responsibility requirements
Appendix K.......... Correspondence with the Department related to default rates and any required default rate management plan
Appendix L.......... Samples of loan agreements and disclosure information
Appendix M........ Disclosures to students about campus crime information, athletic participation and financial aid, and web address
Appendix N .... Disclosures to students required by student right to know/equity in athletics responsibilities, and web address
Appendix O .... Disclosures to students about satisfactory academic progress and attendance policies, and web address
Appendix P.......... List of contractual relationships
Appendix Q .... List of consortial relationships

Required Information for Students and the Public
Appendix R .... Course catalogs and student handbooks

Audience: Institutions
Form
Published: January 2018 © Higher Learning Commission

Process: Federal Compliance Filing
Contact: legalaffairs@hlcommission.org
Page 26

Advertising and Recruitment Materials and Other Public Information

Review of Student Outcome Data

Standing With State and Other Accrediting Agencies

Public Notification of Opportunity to Comment

Audience: Institutions
Form
Published: January 2018 © Higher Learning Commission

Process: Federal Compliance Filing
Contact: legalaffairs@hlcommission.org
Page 27