

Master To Do List

Status Key

1. Not Started
2. 25% done
3. Complete/date

Federal Compliance

Item	Evidence Location	Who	Date Due	Status
Assignment of Credits, Program Length , and Tuition				
1. Credit Hour definition.				
2. Clock Hours definition.				
3. Length of degree programs.				
4. Justify difference in tuition for specific programs.				
Institutional Records of Student Complaints				
1. Student complaints process.				
2. Summarize number of complaints.				
3. Summarize type of complaints.				
4. Track resolutions of complaints.				
5. Explain how the institution integrates its learning from the complaint process into improvements in services or in teaching and learning.				
Publication of Transfer Policies				
1. Transfer policies disclosed in catalog.				
2. Transfer policies disclosed on the web.				
3. Transfer policies disclosed in other appropriate publications.				
4. Institutional level articulation agreements are disclosed to students.				
5. Program level articulation agreements are disclosed to students.				
6. Demonstrate that disclosed transfer policies align with the criteria and procedures actually used by the institution in making decisions.				

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	Item	Evidence Location	Who	Date Due	Status
	Practices for Verification of Student Identity				
	1. Identify students are enrolled in distance or correspondence courses.				
	2. Process to verify the identity of students enrolled in distance learning.				
	3. Demonstrate any additional costs for distance learning.				
	4. Process to verify that student privacy is protected.				
	Title IV Program Responsibilities				
	1. General Program Responsibilities				
	a. Provide information regarding the status of the institution's Title IV program, especially recent program reviews, inspections, or audits.				
	b. Disclose any limitation, suspension, or termination actions that the US Dept of Ed has undertaken and the reasons for the action.				
	c. Disclose any fines, letters of credit, or heightened monitoring arising from the Dept of Ed.				
	d. Discuss the institution's response and corrective actions to these challenges.				
	e. Provide information about findings from the A-133 portion of the institution's audited financial statements.				
	2. Financial Responsibility Requirements				
	a. Provide information about the Dept of Ed review of the institution's composite ratios and financial audits.				
	3. Default Rates				
	a. Disclose student loan default rates as provided by the Dept of Ed for the three years leading up to the visit.				

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	b. If default rates are higher for the institution than its peer institutions, are rising or exceed Dept of Ed thresholds, address action taken				
	c. Submit information about the institution's participation in private loan programs.				
	4. Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.				
	5. Student Right to Know.				
	6. Satisfactory Academic Progress and Attendance Policies.				
	7. Contractual Relationships.				
	8. Consortial Relationships.				
	Required Information for Students and the Public				
	1. Submit course catalogs to the evaluation team.				
	2. Submit student handbooks to the evaluation team.				
	3. Identify sections of the web site that include required disclosure information.				
	Advertising and Recruitment Materials and Other Public Information				
	1. Demonstrate that advertising & recruitment materials provide accurate, timely, and appropriated info to students.				
	2. Demonstrate that the institution provides such information to current and prospective students about its programs, locations, and policies.				
	3. Provide the evaluation team with a link to the Mark of Affiliation on the institution's web site.				
	Review of Student Outcome Data				
	1. Demonstrate that the institution collects information about student outcomes.				

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	2. Provide evidence that information collected about student outcomes informs planning, program review, assessment, etc.				
	Standing with State and Other Accrediting Agencies				
	1. Disclose information about any relationship with a specialized, professional or institutional accreditor.				
	Public Notification of Opportunity to Comment				
	1. Determine what constituencies should receive the notice of opportunity to comment.				
	2. Determine what media the institution will use to solicit comments.				
	3. Publish the notices of the visit following the prescribed format.				
	4. The institution must send copies of its notices to the Commission in .pdf format at least a month before the visit.				
	5. In cases where comments are sensitive in nature, the Commission will tell the commenter that the institution receives comments.				

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Assumed Practices Checklist

A. Integrity: Ethical and Responsible Conduct		Evidence Location	Who	Date Due	Status
1.	A conflict of interest policy that ensures that the governing board and the senior administrative personnel act in the best interest of the institution.				
2.	Ethics policy for faculty and staff regarding conflict of interest.				
3.	Ethics policy for faculty and staff regarding nepotism.				
4.	Ethics policy for faculty and staff regarding recruitment and Admissions.				
5.	Ethics policy for faculty and staff regarding financial aid.				
6.	Ethics policy for faculty and staff regarding privacy of personal Information.				
7.	Ethics policy for faculty and staff regarding contracting.				
8.	The institution provides its students with policies and procedures informing them of their rights and responsibilities.				
9.	The institution provides its administrators with policies and procedures informing them of their rights and responsibilities.				
10.	The institution provides its faculty and staff with policies and procedures informing them of their rights and responsibilities.				
11.	The institution provides clear information regarding its procedures for receiving complaints and grievances from students.				
12.	The institution makes readily available to students				
	a. Statements of mission, vision, and values.				
	b. Full descriptions of the requirements for its programs, including all pre-requisite courses.				

Status Key	1. Not Started 2. 25% done 3. Complete/date
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A. Integrity: Ethical and Responsible Conduct	Evidence Location	Who	Date Due	Status
c. Requirements for admission to the institution.				
d. Requirements for admission to particular programs or majors.				
e. Policies on acceptance of transfer credit, including how credit is applied to degree requirements.				
f. A list of all student costs: tuition fees training incidentals financial aid policies practices and requirements policy on refunds				
g. Policies regarding academic good standing.				
h. Policies regarding probation.				
i. Policies regarding dismissal.				
j. Policies regarding residency.				
k. Policies regarding enrollment requirements.				
l. A full list of its instructors and their academic credentials.				

Status Key	1. Not Started 2. 25% done 3. Complete/date
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A. Integrity: Ethical and Responsible Conduct		Evidence Location	Who	Date Due	Status
	m. Its relationship with any parent organization (corporation, hospital, or church, or other entity that owns the institution) and any external providers of its instruction.				
	12. The institution makes readily available to the general public clear and complete information including.				
	a. Statements of mission, vision, and values.				
	b. Full descriptions of the requirements for its programs, including all pre-requisite courses.				
	c. Requirements for admission to the institution.				
	d. Requirements for admission to particular programs or majors.				
	e. Policies on acceptance of transfer credit, including how credit is applied to degree requirements.				
	f. A list of all student costs: tuition fees training incidentals financial aid policies practices and requirements policy on refunds				
	g. Policies regarding academic good standing.				
	h. Policies regarding probation.				

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A. Integrity: Ethical and Responsible Conduct	Evidence Location	Who	Date Due	Status
	i. Policies regarding dismissal.			
	j. Policies regarding residency.			
	k. Policies regarding enrollment requirements.			
	l. A full list of its instructors and their academic credentials.			
	m. Its relationship with any parent organization (corporation, hospital, or church, or other entity that owns the institution) and any external providers of its instruction.			
	13. All student achievement of learning data made public is accurate and complete.			
	14. All student persistence data made public is accurate and complete.			
	15. All retention data made public is accurate and complete.			
	16. All completion data made public is accurate and complete.			
	17. The institution portrays clearly and accurately to the public its current status with the Higher Learning Commission.			
	18. The institution portrays clearly and accurately to the public its status with specialized, national, and professional accreditation agencies.			
	a. The institution makes clear to students the distinction between regional and specialized or program accreditation and the relationships between licensure and the various types of accreditation.			

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A. Integrity: Ethical and Responsible Conduct		Evidence Location	Who	Date Due	Status
	b. An institution offering programs eligible for specialized accreditation at multiple locations discloses the accreditation status and recognition of the program by state licensing boards at each location.				
	c. An institution that advertises a program as preparation for a licensure, certification, or other qualifying examination publicly discloses its pass rate on that examination, unless such information is not available to the institution.				
	19. The governing board and its executive committee, if it has one, include some “public” members.				
	20. The governing board has the authority to approve the annual budget and to engage and dismiss the chief executive officer.				
	21. The institution documents outsourcing of all services in written agreements, including agreements with parent or affiliated organizations.				
	22. The institution takes responsibility for the ethical and responsible behavior of its contractual partners in relation to actions taken on its behalf.				
B. Teaching and Learning: Quality, Resources, and Support		Evidence Notes	Who	Date Due	Status
	1. Programs, Courses, and Credits				
	a. The institution conforms to commonly accepted minimum program length: 60 semester credits for associate’s degrees. Any variation must be explained and justified.				

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B. Teaching and Learning: Quality, Resources, and Support		Evidence Location	Who	Date Due	Status
	b. The institution conforms to commonly accepted minimum program length: 120 semester credits for the bachelor's degrees. Any variation must be explained and justified.				
	c. The institution maintains structures or practices that ensure the coherence and quality of the programs for which it awards a degree. (i.e. 15 of 60 credits are earned at the institution itself) Any variation from the typical minima must be explained and justified.				
	d. The institution adheres to policies on student academic load per term that reflect reasonable expectations for successful learning and course completion.				
	e. Courses that carry academic credit toward college-level credentials have content and rigor appropriate to higher education.				
	f. The institution has a process for ensuring that all courses transferred and applied toward degree requirements demonstrate equivalence with its own courses required for that degree or are of equivalent rigor.				
	g. The institution has a clear policy on the maximum allowable credit for prior learning as a reasonable proportion of the credits required to complete the student's program.				
	h. The institution maintains a minimum requirement for general education for all of its undergraduate programs through a traditional practice of distributed curricula. Any variation is explained and justified.				
	2. Faculty Roles and Qualifications				

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B. Teaching and Learning: Quality, Resources, and Support		Evidence Location	Who	Date Due	Status
da	Instructors possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established.				
db	Faculty participate substantially in:				
	<ul style="list-style-type: none"> • Oversight of the curriculum-its development and implementation, academic substance, currency, and relevance for internal and external constituencies. 				
	<ul style="list-style-type: none"> • Assurance of consistency in the level and quality of instruction and in the expectations of student performance. 				
	<ul style="list-style-type: none"> • Establishment of the academic qualifications for instructional personnel. 				
	<ul style="list-style-type: none"> • Analysis of data and appropriate action on assessment of student learning and program completion. 				
	3. Support Services				
a.	Financial aid advising clearly and comprehensively reviews students' eligibility for financial assistance and assists students in a full understanding of their debt and its consequences.				
b.	The institution maintains timely and accurate transcript and records services.				

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C. Teaching and Learning: Evaluation and Improvement		Evidence Location	Who	Date	Status
1.	Instructors have the authority for the assignment of grades.				
2.	The institution refrains from the transcription of credit from other institutions or providers that it will not apply to its own programs.				
3.	The institution has formal and current written agreements for managing any internships and clinical placements included in its programs.				
4.	A predominantly or solely single-purpose institution in fields that require licensure for practice is also accredited by or is actively in the process of applying to a recognized specialized accrediting agency for each field, if such agency exists.				
5.	Instructors communicate course requirements to students in writing and in a timely manner.				
6.	Institutional data on assessment of student learning are accurate and address the full range of students who enroll.				
D. Resources, Planning, and Institutional Effectiveness		Evidence Location	Who	Date	Status
1.	The institution is able to meet its current financial obligations.				
2.	The institution has a prepared budget for the current year and the capacity to compare it with budgets and actual results of previous years.				
3.	The institution has future financial projections addressing its long-term financial sustainability.				
4.	The institution maintains effective systems for collecting, analyzing, and using institutional information.				
5.	The institution undergoes an external audit by a certified public accountant or a public audit agency.				
6.	The institution's administrative structure includes a chief executive officer, chief financial officer, and chief academic officer with appropriate credentials and experience and sufficient focus on the institution to ensure appropriate leadership and oversight.				

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Assurance Section Checklist

	Item	Evidence Location	Who	Date Due	Status
	1. Include statement in self-study asking for the accreditation to be extended for a certain period of years.				
	2. Send “more” materials electronically ahead of time.				
	3. Incorporate a consistent general education core into degree and certificate programs.				
	4. Institutionalize an assessment program that withstands turnover in administration and faculty.				
	5. Use website to solicit third party comment and announce the Evaluation Visit.				
	6. Implement a formal process which tracks documentation of discussion items, initiatives, and closure of issues during meetings.				
	7. Develop contingency plans:				
	a. Rainy Day fund.				
	b. Repair and rehabilitation.				
	c. Deferred maintenance.				
	d. ADA requirements.				
	e. Equipment replacement.				
	8. Provide and utilize audited financial statements consistent with higher education practices.				
	9. Develop a strategic long-range plan which is operationalized evenly across all areas of the college.				
	10. Implement needs analysis to support academic planning.				

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	Item	Evidence Location	Who	Date Due	Status
	11. Develop systems that ensure accurate and timely data collection for informed decision-making.				
	12. Formalize, document, and communicate to constituencies the links between mission, planning, and budgeting.				
	13. Review the following:				
	a. Contact hours of faculty and division chairs (currently 20-30).				
	b. Compensation offered for hours beyond those listed above.				
	c. High semester course loads for students.				
	d. Consistency in General Education expectations among programs and documentation in College Catalogue & Handbook.				
	14. Assessment should be integrated into “the organization’s process for program review”.				
	15. Evidence of general education assessment at the course level & institutional level.				
	16. Publish assessment results and share with students and other constituencies.				
	17. Implement systematic analysis and use of assessment results.				
	18. Include University policies on intellectual property & academic freedom in student and faculty handbooks & NCTA catalog.				
	19. Formalize a system for compiling, analyzing & distributing graduate, alumni, & employer survey results to constituencies.				
	20. Demonstrate an understanding and strong commitment to general education.				
	21. Assure that general education component adequately meets the criteria.				

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Item	Evidence Location	Who	Date	Status
22. Conditions of Affiliation				
a. Stipulation on affiliation status – None				
b. Approval of degree sites – Prior commission approval required – no change				
c. Approval of distance education degree - Prior commission approval required – no change				
d. Reports required – none				
23. Other visits scheduled				
a. Focus on General Education, Assessment and link between planning and budgeting (fall 2012) results?				
b. Incorporate General Education, Assessment and link between planning and budgeting in the strategic plan.				
24. Assessment				
a. Assign assessment responsibilities to an individual or committee to continuously monitor & report assessment results.				
b. System wide adoption of new data collection and management systems.				
c. Have conversation about how to develop a “culture of assessment” and a “culture of evidence” to substantively integrate assessment.				
25. General Education				
a. Identify the core concepts & expected outcomes of the general education courses associated with each curriculum.				
b. Communicate core concepts & expected outcomes of general education courses to the students.				

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	Item	Evidence	Who	Date Due	Status
	c. Educate all faculty to the value of general education and the important & relevant skills it develops in students.				
	26. Link Between Planning & Budgeting				
	a. Develop a more clear link between planning and budgeting in future iterations of its strategic plans & in its operationalization of plan.				
	b. Use an environmental scanning process that can help in the preservation of the rural culture through its programs & services.				
	27. Provide a clear business plan and documentation of available funding for the Veterinary Technology Comparative Medicine Option.				
	28. Seek approval from the federal Department of Education to extend Title IV financial aid eligibility to North Platte for Horticulture Certificate Program.				
	29. Plan for appropriate student support services to deliver NCTA Veterinary Technology Associate of Applied Science degree through online technologies.				

Updated 5/6/14