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: **Washburn University**

Main contact in the financial aid office: **Kandace Mars**

Number of staff members in the financial aid office: **12**

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

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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).

Credits

Washburn University awards both undergraduate and graduate credit. The unit used by Washburn is the semester hour. The fall and spring semesters include 15 weeks of instruction, plus one week devoted to examinations. The University uses the following credit hour definition that is presented in the university master syllabus attached to every course syllabus: "For every credit hour awarded for a university course, the student is typically expected to complete approximately one hour of classroom instruction, online interaction with course material, or direct faculty instruction and a minimum of two additional hours of student work each week for approximately 15 weeks for one semester or the equivalent amount of work over a different amount of time." Regular face-to-face classes taught on Mondays, Wednesdays, and Fridays meet three times a week for 50 minutes in length for the 15 instructional weeks of the semester. Tuesday/Thursday classes meet twice a week for a period of 75 minutes per class period.

Two eight-week session courses (first half-semester and second half-semester) are also offered in the fall and spring semesters. Shorter term courses may be offered with the approval of the appropriate Dean and Vice President for Academic Affairs.

During the summer three sessions are offered. There is one eight week session and two five week sessions. Courses offered off schedule must be approved by the appropriate Dean and Vice President for Academic Affairs.

Program Length

All undergraduate degree programs require a minimum of 120 semester hours to earn a baccalaureate degree from Washburn University, with at least 30 of those hours earned from Washburn. The University requires students to earn 30 of the last 45 hours OR at least 90 of the total overall hours required to complete a baccalaureate degree at Washburn. In both cases, at least 25% of the credit hours required to fulfill the major and at least 12 hours of the upper division credits in the major must be earned from Washburn. A few programs require more than 120 semester hours. Several Bachelor of Health Science majors require between 131 and 139 semester hours because students completing these baccalaureate degrees are required to complete a relevant associate degree as well as an advanced certificate prior to completing the requirements for the bachelor degree. The Bachelor of Music – Music Performance requires 122 total hours. The Bachelor of Music – Music Education degree, currently at 141 semester hours, is in the curriculum approval process to reduce the required number of hours to 128. The Bachelor of Education degree

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is in the curriculum approval process to reduce the required number of hours to a range from 120 to 143 hours depending on whether a specific concentration is added to the Elementary Education degree.

For the undergraduate associate degree, a minimum of 60 semester hours is required, with at least 15 of the last 30 hours earned at Washburn. Several Associate of Science programs in Allied Health require significantly more than 60 semester hours because of program accreditation requirements. See page 87-88 of the 2018-2019 Undergraduate Catalog for more information regarding baccalaureate degree program requirements and pages 88-89 for the associate degree program requirements.

Master's degree programs require a minimum of 30 hours beyond the baccalaureate degree and doctoral degree programs require a minimum of 60 hours beyond the baccalaureate degree. See page 41 of the 2018-2019 Graduate Catalog for more information regarding graduate degree requirements. Washburn has one exception to this requirement. The LLM degree offered by the School of Law requires a minimum of 24 hours because it is only available to students who have completed an undergraduate or graduate law degree at an international university and thus already have extensive knowledge of the legal field.

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.

The University's tuition and fees are listed on the Business Office web site. The University's current FY19 undergraduate tuition is $292 per credit hour for in-state undergraduate students. A student activity fee is charged to all students taking one or more classes, except during the summer term. The activity fee is currently $55 for enrolled students, whether on campus or on-line. A non-resident undergraduate pays $661 in tuition and the same amount ($55) for the student activity fee. Resident graduate tuition is $402 per credit hour and non-resident graduate tuition is $817 per credit hour. The same student activity fee described previously is also applied to graduate students.

Washburn University offers several programs at differential tuition rates in 2018-2019 as listed in the following table:

Tuition per credit hour	Kansas Resident	Non-Kansas Resident
UNDERGRADUATE – Differential Tuition		
School of Nursing courses	$353	$736
School of Business courses (upper division)	$374	$743
Online Undergraduate courses (non-Business/Nursing)	$378	$378
Online School of Nursing courses	$441	$441
Online School of Nursing RN to BSN courses	$225	$225
Online School of Business courses (lower	$378	$378

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division)		
Online School of Business courses (upper division)	$460	$460
Bachelor of Health Science courses	$378	$378
Allied Health (CLS/CT/MRI/Sonography) courses	$393	$393
Online Allied Health (Radiation Therapy) courses	$368	$368
GRADUATE – Differential Tuition		
School of Business MBA/MAcc courses	$504	$872
Online Graduate courses (Non-Business/Nursing)	$513	$513
Online School of Nursing (MSN) courses	$637	$637
Online School of Nursing (PMHNP) courses	$637	$637
School of Nursing (DNP) courses	$589	$589
Online School of Business (MBA)	$588	$588
School of Law courses (non-LLM)	$771	$1,204
School of Law courses (LLM)	N/A	$1,375

The various differential tuition rates have been established for those programs which have much higher instructional costs associated with them—either through higher faculty salaries (Law, Business, Health) or the additional staff required to support the infrastructure (online).

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

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

Institutional Records of Student Complaints

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

Washburn University has different processes through different departments for handling student complaints depending on the type of complaint and they are typically handled informally if at all possible. This information is provided on the Student Life web page and in the undergraduate and graduate catalogs.

Academic complaints (e.g., course concerns, academic policies, faculty concerns) are typically handled as close to the concern as possible, beginning at the department level, through the academic dean, and finally to the office of the vice president for academic affairs if the complaint cannot be resolved by the department or the dean. There is, however, a detailed grade appeal process identified in the Faculty Handbook and the annual graduate and undergraduate catalogs. Student life complaints (e.g., student to student disagreements, residence hall concerns, student conduct) are handled by the Associate Vice President for Student Life. Enrollment complaints (e.g., transcripts, financial aid, registration) are handled by the Student One Stop. Financial issues (e.g., tuition and billing) are handled through the Business Office. Concerns regarding troubling, disruptive, or threatening behaviors are handled by the University Behavioral Assessment Team under the leadership of the Associate Vice President for Student Life.

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Student disability concerns are handled through the University Diversity and Inclusion Office. Complaints regarding discrimination, harassment, or sexual violence are handled through the Equal Opportunity Director. Students are also provided with information regarding outside agencies which can deal with their complaints if they are not addressed in a satisfactory manner by the University. These include the Higher Learning Commission, the State Authorization Reciprocity Agreement (SARA) state portal agency, the Attorney General's Office, and the Office for Civil Rights.

At Washburn Tech, student complaints of either an academic or non-academic nature follow the grievance procedure described. The issue is informally brought to the attention of the program instructor and, pending lack of resolution, is submitted as a written grievance to the Associate Dean of Student Services. If not satisfactorily resolve, the grievance then can be appealed to the Dean of Washburn Tech whose decision is final.

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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**.

Washburn University's complaint policy and procedure is available to the public in the following locations:

  Undergraduate Catalog (2018-2019, pg. 36, pg. 82-84)
  Graduate Catalog (2018-2019, pg. 35-36, pg. 37)
  Student Life Resolving Problems Web Page

Washburn Tech's complaint policy and procedure is available to the public in the Washburn Tech Student Handbook (2018-2019, pg. 28) and the Washburn Tech Academic Catalog (2018-2019, pg. 64)

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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**.

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

Washburn University receives very few formal complaints. However, in 2016, the Equal Opportunity Director (EOD) noted an upward trend toward discrimination and stalking (harassment) complaints. To address this trend, in FY2017 the EOD and Human Resources began providing "Respectful Workplace" and "Recognizing Bias" trainings, with the goal of reducing the number of discrimination complaints by training employees on conflict resolution skills to resolve complaints at the inquiry stage. During FY2017 and FY2018, over 2,500 people received training in sexual harassment/violence, safety/substance abuse, ADA, bystander responsibility, and discrimination.

In reviewing Washburn's complaint process, it was determined that non-academic formal student complaints have not been tracked; they have been resolved as they arise by the appropriate unit. However, in the future Washburn will be implementing an on-line system to track non-academic formal complaints. This system will be managed by the Office of the Vice President for Student Life and complaints will be forwarded to the relevant administrator who supervises the department which the complainant identifies. Once a formal complaint is resolved, the administrator will log the date and resolution of the complaint in

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the on-line system. Departments will be trained to provide the on-line link if an issue cannot be resolved in person and the on-line link will be highly visible on the on-line "Resolving Problems" web page once this system is implemented.

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?

Transfer policy disclosure

Current and prospective students can locate Washburn University's transfer policies online and through printed/pdf college catalogs (e.g., Page 25 2018-2019 Undergraduate Catalog) located in various academic and student services departments across campus. Washburn Tech's transfer policy appears in the 2018-2019 Student Handbook (Page 11) and on their Admissions web page. There is a page dedicated to Washburn University transfer students in the Admissions section of the official website. The information on this page includes links for students to gain knowledge about academic programs, getting involved on campus, and the requirements for admission. There is also a link for institution-specific transfer guides.

The transfer page gives detailed information regarding course transfers: 1) transferring major courses, 2) transferring credits after completion of a baccalaureate degree, 3) transferring general education credits, 4) transferring technical credits, and 5) transferring international coursework. Additionally, there is information regarding Reverse Transfer within the state of Kansas and petitioning for approval to transfer a course as general education if necessary.

There is a growing list of courses approved by the Kansas Board of Regents for guaranteed transfer among all Kansas public postsecondary institutions, and any core requirements appearing on this list do not require further Washburn departmental approval. The purpose of this policy is to promote seamlessness in the public postsecondary education system in Kansas. More information is available on the Kansas Board of Regents Transfer and Articulation page.

Washburn University also pays for access to the Transfer Evaluation System, which is an interactive database of course data from CollegeSource. To date, Washburn has course equivalencies available for at least one course at over 650 U.S. college and university campuses. Courses completed at other universities that have descriptions which closely match the description of courses taught at Washburn will generally transfer as direct course equivalents. Washburn recently implemented the Ellucian DegreeWorks Transfer Equivalency Self Service module which is designed for use by students who are considering transferring to Washburn. The application guides the student in a step-by-step approach and then performs a transfer articulation audit of how the student's classes will transfer into particular degrees at Washburn.

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Information related to the transfer of graduate level credit is located by program in the printed and [online](#) graduate catalog. The policy regarding visiting credit through the School of Law is located on their [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.].)

Descriptions of formal institutional program articulation agreements are available to current and prospective students as a [link](#) from the [Washburn University Transfer webpage](#) and through departmental program pages for the departments that coordinate the agreements. The agreements identify credit-acceptance and credit-transfer specifics. Academic programs in the professional schools participate in transfer agreements linked on their web sites. The College of Arts and Sciences directs students to utilize the Self-Service Option on the Washburn University [Transfer My Credits](#) webpage to get a clear picture of how their previous courses fit into their majors and degrees. Washburn also participates in the Kansas Board of Regents [System-Wide Transfer System](#) and the state [Reverse Transfer program](#) which accepts credits from/transfers credits to another state public institution for the awarding of an associate degree.

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

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

Process implemented to align disclosed transfer policies

The transcript analyst reviews college transcripts to determine transferability of courses. When an equivalent course has not been identified, the transcript analyst works with the appropriate academic department to determine if an equivalent course exists at Washburn. Equivalent courses are entered in the Student Information System with the Washburn course number. Courses not determined to be equivalent are entered into the Student Information System as elective credits.

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Students transferring from community and technical colleges into a baccalaureate program must earn at least 60 credit hours from a four-year institution. At least 30 of the last 45 hours must be earned from Washburn. Students transferring into an associate's program must complete at least 15 of the last 30 hours at Washburn. Residency requirements are checked through the automated degree audit program and verified by the degree auditors.

Awarding and transfer of credit for prior learning

Washburn University encourages students to seek credit for knowledge they may have acquired in a variety of ways by traditional or non-traditional means through the Credit for Prior Learning program (CPL). Demonstrated college-level learning may make a student eligible to receive CPL credit at Washburn. Washburn maintains CPL policies that align with recommendations from the Higher Learning Commission and the Kansas Board of Regents. CPL polices are located in the printed and online undergraduate catalog (Page 77) and on Washburn's Credit for Prior Learning section of the website along with the credit awarded.

Credit for Prior Learning awarded by all accredited institutions of higher education is evaluated in the same manner as regularly graded coursework from these institutions. The credit awarded is adjusted to the CPL policies of Washburn University. Transferring criteria and limits on CPL awarded are also included in the printed and on-line catalog (Page 88, #16).

The Center for Prior Learning and Testing provides CPL information to students and assists them in understanding polices to ensure that CPL assessment attempted will transfer as credit toward their degree requirements. Washburn accepts advanced standing credits from a variety of programs including: Advanced Placement (AP), International Baccalaureate (IB), College Level Examination Program (CLEP) and DANTES Subject Standardized Tests (DSST) which align with the policies established by the Kansas Board of Regents.

Credit granted for military service

Military credit, as reported on a military transcript, is accepted and is subject to the same limitations as regular transfer credit i.e. technical credit limits and no credit awarded for course duplications. Information about military credit can be found in the printed and online undergraduate catalog (Page 80) and on the Credit for Prior Learning section of Washburn's website.

> 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**.

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.

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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?

General Student Identity Verification Process

Washburn accounts are established through CAS authentication. Washburn's system for enrolling in courses is Luminis 5, branded MyWashburn. MyWashburn and Desire2Learn Brightspace both authenticate through CAS, as does the Washburn email system, Outlook. Students can also navigate between MyWashburn and D2L Brightspace with single sign-on. Every Washburn course, either face-to-face or online, is provided with a D2L Brightspace component.

Washburn's Desire2Learn is integrated with the Respondus LockDown Browser. This is an independent browser which restricts the user to locations within Desire2Learn. Instructors have the option of requiring the LockDown Browser's use for their online exams. Further, instructors also have the option of requiring the use of Respondus Monitor through the LockDown Browser for their exams. A Respondus Monitor exam creates a video via webcam of the student taking an exam. Accompanying this recording are still images of the student's face and their photo identification, such as a driver's license or Washburn iCard. These options are available for all Washburn courses.

Respondus Monitor Usage

For the purposes here, a seat is defined as one student enrollment in one course. Students may be enrolled in multiple Respondus Monitor-using courses in one term. One course may contain many exams requiring Respondus Monitor.

Term	Number of Courses	Number of Seats
Academic Year 2017-2018	54	1293
Fall 2017	26	599
Spring 2018	20	499
Summer 2018	8	195
Academic Year 2016-2017	47	1100
Fall 2016	24	506
Spring 2017	16	389
Summer 2017	7	208
Academic year 2015-2016	26	688
Fall 2015	11	282
Spring 2016	9	236
Summer 2016	6	170

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Academic year 2014-2015	18	455
Fall 2014	4	79
Spring 2015	8	209
Summer 2015	5	167

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?

No other fees are charged to the student for test proctoring except the cost of a webcam if the student does not already have one. The Respondus LockDown Browser and Respondus Monitor are campus licenses that are funded by Instructional Services. Downloads are free for the students.

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

Not applicable.

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

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

The use of Respondus, Respondus LockDown Browser, and Respondus Monitor are all integrated through the learning management system Desire2Learn, so only the instructor and the student themselves can see the results. Online Education Tech support can see them only as a means to troubleshoot issues with the system(s).

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).

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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.)?

> Washburn University's Title IV program was recertified on January 22, 2014 by the United States Department of Education. This certification remains effective through December 31, 2019.

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

> The most recent Department of Education Title IV program review occurred in August of 2002, which focused on Washburn University's procedures for independent appeals. However, the onsite visit produced no significant findings.

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.

> Since the last comprehensive evaluation by HLC, Washburn University has not been audited or inspected by the Office of the Inspector General of the U.S. Department of Education. Thus, no limitation, suspension, termination actions, fines, letters of credit or heightened monitoring have been imposed on the institution.

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.

> Not applicable

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

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Not applicable

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

Not applicable

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?

Per federal regulations, Washburn University complies with the annual single audit act. Over the past three years, two findings related to processing of financial aid were reported by Rubin Brown on the OMB Circular A-133 audited financial statements.

For the fiscal year ended June 30, 2017, no findings were reported.

For the fiscal years ended June 30, 2016 and June 30, 2015, Rubin Brown noted a deficiency with the timeliness of exit counseling materials provided to graduating students.

For fiscal year ended June 30, 2016, three students were identified in sample of 40 as not receiving exit counseling materials within the 30 day timeframe. For fiscal year ended June 30, 2015, five students were identified in sample of 40 as not receiving exit counseling materials within the 30 day timeframe. In response to these findings, Washburn University created and implemented corrective action plans to address and amend this deficiency.

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

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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 U.S. Department of Education has not recently conducted a program review or inspection at Washburn. Therefore, the University has no findings which would subject it to fines, penalties, or heightened surveillance. Audit findings related to A-133 review of Washburn are discussed in the General Program Responsibilities section of this report.
>
> Washburn is financially healthy. The composite financial index scores for the past three years are detailed in the summary table below and are above the level necessitating HLC concern.

Summary of Composite Financial Index Report

Ratio	FY 2018	FY 2017	FY 2016
Primary Reserve	0.93	0.90	0.80
Net Operating Revenue	2.29%	1.47%	-6.20%
Return on Net Position	3.64%	3.79%	-0.32%
Viability Ratio	2.47	2.21	1.85
Total Composite Financial Index	5.07	4.72	3.16

Other than a decline in Fiscal Year 2016 attributable to market fluctuation and related investment performance, the University's Composite Financial Index (CFI) has remained steady and strong. Market fluctuation gave rise to the 2016 declines in the Net Operating Revenue and Return on Net Position ratios. The University ability to service its debt remains strong, as evidenced by the Viability ratio.

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

No

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

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

Not applicable

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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: 11.1%

Year 2: 12.5%

Year 3: 11.5%

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?

Federal Family Education Loans (FFELs) and/or William D. Ford Federal Direct Loans Three-Year Cohort Default Rates

Year	Washburn University	National Average
2015	11.1%	10.8%
2014	12.5%	10.3%
2013	11.5%	11.3%

Perkins Loan Default Rates

Year	Default Rate
6/30/2018	20.00%
6/30/2017	17.78%
6/30/2016	11.6%

Per federal guidelines, the ability to make new Perkins Loans ended on September 30, 2017. The reflected default rates are based on previous Perkins Loan borrowers prior to the change in federal regulation.

As shown in the above table, Washburn University's three-year cohort default rate for FFEL and Direct Loans has remained below the Departmental threshold for the three most recent cohorts.

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Though Washburn University's default rates have not varied significantly from the national average, the institution is cognizant of the need to take action toward reducing loan default and furthering student education of loan repayment requirements and options. In light of this, Washburn University has partnered with the i3 Group, a default prevention and intervention servicer.

Additionally, in 2016, the Financial Aid Office created and hired a Financial Literacy Coordinator position to promote money management, budgeting, and smart borrowing on the Washburn campus.

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.

Washburn University highly encourages students to exhaust all federal financial aid options before applying for a private loan. Washburn University does not assign a lender of private loans to students. While Washburn University does not endorse any private loan lenders, students can research and compare private loan lenders through ELMSelect, which includes lenders that have been utilized by Washburn University students over the past three years. ELMSelect does not provide an exhaustive list of private loan lenders. Students have the right to select any private loan lender they choose.

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

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

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

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

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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 Washburn University Counsel's Office, with contribution from Washburn University Police and Washburn's Safety Office, is responsible for ensuring campus crime information is accurately and regularly compiled and published.
>
> Athletic participation and financial aid data is compiled and published by the Athletics department.
>
> The Director of the Financial Aid Office oversees the compilation of links to other disclosures required by the state/federal government and/or accreditation agencies.

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.

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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?

> While various departments across campus are responsible for producing and maintaining the above disclosures, the Financial Aid Offices at Washburn University and Washburn Institute of Technology ensure these disclosures are regularly compiled and published in compliance with federal regulations. **(See Appendix N)**

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.

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

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

☐ Yes

☒ No

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

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

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

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

☒ Yes

☐ No

For more information see Federal Requirement 34 CFR §668.34.

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

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

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

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

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

24. Consortial Relationships. List any consortial relationships with other entities accredited by a federally recognized accrediting agency. Attach as **Appendix Q**. Include the name of the provider, the name

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of the relevant academic program, what the provider does, the dates when the relationship starts and ends, and the date it was approved by HLC if required.

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

For more information see Federal Requirement 34 CFR §668.5.

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

Required Information for Students and the Public

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

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

Academic Calendar –

WASHBURN UNIVERSITY ACADEMIC CALENDARS
https://www.washburn.edu/academics/academic-calendar.html
WASHBURN INSTITUTE OF TECHNOLOGY ACADEMIC CALENDAR
https://washburntech.edu/current-students/files/2018-19%20Tech%20Calendar%20Final.pdf
SCHOOL OF LAW FALL 2018-SUMMER 2019 ACADEMIC CALENDAR
http://washburnlaw.edu/students/academic/calendars/

Grading –

2018-2019 WASHBURN UNIVERSITY UNDERGRADUATE ACADEMIC CATALOG (Page 80)
https://www.washburn.edu/academics/academic-catalog/files/undergraduate-catalog-master.pdf
2018-2019 WASHBURN UNIVERSITY GRADUATE ACADEMIC CATALOG (Page 34)
https://www.washburn.edu/academics/academic-catalog/files/graduate-catalog-master.pdf
2018-2019 WASHBURN INSTITUTE OF TECHNOLOGY ACADEMIC CATALOG (Page 63)
https://washburntech.edu/future-students/handbook%20and%20catalog/WashburnTechCatalog2018
SCHOOL OF LAW GRADING GUIDELINES
http://washburnlaw.edu/policies/gradingguidelines.html

Admissions –

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WASHBURN UNIVERSITY ADMISSIONS
https://www.washburn.edu/admissions/index.html
WASHBURN INSTITUTE OF TECHNOLOGY ADMISSIONS
https://washburntech.edu/admissions/index.html
SCHOOL OF LAW ADMISSIONS
http://washburnlaw.edu/admissions/index.html

Academic Program Requirements -

VARIOUS WEB PAGES - WASHBURN UNIVERSITY BACHELOR OF ARTS IN STUDIO ART (Example)
https://washburn.edu/academics/college-schools/arts-sciences/departments/art/studio-arts-ba.html
VARIOUS WEB PAGES - WASHBURN INSTITUTE OF TECHNOLOGY ADVANCED SYSTEMS
TECHNOLOGY (Example)
https://washburntech.edu/career-programs/_files/AST/Advanced%20Systems%20Technology%20Program%20Syllabus.pdf
SCHOOL OF LAW JURIS DOCTOR DEGREE
http://washburnlaw.edu/academics/jurisdoctor/index.html

Tuition and Fees -

2018-2019 TUITION AND FEES WASHBURN UNIVERSITY/SCHOOL OF LAW
https://washburn.edu/student-life/business-office/tuition-fees.html
TUITION AND FEES WASHBURN INSTITUTE OF TECHNOLOGY
https://washburntech.edu/admissions/tuition-fees/index.html
VARIOUS WEB PAGES - PROGRAM FEES WASHBURN INSTITUTE OF TECHNOLOGY ADVANCED
SYSTEMS TECHNOLOGY (Example)
https://washburntech.edu/career-programs/_files/2018-2019%20cost%20sheets/PS%20AST%202018-2019.pdf

Refund Policies -

WASHBURN UNIVERSITY TUITION REFUNDS
https://washburn.edu/student-life/business-office/tuition-refunds.html
SCHOOL OF LAW FINANCIAL POLICIES
http://washburnlaw.edu/policies/financial.html
WASHBURN INSTITUTE OF TECHNOLOGY STUDENT HANDBOOK (Page 16)
https://washburntech.edu/future-students/handbook%20and%20catalog/STUDENT%20HANDBOOK%202018-19%20New%20Final.pdf

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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**.

Washburn University Printed (pdf) University Catalogs – Undergraduate and Graduate
The University catalogs are reviewed and updated annually. The process begins in October/November, when the catalog compiler emails Word documents of the current catalog to the respective information's owner, i.e. the section on Art is sent to the Art Department chair, the section on Financial Aid is sent to the Financial Aid director. The information owners return changes to the catalog compiler using the "track changes" feature. The catalog compiler reviews and accepts the changes, importing them into the upcoming academic year's master catalog documents. The review of changes by both the catalog compiler and the Associate Vice President for Academic Affairs includes verifying that webpages and email addresses are correct/active, ensuring the previous year's addenda have been included, and crosschecking curriculum changes with items approved through the faculty governance process. Where possible, links to dynamic webpages are used in place of "full-text" policies to ensure readers are accessing the most current information. The process ends in April/May when the master documents are finalized, posted to the website as a pdf, printed as requested by campus departments, and made available to the public in the pdf version. Addenda are posted to the website as inaccuracies or late approved changes to the catalogs are identified.

Washburn University Student Handbook/Planner
The Director of the Office of Student Involvement and Development (previously Student Activities and Greek Life) oversees the creation of the annual student handbook/planner and requests "important date" information from the campus community early in the spring semester for the upcoming year's handbook/planner. This same request is sent to all student organizations through their listserv. In consultation with the Vice President for Student Life, the director reviews the student code of conduct and relevant campus policies to determine any required changes to the previous year's handbook. The director also requests information regarding the academic calendar from the Vice President for Academic Affairs. Once all important dates and policy changes have been incorporated, the director provides the draft of the handbook to the Washburn Student Government Association (WSGA). WSGA uploads the handbook to the publishing vendor in May. The final editing and publication of the handbook by WSGA occurs in July for distribution at the beginning of the fall semester.

Washburn Institute of Technology Individual Program Pages, Fast Facts Sheet, Viewbook Washburn Tech Catalog, Student Handbook
Washburn Tech's Marketing Coordinator is responsible for the creation and printing of all informational materials for current and prospective students, and also responsible for simultaneously posting that information to the website. The associate dean of instruction reviews and updates the catalog on an annual basis upon receiving input from instructors and staff. The catalog is then forwarded to the marketing coordinator, who reviews information and updates materials and the website accordingly. The marketing coordinator is the sole content manager of Washburn Tech's website. All information and print materials are reviewed and updated annually. Washburn Tech's website is updated daily.

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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.

The following sections of the Washburn University website include advertising and recruiting information:

Prospective student information can be found on the Office of Admissions homepage: http://www.washburn.edu/admissions/index.html

University policies and procedures information can be found on the Student One Stop homepage: http://www.washburn.edu/current-students/student-one-stop/index.html

New Student Orientation handbook: http://www.washburn.edu/admissions/orientation/index.html

Each academic program contains advertising and recruiting information regarding the program and potential careers (Example: Accounting)

The following sections of the Washburn Institute of Technology website include advertising and recruiting information:

Prospective student information can be found on the "Future Students" webpage: https://washburntech.edu/future-students/index.html

University policies and procedures information can be found on the "Current Students" webpage: https://washburntech.edu/current-students/index.html

The Washburn Tech catalog and student handbook are linked from both the "Future Students" and "Current Students" webpages: https://washburntech.edu/current-students/Catalog%20and%20Student%20Handbook.html

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The "Discover" webpage includes links to the Washburn Tech viewbook which is also linked from the "Admissions" webpage and "Future Students" webpage

The "**Career Programs**" webpage lists career programs and also provides link to fast facts page,

Each Career Program web page includes current program information (Example: Advanced Systems Technology)

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.**

Washburn University annually revises admissions marketing and recruitment materials to provide accurate and timely information to prospective students. Academic program content is reviewed by the Executive Director of Enrollment Management and the Director of Strategic Marketing and Communication, along with members of the academic departments, on a quarterly basis. Washburn University's admissions materials and the University website are the primary media in which information regarding programs and policies are shared with prospective students. Campus information is provided to prospective students via various marketing materials ("Initial Visit" brochure, Transfer brochure, Financial Aid and Scholarships brochure, Residential Living brochure, Admission Toolkit).

Law School admissions materials are handled separately by that academic unit. Materials are reviewed each summer at the start of the new recruiting cycle and periodically throughout the year. All materials are reviewed by the Director of Admissions and the director of Marketing Communications. Faculty and staff review sections related to their specific area.

At Washburn Tech, the Marketing Director and the Assistant Director of Admissions meet quarterly to review materials (Fast Facts handout, Viewbook brochure, program sheets), review social media, and review local advertising. They then meet with the admissions team and the Student Services Advising team to review plans for the next quarter and initiate changes. These changes are communicated to curriculum supervisors.

Washburn University provides a listing of all of its accreditations, including the HLC Mark of Affiliation, on its website in the "About Washburn" and "Academics" sections. Accreditations specific to Washburn Institute of Technology are available through a link on the Discover Washburn Tech/Accreditations web page (See links below).

http://www.washburn.edu/about/facts/accreditations.html
http://www.washburn.edu/academics/index.html
https://washburntech.edu/discover/Accreditation.html

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

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The Mark of Affiliation is provided in the "About Us" section of the Washburn homepage under "Facts and History" which links to "Accreditations" and on the Office of Academic Affairs web page.

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 institution articulates student learning outcomes (SLOs) at multiple levels: there are institutional, program, and course SLOs, SLOs for experiential learning opportunities, as well as SLOs for many co-curricular programs. All courses which grant general-education credit must address and assess one of the five institutional university student learning outcomes (USLOs). The course-embedded assessments, which are specified in the course's Course Data Sheet, are evaluated on a 4-point scale (4=advanced, 3=target, 2=developing, 1=beginning, 0=not observed). Course-Embedded USLO individual student ratings are submitted online by the course instructor every semester for all approved General Education courses for the associate USLO. Each course has its own specific objectives associated with the USLO which will vary in number between courses, but all courses include a student summary score pertaining to the students' overall standing with regard to the course USLO. Instructors can immediately download a course roster report containing the data. Department chairs have access to produce semester and academic year summary reports using the online reporting system for all sections and courses in their subject, and Deans have access to produce semester and academic year summary reports for all courses in their specific college/school. Additionally, student summary score reports are produced annually and are made available to all faculty on the assessment website. As more data is collected for the Course-Embedded USLOs, a five-year summary report will be created and made available online to coincide with the five-year General Education course review cycle.

University-wide testing of general education outcomes for targeted populations is completed on a three-year rotating schedule, with the most current testing results published.

USLOs are supported by clearly articulated Program Student Learning Outcomes (PSLOs) in the academic programs. PSLOs encompass discipline-specific learning and course objectives for particular courses. Each academic department, with the help of a member of the Assessment Committee, has developed PSLOs for each of their programs. These PSLOs are communicated to students and others in

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the appropriate course catalogs. . An Assessment Report is submitted annually for each program that contains assessment results as compared to thresholds identified in the plan, evaluation of results by faculty and stakeholders, anticipated changes to the curriculum or the assessment plan, and responses to previous comments by the assessment committee. These plans are formatted to allow up to 6 years of results to be visible for faculty to determine potential trends and as an overall evaluation method utilized during the program review process.

Each summer, licensure pass rates are obtained by the Associate Vice President for Academic Affairs for the past year, compiled into a summary report, and posted on the Washburn web page. Career Services sends a survey to all graduating students after each semester and the summer session concerning career status, next destination, salary, and other information about their Washburn experience. The results of the survey are compiled and posted by academic year on their webpage. Strategic Analysis and Reporting posts Retention and Graduation Rates and links to SAM: Student Achievement Measure on their webpage under a link to Student Success.

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

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

As an important component of Washburn's Vision 2022 strategic plan document, information concerning student outcomes informs administration and faculty on the state of student learning at Washburn University. Assessment practices are incorporated into departmental and unit strategic planning and academic program review. Use of student learning outcomes data at both the university-wide and program-specific levels as well as licensure pass rates, retention/graduation rates, and graduate tracking informs strategic planning needs for faculty, infrastructure, and technology, and provides the foundation for the evaluation of institutional effectiveness.

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35. The federal government is increasingly concerned that institutions and accreditors are taking into account federal metrics in the review of student outcome data. These metrics are best found in the College Scorecard. Explain how information from the Scorecard is incorporated in the institution's review of its student outcome data. Please note the loan repayment rate identified on the Scorecard and explain how the institution uses this metric in its review of its own data.

While the College Scorecard link is available to students on the Consumer Right to Know web page, Washburn University does not currently use the College Scorecard to review federal metrics regarding student outcome data. However, as concern of national loan default rates and average loan indebtedness rises, Washburn University has made some positive attempts to provide better financial education and intervention to students. Through partnership with i3 Group, a default prevention and intervention sevicer, and creation of a Financial Literacy Coordinator position, the Financial Aid Office has begun to focus efforts on improving Washburn students' financial understanding and health.

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To measure the efforts of these new programs and their effects, the Financial Aid Office has, and will continue using the following metrics.

Common Data Set
- Total annual loan amounts borrowed by undergraduate students
- Average loan indebtedness of undergraduate students
- Number of undergraduate students borrowing federal loans
- Number of undergraduate students borrowing private loans

IPEDS
- Number and percentage of undergraduate students receiving Pell Grant
- Number and percentage of undergraduate students borrowing loans
- Average institutional net price for different family income levels

Princeton and ABA Surveys
- Number and percentage of law students borrowing loans
- Average annual loan amounts borrowed by law students
- Number of law students borrowing private loans
- Average loan indebtedness of law students

Cohort Default Rate
- Washburn University's current and historic default rates
- Default rate percentage as compared to the national level and other schools in the state
- Demographics and trends of Washburn students entering default

i3 Group
- Impact of i3's intervention with delinquent borrowers
- Projection of default rate over the coming years

Loan Servicer Snapshot Reports
- Number of borrowers in good standing versus those in delinquency status

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

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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?

It is the responsibility of the Associate Vice President for Academic Affairs, in consultation with the university assessment coordinator, the academic effectiveness analyst and the Director of Strategic Analysis and Reporting, to ensure learning outcome data is updated regularly and represents the variety of programs and students at the university. It is the responsibility of the Director of Financial Aid, in consultation with the relevant departments on campus, to ensure the policies and consumer information are updated annually.

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

http://www.washburn.edu/academics/assessment/index.html - Assessment website
http://www.washburn.edu/academics/assessment/uslo-assessment.html - University Student Learning Outcomes data
http://washburn.edu/about/facts/institutional-research/student-success.html - Strategic Analysis and Reporting (Student Success Measures)
https://washburn.edu/academics/index.html - Academics - Provides link to licensure pass rates
https://washburn.edu/admissions/paying-for-college/financial-aid/policies.html - A compilation of policies and consumer information required by the federal government
https://www.washburn.edu/student-life/career-services/files/grad-survey/class-of-2018.pdf - Career Services survey of graduating students

Related HLC Requirement: Assumed Practice A.6.

Standing With State and Other Accrediting Agencies

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

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List included in Appendix W. None of the accredited academic programs is on sanction, is provisionally approved, or has lost status with any state agency or accrediting body. However, one program (Chemistry) is on probation until resolution of their course rotation is resolved.

> 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.

Washburn University maintains and publicizes its institutional and specialized accreditations. These accreditations, along with certifications of other coordinating bodies, are available through a link on the "About" web page on the Washburn University web site (under Facts and History of Washburn/Accreditations). Accreditations specific to Washburn Institute of Technology are available through a link on the Discover Washburn Tech/Accreditations web page. The list of accreditations is also published in the undergraduate (Page 20) and graduate (Page 18) catalogs and the accreditations specific to Washburn Institute of Technology are published in the Washburn Tech (Page 14) catalog.

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

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

Public Notification of Opportunity to Comment

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

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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.)

   1. Students (through the Washburn Review university newspaper and Washburn social media channels)
   2. Area citizens (through television, radio and newspaper outlets – all utilized regionally)
   3. Taxpayers (through television, radio and newspaper outlets – main news sources locally)
   4. Local businesses (assisted by Greater Topeka Partnership, Topeka Chamber of Commerce)
   5. Alumni and donors (assisted by Washburn Alumni Association and Washburn University Foundation)

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

   1. TV Public Service Announcement (PSA) distributed to KSNT-TV (NBC and ABC affiliates)
   2. TV PSA distributed to WIBW-TV (CBS affiliate)
   3. TV PSA is airing on KTWU-TV (Washburn PBS station)
   4. Radio PSA distributed to WIBW radio, which includes a wide range of formats (AM-580 – sports talk and news; Legends 106.9 – country oldies; 98.5 JACK-FM94.5 - mix; Country – today's country)
   5. Radio PSA distributed to Cumulus radio stations, which include a wide range of formats (93.3 The Eagle – classic hits; V-100 100.3 – class rock; 102.9 – today's country; Majic 107.7 – adult contemporary format; AM-1440 – news talk)
   6. Topeka Capital-Journal (local newspaper) with its online presence, cjonline.com
   7. Social media channels of Washburn University, including those of Washburn Tech
   8. Social media – Topeka Chamber of Commerce

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.

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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.

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.

    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.

    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.

    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.

    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.

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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
Appendix S......... Policies and procedures to ensure required information is accurate, timely and appropriate

Advertising and Recruitment Materials and Other Public Information

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Appendix T.......... Advertising and recruiting materials

Appendix U .... Policies and procedures to ensure advertising and recruiting information is accurate, timely and appropriate

Review of Student Outcome Data

Appendix V.......... Types of student outcome data available to the institution

Standing With State and Other Accrediting Agencies

Appendix W......... Comprehensive evaluation reports and action letters from and interim monitoring prepared for institutional and specialized accrediting agencies

Appendix X.......... Sample disclosures of institution's standing with state agencies and accrediting bodies, and web address

Public Notification of Opportunity to Comment

Appendix Y.......... Notices of opportunity to comment

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