## Federal Compliance Filing

### Assignment of Credits, Program Length, and Tuition

1. Complete the **Worksheet for Use by Institutions on the Assignment of Credit Hours and on Clock Hours** attached to this document, and submit the worksheet and the attachments listed in it. *(SEE APPENDIX A)*
2. Provide information about the length of the institution’s degree programs and identify and justify any difference in tuition for specific programs.

Lake Forest Graduate School of Management conforms to commonly accepted practices in graduate higher education in the assignment of credit hours. Two 8-week terms are considered one semester, resulting in two semesters with four terms over an academic year. As a graduate institution comprised of working adult learners, with an average age of 40, the School maintains a year-round instructional format, each semester hour is equal to 15 contact hours of instruction, which is supplemented by appropriate reading, research, study, application assignments and other educational activities students are expected to undertake between class sessions. Courses are offered in the following formats: face-to-face (with WEB support), Hybrid, Online and Accelerated. It should be noted the School has been approved under Commission policy to offer up to 100% of its total degree programs through distance education. The learning outcomes for the MBA programs are consistent across all delivery methods. In this three semester hour schedule, each credit hour is equal to one hour of direct faculty instruction in the classroom or online and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks.

Lake Forest Graduate School of Management offers one MBA degree, in two versions to two distinct audiences: A Leadership MBA (LMBA) and an Immersion MBA (iMBA). The LMBA is designed for business professionals with four or more years of work experience, and consists of 16 courses (3 semester hours each) for a total of 48 credit hours over 18-32 months. The iMBA is designed for aspiring business professionals with 1 to 4 years of work experience, and consists of 12 courses (10 of which are four semester hours each; one is three semester hours and one is one semester hour) for a total of 44 credit hours over 18-22 months. Tuition is comparable between the two programs.

### Evidence: Electronic Resource Room (ERR): A.1 Appendix A: Credit Hour Worksheets, A.2 2012-2013 Course Listings and A.3 LFGSM Credit Hour Policy; Catalogs-2012-2013 Academic Catalog, p. 6; Handbooks; and ERR: 4 Federal Compliance Exhibits: B.1 – Sample Course Syllabi – LMBA & iMBA; B.2 – iMBA Curriculum Design.

### Institutional Records of Student Complaints

1. Explain the process for handling student complaints.
2. Summarize the number and type of complaints and track their resolutions since the last
Lake Forest Graduate School of Management (LFGSM) has developed and implemented a Student Complaint Policy, and Process, and maintains an ongoing Student Complaint Log in the Office of the Registrar. The following information is in the 2012-13 Academic Catalog (pg.27) and all Handbooks:

Any informal or verbal complaint from a student will be considered by the Dean, Faculty Relations and Degree Programs. If the informal complaint is not satisfactorily resolved, the student may decide to submit a formal complaint through the Registrar's Office.

**Student Complaint Process**

1. The student completes the Written Student Complaint Form and submits it to the Registrar’s Office at Registrar@LFGSM.edu.
2. The Registrar's Office will respond in writing to acknowledge that they have received the complaint and will direct it to the EVP of Educational Programs and Solutions.
3. The EVP of Educational Programs and Solutions has 30 days to respond to the complaint and will inform the student and the Registrar's Office of the decision.
4. If the complaint is not resolved to the student’s satisfaction, the student can follow the grievance procedures to appeal the decision.

LFGSM provides published policies on grade appeal, and a grievance appeal. These procedures include provisions for formally resolving issues and will not be considered as complaints that are to be included in the log of student complaints.

The Registrar’s Office will maintain a log entry on student complaints, which includes:

1. The date the complaint was submitted
2. The nature of the complaint
3. The steps taken to resolve the complaint
4. The date and the final decision regarding the complaint, including referral to outside agencies
5. Any other external actions initiated by the student to resolve the complaint, if known by LFGSM.

The information in the log of student complaints, which is maintained by the Registrar’s Office, is confidential. It will be made available for outside review by the Department of Education (DOE), the Higher Learning Commission (HLC), and the Illinois Board of Higher Education (IBHE). However, steps will be taken to ensure the anonymity of any student who files a complaint.

The purpose of an outside review can include, but is not limited to:

1. Establishing that LFGSM handles complaints in a timely manner
2. Demonstrating fairness and attention to student concerns
3. Identifying any pattern in the complaints that suggests problems with institutional quality.

The following summarizes the number and type of complaints since the last comprehensive visit:

<table>
<thead>
<tr>
<th>Type of Student Complaint by Code</th>
<th>2010-2013 Student Complaints</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA-Financial Aid</td>
<td>3</td>
</tr>
<tr>
<td>F-Bursar</td>
<td>1</td>
</tr>
<tr>
<td>AF-Academic-Faculty</td>
<td>1</td>
</tr>
<tr>
<td>APC-Academic-Policy Change</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Student Complaints</strong></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>
As noted in Step 1 of the Student Complaint Policy, most informal or verbal complaints are resolved satisfactorily resulting in the small number of written complaints.

LFGSM carefully monitors student feedback provided through informal, verbal student complaints, formal student complaints, student annual satisfaction surveys, mid course surveys, end of course surveys, student attrition data, and student informal feedback provided to the registrar and faculty. While the number of formal student complaints is low, these other sources of student feedback are carefully considered in evaluating changes in students services, program content, and program delivery (including faculty training and development).

LFGSM integrates this feedback into improvements in its services or in teaching and learning. To date, this data strongly indicated that in order to be more responsive to both existing and prospective students, LFGSM needed to increase the availability of its courses, provide recognition of progress throughout the MBA program, increase student services and faculty support, and provide flexibility and improved options for student participation.

As a result, in 2011 LFGSM launched four Academic Quality Improvement Projects aimed at increasing student retention and recruitment. These Action Projects have focused upon developing a deep understanding of LFGSM student attrition, adapting the MBA program’s delivery and related processes and policies, and implementing new approaches to increase the program’s accessibility and thereby reduce student attrition. These new approaches, in turn, have required a new level of faculty engagement, new information technology capabilities, and a deeper focus on student learning outcomes.

**Evidence:** ERR: 5 2012-13 Academic Catalog, Handbooks - Student, Faculty and Staff Handbooks. 4 Federal Compliance Exhibits: C.1 – Student Complaint Log (maintained by Registrar).

**Publication of Transfer Policies**
1. Demonstrate that transfer policies are disclosed in the institution's catalog, on the website, or in other appropriate publications.
2. Demonstrate that the disclosed transfer policies align with the criteria and procedures actually used by the institution in making transfer decisions.

LFGSM maintains and discloses a transfer policy that is typical of professional graduate schools. The School publishes the following policy in the Catalog and on the website:

**Transfer Credit**

Transfer of semester credit hours from other accredited graduate programs may be accepted, pending Dean approval. A maximum of 9 semester credit hours may be transferred and applied toward the total number of required credit hours for the MBA degree.

Transfer credit hours must be equivalent in content to those of LFGSM, and will have been completed within a six-year period with a grade of "B" or better in order to qualify. The student is responsible for providing detailed documentation of course content, syllabus, official transcript, and other pertinent data. Transfer credits are not considered in computing a student's grade point average. Students cannot seek transfer credits in a course in which they are currently enrolled once the term has started.

LFGSM Registrar’s Office maintains all student records including transfer courses. Transfer data from August 2009-January 2013 shows the acceptance of 146.4 credit hours in the
following distribution:

<table>
<thead>
<tr>
<th>Transfer Credits</th>
<th>&lt;=3</th>
<th>&gt;3 &amp; &lt;=6</th>
<th>&gt;6 &amp; &lt;=9</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students Awarded</td>
<td>10</td>
<td>3</td>
<td>13</td>
</tr>
</tbody>
</table>

Sample student transfer records are in the Electronic Resource Room (see below) and available from the Registrar’s Office.

**Evidence:** ERR: 5 2012-13 Academic Catalog; Website
http://www.lakeforestmba.edu/upload/marketing/lfgsm-2012-13-academic-catalog.pdf; 4 Federal Compliance
Exhibits: D.1 Sample Student Transfer Records and Excel File; Records maintained by Registrar.

**Practices for Verification of Student Identity**
1. Identify whether students are enrolled in distance or correspondence courses.
2. Demonstrate that the institution verifies the identity of students enrolled in these courses, that any additional costs to the student because of this method are disclosed to students prior to enrollment, and that the method of verification makes reasonable efforts to protect student privacy.

Since the School has been approved under Commission policy to offer up to 100% of its total degree programs through distance education, LFGSM has verified the identity of students who enroll in hybrid or online course through face-to-face class sessions and online via a secure login and pass code.

Students are assigned a unique user account and password combination that grants them access to specific facets of their personal information for editing and maintenance purposes. Students are directed to reset their own passwords through functionality built into the portal. It is school policy that student account information is not shared with others.

From an information protection standpoint, there are a number of safeguards in place that maintain the privacy and protection of our student data. Data are stored in industry-standard management systems (Jenzabar and Blackboard) that have multiple levels of access control in place including user-level access control, application level access control, network level access control, and physical access control. Data backups are accomplished daily and a copy of all data is stored at an offsite backup storage facility.

**Evidence:** Password protected online course access. Demonstration available.

**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.

1. **General Program Responsibilities**
   a. Provide information regarding the status of the institution’s Title IV program; in particular, submit information about recent findings from Title IV program reviews, inspections, or audits.
b. Disclose any limitation, suspension, or termination actions that the U.S. Department of Education has undertaken and the reasons for those actions.

c. Disclose any fines, letters of credit, or heightened monitoring arising from the Department of Education. Explain the consequences of these challenges for the institution’s short- and long-term financial health.

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 that identify any material weaknesses in the processing of financial aid.

Three years of Independent Auditors’ Single Audit Reports on Financial Aid are located in the Electronic Resource Room. These audits, which utilize the Government Auditing Standards, assess the Internal Control Over Financial Reporting and Compliance in Accordance with OMB Circular A-133. As stated in the FY’12 Audit and reported in the other audits:

- In our opinion, Lake Forest Graduate School of Management complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2012.
- There were no findings for year ended June 30, 2012.
- There were no prior year findings.

All three audits indicate no findings of noncompliance.


The Commission also annually analyzes each institution’s financial ratios to determine whether there might be financial concerns. The team will check with the institution and with Commission staff regarding whether the Commission or the Department has previously raised concerns about an institution’s finances based on these ratios. If so, the institution should have addressed in its documents the actions it has taken and plans to take in response to these concerns. Related Commission Requirements: Core Component 5.A, 2.B; Assumed Practice D.1.

The Lake Forest Graduate School of Management composite ratio is 2.3 for the Year Ended June 30, 2012, as calculated below which is above the 1.5 minimum threshold, and thus falls into the category Financially responsible without further oversight.

<table>
<thead>
<tr>
<th></th>
<th>Original Ratio</th>
<th>Strength Factor</th>
<th>Weighting</th>
<th>Composite Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Reserve Ratio</td>
<td>Adjusted Equity Incl. LT Debt</td>
<td>7,838,396</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>÷ Total Expenses</td>
<td>12,238,197</td>
<td>0.06405</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>= Primary Reserve Ratio</td>
<td>0.06405</td>
<td>3.0</td>
<td>30%</td>
</tr>
<tr>
<td>Equity Ratio</td>
<td>Modified Equity</td>
<td>17,617,480</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>÷ Modified Expenses</td>
<td>19,251,497</td>
<td>0.9151</td>
<td>3.0</td>
</tr>
<tr>
<td>Nett Income Ratio</td>
<td>Income before Taxes</td>
<td>(191,890)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>÷ Total Revenues</td>
<td>11,673,190</td>
<td>0.0164</td>
<td>0.59</td>
</tr>
</tbody>
</table>
As discussed above, the last three audits indicate compliance in accordance with OMB Circular A-133.

**Evidence:** ERR: 4 Federal Compliance Exhibit: F.2.a - 2009-2010, F.2.b - 2010-2011, F.2.c - 2011-2012 HLC AIDU Reports with CFI.

### 3. Default Rates

*Note for 2012 and thereafter institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012.*

- **Disclose student loan default rates as provided by the Department for the three years leading up to the visit.**
- **If the default rates are higher for the institution than its peer institutions, if rates are rising, or if rates have exceeded Departmental thresholds or triggered a Department review, then the institution should address the actions it has taken in response and submit to the team any corrective plan filed with the Department.**
- **Submit information about the institution’s participation in private loan programs and any loan services that it provides to students directly or that a related corporation provides to its students.**

#### Default rate for LFGSM as taken from U.S. Department of Education, National Student Loan Data System show the official default rate by cohort for the last three years and the draft rate for this past year:

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Rate Type</th>
<th>Numerator</th>
<th>Denominator</th>
<th>Rate</th>
<th>Process Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>2YR OFFICIAL</td>
<td>1</td>
<td>110</td>
<td>0.9</td>
<td>08/04/2012</td>
</tr>
<tr>
<td>2009</td>
<td>2YR DRAFT</td>
<td>1</td>
<td>110</td>
<td>0.9</td>
<td>02/11/2012</td>
</tr>
<tr>
<td>2009</td>
<td>2YR OFFICIAL</td>
<td>4</td>
<td>86</td>
<td>4.6</td>
<td>07/30/2011</td>
</tr>
<tr>
<td>2009</td>
<td>2YR DRAFT</td>
<td>4</td>
<td>86</td>
<td>4.6</td>
<td>01/16/2011</td>
</tr>
<tr>
<td>2009</td>
<td>3YR OFFICIAL</td>
<td>5</td>
<td>84</td>
<td>5.9</td>
<td>08/05/2012</td>
</tr>
<tr>
<td>2009</td>
<td>3YR DRAFT</td>
<td>5</td>
<td>84</td>
<td>5.9</td>
<td>02/12/2012</td>
</tr>
<tr>
<td>2008</td>
<td>2YR OFFICIAL</td>
<td>1</td>
<td>78</td>
<td>1.2</td>
<td>07/31/2010</td>
</tr>
<tr>
<td>2009</td>
<td>2YR DRAFT</td>
<td>1</td>
<td>77</td>
<td>1.2</td>
<td>01/02/2010</td>
</tr>
<tr>
<td>2009</td>
<td>3YR TRIAL</td>
<td>2</td>
<td>80</td>
<td>2.5</td>
<td>04/14/2011</td>
</tr>
<tr>
<td>2007</td>
<td>2YR OFFICIAL</td>
<td>2</td>
<td>105</td>
<td>1.9</td>
<td>08/01/2009</td>
</tr>
<tr>
<td>2008</td>
<td>2YR DRAFT</td>
<td>2</td>
<td>105</td>
<td>1.9</td>
<td>01/03/2009</td>
</tr>
</tbody>
</table>

At Lake Forest Graduate School of Management, the percentage of students who defaulted on their loans in 2009 was 5.9%, which is roughly the average for all Student Loan Default Rates by School. In 2008, that rate was 1.2%, which is 4% less than the average for all Student Loan Default Rates by School. Projections for 3rd Year 2010 appear closer to the 2008 rate.

LFGSM shares information on alternative financing and private loan programs or services on the following link: [http://www.lakeforestmba.edu/admissions/Private-Loans.aspx](http://www.lakeforestmba.edu/admissions/Private-Loans.aspx) which indicates these lenders:
4. **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 other information. Identify any findings from the Department regarding these disclosures.

Supporting information: Provide samples of those disclosures in the Resource Room.

In accordance with Jeanne Clery Act and the Campus Security Statistics Act, LFGSM provides an annual report of all crimes occurring on campus as well as crime statistics reported to local law enforcement for the area surrounding the campus for the last three years. There have been no reports of occurrences of Clery crimes on the Lake Forest Campus, and Allstate and Grayslake non-campus locations.

There have been no findings from the Department regarding these disclosures.


5. **Student Right to Know.** Title IV responsibilities require that institutions provide graduation/completion 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, refund and return of Title IV policies, 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.

Supporting information: Identify any findings from the Department regarding these disclosures. Provide samples of these disclosures in the Resource Room.

**Related Commission Requirements:** Assumed Practice A.6.

LFGSM publishes information on 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, refund and return of Title IV policies, 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 its Catalog and on its website.


6. **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. Document that these policies are readily available to students, satisfy state or federal requirements, and are being appropriately applied by the institution in individual student...
situations. (Note that the Commission does not necessarily require that the institution take attendance but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.)

LFGSM maintains and follows the following SAP and Attendance Policies:

**Standard of Satisfactory Academic Progress Policy (Academic Catalog pg. 21)**
The Office of Financial Aid is required by federal and state regulations to monitor the academic progress of potential and current financial aid recipients. Financial aid applicants must comply with the Satisfactory Academic Progress (SAP) Policy as a condition of initial or continued eligibility. Please note: Even if a student has not currently applied for financial aid, or is not currently receiving aid, this policy applies and prior academic progress will be evaluated to determine eligibility for financial aid.

Satisfactory academic progress is measured both qualitatively and quantitatively. The qualitative measure requires maintaining a satisfactory grade point average. Students may complete the MBA degree at their own pace, but the quantitative measure requires successful completion of the MBA degree per Lake Forest Graduate School of Management’s timeframe policy.

**Satisfactory Academic Progress**
Federal regulations require Lake Forest Graduate School of Management to establish and apply reasonable Standards of Satisfactory Academic Progress for the purpose of the receipt of financial assistance under the programs authorized by Title IV of the Higher Education Act. Students must maintain a minimum grade point average and complete a minimum number of credits each term enrolled. Failure to meet the requirements of satisfactory progress and academic good standing will result in the suspension of financial aid eligibility.

**Two Components for Satisfactory Academic Progress:**

1. **Qualitative**
   Students must maintain a minimum cumulative GPA of 2.70 or higher to remain in good academic standing. The Registrar's Office reviews student academic standings at the end of each term. The Financial Aid Office reviews student academic standings at each scheduled loan disbursement in a term.

   Each student must complete all courses with a total grade point average of 2.70 or better with no more than one grade of D+ or lower on his/her academic record and may only be placed on Academic Probation one time. If a student is placed on Academic Probation for a second time, he/she will automatically be released from the MBA program and will not be eligible for reinstatement.

   **Financial Aid Warning:** When a student is initially placed on academic probation, the student receives a financial aid warning for that term. The student’s financial aid will not be affected during the time of the warning. However, the student would need to follow the plan set by the Registrar to be released from academic probation in order to have the financial aid warning discharged.

   **Financial Aid Probation:** If a student is placed on a second term of academic probation, the student may be placed on financial aid probation. The student’s financial aid will not be affected during the time of the probation, but if the student does not make satisfactory academic progress during this term, loss of financial aid eligibility may result.

2. **Quantitative**
   Students must complete the MBA degree in a timely manner.

   **Maximum Time Frame:** The time limit for completing the MBA degree program is six years from the date of entry into the MBA program. Students requiring more than six years to complete the coursework must submit a petition to the Registrar, who, in conjunction with the Dean of Degree Programs and Faculty Relations, will evaluate the applicability of the content of those courses completed early in the student's program.

**Attendance Policy (Academic Catalog pg. 26)**
Lake Forest Graduate School of Management regards regular face-to-face or online class attendance as vital to academic success. All students are expected to actively participate in academic activities both online and in the classroom. Consequently, attendance at all scheduled
classes is expected and Lake Forest Graduate School of Management reserves the right to deal with individual cases of nonattendance at any time.

**Student Responsibilities for Face-to-Face Classes**
Responsibility for class attendance rests with the student.

1. Students must notify their instructor in advance of an unavoidable absence due to personal or business reasons and are responsible for discussing make-up options with their instructor. In all cases of absence, the student is responsible for completing missed work that is equivalent in content and rigor for full class participation credit, which is determined together with the instructor.

2. Students have the option to attend their missed face-to-face session in another face-to-face class (if available), at the same campus or at a different campus, or via web conference with instructor approval and with no attendance penalty.

3. A student will be withdrawn from the course if he/she is absent:
   - For more than 20% of the course (2 class sessions) for eight-week courses. Students will be charged per the Cancellation/Refund Policy on page 32.
   - For more than 10% of the course (1 class session) for courses less than eight weeks. Students will be charged per the Cancellation/Refund Policy on page 32.

**Student Responsibilities for Online Classes**
Attendance for online classes is monitored through student submission of class assignments, participation in threaded discussions, and completion of quizzes and exams.

- A student who never participates during the first two weeks of an eight-week course is withdrawn for non-participation and will be charged per the Cancellation/Refund Policy on page 32.
- A student who never participates during the first week of a course less than eight-weeks is withdrawn for non-participation and will be charged per the Cancellation/Refund Policy on page 32.

**Evidence:** ERR: Catalogs – 2012-2013 Academic Catalog, p. 20-22, Handbooks: Student and Faculty Handbooks, and Website http://www.lakeforestmba.edu/upload/marketing/lfgsm-2012-13-academic-catalog.pdf

7. **Contractual Relationships.** Disclose contracts with third-party entities not accredited by a federally recognized accrediting agency. (The institution should have previously disclosed to the Commission all existing contracts in the 2010 and 2011 Annual Institutional Data Updates and received approval for those contracts. The Commission’s substantive change policy requires that the institution notify the Commission of any new contracts for up to 25 percent of an academic program, that the institution obtain prior Commission approval before initiating any contract for 25 to 50 percent of a program, and that the Commission approve contracts for more than 50 percent of a program only in exceptional circumstances under strict scrutiny. The institution should review the document, “Information on Contractual and Consortial Arrangements,” for more information. Related Commission Requirements: Assumed Practice A.10.)

LFGSM has a contractual relationship with Vertical Learning Curve (VLC), LLC from March 2011 – present for a cooperative relationship to create, produce, deliver and provide technical support for the online degree program, the iMBA. This relationship was reviewed by the HLC Campus Evaluation Team during the July 25-26, 2011 substantive change site visit for the new Schaumberg, Illinois campus and 100% online delivery, which were approved by the Commission in 2011.


8. **Consortial Relationships.** Disclose consortial relationships with other entities accredited by a federally recognized accrediting agency. (The institution should have previously disclosed all
consortial relationships to the Commission in the 2010 and 2011 Annual Institutional Data Updates. The Commission’s substantive change policy requires that the institution notify the Commission of any new consortium for 25 to 50 percent of an academic program and that the institution obtains prior Commission approval for any consortium that offers 50 percent or more of an academic program. The institution should review the document, “Information on Contractual and Consortial Arrangements,” for more information. Related Commission Requirements: Assumed Practice A.10.)

LFGSM has no consortial relationships for the provision of academic programs per the federal compliance guidelines.

Required Information for Students and the Public
1. Submit course catalogs and student handbooks to the team.
2. Identify sections of the website that include required disclosure information.

LFGSM makes available to students and the public fair, accurate and complete information in the Academic Catalog, student handbook, and the website on the following:

<table>
<thead>
<tr>
<th>Information</th>
<th>Catalog</th>
<th>Student Handbook</th>
<th>Website Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>p. 29</td>
<td>pgs. 27-29</td>
<td><a href="http://www.lakeforestmba.edu/upload/marketing/lfgsm-2012-13-academic-catalog.pdf">http://www.lakeforestmba.edu/upload/marketing/lfgsm-2012-13-academic-catalog.pdf</a></td>
</tr>
</tbody>
</table>


Advertising and Recruitment Materials and Other Public Information
1. Demonstrate that advertisements and recruiting materials provides accurate, timely, and appropriately detailed information to current and prospective students and that information about the institution’s accreditation status with the Commission and other accrediting agencies is clear and accurate.
2. Demonstrate that the institution provides such information to current and prospective students about its programs, locations, and policies.
3. Provide the team with a link to the Mark of Affiliation on the institution’s website.

The Electronic Resource Room: Federal Compliance Exhibits – H.1 includes a Portfolio of Advertising and Recruitment materials that align with all other publications and the Academic Catalog. All materials indicate accreditation by HLC and AQIP participation.

Mark of Affiliation Link: [http://www.lakeforestmba.edu/about_lfgsm/accreditation.aspx](http://www.lakeforestmba.edu/about_lfgsm/accreditation.aspx)

Evidence: ERR: H.1. – Advertising and Recruitment Portfolio.

Review of Student Outcome Data

May 2013
1. Demonstrate that the institution collects information about student outcomes.
2. Provide evidence that information collected about student outcomes informs planning, program review, assessment, etc.

Outcomes Assessment has been a long term LFGSM priority. A measure of Outcomes Assessment's importance to the School is that it has been the focus on a series of AQIP Projects since October 2008. As a part of its 2007 revision of the MBA degree program to incorporate ten new Management Competencies as the basis for its revised course design emphasis was placed upon the assessment of student learning.

Since that project initiation, the Outcomes Assessment AQIP Action Project has evolved significantly as LFGSM has learned more about both the limitations of its previous efforts and new developments in outcomes assessment. LFGSM has also learned that in order to achieve the desired impact, this project must be closely integrated with its other current AQIP Action Projects focused on faculty engagement, student retention, and education related information technologies. LFGSM has also benefited from the insights provided by prior reviews of this AQIP Action Project and a July 2011 Higher Learning Commission site visit. In the report from that site visit, the review team stated: “The team recommends that the institution use the AQIP Annual Project to address both Assessment Progress, which is the current content, keep Assessment and subsume it under the broader and more inclusive topic of Online Delivery of the MBA with specific requirements for annual reports on Assessment both in the on-site and online delivery.”

In 2012/2013, LFGSM has a strategic objective for outcome measurement – Business Impact. Business Impact is intended not only to assess whether a student has met the student learning objectives for a class session, course and degree program, but in addition, to determine if the student has also made a quantifiable business impact as a result.

LFGSM's current Outcomes Assessment data collection and the manner in which these efforts informs planning, program review, assessment, etc. are summarized below:

1. Direct methods of assessment

Beginning in 2011, LFGSM has initiated a program to standardize the MBA curriculum so that each course has the same basic syllabus. This syllabi “harmonization” was accomplished by engaging the faculty who teach the same class (the faculty “bench”) to pool their respective experiences and decide on what constitutes the most valuable readings, assignments, and projects.

While these harmonized course syllabi provide instructors some latitude in personalizing a course they ensure that course goals and student learning outcomes remain consistent without regard to who taught it. Each MBA course is built on consistently stated learning goals that support the LFGSM competencies mentioned above. Every course is divided into eight instructional units, each one of which has instructional objectives that support the course goals. Even though different faculty members may teach a course and incorporate examples and insights unique to their business professional experience, these instructional objectives and course goals remain consistent.

The course syllabus has assignments that are meant to directly measure to what extent the student has mastered each learning objective. Students take tests, write and deliver projects, and contribute to discussions either in class or online. LFGSM is implementing standardized grading rubrics that instructors distribute and use to evaluate student work.

The work of the faculty course benches has evolved into faculty certificate benches - teams of instructors who teach courses with complementary outcomes. The goal of these certificate benches is to make sure that individual courses instructional objectives and goals closely align with each other and that students create work that builds upon competencies achieved from previous courses in a given certificate program. These are the certificates with the individual courses that comprise
the LMBA:

a. Change Management Certificate
   • Executive Success Skills
   • Effective Leadership
   • Global Business & Cultural Diversity
   • Leading Organizational Change

b. Management Analytics Certificate
   • Business Analytics and Research
   • Accounting for Decision Making
   • Economics for Managers
   • Financial Management

c. Strategy and Execution Certificate
   • Strategic Thinking
   • Innovation & Risk
   • Marketing
   • Operations Management

The certificate programs were built upon the premise that students need a more holistic view of their progress, and that good graduate education is more than a series of unrelated classes. The process allows us to capture good ideas and cross-fertilize ideas from faculty who may not otherwise learn from each other.

2. Indirect methods of assessment

Beginning in 2012, LFGSM has contracted with Knowledge Advisors, a well-known assessment provider, which allows the school to adapt and distribute electronic evaluations to its students, faculty, and corporate clients. To date, the school has been very pleased with the relatively high student rate of return (65-70%) and the quality and extent of the student feedback and comments that have been received.

Beginning in mid-2012, the school has:

• Written and distributed end-of-course evaluations that combine Level 1 questions (e.g., how did the student like the book, instructor, activities) with Level 2 self-assessments (e.g., to what extent did the student’s knowledge, skills and/or behavior tied to the objectives of the class change).
• Collated and published these findings by instructor, class, and certificate.
• Held bench and certificate meetings to distribute and discuss these results, which is leading to some changes in curriculum, readings, activities, etc.
• Written and distributed mid-term evaluations to all classes, and sent the results to instructors in order for them to make improvements.
• Written and distributed a faculty survey, asking for feedback about the support the school has given them during a time of extensive change.
• Written and distributed an incoming student survey that calls on students to assess their mastery of 27 competencies the school deems critical to success in the business world. This survey gives the school information about the nature of the student body, particularly how students perceive their needs. The results are used to build a student competency profile over the life of the student at LFGSM and beyond.

All of these tools give LFGSM strong feedback about the perceptions of our faculty and students toward the teaching/learning experience. They also serve as benchmarks and allow us to make comparisons and track results of improvement efforts.

Evidence: ERR: I1 AQIP Outcomes Assessment Project, Student Retention Project, Faculty Engagement Project, Information Systems Project
Standing with State and Other Accrediting Agencies

1. Disclose information about any relationship with a specialized, professional, or institutional accreditor and with all governing or coordinating bodies in states in which the institution has a presence.

Supporting information: Provide the team in the Resource Room with 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.

As reported in the 2012 AIDU, LFGSM is in good standing with the Higher Learning Commission and all the states where it has operating authority.

As stated in the 2012-2013 Academic Catalog, pg. 9:

*LFGSM has the authority to award Master's Degrees in Illinois. LFGSM is licensed by the Illinois Department of Financial and Professional Regulation as a Registered Public Accountant Continuing Professional Education Sponsor.*

*LFGSM is licensed to operate in Washington, D.C. by the Education Licensure Commission of the District of Columbia.*

*LFGSM is approved to operate in Wisconsin by the State of Wisconsin/Educational Approval Board, Madison, WI.*

*LFGSM is approved to operate and offer degrees in Minnesota by the Minnesota Office of Higher Education, St. Paul, MN.*

*LFGSM is approved to operate in Texas by the Texas Higher Education Coordinating Board (THECB), Austin, TX.*

*LFGSM is approved to operate in Utah by the Department of Commerce, Utah Division of Consumer Protection, Salt Lake City, UT.*

Evidence: ERR: Catalogs – 2012-2013 Academic Catalog; J.1 – Operating and Degree Granting Authorization Letters

Public Notification of Opportunity to Comment

1. Determine what constituencies should receive the notice of opportunity to comment. These groups should include students, parents, alumni, taxpayers, donors, community groups, local businesses.

2. Determine what media the institution will use to solicit comments. Local newspapers, institutional websites, and alumni magazines are appropriate choices. The notice should reach all constituencies but should not unduly burden the institution.

3. Publish the notice of the visit following the prescribed format; a sample notification is available on the Commission’s website under Preparation for the Comprehensive Visit.

Following the prescribed Commission format for Third Party Comments, LFGSM completed the following activities:

The Leadership Team determined the constituencies of the School to be students, alumni, faculty, staff, board members, community partners, donors and the communities of Chicago, Lake Forest, and Northern Illinois. In preparation for the School’s upcoming site visit, third party comments were solicited via newspaper and website notices published as follows:

<table>
<thead>
<tr>
<th>Media</th>
<th>LFGSM Constituency</th>
<th>Publication Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspaper-Chicago Tribune</td>
<td>All</td>
<td>3/25/2013</td>
</tr>
<tr>
<td>LFGSM Website</td>
<td>All</td>
<td>2/1/2013</td>
</tr>
</tbody>
</table>

http://www.lakeforestmba.edu/about_lfgsm/accreditation.aspx
<table>
<thead>
<tr>
<th>Online LFGSM Portals – Student, Faculty, Alumni</th>
<th>LFGSM Students, Faculty, Alumni</th>
<th>1/28/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td>Board of Directors, Staff, Business Advisory council (BAC)</td>
<td>2/20/2013</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2/20/2013</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1/28/2013</td>
</tr>
</tbody>
</table>

As required, a copy of the public disclosure was sent to the Commission.

**Evidence:** Comments collected from the HLC website will be available at the time of the visit. ERR: K.1 – Copies of Public Disclosures
Appendix A: Assignment of Credit Hours

Part One: Institutional Calendar, Term Length, and Type of Credit

Institutions that use multiple calendars across the institution may need to complete more than one section below. For more information about the terminology and calendaring units referenced in this form, see 2011-2012 Federal Student Aid Handbook, Volume 3, Chapter 1, Academic Calendar, Payment Periods and Disbursements. Definitions in this section are taken from that Handbook.

<table>
<thead>
<tr>
<th>Terms</th>
<th>Column 1 Term Length: Number of weeks</th>
<th>Column 2 Number of Starts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester / Trimester Calendar</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012-2013</td>
<td>Standard Format: 14-17 week term</td>
<td>2 – 8 week terms</td>
</tr>
<tr>
<td></td>
<td>Compressed Formats: 4, 8 or other week terms within the semester calendar¹</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Summer Term</td>
<td>Varied: 8 weeks &amp; 4 weeks</td>
</tr>
<tr>
<td>Quarter Calendar</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

On July 2012, Lake Forest Graduate School of Management moved from 4 quarter hours of credit to 3 semester hours of credit.
Non-Standard Terms (terms that are not semester, trimesters, or quarters. A non-standard term may have the following characteristics: courses do not begin and end within a set period of time; courses overlap terms, including self-paced and independent study courses or sequential courses that do not begin and end within a term; terms may be of equal or unequal length.)

<table>
<thead>
<tr>
<th>Term</th>
<th>Column 1 Term Length: Number of weeks</th>
<th>Column 2 Number of Starts</th>
<th>Column 3 Type of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Standard Term Calendar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term One</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Term Two</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Term Three</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Summer Term</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Part Two. Format of Courses and Number of Credits Awarded

Guide to Completing this Section

Period Reported
An institution may use any recent term that provides a reasonable picture of their credit hour allocations as the basis for reporting in the Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses. The institution should identify on the form what term is being reported. The institution should complete a separate form for each type of term identified in Part One.

Key to Rows

- **# of Courses**– Count each course offered by the institution in the row corresponding to the number of credits awarded and the column or columns representing the format of delivery through which the course or a section of that course is offered. Do not count sections of the same course if the sections are offered in the same delivery format.

- **# of Meetings**– Enter the total number of class meetings (or equivalent) provided in each course with that credit award during that term; if the number of class meetings varies, enter a range. For distance, correspondence or other formats report on instructional time. Do not include study or other time where students work independently or with other students even though such time may be provided to replace time with a faculty member. Instructional time need not be limited to time spent with all students in the class in a single format. Include lab or discussion in the number of meetings if they are a required element of the course, do not have a separate course number or credit hour allocation, and if the presence of a lab or discussion is considered significant when the institution assigns credit hours to the course. If lab or discussion does meet these considerations, it need not be reflected in this chart.

- **Meeting Length**– Enter the range (shortest to longest) of meeting times in each category. (Note that one hour may be 50 minutes of actual instructional time.)

Key to Columns

- **Column 1–FTF**: For courses where instructors interact with students in the same physical space for approximately 75% or more of the instructional time.

- **Column 2–Mixed FTF**: For courses where instructors interact with students in the same physical space for less than 75% of the instructional time with the remainder of the instructional time provided through distance or correspondence education.

  Note that the above explanations arise from the Commission’s distance education protocol. Institutions may use other thresholds for FTF and Mixed FTF provided that they define them clearly and include the definition on this worksheet.

- **Column 3–Distance**: For courses where instructors interact with students through one or more forms of distance delivery.

- **Column 4–Correspondence**: For courses where instructors interact with students through mail or electronic interface according to a typically self-paced schedule.

  Federal Definitions of Distance/Correspondence Education:

  Distance education/course means education that uses one or more of the (following) technologies (i) to deliver instruction to students who are separated from the instructor: and (ii)
to support regular and substantive interaction between the students and the instructor, synchronously or asynchronously. The technologies used may include: (i) the internet; (ii) one way and two way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; (iii) audioconferencing; or (iv) videocassettes, DVDs, and CD-Roms, if the videocassettes, DVDs or CD-Roms are used in conjunction with any of the technologies listed in clauses (i) through (iii).

Correspondence education/course means: (1) Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. (2) Interaction between the instructor and the student is not regular and substantive, and is primarily initiated by the student. (3) Correspondence courses are typically self-paced. (4) Correspondence education is not distance education.

- **Column 5–Independent/Directed Study**: For courses where instructors interact with students through a flexible format.

- **Column 6–Weekend College**: Some institutions may have an evening or weekend college that, while on the same calendar, may structure its courses and credit assignments differently than the same courses offered during the regular day; institutions that offer courses in the evening or on the weekend as another scheduling option for students, but the courses provide similar class meetings or instructional time as those courses offered by the institution during the regular day need not report evening or weekend courses in this category.

- **Column 7–Internships/Practica**: Some institutions may provide internship or practica experiences for which credits are awarded by the institution. Institutions that have professional schools in medicine, law, nursing, physical therapy, etc. that often require internships or practica with high credit allocations should provide brief summative information about the internships but not need include them in the report form.

**Some Examples**

- *If the institution offers Calculus 210, a three credit-hour course, in FTF and distance formats as well as through the Weekend College, the course should be reported in the row for 3 credits and once in each of those columns.*

- *If the institution offers that course in a full 14-17 week standard format as well as in a compressed format, the course should be reported on one form for the standard form and in a separate form for the compressed format.*

- *If in the FTF format instructors meet with students two times per week for 1.5 hours per meeting for the 14 weeks of the term, report the # of meetings as 28 meetings, and the length of each meeting as 1.5 hours.*
Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length: Fall 2012 Leadership MBA
(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

<table>
<thead>
<tr>
<th># Credits Awarded</th>
<th>Instructional Time</th>
<th>Course Formats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample Row: 3 Credits</td>
<td># of courses</td>
<td>119</td>
</tr>
<tr>
<td></td>
<td># of meetings</td>
<td>15-45</td>
</tr>
<tr>
<td></td>
<td>Meeting length</td>
<td>1-3 hrs.</td>
</tr>
<tr>
<td>1 Credit</td>
<td># of courses</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td># of meetings</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Meeting length</td>
<td>3.5 - 5.5</td>
</tr>
<tr>
<td>2 Credits</td>
<td># of courses</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td># of meetings</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Meeting length</td>
<td>3.5 - 5.5</td>
</tr>
<tr>
<td>3 Credits</td>
<td># of courses</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td># of meetings</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Meeting length</td>
<td>3.5 - 5.5</td>
</tr>
<tr>
<td>4 Credits</td>
<td># of courses</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td># of meetings</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Meeting length</td>
<td>3.5 - 5.5</td>
</tr>
<tr>
<td>5 Credits</td>
<td># of courses</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td># of meetings</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Meeting length</td>
<td>3.5 - 5.5</td>
</tr>
<tr>
<td>__ Credits⁠¹</td>
<td># of courses</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td># of meetings</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Meeting length</td>
<td>3.5 - 5.5</td>
</tr>
<tr>
<td>__ Credits⁠¹</td>
<td># of courses</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td># of meetings</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Meeting length</td>
<td>3.5 - 5.5</td>
</tr>
</tbody>
</table>

¹ Institutions offering courses with six or more credits awarded should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.
Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length:  Fall 2012 Immersion MBA
(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

<table>
<thead>
<tr>
<th># Credits Awarded</th>
<th>Instructional Time</th>
<th>Course Formats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample Row: 3 Credits</td>
<td># of courses 119</td>
<td># of meetings 15-45</td>
</tr>
<tr>
<td></td>
<td># of meetings 24</td>
<td># of meetings 15-30</td>
</tr>
<tr>
<td></td>
<td># of meetings 57</td>
<td># of meetings 15</td>
</tr>
<tr>
<td></td>
<td># of meetings 14</td>
<td># of meetings 4-8</td>
</tr>
<tr>
<td></td>
<td># of meetings 2</td>
<td># of meetings 3-14</td>
</tr>
<tr>
<td></td>
<td># of meetings 20</td>
<td># of meetings 6</td>
</tr>
<tr>
<td></td>
<td># of meetings 4</td>
<td># of meetings 6-10</td>
</tr>
</tbody>
</table>

1 Credit
- # of courses 1
- # of meetings 8
- Meeting length 3.5 - 5.5

2 Credits
- # of courses
- # of meetings
- Meeting length

3 Credits
- # of courses
- # of meetings
- Meeting length

4 Credits
- # of courses 2
- # of meetings 8
- Meeting length 3.5 - 5.5

5 Credits
- # of courses
- # of meetings
- Meeting length

___ Credits
- # of courses
- # of meetings
- Meeting length

___ Credits
- # of courses
- # of meetings
- Meeting length

1 Institutions offering courses with six or more credits awarded should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.
Other Courses Not Reported Above

List below any other courses that were not included in the Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses. Identify the course names and the number of credits allocated to them along with a brief description of how instruction takes places in these courses and how many hours of instruction are provided. (Such courses might include travel or other courses that do not fit in the columns above because they have a different delivery format.)

Part Three: Policy on Credit Hours

The institution has a policy specific to the assignment of credit:

[ ] Yes*  [ ] No

The institution has policies specific to the assignment of credit at the following levels (check all that apply):

[ ] Institution-wide  [ ] Delivery format specific
[ ] Department-specific  [ ] Program specific

*Include the institution’s credit hour policy in the attachments to this worksheet.

Part Four: Total Credit Hour Generation

Identify the typical number of credits of a full-time or part-time undergraduate and graduate student takes during a regular term.

Typical student usually takes 3 semester hours of credit per term
15% of student body takes 6 semester hours of credit per term

Provide the headcount of students earning more than this load in the most recent fall and spring semesters/trimesters or the equivalent for quarters or non-standard term institutions.

[ ] Most Recent Fall Term  [2012-2013] (identify the year)  103 students – 6 credits hours
[ ] Most Recent Spring Term  [2011-2012] (identify the year)  107 students – 6 credits hours
Part Five: Clock Hours

Answer YES to the statement below only if your institution offers any programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs. For example, any program that prepares students for a licensed or professional discipline may need to be reported in clock hours to the Department. Check with the institution’s financial aid officer to determine if the institution has programs of this nature. Such programs typically include those required to be identified in clock hours for state licensure of the program or where completing clock hours is a requirement for graduates to apply for licensure or authorization to practice the occupation. Such programs might include teacher education, nursing, or other programs in licensed fields.

The institution reports clock hours to the U.S. Department of Education with regard to some programs for Title IV purposes:

☐ Yes  ☒ No

If the answer is Yes, complete Appendix B, Clock Hour Worksheet, and attach it to this report.

Supporting Materials

The institution should include with this document the following supporting materials:

- Copies of all applicable policies related to the assignment of credit in .pdf format.

- A copy of the catalog or other document in .pdf format that contains course descriptions and applicable credit hour assignments.

- The catalog or other document in which the institution has marked or highlighted any course that is provided by the institution in non-standard terms or compressed format for the term reported. This information can also be provided on a separate list that identifies those courses and how to find them in the course catalog.

- The course schedule for the most recent completed fall and most recent completed spring terms with times and meeting dates for all classes at all locations and by delivery format. If the course schedule is not available as a separate document, include a URL to access this information online. If a password is required to access this information, include that password.

Note that the team may ask for additional data to examine credit hour production by educational program and by course. These data may include separate breakdowns for general education as well as by delivery format and by course academic unit (semester, quarter, etc.), by level, by location or by delivery format.
Appendix B: Clock Hour Worksheet

Important. Please review the following instructions. Only certain institutions must complete this worksheet.

Complete this worksheet ONLY IF you answered YES in Part 5 of Appendix A indicating that the institution offers any programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs. For example, any program that prepares students for a licensed or professional discipline may need to be reported in clock hours to the Department.

Check with the institution’s financial aid officer to determine if the institution has programs of this nature. Such programs typically include those required to be identified in clock hours for state licensure of the program or where completing clock hours is a requirement for graduates to apply for licensure or authorization to practice the occupation. Such programs might include teacher education, nursing, or other programs in licensed fields.

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

<table>
<thead>
<tr>
<th>Formula</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 semester or trimester hour</td>
<td>37.5 clock hours of instruction</td>
</tr>
<tr>
<td>1 quarter hour</td>
<td>25 clock hours of instruction</td>
</tr>
</tbody>
</table>

Identify the academic programs that are reportable in clock hours based on the information above. (The institution may attach a separate list.)

Explain the institution’s credit to clock hour conversion policy.

If the credit to clock hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class.
Appendix A.3
LFGSM Credit Hour Policy (in 2013-2014 Academic Catalog & Website)

Lake Forest Graduate School of Management assigns and awards credit hours that conform to commonly accepted practices in higher education. The school employs the Federal Credit Hour Definition in the assignment and awarding of credit hours as stated in the following policy:

At LFGSM a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester.

2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward the award of credit hours.

Two 8 week terms are considered one semester, resulting in two semesters with four terms over an academic year.

For traditional lecture-discussion and seminar courses, a 1 credit hour class meets 50 minutes per week over the course of the semester.

Short term courses: Half-semester courses (8-week term), summer session courses, and other courses offered over a different period of time will require the same amount of classroom and out of class work per credit hour as required of semester-long courses with that work distributed over the shorter period of time.

Research Assistants and Internships requires at least one full-time five-day week of professional practice or the equivalent over a longer period of time for one credit hour.

Workshops and Contract Courses: Credit bearing courses offered for special populations by special arrangement will meet regular academic credit hour standards.

Independent Study will represent a minimum of three hours of student work per week throughout the course of the semester or the equivalent work distributed over a different period of time.

Distance Education, Internet and Hybrid (Blended) Courses: Credit hour policy is consistent with the standards of courses offered through face to face instruction, although some or all of content and faculty-student interaction occurs through one or more forms of distance education.

All definitions and standards apply equally to courses offered both on and off campus.

For more information please contact the Registrar.