

## Federal Compliance Filing by Institutions

Effective September 1, 2016 – August 31, 2017

This document outlines the information institutions should provide in a separate federal compliance section of their Assurance Argument or Comprehensive Quality Review. Institutions should answer the questions below and provide supporting documentation where necessary. The information requested in this document should be uploaded in the Assurance System in a separate federal compliance document **before** the visit unless otherwise noted. The institution should refer to the *Federal Compliance Overview: Information for Institutions and Peer Reviewers* in completing this template. This guide 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.

Institution name: [Lake Superior State University](#)

Main contact in the financial aid office: [Deborah Faust](#)

Number of staff members in the financial aid office: [6](#)

Identify when the last U.S. Department of Education training for the staff of the financial aid office occurred: [December 2016](#)

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### Assignment of Credits, Program Length and Tuition

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

[Listing of programs is provided in Appendix A, Part A, Section 1.](#)

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.

Not applicable.

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).

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## Institutional Records of Student Complaints

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

The University maintains a student complaint log of formal, written student complaints filed with the President, Provost, and Vice President for Student Affairs. As outlined in the University's procedures manual, Section 2.1.11, all formal written complaints are forwarded to the Provost's Office for action and for recording. A log of student complaints and the University's response to each complaint is available in the Provost's Office. This process has been in effect since 1998. In the 2010-2011 academic year, the Provost's Office established the role of Student Ombudsman. The LSSU ombudsman is a senior faculty member appointed by the President and Provost to assist students in resolving student conflicts or disputes within the university.

5. Provide the institution's complaint policy and procedure and the web address where the public can find this information:

The complaint policy is provided in Appendix B. and links to related policies are noted below:

<http://www.lssu.edu/ombudsman/>

<http://www.lssu.edu/procedures/2-1-11.php>

<https://www.lssu.edu/campuslife/handbook/>

or attach as **Appendix B**.

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

The University documents actions derived from complaints within the report log where possible and appropriate. Instances of institutional learning, arising from complaints, includes modifications of policy (e.g. return of excess funds), services (support at regional centers), instructional practices and advising. Administration and Faculty review the complaint findings and use the information to improve service and student experience.

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

*Related HLC Requirement: Assumed Practice A.4.*

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## Publication of Transfer Policies

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

The University provides clear and complete information on transfer policies through the website maintained by the admissions office: <http://www.lssu.edu/admissions/transfer.php>

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.]?)

Lake Superior State University directs prospective students to the Transfer Equivalency Tool that was created by the Admissions and Registrar's Offices. The Transfer Equivalency Tool lists coursework from other institutions that has been evaluated by the academic schools/depts at LSSU and shows how the coursework transfers to LSSU. The Transfer Equivalency Tool is available on our website and also in Anchor Access (our self service product)

In addition, Lake Superior State University is a member of the Michigan Transfer Network that provides a resource for course transfer. This transfer tool is sponsored by the Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO) and is used as statewide transfer guidance for transfer students throughout Michigan. The Michigan Transfer Network is maintained by the Registrar's office and updated each year.

Transfer guides are created to provide guidance and support to prospective transfer students and will be hosted on the Admissions Transfer Website: <http://www.lssu.edu/admissions/transfer.php> the guides are meant to provide general guidance and are based on course equivalencies (completed by the academic schools/depts) already in place. While the transfer equivalency tool is a direct feed from the Banner system, the LSSU transfer guides must be reviewed during each catalog revision. Only courses previously evaluated are found within the Transfer guides and students are directed to a school/departmental contact, to the Admissions Transfer Specialist and to the school/department website for specific guidance. Transfer guides are created for popular programs with many of the community colleges in Michigan.

Faculty have established articulation agreements with Partner College and universities. These articulation agreements are the result of efforts by faculty and staff from both LSSU and the institutions for which the partnerships have been established, to satisfy the demands of a growing student population seeking greater flexibility in programmatic choice and pathways to meet desired educational goals. These articulation agreements are currently found on the Provost's website and will be housed and posted on the Registrar's website. <https://www.lssu.edu/provost/cte-articulation.php>

The university maintains a position in the Admissions Office of Transfer Specialist. This individual is not only key in the creation of transfer guides with other institutions, but is also exclusively focused on the needs of transfer students. The Transfer Specialist is uniquely qualified to work with students from a variety of institutions from across the region, including those from Canada, and assists such students in their efforts to enter LSSU with as seamless a transition as possible. This includes creation and maintenance of transfer guides.

## **Admissions – Creation and Maintenance of Transfer Guides**

*Fall 2016*

For the purpose of transfer assistance and guidance, Lake Superior State University Office of Admissions has adopted the definitions of Articulation Agreement and Transfer Guide as referenced in the Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO) Transfer

Resources publication. <https://www.macrao.org/Publications/Transfer%20Student%20Resources.pdf>

### **LSSU definitions:**

**Articulation Agreement:** A formally signed and dated agreement between two partner colleges or universities with a value added component which may include a specific combination of courses for advance standing, full acceptance into a specified program or other predetermined agreement between the partnering institution and LSSU, or other such arrangement that is determined to be acceptable.

**Transfer Guide:** A non-contractual, advisory document meant to provide basic information, general guidance and contact resources for incoming transfer students.

**Overview:** The Office of Admissions employs an Admissions Advisor/Transfer Specialist. This position is employed as a resource to students and is a knowledgeable, professional staff member with specialized training in transfer. The responsibilities of this position include the provision of guidance and support to incoming transfer students and is a resource for community college staff. The Transfer Specialist creates and updates the transfer guides used to provide information to incoming students.

Transfer guides as defined above, are maintained by the office of Admissions. A review of each guide will occur following each catalog revision. Guides are considered advisory in nature and use courses already determined transferable using the LSSU Transfer Equivalency tool. Transfer Guides do not construe a specific contract between LSSU and the incoming student. Admissions will consult with academic Schools and Departments to ensure accuracy; however, these documents are not subject to the rigors of specific School or Departmental approval. As part of these responsibilities, Admissions will create, update and revise Transfer Guides in selected majors and programs as necessary. Not all programs will be represented with a Transfer Guide.

Articulation Agreements as defined above, are the specific responsibility of the School or Department units within Academic Affairs. Articulation Agreements, once created, are posted on the Registrar's website. The Office of Admissions will be notified when Articulation agreements are created or when these agreements are revised or discontinued so that they may be included in transfer planning resources. Notification should be given to the Admissions Advisor/Transfer Specialist and/or the Director of Admissions.

List of Articulation Agreements: <https://www.lssu.edu/provost/cte-articulation.php>

List of Transfer Resources in Admissions: <https://www.lssu.edu/admissions/transfer.php>

The Michigan Transfer Agreement (MTA) was approved for implementation by Lake Superior State University, effective Fall 2015. The MTA agreement replaces the MACRAO agreement. A link that provides overall guidance for undergraduate transfer students can be found here:

<https://www.macrao.org/Publications/Transfer%20Student%20Resources.pdf>

- One course in English Composition
- A second course in English Composition or one course in Communications
- Two courses in Social Sciences (from two disciplines)
- Two courses in Natural Sciences including one with laboratory experience (from two disciplines)
- Two courses in Humanities/Fine Arts (from two disciplines excluding studio and performance classes)
- One math course in College Algebra, Statistics or Quantitative Reasoning, or an advanced level course in any of these areas will also be accepted

Students admitted to Lake Superior State University who have the MTA stamp on their transcript are recognized as having completed the general education requirements at Lake Superior State University.

Students who do not complete the entire block of courses required by the MTA will receive credit for the courses they do complete on the basis of individual course evaluation and established transfer equivalencies.

For the Wisconsin UW Colleges, Lake Superior State University has approved the LSSU-Wisconsin Bridge Agreement. Students transferring from the University of Wisconsin Colleges with an Associate of Arts & Science degree are recognized as having completed the general education requirements at Lake Superior State University.

LSSU also has an agreement with Sault College in Sault Ste. Marie, Ontario for students completing a Liberal Studies degree. When transferred to LSSU, it is recognized as having completed the general education requirements at Lake Superior State University.

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.

List of Articulation Agreements: <https://www.lssu.edu/provost/cte-articulation.php>

List of Transfer Resources in Admissions: <https://www.lssu.edu/admissions/transfer.php>

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?

Transfer Credit is granted in accordance to the Transfer Credit Policy found in the university catalog and on the Admissions Transfer Website

Catalog: <http://www.lssu.edu/cmscatalog1617/admissions.php>

Admissions Transfer Page: <https://www.lssu.edu/admissions/transfer.php>

The Process for Awarding Transfer Credit is found in the Admissions Processor Training manual located in Admissions. (See Attached)

Policies Related to Transfer of Credit:

[http://www.lssu.edu/sharedgovernance/documents/TransferStudents\\_GradePolicy.pdf](http://www.lssu.edu/sharedgovernance/documents/TransferStudents_GradePolicy.pdf)

Registrar's Office Policies and information:

Student Consumer Education Information: <http://www.lssu.edu/hoeanotices/>

Graduation Audit Policy: <http://www.lssu.edu/registrar/pdf/GraduationAuditPolicy.pdf>

Reverse Transfer: <http://www.lssu.edu/registrar/reverse-transfer.php>

Ultimate authority for successful course transfer occurs at the school/department level and is maintained in Banner by the Registrar's office for use by students transferring to Lake Superior State University. When Admissions is notified of a new course created by another institution, the Admissions Transfer Specialist sends the course description(s) to the chair of the school/department that houses the course in question for specific course transfer decisions. Courses determined transferrable are then entered into Banner for use by all students that transfer this course. The Transfer Equivalency Tool will display this information and is available on the LSSU website and also in Anchor Access (our self service product).

The transfer equivalency information in Banner is the basis for the creation of the transfer guides and for internal and external transfer equivalencies. The Transfer Equivalency Tool:

[https://bssmain.lssu.edu:9060/pls/PROD8/lswbxfer.P\\_Find\\_State](https://bssmain.lssu.edu:9060/pls/PROD8/lswbxfer.P_Find_State) and the statewide Michigan

Transfer Network: <https://www.michigantransfernet.org/> both feed from information entered into Banner.

Provide evidence (e.g., charts, data, etc.) that institutional decisions regarding transfer of academic credit align with the policy:

Training materials are attached related to the institutional processing of academic credit in alignment with policy in **Appendix F**.

For more information see Federal Requirement 34 CFR §602.249(e).

*Related HLC Requirement: Assumed Practice A.5.*

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## Practices for Verification of Student Identity

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

Yes

No

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

Student identity is verified using secure login through the portal system that authenticates users through a single sign-on system that uses Lightweight Directory Access Protocol (LDAP). The process does not require the release of student information, thereby avoiding potential issues with the Family Education Right and Privacy Act (FERPA). The University provides secure testing through RemoteProctorNow from Software Secure Inc, an online proctoring technology. The process identifies a student and records video, audio, and screen capture through the testing session, information transferred to the restricted-access secure server for the purpose of ensuring academic integrity during testing.

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 costs related to verification of student identity or RemoteProctorNow, there is a nominal cost incurred for students selecting live proctored exams.

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

The cost of proctored distance exams is published on the university website:  
<http://www.lssu.edu/testingservices/proctoring.php>

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

The testing services website is attached as Appendix G.

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

The security protection afforded through the end user authentication is used each time they access the system to submit assignments and assessments. LSSU does not collect fees for proctored examinations, or require students to pay fees for proctored examinations.

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

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## Title IV Program Responsibilities

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

### 17. General Program Responsibilities

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

Recertified on 12/15/2011 through 9-30-2017

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

1994

- 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**.

Attached: Recertification letter from 12/15/2011

- 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.

None listed.

- 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.

None listed.

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

None

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

None

- 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?

No weaknesses found

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

- Pell Grant
- Federal Family Education Loan
- Federal Direct Stafford Loan
- Direct PLUS Loan
- Federal Supplemental Educational Opportunity Grant
- Federal Work Study
- Perkins Loans
- Academic Competitiveness Grant

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

Attached: Audit Reports for 2013, 2014 and 2015. 2016 is still being finalized.

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 last three years of A-133 audit reports denote:

**2014-2015:** The University complied, in all material aspects, with the types of compliance requirements referred to [within the audit] that could have a direct and material effect on each of its major federal programs for the year ending June 30, 2015.

**2013-2014:** The University complied, in all material aspects, with the types of compliance requirements referred to [within the audit] that could have a direct and material effect on each of its major federal programs for the year ending June 30, 2014.

**2012-2013:** The results of our tests disclose no instances of non-compliance or other matters that are required to be reported under "Governmental Auditing Standards". We did not find any deficiencies in internal control over compliance, that we consider that we consider to be material weaknesses

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

None, as denoted in 2.a

*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.*)

There were no concerns raised by the HLC related to Core Components 5A, 2B, or assumed practice D1, during their last review. Assumed Practice D1: The Institution has identified a structural deficit issue, but is able to meet its current financial obligations. The budget for the next year is being prepared to be well within the projected revenue.

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



Appendix J provides the exit document from the last HLC comprehensive visit (2011). All documents related to institutional accreditation are posted to <http://LSSU.edu/hlc>

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: 2012-2013 FY13 (draft rate) = 8.6%

Year 2: 2011-2012 FY12 = 10%

Year 3: FY11 12.4% and FY10 = 11.2%

Cohort default rates are publically available at: <http://www.lssu.edu/finaid/cohortdefaultrate.php>

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

No action taken.

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

Our default rate is not higher than peer institutions, and we have not exceeded Departmental thresholds or triggered a review. There is no documentation to provide.

- 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.

We have a short-term loan program that we offer to students. We also have a payment plan for tuition that may qualify as a loan program, although it really just provides additional time for payment.

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

The Short Term Loan Application and Procedures are attached as part of 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.

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?

[Wendy Beach, Environmental Health and Safety Specialist, Human Resources Department](#)

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.

[None](#)

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**.

[The Annual Security and Fire Safety Report is posted to the university web site:](#)

<http://www.lssu.edu/publicsafety/clery/>

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.

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?

[Nancy Nethery, Institutional Research, Banner Analyst](#)

[Nancy Neve, Registrar, University Catalog](#)

[Deborah Faust, Director of Financial Aid, Study Abroad](#)

[Kris Dunbar, Athletic Director](#)

[Vicki Fox, Director of Disability Services](#)

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.  
 Not applicable
- 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**.  
 Documentation is attached in Appendix N as presented on the following web sites:  
 Institutional Research <http://www.lssu.edu/ir/reports.php>  
 Common Data Set [http://www.lssu.edu/ir/documents/cds\\_15\\_16.pdf](http://www.lssu.edu/ir/documents/cds_15_16.pdf)  
 Directory <https://www.lssu.edu/contacts/personnel.php?l=A>  
 Accrediting Bodies <https://www.lssu.edu/hlc/accreditation.php>  
 Catalog: Financial Aid <http://www.lssu.edu/cmscatalog1516/financial-aid.php>  
 Bachelor Programs <http://www.lssu.edu/cmscatalog1516/programs/bachelor-degrees.php>  
 Associate Programs <http://www.lssu.edu/cmscatalog1516/programs/associate-degrees-two-year-programs.php>  
 Certificates <http://www.lssu.edu/cmscatalog1516/programs/certificates-one-year-programs.php>  
 Equity in Athletics [http://www.lssulakers.com/information/forms/EADA\\_Report\\_2015\\_-\\_LSSU.pdf](http://www.lssulakers.com/information/forms/EADA_Report_2015_-_LSSU.pdf)  
 Study Abroad <http://www.lssu.edu/studyabroad/>  
 Disability Services <http://www.lssu.edu/disability/>  
 IPEDS data sets – publically available <https://nces.ed.gov/ipeds/datacenter/Default.aspx>  
 Student Disclosures under Title IV <http://www.lssu.edu/hoeanotices/>  
 Cost of Attendance <http://www.lssu.edu/finaid/typesofaid.php>

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

*Related HLC Requirement: Assumed Practice A.6.*

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

- a. Are these policies readily available to students?  
 Yes  
 No
- b. Do they satisfy state or federal requirements?  
 Yes  
 No
- c. Does the institution have any findings from the Department regarding these disclosures?  
 Yes  
 No

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.

The University has not had a Department audit since the last visit.

- 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**.  
The University makes clear and public disclosures of student consumer information through our website, as evidenced in Appendix O, and at this URL: <http://www.issu.edu/hoeanotices/>
- e. Are the policies being appropriately applied by the institution in individual student situations?  
The university appropriately and consistently applies our policies.

*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.)

Not Applicable

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

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

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

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

Not Applicable

For more information see Federal Requirement 34 CFR §668.5.

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

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## Required Information for Students and the Public

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

Academic Catalog 2015-16

Academic Catalog 2016-2017

Lake Superior State University \_\_ Campus Life Office \_\_ Student Handbook.pdf

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

The University Catalog <http://www.lssu.edu/cmscatalog1516/welcome.php>

Registrar's Office <http://www.lssu.edu/registrar/forms.php>

Financial Aid <http://www.lssu.edu/finaid/>

Higher Education Notices <http://www.lssu.edu/hoeanotices/>

Cost of Attendance <http://www.lssu.edu/finaid/typesofaid.php>

Athletics - [http://lssulakers.com/information/forms/EADA\\_Report\\_2015\\_-\\_LSSU.pdf](http://lssulakers.com/information/forms/EADA_Report_2015_-_LSSU.pdf)

Admissions <http://www.lssu.edu/admissions/>

Accreditation <http://www.lssu.edu/hlc/accreditation.php>

Business Office <http://www.lssu.edu/busoff/>

Provost <http://www.lssu.edu/provost/>

Student Affairs <http://www.lssu.edu/campuslife/>

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**.

As a matter of internal policy, the university publishes an academic catalog annually and posts this catalog on the university website <http://www.lssu.edu/catalog/>. The new catalog provides current and relevant information to students and the general public about programs, requirements, financial aid and other required information. Annual publication of the academic catalog, along with updates to the university website (including admissions, financial aid, business office) provide students information which is accurate, timely and relevant.

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

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

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## 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

Recognizing the importance of clear communication related to accreditation, and that students will not immediately access the accreditation information posted publically on our university website, the Admissions staff will incorporate information on institutional and programmatic accreditation in future publications, including the 2016 travel piece used by recruiters and the university view book.

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

Generally recruitment materials are not posted to the university website, general information for students and alumni is available as noted:

Get Involved Guide <https://www.lssu.edu/campuslife/documents/GIGWinter2013-3.pdf>

<http://www.e-digitaleditions.com/i/255097-get-involved-guide>

Laker Log <http://alumni.lssu.edu/lakerlog/>

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?

The accreditation status of Lake Superior State University is accurately reported in advertising, selected recruitment materials, the University catalog and the LSSU website. The University provides accurate information regarding its programs and policies to students, employees or other constituencies in its catalog, on the LSSU website and in recruitment materials.

Lake Superior State University uses an integrated approach to marketing which was implemented summer of 2016. The Integrated Marketing group includes the Director of Admissions, Director of Graphics and a Photographer/Staff Writer. An Integrated Marketing work group was established which includes integrated marketing staff as well as key LSSU staff involved with campus outreach and promotion. This includes the Special Assistant to the President who works with government relations and social media, the LSSU Webmaster, the Sports Information Director and the VP for Student Affairs and Enrollment Management. The rationale for this approach is the development of collaborative and cost efficient marketing efforts. The charge to the work group is to develop a comprehensive marketing plan that serves the needs of the campus for the future. This committee is available for advisement on publications and promotions and day to day operations as necessary.

The Director of Admissions who leads the integrated marketing work-group also works under a budgetary subheading of Recruitment and Retention supervising staff that work in Admissions. Work done here includes the generation of recruitment materials that are current and attractive for recruitment staff. Each year materials are reviewed and updated. The office of institutional research is contacted for class statistics relevant for publication within these materials. All materials are reviewed by appropriate departments prior to being implemented for the next recruitment cycle which

is yearly and begins in September. Letters, materials and messages are developed for accuracy, information value and institutional appeal.

Orientation and transition planning is also done within the office of Admissions which further demonstrates the need for marketing materials that are accurate and timely. All information used by the office of Admissions are designed to attract and successfully retain students that are a best fit for the LSSU campus.

Copies of these policies and procedures as **Appendix U**.

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

The University maintains a website dedicated to public information regarding our affiliation with the Higher Learning Commission, and other specialized accrediting bodies. The home page for this site is <http://www.lssu.edu/hlc/>

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

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

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## 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?

Student outcome assessment information at the program level is collected and analyzed as a part of regular program review. The institution collects and aggregates assessment data using a relational assessment database (Tracdat) which provides reporting functionality useful to generate reports on program assessment, course assessment, and co-curricular assessment. Examples of these reports are provided in Appendix V, and available for other programs from the program review web page.

33. List the types of student outcome data available to the institution:

Each academic program develops outcome measures specific to their discipline as well as generalized outcomes including graduation rates, etc. and reports on these measures as a part of their periodic program review. The university has prepared reports that include metrics of student achievement including: degrees awarded, retention, enrollment and graduation rates, time to degree, transfer student data, internal transfer data, ethnicity, geographic location, financial data, ACT/SAT/GPA.

Program Review <http://www.lssu.edu/sharedgovernance/assessment/SLOAP3.php>

Fisheries and Wildlife Program Review

[http://www.lssu.edu/sharedgovernance/assessment/documents/F\\_WREVIEW2013-14.pdf](http://www.lssu.edu/sharedgovernance/assessment/documents/F_WREVIEW2013-14.pdf)

Career Development Center <http://www.lssu.edu/career/PlacementReports.php>

Engineering exam ABET <http://www.lssu.edu/eng/SETtransparency.php>

Nursing exam NCLEX-RN <http://www.lssu.edu/nursing/index.php>

Documentation is attached as **Appendix V**.

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

Student outcome data is a foundation block to institutional planning and change. Information gained from the assessment of student learning, as noted above, becomes a key component of program review and a reflection on the effectiveness of the program and school. Consistent with Criterion 5, the institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting. This occurs with the program review cycle as requests for new resources are linked to evidence driven evaluation of need and impact. Student outcome data impacts our processes and planning for assessment, as schools continue to develop measures that reflect best practices.

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.

The University has acted aggressively to maintain positive factors on the metrics represented by the College Scorecard. The university adopted a single tuition rate for all of North America, which has led to our "lower than average" Average Annual Cost. Our institutional graduation rates are near the national average and our students are paying down their debt at a rate (77%) with is above the national average (66%). We are very aware that many of our students are receiving federal loans (60%) and are restructuring our institutional aid policies to reduce the merit-based aid in favor of need-based aid in order to serve more students. The Lake Superior State University College Scorecard is included in Appendix V.

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

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

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## Publication of Student Outcome Data

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

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

Yes

No

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



Course-level assessment data is reported on all courses on a periodic basis, and on all programs as a component of our commitment to a system of regular program review.

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

Course-level assessment of student learning outcome data is posted to:  
<http://www.lssu.edu/assessment/>

Program-level assessment of student learning outcome data is linked from the previous page under the heading of Program Review, and posted to:

<http://www.lssu.edu/sharedgovernance/assessment/SLOAP3.php>

For more information see Council for Higher Education Accreditation (CHEA) Recognition Standard 12B.1.

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### 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.

Agency Name:	Standing:
<a href="#">Commission on Accreditation of Athletic Training Education</a>	Good
<a href="#">Accreditation Council for Business Schools and Programs</a>	Good
<a href="#">American Chemical Society Committee on Professional Training</a>	Good
<a href="#">Accreditation Commission (EAC) of ABET</a>	Good
<a href="#">Council for the Accreditation of Educator Preparation</a>	Good
<a href="#">National Environmental Health Science and Protection Accreditation</a>	Good
<a href="#">Canadian Institute of Public Health Inspectors</a>	Good
<a href="#">International Fire Service Accreditation Congress</a>	Good
<a href="#">Commission on Collegiate Nursing Education</a>	Good
<a href="#">Committee on Education Programs Emergency Medical Services Professionals</a>	none

(The university is working toward accreditation with CoAEMSP)

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**.

The accreditation reports for the following units are presented in Appendix W.

- [Athletic Training \(CAATE\)](#)
- [Business \(ACBSP\)](#)
- [Chemistry \(ACS\)](#)
- [Education \(CAEP\)](#)
- [Engineering \(ABET\) EAC and TAC](#)
- [Education \(CAEP\)](#)
- [Environmental Health \(NEHSA and CIPHI\)](#)
- [Fire Science \(IFSAC\)](#)
- [Nursing \(CCNE\)](#)
- [Emergency Medical Services \(CoAEMSP\) – application stage](#)

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.

Public disclosures related to our regional and specialized accreditation is posted to our public website: <http://www.lssu.edu/hlc/accreditation.php> and copied to Appendix X.

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

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

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## Public Notification of Opportunity to Comment

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.

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.)

Lake Superior State University solicited comments through the university website from all our member constituencies. Specific solicitations were made to students, alumni, faculty and staff, and the local community. Community members were engaged through Rotary, the Intermediate School District,

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

The LSSU website: <http://www.LSSU.edu> and the following

ABC News UP  
TV 9/10  
TV 7/4  
Associated Press Michigan  
Bay Mills Newspaper  
Sault Star, Sault, Ont.

Sault Area Chamber of Commerce  
Cheboygan Tribune  
Chippewa County Commissioners and Controller  
CTV, Sault, Ont.  
Detroit Free Press  
Detroit News  
Drummond Island Digest  
Eagle Radio Escanaba  
Eagle Radio Sault  
CBC Sudbury  
Escanaba Daily Press  
EUP News  
Inside Higher Education  
Iron Mountain Daily News  
Local 2, Sault, Ont.  
LSSU Compass  
Escanaba radio  
Manistique Pioneer Tribune  
Newberry News  
Sovereign Broadcasting (Sault, Mich. radio)  
Petoskey News  
Q104 News, Sault, Ont.  
Sault CVB  
Sault Evening News  
Sault Mich DDA  
Sault Online  
Sault Ste Marie City Commissioners, City Manager, and Mayor  
Sault This Week, Sault, Ont.  
Sault Tribe News  
Sault Tribe Education Dept  
SooToday.com, Sault, Ont.  
St Ignace News  
WCMU/WCMZ  
WLSO  
Sault Ste. Marie EDC  
Chippewa County EDC

43. Copies of the institution's notices must be sent in PDF format to HLC ([legalaffairs@hlcommission.org](mailto:legalaffairs@hlcommission.org)) at least one month before the comprehensive evaluation visit. The comments and notices are compiled by HLC staff members and sent to the evaluation team and the institution three weeks prior to the visit. As third-party comments are an important part of the comprehensive evaluation, HLC also reviews and forwards comments received after the deadline lapses and even during the visit.

Examples of the public notice are contained in Appendix Y.

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## Competency-Based Programs Including Direct Assessment Programs / Faculty-Student Engagement

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 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

*Note:* The definition of competency-based and direct assessment programs (as taken from 34 CFR §668.10) can be found on the substantive change application for new competency-based or direct assessment programs.

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

[Lake Superior State University does not offer direct assessment or competency-based programs](#)

47. How does the institution ensure that faculty in these programs regularly engage with students?

Please respond to the following questions:

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

[Not applicable](#)

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.

[Not applicable](#)

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.

[Not applicable](#)

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.

[Not applicable](#)

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.

[Not applicable](#)

