HLC Criteria Index

Index to the location of evidence relating to the Commission’s Criteria for Accreditation found in Lake Forest Graduate School of Management’s Systems Portfolio

Criterion One – Mission and Integrity. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component 1a. The organization’s mission documents are clear and articulate publicly the organization’s commitments.

- The mission statement, which is adopted by the Board, posted at each campus, published in our Student, Faculty and Staff Handbooks and on our website, clearly articulates our organizational commitments. (Overview, 1P1, 5P1)
- The mission statement is the first item on page one of the School’s bylaws. This section is titled, “Statement of Directors Commitment and Responsibility.” (5P1)
- The recently articulated values statement is published in our Student Handbook and is being integrated into processes throughout the School. (Overview, 5P1, Student Handbook)
- Our vision statement is published in the Staff, Faculty and Student Handbooks and on the website and clearly defines our desired future state. (Overview, and Staff, Faculty and Student Handbooks, website)
- The management competencies, which are included in the LFGSM MBA Catalogue that is distributed to all prospective students, is included in the Student and Faculty Handbooks, and is posted on our website clearly articulate the School’s learning outcome goals. (Website, 1P2)

Core Component 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- The mission statement defines our learners as working professionals and also identifies organizations as a constituent group. No other distinctions are made. (Overview, 1P5, 3P1)
- Creating the values statement was an inclusive process. Every member of all constituent groups was sent an electronic survey to develop the statement. This statement is representative of everyone associated with LFGSM. (1P2, 7I2)

Core Component 1c. Understanding of and support for the mission pervade the organization.

- During the interview period, all prospective employees are introduced to the mission of the School. (4P4)
- Budgeting is closely tied to strategic planning which supports the mission. (8R1)
- All new employees attend an orientation session during which they meet with the President who explains the mission, vision and values in-depth. (4P4)
- At regular staff meetings throughout the year, especially during strategy planning times, the mission is re-introduced. This refreshes the staff’s understanding of the mission. (5P8)
- Results from the Annual Staff Survey indicate that 100% of staff members feel they have a thorough understanding of the School’s mission. (5R1)
- During the mentoring process, new faculty members learn about the mission of the School as part of the regular introduction process. Board members accept the mission by agreeing to uphold the School’s Bylaws. (4P2, 5P1)

Core Component 1d. The organization’s governance and administrative structures promote effective leadership and support collaborative process that enable the organization to fulfill its mission.
The Management Board is a cross-departmental leadership group that drives the organization. Its broad representation encourages collaboration across the organization. (5P1, 5P4)

- The mission statement is the first item in the School’s bylaws. This section is titled, “Statement of Directors Commitment and Responsibility.” (5P1)
- The Board of Directors reviews, ratifies and if necessary amends the mission statement. This oversight ensures that the School’s programs and processes stay aligned with and fulfill the mission. (5P1)
- The strategic planning process is an all-inclusive process through which employees from all levels of all departments have an opportunity to provide input to the planning. This process encourages collaboration and fulfillment of the mission. All goals cascade from the strategic plan to individual objectives. (8P1)
- Cross-departmental task forces build on the collaboration within the School and help maintain alignment across departments. (9P7)

Core component 1e. The organization upholds and protects its integrity.

- The Values Articulation AQIP Action Project identified Integrity as one of LFGSM’s three core values. The values were the result of a survey that included broad representation from all of the School’s constituent groups. (Overview, 1I2, 5P1)
- LFGSM has a regular process of requesting student feedback via the Annual Student Survey and Course Faculty Evaluations. The School has made changes as a result of this feedback such as redesign of courses. (1P12, 3P1, 6P1)
- As an organization, we sought input from area businesses to build our management curriculum so that we could fulfill our commitment to provide relevant business education. (1P1, 1R4)
- LFGSM sends a management team to meet with top executives at area businesses to develop reciprocal relationships so that we can understand the business needs faced by area companies and effectively partner with them. (9P1)
- The Business Office is audited annually and has developed procedures documented in flowcharts to ensure security and integrity of their systems. (6P5, 7P7)
- The Registrar and VP of Corporate Education have a system for monitoring and resolving complaints. They document responses to all grievances. (3P6)

Criterion Two – Preparing for the Future. The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component 2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.

- We used primary and secondary research to develop our new curriculum. (Overview, 1P1, 1P12)
- Our faculty is entirely comprised of business practitioners who bring their real-world expertise into the classroom. (Overview, 1P4, 5P4)
- We developed a strategic IT plan to upgrade and advance LFGSM’s systems. (6P1, 7P3)
- We have a conservative fiscal policy that ensures we maintain resources necessary to remain viable well into the future. (8R2)
- We regularly scan for environmental trends when setting strategy. (Overview, 8P1)
- In response to changing social and communication trends, the School has begun participating in social media to better connect with students and prospective students. (1P6, 2P1, 2R2)

Core component 2b. The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.
• We have a conservative fiscal policy that ensures we maintain resources necessary to remain viable well into the future. (8R2)
• LFGSM believes in and actively supports staff development. Through generous tuition reimbursement policies and frequent in-house training opportunities, the School strengthens and positions its human resources for high quality performance in the future. (4P3, 4P9, 6P1)
• Through the development of corporate relationships and onsite programs, LFGSM continues to broaden its recognition throughout the Chicago area and establish a larger base of students. (1R4, 3P5, 9P1)
• Employees are screened during recruitment processes to ensure that they have the right skills and are a good fit with the organization. (4P2)
• Faculty members in all courses are practicing subject matter experts and bring their expertise to annual curriculum review where updates can be made if necessary. (Overview, 1P11, 4P1)
• Students and alumni benefit from career services that were developed in response to their feedback. (2P1)

Core component 2c. The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

• LFGSM surveys students twice in each course on course-specific items and annually on larger, school issues. Based on evidence from these surveys, LFGSM is able to identify areas for improvement. (1P11, 3P1)
• Learning assessment shows that students are learning the ten management competencies outlined as the foundation of the curriculum. This data also helps us recognize areas where improvement is needed. (1P3, 1P17, 1P18, 1R2)
• The Curriculum Integration Council ensures that all management competencies are fully integrated into the program evenly across courses. They also ensure that our two overarching competencies: "Lead, manage, and communicate confidently at all levels," and "Make Decisions within ethical principles," are addressed in every course. (1P1, 1P2, 1P13)
• The Outcomes Assessment Council reviews the course matrix of management competencies addressed in each of the courses. They use their findings to ensure that all learning management competencies are appropriately addressed. (1P1, 1P18)
• Curriculum councils review the course assignments and outcomes in terms of the learning competencies and PTA data. They make changes to courses where necessary. (1P1, 7R2)
• Lake Forest Corporate Education conducts Return on Learning Investments studies when contracted. (3P1)

Core component 2d. All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

• Strategic planning is tied to the mission at all levels. New programs are only introduced if they align with our mission. (8P1)
• The strategic plan is used for budgeting allocation every year. (7P2)
• Selection of AQIP Action Projects must be tied to strategy in order to be accepted as viable. (8R5)
• Every year a formal strategic plan document is prepared and shared with the organization. (8R1)

Criterion Three – Student Learning and Effective Teaching. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.
Core component 3a. The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

- The MBA is our only degree program. Learning outcomes for this program have been clearly articulated by our Outcomes Assessment Council in the Management Competencies Document. (1P1, 1P2, 1P6)
- Learning Assurance Reports facilitate effective assessment of competencies and benchmarking against other schools’ results. (1R2)
- Primary Trait Analysis rubrics introduced on a course and program level clearly identify measurement criteria for learning management competencies on a course and program level. PTA reports make assessment at each of these levels possible. (1P11, 1P18, 1R2)
- Course level learning outcomes are embedded in the design of each course which is integrated with the rest of the curriculum. This process is overseen by the Curriculum Integration Council. (1P11)
- Student feedback through Course Faculty Evaluations and the Annual Student Survey help us communicate and assess learning outcome goals. (1P14)
- Corporate Education engages in program follow up and Return On Learning Investment studies to assess the effectiveness of programming. (3P1)

Core component 3b. The organization values and supports effective teaching.

- Teaching effectiveness is evaluated in every course using the Course Faculty Evaluation completed by students. (1P11, 7P1, 4P5)
- Every year the academic deans and faculty relations coordinator evaluate all members of the faculty based on cumulative CFE scores, observations and faculty participation in developmental programs. (4P5, 5P6, 7P1)
- Faculty are encouraged to participate in the Success in Teaching Excellence Program that develops their skill and effectiveness in the classroom. (1P9, 4P8, 8P8)
- All new faculty members are required to successfully complete their mentoring process before receiving a teaching assignment. They are also expected to complete the New Faculty Workshop. (1P11, 4P3)
- Faculty members are active participants in developing curriculum as members of curriculum councils. (1P4, 4P6, 4P12)

Core component 3c. The organization creates effective learning environments.

- LFGSM has incorporated Wimba web-based technology into the classrooms to facilitate participation by students who, due to work responsibilities, illness or other reasons cannot attend class. (6P1, 7I1)
- A plan for regular technological upgrades for software and hardware in all classrooms has been created and implemented. (6P1, 7P3)
- Admission requirements ensure that students have business experience and will be able to contribute to discussion and learning. (1P5)
- Faculty members have pertinent business life experiences from which to draw and enrich student learning. (1P4, 5P4)

Core component 3d. The organization’s learning resources support student learning and effective teaching.

- LFGSM maintains contracts with online libraries for students to use at no cost during their study and research. (1R5)
• LFGSM uses Blackboard learning management services and has contracted with them to offer 24/7 technical support. (6P1)
• Learning assessors are offered in business writing, Excel and business math and are available to students who feel they need additional support in these subject matters. (1P15)
• In response to student need, LFGSM now provides a faculty resource for students participating in the 5-week self directed, online QuAC program. (1P12)
• Self directed learning offered as part of a 10-week course provides students the opportunity to prepare for learning application of the subject matter. (1P12)

Criterion Four: Acquisition, Discovery, and Application of Knowledge, The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

• LFGSM offers Business Education Forums in addition to business education courses. These programs help students, alumni and friends of the school continue business learning beyond the MBA or Corporate Education programs. (1P16, 2P1)
• LFGSM supports lifelong learning and has a generous staff training policy and tuition reimbursement policy. (4P9, 5P9, 6P2)
• Alumni receive a 50% discount on all MBA classes. (2P1)
• Board, Faculty and Business Advisory Council members maintain their association with LFGSM because they hold education, particularly business education, in high esteem and are motivated to support it. (5P4, 5P7)
• Faculty members frequently extend an invitation to students to consult with them on any issues in the future long after class has finished. (Overview)

Core Component 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

• Global programs present a broad view of business from diverse perspectives. (9P3)
• LFGSM has a general management curriculum because we believe that broad thinkers make strong leaders. (1P2, 1P7)
• Our source of knowledge is from a broad base of representation that encompasses the breadth of business knowledge available. (1P1, 3P1, 9P2)

Core Component 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

• The curriculum was developed with input from the business community to ensure that usable lessons were included and that students graduating from the program would be able to use their education in business. (1P1, 3P1, 9P2)
• The Annual Student Survey measures the relevance of the core courses to current professional work and projected career. (3R2)
• Continual input from relationships with organizations and individuals in the business community help us to continually assess the relevance of our program. (1R4, 3P3, 9P1)
• Business practitioner faculty members participate in curriculum reviews during which the usefulness and relevance of the course is assessed. (4P12, 1P2, 1P12)
• LFGSM gets feedback from hosts and participants in the global practicums to ensure the usefulness of the courses. (9P1)
Core component 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- Faculty members participate in educational workshops in which they receive training on various education-related topics. (1P9, 4P8, 4P11)
- LFGSM makes available to all students the Family Privacy Act of 1974 and adheres to the requirements of it. (Student Handbook)
- The Academic Honesty and Plagiarism policy is explained to students at their orientation, is included in the Student Handbook and is part of their digitally distributed materials on Blackboard. (Student Handbook)
- The learning management competency, “Make decisions within ethical principles,” is incorporated into all courses. (1P1, 1P2)

Criterion Five: Engagement and Service. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Component 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

- LFGSM conducts an Annual Student Survey and has made service changes in response to feedback. (6P1, 6R2, 7P3)
- LFGSM identifies and analyzes constituent relationships using storyboards. (3P1, 5P3)
- LFGSM meets with onsite providers annually for a Progress and Benefits meeting during which needs and expectations are analyzed. (1R4, 3P3, 9P1)
- LFGSM conducts an Annual Staff Survey and forms a cross-departmental response team based on results of the survey. (4P3, 4I2, 9P7)
- LFGSM engages in reciprocal business relationships in which we seek to understand our partners so that we can provide the business management education support they need. (9P1, 9P6)
- Class representatives meet with School administration 2 times per year to engage in discussion regarding student issues. (1P15, 3P1, 5P5)
- LFGSM regularly surveys alumni to find ways in which we can better serve this group. (2P1, 2R1)

Core Component 5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

- Top level representatives from LFGSM meet with top level executives at area businesses to establish relationships with them and discover mutually beneficial endeavors. (9P1, 9P6)
- LFGSM has engaged in extensive outreach to alumni and has significantly increased the number of active alumni. (2P4, 2R1, 2R2)
- LFGSM hosts Business Education Forums and other open events that provide business education for all members of the community. (1P16, 2P1, 3P4)
- LFGSM publishes a website, semi-annual newsletter and hosts social media portals that are received by/accessible to all constituents of the School including the community. (1P6, 2P1, 3P4)
- LFGSM has been on the Companies that Care Honor Roll for five consecutive years. (4P3, 4R2)

Core Component 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

- Close connection with the business community enables us to respond to changes in business and thus better prepare students for contribution in the business community. (1P1, 1P2, 1P4)
In response to the request for increased faculty development opportunities, the STEP program was developed. (4P11, 4R2, 5P9)
In response to increasing incidence of financial difficulty among students, LFGSM implemented financial counseling, scholarships and informational booklets for students. (3R3, 6P1, 6R2)
In response to request for increased career services, LFGSM instituted more programs for students and alumni in need of this service. (2P1, 6P1, 6R2, 9P3)
In response to increased business travel, LFGSM introduced digital delivery of materials and Wimba, a web-based collaborative software to enable remote access to class material. (1P12)
Business Education Forums are open to all constituent groups. (1P16, 2P1, 3P4)

Core Component 5d. Internal and external constituencies value the services the organization provides.
- LFCE has received awards for work done with clients, especially Return on Learning Investment (ROLI) studies. (7R2, 3R5)
- For five consecutive years, LFGSM has been named to the Companies that Care Honor Roll. (4P3, 4R2)
- The Business Advisory Council is comprised entirely of business professionals who volunteer their time because they value the service we offer. (5P4, 5P7)
- Onsite MBA programs renew their programs as a result of program satisfaction. (1R4, 9P1)
- Global practicum partners continue to advance their programming with LFGSM. (1P6, 9P1)