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Institutional Overview

Our Mission: We are an independent, not-for-profit, business management education enterprise dedicated to improving the competence, confidence and ability of working professionals and organizations to make significant business contributions that lead to outstanding and measurable results.

Our Values: LFGSM is committed to three core values that guide our decisions, set priorities and evaluate our actions:

- **Commitment to Customers:** Create and capture value for those we serve
- **Continuous Improvement:** Consistently evaluate and proactively improve our people, processes, programs and services for greater effectiveness, flexibility, efficiency and value
- **Integrity:** Dealing with others in a straightforward, honest and ethical manner

Our Vision: To be an unparalleled community of business professionals that creates and captures value by providing affordable, accessible and accountable business management education solutions that address emerging business challenges.

Our Edge: We distinguish ourselves by delivering collaborative degree and non-degree business management education that is contemporary in content, relevant to the workplace and led by proven business leaders.

Our Two Strategic Goals for 2012-15:

- Growth
- Be the business school that delivers business impact

2012-13 Unduplicated Headcount – Degree Programs: 832 MBA, General Management

Faculty: 113, all adjunct, part-time, non-tenure track

2014 Staff Employment: 50 total: 45 full-time, 5 part-time

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Programs and Degrees Offered: LFGSM offers one degree, Masters in Business Management, with two part-time program options for working professionals:

- Leadership MBA (LMBA) face-to-face or online delivery
- Immersion MBA (iMBA) online delivery only
The following Specializations are offered:

- Leadership MBA: Finance, Healthcare, Marketing, Organizational Behavior, Global Business
- Immersion MBA: Global Management

The School also offers Graduate-level Management Certificates, leading to an MBA degree:

- Business Impact Certificate
- Change Management Certificate
- Management Analytics Certificate
- Strategy and Execution Certificate
- Organizational Behavior Certificate
- Business Certificate

**Campuses and additional instructional locations:** Main Campus in Lake Forest, IL and instructional locations in Schaumburg, IL (satellite location), Wheeling, IL (Allstate Insurance Co.), Chicago, IL (HCSC, Blue Cross Blue Shield), North Chicago, IL (Rosalind Franklin University of Medicine and Science)

**Distance delivery programs:** Approved by HLC for distance education courses and programs. Both the Leadership MBA and Immersion MBA are delivered online.

**Other key campus programs and resources:**

- Key Elements of Success (KEYS)
- Tutoring (free of charge)
- CHRONUS Mentoring Program
- Tuition Assurance Option
- ASSIST program for students in employment transition
- “Write Your Own Future” scholarship program for students in employment transition
- New student Kickoff orientation
Our Quality Improvement Journey

Key Challenges
- More complex learning needs of students
- Limited choices for students in learning approaches and delivery
- Limited accountability for results of learning
- Faculty not prepared for changes in educational practices
- Leadership transition

Key Accomplishments
- Restructured the Academic degree granting department, Educational Programs and Solutions (EPS) to bring more appropriate academic oversight; hired academically qualified Dean and staff
- Introduced online indirect assessment measure with Metrics that Matter® midterm and post-course surveys; faculty satisfaction and engagement surveys, student self-assessment and business impact surveys. (AQIP Student Retention, AQIP Faculty Engagement, AQIP Outcomes Assessment)
- Introduced more systematic and rigorous faculty hiring, onboarding and credentialing process (AQIP Faculty Engagement, AQIP Information Systems)
- Introduced an additional delivery model to serve less experienced students - iMBA
- Improved student retention: (AQIP Student Retention, AQIP Faculty Engagement, AQIP Information Systems)
  - Harmonized the syllabus so all sections of the course cover the same topics and students can attend a different section if needed
  - Re-sequenced courses to assure students are making the adjustment to graduate school (accounting is no longer the second course) and grouped courses into Certificates allowing students to document their progress, earning as they learn
  - Moved from a 10 week term to 8 weeks, streamlining courses to fit the new term
  - Created online options for the entire MBA program
  - Offered six academic terms per year making time to graduation sooner for those students who find that important
  - Introduced more routine and accessible web conferencing options, with more training of both staff and students
  - Introduced the KEYS program; 4 self-paced modules (Digital Literacy, Communication and Teams, Finance Fundamentals and Critical Thinking) as prerequisites and to identify student development needs
  - Introduced Mentoring
  - Expanded and upgraded tutoring services
  - Hired Manager of Student Services and Director of Career Services
- Emphasis on learning and mastering competencies not grades: (AQIP Student Retention, AQIP Faculty Engagement)
  - Introduced a more authentic assessment for elective courses
  - Refocused the highest honors program, Hotchkiss Scholars Award, to be more closely linked to business impact and not grades
  - Created the Business Impact Certificate to support the Hotchkiss Honors Award and reinforce business impact across the curriculum
  - Revised the Global Practica courses to be more focused on solving global business problems
  - Created new Healthcare, Marketing, and Finance Specializations
  - Introduced Instructional Designers to build courses that meet Quality Matters and
Sloan Standards

Key Challenges
- Net promoter scores declined as a result of rapid curriculum changes and weak communication plan
- Delayed integration of Immersion MBA

Key Future Opportunities
- Integrate new leadership leveraging the expertise and experience within the LFGSM culture
- Expand and upgrade web conferencing and remote attendance capabilities and use of digital tools to enhance learning (AQIP Tools that Enhance Learning)
- Fully implement the Faculty Academy and Peer Evaluation support (AQIP Faculty Engagement)
- Expand tutoring support by creating an annual schedule so students can plan accordingly. (AQIP Student Retention)
- Complete the Curriculum Competency Revalidation process to reconfirm and update current degree competencies (AQIP Outcomes Assessment)
- Introduce more Direct measures linked to each course (AQIP Outcomes Assessment)
- Formalize the Program Assessment assuring that all courses are linked to the appropriate competencies and assignments and assessments are designed so students can demonstrate their mastery of the competencies. (AQIP Outcomes Assessment)
AQIP Category 1: Helping Students Learn

Introduction

LFGSM is committed to student learning and during the last four years that is clearly visible in the strategic planning process, revised institutional policy and procedures, organizational decision making and the subsequent changes that were implemented. There is systematic improvement with clear processes and continuous review and improvement. Helping Students Learn is embedded in all the AQIP projects, and in the mission, vision and values of the School. It is closely linked to the Strategic Plan and annual budget process so LFGSM is able to implement and support initiatives that Help Students Learn.

The Strategic Plan process uses the philosophy of teaching and learning, mission, vision and values to inform and review strategic initiatives to assure alignment. There is a deliberate de-emphasis on grades and an emphasis on learning and use of learning that yields business impact. Clearly this is demonstrated in all of the AQIP projects, particularly Technology Enhanced Learning and Student Retention. The 2010 Systems Portfolio response and the 2013 Quality Checkup confirm this, as does the choice of AQIP projects for the next years. The HLC reaffirmation until 2020-2021 acknowledges LFGSM’s commitment to Helping Students Learn.

To support learning and authentic assessment, elective courses are now offered as Pass/Fail courses. Students continue to be assessed during the term and receive feedback (written or in person) throughout the term from their instructors. For those students who are committed to the discipline and plan to go further in the topic, faculty help students create a personal learning plan to move them even further in their profession. Creating more courses with authentic assessment, exploring different assessment models, and focusing on business impact rather than grades is an area of differentiation and growth for LFGSM.

The curriculum is routinely revisited to be sure the focus is on Helping Students Learn. Materials (digital and print), assignments and assessment are designed to help students master the competencies, and demonstrate this mastery and their ability to apply what they are learning in the community or workplace, demonstrating business impact. The enterprise relationship with Harvard Business Publishing supports keeping everything current and includes interactive materials as well as print. This is an area where we have great growth opportunities and it is closely linked to AQIP projects. The schedule of meetings, Benches and Certificate, Task Forces focused on one topic (Teams), demonstrate LFGSM’s focus on keeping curriculum directed toward helping students learn to retain and apply the learning. As a result of the planned 2014 Curriculum Competency Revalidation (CCR) project, faculty will use the information gathered from that project to revisit competencies and the individual courses. This is a long-term project that is directly linked to all AQIP projects, but specifically the Outcomes Assessment project.

Faculty are the face of the School and present opportunities for students through course work to master competencies and apply them, to deliver career improvements and business impact to their organizations and community. Collaboration with the Human Resources department has improved the recruitment, hiring and orientation process of new faculty. LFGSM is committed to the current business model of practitioner faculty because these professionals bring real world experience into the class and are able to easily support the strategic goal of delivering business impact. While these faculty have the real world
experience, LFGSM offers a level of support and development on best practices in adult business education. In addition to the long-term Mentoring program for new faculty, this year, based on faculty feedback, LFGSM instituted the Peer Evaluation program to help new faculty integrate adult learning best practices in keeping with the LFGSM Philosophy of Teaching and Learning. Additionally, based on faculty feedback and to support the AQIP Faculty Engagement project as well as the other projects, LFGSM is creating a Faculty Academy that will launch in the 2014-15 academic year. Besides these new initiatives the annual Faculty training and development schedule will continue. External training with Sloan, Harvard and HLC conferences and programs will continue and be expanded as the budget allows. When faculty attend these sessions they return to LFGSM and share their new knowledge with other faculty. These formal faculty development activities are supplemented by informal working sessions that offer “just-in-time” training on key topics identified by faculty. Developing faculty continues to be a priority and while there is a plan in place, based on the direction of the 2014 CCR project, development activities will be adapted to the needs of the curriculum and students. Working toward improving diversity and expanding to include global faculty is part of the LFGSM recruitment plan.

Level of Maturity: systematic (use repeatable process with clear goals – continual revision and improvement); to move to alignment we must include embedded direct measures in all courses and create an annual schedule of program assessment.

Processes

1P1: Determining Common or Shared Objectives (cc3B)
As stated in the Institutional Overview, the School’s mission is to improve the competence, confidence and ability of working professionals to make significant business contributions that lead to outstanding and measurable results. The course goals and session objectives very specifically add activities and assessments that help students create business impact in their organizations or communities. These learning objectives link to the School’s strategic goals of growth and business impact. (ERR 2C.7 – Strategic Brief 2013-14)

LFGSM offers one degree, the Master of Business Administration (MBA), with all learning objectives applied to that degree regardless of the delivery model. LFGSM also offers non-degree customized leadership development programs for corporations through its Corporate Learning Solutions (CLS) group. The 2010 Systems Portfolio discussed the process designed to update curriculum and review the learning objectives through direct input from the business community. The 2013 Quality Check-Up Visit confirmed that through the program review process, course curriculum is continually reviewed and aligned to meet market demand (ERR 3: 3A3 Program Review Process). The Business Advisory Council (BAC) provides input and feedback about program and marketing communications plans. (ERR 2:E5 Quality Checkup Report/Response Letter, p.7).

In the 2013 Quality Checkup the reviewers confirmed that LFGSM continues to place the highest priority on offering graduate education for working professional students and this can be seen in the choice and support for the current and updated AQIP projects. The School’s commitment to a general management curriculum focused on a breadth of knowledge that supports student growth to become broad thinkers and strong leaders is still in place.

Faculty are involved in reviewing course goals and session objectives with the competencies assigned to the course. This is done at least annually at program meetings and adjustments are made as necessary. Minor changes can be implemented immediately, while those that involve substantive changes to the overall course are referred to the Certificate Curriculum
Council. A team involving a Subject Matter Expert (SME) and Instructional Designer (ID) is assigned to work on the revision of the course to assure that it fits within the Learning Management System template and utilizes the appropriate technology, books, and materials to enhance accessibility and learning.

The 2013 Quality Checkup Visit confirmed that learning outcomes are clearly articulated and shared with students (Website - Course Descriptions, ERR 5: Catalogs). The curriculum mapping that links competencies to courses and then to specific session objects assures that faculty and students alike are clear about the purpose of each session. The Business Advisory Council is briefed on the curriculum process and provides input as appropriate. They recommend additional business professionals to further identify and confirm current competencies.

LFGSM’s commitment to using part-time faculty comprised of business professionals allows the School to keep curriculum more current and relevant than other schools. The faculty members bring real-life experiences to LFGSM students and a high level of strategic perspective honed from years of work experience. Faculty’s active participation in business provides an understanding of the evolving needs of organizations today. LFGSM’s commitment to using business professional faculty allows the School to keep curriculum current. LFGSM faculty share their real experiences, and link those to the course competencies so that students see immediate application opportunities. They understand the complex and demanding business lives of students.

1P2: Determining Specific Program Learning Objectives (cc3B)

The specific course learning objectives are directly linked to program competencies. This was verified and acknowledged in the 2010 Systems Portfolio. Linking course goals and session-by-session objectives to the Program Competencies is an ongoing process that is monitored closely by the Dean of Faculty Relations and Degree Programs, Shared Services, and Faculty. LFGSM uses a syllabus template with mutually agreed-upon course goals and session objectives that are pre-loaded into the Learning Management System (LMS, Blackboard Learn). The Dean provides notification for any changes to the pre-approved template. These goals and objectives are routinely reviewed by faculty who teach a specific course (Bench) and once approved become the basis for the course template. The 2013 Quality Checkup confirms and the current AQIP projects demonstrate LFGSM’s efforts to continually review and update courses to assure learning outcomes are correct and current.

The Program Review process, as noted in the 2013 Quality Checkup HLC Criteria Index, remains in place with Quarterly Bench meetings to review student course evaluations and teach faculty feedback. With the addition of the Curriculum Councils for groups of courses, there is now an additional level of review, assuring that the goals and objectives are covered and assignments and assessments are designed in such a way that students are able to demonstrate they have mastered the appropriate competencies.
1P3: Designing Programs and Courses to Facilitate Student Learning

There are over thirty face-to-face delivery MBA programs marketed in the Chicago area that compete with LFGSM’s Leadership MBA. LFGSM constitutes 6.5% of the Chicagoland market, which makes the School the fifth largest part-time MBA program in the market area. LFGSM’s chief Chicago MBA program competitors include DeVry/Keller Graduate School of Management, Northern Illinois University, and Roosevelt University. The School’s target market consists of functional experts with an average of fourteen years of experience creates a unique market niche for the School, making a true comparison difficult. National competitors in the online MBA program market include University of Phoenix, Strayer University and Capella University. These schools compete with LFGSM’s Immersion MBA, a 100% online MBA program.

Best practices from competitors may be locally focused, whereas those from industry leaders help to maintain a cutting edge program through which highly relevant education can be delivered. Industry leaders reviewed, particularly before introducing the LFGSM online Immersion MBA, include Duke University Fuqua School of Business, Thunderbird School of Global Management, University of Chicago – Booth School of Business, University of North Carolina Kenan-Flagler Business School, and Northwestern University – Kellogg School of Management.

Before instituting any new program or course, LFGSM looks at the data collected through the student and faculty evaluation process. Faculty and staff belong to a variety of professional and educational organizations allowing for review of best practices for adaptation. LFGSM looks to our corporate partners to help identify the courses and programs that should be included. LFGSM continues to use the effective model of new program development with few changes. The first step continues to be to draft a proposal and submit it to the Dean of Faculty Relations and Degree Programs for approval. The scope of the project dictates who must approve the proposal. All revisions are approved by the Dean and the appropriate Curriculum Certificate Council. A program-level change must be approved by the members of the Management Team, with the Board of Directors required to approve changes only when accompanied by significant budget support needs. The Academic Operations Committee of the Board is consulted regarding major program and course changes where they then endorse the plans before the entire Board of Directors, showing support throughout budget approval.

After a high level plan has been approved, the project manager conducts a competitive analysis and needs assessment. The amount and depth of analysis is commensurate with the project scope. Many times, when a course is being designed or revised, benchmarking for content is done at businesses as well as educational institutions, helping the School maintain a high level of relevance to the program.

The Dean and the design team (SME and ID) develop a plan and identify resources needed to accomplish the project. A financial projection, project scope, work breakdown schedule, milestones, responsible parties and timeline are included in the project plan. Smaller projects may have a less complex project plan. Large program changes have a broader audience included in the communication plan, whereas smaller changes may require communication only with the Dean of Faculty Relations and Degree Programs, Director of Shared Services and faculty members on the Bench.

Newly designed programs or courses are piloted before a large-scale roll out. This allows the opportunity to gather feedback from students and faculty and make any required adjustments to ensure a high quality program or course. Once the whole course or program has been
rolled out, additional feedback is gathered to provide final adjustments. This process of implementation, followed by evaluation and optimization, is continuous.

The assessment of the changes and additions of all new programs or courses must be considered within the context of the mission, culture and values of the School to determine if it is a fit within Lake Forest Graduate School of Management. If a change or addition aligns with the organization, supports strategy, and demand exists, it is elected for development. LFGSM follows the Plan, Do, Check, Act project management model when planning and implementing changes and managing the entire lifecycle of the project.

1P4: Designing Responsive Academic Programming (cc1C, 3A, 4B)
As stated in the 2010 Systems Portfolio, LFGSM issues evaluations to students twice in each course on course-specific items, and annually on larger, school issues such as the Tuition Assurance Option and Net Promoter Score. (ERR 3: 4A6.2 Student Post-Course Evaluation Summary Report, 4A6.5 Student Midterm Evaluation Summary Report) Based on evidence from these evaluations, LFGSM is able to identify areas for improvement. The 2013 Quality Check-up Visit confirmed that LFGSM reviews learning goals of the MBA program through the Program Review Process as follows:

- Quarterly Bench meetings review student course evaluations and teaching faculty feedback scores.
- Annually, or as needed, Faculty Benches review teaching materials and make recommendations with implementation dates.
- Course descriptions and goals are reviewed annually, prior to release of a new catalog.
- Alignment project: assignments, assessments, session learning objectives all aligned to assure students meet the course goals. (ERR 3: 3A2 Syllabi for All Courses; 3A3 Program Review Process; 4A1 Program Review Minutes of Bench Meetings with Sample Bench Summaries)
- Faculty review student material to assure course goals and competencies are addressed.
- Several courses bring in an external panel of experts to act as judges for student final presentations.
- Global Practicum and Focus courses give students the opportunity to work on consulting projects that are presented to the global companies.
- The Capstone simulation, Business Strategy Game (BSG), is a worldwide competitive strategy game that provides an integrative experience allowing students to demonstrate their mastery of all the LFGSM competencies.

As stated in the 2010 Systems Portfolio, LFGSM continues to design a program in which the learning goals closely match those of the employment market and student career needs by engaging our practitioner faculty in the process. The School is strong in assessing with Indirect measures (see ERR 3: 4A6 Evaluation Data) and using the data to improve learning opportunities. Direct measures, end of course projects and presentations, are designed to integrate learning, allowing students to demonstrate their mastery of the competencies. The simulations in the Leading Organizational Change, Operations Management, Business Analytics, Innovation and Risk courses, as well as the Capstone course, are designed to measure how students are able to integrate and apply learning in “real” situations. Based on the results of the simulations faculty make changes in curriculum, working collaboratively with other Benches (faculty who teach other courses) as needed to assure student preparation.
LFGSM’s commitment to using part-time faculty comprised of business professionals allows the School to keep curriculum more current and relevant than other schools. The faculty members bring real-life experiences to LFGSM students and a high level of executive experience. Faculty’s active participation in business provides an understanding of the evolving needs of organizations today. Their perspective and understanding of the challenges in business today may be the most important contributing factor in how we design and deliver a program that incorporates learning goals, students’ career needs, and the realities of the business world and employment market.

The close connection to the business community through tight association with core corporate clients, the Business Advisory Council (BAC) members, onsite partners, and general corporate perspective allows LFGSM to be aware of current trends and market needs. These associations provide a clear picture of the realities of employment in the business community and the skills and habits students will need to advance their careers. Business-to-business efforts have also aided in this endeavor. LFGSM leaders regularly meet with top executives at large area employers.

In May 2013, LFGSM initiated a Self-Assessment survey on the LFGSM competencies and a Business Impact survey with Hotchkiss Scholar alumni. The purpose of the surveys was to measure self-reported performance of a select group of alumni on the competencies, measure demographic data, and identify amounts and types of Business Impact delivered through their LFGSM MBA program. These surveys were a pilot for future alumni surveys of demographic information such as salaries, and achievement of Business Impact. (ERR 3: 4A6.6 Hotchkiss Scholars Self-Assessment Report, 4A6.7 Hotchkiss Scholars Business Impact Report)

1P5: Determining Student Preparation
LFGSM requires that LMBA applicants have a minimum of four years professional work experience, an undergraduate degree from a regionally accredited institution or equivalent, and be employed full-time. For the iMBA, applicants with less than four years professional work experience are eligible for admission. All applicants must also participate in an interview. The quality of their professional and educational accomplishments allows Admissions Managers to be sure minimum standards have been met for each requirement. The Acceptance Score is calculated based on the undergraduate GPA, professional experience, and the interview. Students whose overall Acceptance Score falls within a predetermined range are usually accepted without restriction; borderline students can be accepted provisionally.

Most students returning to LFGSM have been out of school for many years. They are functional experts who know their discipline very well but don’t always see the connections to their organization’s mission or strategy. During the new student orientation kickoff (Kickoff), new students meet with the President, the Dean of Faculty Relations and Degree Programs and key staff, where students can discuss any concerns they have about returning to school.

Data has shown that students returning to school are unfamiliar with digital libraries. They are not as comfortable differentiating between popular press and academic or business research. LFGSM students get additional support to improve written reports and presentations, both face-to-face and virtually.

LFGSM students get additional support to improve written reports and presentations, both face-to-face and virtually. Based on the needs of the functional expert students, the LMBA is designed to minimize prerequisites in the core program. The four self-paced online pre-work
modules called KEYS (Key Elements of Your Success) are linked to courses within the core program. All students take the Digital Literacy KEY prior to participating in any course or program. The Communications and Teams KEY is designed to address learning style, business and academic writing, and teamwork, both virtual and face-to-face. The Finance Fundamentals KEY is designed to introduce basic accounting and finance concepts. The Critical Thinking KEY addresses a model of strategic and critical thinking that uses data-driven decision making. Core courses require the related KEY as a prerequisite. The Capstone course, Strategic Management, cannot be taken until all core courses are completed.

Each specialization requires that the core course aligned to that topic must be completed prior to enrolling. For example, the Marketing or Finance specializations cannot be taken before the core Marketing or Finance course is completed.

1P6: Communicating Required Preparation and Learning and Development Objectives to Students

LFGSM presents itself clearly and completely to students and the public through clear statements of the mission, vision and values available within the building, on the website and in the Academic Catalog. The 2013 Quality Checkup Visit acknowledged that material was readily available, clear, accurate, complete, and kept current.

Course descriptions, learning outcomes and prerequisites for all courses are published in the LFGSM Academic Catalog. Course descriptions, with detailed learning outcomes, can also be found on the LFGSM website at http://www.LakeForestMBA.edu. Information about Global Business, Organizational Behavior, Healthcare Management, Finance, and Marketing Specializations can be found in the LFGSM Academic Catalog and on the website. Information about the Honors Programs including Hotchkiss Scholars Awards and the Certificates: Change Management, Management Analytics, Strategy and Execution, Business Impact, Business, and Organizational Behavior are also available through digital media, and are linked to the core program with special effort made to be sure students understand the value of the programs. During week six of each term, staff set up a display and are available to students before class. Posters and handouts are presented to assure that students understand the value of the Certificate and Honors programs.

As described in 1P5, all prospective students participate in an admissions interview before being accepted. During the admissions interview, the admissions counselor explains the required preparation and learning objectives for the Lake Forest MBA in all delivery formats. The prospective student and admissions counselor discuss the student’s professional and educational background and aspirations so they can identify a fit between the student’s situation and the program’s requirements and outcomes. Prospective students can gather additional information at MBA Previews and one-on-one communication with an admissions advisor. If requested, prospective students can also meet with an alumnus.

Admissions Managers strongly encourage attendance at the new student Kickoff. At this event, new students meet the President, the Dean of Faculty Relations and Degree Programs and support staff who will help them through the MBA. The Kickoff also features an alumnus and a faculty member who speak to the learning philosophy and address any time management concerns. These measures help prepare students for the rigor of student life in the MBA program.
1P7: Help Students Select Programs of Study that Match Their Needs, Interests and Abilities (cc3D)

LFGSM offers one degree program: the MBA, with several different delivery options. The 2013 Quality Checkup Visit confirmed the School’s ability to effectively advise and direct student to the appropriate delivery option. LFGSM’s Student Support Services function is now in place and adds resources to the Registrar and Admissions team.

Students with less than four years professional work experience are enrolled in the Immersion MBA (iMBA) and those with more than four years professional work experience are enrolled in the Leadership MBA (LMBA). Online options are available for the LMBA for those students not living in the Lake Forest, IL area. The iMBA is offered completely online. Materials that outline the rigors and expectations of online graduate school are shared with students. The Registrar and Admissions team are briefed to discuss this with prospective students.

Students have the opportunity to add a specialization to their degree by focusing their electives on one of five specialized areas if they choose, including Global Business, Finance, Marketing, Organizational Behavior, Healthcare Management or Global Management (iMBA). The 2013 Quality Checkup Visit confirmed that the LFGSM Academic Catalog provides clear descriptions of the specializations and the electives needed to fulfill them. Academic staff is available to provide additional information and advice if requested.

1P8: Dealing with Students who Are Underprepared for the Academic Programs and Courses Offered

LFGSM only admits students who, based on the admission requirements noted above, are believed to have the ability to succeed. At times, prospective students may fall short of one or more admissions requirements but show motivation and promise of success. Despite the shortfalls, they are accepted on a provisional basis with support. If accepted provisionally, the student must earn a grade of B- or higher in their first two courses to be fully accepted as a general student. If the student fails to earn at least a B- in both classes, they are required to withdraw from the program, with the option to reapply at a later date.

In the 2008/2009 academic year, voluntary online assessor/tutorials in writing, Microsoft® Excel® and business math were introduced to assist students in improvement in these critical areas. While this is acknowledged in the 2010 Systems Portfolio and the 2013 Quality Checkup Visit, LFGSM has gone far beyond this in support of all students, particularly those who enter provisionally. The KEYS program plays a crucial role in identifying student supplemental needs. The expansion of the tutoring program serves provisional students, at-risk students and those who would like a refresher in some area. An area of great opportunity is the School’s relationship with Harvard Business Publishing, which is launching a number of key new programs called “Core Curriculum”. These programs may be used as basic introductions or independent pre-requisites for particular courses. As stated in the Introduction to Category 1, it is possible that as the 2014 Curriculum Competency Revalidation (CCR) moves forward and faculty begin to revisit courses these resources will become more critical in supporting students. These resources are designed to help improve the preparedness of students.

1P9: Detecting and Addressing Differences in Learning Styles

In the Key Elements of Your Success (KEYS) pre-work self-paced modules, students complete the DiSC personality profile tool and are led through an explanation of how to interpret the results. This assessment helps students identify their own communication style.
and provides a common ground for discussion among students and faculty members. Faculty members also complete the DiSC profile. In addition to learning how their personality interacts with others, this tool helps students and faculty members recognize and categorize characteristics in others so they can interact more effectively. References to the DiSC profile are included throughout the MBA program.

While the DiSC personality profile tool continues to be an integral part of the LMBA it is now just being introduced to the iMBA. Beginning in the Fall term 2014-15, all students, including iMBA students will complete the KEYS and have access to the DiSC profile. Faculty are already familiar with the DiSC instrument and this allows them to use the information in creation of strong groups, assignments, and assessments. LFGSM has one faculty organization with the opportunity for faculty to teach in any delivery model, given that they have the skills to teach online.

Faculty are encouraged to use a variety of teaching techniques and technology tools in the face-to-face and online classroom, with faculty development activities scheduled throughout the year that address different learning styles and needs. Instructional Designers work with faculty to create assignments that address these different learning styles. Through the use of best practices and learning new ways to reach students, faculty members increase their effectiveness and ultimately improve learning outcomes.

Technology tools have been integrated throughout the program to supplement and enhance teaching. While there are a number of workshops and training sessions offered during the year on tools that promote collaboration or virtual presentations, faculty continue to take the lead on researching new tools and peer sharing of their findings, both formally through technology tool workshops and informally.

1P10: Addressing Special Needs of Student Subgroups (cc1C)
As stated in the 2010 Systems Portfolio, determining the LFGSM value statement was an inclusive process involving all constituent groups. The 2013 Quality Checkup Visit confirmed that the diversity of students and the larger society are recognized. All LFGSM locations are handicapped accessible and comply with all legal requirements of the American Disabilities Act (ADA). If a situation arises where a student needs special accommodation, arrangements are made to help that student get what he or she needs to participate in the MBA program. In the past, LFGSM worked with publishers to procure textbooks on tape for visually impaired students.

The Manager of Student Services provides another level of support for students who may need reasonable accommodation to be successful in the MBA program. The Student Retention AQIP Action Project was created to specifically address the needs of a working professional student.

1P11: Defining, Documenting, and Communicating Effective Teaching and Learning
In the 2010 Systems Portfolio a system of rubrics called Primary Trait Analysis (PTAs) were used to document student learning. These are currently being phased out because they are too general and not geared toward business impact. LFGSM is still committed to effective learning defined and documented using course-specific rubrics. Each course has set assignments and the Faculty Benches are working toward creating more targeted corresponding assignments and business projects that will emphasize the application of learning, leading to business impact.
In addition to course rubrics, a detailed course description for every course is published on the LFGSM public website and on the my.LFGSM.edu student portal. These documents identify the Knowledge, Attitudes, Skills and Habits (KASH) that each course will teach, and identifies the MBA Program Competencies on which the course will be focused. These documents are readily available to students and effectively communicate learning expectations at the program and course levels.

Expectations for effective teaching are communicated to faculty in a number of ways. The Dean of Faculty Relations and Degree Programs interviews prospective faculty members before hiring them and begins to set expectations of performance from their very first encounter with the School. Once hired, new faculty members go through a mentoring process in which they are paired with an experienced teacher who has a history of teaching effectiveness. The experienced teacher demonstrates and educates the new faculty member on effective teaching strategies. This process is defined in greater detail in Category 4: Valuing People. New faculty members are also required to attend ongoing training and development along with Certificate and Bench meetings in which they are taught the processes and expectations for successful teaching. Faculty with particular interests and strengths also participate in external training and development activities.

Teaching effectiveness is measured and documented through student feedback and observations by peers and the Dean of Faculty Relations and Degree Programs. The Metrics that Matter® midterm feedback evaluation provides early feedback to faculty members about how the course is going. Students are asked about pace and content, clarity of instructions and faculty engagement. This midterm evaluation allows the faculty to make mid-course corrections. The post-course evaluation allows students to submit qualitative and quantitative feedback about the course and faculty. Evaluations are deployed electronically through the Metrics that Matter® system and LFGSM receives the data in a way that allows immediate sharing with faculty without giving identifying student information. This data is used in creation of faculty development topics and to support decisions on faculty scheduling for specific courses. It also helps identify faculty who are doing an exemplary job, prompting them to become part of a peer evaluation process. The current AQIP projects support this work in the Outcomes Assessment and the Faculty Engagement projects.

Each year a Distinguished Faculty member is selected by analyzing student feedback, course work scores, level of participation in the LFGSM community, integration of appropriate technology and counting the number of students in teaching and facilitating events. Faculty are additionally acknowledged through special contests.

The 2013 Quality Checkup Visit recognized the LFGSM commitment to faculty, student, and staff efforts to discover and apply knowledge responsibly. This is evidenced by the Academic Honesty policy, the compliance with copyright law, and the training that both faculty and students receive through the Digital Literacy KEY on proper licensing and use of materials.

1P12: Effective and Efficient Course Delivery Systems (cc3A)

The 2013 Quality Checkup Visit indicated that LFGSM meets the HLC assumed practices and federal guidelines for program length, number of courses in a program, and credit hour policy with appropriate classroom and out-of-class work each week per credit hour of instruction (ERR 4: A Federal Compliance Filing; A.1 Appendix A: Assignment of Credit Hours, A.2 2012-2013 Course Listings; B.1 Sample Course Syllabi; B.2 iMBA Curriculum Design; ERR 3: 3A2 Syllabi for All Courses)
LFGSM has used a Learning Management System as a course materials repository for many years. See section 111 for recent improvements in this area to move from merely a repository to meeting the Quality Matters rubrics and best practices. Through electronic delivery, course materials are available wherever the internet is available, and course materials are available electronically, increasing accessibility, portability and convenience.

1P13: Ensuring Up-To-Date and Effective Programs and Courses (cc4A)
The 2013 Quality Checkup Visit indicated that LFGSM courses and the program were at the required level of performance by students and the degree. This can be seen in the compliance with HLC assumed practices and federal guidelines for program length, number of courses in the program, credit hour policy and workload both in and out of the classroom. Since LFGSM offers only one degree program, student learning outcomes are clearly stated for each course within the program and the assessments are effective and appropriate.

Since the 2010 Systems Portfolio and the 2013 Quality Checkup Visit LFGSM has updated the AQIP projects to move outcomes assessment further to include direct measures and implement a program assessment cycle with the appropriate faculty training and development to support its success. This clearly addresses two of four AQIP projects, Outcomes Assessment and Faculty Development.

The Dean of Faculty Relations and Degree Programs annually convenes the Faculty Bench to assess the need to significantly update or redesign a course, including its structure and outcomes. This review ensures that the course meets all learning objectives and addresses competencies appropriately by reviewing the material and concepts that form the course foundation. This will be expanded using the results of the 2014 Curriculum Competency Review process, which may prompt the need for significant revision. Routine review continues annually.

LFGSM has a strong partnership with Harvard Business School Publishing. Harvard mapped all LMBA courses using the course goals and competencies against their full library of material. LFGSM also signed an enterprise license with Harvard and as a result faculty have access to all Harvard materials.

1P14: Changing or Discontinuing Programs and Courses
Major changes to Degree Programs continue to originate in the Strategic Plan process. More routine changes in programs or courses originate with faculty and the curriculum review process. LFGSM anticipates there will be changes and has provided the budgetary resources to support the 2014 Curriculum Competency Review project. See the Category 1 Introduction and section 1P1 for more information.

The Faculty Benches and Curriculum Councils continue to review the overall curriculum and individual courses on an annual basis. Student feedback via post-course evaluations, the Net Promoter Score, “Surge” activities and focus groups are taken into consideration as part of the overall review. At these annual reviews, area faculty members work in conjunction with the Curriculum Council and the Dean to update courses. The needs of the business community are also monitored and sometimes adjustments are made to core courses to better align with these needs. Electives are added and discontinued based on student feedback and business trends. The Dean and faculty members, as subject matter experts, review and make these decisions.
1P15: Determining and Addressing Learning Support Needs (cc3D)

In the past LFGSM used an Annual Student survey to assess learning support needs and student satisfaction. Metrics that Matter® evaluations provide assessments more thoroughly into all courses prompting the Annual Student Survey to become redundant. The introduction of more technology tools and web conferencing makes the courses more flexible and accessible to working adult students. The 2010 Systems Portfolio recognized LFGSM’s support of student needs and this has been improved with the introduction of Web Conferencing and enhanced technology upgrades. The 2013 Quality Checkup Visit reconfirmed the added enhancements including the ProQuest Business Library and upgraded my.LFGSM.edu Student Portal for convenient access to academic and financial information.

In addition to the Metrics that Matter® evaluations, work with the newly created KEYS program allows staff and faculty to determine the kinds of interventions students will need to be successful. Reviewers during the 2013 Quality Checkup Visit acknowledged the importance of this new program for older adult returning students. The expansion of the LFGSM tutoring program to include more than just statistics, and creation of an annual schedule of Excel workshops throughout the academic year came from student post-course feedback and the KEYS assessment. Embedding tutors in targeted courses where students have traditionally had more difficulty, such as finance, accounting, and operations, is closely linked to the AQIP project on Student Retention.

The Assistance & Support for Students in Sudden Transition (ASSIST) Program is designed to help students who have experienced a sudden, unexpected job loss by positioning them for a powerful career rebound through education, financial initiatives and career coaching. Eligible ASSIST participants may qualify for a 20% scholarship on tuition while they are in career transition, whether they choose to pay tuition out of pocket, or opt to finance tuition through the use of student loans. Tuition will be free of interest and finance fees.

1P16: Aligning Co-curricular Development with Curricular Learning Objectives (cc3E)

LFGSM focuses only on practical business education and offers no co-curricular programs that support and enhance the learning objectives of the MBA program. The School hosts Business Education Forums featuring well known business thought leaders, career management seminars, and panel discussions on relevant business topics.

Given the commitment to business impact, as noted in the 2013 Quality Checkup Visit, LFGSM provides a number of business networking opportunities for students. These include events at the Executive Club of Chicago, local networking with the LFGSM Business Advisory Council, and more recently LFGSM instituted a “First Friday” event to bring together alumni, Business Advisory Council Members, Board of Directors, Faculty and Staff. This additional opportunity along with the other Business Forums sponsored by the School provides co-curricular activities appropriate for a business school.

1P17: Determine that Students You Award Degrees and Certificates Have met Your Learning and Development Expectations

The MBA program is currently based on ten clearly defined management competencies, and each course has specific learning outcomes based on the competencies. The curriculum is designed to provide sufficient opportunities for students to demonstrate their learning of the outcomes and competencies and to be measured on them. The Capstone course provides students with an opportunity to synthesize all their learning from the core curriculum and demonstrate their level of mastery of KASH – knowledge of the core competencies, attitudes,
skills and work habits – developed in the program.

As the School moves forward with the emphasis on Business Impact linking competency mastery with more authentic assessment, the artifacts that students create demonstrating business impact will demonstrate how they have met the learning and development expectations.

1P18: Designing Processes for Assessing Student Learning (cc4B)
Faculty members and the Dean work together to determine a process for assessing student learning. Part of the process for designing a course is articulating measurable outcomes and creating assignments that allow for effective evaluation of learning. The 2010 Systems Portfolio and the 2013 Quality Checkup Visit acknowledged the value of the current process as it relates to retention, persistence, and completion of the degree program. The course objectives are linked to the competencies and program outcomes, and each course is mapped to the MBA competencies. (ERR 3: 3F – Competency Mapping) The data is also used to make curriculum improvements.

The use of simulations in several courses, including the Change Management course, the Executive Information System (EIS) in the Innovation course, and the Littlefield Simulation in the Operations Management course along with the Business Strategy Game (BSG) in the Capstone course, gives students an opportunity to demonstrate their ability to apply what they have learned and to successfully solve business problems. The revision of the Global Practica courses also give students an opportunity to work as a consultant in a global context working on real-world problems. In the BSG, scores are compared with results from all students at all schools who are participating in the simulation globally.

Results
1R1: Measuring Students' Learning and Development

Indirect Measures of Student Learning:
By implementing the Metrics that Matter® pre-program competency self-evaluation for all students, and the post-course evaluations asking students to self-assess their growth in the competencies covered in each course, students and the School are able to see their growth over time. In addition, by engaging with students after graduation, LFGSM will be able to build a database that indicates the value of the LFGSM education. Table 1 below depicts student self-reported competency achievement for Leadership MBA courses taught in the most recent academic term, Spring 1 2013-14 term.
### Table 1: Competency Assessment – Leadership MBA courses – Spring 1 2013-14

<table>
<thead>
<tr>
<th>Summary</th>
<th>N*</th>
<th>1+</th>
<th>2+</th>
<th>3+</th>
<th>4+</th>
<th>5</th>
<th>Average</th>
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<tr>
<td>Conflict Management</td>
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<td>Entrepreneurship</td>
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<tr>
<td>Integrity/Honesty</td>
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<td></td>
<td></td>
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<td>Business Acumen</td>
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<td>1.86%</td>
<td>9.32%</td>
<td>38.51%</td>
<td>50.31%</td>
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<tr>
<td>Analytical Thinking</td>
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<td>1.49%</td>
<td>7.48%</td>
<td>49.25%</td>
<td>41.79%</td>
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</tr>
<tr>
<td>Interpersonal Skills</td>
<td>53</td>
<td>9.09%</td>
<td>57.58%</td>
<td>33.33%</td>
<td>4.24</td>
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<td></td>
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<tr>
<td>Oral Communications</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td>4.20</td>
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<tr>
<td>Strategic Thinking</td>
<td>238</td>
<td>0.74%</td>
<td>9.28%</td>
<td>45.93%</td>
<td>40.00%</td>
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<tr>
<td>Written Communications</td>
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<td></td>
<td></td>
<td></td>
<td>4.18</td>
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<tr>
<td>Self-Direction</td>
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<td>4.17</td>
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<td>Financial Management</td>
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<td>4.27%</td>
<td>12.20%</td>
<td>50.00%</td>
<td>35.54%</td>
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<tr>
<td>External Awareness</td>
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<td>0.55%</td>
<td>6.08%</td>
<td>16.02%</td>
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<td>Partnering</td>
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<td>6.78%</td>
<td>11.88%</td>
<td>49.15%</td>
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<tr>
<td>Creativity/Innovation</td>
<td>41</td>
<td>4.88%</td>
<td>13.41%</td>
<td>46.34%</td>
<td>34.15%</td>
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<td>Organizational Systems Awareness</td>
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<td>2.70%</td>
<td>10.81%</td>
<td>51.35%</td>
<td>31.08%</td>
<td>4.04</td>
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<tr>
<td>Customer Service</td>
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<td>6.06%</td>
<td>18.18%</td>
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<td>35.33%</td>
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<tr>
<td>Leveraging Diversity</td>
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<td>9.09%</td>
<td>54.55%</td>
<td>27.27%</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Problem Solving</td>
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<td>11.11%</td>
<td></td>
<td></td>
<td></td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Team Building</td>
<td>57</td>
<td>3.51%</td>
<td>21.05%</td>
<td>49.12%</td>
<td>26.32%</td>
<td>3.98</td>
<td></td>
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<tr>
<td>Political Savvy</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
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<td>21.74%</td>
<td>50.87%</td>
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<tr>
<td>Decisiveness</td>
<td>84</td>
<td>3.57%</td>
<td>3.57%</td>
<td>20.24%</td>
<td>39.29%</td>
<td>35.33%</td>
<td>3.95</td>
</tr>
<tr>
<td>Influencing/Negotiating</td>
<td>46</td>
<td>4.35%</td>
<td></td>
<td></td>
<td>26.06%</td>
<td>43.48%</td>
<td>26.09%</td>
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<tr>
<td>Performance Management</td>
<td>42</td>
<td>2.08%</td>
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<td>3.81</td>
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<tr>
<td>Technology Management</td>
<td>6</td>
<td>12.50%</td>
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<td>62.50%</td>
<td>12.50%</td>
<td>12.50%</td>
<td>3.13</td>
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<tr>
<td>Project Management</td>
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<td>7.14%</td>
<td>28.57%</td>
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<tr>
<td><strong>Summary</strong></td>
<td>408</td>
<td>1.08%</td>
<td>3.64%</td>
<td>13.91%</td>
<td>45.82%</td>
<td>35.55%</td>
<td>4.11</td>
</tr>
</tbody>
</table>

Assessing student learning has evolved over time to provide reliable and systematic data on indirect measures. Chart 2 below depicts overall scores based on students’ self-reported data on course work, instructor and overall summary scores for all Leadership MBA courses taught in the most recent academic term, Spring 1 2013-14.

**Chart 2: Student Post-Course Evaluation Results – Leadership MBA – Spring 1 2013-14**
The student information system (Jenzabar) provides staff a quick view of key performance indicators using the database "Dashboard". The "Dashboard" is used to identify shrinkage (those students who have stopped out for less than one academic year) and attrition (those students who stopped without intention of returning). This in turn helps the School identify at-risk students and allows for greater ability to meet the needs of students through tuition assistance or academic support.

**Direct Measures of Student Learning:**
Course-specific and program-wide data from all core courses is collected and analyzed at the end of each academic term and reviewed at the Certificate Curriculum Council meetings. The course-specific data helps the Council assess students’ learning and development for that particular course. Adjustments to a course are sometimes made in response to this data. Results are also submitted to the Council for further analysis from a program-wide perspective and are measured against the ten management competencies.

Data about students’ overall learning and development gathered from the Learning Assurance Reports (see table 2 below) generated by the Business Strategy Game in which all students participate during the Capstone class is one direct measure used to assess LFGSM students’ ability to integrate and apply what they have learned in classes. It is a comprehensive and reliable measure of student learning that correlates closely with student success, and is completed by all students regardless of the delivery model (online or face-to-face).

<table>
<thead>
<tr>
<th>Financial Analysis</th>
<th>Financial Management</th>
<th>Operations Management</th>
<th>Human Resources Management</th>
<th>Strategic Analysis &amp; Planning</th>
<th>Corporate Social Responsibility</th>
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</thead>
<tbody>
<tr>
<td>Spring 2013-2014</td>
<td>27</td>
<td>42</td>
<td>49</td>
<td>47</td>
<td>N/A</td>
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</tbody>
</table>

The objective of the current Category 1 AQIP Action Project, Competency Assessment, is to adapt our current assessment methodology to effectively and directly measure the ten management competencies through course-embedded assignments. This project will update the current assessment of student learning activities to incorporate LFGSM’s ten newly defined management competencies which form the basis of the MBA curriculum. The updated process will facilitate course and program level assessment of the ten competencies and provide a platform to collect, analyze and apply data on student learning through direct measures. Expected outcomes include:

- Revision of course maps and the process for designing them. This revised process will streamline how competencies are identified and taught in the course and aligned with the course description and learning outcomes.
- Application of that process to all core courses in the curriculum. Faculty members and the Dean of Faculty Relations and Degree Programs will be involved in the redesign process.
- Collection, analysis and application of assessment data in order to improve student learning.
Indirect assessment measures are solidly established and the data used effectively to improve the student learning experience. Embedding direct measures into courses, linking those direct measures to the competencies and course goals, is an area that needs improvement. Each course in the program has a direct assessment measure, but the data is not captured in a way that can be easily used to improve learning outcomes.

Overall program assessment was piloted this year, demonstrating that each course provides students with assignments demonstrating their ability to apply and integrate learning, documenting mastery of the competencies. Three courses were reviewed, courses traditionally taken at the beginning, middle and end of the degree program. Three faculty from the course Bench independently reviewed several final student projects using the Association of American Colleges and Universities (AACU) VALUE Rubric (Global Learning, Quantitative Literacy, and Integrative and Applied Learning) closely aligned with the competencies of their course. Once the initial review was completed, faculty shared their assessment and documented the level of competence of each student artifact. Students demonstrated a high level of mastery in Quantitative Literacy and Integrative and Applied Learning indicating that the courses were well designed to present and assess student learning. Student work in Global Learning did not reflect the level of application and analysis required at the graduate level. This data will be shared with the faculty teaching this course and curriculum changes will be made.

All courses will be reviewed using the appropriate AACU VALUE Rubric moving forward. The results of this assessment will help in strengthening direct measures.

On the Metrics that Matter® post-course evaluations, students are given the opportunity to provide qualitative responses to comments regarding their instructor, three most important things learned in the class, and most useful part of the class. The added reflections provide important indirect assessment into areas for improvement. (ERR 3: 4A6.8 Student Post-Course Evaluation Report for Individual Course)

An example of a new program or course is the addition of a set of pre-course modules known as Key Elements of Your Success (KEYS). This program was designed in direct response to concerns of both faculty and students around preparation for course work and working adult professionals returning to school. Using feedback from the Admissions group, faculty and students themselves, the KEYS program offers an introduction to what to expect in graduate school. The four KEYS: Digital Literacy, Communication and Teams, Finance Fundamentals, and Critical Thinking, were designed by faculty and an instructional designer. KEYS has been offered for almost two years and the School is now beginning the revision process to be even more responsive to student needs. An area in which many students need additional support is the use of applications and technology tools, specifically Microsoft Excel. Within KEYS, students can register for workshops to help them throughout the academic year so they can schedule their attendance prior to beginning courses in the Management Analytics Certificate when they will need it most. These workshops are also advertised on the my.LFGSM.edu student portal and Blackboard Learn allowing anyone to register and attend these free workshops. In 2013, Excel workshops were covered in private tutoring sessions. In 2014, 48 students attended scheduled Excel workshops. In addition, students are directed to Excel tutorial videos on YouTube, which resulted in 135 total views.

Prior to 2012, students completed evaluations twice per course on course related information and once annually on larger school-related issues through paper surveys that took time to
scan, analyze and share with the appropriate people. Students expressed concerns that the course evaluations were done in class and were fearful that feedback would reach the instructor and potentially affect grades, causing students to not give honest or helpful feedback.

Beginning in the Fall term of 2012-13, course evaluations became administered electronically. While much of the two course-specific evaluations are related to elements of the course including business impact, course work, and instructor scores, there is also a “net promoter” question that asks students if they would recommend this course based on their experience. The resulting calculation of Net Promoter Score gives immediate feedback and helps identify any difficulties within a course or with faculty. The 2013 Quality Checkup Visit acknowledged this change and noted that students had multiple opportunities to share their feedback, confirming that LFGSM assures that degree programs are good preparation for students at their level of employment. The 2013 Quality Checkup Visit also noted that the courses and programs are current and have the rigor necessary to award the degree or certificate. LFGSM will continue to monitor the external business environment to look for opportunities for growth as well as to enhance the MBA program and keep content current.

1R2: Performance Results for Student Learning and Development Objectives
LFGSM uses indirect measures to help students recognize their current mastery levels and to chart their progress throughout the degree program (see Table 1 in section 1R1). This is an area that will continue to be strengthened as the School continues to survey students and gather data on their self-reported growth or change. This data informs curriculum and program decisions.

Table 3 below (BSG worldwide rankings) is one of the direct measures that indicate student learning and is the primary content of the Capstone course experience for both LMBA and iMBA. The data shown is for the BSG simulation for one class group currently operating in the Spring 2013-14 term. Students compete by making a series of organizational and operational decisions, integrating and applying what they have learned in the degree program to run a shoe company. The data shows the class’ percentile ranking worldwide. See section 1I2 for details on future plans for analysis of this data.

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Team Name</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty 1</td>
<td>All About Me</td>
<td>39 (tie)</td>
</tr>
<tr>
<td>Faculty 2</td>
<td>Cash</td>
<td>20 (tie)</td>
</tr>
<tr>
<td>Faculty 3</td>
<td>Asta</td>
<td>1 (tie)</td>
</tr>
<tr>
<td></td>
<td>EZ Shoes</td>
<td>12 (tie)</td>
</tr>
<tr>
<td></td>
<td>DIX Athletic Shoe Co</td>
<td>52 (tie)</td>
</tr>
<tr>
<td>Faculty 4</td>
<td>A Better Shoe Co.</td>
<td>8 (tie)</td>
</tr>
<tr>
<td></td>
<td>Greatness in Motion</td>
<td>54 (tie)</td>
</tr>
<tr>
<td>Faculty 5</td>
<td>Able</td>
<td>45 (tie)</td>
</tr>
</tbody>
</table>
While there are other direct measures in other courses, final projects and presentations presented in class to external judges, or global consulting projects presented to company leadership, this is an area that warrants further attention. The AQIP Outcomes Assessment project is designed to address this.

The Immersion MBA (iMBA) program is designed for the less experienced student and incorporates quizzes as well as papers and presentations to document learning. Table 4 below (iMBA Module Score Dashboard) is an example of a student's score measurement dashboard that faculty and students review as they progress through the online courseware. A final learning application paper, project or presentation is included in each iMBA course to demonstrate student learning, and is weighted with courseware module score results to determine a student's final course grade.

**Table 4: iMBA Module Score Dashboard**

<table>
<thead>
<tr>
<th>Module</th>
<th>1st attempt</th>
<th>2nd attempt</th>
<th>3rd attempt</th>
<th>Module Score</th>
<th>Points Possible</th>
<th>Score (%)</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>00</td>
<td>00</td>
<td>00</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>03/03/14</td>
</tr>
<tr>
<td>2</td>
<td>65/82</td>
<td>00</td>
<td>00</td>
<td>66</td>
<td>82</td>
<td>80%</td>
<td>03/18/14</td>
</tr>
<tr>
<td>3</td>
<td>83/108</td>
<td>00</td>
<td>00</td>
<td>93</td>
<td>108</td>
<td>86%</td>
<td>03/25/14</td>
</tr>
<tr>
<td>4</td>
<td>72/90</td>
<td>00</td>
<td>00</td>
<td>72</td>
<td>90</td>
<td>80%</td>
<td>03/29/14</td>
</tr>
<tr>
<td>5</td>
<td>60/78</td>
<td>00</td>
<td>00</td>
<td>60</td>
<td>78</td>
<td>77%</td>
<td>04/01/14</td>
</tr>
<tr>
<td>6</td>
<td>58/80</td>
<td>00</td>
<td>00</td>
<td>68</td>
<td>80</td>
<td>85%</td>
<td>04/05/14</td>
</tr>
<tr>
<td>7</td>
<td>102/112</td>
<td>00</td>
<td>00</td>
<td>102</td>
<td>112</td>
<td>91%</td>
<td>04/09/14</td>
</tr>
<tr>
<td>8</td>
<td>58/75</td>
<td>00</td>
<td>00</td>
<td>58</td>
<td>75</td>
<td>77%</td>
<td>04/13/14</td>
</tr>
<tr>
<td>9</td>
<td>84/94</td>
<td>00</td>
<td>00</td>
<td>84</td>
<td>94</td>
<td>89%</td>
<td>04/16/14</td>
</tr>
<tr>
<td>10</td>
<td>84/93</td>
<td>00</td>
<td>00</td>
<td>84</td>
<td>93</td>
<td>89%</td>
<td>04/19/14</td>
</tr>
<tr>
<td>11</td>
<td>219/234</td>
<td>00</td>
<td>00</td>
<td>219</td>
<td>234</td>
<td>94%</td>
<td>04/22/14</td>
</tr>
</tbody>
</table>

Total Score: 906/1046 (87%)

**1R3: Performance Results for Specific Program Learning Objectives**

Since LFGSM has one degree, the MBA program, the management competencies apply to all students. Table 1 in section 1R1 shows the competencies and overall scores from a recent term.
During the 2011-12 academic year, all core courses were updated to better align materials and resources to competencies and to make them accessible in an online format. In the 2012-13 academic year, the course review focus was on the courses in each of the specializations to ensure they were current and linked to course competencies and prepared for online delivery. During the 2013-14 academic year, faculty are revisiting several core courses in the core program as well as electives based on the qualitative and quantitative feedback from post-course evaluations. The 2014-15 academic year will include revisions dictated by the 2014 CCR as well as five iMBA courses and five LMBA courses.

The Program Review process (ERR 3: 3A3 – Program Review Process), as noted in the 2013 Quality Checkup (ERR 2: E5 – Quality Checkup Report), remains in place with quarterly Bench meetings to review student course evaluations and teach faculty feedback. Core courses within the degree program are grouped by related content into Certificates to allow students to earn and document their progress within the degree program. Faculty teaching those courses work collaboratively to ensure integration of the content. These grouped courses form a Curriculum Council and this creates an additional group to act as a second reviewer. The Curriculum Councils assure that the goals and objectives of those courses in the Certificate are covered and assignments and assessments are designed in such a way that students are able to demonstrate they have mastered the appropriate competencies.

1R4: Evidence of Students Acquired Knowledge and Skills

Evidence from Indirect Measures:
LFGSM has only one degree program. Students are a select group of functional experts who come back to school to improve their management and leadership skills. Students complete a pre-program self-assessment, ranking themselves on the competencies, business impact, knowledge and skills before starting the MBA program to achieve a baseline from which to evaluate changes. (ERR 3: 4A6.4 – Student Pre-Program Self-Assessment Summary Report) Systems are in place to deploy student post-program self-assessment evaluations to provide students’ self-reported perspective on their mastery of the competencies after finishing the MBA program.

Results from the Hotchkiss Scholar Competency Self-Assessment and Business Impact evaluations showed that 89% of respondents agreed or strongly agreed with the statement “I have been able to apply the competencies that I developed through the LFGSM MBA program in my job.” (ERR 4A6.6 – Hotchkiss Scholars Self-Assessment Report and 4A6.7 – Hotchkiss Scholars Business Impact Report)

Evidence from Direct Measures:
Simulations in Operations, Change Management, Business Analytics and Strategic Thinking also give direct assessment data on how well students are mastering key concepts, meeting the course goals. Based on the worldwide scores for the Capstone simulation BSG (see Table 3 and description in section 1R2) LFGSM students demonstrate mastery of key competencies and the integration of them into a problem-solving simulated business environment. They routinely place in the top 100 worldwide.

Each Global Practicum, the global course that requires travel, includes a consulting project with a local (in-country) company. In a short period of time, several days, students work with the company representative to identify a concern, research it as fully as possible and make recommendations. Students then present to the company representative, local business leader, and faculty who evaluate the effectiveness and relevance of their recommendations.
Almost all courses require students to make a final presentation to faculty and classmates integrating and applying what they have learned in the course, including direct feedback from faculty and classmates resulting in a grade. These presentations often include outside judges who are subject matter experts in the field who give very pointed direct feedback on the feasibility of the plan presented.

1R5: Performance Results for Learning Support Processes

Support for student learning and development can be seen by student usage of tutoring resources. Table 5 below shows recent tutoring data.

Table 5: Tutor Log: July – December 2013

<table>
<thead>
<tr>
<th>Subject</th>
<th>Tutoring Hours</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics</td>
<td>8.5</td>
<td>7</td>
</tr>
<tr>
<td>Writing</td>
<td>50.75</td>
<td>14</td>
</tr>
<tr>
<td>Accounting</td>
<td>28.25</td>
<td>42</td>
</tr>
<tr>
<td>Finance</td>
<td>36.25</td>
<td>27</td>
</tr>
<tr>
<td>Investments</td>
<td>13.25</td>
<td>13</td>
</tr>
<tr>
<td>Business Analytics</td>
<td>34.5</td>
<td>42</td>
</tr>
<tr>
<td>Accounting, Finance</td>
<td>1.5</td>
<td>1</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>173</strong></td>
<td><strong>146</strong></td>
</tr>
</tbody>
</table>

All students have the opportunity to participate in mentoring with alumni. Mentoring is designed to provide support and direction in a timely way for those students who need support in returning to school. Table 6 below shows recent data on mentoring usage.

Table 6: Mentoring Participation: June – December 2013

<table>
<thead>
<tr>
<th>Role</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor</td>
<td>118</td>
</tr>
<tr>
<td>Mentees</td>
<td>228</td>
</tr>
<tr>
<td><strong>Total Users</strong></td>
<td><strong>346</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Match status</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pending mentor requests</td>
<td>23</td>
</tr>
<tr>
<td>Active Matches</td>
<td>93</td>
</tr>
<tr>
<td>Closed Matches</td>
<td>85</td>
</tr>
</tbody>
</table>

LFGSM has expanded its partnership with Harvard Business Publishing to offer a new service that enables faculty to more quickly and effectively explore current and relevant materials for their courses. LFGSM has commissioned customized catalog maps of materials from Harvard that match course-specific learning outcomes and goals as identified in the MBA curriculum. Faculty can download and review free examination copies of cases, articles,
simulations, tutorials, videos and teaching notes from a wide range of renowned academic global distributors through their login on Harvard’s premium content website. Faculty can also attend webinars, subscribe to teaching newsletters, and find ways to further develop their course curriculum.

The Manager of Student Services, in conjunction with the Registrar, sends out an e-mail to all teaching faculty during week four of each term asking them to identify those students who are considered to be at risk. Students are then contacted and a support plan, formal or informal, is created to assure their successful completion of the course.

The 2013 Quality Checkup Visit noted that appropriate support services and support for student learning and effective teaching are in place through the addition of the KEYS program. Student services expanded from the Registrar providing academic advising to also include the addition of two new positions, Manager of Student Services and Director of Career Services. The focus of the Manager of Student Services position has been on identifying at-risk students, collaborating with faculty to develop a support plan, determining their issues and concern, evaluating their level of concern and its urgency, and tracking key statistics. Of the current total of four hundred sixty-five students in Spring 2 term, there are currently eight students considered to be at risk and four on the “watch list”.

Professional networking events with Board of Directors members and faculty additionally supports professional success.

Faculty have attended the Sloan C conference in Milwaukee. LFGSM hosted the “Facilitating Harvard Case Studies” workshop and fifteen faculty attended. Harvard also invited three LFGSM faculty to be part of a Harvard pilot program on facilitating cases online.

In the 2013 academic year as LFGSM encouraged faculty to use technology more creatively, faculty were asked to share their new best practices to win a Samsung tablet. The projects were reviewed by the President, Executive Vice President of Educational Programs and Solutions, a student, and one faculty who did not submit a project. The winner was a faculty member who used voice thread to engage students who were unable to attend class due to work travel. This project was then highlighted on the my.LFGSM.edu faculty portal. Another example is the 2014 Tech Tools workshop where eight faculty members demonstrated how they used a new tool to help students understand the application of the material they were learning. Faculty are aware of and committed to best practices in teaching and learning.

Table 7: Faculty WebEx Usage - Spring 1 2013-14

<table>
<thead>
<tr>
<th>WebEx</th>
<th>Faculty Member</th>
<th>WebEx Session</th>
<th>Hours</th>
<th>Average Duration</th>
<th>Attendees</th>
<th>Average Attendee/Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 1</td>
<td>30</td>
<td>188</td>
<td>398:13:00</td>
<td>2:08</td>
<td>635</td>
<td>3.38</td>
</tr>
</tbody>
</table>

Table 8: ProQuest Business Library Usage – May 2013 – April 2014

<table>
<thead>
<tr>
<th>ProQuest</th>
<th>Unique Search</th>
<th>Documents Used</th>
<th>Citations/Abstracts</th>
<th>Full Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013-April 2014</td>
<td>3194</td>
<td>3427</td>
<td>669</td>
<td>2758</td>
</tr>
</tbody>
</table>
Chart 3: Career Services Usage – Fiscal Year 2011 to Present

![Chart 3: Career Services Usage – Fiscal Year 2011 to Present](chart3.png)

Table 9: Networking Event Attendance – September 2013 – April 2014

<table>
<thead>
<tr>
<th>Networking</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>118</td>
</tr>
<tr>
<td>LFGSM Alums</td>
<td>11</td>
</tr>
<tr>
<td>BAC</td>
<td>16</td>
</tr>
<tr>
<td>Faculty</td>
<td>22</td>
</tr>
<tr>
<td>LFGSM Guest</td>
<td>3</td>
</tr>
<tr>
<td>LFGSM Staff</td>
<td>4</td>
</tr>
</tbody>
</table>

Table 10: ASSIST Program Participation – Summer 2012 Term to Present

<table>
<thead>
<tr>
<th>TERM</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2012-2013</td>
<td>2</td>
</tr>
<tr>
<td>Fall 2012-2013</td>
<td>4</td>
</tr>
<tr>
<td>Winter I 2012-2013</td>
<td>4</td>
</tr>
<tr>
<td>Winter II 2012-2013</td>
<td>4</td>
</tr>
<tr>
<td>Spring I 2012-2013</td>
<td>3</td>
</tr>
<tr>
<td>Spring II 2012-2013</td>
<td>n/a</td>
</tr>
<tr>
<td>Summer 2013-2014</td>
<td>2</td>
</tr>
</tbody>
</table>
1R6: Comparing Performance Results with Other Organizations
As the School upgraded its Blackboard Learn LMS, a new course template was created that met the Quality Matters and Sloan-C standards. The template was also designed for better accessibility on mobile devices. LFGSM conducts focus groups with LFGSM students, alumni and alumni from other MBA programs to discuss and compare educational experiences, including learning. Based on results from these focus groups, LFGSM compares favorably. Previously LFGSM was a non-accredited member of AACSB and a member of EMBA, but this is mostly strategic information and does not pertain to student learning. LFGSM uses the International Assembly of Collegiate Business Education (IACBE) faculty credentialing process.

Improvements
111: Recent Improvements
Recently the School launched a social media campaign to increase awareness of LFGSM by helping the community as a whole be aware of current issues facing the workforce, higher education, and the School’s current activities. In addition to blogs, Facebook, LinkedIn, Twitter and Google Plus are part of that campaign and will continue to be expanded and evaluated as to effectiveness in 2014-15.

LFGSM emphasis is on learning, both for students and faculty. Courses are considered to be in a “beta” state of continuous revision and improvement. LFGSM has two strategic goals: 1) Grow the number of new students in the Leadership MBA delivery by 4.2% in 2014-15, grow the number of new students in the Immersion MBA delivery by 16.2% in 2014-15, and 2) Become known as the business school that delivers business impact. (ERR 2C.7 – Strategic Brief 2013-14) The School’s commitment to positive business impact informs all decisions and actions and assists in identifying the structures and resources necessary to help students learn.

Based on data collected and analyzed over the last several years LFGSM has taken the following actions to improve learning:
- Articulated philosophy of teaching – andragogy and functional expert students
- Improved hiring and orientation process for practitioner faculty in collaboration with Human Resources
- Organized faculty into Curriculum Councils to provide more continuity to related courses
- Expanded the Faculty development program
  - Key faculty participated in Sloan-C and Harvard training activities
  - Key faculty acted as trainers to other faculty
  - Introduced Instructional Designers to support the “beta” state of course curriculum
- Revised academic policies
  - Dropped GMAT requirement
- Revised admissions requirements (LinkedIn profile in place of resume; LinkedIn recommendation in place of Letter of Recommendation)
- Introduced a flexible attendance policy
- Moved from ten-week term length to eight-week term length
- Added an additional term – now six terms in each academic year
- Provided web conferencing accounts for all faculty
- Refocused the academic honors and Hotchkiss Scholars Award
- Introduced Business Impact Certificate

- More student focused
  - Added online delivery of entire degree program
  - Added new delivery model (iMBA) for the less experienced student
  - Updated Preview and Kickoff events
  - Introduced more student support with Key Elements of Your Success (KEYS) Program
  - Added tutoring and mentoring services
  - Offered training workshops throughout the academic year (Excel – basic and advanced)
  - Created new positions and hired Manager of Student Services and Director of Career Services
  - Increased networking events and linked them to Business Impact events hosted by Faculty and BAC members
    - Included networking events with Executive Club of Chicago
  - Participated in the Global Consortium, an LFGSM-facilitated thought leadership group for top executives in Human Resources and Learning Development to compare and contrast global competency development strategies

- Enhanced learning
  - Introduced new or updated specializations Marketing, Healthcare Management, Finance
  - Integrated technology, online delivery and piloting “flipped classroom”
  - Introduced strong indirect measure assessments (Metrics that Matter) – ready for direct measures (April 2014 Assessment Summit reviewed courses 5140, 5160 and 5210)
  - Focused on student learning and less on grades resulting in all elective courses now part of the Authentic Assessment process
  - Creation of six new Graduate-level Certificates including Business Impact Certificate – “earn as you learn” for adults
  - Reviewed course goals and session objectives supporting the Certificate goals.

The course delivery system has evolved in response to student and faculty feedback and technological advancements. LFGSM upgraded its Learning Management System (LMS) to the most current version of Blackboard (Blackboard Learn). The School maintains an enterprise license with Harvard Business Publishing with Harvard Building Block implemented this year. Systems upgrades result from the integration of advances in technology as well as faculty input, feedback from student evaluations, and focus group results that identify student needs. For example, student feedback indicated that many students desired more portable materials and mobile access to the LMS. In response to their feedback, LFGSM redesigned a Blackboard template, moved to digital delivery of course material, including some textbooks, and enhanced the use of the Learning Management System, Blackboard Learn.

Based on feedback from faculty, Admissions Managers, and students themselves, LFGSM created four pre-work self-paced modules that introduced key topics to help students be more
successful once they were in classes. The KEYS were implemented in 2012 and are currently being updated. The KEYS program introduces students to the topics, tools, and skills required to be successful in courses. Students can ask for tutoring support once they see what will be required, or the KEYS Manager can alert the Manager of Student Services and tutoring can be required. Students are also able to sign up for workshops on Excel, from basic to advanced level.

LFGSM is beginning the 2014 Curriculum Competency Revalidation (2014 CCR) process which will give the School and faculty an opportunity to reconfirm competencies and support necessary curriculum revisions. Each course in the program will continue to focus on identified competencies and learning outcomes identified through the current Competency Revalidation process. As part of the 2007 benchmarking, two of the ten competencies were addressed and assessed in all core courses. Emphasis on these two competencies stresses their importance and helps integrate the curriculum. They were:

- Lead, manage, and communicate confidently at all levels
- Make decisions within ethical principles

As a result of the current efforts, these two integrative competencies may change. Based on the strategic goals of the School, goals and objectives related to business impact will be included in all courses.

1I2: Selecting Processes and Targets for Improvements

LFGSM’s emphasis on business impact is a way to operationalize growth. As part of the Curriculum Competency Revalidation process, each course in the degree program will be revised to assure that business impact is embedded in the assignments and assessments. This then becomes a more direct assessment measure.

The revised AQIP projects outline the targeted areas of improvement and focus for the next year. Student retention is an ongoing project within the School and the current “Dashboard” (see section 1R1) allows for real-time retention tracking viewable by all staff.

The Faculty Engagement project is designed to support faculty as they further develop their skills and expertise in the classroom (virtual and face-to-face) to enhance student learning. The Faculty Academy, launched at the end of the 2013-14 academic year and implemented in 2014-15, is a faculty driven endeavor supported by the School that encourages faculty engagement. Other AQIP projects will be addressed in the Faculty Academy. Exploring Technology Enhanced Learning in the Faculty Academy will offer not only identification of good teaching tools, but also the development activities necessary for faculty to use the tools effectively. With Outcomes Assessment, the CCR 2014 (see Category 1 Introduction for description) will identify the current competencies and faculty will then revisit curriculum and all supporting activities and materials to embed appropriate direct measures in courses. In addition, the Outcomes Assessment project will address the overall program review process where each course will be evaluated to assure that it allows students to master the competencies and demonstrate that mastery through the direct assessment measures.

It is likely that the 2014 CCR will result in a change in the competencies, then new common shared objectives will be determined. This will lead to revisiting and updating all courses to reflect the newly identified competencies. While as a result of the 2014 CCR there may be changes in the details that fall within the three key competencies, LFGSM believes that Knowing the Business, Relating to People and Delivering Results continue to be the overarching categories under which new competencies will fall. Mastery of the competencies
in all three categories is essential to advance in business management and is linked to the AQIP project and the strategic goals of the School.

Faculty take full ownership of this process with the direction and support of the Dean. This year, in keeping with the updated AQIP project on Outcomes Assessment, faculty are involved in Program Review. A Program Review Cycle is being developed and will be a significant part of the current AQIP project.

An example of this Review is the current Program Assessment Summit. Using the AACU VALUE Rubrics, three courses were evaluated by three faculty members. The review process consisted of anonymous student work, final papers, or presentations independently reviewed against the appropriate AACU VALUE rubric. (ERR 3: 4B.1 – AACU VALUE Rubric Example) Once individual faculty reviewed the paper, the team shared their outcomes. LFGSM expects final papers to fall in the two highest levels of mastery on the rubric. Faculty looked for agreement and consensus around how they evaluated their work and then asked the question: Did the assignment offer the student the opportunity to demonstrate their mastery of the course goals? Of the three courses assessed, in two instances it was found that the assignment did offer the opportunity to demonstrate mastery and in one course it was found that the final assignment did not give sufficient direction, or enough focus on integration and application, to allow students to demonstrate mastery. The Benches of each course reviewed will use the information gathered to further improve the course.

As LFGSM continues to expand globally it is possible that student preparedness will become a more significant element of the admissions process. Admission standards for international students and the concomitant services they may need continue to be an open item under exploration.

As growth is a strategic goal for the School and it is anticipated that some of this growth will come from outside the Chicagoland area, investment in a high-tech video classroom is considered to be critical. This has been included in the budget plan for 2014-15 and training and development of faculty is moving forward with this in mind.

Previously in the iMBA there were no prerequisites and students could take the courses in any sequence. Beginning in the 2014-15 academic year the KEYS will be required.

**AQIP Category 2: Accomplishing Other Distinctive Objectives**

**Introduction**

Since Lake Forest Graduate School of Management (LFGSM) is not a university, but a Graduate School of Management, the School does not offer a number of the typical non-instructional programs such as co-curricular activities, research or athletics. But a significant stakeholder group to the School is its alumni, and so the School operates a robust alumni relations effort for over 8,600 LFGSM alumni which come from the pre-existing Managers Program and Masters of Science in Management program, and the current Master of Business Administration program. Alumni are the largest of the constituent groups and alumni engagement is measured through participation, Net Promoter Score, giving and volunteerism, which continues to be a high priority goal.

The School takes its status as a nonprofit, mission-driven organization very seriously and strives to create opportunities for staff, students, faculty and alumni to express that nonprofit
status in community activism, scholarship fundraising and local charity support. The School operates a scholarship fund for the benefit of current students who lack needed funds to finance their entire MBA degree. As corporate tuition reimbursement continues to drop, there is an increased need for scholarship funds, and the 2012 addition of the Immersion MBA program targeted at professionals earlier in their career brings the School students still carrying significant amounts of undergraduate student loans. In the 2013-14 academic year, the School was only able to fund approximately 30% of the scholarship applications presented. The Fundraising group continues to expand their efforts to increase donations and corporate sponsorships to close the funding gap. During the recent economic downturn, the School also sponsored a “Write Your Own Future” scholarship contest offering free MBA program tuition to unemployed students who wrote a compelling essay.

Processes

2P1. Designing and Operating Non-instructional Processes

Since the 2010 LFGSM Systems Portfolio, the management structure for alumni relations has changed, and the School added a headcount, the Manager of Alumni Relations, reporting to the Vice President of Marketing, Admissions, and Alumni Relations. The Manager of Alumni Relations is responsible for designing and implementing yearly goals, plans, processes and budgets for a number of alumni offerings:

- Alumni page on the my.LFGSM.edu portal
- Focus groups
- General social events, business and career topic-based events and affinity events at corporations where our alumni work
- Fundraising events or communications targeting all School stakeholder groups (golf outing, scholarship fund appeals, etc.)
- Special mailings, electronic or paper newsletters, the Lake Effects blog, social media affinity and networking groups (Linked In, Twitter, YouTube, Facebook, etc.), and other communications
- Alumni mentor program to current MBA students
- Invitations to open-enrollment events and classes offered by the School
- “Logo-wear” merchandise site reachable from the portal
- Gaining the alumni perspective through focus groups on new programs

Alumni Relations goals, plans, processes, and budgets are designed and implemented using a number of data inputs. The main repository of alumni data is contained in the School’s enterprise database, powered by Jenzabar software. Moving away from separate School databases for students, alumni, fundraising, Admissions, and business operations was a major project for the School since the 2010 Systems Portfolio, and has provided much more data visibility and analysis capability for all areas of the School, including alumni relations. Alumni data can now be viewed and analyzed in many ways by many areas within the School’s organization, and used for many purposes in program design and implementation.

LFGSM continues to present the Distinguished Alumni Award at the commencement ceremony for an alumnus who manifests major career advancement and contributed leadership skills for community service achievement. Alumni continue to be offered the opportunity to participate in “Lifelong Learning” by taking current classes for 50% of the current tuition price.

Since the 2010 Systems Portfolio, the School has divided its Honors Programs into two
categories: Academic Honors and the Hotchkiss Scholars. The Honors Programs are designed and administered by the Educational Programs and Solutions (EPS) academic department. Once students are awarded Hotchkiss Scholar designation, responsibility and contact is shared between the EPS department and the Manager of Alumni Relations. The Academic Honors program is based solely upon the student’s cumulative overall GPA, with levels of Honors, High Honors and Valedictorian. For the 2013-14 academic year, the Hotchkiss Scholars program entry criteria have been strengthened to include measurements of GPA as before, along with new qualifications of demonstrated commitment to and performance in the School’s goal area of business impact, by completion of two additional courses, 5846 Business Impact Assessment and 5845 LFGSM Community Leadership. Alternatively, students can qualify for the Hotchkiss Scholars on a Business Impact Award Basis by completing the Business Impact Certificate and achieving a designated GPA. In the 2014-15 academic year, Hotchkiss Scholars will qualify solely based on the Business Impact Award basis. These changes further drive the School and Alumni Relations goals into the most visible and prestigious alumni group. Hotchkiss Scholars also continue to sponsor their own student scholarship, and conduct fundraising activities to support the scholarship yearly.

Additional feedback channels used to create and implement alumni relations offerings include:

- Alumni surveys; particularly the Annual Net Promoter Score survey deployed to current students and alumni
- Event and program evaluations
- Best practice and competitive school benchmarking
- Continuous social media group feedback
- Informal networking at events
- Personal conversations between staff and alumni

Despite the size of the School and focused nature of LFGSM, the School’s nonprofit status creates meaningful opportunities to create programs for community involvement and enrichment. These opportunities are created and monitored by the Vice President of Human Resources and Fundraising. As a mission-driven nonprofit organization, LFGSM is proud to report that typically 100 percent of staff participate in the annual staff appeal fundraising campaign. The funds contributed support scholarship awards for LFGSM students in need. Many of the Management Team members serve on multiple Boards of other nonprofit organizations. This year the local community high school suffered multiple child suicides. A Community Task Force was put in place and LFGSM hosted the meeting. The School also hosts a weekly Job Circle networking group for people in employment transition, and a local chapter of Toastmasters, a public speaking collaborative workshop group. LFGSM has appeared on the Companies that Care list for eight years. For the Companies that Care “Terrific Tales” campaign, LFGSM staff raised money by holding a rummage sale. Household items, clothes and books were donated by staff and then sold to co-workers to raise money to buy books for a local elementary school. The School then donated all unsold items to Shelter, Inc. which provides community-based, emergency and longer-term housing for children and adolescents who are abused, neglected, dependent or in need. Approximately ten staff members delivered the books to classrooms and read to the children. In past years the School has held food drives and Toys for Tots collections around the holiday season. In 2013, the School held a book drive for Bernie’s Book Bank, a local charity that provides new and gently used age-appropriate books for underprivileged children. This project ties well with the School’s Mission of providing education. Staff members also went to Bernie’s Book Bank to pack up books to be sent to schools. Two drives were held to send food and clothing to
troops in Afghanistan. After Halloween, leftover candy has been collected from staff members and donated to a food pantry or packed in boxes along with personal care items and sent to deployed military troops in Afghanistan. Recently retired computer hardware was sold to staff members and the proceeds donated to the LFGSM Scholarship Fund.

The School sponsors a paid summer high school aged intern as part of the “College Bound Opportunities” program for ten weeks. LFGSM partners with the St. Martin de Porres High School Corporate Internship Program to provide opportunities for two high school students to work one day per week at the School to learn about the business world. The students work in several departments on multiple projects. The School has also sponsored paid internships through the Mentium mentoring program to undergraduate students from Northwestern University and other colleges. For over fifteen years, two to three Management Team members have served as voluntary mentors to mentees in the Mentium 100 organization. These programs align strongly with the School’s mission as an educational organization and provide a valuable opportunity for young people to gain meaningful work experience.

2P2. Determining Non-instructional Objectives

Objectives for alumni programs are determined during the Strategic Plan and annual planning processes, and are included in the School's strategy synopsis with all other key School objectives. (ERR 2C – Planning Documents) The Vice President of Marketing, Admissions and Alumni Relations is responsible for setting alumni relations objectives, and collaborates with other members of the School’s Management Team in this effort, with input from the Manager of Alumni Relations. Alumni program objectives are determined based on reviewing data generated through the feedback channels outlined in section 2P1, which bring the alumni perspective into the process. Marketing and communications plans focused on alumni are included in the School annual marketing plan, and budget is included in the School marketing budget. The Manager of Alumni Relations collaborates closely with the Development department to organize fundraising activities and solicitations from the alumni population. The shared Jenzabar database allows both Alumni Relations and Development to collect and use a common dataset for alumni contact information, behavior tracking, queries, analysis and planning. Alumni focus groups are held at least twice per year and multiple opinion surveys compile ideas and perspectives on alumni needs and desires. The results are incorporated into the planning of new programs, events and budgets by the Vice President of Marketing, Admissions, and Alumni Relations and implemented by the Manager of Alumni Relations.

Objectives for community enrichment programs are set by the Vice President of Human Resources and Fundraising as part of the Strategic Plan, annual plan and annual budget process, in collaboration with the Management Team.

2P3. Communicating Expectations of Objectives

Alumni Relations expectations and goals are communicated in a variety of ways. They are included in the School Strategic Plan document, annual plan, marketing plan and annual budget. Strategic and annual plan goals are included in the School’s performance management system, SuccessFactors, at the Management Team level for the Vice President of Marketing, Admissions, and Alumni Relations. Those goals are rolled down through the SuccessFactors system to the Manager of Alumni Relations, and become the performance goals for the year for that position.

Alumni Relations marketing and communications plans are included in the School annual
marketing plan as objectives, strategies and tactics. Budget dollars are assigned to the plan and tracked through the financial reporting system. The Manager of Alumni Relations receives the annual budget and is expected to track and report expenses and manage expenses.

Quarterly Town Hall meetings of all School staff members provide an opportunity for the Vice President of Marketing, Admissions, and Alumni Relations to set and report progress on Alumni Relations objectives and results throughout the year. Program-based updates are also included in the staff newsletter and specific e-mail communications.

Community enrichment expectations and goals are included in the School Strategic Plan document, annual plan, marketing plan and annual budget. Strategic and annual plan goals are included in the School’s performance management system, SuccessFactors, at the Management Team level for the Vice President of Human Resources and Fundraising. Those goals are rolled down through the SuccessFactors system to the Human Resources Manager, and become the performance goals for the year for that position.

2P4. Assessing and Reviewing Appropriateness and Value of Objectives
Appropriateness and value for Alumni Relations programs are assessed by the Manager of Alumni Relations using the feedback channels stated in section 2P1. Reviews are presented to the Vice President of Marketing, Admissions, and Alumni Relations for results, return on investment, expansion and corrective actions. The School’s Management Team receives updates from the Vice President of Marketing, Admissions, and Alumni Relations as appropriate at weekly meetings.

The Manager of Student Services reports the success of mentor matching, extent of participation and effectiveness of the alumni/student mentoring program to the EPS team and the Vice President of Marketing, Admissions, and Alumni Relations at least quarterly.

Appropriateness and value for Honors Programs, specifically the Hotchkiss Scholars program, are assessed collaboratively by the Management Team, specifically by the Executive Vice President, Educational Programs and Solutions and Vice President of Marketing, Admissions, and Alumni Relations. Results, return on investment, expansion and corrective actions are reviewed with data inputs from the Registrar, Manager of Student Services, Manager of Alumni Relations and Development department staff.

Appropriateness and value for Community enrichment programs are assessed by the Human Resources Manager using results data collected after campaigns, drives and events have concluded. Reviews are presented to the Vice President of Human Resources and Fundraising for results, return on investment, expansion and corrective actions. The School’s Management Team receives updates from the Vice President of Human Resources and Fundraising as appropriate at weekly meetings.

2P5. Determining Faculty and Staff Needs
Faculty needs are not applicable to Alumni Relations or Community enrichment objectives and operations. Staff needs are determined and appropriately resourced as part of the Strategic Plan process, annual plan process and annual budget process. Special skills or expertise required are identified during these planning processes, and contractors, vendors, software solutions or volunteers are screened and engaged during the project planning process. Alumni volunteers are engaged for LFGSM events collaboratively by the Manager of
Alumni Relations, Director of Admissions, Marketing staff and Development staff.

2P6. Readjusting Objectives and Processes that Support Faculty and Staff Needs
Each event, initiative or project is assessed throughout implementation by the responsible manager to determine staff and alumni volunteer needs. Appeals for more help from staff or alumni and task assignments are determined by the responsible manager for each event, initiative or project. The School’s shared Jenzabar student information system can be easily queried by Alumni Relations, Development and Marketing to provide a targeted list of alumni with needed expertise or networking connections.

Results

2R1. Collected Measures of Non-instructional Objectives and Activities
Alumni Relations collects and analyzes data from each event, initiative or project to determine needed changes, costs or improvements. The School conducts the Annual Net Promoter Score survey with alumni and current students after the academic year ends. Results from the Net Promoter Score alumni survey is analyzed, and the Vice President of Marketing, Admissions, and Alumni Relations and Manager of Alumni Relations review the alumni dataset to determine level of engagement and satisfaction with the School. As needed, alumni surveys are conducted to measure perceptions of School marketing campaigns, response to new initiatives and input into new programs and initiatives. The Vice President of Marketing, Admissions, and Alumni Relations and the Director of Marketing analyze all alumni surveys for any needed improvements.

The Human Resources Manager collects and analyzes data from each campaign, event and initiative for Community enrichment to determine needed changes or improvements. These results are reviewed with the Vice President of Human Resources and Fundraising and the Management Team.

2R2. Performance Results
Results from Alumni Relations programs are:
- Fall 2012 and Spring 2013 Net Promoter Scores were in the mid- to high-40s
- Fundraising engagement for alumni rose from 204 donors ($51,954) in 2012-13 to 296 donors ($88,800) in 2013-14 (YTD) for an increase of $36,846
- New student referrals from alumni increased from 25 students ($800,000 lifetime value over three years) in 2012-13 to 30 students ($960,000 lifetime value over three years) in 2013-14 (YTD)
- Nineteen alumni registered for MBA courses, contributing $27,300 in additional revenue
- 149 alumni served the School in various volunteer capacities

(ERR 3: 4A6.3 – Alumni Process Improvement Team Final Presentation)

Results from Community enrichment campaigns over the last several years are:
- Approximately 100% staff participation in the Annual Staff Fundraising Appeal to benefit the LFGSM Scholarship Fund for several years running
- Approximately ten staff members yearly deliver donated books and read books to children at a local grade school
- Two to three Management Team members serve as voluntary mentors for Mentium 100
- Several large shopping bags of Halloween candy donated to local food pantry for several years running
• Two paid high school interns sponsored per year as part of St. Martin de Porras program
• Fifty-nine large boxes of candy and personal care items shipped to US soldiers deployed in Afghanistan over several years
• Weekly Job Circles hosted for people in employment transition
• Hosted local Congressman Bob Dold Job Fair bringing together companies and people unemployed or in employment transition
• The LFGSM Scholarship Fund received approximately $4,000 in proceeds from the sale of retired computer hardware to staff members, and recycling of the hardware was avoided extending its life cycle

2R3. Comparing Performance Results with Other Organizations
The School compares itself in Community enrichment activities through the yearly “Companies that Care” competition, which is open to Chicagoland area companies by application. “Companies that Care” scores companies on various criteria including employee satisfaction and care, community interaction and enrichment, human resources programs, and benefits. The School has been accepted to the “Companies that Care” roster for eight years in a row.

2R4. Performance Results Strengthen Organization
The School’s performance results of processes for this category allow the School to build visibility in the broader community, demonstrate the mission-driven nature of the organization, and build LFGSM brand awareness. An example is the Global Consortium, an LFGSM-facilitated thought leadership group for top executives in Human Resources and Learning Development to compare and contrast global competency development strategies. This enhances the School’s relationship with key corporate partners in the communities we serve.

Improvement
211. Recent Improvements
For the first year, the Net Promoter Score goal for students and alumni has been included as one performance criteria for the School Bonus Plan for all staff members.

A Process Improvement Team made up of staff members from various departments was recently convened to examine alumni goals, processes and data. A valuable output from the Team was the creation of the Alumni Engagement Score, measuring each alumni with pertinent data points on participation, giving and volunteerism, according to the goals set for alumni relations. The Alumni Engagement Score helps to identify key alumni who can be established as alumni leadership models, as well as identify key people or groups to be targeted for additional communications and invitations to increase their involvement with the School. (ERR 3: 4A6.3 - Alumni Process Improvement Team Presentation)

Alumni are now routinely included in the commencement ceremony presentations, serve as volunteer mentors to current students, and participate in prospective student Open House meetings and in new student Kickoff meetings. Alumni are offered career development tools free of charge through the alumni portal using CareerBeam software, and free one-on-one career coaching through another new position, the Director of Career Services. All of these developments have been added since the LFGSM 2010 Systems Portfolio to promote alumni visibility and engagement.
Another innovation created since the 2010 Systems Portfolio is the Recommendation Engine. Used by current students as well as alumni, the Recommendation Engine is a software system and communications plan that encourages individuals to recommend prospective students for consideration for the MBA program. Recommended prospective students are then contacted by the Admissions department to start a conversation about applying for the MBA program. Since alumni referrals continue to be a key source of prospects for the Admissions pipeline, this software system formalizes and systematizes the process to provide a future growth channel for the School. The Recommendation Engine is being promoted through a number of communication channels of the School: social media platforms, the student portal, and verbally at events and classrooms. Data is just beginning to be collected and reported, so the process will be evaluated and modified by the Vice President of Marketing, Admissions and Alumni Relations and Manager of Alumni Relations if needed.

212. Selecting Processes and Targets for Improvement

Processes for improvement can be brought forward by interdepartmental teams or selected by the Management Team. The recent cross-functional Alumni Process Improvement Team was selected by the Management Team to improve engagement and contributions of the alumni, and a team leader was assigned to the team from the RDI group to train the group in the FADE quality improvement process and lead the team through the data analysis, option proposal and recommendation phases. This is an example of how the School implemented a culture of teamwork and innovation to allocate resources to an area of great visibility and value.

AQIP Category 3: Understanding Students’ and Other Stakeholders’ Needs

Introduction

The Chicago area MBA and corporate training markets are highly competitive. There are more than thirty part-time MBA programs operating in the Chicago area, including large public universities; top-ranked private universities; large for-profit institutions; and small independent colleges. Lake Forest Graduate School of Management (LFGSM) is the only independent, private, not-for-profit graduate school of business serving the Chicago area market. This singular focus allows LFGSM to gain a deep understanding of key stakeholder requirements and expectations such that programs and services can be designed and delivered that meet, and hopefully exceed, their needs.

LFGSM originated directly from the needs of area businesses to develop leaders with practical, effective management knowledge. The School continues to draw students from these businesses, many of whom are supported in part by their employers. To assure that we are meeting the evolving needs of these key stakeholders, the School:

- Meets on a regular basis with key area employers to listen to their issues and needs in “reverse presentations”
- Meets with students in every class to discuss their issues and challenges
- Surveys students at the beginning of the program, midway through each class and following each class in an attempt to strengthen the classroom experience
- Surveys corporate training participants to measure mastery of learning objectives and obtain their opinion of how to strengthen the LFGSM program
- Uses data to help us better understand who students and participants are; where the School’s strengths and weaknesses are; and where the program needs to be updated
or altered

- Has marketing and sales resources to work directly with companies to meet their range of leadership development needs, both credit-bearing and non-credit-bearing

This data is shared with the entire school, and in particular, with the faculty benches and instructors responsible for managing and delivering the instructional program. This is an area where the School is improving systems and procedures to assure better understanding. While the School is systematically improving the teaching and learning model, there is continued opportunity for growth.

Processes

3P1: Identifying Changing Needs of Student Groups (cc4C)

The School strives to meet the extrinsic and intrinsic needs of its students. Providing relevant business education that will help students advance their careers by gaining the competence and confidence to make significant contributions in the workplace is their primary extrinsic need – it is why students pursue an MBA. LFGSM uses a variety of approaches that help the School stay abreast of best practices and business developments. Because research is an important part of that process, the Research, Development and Innovation department (RDI) holds brainstorming discussions with key departments to ascertain emerging issues and trends. It then conducts market research in a variety of ways, including using consultants, to analyze these trends. Feedback from faculty during quarterly Bench and Certificate Council meetings includes discussions on student needs and ways LFGSM can support them, by providing more or different student services, or expanding faculty development programs (AQIP Student Retention and AQIP Faculty Engagement)

In an age of exploding information, LFGSM monitors a variety of news sources and shares key articles. Third party benchmark studies published by industry organizations such as AACSB, GMAC, EMBA, Association for Talent Development (ATD) and the MBA Roundtable are monitored. RDI is actively engaged in an extensive resources research project to identify the needs of potential students and businesses, looking for business trends that affect the present and/or future ability of students to advance their careers. These trends can be addressed in the School’s educational programs. By identifying the skills most needed and valued within the business community, LFGSM is able to address and meet the essential extrinsic needs of the students. The Immersion MBA was launched by RDI after extensive research and benchmarking which identified a potential student group that LFGSM had not addressed before, the early careerist.

There are a number of competencies the School has identified as being the key characteristics of success in business: (ERR 3:3F – Course Competency Objective Mapping) The School periodically asks the business community whether these competencies are the most relevant and needed ones, or if adjustments are needed. This is done through surveys and interviews, as well as with “reverse presentations” by business leaders who share their particular concerns with the School. Because of the School’s status as nonprofit, businesses feel they can share their needs and views resulting in a number of rich interactions.

The intrinsic needs of students are closely monitored by keeping tabs on their day-to-day experience. All students participate in an admissions interview prior to enrollment. Admissions counselors talk with prospective students to find out what barriers they must overcome to pursue an MBA and what expectations they have of the program. These discussions are tracked in the Jenzabar student information system and analyzed for trends, which can result in direct action. Students are periodically invited to participate in topic-
specific focus groups. These forums give students the opportunity to provide feedback on issues that are most meaningful to them and present an opportunity for discussion, clarification, and immediate response.

LFGSM staff are available before class several times each term to listen to students, promote student services, and discuss changes in the program or policies. The Manager of Student Services is tasked with improving the School’s retention rate by working with students who have been flagged by faculty as “at risk”.

Students complete evaluations regularly, providing the School with invaluable, continuing data. All students are asked to complete an incoming student self-assessment which gives the School baseline information about each student’s goals and perceptions of skills and competencies. In addition, students complete midterm and post-course evaluations. These evaluations help to identify student needs as they relate to each course and the curriculum. The relevance, complexity, and logical sequence of the courses are all areas in which we seek student feedback, as well as the quality of the assignments and the instruction. The results are analyzed and shared with the faculty, staff, department leaders and instructional Benches. The tabulated reports have led to changes in the educational program.

Staff members who are also enrolled in the MBA program provide feedback on their experiences in regular meetings. Staff are available prior to the class session and virtually within online classes twice each term during weeks three and six for the purpose of sharing and clarifying information about change initiatives and gathering student feedback. An example of this is the change from a two-week Global Practicum course to a one-week Global Focus course.

The 2013 Quality Check-Up Visit confirmed that LFGSM has developed a student retention and registration initiative as an AQIP project involving better identification and implementation of MBA program changes to make the program more accessible to traveling students. Better data collection has enabled LFGSM to seek out lapsed students and encourage them to return to complete the program in a more accessible format that better meets their specific needs and reason for withdrawing from the program. A “win back” marketing campaign was designed to offer incentives and welcome back these students.

Student withdrawal data provides insight to student needs as well. Students who withdraw from the program complete a questionnaire and speak to the Registrar about why they want to withdraw. This data is compiled and the Registrar generates a report that categorizes the reasons students leave the program. Once trends are identified, action is taken to mitigate the impact of the most common reasons for withdrawal. For example, if a student is withdrawing for financial reasons, the Business Office Manager makes contact to talk about financing alternatives and to try to resolve the problem.

Corporate Learning Solutions (CLS) non-credit-bearing engagements are extensions of the MBA program. Because companies hire LFGSM to develop or enhance specific skills, concentration is on designing and delivering programs that accomplish a specific business objective, and measuring success for the participant and the organization. CLS provides benefit to the School by informing the MBA curriculum on current needed leadership knowledge, attitudes and skills. This close connection to business fills a common gap that other institutions have between education and business.
3P2: Building and Maintaining Relationships with Students

LFGSM uses a variety of touch points and messages to strengthen the rapport between the School and the student. Career development seminars, telephone calls from the Dean, student life events, newsletters, messages from the registrar, satisfaction surveys, and other initiatives all enhance students’ relationship with the School by offering a variety of opportunities for them to engage. LFGSM strives to create a positive experience for students so that they feel respected, appreciated, and heard. There is a cultural drive to build and maintain strong relationships with students and all key stakeholders, as summarized in the organizational value, “Commitment to Customers.”

The LFGSM admissions process is very “high-touch.” The admissions team focuses on relationship building from the prospective student’s first contact with the School and has structured itself to enable single-point relationship building throughout the admissions process. One of the first steps for a prospective student is to attend an MBA Preview. A school representative approaches every prospective student who attends an MBA Preview and engages him or her in conversation. Prospective students must participate in a one-on-one interview with an admissions counselor as part of the admissions process, and their counselor regularly contacts them with updates and additional information through acceptance. This careful shepherding of prospective students sets the foundation for a strong personal relationship with students once they matriculate into the MBA program.

The Educational Programs and Solutions (EPS) group also focuses on developing strong student relationships through hosting of professional development events and panel discussions, publishing newsletters, frequent electronic communications, celebration of student appreciation week, and facilitation for easy interaction with the School. The School has initiated a “First Friday” program to allow students to interact with alumni and faculty informally. The School maintains relationships with students through service activities such as providing the student perspective for MBA Preview and new student Kickoff, and through volunteering at fundraising events like the LFGSM Golf Outing.

These opportunities for positive interaction with the School play a significant part in building and maintaining a strong relationship with students and alumni.

3P3: Analyzing Changing Needs of Stakeholder Groups (cc1D)

LFGSM identifies and analyzes constituent relationships using storyboards (see section 3P1, 5P3) and engages in reciprocal business relationships to better understand partners and provide the business management education support needed. The constituent relationships served include prospective students, students, alumni, corporate learning clients and participants, donors, faculty, board of directors/business advisory council, and the community at large.

The 2013 Quality Check-up Visit confirmed that LFGSM has engaged with constituents as it has developed and implemented AQIP Action Projects of articulation and integration of organization values into LFGSM’s culture, creation of IT Strategic Plan, implementation of a talent management system, development and launching of planned/deferred giving program, implementation of electronic portfolio, and sustainability project. Current AQIP projects include Faculty Engagement, Information Systems (now Technology Enhanced Learning), Outcomes Assessment, and Student Retention. LFGSM continues to host Business Education Forums and other open events that provide business education for all members of the community. LFGSM New Program Development and Retention efforts are a response to
the needs and demands of the community.

A key stakeholder group for the School is its onsite corporate partners, Allstate Insurance Company and Blue Cross Blue Shield/Health Care Services Corporation. Onsites bring MBA classes directly to a corporation's location. LFGSM analyzes the needs of its onsite partners by holding annual Progress and Benefits meetings. In addition, CLS is leading efforts to expand our onsite programs by applying what it learns from corporate engagements and reverse presentations to tailor degree programs that respond to specific needs.

3P4: Building and Maintaining Relationships with Stakeholders
LFGSM distinguishes itself in the various means and manner used to build and maintain strong relationships with key stakeholders. Consistent with the School's mission and values, the School continually builds on its success of engaging stakeholders to bring them value. LFGSM continually seeks to understand changing stakeholder needs, which builds and strengthens relationships. Activities that are meaningful to stakeholders increase their interest and engagement. One such outreach technique is to host Business Education Forums where authors or other notable business people are invited to speak on relevant business topics. Stakeholders attend and gain value from these events. Media such as newsletters, website, onsite programming, Facebook, Twitter, and LinkedIn also keep stakeholders informed and in touch with the School.

Business Learning Seminars are programs that are brought into area companies in which the School has a relationship through students, alumni or management as a way to reach out to stakeholders. These are presentations on timely business topics presented by an LFGSM faculty member at no cost to the company. The sponsoring company invites its employees to participate in this free educational seminar presented by LFGSM. These programs also function as a recruiting tool for prospective MBA students.

LFGSM maintains a very active Board of Directors, which maintains close ties to the business community.

3P5: Targeting New Student and Stakeholder Groups (cc1D)
In 2009, the School’s Strategic Plan process determined the need to expand our student audiences and learning methods. The Research, Development and Innovation (RDI) department was charged to respond to that need. A study of US demographics, GMAC applicants, and benchmarking was done to identify an unserved market of professionals early in their career who prefer online education programs. Using strategic analysis and various statistical reports during the Strategic Plan process, including demographics and market analysis, LFGSM identifies new target markets. For example, the School has considered marketing to professionals returning to the workforce after having children, career changers, and adults available during the day. The School investigates each market segment using internal or external resources, and makes a judgment and appropriate financial commitments to make these efforts as successful as possible, based on the following general criteria:

- Consistency with the vision, mission and values of the School
- Ability to serve the market with a viable product
- Ability to prove success by making or exceeding forecasts within a two-year period

Targets are set and the new market is given a window of opportunity to see if LFGSM can serve it successfully.

LFGSM is committed to demonstrate its commitment to the public good. (See section 2P1 for
more details on community involvement) For example, in the economic downturn of 2008, the School developed a program, “Write Your Own Future”, which created a competitive scholarship essay competition which offered full scholarships to 50 students.

- 38 scholarships were awarded
- 16 students graduated
- 20 students dropped or became employed (1 student was dismissed)
- 6 students who became employed completed their MBA degrees
- 1 student who dropped returned

3P6: Collecting and Analyzing Complaints

As stated in the 2013 Federal Compliance Filing: 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.29) 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**

Step 1: The student completes the Written Student Complaint Form and submits it to the Registrar’s Office at Registrar@lfsgm.edu.

Step 2: The Registrar’s Office will respond in writing to acknowledge that they have received the complaint and will direct it to the Vice President of Educational Programs and Solutions.

Step 3: The Vice President 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.

Step 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 action 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 11: Student Complaint Log 2010-2014**

<table>
<thead>
<tr>
<th>Code</th>
<th>2010-2014 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>RR-Registrar</td>
<td></td>
</tr>
<tr>
<td>AF-Academic-Faculty</td>
<td>3</td>
</tr>
<tr>
<td>APC-Academic-Policy Change</td>
<td>3</td>
</tr>
<tr>
<td>AA-Academic-Administrative</td>
<td></td>
</tr>
<tr>
<td>EM-Enrollment Management</td>
<td></td>
</tr>
<tr>
<td>SS-Student Services</td>
<td></td>
</tr>
<tr>
<td>CP-Campus Personnel</td>
<td></td>
</tr>
<tr>
<td><strong>Total Student Complaints</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

**AQIP Check-up 3.8.2013 Report**

<table>
<thead>
<tr>
<th>Type of Student Complaint by Code</th>
<th>2010-2014 Student Complaints</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA-Financial Aid</td>
<td>3</td>
</tr>
<tr>
<td>F-Bursar</td>
<td>1</td>
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<tr>
<td>AF-Academic-Faculty</td>
<td>3</td>
</tr>
<tr>
<td>APC-Academic-Policy Change</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Student Complaints</strong></td>
<td><strong>10</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 midterm evaluations, student post-course evaluations, 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 student 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.

Results

3R1: Student and Stakeholder Satisfaction

Student satisfaction is primarily measured at the end of every academic term using the Net Promoter Score (NPS) reported on the post-course student evaluations. The Net Promoter Score evaluation question is scored on a scale of 1 to 10, with 1 being Strongly Disagree and 10 being Strongly Agree. Students respond to the statement: “based solely on my experience during this term I would recommend this course to other students”. Then the NPS is calculated by subtracting the percent of “Detractors” (score 1-5) from the percent of “Promoters” (score 9-10). Percent of “Passives” (score 6-8) are not included in the calculation.

Chart 4: LMB Spring 2013-14 Net Promoter Score

Chart 5: iMBA Spring 2013-14 Net Promoter Score
LFGSM regularly deploys evaluations to its students and corporate learning participants to collect satisfaction (Level 1) data, data about learning (Level 2); behavior (Level 3); and results (Level 4). Faculty teaching in a term also complete a Faculty Engagement Survey. (ERR 3: 4A6.1 – Faculty Engagement Survey Report)

3R2: Performance Results for Student Satisfaction
The LFGSM Student Complaint Log indicates ten student complaints from 2010-2014. See Table 11 Student Complaint Log 2010-2013 and section 3P6 for Student Complaint Policy, data analysis and information use. The School makes every effort to resolve student concerns before they become complaints. The small size of the School allows faculty and staff to resolve concerns quickly, which resulted in the low number of student complaints.

Students complete a midterm and post-course evaluation for each course. See section 1R1, Chart 2 – Student Post-Course Evaluation Results LMBA Spring 1 2013-14. (ERR 3: 4A6.2 – Student Post-Course Evaluation Summary Report, 4A6.5 – Student Midterm Evaluation Summary, 4A6.8 – Student Post-Course Evaluation Report for Individual Class)

3R3: Performance Results for Building Relationships with Students
See Table 6 in section 1R5 for results on student Mentoring program participation. Students are offered the opportunity to engage with an alumni mentor at the start of the MBA program to support their professional and academic goals. The Manager of Student Services personally contacts students identified as “at risk” by faculty in week three or four of each academic term. Appropriate services and support are offered. See Chart 3 in section 1R5 for student use of Career Services. Students are provided individual Career Services by request.

One of the best ways to gauge the strength of relationships with students is by the number of new students they refer to LFGSM. In 2013-14, 44% of new students came from referrals. A second indication of the strength of the relationship with students is that many students who withdraw from the MBA program eventually return. Students typically leave for only one to three terms; this demonstrates their desire to continue their relationship with LFGSM.

Reduction/elimination of workplace tuition reimbursement, job layoffs, time management
issues, and level of commitment continue to negatively impact the number of returning students. LFGSM has responded by offering support where possible through an increased emphasis on scholarship availability and financial aid assistance to try to help students who struggle financially. 30% of LFGSM students currently receive financial aid.

Student interest in and attendance at “student life events” also reflects the relationship between the School and students. All of our students have full-time jobs and most additionally have family responsibilities, yet attendance at extracurricular seminars and presentations continues to grow. This is an indicator of the success at establishing a rapport with MBA students. Time is taken to discover what is important to them and try to deliver on it. They, in turn, attend events, bring guests, and build stronger relationships with the School.

3R4: Performance Results for Stakeholder Satisfaction
Results of the LFGSM Faculty Engagement Survey over the last several academic terms show that faculty engagement and satisfaction has increased from 4.34 / 5 in 2012-13 to an average of 4.5 / 5 in 2013-14, which met the goal for the year. See section 4R2, Table 14, Chart 7.

The 2013 Alumni Satisfaction Survey indicated that 92.5% (310) of respondents (n=335) have referred or recommended someone from their personal or professional network to the LFGSM MBA program. (ERR 3: 4A6.3 – Alumni Satisfaction Survey – Final Survey Summary with comments)

3R5: Performance Results for Building Relationships with Stakeholders
For the last several years, LFGSM has taken these steps to improve relationships with faculty:

- Assigned them to Faculty Benches
- Gave them numerous opportunities for faculty development
- Gave them feedback, including peer feedback
- Set up an electronic system that allows them to request slotting at regular intervals and electronically sign Statements of Work and compliance documents
- Improved the communication system
- Created a faculty portal at my.LFGSM.edu containing faculty information, training and tools
- Gave them new tools and training
- Enabled “one faculty” to teach in CLS, MBA and iMBA
- Built a common database of all curriculum content available to all faculty

LFGSM organizes an annual faculty meeting in June and a Faculty Recognition event in December. Faculty awards and distinctions are presented at the Faculty Recognition event.

For the last several years, LFGSM has taken the following steps to improve relations with corporate clients:

- Engaged them in School-wide events
- Invited clients to sessions on global leadership consortium groups
- Delivered regular communication plans
- Obtained buy-in for key documents and activities
- Interviewed internal stakeholders to stay current with client needs
3R6: Comparing Performance with Other Organizations

Focus groups and other internal data gathering indicates that LFGSM does a better job of understanding and responding to student needs than other similar organizations. This information is mostly anecdotal, but gives a clear sense of being on the right path. Larger reporting bodies, such as the Graduate Management Admissions Council (GMAC), study and report on many issues relevant to MBA programs. In comparing responses from student evaluations to results from the GMAC, a level of satisfaction and alignment with the business community is shown to be similar to the School's competitors.

Although the School uses the Metrics that Matter student and faculty evaluations system, which is also used to gather data by many companies, it is very difficult to compare LFGSM to the full database of organizations. It is also somewhat difficult to compare LFGSM to other schools, due to its unique status as a stand-alone graduate business education institution.

Improvement

3I1: Recent Improvements

The method for collecting and analyzing student, faculty and client information has been improved. Since 2012, the Metrics that Matter system has been used to collect and report on this data. The evaluations created are administered entirely online, which gives respondents anonymity and time to respond thoroughly. The system reminds individuals regularly if they have not completed an evaluation. Reports are created and responses analyzed in a comprehensive manner. An Educational Programs and Solutions staff member was recently appointed to work on implementing, managing and improving all processes and evaluations conducted through Metrics that Matter.

Feedback from students and corporate participants is taken very seriously. Significant changes to assignments, textbooks, curriculum flow, delivery mode, and instructors have been made based on that feedback. The School is constantly looking for ways to maintain relevance in the industry.

One important development that emerged in the 2012-13 academic year was the creation of the Immersion MBA (iMBA) program. The iMBA was developed to fit the needs of prospective students in an underserved market – individuals with an interest in continuing their business education but who lacked the years of experience of our Leadership MBA students. The Immersion MBA program features a "virtual internship," all online, and augments it with strong interactions with faculty and other students, and the rigor of an MBA. The number of accepted students, student retention, and financial results for the iMBA have exceeded expectations.

In the 2013-14 Academic Year, the School created a comprehensive data reporting system, the "Dashboard", which allows staff to look at retention, shrinkage and attrition results in real-time, at any time. Student retention is one of our key performance indicators. Steps taken in the last several years to increase student retention were a direct result of student feedback. For example, students reported difficulty in physically attending each class, due to business or personal commitments. The attendance policy was adjusted in the 2012-13 academic year to allow for remote participation in class through a web conference provider. All course syllabi were harmonized to ensure that each section of the same class is consistent, making it possible for a student to attend as a make-up on a different night or in a different instructional location. Retention improved dramatically due to this improvement.
In the last year, alumni have grown into a strong supportive team, working to mentor new students and give LFGSM valuable advice.

Some new programs, such as the Daytime MBA, have not proven successful. Others, such as the iMBA, have been successful and attracted a new market of previously underserved students. LFGSM has also expanded the offering of the Healthcare Specialization and added new Specializations in Finance and Marketing in response to student demand and competitive offerings at other MBA schools.

Beginning in 2012, LFGSM greatly expanded the School’s online offerings so that students could take their entire degree, or any part of it, online. Online offerings were developed using Quality Matters and Sloan-C rubrics to assure best practices, in keeping with the School’s philosophy of learning and teaching. Online expansion attracts additional students too busy to attend in person, or those that prefer online classes.

3I2: Selecting Processes and Targets for Improvement
Many aspects of the School’s structure enable clear focus on the student. LFGSM is a private, independent, not-for-profit school that delivers only one degree and corporate education programs. LFGSM employs no tenured faculty. These characteristics allow the School to focus attention and resources on developing programs and better serving students.

LFGSM follows the Customer Intimacy value discipline model (Value Based Discipline Models, Treacy and Wiersema). One of the School’s three organizational values is Commitment to Customers. LFGSM exists in a very competitive market, but by excelling at this chosen model, the School is able to compete and maintain a solid share of the market. Excellence in a Customer Intimate value discipline compels the School to understand and respond to the needs of the customer to maintain a competitive edge.

A culture of measurement and accountability is in place at LFGSM. This influence drives the School to conduct many surveys and deploy many evaluations to measure the effectiveness of its practices and processes, most importantly student learning. Quantifiable data take the guesswork out of responding to student needs and ensures the School responds to needs that are systemic, where actions will have a measurable impact. Trend analysis and internal benchmarking combined with qualitative feedback from stakeholders clearly identify where student needs are being met and where attention should be focused. LFGSM works to balance the need for change and growth with the desire to maintain a stable culture.

LFGSM follows disciplined processes as goals are set and action areas targeted. The School has adopted project management as a core competency for staff, ensuring that all goals are SMART (specific, measurable, aligned with strategy, resourced properly and time-bound), and outcomes are measured based on Balanced Scorecard criteria. The Balanced Scorecard is a measurement system that uses non-financial performance measures in addition to financial metrics to give a more ‘balanced’ view of organizational performance. The Balanced Scorecard is often used to align activities with organizational vision and strategy, improve internal and external communications, and monitor organization performance against strategic goals. The School uses the Balanced Scorecard system to clearly and methodically understand the viability, process and outcomes of initiatives. These processes are used for all initiatives and projects, and are not limited to those addressing student and stakeholder needs.

Finally, data is tracked on the LFGSM “Dashboard”, allowing all staff to view financial, registration, and programmatic goals and results in real-time, at any time. The “Dashboard”
provides the tool for all staff to execute and analyze results for the initiatives under their responsibility. This culture of responsibility has transformed LFGSM into a data-driven organization.

**AQIP Category 4: Valuing People**

**Introduction**

Lake Forest Graduate School of Management (LFGSM) provides a supportive environment in which individuals have the opportunity to develop themselves professionally, to retain and encourage maximum staff and faculty performance. The School focuses on creating and maintaining a high performance culture, which is one of the School’s six critical success factors and is tied to the strategic objectives. The high performance culture is built on customer focus, an ownership mindset, and a passion for results. LFGSM strives to create a culture in which effective people do their best work to fulfill a worthy mission. The School strives to be an “employer of choice” environment based on shared vision, mission, values, and systematic support, which is reflected in repeated “Companies that Care” recognitions.

This environment is built through use of Human Resources practices to: recognize good work, promote effective communication and teamwork strategies, cultivate a supportive culture and pride in the organization, offer progressive training and development opportunities, ensure aligned guidelines and procedures, act as a strategic partner and consultant to employees and business unit leaders, and promote organizational stability. Several tactics are used to accomplish these objectives. The FISH! Philosophy is a program that champions fun and a positive attitude in the workplace. This program balances hard work with a light hearted attitude, which improves productivity and collaboration. Ongoing and constructive feedback is provided on performance evaluations. As part of the annual review process, staff members create development action plans, and senior and mid-level staff use 360-degree feedback tools to identify development opportunities.

Staff members are rewarded for good work through the Staff Success Sharing Plan in which eligible staff members (current full-time employees of the School in good standing that have been employed at the School for the entire previous year) receive a bonus based on the success of the School in achievement of the Strategic Goals. The maximum payout is 5% of base salary. The plan opens upon verified attainment of 95% of the revenue goal and is scaled by customer satisfaction and cost control results. Recognizing the delicate balancing act of rewarding employees who change the culture in order to achieve strategic growth goals is a challenge presented to the School.

LFGSM benchmarks pay and compensation every three years to ensure competitiveness. The School also offers generous amounts of vacation time, awards merit pay increases early in an employee’s tenure, and offers paid time off benefits to part-time employees. Staff members can take advantage of an alternate work arrangement program that provides schedule flexibility and the option to telecommute with the agreement of the supervisor. Every year the School conducts an annual Employee Engagement Survey and follows the “Learn, Share, Act” process, where ‘learn’ is gathering and analyzing the survey results, ‘share’ is the presentation of results to staff, and ‘act’ is the formation of a cross-departmental task force to respond to issues found as a result of the survey. Continued education is encouraged by offering tuition reimbursement and open enrollment training classes for staff. The School encourages qualified employees to attain their MBA. Faculty compensation is benchmarked, and opportunities for professional faculty development are numerous. The School systematically
addresses the elements necessary to demonstrate the commitment to *Valuing People*. The policies and procedures are in place and continue to be upgraded and revised to support staff and faculty development. A challenge to the School is benchmarking, since the School is an unusual institution compared to other businesses or higher education enterprises.

**Processes**

**4P1: Identifying Credentials, Skills and Values**

Staff and administrator credentials are identified by defining the responsibilities, competencies, and desired outcomes for each position. Every two years, staff and administrative employees review and, if appropriate, revise their job description in conjunction with their supervisor to ensure it accurately reflects their duties. The resulting job descriptions are benchmarked against similar job descriptions in the education industry and similar size businesses in the region. This review helps the School identify appropriate credentials for various levels of employment. Skills and values necessary to fulfill job descriptions are built into LFGSM’s core and individual role competencies. Competency measurements are listed on the annual performance review form. All job descriptions for each staff position including qualifications, education/experience, language skills, math skills, reasoning ability, and required certifications are maintained and available on SharePoint – the School intranet. (ERR 3: 5A4 Job Descriptions)

Staff are expected to be responsible, competent, committed, and caring people who are vital in fulfilling the mission of the School. In addition to executing the explicit job responsibilities listed in the job description (working “in” the job), all LFGSM employees are expected to actively seek out and demonstrate ways to improve the quality of their work, reduce costs, reduce cycle time, and pursue innovative means of adding value in their areas of responsibility (working “on” the job). “Spot awards” are occasionally given for outstanding skill performance in these areas. A peer recognition program allows staff to be recognized overtly for exceptional demonstration of their skills and performance, particularly in their ability to exceed student and customer needs. LFGSM staff should be “values driven,” seeking not only personal reward and recognition but also the opportunity to make a contribution to the lives of others. Serving others is an important part of the culture of the School, and one of the primary reasons people choose to join the staff.

The Dean of Faculty Relations and Degree Programs has a terminal degree in addition to a Masters of Business Administration, and significant experience in higher education and global education. Faculty members must possess a Master’s or terminal degree in a field related to their teaching assignments, and demonstrate top level experience in their field. The specific skills and credentials required to teach at LFGSM are based on curriculum content, HLC accrediting organization requirements and the student body composition. Faculty applications require clear identification and proof of credentials, and business experience and skills.

Faculty members are respected, experienced business professionals with contemporary subject matter expertise in the areas that they teach, demonstrating a deep understanding of business operations, and emerging business trends and technologies. They demonstrate their business credentials and contemporary subject matter expertise by demonstrating it during the hiring process, participating in the business community including the digital community, and participating in LFGSM faculty development activities and other LFGSM community events. Faculty credentials are updated annually on the faculty portal, and the format used is in compliance with IACBE, a business school accrediting body.
4P2: Hiring Processes (cc3C)

Through a process of due diligence, hiring the right staff and faculty members can be ensured. When hiring staff, a candidate’s resume is first screened for past job experience and educational credentials to ensure that they meet the basic requirements for the position. If they do, the candidate is invited to begin the interview process. Each candidate meets with numerous staff members over the course of several interviews in which they share real life examples of how they have demonstrated competencies required by the open position. The School believes that experience is a better indicator of future success than a response to a hypothetical question. During the interview process, the candidate is also evaluated for cultural fit and willingness to expend discretionary effort. Each candidate has a final interview with the President to validate their values and cultural fit.

Staff candidates must successfully pass a technology skills test, reference checks, educational verification, background check, and drug screen before being offered a position. Academic position candidates undergo degree verification and checks that education and experience are closely aligned with job responsibilities. This process, although not foolproof, is successful at screening out candidates who will not fulfill the requirements of the position or fit well within the organizational culture. By completing these steps and constantly checking the candidate against the position requirements, the School makes certain that the people employed possess the credentials, skills, and values required. Cultural fit is also important in hiring decisions, but as the School continues to change this cultural fit can present added challenges.

Professionals interested in a faculty position at LFGSM submit an application and their resume online based on needs identified by the Dean of Faculty Relations and Degree Programs and the Dean of Corporate Learning Solutions. The application and resume is reviewed by the Senior Recruiter to ensure that the faculty candidate meets the basic requirements. All candidates must have the minimum credential of an MBA or equivalent and/or documented expertise to teach in one or more of the business content areas. An online video interview is conducted and reviewed by the Senior Recruiter. The final interview takes place, either face-to-face or through web conferencing, with the Dean of Faculty Relations & Degree Programs, Dean of Corporate Learning Solutions, Director of Shared Services, and other appropriate Educational Programs and Solutions (EPS) or Corporate Learning Solutions (CLS) staff. The Dean of Faculty Relations & Degree Programs and Dean of Corporate Learning Solutions make the final hiring decision, at which point faculty candidates must successfully pass a background check, drug test, and submit transcripts from their highest degree earned before being offered a faculty position. Prior to being assigned a faculty mentor, accepted faculty candidates complete a credentialing form to further qualify them for the course they are assigned to teach. Once hired, a faculty member is considered a mentee and must spend one academic term with an assigned faculty mentor. The mentoring process, which lasts a full term, includes an orientation to the School’s mission, policies and procedures, observation of several class sessions, collaboration with their mentor to evaluate a student assignment, and a trial teaching session, taking on progressively more responsibility in each class or online session. Students and the mentoring faculty member evaluate the effectiveness of the prospective faculty member’s teaching ability through a short survey. The mentoring faculty member also evaluates the prospective faculty member’s performance on other aspects such as lesson planning and ability to provide insightful student feedback. In order to be offered a course facilitation assignment at LFGSM, the faculty mentee must complete the mentoring process to the Dean’s satisfaction. (ERR 3: 3C – Faculty Mentoring Program, 3C – Faculty Credentials File)
All of these factors -- credentials, background check, interview with the Deans, bench strength, face-to-face or online classroom performance, subject matter expertise, and student and mentor feedback -- help the School ascertain whether the new faculty member would be a good addition to LFGSM. It is important to note that the LFGSM faculty is comprised of adjunct positions only, and faculty members receive teaching agreements on a course-by-course basis based on their ability to perform well in the face-to-face or online classroom every term. The mentoring program, while good, could be stronger. An increase in faculty peer review and a newly created Faculty Academy will add enhancements to the faculty hiring process.

4P3: Recruiting, Hiring, and Retaining Employees
The customer intimacy value discipline is at the core of all LFGSM’s decisions, but it plays an especially important role in personnel decisions. Staff and faculty members represent the School to various constituents, so great care is taken to ensure the right person is hired. School employees and faculty members are its strongest differentiator. All recruitment, hiring, and retention programs are linked, supporting the high performance and customer intimate culture.

Recruitment
The School is committed to its employees and makes advancement opportunities available whenever possible. When a position opens or is created, the School first posts it internally and encourages qualified employees to apply for those positions or make referrals before an external search begins. Position advertisement or other recruitment methods may be initiated at the same time as internal posting, but not before. Depending on the position, a search agency or internet advertising may be used to find qualified external candidates if no qualified candidates came forward from within the organization. LFGSM also uses its alumni, Business Advisory Council, Board of Directors and other business community connections to find appropriate candidates. LFGSM is positioned to be an appealing organization at which to work to help attract and retain top talent. LFGSM has received the “Companies That Care” recognition for eight years in a row. This award recognizes the programs and practices we use to create a collaborative atmosphere and a culture of caring. A competitive salary and compensation package is offered that is benchmarked at or above market rates to attract qualified candidates to apply. The School’s reputation and word of mouth referrals from current faculty, LFGSM Board of Directors, and the business community generate ample interest and traffic from appropriate professionals for staff and faculty positions.

The Senior Recruiter conducts initial screening and a telephone interview with candidates. This step allows the School to get a better understanding of the candidate’s communication skills and values, and their potential alignment with the LFGSM culture. A candidate may then be invited to interview. First interviews are usually one-on-one, and subsequent interviews are often conducted in a small group setting. The candidate meets with as many potential coworkers as possible so that an accurate assessment of their organizational fit can be made, and candidates can decide if the School is the best fit for them.

Faculty hiring initially follows a similar process. Faculty candidates who pass the interview phase then become “mentees” as they begin the faculty mentoring process, which has been designed to systematically, objectively, and thoroughly address classroom and School expectations. Prospective faculty members self-select potential teaching assignments based on course descriptions available on the faculty portal or public website. The Dean of Faculty Relations & Degree Programs reviews the applicant’s qualifications and credentials to ensure
that the candidate has the ability to teach in the content area and makes the final teaching assignment decision. A Mentoring Handbook is provided to new faculty members before they start in a class, and each prospective faculty member is assigned a faculty mentor, an experienced instructor currently teaching the class. The mentor must go through a checklist of activities and information with the mentee as part of the mentoring process. Mentees must be present at six of eight face-to-face class sessions or six of eight weeks of an online class, and teach one face-to-face session or lead a week of an online class. Most mentees attend all sessions or weeks of the class. The faculty mentor observes and evaluates the mentee and submits the review to the Dean. New faculty are encouraged to attend all appropriate Faculty Bench or Certificate Council meetings as well as ongoing training and development to get better acquainted and oriented with the teaching and learning philosophy.

Retention
LFGSM provides a supportive environment in which individuals have the opportunity to develop themselves professionally to achieve retention of staff and faculty. Focus is on creating and maintaining a high performance culture, which is one of six critical success factors and is tied to the strategic objectives. The high performance culture is built on customer focus, an ownership mindset, and a passion for results.

Staff members are rewarded for good work through the Staff Success Sharing Plan in which eligible staff members (full time, current employees of the School in good standing that have been employed at the School for the entire previous year) receive a bonus based on the success of the School. The maximum payout is 5% of base salary. The plan opens upon verified attainment of 100% of the revenue goal and is scaled by customer satisfaction and cost control results. Eligibility for staff participation was recently changed from January 1 to April 1 so that our newest staff members could participate and receive a pro-rated bonus based on a few months of employment.

LFGSM benchmarks pay and compensation every three years to ensure competitiveness. Recently, vacation time was increased by awarding increases earlier in an employee’s tenure and paid time off benefits were offered to part-time employees; however, that was balanced with a 4-week vacation cap for long time staff members. Staff members can take advantage of an alternate work arrangement program that provides schedule flexibility and the option to telecommute with the agreement of his or her supervisor. The School conducts a biannual Employee Engagement Survey and Mini Employee Engagement Surveys in alternate years. The School follows the “Learn, Share, Act” process, where ‘learn’ is gathering and analyzing the survey results, ‘share’ is the presentation of results to staff, and ‘act’ is the formation of a cross-departmental task force to respond to issues found. Continued education is encouraged by offering tuition reimbursement and open enrollment training classes for staff.

(ERR 6: C – Employee Handbook)

4P4: Orienting New Employees
LFGSM features the School’s mission in new staff orientation to ensure new employees begin with a firm understanding of how it drives strategy and its dynamic role in the business. The mission is displayed on a 5’ x 6’section of wall in the entry of the Main Campus and in the Schaumburg satellite location. In addition to seeing the mission upon entering the building, staff and faculty also hear about the School’s mission from the School’s President and CEO in late stages of the interview process, and at staff and faculty meetings. The mission is included in formal staff and faculty orientation processes where staff members learn how the mission grew from the School’s origins and consistent
commitment to delivering practical business management education. FERPA online training for all new staff and faculty hires and HIPAA training for all new supervisors is conducted as well. Beginning in the 2014-15 academic year, all new faculty will be required to participate in the Digital Literacy Key Elements of Your Success (KEYS) module which highlights the necessary tools and technology to effectively engage with students in the Learning Management System. See section 111 for more information.

4P5: Planning for Personnel Changes
The School has experienced the effects of faculty or staff members becoming ill or suddenly leaving and the difficulty of finding a qualified replacement under tight time constraints. The School engages in proactive ways to identify and plan for potential personnel changes to mitigate this problem.

Annual staff performance reviews are conducted to evaluate the strength of each staff member. The School can often anticipate future personnel needs based on this assessment and are able to plan for many potential changes. However, staff recruiting does not begin until a position is open or an employee has announced the intent to leave the School. Similarly, when a new staff position is created, the job description is outlined early so recruitment for the right person can begin promptly. Decisions to add new staff positions are always tied to strategy and growth plans.

An annual Faculty Review is conducted with the Dean of Faculty Relations & Degree Programs and other appropriate EPS staff with input by the Dean of Corporate Learning Solutions. Student post-course evaluations, participation in ongoing training and development, and attendance at meetings are reviewed. Depending on results and overall strength of the faculty Bench, a faculty member may be referred to additional training or mentoring, released, or activated for the upcoming year. When a new course is developed, faculty needs are identified early and the Senior Recruiter begins the recruitment process. Qualified candidates are always reviewed against current and prospective faculty members based on education, experience, and credentials.

4P6: Designing Work Processes and Activities
Organizational productivity depends on employee satisfaction. LFGSM focuses on creating opportunities and an environment in which employees and faculty members feel engaged and valued.

Staff members complete an Employee Engagement Survey biannually (best practice) and a Mini Engagement Survey every other year. The surveys are conducted by an objective third party. These surveys help identify areas of employee satisfaction, communication, commitment and frustration. By addressing the issues noted in the survey report, staff and faculty members feel heard and valued, which boosts their level of satisfaction. An example of how this is accomplished can be seen in the 2012 Employee Engagement Survey Findings presentation. Following a Learn, Share, Act process the survey results are analyzed by Management Team members during the Learn phase. The results are shared with staff during an all-staff meeting, including benchmarks and comparisons to previous years. Finally comes the Act phase to discuss next steps and develop action plans to improve satisfaction. The results and improvements from the Employee Engagement Survey will be discussed in greater detail in 4R2 and 4R3 as well as 4I1.
Staff members and supervisors work together to set annual individual performance goals that are tied to strategic initiatives. Participating in the goal-setting process from start to finish allows employees to feel a greater sense of ownership and accountability. Staff members can participate in a peer-to-peer recognition program called “Caught Ya!” One staff member recognizes another for going “above and beyond” in one of four categories: cost control, customer service, teamwork, and compassion. All “Caught Ya!” submissions are read aloud monthly at a quick recognition break.

Faculty members play an important role in creating the academic content and experience for students. They participate in designing courses through Curriculum Councils and at annual area curriculum meetings, mentoring new faculty members, submitting ideas, or leading faculty development workshops on a best practice topic. All of these initiatives provide opportunities for faculty members to take an active role in shaping LFGSM, which contributes to their overall satisfaction. Faculty members are rewarded for achieving teaching milestones with a certificate or gift at the annual Faculty Recognition Reception. Every year one faculty member is selected as the Distinguished Faculty Award winner based on student post-course evaluation scores from the academic year. Faculty members complete a Faculty Engagement Survey at the end of every academic term giving specific feedback as to their preparedness, staff support and satisfaction. Faculty Engagement Survey scores continue to increase, despite the structural changes made to the MBA program over the last several years. (ERR 3: 4A6.1 – Faculty Engagement Survey Report, see section 3R4 for trend analysis)

4P7: Ensuring Ethical Practices (cc2A, 2E)

The rigorous screening practices used for hiring faculty and employees help the School ensure ethical candidates are identified to the highest extent possible. The LFGSM culture dictates that employees and faculty members behave ethically and are informed about expectations regarding appropriate and ethical behavior through policies in the Employee Handbook (ERR 6C – Employee Handbook) and Faculty Handbook. (ERR 6B – Faculty Handbook) Every year staff members sign a code of conduct, ethics statement, confidentiality agreement, and conflict of interest statement acknowledging that they are aware of ethics policies. Annual financial audits scrutinize financial practices, and interviews with the School’s Management Team focus on ethical practices. Faculty members review the policies and procedures of the Faculty Handbook and sign an annual faculty agreement.

The 2013 Quality Check-Up Visit confirmed that a conflict of interest policy and ethics policies are in place, ensuring that staff and faculty act in the best interest of the institution. (ERR3: 2A LFGSM Bylaws – Conflict of Interest p.16) Using academic best practices and coinciding with LFGSM’s foundation of honesty and integrity, an Academic Honesty and Plagiarism Policy was developed and implemented. All students and employees must adhere to the policy. (ERR 3: 2E Academic Honesty; ERR 6: All Handbooks).

4P8: Determining Training Needs

Training needs for staff and faculty are determined through different means. Staff training needs are determined at the individual and organizational level. The School starts with a desired end-state or goal and implements training that fulfills the goal. These organizational training sessions are done twice a year at all-staff forums. Staff members
identify individual training needs when they set annual performance goals. Training helps employees perform their role at LFGSM more effectively and meet their individual performance goals. Employees must clearly show how requested training meets a current or planned business need, applies to their objectives, and aligns with the School's goals to get training funded. Qualified staff are encouraged to obtain their MBA using the tuition benefit offered, if approved by the supervisor.

Individual faculty training needs are determined based on student post-course evaluations, other student feedback, strategic direction of the School, the faculty expertise, and the current best practices in the discipline and in adult education. Faculty members may be asked to attend training to strengthen an area of weakness in the classroom, such as presentation skills. Faculty members are encouraged to participate in all faculty development workshops to advance their competence as a course facilitator.

As an educational institution, staff and faculty are key factors in implementation of the educational mission and values. Training and educating the staff and faculty creates more capable and creative employees that make richer contributions to the School in all aspects of its business. From the 2013 Quality Checkup Visit, LFGSM believes that informed staff and faculty strengthen the institution. The School encourages professional growth and the development of new skills through attendance at conferences and seminars, and external degree programs associated with employees' job responsibilities. The School will pay conference/seminar fees, travel expenses, reasonable hotel and meal costs, and associated expenses for any approved seminar/conference attendance. (ERR 6: C 2012-2013 Employee Handbook, Employee Handbook – Benefits: Education and Training – Conference and Seminar Training, Employee Handbook – Benefits: Education and Training – Education Assistance – Internal and External)

4P9: Training and Development

LFGSM believes lifelong learning is a core competency for success in any field and recognizes education’s importance in development. LFGSM provides tuition reimbursement for the LFGSM MBA program and relevant programs at other schools. LFGSM validates its own perspective of the importance of education. The School provides many in-house educational opportunities, some of which are taught by current LFGSM faculty members. These educational opportunities help faculty and staff members grow so that they can more ably contribute to the mission of the School. Additional enrichment opportunities are regularly available at “lunch-n-learn” sessions that led by a staff member or a guest. A relevant “business book of the month” series is available for all staff.

LFGSM strives to promote from within. Any available open position is evaluated using a thorough process that includes the hiring manager, Vice President of Human Resources, and the President to identify internal candidates. Internal opportunities for promotion help staff members develop their career. As staff members take on additional responsibilities, they may be offered a promotion that provides them the opportunity for greater recognition and further development. Staff members can also apply for open positions if they are qualified. Other opportunities for professional development come from involvement in cross-functional committees, special projects, mentoring or task forces. LFGSM encourages and supports employees in their professional development and recognizes its role in supporting staff members’ professional development. Every talent review process considers the experiences each employee may need to grow in their current position or be considered for promotion. Faculty training and development topics come directly from faculty and the strategic goals of
the School. In Bench and Certificate Council meetings, faculty review student and peer feedback to identify the most pressing training needs. The annual faculty development schedule is designed to support those topics and the strategic initiatives of the School.

A follow-up process to reinforce and measure newly learned skills is usually set up after a training session. Validation of skills is completed by setting expectations and measuring the use and outcomes of the newly learned skills. Follow-up processes may be small discussion groups or regular reporting procedures. In some cases, such as the organization-wide project management training, performance measurements were established to encourage use of the new skills and included in employees’ annual performance reviews.

4P10: Designing and Utilizing Personnel Evaluation System (cc3C)
Individual goals and objectives support departmental goals and objectives, which in turn support School goals and objectives. All goals and objectives connect to the organizational mission, values, and strategic plan; they build upon and support each other. Every staff member is measured on demonstration of the organizational competencies: integrity and ethics, customer/constituent focus, business results, innovation and communication. These competencies are basic to the instructional and non-instructional programs and services. Employees are also evaluated based on their functional competencies specific to certain grade levels and/or positions. Employees must also demonstrate individual, job-specific competencies. The “state-of-the-art” SuccessFactors performance management system is used to manage this evaluation process. This online assessment tool helps supervisors objectively evaluate each employee’s performance based on pre-determined, organizationally aligned characteristics. Since the mission and value proposition align with, define, and support our instructional and non-instructional programs, employee evaluation is also aligned with the programs and services.

The performance evaluation process follows a Plan, Do, Check, Act model. In the “plan” stage, the employee and supervisor work together to set performance and development goals for the upcoming year. Each goal is written so that it is specific, measurable, aligned with organizational strategy, properly resourced, and time-bound (SMART goals). These standards establish benchmarks that make evaluations objective and consistent across the organization. Employees are responsible to “do” what their goals call for, and there are periodic “checks” throughout the year where supervisors and employees assess progress to goals and discuss any changes needed. This is the “act” phase. The process is ongoing to encourage employee and organizational productivity so that at the end of the year when employee reviews are due, there are no surprises.

The School also sets objectives against which faculty members are measured. Faculty members receive feedback from MBA students on midterm and post-course evaluations, peer feedback, and performance compared to Bench and Certificate Goals. Periodic class observations by experienced faculty or The Dean of Faculty Relations & Degree Programs are performed if “at-risk” faculty are identified. Student evaluation scores for each faculty member are analyzed and compared with trends and internal benchmarks. This process was confirmed in the 2013 Quality Checkup Visit.

4P11: Designing Recognition, Reward, Compensation, and Benefit System
Specific actions that support instructional and/or non-instructional program or service objectives are identified as the basis for employee recognition, reward and compensation.
For example, LFGSM has an objective to reach a Net Promoter Score at or above 9.0 every year for all programs. As part of the Staff Success Sharing Plan, the size of the employee bonus is tied to goal achievement. The program is opened when the School attains 100% of its revenue goals, and payouts increase or decrease according to the results of the Net Promoter Score and other strategic goal achievement.

The Caught Ya! Program mentioned in 4P6 aligns with and reinforces organizational objectives by recognizing staff members for special effort in areas that support organizational objectives. Recognition that falls in one of the four categories: customer service, cost control, teamwork and compassion, aligns with the organizational values and objectives. When one staff member observes another going above and beyond the norm in one of the four categories, a Caught Ya! Message with a short description of the noted action is posted on SharePoint – the School intranet. Monthly recognition breaks sponsored by the FISH Committee include the reading of all Caught Ya! Messages. This reinforces the desired behaviors and reinforces the behavior of recognizing the desired behaviors. The School also uses spot recognition awards for excellent performance. These financial awards are given by managers to employees for excellent performance on a specific project or significant activity. Six spot awards were given in 2011-12 and thirteen in 2012-13.

These programs are concrete examples of how the School connects recognition and reward to organizational objectives. Determining and aligning compensation with organizational objectives is more complex. Merit raises are tied to individual goal achievement. The School benchmarks compensation every three years to ensure the School delivers competitive compensation.

Faculty reward and recognition has centered on preferred access to teaching assignments, offering opportunities to lead faculty training sessions ("train the trainer" model), and occasional contests for innovative technology use or other teaching innovations. The new LFGSM Faculty Academy is in development, and will encourage faculty members to increase their effectiveness in the classroom. The Faculty Academy involves a series of workshops designed by faculty for faculty to teach face-to-face and online classroom effectiveness. Participating faculty will receive a certificate and/or Digital Badge upon successful completion of courses. Those that have participated in the Faculty Academy courses will take part in a pre-slotting process and have first rights to course scheduling. This recognition incent faculty members to pursue training that reinforces organizational objectives.

Faculty pay increases are determined by the number of courses taught, student post-course evaluation scores, and active participation in faculty meetings and development opportunities. Student post-course evaluation results that are consistently below the norm lead to release or referral to development. Faculty demonstrating classroom effectiveness, supporting organizational objectives and showing investment in the School are slotted for more classes and achieve a higher pay level. Because LFGSM uses an all-adjunct faculty model, faculty pay and faculty course sloting can be used as motivators for reinforcing desired behaviors, which makes it possible for LFGSM to ensure faculty members are aligned with instructional and non-instructional objectives.

Competencies are the cornerstone for instructional and non-instructional objectives. Students and staff members are measured against core competencies and faculty
members are measured on their ability to teach the competencies.

4P12: Determining Issues Related to Employee Motivation

Staff members participate in a biannual Employee Engagement Survey and Mini Employee Engagement Surveys in alternate years, and questions on these surveys addresses issues related to motivation. Survey results analysis includes comparison to the previous year’s results and benchmarking against similar companies. The survey is administered through a third party to maintain confidentiality, but is directed by the Human Resources department. As part of their service, the third party administrator, Winning Workplaces provides data analysis that indicates areas of change or concern in the responses and benchmarks against similar companies. This analysis assists in identifying key issues with staff motivation and satisfaction. Courses of action are determined by the cross-departmental team convened to address issues identified by the survey. The Human Resources department also conducts 45-day check-in meetings with new hires, requires managers to establish 90-day performance goals, and conducts exit interviews with all employees. Each new hire has a specific onboarding plan and a 90-day performance review using the SuccessFactors performance management system. Information from these activities is tabulated and trend analysis is performed. Where appropriate, recommendations for change are presented to the Management Team and implemented. (ERR 3: 4A6.1 – Employee Engagement Survey Report)

Faculty members who are actively teaching complete a Faculty Engagement Survey at the end of each academic term, providing important feedback on the satisfaction, quality of the course, student preparedness, staff support, and alignment with School mission. All Faculty Engagement Survey reports are reviewed by the Vice President of Educational Programs and Solutions, the Dean of Faculty Relations and Degree Programs, the Dean of Corporate Learning Solutions, and the Vice President of Corporate Learning Solutions.

Faculty members are motivated by their own interest in professional development, participation in curriculum development, and peer and School recognition. Their need for participation in curriculum development is addressed by inclusion in Curriculum Councils. Curriculum Councils work with the Dean of Faculty Relations and Degree Programs to review learning outcomes and basic course design, and ensure alignment throughout the courses. When courses have consistently been rated low on student post-course evaluations, the materials and content of the course are reviewed to determine if changes are needed. A faculty Subject Matter Expert (SME) and Instructional Designer (ID) are assigned to revise the course with a final review by the Faculty Bench, Director of Shared Services, and Dean of Faculty Relations and Degree Programs.

Faculty members are also motivated by peer and School recognition, and participating in an extensive business community network. LFGSM holds an annual faculty recognition reception at which awards based on innovation, merit or longevity are presented, and faculty meet each other as a community. Contribution to Learning Excellence awards are awarded to faculty members who were “runners up” for the Distinguished Faculty Award based on the highest evaluations of course work, faculty, and business impact scores on student post-course evaluations. Faculty achievement is also recognized through merit or longevity pay increases, opportunities to lead faculty development training, and invitations to attend education conferences such as Sloan-C in Milwaukee.
4P13: Determining Issues Related to Employee Satisfaction

In addition to an “open door” policy and supportive environment in Human Resources, the biannual Employee Engagement Survey and Mini Employee Engagement Survey in alternate years are the primary tools used to evaluate employee satisfaction. As noted in 4P12, when results show a decline from the previous year or a negative trend, the issues related to those results are addressed. Each year an employee task force makes recommendations based on the survey results, and many of the recommendations have been implemented. Activities to increase employee satisfaction range from services like dry cleaning drop off and pick up, to programs like the Alternate Work Arrangement Program (AWAP). In this program, employees have the opportunity to adjust their work schedule to include regular telecommuting, adjusted work hours and/or other accommodations to promote the balance between work and home life. Summer hours are also offered, with extended work hours Monday through Thursday and a half workday on Friday.

LFGSM is committed to the employee health and wellness program. Each employee may apply for an annual health benefit stipend that can be applied to group fitness classes, nutrition classes, weight loss management, smoking cessation programs and exercise equipment. The School organizes lunch hour Yoga classes once weekly (employees may apply their health benefit), and has organized lunchtime walking groups. LFGSM holds an annual health fair at which employees can get a free blood chemistry screening, attend lectures and demonstrations, and engage in other health assessments such as bone density and posture tests. This benefit has been extended to spouses and immediate family as well.

LFGSM offers a comprehensive benefits package that includes an Employee Assistance Program (EAP), medical and dental insurance, and matching 403B retirement contribution up to 5% of an employees’ voluntary contributions to the plan. The School has contracted with an external professional firm to provide comprehensive EAP services.

Safety is a growing concern at all institutions of higher education. Interior and exterior cameras at the Main Campus are monitored by the reception desk and Facilities & Events Manager. The building is alarmed and equipped with a panic button. The Schaumburg location remains locked when classes are not in session. Campus Coordinators are available at both locations at all times when classes are in session. (ERR 4: 4 – Campus Security Report)

Computer safety is of prime concern. The LFGSM Information Technology department takes a proactive and cautious position on computer safety. Regular safety audits are completed by consultants to assess the School’s ongoing protection against computer hacking. The Chief Information Officer provides e-mails and learning sessions on password protection, spam detection, and 1:1 support in addition to automated safety mechanisms. The IT support team regularly guides staff members on issues or questions.

Results

4R1: Measures Collected and Analyzed

The primary vehicles used to measure valuing people are the biannual Employee Engagement Survey, Mini Employee Engagement Surveys in alternate years, and exit interviews with every departing employee. Informal surveys and follow-up plans to training sessions are offered. Staff and employee turnover rates are also measured.
Table 12: Staff Turnover Rate 2012-14

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Voluntary</td>
<td>9</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Total Involuntary</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Total Turnover</td>
<td>11</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>55</td>
<td>55</td>
<td>55</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Turnover Rate</td>
<td>20%</td>
<td>5%</td>
<td>7%</td>
</tr>
</tbody>
</table>

Chart 6: Staff Turnover 2012-14 Year to Date
Table 13: Staff Mini Engagement Survey Results Fall 2013

<table>
<thead>
<tr>
<th>Survey Year</th>
<th>2012</th>
<th>2013</th>
<th>2013 vs. 2013 Change in Mean</th>
<th>2012 vs. 2013 Change in Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response Rate</td>
<td>83%</td>
<td>78%</td>
<td>78%</td>
<td>78%</td>
</tr>
<tr>
<td>Number of Responses</td>
<td>48</td>
<td>42</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>% Agree</td>
<td>Mean</td>
<td>% Agree</td>
<td>Mean</td>
<td>% Agree</td>
</tr>
<tr>
<td>1. I am proud to work for LFGSM.</td>
<td>94%</td>
<td>4.7</td>
<td>93%</td>
<td>4.7</td>
</tr>
<tr>
<td>2. Overall, I enjoy working for my immediate supervisor.</td>
<td>92%</td>
<td>4.6</td>
<td>93%</td>
<td>4.7</td>
</tr>
<tr>
<td>3. My job gives me a feeling of accomplishment.</td>
<td>90%</td>
<td>4.5</td>
<td>78%</td>
<td>3.9</td>
</tr>
<tr>
<td>4. Overall, I am satisfied with my job.</td>
<td>79%</td>
<td>4.0</td>
<td>69%</td>
<td>3.5</td>
</tr>
<tr>
<td>5. My job is interesting.</td>
<td>90%</td>
<td>4.5</td>
<td>86%</td>
<td>4.3</td>
</tr>
<tr>
<td>6. I am motivated to contribute more than what is expected of me in my job.</td>
<td>90%</td>
<td>4.5</td>
<td>86%</td>
<td>4.3</td>
</tr>
<tr>
<td>7. I am not currently planning on leaving LFGSM.</td>
<td>73%</td>
<td>3.7</td>
<td>64%</td>
<td>3.2</td>
</tr>
<tr>
<td>8. I would feel comfortable referring a good friend to LFGSM for employment.</td>
<td>88%</td>
<td>4.4</td>
<td>67%</td>
<td>3.4</td>
</tr>
</tbody>
</table>

The Faculty Engagement Survey for all faculty teaching in the current academic term in both degree and non-degree programs is administered at the end of every eight-week term. (ERR 3: 4A6.1 – Faculty Engagement Survey Report) In June of each year, the Distinguished Faculty Award winner is announced. The award criteria are based on course work, business impact, and faculty scores from student post-course evaluations for each course taught during the academic year. In addition to these measures, regular electronic and in-person contact with faculty members serves as an informal means to measure how faculty feel valued.

4R2: Performance Results

The 2012 Employee Engagement Survey had 78% participation rate, a decrease in 13% from the prior year, and an overall satisfaction rating of 4.05/5.0, down 3% from the prior year. 72% of respondents gave a favorable response, down 10% from the prior year. 88% of respondents express pride in working at the School. 88% of respondents agree that they have an opportunity to directly contribute to the School’s success. 70% of respondents believe LFGSM is making good progress toward goals (vs. 57% PY). 65% of respondents are confident the School is positioned well for future success (vs. 70% PY). 60% of respondent comments in response to “What’s Working Well,” expressed optimism about the School’s direction. (ERR 3: 5E, 5F – Employee Engagement Survey Results)

Faculty Engagement Survey overall scores average 4.43 on a 5-point scale. Scores that are
highlighted in green are above the average score, and scores highlighted in yellow are below the average score. The goal for the 2013-14 academic year is an overall score of 4.4 out of 5.

Table 14: Faculty Engagement Survey Results 2012-14

<table>
<thead>
<tr>
<th>Term</th>
<th>Response Rate</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter 1 2012-2013</td>
<td>62.86%</td>
<td>4.36</td>
</tr>
<tr>
<td>Winter 2 2012-2013</td>
<td>80.36%</td>
<td>4.34</td>
</tr>
<tr>
<td>Spring 1 2012-2013</td>
<td>63.27%</td>
<td>4.41</td>
</tr>
<tr>
<td>Spring 2 2012-2013</td>
<td>72.73%</td>
<td>4.26</td>
</tr>
<tr>
<td>Summer 2013-2014</td>
<td>70.97%</td>
<td>4.39</td>
</tr>
<tr>
<td>Fall 2013-2014</td>
<td>67.50%</td>
<td>4.56</td>
</tr>
<tr>
<td>Winter 1 2013-2014</td>
<td>64.10%</td>
<td>4.61</td>
</tr>
<tr>
<td>Winter 2 2013-2014</td>
<td>76.32%</td>
<td>4.47</td>
</tr>
<tr>
<td>Spring 1 2013-2014</td>
<td>57.14%</td>
<td>4.49</td>
</tr>
</tbody>
</table>

Chart 7: Faculty Engagement Survey Trend Analysis

As part of the AQIP Faculty Engagement project the LFGSM Faculty Academy is being introduced in the 2014-2015 Academic Year. The Faculty Academy will provide defined courses related to a certificate in Communication and Engagement, Active Engagement for Adult Learners, and Assessment. Direct measures will be incorporated to show clear competency of skills necessary for the achievement of the certificate.

4R3: Productivity and Effectiveness

The employee survey reflects staff attitudes in many areas that impact the School’s ability to achieve goals. Organization-wide, all categories measured scored above 80% favorable which indicates staff consensus in these areas. Staff alignment and agreement with these core elements of the School are critical to successful achievement of goals.

Except for 2009, there has been a payout from the Staff Success Sharing Plan for the six previous years, which is based on achieving organization-wide revenue, customer service and cost control goals. In 2009, the economic downturn created conditions in which we were unable to meet our revenue goals, and this cycle continues. Nonetheless, we achieved excellent results on cost control and customer satisfaction. This is clear evidence
that we are meeting some goals. Even though LFGSM is above goals of 80% there is recognition of a decrease in some key indicators with possible correlation to change in the culture, and communication at the Management Team level.

Student post-course evaluation scores show what courses need the most immediate revision. Courses that score consistently lower than 4.0 in overall score, or in the Course Goal achievement or Course Work categories are reviewed by the Bench for revision. Significant course revisions are resourced in the Educational Programs and Solutions budget and assigned a Subject Matter Expert (SME) and Instructional Designer (ID) for the following fiscal year.

Chart 8: Student Post-Course Evaluation Scores by Category

Chart 9: LMBA Post-Course Evaluation Summary Trend Analysis
4R4: Comparing Performance Results with Other Organizations
Data on faculty demographics can be found in the Institutional Snapshot and is submitted in the annual IPEDS report. (ERR 1: B – Institutional Snapshot)

Employee Engagement Survey results are benchmarked against other companies. (ERR 3: 5E – Employee Engagement Survey 2012)

Improvement
4I1: Recent Improvements
In 2011, a Work Realignment Process (part of the strategic planning process) was developed and implemented by each staff member to analyze their workload and determine those activities that should be discontinued, reduced, continued, or leveraged for greater value. A level of effort tool was developed to chart staff time allocation required to implement the strategic plan, using a bi-weekly planning framework. As a result of implementing this process, staff members reported a 15% higher favorable response (59% to 74%) to the statement, “I feel my workload is manageable” on the 2012 Employee Engagement Survey. (ERR 3: 5E – Employee Engagement Survey 2012, 5F – Mini Employee Engagement Results 2013)

A recent addition to lunch-n-learn sessions was the introduction of the Business Book of the Month with presentations by staff members, and monthly competitive environmental and industry trend sessions. These activities help to better educate staff and bring a “one LFGSM” approach to communication sharing. This was a direct response to an identified need in the 2012 Employee Engagement Survey Findings requesting greater inter-departmental communication.

A major upgrade to the information system database at LFGSM has resulted in enhanced use of technology for recording and reporting School data. The implementation of the Jenzabar enterprise database, and the ability to combine the details into a “Dashboard” promotes data transparency throughout the organization. The direct improvement from the information system upgrade to faculty has been in the ability to better map information directly from the database into a form allowing for ease of scheduling and slotting of faculty for available courses. This process improvement resulted in time-saving efforts from several
days of direct scheduling by a team of people to two hours for the Dean and Administrative Assistant.

The Metrics that Matter® student post-course evaluation improvement promotes more direct and honest feedback from students into the course work, business impact, and instructor evaluation. The indirect quantitative and qualitative feedback from this improvement has resulted in the ability to gather increased data on courses and faculty and the ability to see an overall pulse of the program. Staff can “drill down” to the individual course level and identify specific technology and materials necessary for immediate improvement. Based on the results of post-course evaluations, course revisions for eight LMBA courses and five iMBA courses has been budgeted for the 2014-2015 Fiscal Year. The course evaluation data has also led to the creation of the LFGSM Faculty Academy which will be highlighted in greater detail in 4I2. This will directly impact the AQIP Project on Faculty Engagement.

The implementation of Metrics that Matter® also provided the opportunity for faculty to complete an Engagement Survey at the end of every academic term, not just annually. This has provided ongoing data, both quantitative and qualitative, and the ability to see trends and take more immediate action for improvement in faculty engagement, and target training and development programs to the immediate needs of the faculty.

Faculty award improvements also took place. Changing from a Teaching Excellence Award to a Contribution to Learning Excellence award emphasizes student learning and direct business impact application rather than faculty teaching. In January 2014 a Best Practices in Technology workshop was conducted. Faculty embracing this new contribution to learning excellence style and benefit delivered to students was highlighted. The annual Distinguished Faculty Award (DFA) selection also changed. Previously, graduates voted to elect the Distinguished Faculty, which resulted in recent faculty receiving preference, rather than the faculty member delivering the highest impact. The new process considers the data collected from student post-course evaluations from both degree and non-degree programs, the number of students taught, and active participation in meetings and training throughout the year. This process has resulted in the selection a DFA reflecting the mission and vision of LFGSM and providing business impact to the students and community.

4I2: Selecting Processes and Targets for Improvement
In Fall 2012, LFGSM introduced a new information system database, Jenzab. This implementation, among many other benefits, allows for better tracking of faculty credentials and easier selection of faculty for course facilitation. Improvements in this area will continue through mapping of information onto the my.LFGSM.edu Faculty Portal to allow Faculty more direct involvement in course selection for slotting, and process transparency. During the 2014-2015 Academic Year a staff specific information system module may be added, which will help combine Human Resources processes into one database location for both staff and faculty.

The Faculty Portal will continue to grow as the communication and resources Faculty Commons and increase faculty engagement through more technology enhanced learning. Single-sign-on (SSO) features are being considered to allow for ease of access between the Faculty Portal and the Blackboard Learn Learning Management System (LMS).

WebDAM is a digital asset management platform that allows access to documents and materials through a cloud-based internet solution. Faculty and staff have accounts with
access to the materials stored in WebDAM. This will allow for better resource sharing and cataloging for access throughout the degree and non-degree programs.

In the 2014-2015 Academic Year, LFGSM is launching a Faculty Academy for ongoing training and development and in direct support of the AQIP Project on Faculty Engagement. The purpose of the LFGSM Faculty Academy is to provide a structure that supports ongoing faculty development and continuous improvement in using industry best practices. The goal of the program is to identify best practices and deliver training on strategies, particular tools, and techniques needed to deliver the highest quality programs and courses to both degree and non-degree programs. A faculty steering committee, representing the broad talents and roles of faculty, will lead the Faculty Academy with administrative support from LFGSM. Faculty will hold two-year terms and initial terms will be staggered so there is continuity of service to the Academy. Each faculty must participate in a minimum of two Academy events annually to remain on the active faculty list. Faculty who participate and successfully complete the training event will be considered first for degree and non-degree assignments, as appropriate. As faculty complete the highest level in a particular topic they will earn a digital badge that can be added to their curriculum vitae, credentialing file and LinkedIn profile. Faculty who are actively engaged and successfully complete Faculty Academy-sponsored training will be the first considered for conference attendance, additional external training and development opportunities, and review of new products or resources. Whenever possible internal sources will be identified to provide instruction for Faculty Academy training events. Faculty will act as trainers to other faculty as they complete training.

A final improvement under consideration is revising the faculty compensation and recognition plan. The School will move away from longevity and volume-based awards to a more direct measurement of teaching and learning effectiveness. Compensation increases and awards will be based on high performance. This improvement requires a deep look into the faculty culture and espoused values, and the underlying assumptions that accompany the culture and values.
AQIP Category 5: Leading and Communicating

Introduction

LFGSM leadership and communication are well aligned and our processes are stable as described in our 2010 Systems Portfolio, and continue to be refined based upon new challenges and opportunities. LFGSM has had to revisit communication plans due to the significant changes introduced in the last several years. The plan of the past was aligned, but there was little change. Now that change processes have been introduced, the School strives to reduce reactivity and increase systematic processes and decision making. The School’s mission and values are well understood and evident throughout the school. Building on the Values Articulation Project identified in the 2010 Systems Portfolio, the values statements continued to be stressed and assessed as to the level of execution that is apparent. Alignment to the mission and vision statements is emphasized. Since 2010 the organizational structure has been expanded to include the Research, Development and Innovation department (RDI). This has provided an opportunity to make definitive and deliberate plans for the future of the School. The yearly strategic planning, governance, and talent development processes continue to evolve to not only live out the mission of the School but continue to expand its reach. The organizational structure and mission allows shared accountability and responsibility for the current operation, fiscal health, extension of current programs and future program planning. It invites collaboration across the school through the Strategic Plan and the cascading performance goal setting and performance review process down to each individual employee. The School’s governance works through an active committee structure that provides insight, guidance and fiscal oversight to each department. When necessary, committees join together to plan or collaborate on strategic initiatives, such as the launch of the Immersion MBA in 2012. When leading and developing new ventures, the School uses the RACI method to describe who is Responsible, Accountable, Consulted and Informed. This allows leadership and role clarity and communication to occur more readily during the organizational change initiative. The School’s governance, administration and faculty collaborate together to fulfill and advance the mission of the School. The School’s administration and budgeting process supports its strategic planning and execution.

Processes

5P1. Defining and Reviewing Institution’s Mission and Values (cc1A)

The mission statement of Lake Forest Graduate School of Management (LFGSM) has been essentially the same since the School’s beginning in 1946. The mission statement is: “LFGSM is an independent, not-for-profit business management education enterprise dedicated to improving the competence, confidence and ability of working professionals and organizations to make significant business contributions that lead to outstanding and measurable results.” The mission statement is written in full into the Board of Directors by-laws to assure it guides the overall operations of the School and is widely understood. The by-laws also clearly articulate that any change in mission, vision or purpose requires full Board approval. (ERR 4: 2A LFGSM By-Laws) The mission, vision, edge, and values statements continue to drive the School within the context and culture of a business school, and align with the School’s strong relationships within the business community. For example, LFGSM provides highly practical, competency based, contemporary business education highly suited for working professionals. The School’s academic methods (simulations, case studies and application projects) use highly practical learning models to facilitate the direct transfer of learning from the classroom to the student’s work world, consistent with the School’s mission statement. The School’s Admissions criteria and current student profile (working professionals currently employed while advancing their
education goals) are consistent with the School’s mission statement. The Student Services the School provides (tutoring, networking, career services) are consistent with the School’s mission statement. The practitioner faculty model used by the School is unique, and consistent with the School’s mission statement.

The membership, terms, committees, responsibilities and by-laws of the Board of Directors reflect the purpose of LFGSM and facilitate the accomplishment of its mission. The Board of Directors is intentionally composed of senior business executives from organizations who provide students, senior leaders from small, medium, and large organizations that represent diversity of constituencies served, and significant benefactors of the School. (ERR 3: 1A2 – Board Committee Organizational Chart) The Board of Directors contains at least one alumni voting member, and two alumni and two faculty sit on the current Board of Directors. The presence of alumni and faculty on the Board of Directors assures a level of alignment with the School’s mission, vision, edge, purpose, and values statements. The Board of Directors meets four times per year. Board Committees meet a minimum of three times per year, and their charters are approved by the Board Committees and the full Board of Directors annually. The Board of Directors Executive Committee, which includes the Chairs of each Committee, meets quarterly to collaborate on key Strategic Plan initiatives. The Business Advisory Committee (BAC) plays a significant role in support of the student experience. The BAC consists of business executives who volunteer their time and talent to provide counsel to the School on strategic initiatives. The current BAC Chair is also an LFGSM faculty member. Reciprocal Board of Directors membership of the Presidents of both LFGSM and Lake Forest College provides alignment of the School’s mission with the larger community.

The LFGSM values that were finalized in March 2009 (Commitment to Customers, Continuous Improvement, Integrity) continue to be reviewed and reinforced, and are widely communicated and understood by the Board of Directors, Management Team, faculty, staff, key vendors, and the Business Advisory Council (BAC). The mission and values statements are documented in the handbooks for the Board of Directors, faculty, students and staff, are posted on the School website, and included in the academic catalog. The mission, vision, edge, purpose, and values statements continue to guide the planning, decision making, resource allocation and communication processes of the School.

The Board of Directors is autonomous and actions can be taken only within their responsibilities as defined in the by-laws. The Board of Directors preserves their independence by a clear Conflict of Interest Disclosure and Action process and by conducting executive sessions when indicated. (ERR 3 2A LFGSM By-laws – Conflict of Interest p.16)

5P2. Aligning Directions with Mission, Vision, Values, and Commitment to High Performance (cc1A, 2C, 5C)

The Board of Directors sets direction in alignment with the mission and values through its Board Committee structure. Each Board Committee has a charter that aligns with accomplishment of the overall mission, promoting a high performance culture and active participation for Board members in the life of the School. Board Committees take active roles in review of strategic initiatives within the areas of focus in their charters: Research, Development and Innovation (RDI), Information Technology, Educational Programs and Solutions (EPS), Marketing, Human Resources and Finance. The Board Committees work with the President and the appropriate member/s of the Management Team in their particular areas of focus to provide input and oversight for the School’s strategic initiatives, identify emerging business trends, and review talent development needs.
The Board of Directors sets the term, authority and responsibilities of the President. The Board Chair meets at least monthly with the President to review strategic initiatives. The Executive Committee of the Board of Directors meets quarterly and is composed of the Chairs of each Board of Directors Committee. The President attends all Board Committee meetings along with the assigned Management Team liaison. The Dean of Faculty Relations and Degree Programs attends the Board Educational Programs and Solutions Committee meetings.

According to the powers delegated by the Board of Directors, the President leads his/her Management Team through the formal, systematic and rigorous Strategic Plan process, and delegates department and School-wide responsibilities to the Management Team. The Management Team consists of the Executive Vice President – Educational Programs and Solutions, Vice President of Research, Development and Innovation (also Chief Information Officer), Vice President of Marketing, Admissions, and Alumni Relations, Vice President of Corporate Learning Solutions, Vice President of Human Resources and Fundraising, and the Chief Financial Officer. (ERR 1A – Organizational Charts) The Management Team presents written reports and presentations to the Board of Directors quarterly on the School’s priorities, progress and opportunities for improvement. The Board of Directors is responsible for approval of the annual budget, regularly monitors the School’s financial condition, and establishes policy guidelines affecting all institutional assets.

Alignment of the Board of Directors, President, Management Team, staff, Deans and faculty is central to a high performance culture. The leaders are expected to model the six critical success factors which remain a key part of gaining and maintaining the high performance culture: Visibility, Credibility, Differentiation, Financial Strength, Strategic Relationships, and High Performance Culture. Regular 360 evaluations are used to measure the evidence of the six critical success factors for the President, Management Team, managers, and individual contributors. Performance of the Management Team is also evaluated through the biannual Employee Engagement Survey. The President receives an annual evaluation conducted by the Board Chair with input from the Executive Committee of the Board of Directors.

Any significant change in leadership, direction, or strategic initiatives is communicated to the Board of Directors, Business Advisory Council, faculty, key business partners and vendors via e-mail, letter and/or individual meetings as needed. Regulatory bodies, such as the Higher Learning Commission, are also notified when appropriate.

The Strategic Plan is the main method used to assure the mission statement is carried through the School’s plans, programs, budget and structure. (ERR 2 C Planning Documents) The current three-year Strategic Plan was developed in 2012-2013. The Strategic Plan was deliberated and endorsed by the Committees of the Board of Directors and the full Board of Directors, and guides the school’s execution of the mission and vision. The plan is updated annually, after deliberation by each Committee of the Board of Directors, the Board of Directors Executive Committee and the full Board of Directors. The Strategic Plan is endorsed by the Board of Directors at the annual meeting in June, along with approval of the annual operating budget. The operating budget follows a conservative fiscal policy and is tightly aligned to the Strategic Plan. (ERR 3 1A1 Board Minutes) Strategic Plan and annual initiatives are cascaded to every staff level of the School so that the annual performance goals and evaluation of each employee are directly aligned.
The Strategic Plan is updated yearly. The Committees of the Board of Directors are vetting the current annual plan, which will be presented in full at the June Board of Directors meeting. During the last Strategic Plan update in 2012-13, two primary strategic goals were identified: 1) Return the School to growth and 2) Become the business school that delivers business impact from its programs and solutions. (ERR 2C – Planning Documents) The Strategic Plan and update process includes a systematized environmental scan including economic, demographic, technology and corporate trends, any student or company changes, and a SWOT analysis of the School’s current capacity to meet changing student needs, including assessment of student learning outcomes. The faculty are informed of the Strategic Plan at the annual faculty meeting in June and at other periodic faculty meetings.

Using the process to translate the Strategic Plan into objectives, programs and tactics:
- Each goal is broken down into key strategic objectives
- Input is solicited from key stakeholders to set the objectives
- Objectives are broken down to key tactics to accomplish those objectives
- Each Board Committee deliberates on the plans related to their area
- The President attends each Board Committee meeting to seek feedback and consultation
- Each tactic is assigned a primary Management Team owner accountable to achieve the strategy and assigns/invites other Management Team members to help achieve the tactic
- Each tactic is assigned to a staff owner
- Tactics become performance goals for each staff member through the SuccessFactors performance management system
- Detailed resource allocation plans outline resources needed to accomplish the objectives and tactics
- Financial resources are built into the annual budget to support strategic initiatives
- The Strategic Plan, annual plan and updates are presented to staff members at quarterly Town Hall meetings and periodic department meetings
- Managers review performance goals with staff members quarterly

5P3. Addressing Student and Key Stakeholder Needs and Expectations (cc1B)
As stated in the 2010 Systems Portfolio and section 5P1 above, the School’s mission statement is posted on the School website, handbooks for staff, faculty and students, and in the academic catalog. (ERR 5 – Catalogs and ERR 6 – Handbooks) The mission statement is also clearly posted for all visitors to the Lake Forest campus and Schaumburg location on the wall in each lobby area. Staff continue to report in the biannual Employee Engagement Survey that they fully understand and embrace the mission, vision, edge and values statements of the School and their role in accomplishing them. (ERR 3: 5E, 5F – Employee Engagement Survey)

Public documents and brochures emphasize the School mission and the strategic goal of providing business impact through education to students and their organizations. (ERR 3: 1B1 - Recruitment Brochures)

Uncovering the needs, wants and desires of students and prospective students is an ongoing and dynamic process. The non-degree engagements of the Corporate Learning Solutions team help inform School leaders of changing business needs that warrant changing knowledge, attitudes and skills of working professionals. Consistent with the School’s business community connections, relationships and dialogue with companies allow the
School access for recruiting prospective students and gaining market intelligence on needed business competencies. These relationships and dialogue are shared with the Management Team and academic leaders and used to keep the curriculum fresh and relevant and aligns the School to support and service the business community in return. This leads to curriculum changes and triggers faculty development activities.

In 2011 LFGSM invited corporate leaders in Human Resources and Talent Leadership to engage in a formal dialogue with the School, called “reverse presentations”. This practice has recently been reinstated. A corporate leader is invited to share company talent development strategies, progress, and challenges, and dialogue about how the company can best be served by an educational institution. This allows key representatives of all School departments to hear the needs of key business stakeholder groups directly and determine how the School can create content most effective for prospective students from that company. Members of the Board of Directors are invited and often attend. An action plan is created after these presentations to formulate plans for needed program additions and/or changes. The School also analyzes student and faculty feedback to identify curriculum gaps and what is needed for students to master the core competencies. Recent results of this process include expanded student tutoring and changes and expansion of global programs.

5P4. Seeking Future Opportunities While Enhancing Focus on Students and Learning

LFGSM leaders engage closely with the business community through key stakeholder groups such as Corporate Learning Solutions client companies and the Business Advisory Council, and actively seeks external and internal opportunities to improve its programs and services. Our practitioner faculty members help the School keep focused on practical student learning by continuing to bring their business expertise into the face-to-face and online classrooms. Their practical knowledge and viewpoints enrich student learning and translate how to make learning readily applicable to the student’s work world. Faculty may suggest new curriculum areas, partners or locations for the School to consider.

The Board endorsed Research, Development and Innovation (RDI) group, Vice President of Educational Programs and Solutions, Dean of Faculty Relations and Degree Programs, and Dean of Corporate Learning Solutions help the School seek and evaluate future opportunities, and gain critical trend and market understanding. The School’s academic leaders guide internal initiatives that enhance student learning based on sound pedagogical methods and research. RDI is accountable for actively seeking not only process improvement initiatives, but also actively seeking and evaluating new programs and new audiences. Deans meet with the leaders of RDI on a monthly basis to share emerging student needs and potential new programs to address them. The RDI Board Committee provides fiscal oversight and assures resources are allocated for future programs and solutions.

The Board of Directors and the RDI Board Committee are participating in the “Service 360” project in 2014, which is an extensive study by outside consultants to uncover the current and future needs of students seeking MBA education and the companies in which these prospective students work. RDI is also leading the “Innovation Engine” initiative, which assists staff members in generating new program, service and improvement ideas to help the School achieve its two strategic goals: 1) Return to growth mode, and 2) Become the business school that delivers business impact from its programs and solutions.

The School's Management Team recognizes the need to stay abreast of healthcare reform
and its impact on education and the school’s student population (40% of LFGSM students and corporate clients are in the healthcare industry). Participation by the Chief Executive Officer and a Vice President on boards of Rosalind Franklin University, a local health professions institution, also helps the School respond to changes in healthcare reform and participate in the community at large. Most Management Team members and some LFGSM staff members serve on the board of a local community or nonprofit organization.

5P5. Making Decisions (cc5B)

Consensus decisions are the goal and norm for the School and are promoted by the Board of Directors. Policy decisions are reviewed by the Board of Directors. Written policy and procedure manuals govern all internal constituencies including the Board of Directors manual, employee handbook, faculty handbook, and student handbook. The School strives to include in the decision making process those who will be directly affected by decisions. Policies are revised through a collaborative process.

Oversight of Governance is concentrated within the Committees of the Board of Directors, typically at their meetings held three to four times yearly. Board members are well versed in the areas they oversee including dialogue, presentations, and meetings with constituent groups including students and alumni.

Task forces, AQIP projects, process improvement teams (both chartered and by consultation), committees, and project teams are everyday activities at the School. Task forces and teams may be short term (commencement ceremony task force) or long-term (global expansion committee). The results of any significant task force or project are communicated in writing to the Board of Directors by the responsible Management Team member on a quarterly basis. Recently, a task force was appointed pursuant to student concern about poor management of teams in some classes. The Dean of Faculty Relations and Degree Programs appointed a task force of current students, alumni and a faculty facilitator to explore the problem and propose possible solutions. The result was the implementation of the CatMe tool (www.catme.org).

The Research, Development and Innovation (RDI) department is charged in 2012-14 with improving and/or developing key processes that affect key constituencies at the school, with a focus on reducing barriers to student continuation in the program, process enhancement and cycle time reduction. Cross department process improvement teams are chartered by the Management Team and progress is reported to the Board of Directors in writing on a quarterly basis.
Faculty members actively collaborate in reviewing and improving the MBA curriculum through four Curriculum Councils (three Leadership MBA and one Immersion MBA) and Faculty Benches for each core course in the MBA program. The Councils and Benches are led by the Dean of Faculty Relations and Degree Programs, and meet regularly to review student post-course evaluation reports, grade reports, assessment methods, research and trends in subject areas within the Certificates and courses. Decisions and assignments are made concerning curriculum updates, assessment method changes, course description and course goal alignment, and methods to increase business impact of the curriculum and effectiveness of teaching methods. Ad hoc faculty task forces are created to address immediate needs. Recent examples are the Health task force, Faculty Academy task force and the Teams task force.

5P6. Using Data, Information, and Performance Results in Decision-Making Processes (cc5C)
Data now takes a front seat in decision making at the School. Starting in 2010 and noted in the 2013 Quality Checkup, furthered by AQIP project data, all Management Team members have significant new responsibilities and processes to collect, analyze, and communicate data and results. Key School data in all areas is now transparent to all staff at all times using the “Dashboard” system on the School shared server, which shows data and results from across the School in real time. The “Dashboard” is becoming more integrated into daily operations and the Management Team and staff rely on it for accurate data on budgeting, expense management, registrations, prospective student pipeline, student attrition, fundraising, corporate learning engagements, and financial projections. The data in the “Dashboard” system is drawn from the Jenzabar enterprise information system. The combination of data transparent to all staff on the “Dashboard”, SharePoint and Metrics that Matter® student and faculty evaluation system is rapidly transforming past decision-making processes.

Most departmental team meetings start with a review of the “Dashboard” data and the data’s significance for that team. Real time data at the fingertips of all staff members drives the decisions to continue or modify processes and behaviors. Data on student outcomes is central to advancing the goal of business impact. All degree and non-degree programs collect student outcomes data using the Metrics that Matter® student and faculty evaluation system and analyze the data to determine past results, and process, program and course improvements.

Information Summits are held by the Educational Programs and Solutions group after the end
of each academic term, six times per academic year. All School staff are invited to a presentation of reports from the academic term just ended to analyze student outcomes, experiences and new student profiles. The School is rapidly moving from merely collecting data to analyzing data to converting data to information and using the information to make indicated process, program and course enhancements.

5P7. Communicating Between and Among Levels and Units

Multiple communication channels are used throughout the School and with the School’s wide business community. With advances in communication technology, these communication channels are more abundant, readily available and transparent to all levels of the organization.

Full meetings of the Board of Directors are held four times per year, and Board Committees, including the Executive Committee, meet a minimum of three times per year. Board members also attend two events for year for donors of the school. Minutes of Board Committees are shared with the full Board of Directors and the Management Team. The Business Advisory Council (BAC) now meets twice yearly and individuals are assigned to particular strategic student experience enhancement projects.

As stated in the Board Bylaws:

*The Board shall establish such standing, special, and ad hoc committees as it deems appropriate to the discharge of its responsibilities. At minimum there shall be standing committees or sub-committees to address the areas of finance, administration, compensation, nominations, educational programs and audit.* (ERR 3: 1A2 – Board Committee Organizational Chart)

Since 2013, the Management Team, in addition to its weekly meeting, now meets for 15 minute check-ins twice a week. This brief meeting allows each Management Team member to review key department priorities and offer any collaboration needed. Key Management Team communications and initiative updates are published on SharePoint - the School intranet, and by e-mail.

Each department has a weekly meeting and often members from other departments are invited for collaboration and joint decision making. Almost every Board of Directors, department, faculty, Management Team and staff meeting is now available for attendance via WebEx videoconferencing software. This has allowed faculty and staff members in remote locations to have equal access to communication and collaboration as the staff members located in Lake Forest. This has alleviated a source of frustration noted in previous Employee Engagement Surveys. Microsoft Lync instant messaging has been implemented for all staff members to allow quick communication and virtual meetings and/or screen sharing “on the fly” for all staff members.

E-mail is used with the Board of Directors, Business Advisory Council, faculty and staff for mass communication of important messages. Exact Target, Blackboard Learn messaging and the School portal [my.LFGSM.edu](http://my.LFGSM.edu) are used to deliver academic and marketing e-mail messages to students and alumni. Faculty, students and alumni also have dedicated site pages on the School portal [my.LFGSM.edu](http://my.LFGSM.edu) for academic and administrative messages and functions. The periodic alumni newsletter, *Lake Effects*, is being converted to an electronic newsletter to increase frequency and promote increased readership and alumni engagement.

Face-to-face communications between the staff and current students is accomplished.
through two methods: the “Surge”- classroom visits during several weeks of each term and parallel virtual classroom “visits” for online classes through the Blackboard Learn Learning Management System, and First Friday - a networking event run by staff for current students, faculty, Business Advisory Council and alumni on the first Friday of each month.

The School continues to hold all-staff information sharing sessions ("Town Hall" meetings) two to three times each year to promote communication between the Management Team and staff. These meetings provide a systematic method to review and reinforce the School mission, Strategic Plan and annual plan, and align academic, business, marketing, and student support functions.

The key communication link with faculty is the Dean of Faculty Relations and Degree Programs. The Dean convenes Certificate Council and Faculty Bench meetings on a regular basis to communicate key School initiatives, and foster communication and teamwork on key faculty and curriculum initiatives. The Dean also communicates with faculty after each class feedback report is generated from the Metrics that Matter® evaluation system, at the conclusion of each academic term.

5P8. Communicating Shared Mission, Vision, and Values (cc1B)
See section 5P7 for Board Committee and By-laws information.

LFGSM leadership regularly updates its website, collateral, faculty and student portals to reinforce the mission, vision and values of the school. LFGSM leaders continue to seek additional methods for sharing and deepening the understanding of the mission, vision, and values of the school to maintain an informed, high performing organization.

As explained in 5P3, the School mission, vision, and values are highly visible and publically available on the school’s website. All staff have access to SharePoint – the School intranet and the “Dashboard” to share mission-critical information, collateral, event and project planning and staff news.

As stated in the 2013 Quality Checkup a FISH program was introduced to the staff to foster employee engagement and communication. The FISH philosophy is 1) Always try to do work in a light hearted, playful way 2) Make someone's day 3) Be Present and 4) Choose your attitude. The FISH committee, a cross-department task force, produces a monthly electronic staff newsletter to aid in communication, engagement, and alignment with School mission across the organization.

Focus groups are regularly conducted with students and alumni around key issues and initiatives.

The addition in 2013-14 of the Strategic Goal of Business Impact was directly derived from the School’s mission of being a business school helping students to "make significant business contributions that lead to outstanding and measurable results". Business impact content, projects and assessments have been intentionally designed into every MBA and CLS class taught.

New student services have been instituted for all at-risk students. Additional communication and support is provided on an individualized basis. Career Services offered free of charge to students and alumni allow guidance and communication to occur to address student needs. The ASSIST program, providing academic guidance and support to current students
challenged with a sudden work transition or unemployment, and all student services LFGSM provides, directly align with the School’s identity as a mission-driven, nonprofit organization.

5P9. Encouraging, Developing, and Strengthening Leadership Abilities (cc5B)
See section 5P7 for information on communication and engagement of internal constituencies in the institution’s governance.

As stated in the 2010 Systems Portfolio, leadership among staff is expected at all levels of the organization, and evaluation of leadership competencies are part of the annual performance review process. All staff members are encouraged to work “in” and “on” the business of the School, in pursuit of the School values of Commitment to Customers, Continuous Improvement, and Integrity. Individual employee plans for personal development (not necessarily related to annual performance goals) are included in each employee’s performance review with their manager yearly. Leadership training and development opportunities are identified and scheduled to increase employee’s personal leadership development, and tracked in their Development Plan. Employees are encouraged by their manager to seek coaching, feedback and/or specific training to improve their leadership abilities. The employee performance review system, SuccessFactors, includes the capability to initiate optional 360-degree feedback for any selected employee or manager. This feedback is used to evaluate the employee’s leadership abilities and development opportunities. The School also undertakes a formal Talent Development Review every year at a minimum to identify leadership “bench strength” throughout the organization and among the Management Team for future promotions and ascension from staff to manager levels. Improvement opportunities are determined and employed based on this formal assessment process.

5P10: Developing and Implementing Leadership Succession Plans
In terms of the Board of Trustees, as stated in the LFGSM Bylaws, ARTICLE XV – SUB-COMMITTEE ON BOARD DEVELOPMENT, the purpose of the Sub-committee on Board Development is threefold:
1. It shall ensure that the Board’s membership and leadership consist of highly qualified and committed individuals. It will present a slate of candidates to the Board at the annual meeting and, when appropriate, will present to the Board the names of candidates to fill vacancies on the Board of Directors.
2. It shall ensure that regular programs of new Director and in-service education are maintained.
3. It shall periodically recommend initiatives by which the Board shall assess its performance.

In terms of administrative leadership, a full succession plan was in place at LFGSM, as described in the 2010 Systems Portfolio. The preferred choice to fill leadership positions at LFGSM is to advance people who are already part of the organization. However due to changes in successors’ tenure, the existing plan could not be actualized. The President will be retiring as of June 30, 2014. The Board of Directors and the Executive Committee of the Board of Directors are planning for this pending vacancy and transition. All stakeholder groups have been notified of the President’s retirement via e-mail. Regarding the Presidential search, the Chair of the Board of Directors has met with the full Management Team. An executive search committee of the Board of Directors has been formed and after extensive benchmarking they have hired a search firm. The executive search committee is meeting with the search firm on a regular basis. The work of the selected search firm is in process. All
members of the Management Team have been interviewed by the executive search firm. Staff, student and faculty group interviews were conducted directly with the search firm. The search firm is using that information in their executive search for the President’s replacement. The President is holding all-staff Town Hall meetings to answer questions and keep staff up to date. Should the new President not be in place before July 1, 2014, Mr. Monty Edson will serve as Interim President until a permanent replacement takes office. Mr. Edson is a current faculty member in both the Leadership MBA Program and Immersion MBA Program, currently serves on the Board of Directors Academic Operations Committee, previously served on the Board of Directors of LFGSM from 1997-2012, and previously served from 2005-2009 as Board of Directors Chair.

Results

5R1. Performance Measures Collected and Analyzed

Each individual member of the Board of Directors completes a self-evaluation annually, using the Statement of Directors Commitment and Responsibilities as a guide. Director self-evaluations are not published publically. The Board Development Sub-Committee evaluates Director engagement annually, particularly when a Director reaches the end of a 3-year term. Attendance is kept for Board of Directors and Committee meetings, and the Sub-Committee evaluates whether each Director makes an annual gift to the School. The annual Distinguished Director Award, following established criteria and chosen by the Board Chair, is also used as a form of Board of Director member evaluation. Each Board Committee conducts a plus/delta assessment of meetings to identify any improvements they or the staff can make for future sessions.

The Board of Directors continues to evaluate the President using 360-degree feedback reviews and an annual performance review. Input is also obtained from the Management Team. An improvement plan is then developed and implemented from these reviews. The President’s performance review is not published publically. The detailed evaluation is provided to the Board of Directors Executive Committee and to any Director who requests it. A summary of the President’s performance, prepared by the Board Chair, is provided to the full Board of Directors.

Management Team members receive an annual performance review from the President using the SuccessFactors performance management system. 360 degree feedback can be initiated optionally. All employees receive an annual performance review against their Goal Plan, and feedback on their Development Plan goals as well.

Strategic Plan and annual plan goal results are reviewed by the Management Team monthly to determine performance and corrections needed. Key goals and results are compiled in the “Dashboard”, which is viewable in real-time, at any time, by all Management Team and staff members.

Completed faculty engagement evaluations within the Metrics that Matter® system for all faculty (MBA and CLS) are reviewed and analyzed by the Dean of Faculty Relations and Degree Programs, Executive Vice President of Educational Programs and Solutions, Dean of Corporate Learning Solutions, and the Vice President of Corporate Learning Solutions after every academic term to determine the level of faculty engagement, institutional mission alignment, administrative and curriculum support needs, student preparedness, and faculty satisfaction score. While faculty performance is informally reviewed annually by the Dean of Faculty Relations and Degree Programs (MBA faculty) and the Dean of Corporate Learning
Solutions (CLS faculty), the School does not currently undertake a formal faculty performance review process. The School plans to implement a formal faculty performance review process in the near future. (ERR 3: 4A6.1 – Faculty Engagement Survey Report)

Completed student midterm and post-course evaluations are summarized, reviewed and analyzed after every academic term by the Dean of Faculty Relations and Degree Programs and Executive Vice President of Educational Programs and Solutions to determine students’ view of faculty engagement, leadership, commitment, preparedness and communication. The summary report for each Certificate Program is shared with the appropriate Certificate Council, and pertinent class summary reports are shared with the appropriate Faculty Bench for the course. Completed participant post-course evaluations for CLS engagements are reviewed and analyzed by the Dean of Corporate Learning Solutions and Vice President of Corporate Learning Solutions to determine program and faculty effectiveness and business impact delivered. (ERR 3: 4A6.2, 4A6.5, 4A6.8 – Midterm and Post-Course Summary Reports)

Employee Engagement Survey data (biennial) and Mini Employee Engagement Survey data (alternate years) are reviewed and analyzed primarily by the Vice President of Human Resources and Fundraising to determine employee satisfaction, engagement and issues. Results are then shared with the President and Management Team to generate improvement plans and programs. (ERR 3: 5E, 5F – Employee Engagement Survey Results)

The “plus/delta” system of evaluating the effectiveness of Board of Directors meetings, Management Board meetings, Town Hall meetings and departmental meetings is extensively used throughout the School. This immediate feedback is used to improve meeting effectiveness, formulate action plans, and guide future agendas.

5R2. Results for Leading and Communication
See section 5R1 for all survey results.

The 2012 Employee Engagement Survey results address employee satisfaction with School leadership and direction, and alignment with the School mission, vision and values. The survey also addressed organizational communication at all levels. Results of the Employee Engagement Survey are shared with the full Board of Directors. Percent of favorable responses for 2012 results, 2011 results, and % favorable norms is indicated in the chart. (ERR 3: 5E, 5F – Employee Engagement Survey Results)

All survey results are shared with Board Committees, all Board Committee meeting minutes are shared with all Board members, all minutes of Management Team meetings are shared on SharePoint available to all staff members, and all-staff “Town Hall” meetings review current Strategic and annual Plan results. Quarterly written progress reports from Management Team members are sent to the full Board of Directors.

5R3. Comparing Performance Results with Other Institutions
The Employee Engagement Survey results on each question are compiled and benchmarked by the IIT Center for Research and Service. Norms for each question are derived from survey results of several hundred organizations over the past five years. Most of the organizations are small to mid-sized (fewer than 500 employees) from across industries, primarily in the Great Lakes region. See 5R2 for results and benchmarking for the Employee Engagement Survey. LFGSM compares favorably to benchmarked companies on quality work commitment.
(100% compared to 75% favorable norm) and feeling of accomplishment (86% compared to 74% favorable norm). LFGSM compared unfavorably on community contribution through work (60% compared to 82% favorable norm) and sufficient opportunity to grow in current job (66% compared to 87% favorable norm).

Improvement

5I1. Recent Improvements

A formalized process has recently been developed for the environmental scan and Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis during the Strategic Plan process. The Dean of Faculty Relations and Degree Programs presented at a recent Sloan-C conference to share how the School relates its values during faculty orientation. As the School’s leadership decided on Goal Two of the Strategic Plan, “become the business school that delivers business impact”, focus groups provided the opportunity for alumni and students to voice their opinions and shape the school’s messaging. Recently, a competition was held for alumni to submit their personal business impact stories as a result of their LFGSM MBA education for inclusion in collateral materials and social media channels. Of the twenty-nine submissions, nearly half reported promotions, including one attaining a CEO position. One alumnus reported that the experience in the LFGSM MBA program gave her an additional thirst for learning and went on to earn her Ph.D.

5I2. Selecting Processes and Targets for Improvement

LFGSM continues to be a nimble and responsive institution and the School’s relationships with corporations and the business community through its non-degree Corporate Learning Solutions unit increase its responsiveness to student, alumni and corporations’ needs. The School continues to strive to stay abreast of the latest developments and competencies in business, and continuously improve its programs, products and services to meet today’s challenging business education environment.

An area of improvement needed for the future is communication between departments at the Management Team level, to improve the ability to collaborate, share and disseminate information within and between departments.

The School’s AQIP projects are designed to support responsiveness to the business community’s needs. The stages of development outlined in the AQIP Updates (currently in the Review stage) demonstrate the infrastructure changes that support our improved performance in Leading and Communicating.

A future improvement to be made in Leading and Communicating is to hold an all-staff Town Hall meeting after every Board of Directors meeting to relay status and results on School initiatives and Board decisions to the staff, and to reinforce alignment of the Board of Directors, Management Team and staff with the School’s mission, vision and values.

AQIP Category 6: Supporting Institutional Operations

Introduction

In the LFGSM 2010 Systems Portfolio, existing processes to identify student support service needs were cited: annual student survey, student and alumni requests, admissions interviews and technology reviews. While some of the cited processes remain in place, significant expansion, upgrade and addition of processes and headcount have occurred in the last four
As LFGSM adds more online classes, periodic course revisions by Instructional Designers, Curriculum Council or Bench faculty, and the Dean of Faculty Relations and Degree Programs identify gaps in the curriculum and learning technology tools provided by the School. Additional support, training and technology tools are implemented through the Shared Services department, with training sessions and additions to the KEYS Digital Literacy online self-study module. Internal meetings, online class activities and rescheduled face-to-face delivery classes are now delivered using the Cisco WebEx videoconferencing platform, and WebEx training is conducted on a routine basis for faculty, students and staff.

Processes

6P1. Identifying Support Service Needs

The annual student survey was eliminated after the 2012 survey was concluded. The School implemented a completely new student and faculty survey system in 2012, powered by Metrics That Matter® software. (See Category 1: Helping Students Learn for more information) This system was first piloted with small groups of students in classes in our Immersion MBA program, and then expanded to all MBA and Corporate Learning Solutions (CLS) clients in 2013. Instead of only an annual study of student satisfaction and support, LFGSM now includes student and faculty satisfaction questions, learning and faculty effectiveness questions, business impact questions and open-ended feedback questions on our new Metrics That Matter® surveys after the end of every academic term and CLS client training program. Two surveys are deployed to every student who participated in a certain academic term, a midterm survey and a post-course survey. Examples of these survey instruments can be found in our ERR. New MBA students also receive a pre-program competency self-assessment which surveys a student’s reported level of competency on the twenty-six core competencies designed into the LFGSM MBA program. Post-program competency self-assessments will be added to the survey program in the near future. (ERR 3: 4A6.2, 4A6.5, 4A6.8 Evaluation Summary Reports)

Student requests continue to be monitored by the Dean of Faculty Relations and Degree Programs and faculty, and alumni requests are monitored by the Manager of Alumni Relations, as described in the LFGSM 2010 Systems Portfolio. The School has added two significant full-time positions in the last four years in the areas of need identified by students, a Director of Career Services and Manager of Student Services. (ERR 3: 5A1 – Organizational Charts, ERR 3: 5A4 – Job Descriptions) The Director of Career Services provides individual career advising, creates career-focused events and content offered to students and alumni, and creates and teaches academic content for courses within the Immersion MBA program specifically targeted at professionals early in their careers. These services are introduced at the Kickoff meeting for the program so students are aware of the resources available to them. The Director of Career Services also manages career-focused technology tools offered free of charge through our student/faculty/alumni portal, my.LFGSM.edu, using the CareerBeam website. The Manager of Student Services is responsible for general student advising, monitoring “at-risk” and lapsed students, identifying and referring students to tutoring services, and commencement.

In 2012, the school implemented a new direct student interface opportunity called the “Surge” which assigns academic staff members within the classrooms and locations for face-to-face interaction, and virtually within the Blackboard Learn Learning Management System courses for interaction periodically during each academic term to identify and resolve student issues,
clarify policies, and provide referrals to student services. The “Surge” was introduced as a direct result of the decline in student Net Promoter Score results. The intervention of the “Surge” demonstrated progress in the following Net Promoter Score results. Based on the increased number of students enrolled in the Business Impact Certificate and Global Focus course, and increased number of students qualifying for the revised Hotchkiss Scholars criteria, the “Surge” has served its purpose of helping students understand change initiatives and new programs.

Admissions interviews continue to be a valuable source of need identification for prospective and new students, as discussed in the LFGSM 2010 Systems Portfolio. Recent programs growing out of admissions interviews are: Immersion MBA virtual open house events using video communications, Immersion MBA in-person open house events, and virtual financial aid webinars scheduled at key decision times before new student program start dates.

Data on competitive MBA schools in the Chicagoland area and online are compiled and analyzed annually by the Marketing/Admissions department, including student support provided and support gaps. (ERR 4: H.2 – Marketing Plan)

Admission of increasing numbers of students in Provisional status requiring writing support led the School to implement individualized writing tutoring to prepare these students for graduate level work and increase student retention. The School contracted with a tutoring company to provide free writing tutoring services to students with identified need. (See Section 1P15 for more information) This service is recommended by Admissions, approved by the Dean of Faculty Relations and Degree Programs, and monitored by the Manager of Student Services. Similarly, Microsoft® Excel® workshops have been instituted free of charge to current students struggling with spreadsheet technology and quantitative methods, at the request of faculty and students.

6P2. Identifying Administrative Support Service Needs

Staff administrative support service needs are identified through results of the biennial Employee Engagement Survey, the Mini Employee Engagement Survey deployed in alternate years, and annual employee performance appraisals. Department meetings are also used by department managers to identify administrative support service needs of staff members based on workload and project assignments. The LFGSM Information Technology department documents, categorizes and analyzes support training requests and “trouble tickets” to determine staff training needs and hardware/software upgrade needs.

Faculty administrative support service needs are identified by the Dean of Faculty Relations and Degree Programs based on formal feedback on the Faculty Engagement Survey and midterm and post-course student evaluations after every academic term, informal communications between the Dean and individual faculty, and periodic Certificate Council and Faculty Bench meetings led by the Dean. Faculty administrative support service needs are also determined based on communications with the Shared Services department before each academic term. This is an area that the School is now ready to expand. The structure is in place to support growth, and now additional personnel are necessary to support faculty and students as the School strives to achieve strategic goals. The Shared Services department provides faculty with Blackboard Learn learning management system training, support for course development in Blackboard Learn, and harmonized syllabi support and training. When faculty require additional administrative support in these areas, their needs are typically communicated directly to the Director of Shared Services.
Administrator (such as the Dean of Faculty Relations and Degree Programs, the Registrar, Assistant Registrar, and Manager of Student Services) administrative support needs are identified in requests to the Vice President of Educational Programs and Solutions.

6P3. Designing, Maintaining, and Communicating Support Processes
The LFGSM Facilities team uses one e-mail address, facilities@lfgsm.edu, to notify all Facilities staff of physical comfort, safety and security issues at the Main Campus in Lake Forest, as well as alternative instructional locations. Routine and special building maintenance projects at the Main Campus are identified by the Facilities team and completed by contractors. The Facilities team works directly with building management and operations at the alternative instructional locations to assure student, faculty and staff comfort, safety and security. Safety and security issues are identified and resolved proactively if possible (e.g., Illinois Conceal Carry Law, severe weather events and disaster plans). Fire and disaster drills are routinely planned and executed. Several staff members are trained in First Aid and Cardiopulmonary Resuscitation (CPR), and AED defibrillator unit use. First Aid kits and AEDs are stationed in the Main Campus and alternative instructional locations.

The School publishes all appropriate safety and security policies and student support offerings in the Academic Catalog and on the student/faculty/alumni portal my.LFGSM.edu, such as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, Emergency Contacts, and Emergency Procedures. Local Lake Forest and Lake County police alerts are passed along to staff via e-mail if local crime is reported. Severe weather alerts are communicated to staff, faculty and students via e-mail, posted on the student/faculty/alumni portal, or by in-person announcements during classes.

6P4. Managing Student, Administrative, and Organizational Support Services
The LFGSM Facilities team meets weekly to review facility comfort, safety and security issues and improvement projects, and contractor performance for building maintenance. Copiers at the Main Campus are managed by the Program Materials Project Manager and serviced by a contractor if needed. The LFGSM Information Technology department uses an automated “trouble ticket” system and a central e-mail address (ITSupport@lfgsm.edu) to collect, organize, track and analyze IT issues, and the department meets weekly to coordinate support. The IT department maintains an IT Emergency Support telephone number for reporting serious IT outages or hardware failures.

Weekly meetings of the Educational Programs and Solutions (Academic Operations) department routinely review student, administrative and institutional support needs and plans, review key performance indicators using the School “Dashboard”, and discuss ways to continuously improve the support and communication provided to students and faculty. This department also conducts an Information Summit after the end of each academic term to review key performance indicators, new student profiles, and student and faculty evaluations.

Those staff members responsible for student, administrative and institutional support have performance goals directly tied to key performance indicators, and performance reviews with their manager occur quarterly but at minimum at the midpoint and end of the academic/fiscal year (June 30).

A shared server is used by all staff and departments to store documents, and access to server areas is controlled by the Information Technology department. SharePoint – the School intranet – is used to display current versions of curriculum and student services
information. Moving to an institutional task force, similar to the one in place during the School’s significant period of change, would continue to support information sharing and early identification of potential areas of improvement.

6P5. Documenting Support Processes
Flowchart development for key processes is strongly encouraged throughout the organization. For example, the Admissions and Student Financial Services departments have detailed flowcharts for admissions and student financial service processes to aid in standardization and documentation of processes. Student, Faculty, and Employee Handbooks are produced annually to document policies and procedures clearly. The Student and Faculty Handbooks are also posted on the School’s student/faculty/alumni portal my.LFGSM.edu for handy reference. The Employee Handbook is posted on SharePoint – the School intranet.

The School maintains a Student Complaint Log as required. Results for the most recent time period are included in section 3P6 Table 11: Student Complaint Log 2010-2014.

The Shared Services department creates a Production Chart for each academic term using data from the Jenzabar enterprise database registration system to guide the process of creating and populating classes in the Blackboard Learn Learning Management System. The Production Chart also informs the process of scheduling and deploying student and faculty evaluations through the Metrics that Matter® system. A full set of detailed operational instructions and a master schedule has been developed for the student and faculty evaluations that are deployed each academic term through the Metrics that Matter® system.

Blackboard Support Services is contracted to provide students with 24/7 real-time support for all technologies they encounter as part of their degree program (e.g. Blackboard, the interactive student portal, Microsoft Office, etc.). This support service is accessible by phone (866-471-4249) and online (http://support.lfgsm.edu).

Module managers from different School departments for the Jenzabar enterprise database system meet routinely to compare and align processes and data, tackle operations and data decisions that cross different Jenzabar modules, and document processes.

The practice of cross-representation at weekly department meetings has been fostered to increase and improve communication and knowledge sharing. Finance and Marketing representatives routinely attend the Educational Programs and Solutions meeting, and EPS representatives routinely attend other department meetings to learn and share.

Cross-functional teams are established when needed to tackle issues or improvements that cross several departments.

Results
6R1. Measures Collected and Analyzed
The Educational Programs and Solutions department hosts an Information Summit for all staff after every academic term to present student evaluation reports, the Faculty Engagement Survey report, and new student profile, data on students at risk/shrinkage/attrition, data on students receiving tutoring and other student services, and data on the School mentoring program.

The “Dashboard” presents data from all departments of the School in real-time, at any time,
to all staff, and is also reviewed in a group at each weekly departmental meeting. Performance to budget is also routinely reviewed in department meetings.

Standardized Metrics that Matter® reports are generated for the midterm student evaluations and after the end of each academic term for post-course student evaluations and the Faculty Engagement survey. Post-course summary reports are also generated for the Leadership MBA and Immersion MBA programs, and for each Leadership MBA Certificate course grouping. Custom Metrics that Matter® reports are generated when needed to answer management questions and analyze key trends in student and faculty evaluation data.

Leave of Absence Petitions include questions about why the student is taking a leave, and whether the MBA program and student services are meeting their needs. Each petition is reviewed individually by the Registrar and the Manager of Student Services to determine patterns and trends for student shrinkage and attrition. Analysis of this information led to a cross-department Process Improvement Team addressing student withdrawal for financial reasons. The result of the Team was to create the Tuition Assurance Program (TAO), which provides a tuition freeze for students who remain enrolled for a minimum number of academic terms per year, according to determined criteria.

Routine reports are generated from the Jenzabar enterprise database system to provide analysis and trending for student registrations, faculty slotting, financial results, student shrinkage and attrition, and student and faculty evaluation deployment. Custom reports are generated to answer management questions and analyze key trends.

IT “trouble ticket” reporting and analysis is routinely done by the Information Technology department. Blackboard Help Desk/my.LFGSM.edu and Immersion MBA courseware “trouble ticket” reporting and analysis is routinely done by the Shared Services department to monitor student technology support needs and trends.

Routine reports are provided by the tutoring contractor to monitor patterns, issues and trends. Routine reports are generated from the CHRONUS mentoring system to provide analysis and trending for students receiving mentorship from LFGSM alumni. These reports are available on the shared Google Drive so that Academic personnel are able to monitor delivery of service and track at-risk students.

6R2. Performance Results for Student Support Services

Table 15: Career Services Numbers

<table>
<thead>
<tr>
<th>Service</th>
<th>FY 2011-12</th>
<th>FY 2012-13</th>
<th>FY 2013-14</th>
<th>% increase, 2012-13 to 2013-14</th>
</tr>
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<tbody>
<tr>
<td>Online resources</td>
<td>0</td>
<td>270</td>
<td>667</td>
<td>247%</td>
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<tr>
<td>Events</td>
<td>110</td>
<td>360</td>
<td>477</td>
<td>33%</td>
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<tr>
<td>Coaching</td>
<td>135</td>
<td>140</td>
<td>330</td>
<td>235%</td>
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<tr>
<td>Curriculum</td>
<td>4</td>
<td>20</td>
<td>50</td>
<td>250%</td>
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</table>
See section 1R5 Chart 3 for Career Services Usage.

See section 1R5 Table 5 for Tutor Log July-December 2013. In 2013, Excel workshops were covered in private tutoring sessions. In 2014, 48 students attended scheduled Excel workshops. In addition, students are directed to Excel tutorial videos on YouTube, which resulted in 135 total views.

All students have the opportunity to participate in mentoring with alumni. Mentoring is designed to provide support and direction in a timely way for those students who need support in returning to school. See section 1R5 Table 6 Mentoring Participation: June – December 2013.

**Table 16: Shrinkage**

Shrinkage: LMBA (as of 5/20/2014)

Definition: “shrinkage” occurs when a student has not completed a course in the past academic term and for up to one year

Shrinkage: iMBA (as of 5/20/2014)

**Table 17: Attrition**
Attrition: LMBA (as of 5/20/2014)

Definition: “attrition” occurs when a student has not completed a course within the last year or more

<table>
<thead>
<tr>
<th>Actual for Term</th>
<th>Returning for Term</th>
<th>Budgeted for Term</th>
<th>Actual YTD Net Cumulative</th>
<th>Budgeted YTD Cumulative</th>
<th>In Attrition Pool Prior to This Term</th>
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Attrition: iMBA (as of 5/20/2014)

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<th>Actual for Term</th>
<th>Returning for Term</th>
<th>Budgeted for Term</th>
<th>Actual YTD Net Cumulative</th>
<th>Budgeted YTD Cumulative</th>
<th>In Attrition Pool Prior to This Term</th>
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6R3. Performance Results for Administrative Services

IT Support requests resulted in bimonthly updates and training on key topics where help desk requests were numerous. Hardware was replaced based on complaints. Blackboard Help Desk now 24/7 coverage based on analysis of help desk requests. LMS upgrade was a result of support from BB ending on the version the school was using. Student/alumni/faculty portal upgrade because of the Jenzabar implementation. – what they do, what is communicated “student commons” “faculty commons” “information commons” ProQuest Business Library was implemented to support adult learning and coursework, and provide business-specific reference material.

See section 1R5 for performance results on WebEx usage data, ProQuest Business Library data.

Usage of the Blackboard Support services is monitored through monthly reporting. For a one-year period, May 2013-April 2014 there were 485 calls offered, 90.3% calls were handled (438) calls handled with 125 escalated to internal staff at LFGSM/BbHelpDesk. 490 tickets were sent and completed by the internal BbHELPDESK support.
6R4. Using Information and Results to Improve Services

IT trouble ticket analysis leads to scheduling IT training classes, replacing outdated hardware and software, Jenzabar query development or troubleshooting.

Student Services reports lead to expanding tutoring services, communication about student services offered to all students (e-mail, portal), adding content to new student kickoff, budget review and revisions (more budget for tutoring), individual contact of at-risk students by Manager of Student Services (click on Dashboard for names), at-risk student “letter” to faculty in week 3 leads to individual contact of at-risk students by Manager of Student Services.

Mentoring reports support student satisfaction and retention.

*Metrics that Matter®* student and faculty evaluation results lead to improved “Surge” communication, faculty training development, faculty support and training from Dean, IT and faculty support coordinator, Shared Services training and support for Blackboard Learn LMS, faculty slotting based on Instructor score and Course Work score, scheduling course revisions by Instructional Designer and faculty bench based on Course Work score and Net Promoter Score, revising Course Goals based on Course Work and Course Goal achievement scores.

Jenzabar registration reports lead to Registrar adding/dividing/changing class sections and schedules, reviewing to verify graduation/certificate requirements, reporting registration data, forecasting/budget development, managing shrinkage and attrition.

Jenzabar registration and faculty reports lead to faculty slotting offers and decisions based on subject matter expertise, company, certification, workload.

*Metrics that Matter®* student self-assessment results lead to kickoff improvements, prospective student identification, improved marketing materials and website information, competency reviews, assuring Course Goals are addressed within curriculum or modifying them.

“Dashboard” analysis leads to improved budget and key performance indicator tracking by staff in real-time, at any time.

Faculty document endorsements and slotting have been automated and electronic signatures used where paper used to be exchanged.

6R5. Comparing Performance Results with Other Organizations

Benchmarking occurs consistent with the mission of the School. For example, all new programs such as the Immersion MBA, alumni learning series, Daytime MBA, or market entry were benchmarked as to their performance by similar institutions. Because of the School’s close relationship to business, performance results and talent development strategies within companies have been most relevant. For example, a Global Consortium is hosted by the School three times yearly, which includes top Human Resources or Talent Development leaders from key corporate relationships. These leaders join together to compare, contrast and benchmark each other’s strategies and tactics in development of global leadership competencies.

Recently, a potential change in the course waiver policy was benchmarked against other Chicagoland area graduate schools.
Improvement

6I1. Recent Improvements

All staff members and the EPS Board Committee Chair are now invited and encouraged to attend the Information Summit every term to share data and develop action/improvement plans.

A new student/faculty/alumni portal was introduced in 2012 with the implementation of the Jenzabar enterprise database system. Student and class data is integrated and displayed to students once they log in with their secure username and password.

The "Dashboard" was developed to display real-time key performance indicators across the organization in real-time, at any time, and the data is reviewed in all staff meetings. Faculty Engagement Surveys have increased in frequency from once yearly to every academic term. Student evaluations have increased in frequency to every academic term, and survey questions have been standardized across all MBA courses and non-degree Corporate Learning solutions engagements. Curriculum competency student pre-program self-assessments have been implemented, and post-program self-assessments will be added.

WebDAM was introduced to provide a single secured database of curriculum materials for both MBA and non-degree classes, accessible by internal staff and external faculty.

Blackboard Help Desk was outsourced to provide 24/7 coverage for student/faculty/alumni portal support, Blackboard Learn support, and Microsoft Office support.

6I2. Selecting Processes and Targets for Improvement

The School's Research, Development and Innovation (RDI) department is charged with leading the process of identifying new products and processes to grow the School and improve performance results. Examples: new product = Immersion MBA, new process = Tuition Assurance Option.

The School has a long history of cross-functional team formation and operation to support new initiatives and processes. Examples: Jenzabar implementation and Module Managers structure, graduation, career services and special student/faculty/alumni events.

The Strategic Plan process drives new initiative identification which rolls down to team/department goals and individual performance goals in the SuccessFactors performance management system. This year the strategic planning process identified Management Team collaboration as a key process improvement initiative as a result of the Employee Engagement Survey results. As a result of employee feedback, a revised goal setting process has been piloted this year in the RDI department, and will be expanded School-wide promoting increased clarity of responsibility and accountability for individual yearly performance goals that are tied directly to the Strategic Plan.

AQIP Category 7: Measuring Effectiveness

Introduction

Measuring Effectiveness of LFGSM’s core functions in all dimensions is a top priority of all departments. This is driven from the mission statement and core strategic goal: Becoming the
business school that delivers business impact. LFGSM’s current process for measuring operational and academic effectiveness has become systemic as a result of the AQIP projects (see the 2014 AQIP Projects Updates currently In Review). The upgrade and implementation of a shared enterprise database system allowed the School to create an Institutional “Dashboard” using real-time student, faculty and financial data. The Outcomes Assessment AQIP Project resulted in strengthening the indirect measures related to both student learning outcomes and faculty performance. These two projects in conjunction with the other two AQIP projects, Student Retention and Faculty Engagement, have allowed the institution to be more systematic in the collection and use of data.

The way that LFGSM collects, analyzes, distributes, and uses data, information, and knowledge to support academic and corporate programs and services is emerging and with each iteration becomes more embedded in the fabric of organizational life. The “Dashboard” is available in real time and includes data on key performance indicators from all operational and academic departments. During week three of each term, the Educational Programs and Solutions department hosts a School-wide Information (Assessment) Summit where data from the previous term is shared. This allows each department within the School to become familiar with the current data collected and to use it to improve collaboration between departments leading to improvements. Net Promoter Score is becoming integral for all stakeholder groups including students, alumni and corporate clients. Donor activity is measured and analyzed through the enterprise database as well. Confidentiality of donor, alumni, student and faculty identity is protected and assured.

Faculty Benches and Curriculum Councils, with the Dean and Academic staff, use the data to make decisions on course materials and assignments. The information gathered helps create the Faculty Development agenda for the following term and academic year. The Academic leadership uses the data to inform the Faculty slotting process.

More work is needed in several areas to achieve better alignment. The first is to improve the understanding of the capability of the Metrics that Matter® student and faculty evaluation system. The system is explained in more detail in Chart 2 in section 1R1. Recognizing the kinds of reports available may generate greater possibilities for sharing that material with the School, as well as students. Data sharing and analysis will only improve our movement toward creating business impact.

The second area that needs to be improved, and is the focus of the next iteration of AQIP projects, is introducing more systematic assessment of direct measures and a more formalized program assessment process.

Processes
7P1. Selecting, Managing, Distributing Data and Performance Information
    As stated in the 2010 Systems Portfolio, LFGSM routinely used collected data to determine achievement of goals and obligations, and identified areas for improvement. Results were shared with appropriate interested parties in Town Hall and faculty meetings. With the advent of the new Student Information System, Jenzabar, LFGSM is now able to share this performance information on the Faculty Portal as well as the internal SharePoint intranet.

    The School continues to assess student learning through direct and indirect measures, with significant improvement in the ability to capture powerful indirect measures during several points in any academic term. Routine evaluations include:
Students:
- Pre-program self-assessment on MBA competencies once at start of program (See section 1R4)
- Midterm evaluation once per term in week four (See section 1P11)
- Post-course evaluation at end of each term (See section 1P11)
- Business Impact evaluation at end of each term (See section 1P4)
- Withdrawal or Leave of Absence exit interview (See section 3P1)
- Annual and term Net Promoter Score survey (See section 3R1)

Faculty:
- Engagement Survey at the end of each academic term in which they teach (See section 4P12)

Alumni:
- Annual Net Promoter Score survey (See section 2R1)
- Business Impact evaluation (See section 1R4)

Evaluations continue to capture information and suggestions from many of our stakeholder groups including students, staff, faculty and alumni, however now it is all handled by a third party (Knowledge Advisors Metrics that Matter®, see 2014 AQIP project Outcomes Assessment currently In Review) and electronically delivered. In addition to the electronic data collected, the Marketing department continues to collect Net Promoter Score survey results and qualitative data through focus groups. In the last year, EPS faculty have been involved in pre-class visits during weeks three and six of the term to gather more informal feedback. This gives students the opportunity to make suggestions to help the School identify areas of potential improvement. As noted in the 2010 Systems Portfolio, students requested additional career services for those in transition. In response to the requests, a Manager of Career Services was hired. The mentor program was expanded to all students, using Business Advisory Council Members and recent alumni as mentors.

7P2. Distributing Data and Performance Information to Support Planning and Improvement Efforts (cc5D)
As reported in the June 2010 Systems Portfolio, LFGSM relied on data that was decentralized and held within five different databases. Plans were underway to redesign elements of the organizational structure and upgrade the database system. As a result of this upgrade (Information Systems AQIP project see 2014 AQIP update currently In Review), LFGSM purchased and installed a new student information system, Jenzabar that integrated all databases and opened data access to each department. This has significantly improved the School’s ability to understand trends based on data and to design and implement strategies to address opportunities and concerns. The Dashboard is a very powerful outcome of this new system which includes:
- Student registration data: continuing, new and return, attrition and shrinkage (See section 6R2)
- Revenue and expense actuals and projections for each Department/Unit with real time updates
- Prospective student pipeline information (See section 1R4)

7P3. Determining Data Needs
The 2013 Quality Checkup Visit confirmed that LFGSM presented satisfactory evidence that
it met this goal of the Quality Checkup. The institution’s approach to the issue, documentation, and performance were acceptable and comply with Commission and AQIP’s expectations. The reviewer found that there was “a strong and open organization culture committed to systematic quality improvement as evidenced by Strategy Forum and the linkage of strategic planning processes, action plans and AQIP action projects.” The reviewer also found that LFGSM has a clear and open review cycle, keeping AQIP projects current and focused throughout EPS. Changes in program delivery, policies and structure indicate the use of data to support the strategic mission and involvement of the broader stakeholder community. (ERR 2: E5 - Quality Checkup Report, May 8-10, 2013 p. 7-8; ERR 2: E3 Strategy Forum and Action Plans, May 2011)

As the Quality Review team recommended, LFGSM expanded and improved its data driven decision making process through the development of a “Dashboard” for monthly administrative meetings that looks at data that drives decisions (enrollment, faculty & staffing needs, new program development, student learning outcomes (annually), corporate engagements, events that link to mission, achievement of strategic goals, etc.), with the ability to compare data from month to month and year to year. (ERR 2: E5 - Quality Checkup Report May 2013 and Response Letters).

7P4. Analyzing Data and Information Regarding Overall Performance (cc5D)
As reported in the 2010 Systems Portfolio, data collection, analysis and review play an important role in LFGSM’s strategic planning. New data and information continues to be an integral part of the planning process so it is critical that the material collected and analyzed is shared throughout the School and with appropriate stakeholders. The new student information system allows for dissemination of data to the appropriate stakeholders and the Dashboard as well as the Term Information Summit assures that Departments within the School have access to the most current research.

As illustrated in the 2013 Quality Check-up Summary in Chart 1: Program Review Process in section 1P2, the ongoing review of data informs the decision making process.

New programs can be identified as a result of this process, but also new delivery models and schedules can be introduced as a result of the analysis.

The Quality Check-up Report (ERR 2: E5 - Quality Checkup Report May 2013) found that LFGSM makes every effort to collaborate between functions and continues to work to enhance previous efforts. They also found that the School has a clear schedule and process for review and communication and it has taken action to institutionalize changes to ensure that the process processes outlined become part of the institutional culture.

7P5. Determining Needs and Priorities for Comparative Data
Strategic planning has always been a significant part of the LFGSM community. This has only improved as our ability to pull real data allows us to be more specific in analyzing our current position and planning for the future. Needs and priorities are identified through our strategic planning process conducted by the Management Team. They identify the strategic direction for the school. Getting input from the Business Advisory Council, the Board of Directors, and market data about the current environment, the competitive field in which we operate, a Strengths/Weaknesses/Opportunities/Threats analysis of the School’s capabilities, and feedback from our corporate partners.
Data selection includes:
- Student: admissions/enrollment, retention
- Teaching: class size and sections per term, faculty numbers and length of service
- Economic development: fund raising, scholarship fund
- Finance: revenue, expenses, cash balance
- Market research

7P6. Ensuring Analysis of Data
Previously we pulled data from five different data bases. It was difficult to coordinate the data and there were always issues with reliability of the data. As a result of our AQIP Project addressing information systems infrastructure the newly designed Dashboard offers real time data on each revenue generating unit. For educational programs in has current enrollments for new, continuing and returning students. This up to the minute information allows for timely planning, and allows us to prepare for any downturn in enrollments or registrations.

7P7. Ensuring Timelines, Accuracy, Reliability, and Security of Data
This is an area that has undergone considerable improvement. As mentioned earlier the Dashboard provides timely, accurate and reliable data. It is housed within the password protected portion of the internal commons so it is available only to the appropriate people.

As stated in the 2010 Systems Portfolio, the Business Office is audited annually and has developed procedures documented in flowcharts to ensure security and integrity of their systems. (6P5, 7P7)

As indicated in the 2013 Federal Compliance Filing, verification of student identity is currently maintained as follows:
- 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 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.

Staff are issued and maintain computer security through a username and password systems. Passwords are changed on a regular basis. Students and faculty access the portal, Blackboard Learn, and other software tools through a username and password system. Passwords are changed on a regular basis. Computer security updates are issued from the Information Technology department. An Information Technology audit on data safety and security was recently completed by CDW corporation.

All departments review “Dashboard” data weekly and discrepancies are reported to the CIO.
and CFO. Necessary adjustments are made.

Results

7R1. Measures Collected and Analyzed
LFGSM uses a variety of related processes to collect, manage and share institutional data. Much of this is captured in the Institutional Dashboard mentioned in 7P2, which was instituted in Winter 1 term of 2013-14. This Dashboard is available to all Departments. Since this is a new resource, the organization is becoming familiar with its capabilities and uses. All departments from Fund Raising, Corporate Learning, Finance, Admission to Academics have access to this real time data that allows us to monitor our current performance against projections.

An example of how the School collects and shares institutional information and knowledge management is the creation and implementation of WebDAM, an online digital asset management system for all MBA and CLS curriculum materials and learning objects “in the cloud”. The system was created so that all faculty and staff would have access to all LFGSM curriculum materials in a secure, accessible location that is fully cross-indexed and tagged. This allows faculty to search, download and use curriculum materials to enhance courses, keep curriculum current and increase student learning.

7R2. Evidence of Meeting Needs
The headings in the Dashboard reflect the key performance indicators used to track a specific strategic goal. In addition to the Dashboard, the Metrics that Matter® student and faculty evaluation data provides regular feedback from on our performance.

Faculty have been issued usernames and passwords for the WebDAM system to access curriculum materials as needed. This has resulted in faculty having greater ownership of materials and improved access.

7R3. Comparing Performance Results with Other Organizations
The WebDAM organization states that LFGSM is one of the first institutions to implement a digital asset management system for curriculum materials. Comparisons are hence not available.

Improvement

7I1. Recent Improvements
The improvements LFGSM has made are related to our strategic goals: 1) Growth and 2) Become known as the business school that delivers business impact. Measuring effectiveness is an important part of meeting those strategic goals. Spending decisions and new initiatives, at all levels, are based on effective use of data and analysis. Use of our data has been instrumental in our creation and support of programs and services that support student success.

Growth in 2013-14: new student enrollment grew 21% over the Board budget goal, but didn’t grow to the point where number of new students outnumbered number of graduates.

7I2. Selecting Processes and Targets for Improvement
As a singularly focused institution with one degree program and one central location,
communication and interaction across departments is embedded in daily routines. Targets for improvement are identified at all levels of the organization, but frequently at the lowest levels.

Examples of some of our process improvements include:

- streamlined admission and approval processes
- improved data on student support services and students at risk
- streamlined faculty hiring and slotting processes
- enhanced student and faculty feedback
- electronic grade submission
AQIP Category 8: Planning Continuous Improvement

Introduction

LFGSM utilizes planning to continuously improve and support its Educational Programs. As demonstrated by its audited financial statements and strategic planning updates (ERR 4: F.1.C FY’12 - Audited Financial Statements, ERR 2: C.7 – Strategic Brief 2013-2014) the school’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future. Category 6 documents that the school has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered and that the institution’s staff in all areas are appropriately qualified and trained. LFGSM strategic goals which align with its mission are realistic for the school’s organization, resources and opportunities, and has a well-developed process in place for budgeting and for monitoring expense. (ERR 3: 1A3 – 2012-2013 Budget)

Processes

8P1. Planning Processes (cc5A)

Planning is a critical part of the organization through which direction of programs are determined and cohesion across departments and among staff, faculty and the Board of Directors is developed. Strategic plans are created for three-year cycles, and similar planning processes are used at every organizational level to integrate objectives and strategy and to align the whole school.

Planning takes place from top down and bottom up. Committees of the Board of Directors, staff and Management Team members are involved throughout the planning process and provide formal and informal feedback. The Management Team starts the process every year by reviewing the mission, vision and values, which are always at the core of decision-making and strategy. The basic strategic planning process is as follows, with changes to the order from year to year, depending on where the focus needs to be:

1. Solicit in-depth input from each Board of Directors Committee early in the planning process. Each Committee reviews their department’s plan and budget prior to the plan being presented to the full Board of Directors for endorsement. The Board of Directors provides formal input/feedback at 2 full Board meetings, one early in the planning process to gain their input and another when the plan for the following year is presented for their endorsement in May. Ongoing results are monitored throughout the year at the Board Committee and full Board levels.

2. Conduct an environmental scan at the organizational and departmental levels to identify high-impact trends, noting especially those that will potentially have a significant impact. Information comes from business and academic publications, association reports, media and professional associates in business and academia.

3. Discuss major challenges/big issues (can be internal or external) that should be considered as strategic objectives are developed.

4. The Management Team conducts a SWOT (strength, weakness, opportunity, threat) analysis that reviews the School’s ability to overcome major challenges or take advantage of major opportunities identified in the previous steps.

5. Develop preliminary strategic objectives that support each of the enterprise-wide goals during the plan period.
6. Develop high level strategies to achieve each objective. Review strategies with the Sr. Manager of each business unit that will be impacted by and/or responsible for the strategies. Then review all strategies with the entire Management Board to ensure there is alignment among all business units and that the strategies will achieve the stated objectives. This includes AQIP Projects to be completed during the plan year(s).

7. Conduct risk assessment and identify potential mitigating actions and contingency plans for each strategic objective.

8. Develop financial and non-financial metrics that will be used to determine success in achieving each objective. Most often, the Balanced Scorecard approach is used.

9. Develop initiatives to achieve strategic objectives, identifying who will run each initiative.

10. Conduct a comprehensive Management Team review of all strategy synopses to ensure alignment among business units and balance of strategic objectives among the six critical success factors.

11. Conduct resource assessment and discuss with shared support services, business units and any revenue unit whose resources will be required to achieve objectives.

12. Budget, including estimates of investment spending anticipated during the plan year(s). Throughout the process, the School’s values are used to guide decisions about what we will do, why and how we will do it.

8P2. Selecting Long and Short-term Strategies
Short- and long-term strategies are created within a full organizational strategy. This organizational strategy is a long-term strategy that stays in effect for three years. Each department then conducts an analysis of its operations and an environmental scan to determine what the department should focus on and what opportunities exist. Next, departmental strategies are measured against the organizational strategy. All departmental strategy items must directly support the organizational strategy to be approved. Finally, individuals develop annual short-term goals that support departmental and organizational strategies.

Organizational strategies set by the Management Team and approved by the Board of Directors are usually set for three years. Three years is optimal because it provides continuity yet enough flexibility to respond to market changes. Departmental strategies that support long-term organizational strategies are developed by each business unit to address school needs and respond to the market from the perspective of their functional expertise. The selection process includes senior leadership direction and input. Each departmental team has input on short-term strategy selection during their weekly team meetings and long-term strategy planning via the annual development process described in 8P1.

8P3. Developing Action Plans to Support Strategies
The process to develop key action plans that support organizational strategies follows a
planning process schedule that outlines the steps and timeline for delivery. Each business unit that will be involved in implementing the strategic objective establishes departmental objectives, implementation plans and action items that support the organizational strategies. Action plans and strategy metrics are developed together.

8P4. Coordination and Aligning Planning Processes
The planning process is top down and bottom up. The Management Team maps out revisions to current strategy and engages in initial discussion about the direction of future strategy. Each Management Team member then brings these initial plans to his or her department to get staff input and involvement in further planning. Each business unit responds to strategy in 3 stages: Refresh Strategy, Advance Strategy, and Resource Strategy (human and capital). These are important steps to ensure the viability of the strategy and staff buy-in. Also, by including departmental staff in strategy development, there is clearer understanding and greater alignment across the organization. Individual goals are also tied to departmental and organizational strategy. After departmental input is complete, Management Team members reconvene to align organizational strategies and create commitment to execution through a strategic plan.

8P5. Objectives, Selecting Measures, and Setting Performance Targets
The Balanced Scorecard approach is used to define objectives, select measures, and set performance targets for organizational strategies and action plans. More specifically, the metrics focus on 4 areas:
- Customer measures indicate how our customers’ see/experience LFGSM.
- Financial measures focus on revenue, expenses, gross margin, and net operating income.
- Process/Internal measures are related to our business processes that have the greatest impact on effectiveness and efficiency.
- Innovation and Learning measures are related to our ability to launch new products and create more value for customers.
- Specific performance targets are set based on previous accomplishments, internal benchmarks, and financial and growth requirements. Environmental and competitive trends are also factored into targets.

For example, to develop enrollment objectives LFGSM looks at all internal factors, and based on those determine that enrollment at X level would be a reasonable target. The economy, competition, and enrollment trends are also considered to set the final target. This target represents a realistic and achievable objective. The same is true for tuition and other organizational, departmental and individual objectives. Additionally, the School uses its organizational values, mission and financial capability as lenses through which to evaluate objectives. Objectives must support larger strategic initiatives and align with mission, vision and values to be adopted into the Strategic Plan.

8P6. Linking Strategy to Action Plans (cc5A)
To link strategy selection and action plans, first organizational and departmental strategy and strategic objectives are set. Appropriate action plans to achieve the strategic objectives are then developed. All required resources, such as human and capital are developed along with creating of a preliminary budget. All resource requests across the organization are compared, to balance, pare down or reallocate where necessary. Financial resourcing decisions are made based on current availability to pay, expected financial growth, and return on investment. Human resource decisions are made based on projected time requirements.
for the work. When a person is assigned to work on a strategic objective, the work associated with the objective becomes part of his or her annual performance goals against which he/she will be measured. Any assistance needed from the Board of Directors and the Business Advisory Council is identified in the strategic plan.

The 2013 Quality Checkup Report confirmed that strategic planning at LFGSM uses a 3-year planning cycle documenting that the strategic planning process and its outcomes makes clear that each of the action projects were derived based on the strategic objectives for the planning cycle. Student and market data were analyzed in the planning process and the goals for each action project were, in part, derived from such data analyses (ERR 2: E5 – Quality Checkup Report May 2013 p.6) ERR 2: C Planning Documents C. 1 2011-2014 Strategic Plan C.7 Strategic Brief 2013-2014 C.6 Technology Plan 2012-2014)

8P7. Assessing and Addressing Risk (cc5A)
The School develops a risk register for each strategic objective at the organizational and departmental levels to assess and address risk in the planning process. As discussed in 8P1, a SWOT analysis is conducted for each strategic objective. Part of that process is to identify any weaknesses and threats which may translate into risks. The risk assessment incorporates environmental trends and internal factors and uses the risk register approach, which identifies the primary risk to an initiative, mitigation strategy, and an additional tactic or strategy if the mitigation fails.

Threats and/or risks that participants identify are those that could derail or delay achieving the strategic objective. Once risks have been identified, risk registers are used to record and describe specific risks.

The formal organizational strategic plan includes a risk register for each objective. The strategic planning document also includes high level risk mitigation plans and ranks the risks according to their likelihood for disruption.

8P8. Developing and Nurturing Faculty, Staff and Administrator Capabilities (cc5A)
As discussed in Category 4, Valuing People, LFGSM believes lifelong learning is a core competency for success in any field and to ensure that faculty, staff, and administrator capabilities are fully developed and nurtured to address changing requirements demanded by the organizational strategies and action plans. LFGSM recognizes the importance of education in professional development and empowering staff, faculty and administrators to effectively implement strategic initiatives.

The Talent Management program develops key staff members for leadership positions. The process involves a discussion by the Management Team member related to each staff member’s performance and potential. This is then oriented to a 9-box model that helps the Management Team identify potential development opportunities for each individual. This conversation is re-visited every 6 months.

All faculty are invited to participate in Certificate Council and Bench Meetings three times throughout the year. The meetings are designed to provide opportunity for discussion of andragogical and content issues within a course and certificate leading to shared knowledge and andragogical improvement (ERR 2: E5 Quality Checkup Report May 2013 p.4) In addition to the 9 curriculum council meetings held annually, each individual faculty bench meets at least twice to discuss ways for aligning course modules across different sections of a course as well as redesigning courses for
8-week blended and online formats. Additional Bench meetings are scheduled to address specific issues. For example, the Global Business and Cultural Diversity (5160 course) Bench wanted to eliminate textbooks and use more current digital material from the Business Databases. This Bench met multiple times to create an academically rigorous, but much more current and relevant, learning experience for students. As stated in the 2013 Quality Check-up Visit, The LFGSM AQIP Faculty Engagement Project’s goal is to provide faculty a higher level of training, development and academic support to improve student learning. LFGSM now provides regular development opportunities through Harvard Case Teacher Workshops (on-site, through HBS) and faculty run workshops. (ERR 2: E5 Quality Checkup Report May 2013, p.4)

All faculty participate in a mentoring onboarding process for a full term and/or corporate learning engagement in which they learn the necessary processes and organizational procedures to be a course facilitator with LFGSM including the School’s mission and teaching and learning philosophy.

Results

8R1. Measures Collected and Analyzed
The Strategy Brief is a summary document of the Strategic Plan strategies. It defines the enterprise-wide goals and includes detailed information that pertains to each one separately. Each strategy is expanded in a Strategy Synopsis. Each Strategy Synopsis describes the metrics that apply to each of the enterprise-wide goals, which are divided by department ownership. The goals are specific and measurable with clear lines of responsibility. Each goal is measured using Balanced Scorecard metrics: financial, customer, innovation, and process improvement and/or adaptation. Within each of the enterprise-wide goal sections, the strategic objective, strategy, metrics and measurements, risks, and initiatives specific to that goal are listed. The initiatives include tactics with specific timelines, budgets, and ownership that will be used to reach the goal. Schedules, project management techniques and financial indicators are used to measure the effectiveness of each initiative. (ERR 2: C.7 Strategic Brief 2013-2014)

The success of the financial and process metrics of the planning process is measured by how well it stayed on schedule and within budget. Most strategic objectives contain financial measurements to determine how effective our planning and execution processes are. There are four financial metrics: actual revenues/expenses, budgeted revenues/expenses, forecasted revenues/expenses, and the variance of actual from the actual budget. Monthly expense and revenue reports are compared to budget projections, and where significant variances occur, the causes are evaluated and compared to forecasts made during the planning process. Adjustments are made to the budget and goals as needed throughout the year. LFGSM regularly refers back to its enterprise-wide goals as it establishes short and mid-term objectives. Since enterprise-wide goals are usually established for 3-year periods, their durability and relevance is also an indicator of the process effectiveness.

Another indication of planning process effectiveness is employee feedback. The Employee Engagement Survey measures employee satisfaction and alignment with the mission, vision and values. LFGSM typically scores very high in this area as all staff members are invited to be part of the process. The Faculty Engagement Survey after each academic term measures faculty satisfaction, perceived support, and alignment with the School’s mission, vision and values for all faculty that taught in the term.

8R2. Performance Results for Accomplishing Organizational Strategies and Action Plans (cc5A)
In 2013 a new 3-year strategic plan was developed containing two main goals: 1) Return the
School to growth and 2) Become known as the business school that delivers business impact. The redeveloped Strategic Plan was in response to the economic downturn of 2008 and its impact on LFGSM. Related objectives were to decrease student attrition rates and increase student satisfaction.

See Section 6R2 Table 17 for Student Attrition Data.

Metrics that Matter® streamlined the process for collecting indirect feedback on both student satisfaction and indirect business impact.

See section 1R5 Chart 2 for Student Post Course Evaluation Results.

A Business Impact Certificate was created for the 2013-14 Academic Year to allow students an opportunity to demonstrate how they are using what they are learning in their MBA coursework. From the classroom activities and assignments, reading materials and the insights gained from in class discussions with their peers, students are able to apply this to the real world problems they encounter in their professional and community life.

The Business Impact Certificate allows students to document their progress through this process and to demonstrate that they qualify for the Hotchkiss Scholars Program. At the completion of the Business Impact Certificate students will be able to implement policies, procedures, or strategies that have a positive impact on their organizations and/or communities.

8R3. Projections or Targets for Performance
Growth targets are related to specific growth goals that are tied directly to the enterprise-wide strategic objectives. Overall growth is measured primarily by financial metrics. Annually targets are set for increased MBA enrollment, cost management, customer satisfaction, donor dollars, alumni engagement, and increased numbers of Corporate Education contracts. The annual targets constitute the benchmark necessary to reach long term strategic objectives.

8R4. Comparing Performance Results with Other Organizations
According to results listed in the Action Project Directory of the AQIP website, results for processes in planning continuous improvement are comparable with other schools. In most cases, schools like LFGSM take on a continuous improvement project because by doing so, they will fill a need or position themselves to take advantage of an opportunity. The initiative usually has long-term impact on the organization.

LFGSM has completely integrated the AQIP projects into the daily fabric of the School. All staff, and particularly the adjunct faculty, is able to link their daily activities to the AQIP projects.

Many schools form committees, have meetings to discuss the processes, come up with a plan and then implement it. This is the process used by LFGSM as well. The processes for planning continuous improvement are thorough and involve many people, just as other schools do. By using this process for planning continuous improvement, risks are mitigated by identifying them in advance, utilizing the expertise of all human resources and seeking buy in for these initiatives.
8R5. Evidence of Effectiveness
The continuous improvement planning process begins with identification of a service or program gap. The gap can be found through survey data or an audit of some type. Once the gap is identified, a plan is developed to address it. Before the plan receives approval it is checked to see whether it ties to the strategy. If it does, the plan becomes a project, is included in an individual’s annual goals, and is resourced. If not, either the plan is abandoned or suggested for inclusion in the strategy. If it is important enough to be part of strategy, then it gets built in and assigned responsibility to an appropriate staff member. The identification of a gap and connection to strategy is an important combination for continuous improvement success. A gap in service can be a risk to the School, and if the risk is significant enough to have a big impact, its mitigation should be tied to strategy. The combination of gaps and strategy sets up a system of checks and balances for continuous improvement project selection.

For continuous improvement to succeed, it has to be tied to strategy and an individual’s goals. The AQIP Action Project, Articulation of Organizational Values was not initially included in an individual’s goals, nor was it tied to strategy. Since the project was outside the strategic initiative scope, it did not receive the resources and attention necessary to complete it on time. It was added to the strategic objectives the following year and the project was completed successfully. When the process deviated by not connecting to strategy, the project failed to thrive and was only revived when reconnected with the established process.

The past two years included a change in the academic database to Jenzabar as well as an upgrade to the Learning Management System to Blackboard Learn. These changes prompted the need for added technology training sessions directed specifically at Blackboard Learn and the creation and development of new processes including inputting grades through the myLFGSM Faculty Portal. (ERR 3: 3C - Faculty Mentoring Program)

Improvement
8I1. Recent Improvements
In 2010, the Management Team invited an innovation and strategic planning consultant for strategic planning. He introduced the Management Team to his theory called the “Phoenix Principle.” His philosophy challenged the Management Team to think about every aspect of the organization from a new perspective and try to consider it differently. He called this concept identifying “lock-ins” or processes, practices or programs that operated in the same way they always had because no one challenged their effectiveness. He used his own model to lead the Management Team through the exercise. This process prompted the development of a Research, Development, and Innovation department to find new and innovative ways for continuous improvement. The most significant result was the launch, and later integration, of the Immersion MBA targeting professionals early in their career.

Another dynamic improvement the School has made is to dramatically increase the organization’s ability and capability to use data for decision making. More data is gathered, analyzed, shared and turned into action plans, and the data collected is more accurate than ever before. The next challenge is to move from rewarding and acknowledging employees and faculty on longevity to rewards based on performance that improves processes and results in business impact – time and money saved, higher productivity, higher quality, better effectiveness.

8I2. Selecting Processes and Targets for Improvement (cc5A)
Lake Forest Graduate School operates with a customer intimate value proposition that is
reinforced by its values of Commitment to Customers, Integrity and Continuous Improvement. This framework, combined with a mission-centric culture, creates an environment that focuses on the customer and continually improving his/her experience. The culture is collaborative and hard working as well as focused on making data-based decisions. From individual employee evaluations to enterprise-wide initiatives, most activities are measured by predetermined metrics. The combination of customer focus with data-driven decision making allows for selection of specific processes to target for continuous improvement. The new Student Information System (Jenzabar) has allowed for better tracking of student and faculty information and satisfaction allowing for improvements to begin in ways that information is shared and queries created to pinpoint ways for continuous improvement utilizing the data.

New for the 2014-2015 Academic Year is an LFGSM Faculty Academy which will provide all faculty the opportunity to take a series of courses leading to a certificate in Communication & Engagement, Best Practices in Active Engagement for Adult Learners, and Assessment. In addition to the LFGSM Faculty Academy offerings, all faculty will participate in the Digital Literacy Key Elements of Your Success Module and have the opportunity for further workshops directed at technology tools necessary to fully engage students in the program. All courses will address both the Faculty Engagement and Technology Enhanced Learning 2014-2015 AQIP Projects.

AQIP Category 9: Building Collaborative Relationships

Introduction
LFGSM supports collaborative processes and relationships internally and externally. As a graduate school of business, the institution that was developed by and for the business community, the School has partnered with the following corporations in the development and delivery of programs to their employees: Allstate, AbbVie, Abbott, Baxter, CDW, Discover Card, Federal Reserve Bank, Grainger, Hospira, Hollister, Idex, Mondelez, Kraft, Coleman Cable, Rosalind Franklin, Sysmex, and Rustoleum.

The Business Advisory Council is an excellent example of the interplay between the institution and the business community. The School maintains an excellent relationships with external agencies including the Illinois Board of Higher Education, the Higher Learning Commission of North Central Association.

LFGSM maintains relationships with the following vendors and academic institutions: Knowledge Advisors – Metrics that Matter, Vertical Learning Curve LLC, Harvard Business Publishing, WebDAM, Blackboard, Lake Forest College, Rosalind Franklin University of Medicine and Science.

Processes
9P1. Building Relationships with Educational and Other Organizations
While LFGSM does not directly recruit from other educational institutions, LFGSM students and clients are professionals at area businesses, making relationships with area businesses among the School’s highest priorities. Reciprocal relationships are developed to better understand the business challenges faced by area corporations so that partnering with them can help address these challenges. The School also would like to develop strong relationships with other educational enterprises like Harvard Business Publishing. This offers the opportunity for the School to keep content current and pilot new learning objects. LFGSM develops broader and deeper relationships across organizations and a unified approach to
helping solve some of their critical issues.

LFGSM has a strong relationship with Lake Forest College (LFC). The Presidents of the two institutions sit on each other’s Board of Directors, as well as Committees. The President of LFC sits on the Educational Programs and Solutions Board Committee at LFGSM. LFC encourages their graduates to consider advanced education, specifically at LFGSM for an MBA degree. LFGSM seeks educational partners like Vertical Learning Curve LLC to provide content for the Immersion MBA program. The School’s long-term relationship with Menttium 100 allows LFGSM to provide scholarships to mentees, and potentially attract mentees to the MBA program.

9P2. Building Relationships with Educational Organizations and Employers

By delivering on LFGSM’s mission to improve students’ competence and confidence so that they can make measurable contributions within their organizations, the School strengthen relationships with the companies that employ LFGSM students. Delivering on this promise encourages companies to send their employees to LFGSM for business management education. One reason for their confidence is because the management competencies at LFGSM map very closely with the organizational competencies of many successful companies.

LFGSM actively solicits partners from the business community that could best serve its employees through educational offerings, including onsite Certificate and full MBA programs. An account manager is assigned to the business partner and spends time understanding that company’s needs. Admissions personnel visit the site and discuss opportunities with potential students. The School seeks input for curriculum design and uses surveys, interviews, and focus groups to further research educational needs. This information is used to help shape educational programs and determine outcomes. Research is conducted on an as-needed basis and includes strategic individuals from major corporate partners.

Once regular programs are in place, the School monitors progress, continues to work with companies on enrollment, and assures that the goals of the company are being addressed. Once students graduate, they are recruited to join the ranks of LFGSM alumni.

9P3. Building Relationships with Organizations that Provide Services

The School’s major student-facing systems include:

- **ProQuest Business Library**
  LFGSM does not have a physical library; however, students are able to access at no cost the ProQuest Business Library collection, which they can use to conduct research. Business library materials may also be assigned as required readings in some courses. ProQuest has content from six content collections totaling millions of documents: reference books, magazines, newspapers, TV/radio transcripts, maps, and photographs. The resources are updated daily. The Electric Library features online help and a powerful, easy-to-use search engine. Student access is automatically authenticated when they connect to ProQuest using the link that is posted through various password-protected student sites (Blackboard, my.LFGSM.edu). The ProQuest administrative back-end allows for monthly usage tracking, but at this time those data are not actively monitored.

- **Blackboard**
  All students have access to the Blackboard learning management system at
lfgsm.blackboard.com. Faculty utilize Blackboard to engage students throughout the classroom experience. On Blackboard, students are able to access learning materials; engage in conversations with each other and faculty through discussion forums and private mail; complete and submit assignments and tests; and review their grades on all assignments. Student usage of Blackboard is not actively measured, but can be reviewed as necessary.

- **Harvard Business Publishing**
  LFGSM has an enterprise relationship with HBP which provides critical academic resources and activities that support faculty in creating rich and current curriculum content. LFGSM has pioneered several initiatives with Harvard including online access to cases, free digital subscriptions, and complementary 1-year subscriptions to the *Harvard Business Review* for recent graduates.

- **Support Services**
  Blackboard Support Services is contracted to provide students with 24/7 real-time support for all technologies they encounter as part of their degree program (e.g. Blackboard, the interactive student portal, Microsoft Office, etc.). This support service is accessible by phone (866-471-4249) and online (http://support.lfgsm.edu). Usage is monitored through monthly reporting from Blackboard Support Services.

  Spanera LLC provides tutoring services to students both face-to-face and virtually for writing and finance courses. A tutor is available directly within the LMS to answer questions or respond to requests for tutoring promptly. Excel software workshops are offered throughout the year for which students can register at any time.

- **Additional Services**
  LFGSM also provides WebEx web conferencing (lfgsm.webex.com) to facilitate student attendance when they are unable to physically make it to class; and Chronus mentoring resources (lfgsm.chronus.com) to allow students to connect with an alumni mentor who will assist them through the academic process. Usage statistics for both tools are measured as necessary.

In most cases, committees reviewed student needs and sought the best solution before contracting. The School continues to monitor these relationships in light of changing needs. The goal is to consistently develop and strengthen these partnerships so that they enhance collaboration between industry and academia to provide cutting-edge, relevant learning materials and resources (books, cases, articles, videos, simulations, tutorials, etc.). LFGSM has strategically established unique “trusted” partnerships and negotiated mutually beneficial arrangements with top providers that have the most impact and benefit to our curriculum development. These relationships have enabled LFGSM to significantly reduce expenses without sacrificing content quality and have positioned the School in a preferred status with several of the vendors. Strong relations with McGraw Hill and other textbook publishers have also been built.

9P4. **Relationships with Organizations that Supply Materials and Services**

Some of LFGSM’s system-wide providers are:

- Jenzabar – Enterprise-wide Information System
- Vertical Learning Curve LLC (VLC) – Immersion MBA courseware
- Microsoft – SharePoint Portal, Office, Email, Lync
- **Metrics that Matter®** – Student and faculty evaluation system
- **WebDAM** – Digital asset management system
- **Salesforce** – Customer relationship management (CRM) system
- **One Source** – Company profiles database
- **WebEx** – Video conferencing tools

The methodology for selecting each vendor included a committee that listed needs, sought alternatives, conducted benchmarking, and eventually made a contractual recommendation. The School maintains continuing relationships with all of them. In addition, many of the services provided by these vendors work together to make information more accessible than before.

**9P5. Building Relationships with Education Associates, External Agencies, Consortia Partners, and General Community**

LFGSM chooses associations with which to interact based on the mission, vision and goals of the organization. LFGSM pursues relationships that meet the mission of providing business management education to working professionals and improve the student experience. In those instances, LFGSM representatives become actively involved in the organizations where thought leaders gather. Examples include:

- The President is actively involved in the Lake Forest/Lake Bluff Rotary Club, the American Association of Presidents of Independent Colleges and Universities, and the National Association of Independent Colleges & Universities.
- LFGSM executives are actively involved in local Chambers of Commerce and other business leadership groups
- LFGSM executives are active members of a variety of industry and professional associations
- The President sits on the Board of three organizations:
  - Board of Trustees, Lake Forest College
  - Board of the Providence College Alumni Club of Chicago
  - Advisory Committee of the Rosalind Franklin University College of Medicine
- A Management Team member sits on the Advisory Committee of the Rosalind Franklin University College of Medicine and Science
- The School is actively involved with the Menttium 100 organization

As LFGSM increases involvement in organizations, strong relationships are built within them. An example of a strong relationship with an organization is the relationship with Trustmark Insurance. For many years prior to the construction of our new facility, LFGSM used Trustmark facilities to house weekend classes. This relationship continued to grow resulting in one of their top executives sitting on the LFGSM Board, Trustmark sponsorship of Business Education Forums at LFGSM, and a Trustmark Foundation sponsored scholarship for LFGSM students.

LFGSM developed the Business Advisory Council as a way to develop relationships with area business leaders. Twenty-three top executives from various areas of business actively serve as members of this advisory group. This mutually beneficial group has proved to be a winning way to establish relationships with influential community members. They provide advice on business trends, support the School's goals, serve as guest lecturers in MBA classes, and recently helped launch a mentoring program for students in career transition.

LFGSM partners with Towers Watson, a local global professional services company, to host
and facilitate Global Consortium activities three to four times per year. These activities provide a forum for top leaders in Talent Development to meet and share best practices for developing global competencies within their organizations.

Discover Card was a recent partner in piloting the Immersion MBA globally to several employees based in Shanghai, China. This partnership gave the School insight into global student learning needs, the applicability of the program to local students, and the support resources needed to service them. Courseware partner VLC was intimately involved in structuring the China pilot.

9P6. Ensuring Partnerships Meeting Needs
LFGSM espouses a customer-intimate value proposition and use organizational values of Commitment to Customers, Integrity and Continuous Improvement as the foundation for relationships with other organizations. LFGSM maintains interactive, reciprocal relationships with partners that involve robust dialogue. LFGSM reviews student and faculty evaluations to identify obstacles to learning caused by vendor-related issues. Regular communication meetings take place with major vendors, such as Harvard Business Publishing and VLC, to assure that LFGSM is current on educational offerings, identify issues with the partnership, and develop action plans for identified gaps. VLC attended weekly meetings of the iMBA implementation team virtually for two years to assure the needs of all parties were met and issues were identified and resolved quickly. Marketing services vendors are included in weekly Marketing meetings, and vendor performance reviews are initiated to assure results, collaboration and alignment with the values of the School. Issues with technology or Shared Services support identified from the Faculty Engagement Survey are referred to the appropriate department for resolution or additional training. See section 4P6 for details. (ERR 3: 4A6.1 Faculty Engagement Survey Report)

9P7. Building Relationships Between and Among Departments and Units
LFGSM regularly establishes cross-departmental task forces and committees to address issues faced by the organization. This helps build relationships across the organization and fosters effective collaboration. One example is the regular meeting between Academics and Admissions during the third week of each academic term. The institution of this recurring meeting resulted in improved processes for reviewing MBA candidate applications to identify developmental needs to be addressed prior to enrollment or concurrent with course work in the MBA program. Interventions such as tutoring can be put in place proactively to benefit the candidate early in their program. The Management Team of all business unit leaders, meets weekly to address policy and strategy questions and to share operational information. They then communicate relevant information to their departments. The Management Team posts non-confidential meeting minutes on the SharePoint intranet weekly for all staff. Representatives from departments attend other department meetings to assure communication and collaboration across the School.

School-wide forums and “Info Shares” are all-staff meetings that focus on staff education and cross-departmental communication. These meetings foster teamwork and data sharing across processes, departments and employees to generate process improvements and improved performance.

Results
9R1. Measures Collected and Analyzed
Employee Engagement Surveys, Faculty Engagement Surveys, student midterm and post-course evaluations, and student and alumni Net Promoter Scores have been described in
sections 1R1, 3R2, 4R1, 4R2. LFGSM solicits and receives frequent comments and suggestions from corporate partners, using formal and informal methods. (ERR 3: 4A6 Survey Data)

9R2. Performance Results
MBA students rate LFGSM high as well with a 2013-14 Spring 1 term overall course rating of 4.22 / 5 for the Leadership MBA and 4.29 / 5 for the Immersion MBA. The 2012 Employee Engagement Survey (see section 4R1) had a 78% participation rate, a decrease of 13% from the prior year, with an overall satisfaction rating of 4.05 / 5, down 3% from the prior year. The Spring 1 term Faculty Engagement Survey (see section 4R1) results yielded an overall score of 4.49 / 5, demonstrating faculty engagement, satisfaction and sense of support from the School. Corporate partners give the School consistently high marks. In 2013-14, participants in corporate programs yielded an overall score of 4.12 / 5 on learning session engagements. (ERR 3: 5E LFGSM Employee Engagement Survey Findings, ERR 3: 4A6.1 Faculty Engagement Survey)

The School’s external relationship with Harvard Business Publishing is strong. LFGSM has earned the title of “trusted partner” and as a result the School is given opportunities to pilot new learning objects and host regional training sessions. LFGSM was recently granted access to the Harvard “building block” Blackboard Learn feature, which provides a seamless link to Harvard content within LFGSM Blackboard Learn course sites. LFGSM and VLC meet regularly to review the relationship and discuss course improvement action plans and faculty dashboard enhancements. LFGSM and Blackboard Learn representatives meet regularly to review the relationship and discuss LMS enhancements. The Shared Services department regularly reviews support request reports from Blackboard 24/7 to identify student and faculty LMS issue categories and plan potential training or communication needs. Other support technology partnerships are reviewed by the Shared Services or Information Technology department and meetings are held to identify issues and create action plans.

9R3. Comparing Performance Results with Other Organizations
There is no data comparing LFGSM performance with other institutions. Instead, the School chooses to focus on increasing scores based on its own performance, setting benchmarks based on previous yearly results and improvement goals.

Improvement
9I1. Recent Improvements
LFGSM works to continually improve relationship-building processes. The School recognizes that strong relationships with the right organizations can have a powerful positive effect on its effectiveness and so, its viability. Several strategies have been employed to strengthen relationships, including:

1. Implementing Metrics that Matter® evaluations for students and faculty to assess outcomes and satisfaction. Knowledge Advisors, the owner of the Metrics that Matter® technology, is one of the primary companies in the field of business data collection and analysis. Some of LFGSM’s largest clients use this system, which allows the School to align with them in exploration of outcomes assessment and continuous improvement.

2. Building on “reverse presentations” in which corporate clients present a comprehensive review of their talent development and employee training strengths and needs.

3. Selecting “best of breed” systems and assuring that they are used appropriately and effectively. Examples include Jenzabar, Blackboard Learn, ProQuest library and
Harvard Business Publishing. These are systems and content that students would access at any major educational institution. The School uses systems like WebEx videoconferencing and SharePoint intranet that are commonly used in businesses.

4. Adding two corporate sales positions to build and strengthen corporate relationships.

In the 2013-14 academic year, the School established a relationship with Rosalind Franklin University of Medicine and Science - College of Pharmacy. The two institutions jointly offer a credit-bearing course in pharmacy management. The relationship with the College offers a new partnership and market opportunity for LFGSM, and the content can potentially be modified to serve other colleges with allied health professions degrees.

For the last year, Educational Programs and Solutions (EPS) has sponsored Information Summits after every term that present student and faculty evaluation results and other academic key performance indicators to all staff. This year, LFGSM launched the “Dashboard” which makes all key performance indicators for the School transparent and viewable in real-time, at any time.

9I2. Selecting Processes and Targets for Improvements

In the School's response to the Quality Check-up Team’s recommendations from the May 2013 Visit (ERR 2: E5 Quality Checkup Report/Response Letter) the President indicated the following actions would happen:

1. **Data-driven decision making process** – the development of a dashboard for monthly administrative meetings that looks at data that should drive decisions (enrollment, faculty & staffing needs, new program development, student learning outcomes (annually), events that link to mission, achievement of strategic goals, etc.), and;

2. **Direct Assessment of Student Learning Outcomes** – planning and establishing evidence that students have achieved the program outcomes or competencies. This will include curricular mapping as a first step, establishing where program outcomes are linked to course objectives and their corresponding artifacts (tests, papers, projects, etc.). This effort will include sending a LFGSM Team to a HLC Assessment Workshop.

Since the Quality Checkup Visit, LFGSM has aggressively followed up on improvement areas identified. The Visit helped to accelerate the School's efforts in these areas. The groundwork for the data-driven culture has been formulated, especially with the implementation of real-time data availability through the Dashboard and the Metrics that Matter evaluation system. The strategies for 2014-15 being finalized make the data-driven decision making process a top priority. This links directly to the School’s two strategic goals and the mission of the School.

Assessment of student learning outcomes is moving from predominantly indirect measurements to expanding direct measurements. The Dean and her associate attended the Indiana University – Purdue University Institute (IUPUI) 2013 Assessment Conference. The focus of the School's participation was on direct assessment and digital badges. The School is revalidating the current management competencies in the CCR 2014 project as a precursor to implementing direct measurements for all MBA courses.