

## Core Component 1 Executive Summary

Our Mission: Edgewood College, rooted in the Dominican tradition, engages students within a community of learners committed to building a just and compassionate world. The College educates students for meaningful personal and professional lives of ethical leadership, service, and a lifelong search for truth.

- In the spirit of the Dominican Sisters of Sinsinawa, Edgewood College mirrored its Dominican Catholic Studium "study, reflection, and action" when we developed and updated our identity statement, vision and promise which combine to guide our mission. This mission is broadly understood by our students, and our faculty and staff are keenly aware of their contribution to fulfilling our mission.
- Our new Strategic Framework, to guide us through the next decade, was collaboratively created in 2016-2017, and is rooted in three themes directly related to our Mission: Student Learning, Inclusion, and Community Impact.
- Our commitment to the public good is seen in so many actions done by our students, faculty, and staff and ultimately recognized in 2015 when we were awarded the Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching.
- Edgewood's commitment to diversity and inclusion is reflected in our mission and in our structure, policies, and programs. To address concerns raised in the 2008 HLC report, we have made substantial changes to enhance our ability to foster a robust climate of inclusion.

## Core Component 2 Executive Summary

- Our commitment to operate with integrity is rooted in our Dominican Catholic tradition for pursuing truth, justice, and compassion. Specific detailed policies and procedures across the College provide guidance for fair and ethical behavior on the part of the governing board, administration, faculty, and staff.
- In our search for truth, we seek to be transparent in presenting ourselves clearly and completely to our students and the public by utilizing multiple and accessible media platforms.
- Our College has a well-defined set of expectations for Trustees and a comprehensive system of orientation and reinforcement to encourage adherence to best practices. A comprehensive set of committees is used to assist the full Board in the conduct of its work. A new committee, the Institutional Mission Council, was created in 2017 in response to emerging institutional needs. Substantial board actions are taken using a three-step process of education, engagement, and action.
- Our Guiding Document for Common Study & Reflection on The Search for Truth articulates how we are positioned for the pursuit of truth in teaching and learning. We also encourage the search for truth through civic participation.
- Following a string of bias incidents and student concerns, the President commissioned an ad hoc committee to explore the establishment of a policy or value-based statement on freedom of expression. The committee recommended the creation of a statement on Freedom of Expression that incorporates existing policies in the Faculty, Staff & Student Handbook. The Academic Dean's Office, in partnership with the Dean of Students' Office, are currently reviewing the recommendations and seeking additional feedback, emphasizing the need for any official statement on Freedom of Expression to be transparent to all of the members of the campus community.

### Core Component 3 Executive Summary

- Our home-grown General Education program celebrates the liberal arts and reflects our Dominican tradition of study, reflection, and action for the common good. Each set of goals in our Gen Ed program is connected with a specific element of student learning essential to the realization of the Edgewood College Mission.
- Dominican Life and our COR courses support students in their exploration of identity and meaning guided by *cor ad cor loquitur (heart speaks to heart)* which inspires our COR questions:
  - ***Who am I and what can I become?***
  - ***What are the needs and opportunities of the world?*** and
  - ***What is my responsibility in creating a just and compassionate world?***
- Engaged Learning (connecting learning, beliefs, and actions) and the Edgewood Engaged Student Research and Creative Inquiry Symposium are gems of distinction for enriched student learning at Edgewood College. We fully integrate engaged learning practices across both curricular and co-curricular experiences.
- We intentionally promote, support, and reward a culture of civic engagement for students, staff, and faculty that is valued by our community partners.
- 152 full-time and 132 part-time faculty teach here at Edgewood (average length of service is 15 years for full-time tenure-track and tenured faculty). Women comprise 62% of the full-time faculty, and 12% of full-time faculty are ALANA. Our student-to-faculty ratio of 9.2-to-1 allows for a highly personalized and enriching educational experience for our students. Numerous and expanded choices for faculty professional development are available through the Edgewood College Collaborative (ECC).
- The Nichols five-column model provides a consistent framework for assessment of student learning in the majors, minors, and general education. Online, blended/hybrid, and face-to-face courses have the same Intended Learning Outcomes (ILOs) and same rigorous reviews. A four-member central online team provides extensive support for blended and fully online teaching.

## Core Component 4 Executive Summary

- Student learning assessment and programmatic information are gathered on regular cycles (student learning, annually; program evaluation every five years). Program reviews and student learning assessment reports are reviewed by the Assessment and Program Evaluation Committee (APEC).
- The School of Business is accredited by the Accreditation Council for Business Schools and Programs (ACBSP). The Marriage and Family Therapy program is accredited through the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). The School of Nursing is accredited by Commission on Collegiate Nursing Education (CCNE).
- We continue to refine assessment processes and strengthen programs through use of our assessment data. Schools and programs are responsible for conducting assessment of student learning and reporting findings in an Assessment of Student Learning Report Form (five-column model).
- Each year, assessment is conducted throughout the College focused both on program and Gen Ed learning outcomes. Graduate and undergraduate programs have designated student-learning outcomes that are assessed on a rotating basis. Gen Ed learning outcomes to be assessed each year are based on high level domain ILOs formulated by the faculty as a whole.
- Edgewood College strives to follow best practices modeled by others. Across the college, every department within every school has adopted the same five-column model for reporting assessment data:
  1. Learning outcomes: what are the student learning dimensions of focus for the year and why?
  2. Measures: how will we gather evidence of student learning for each learning outcome?
  3. Criteria for success: how will you determine student progress toward learning outcomes, or what the evidence suggests about student learning?
  4. Results: what did you learn from analyzing your evidence?
  5. Use of results: what actions will you take because of what you learned?
- The College has adopted a set of ambitious and achievable goals for student retention and completion for its new first-year and new transfer students. The College currently has a goal one-year retention rate of 80%, and a goal six-year graduation rate of 64%, for new first-time students. These target rates have been increased as six-year graduation rates for new first-time students have increased from 51% to 63% in the past five years. Our work for retention and graduation was recognized when we earned one of only three 2015 Noel Levitz Retention Excellence Awards.
- The Office of Institutional Assessment and Research prepares a “GPA/DFW” report each term that reflects the mean grade-point average and percentage of course-takers who earned a D, F, or W (withdrawal) grade for each course offered at the College that term for analysis in improving student learning; as a result, a co-requisite model was implemented to offer support to students while they were in their required math courses. There was a lack of retention of the information they had learned in the developmental course and this new model gave students the material as they needed it.
- We follow students who have graduated from or left Edgewood using National Student Clearinghouse’s StudentTracker to see what kind of schools they attend and programs they pursue following graduation and to reconnect with students who have left Edgewood.

## Core Component 5 Executive Summary

- Edgewood's overall financial health is affirmed by strong Composite Financial Index (CFI) scores. Our CFI Score consistently ranks in the upper quartile among similar institutions.
- We established a Transformation Fund to fund strategic initiatives that can significantly impact and transform the way the College meets the current and future needs of students and the community. Since 2008, almost \$5 million of initiatives have been undertaken through the Transformation Fund and have included online education startup costs, Engaged Learning, registration reengineering and others. Any area or department of the College can prepare a Transformation Fund proposal requesting funding for an initiative.
- People are the College's most important resource and approximately 68% of annual operating budget expenses are for salaries and related employee benefits. The number of full-time equivalent employees in Fall 2017 was 478 compared to an average over the prior 4 years of 484. During that time period the number of full-time equivalent students has decreased 18% from 2,380 to 1,941 due to smaller incoming classes based on regional demographic declines in the number of high school graduating seniors. The increasing ratio of FTE employees to FTE students has placed pressure on the annual operating budget.
- Board members remain knowledgeable about the institution via regular educational sessions held prior to board meetings. These pre-meeting educational sessions focus on key decisions and/or planning priorities that require board awareness. Once each year students from across a variety of majors present at the Spring Board meeting to update Board members regarding their EC experience.
- The College's Strategic Framework serves as the guide for its priorities, actions, and investment of resources.
- Edgewood College uses strategic practices to plan, set, monitor, and meet goals.
- Edgewood has a New Program Planning and Approval process that incorporates a strategic planning process for each academic program approved.