EDGEWOOD COLLEGE

Five-year report on ECSB undergraduate and graduate programs

2016

TABLE OF CONTENTS

APPENDICES

Tables and figures

TABLES

FIGURES

I.   A statement of Departmental support and relationship to the Edgewood College mission

Mission

Edgewood College School of Business stated vision is: Through quality, innovative teaching and scholarship in an intimate, caring environment, students in The School of Business become lifelong learners and exceptional, ethical leaders creating a sustainable global economy. The strategic plan for Edgewood College School of Business (ECSB), approved in 2011, included the following -

- Strategy I: Become a diverse high performing, integrated team of expert teachers, scholars and practitioners who engage the Edgewood community to foster a transformative learning experience for students.
- Strategy II: Redefine the undergraduate, returning adult and graduate programs to foster a transformative student learning experience through delivering an integrated, dynamic curriculum; active engagement in the broader community and; creating a strong, unifying sense of community among students, faculty, and staff.

Additionally, the Edgewood College School of Business Governance Charter adopted on 11/04/2011 contained the following affirmation statements, we will -

- seek to understand and meet the needs and requirements of our student-customers.
- be respectful of the opinions of others.
- trust the expertise of each member of our team.
- understand the perception and impact of our decisions.
- be active and engaged team participants.
- be accountable to our team members. We will expect open communication amongst ourselves.
- integrate resources and information and make fact-based decisions.

ECSB recently approved an updated charter (2/10/2017) with similar affirmations.

ECSB believes both our vision, strategies and affirmations foster the college's mission to educate students for meaningful personal and professional lives of ethical leadership, service, and a lifelong search for truth. In the process of executing the above strategies, we incorporate Edgewood's strategic themes of student learning, inclusion and community impact.

An example of this inclusion can be seen in the second semester course required of our traditional undergraduate business and accounting majors, and business minors. Semester 2[1] Social Innovations: this is a community-centered course that asks students to consider a significant social issue and analyze ways they can address it from the perspective of a business professional within the community. In this course, students have worked with community partners on issues faced by homeless and veteran populations in the Madison area. The course is team-taught by faculty members with expertise in Organizational Behavior and Business Communications. As our students build their identity as business professionals, we expect that they take ownership of the social challenges that are facing their communities. During the semester, students begin to engage with external community partners, developing their professional communication skills. Specifically, they learn to ask meaningful questions, request meetings, conduct interviews, write business reports and executive summaries, and make formal presentations. Their semester-long project requires them to design and propose an innovative solution to the social issue they are studying. Community leaders who work in the field are invited to visit class at

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[1] Throughout this document there will be references to semester 1, 2, 3, 4 and 5: Semester 1 - Bus 298/299, Semester 2 - Bus 348/349, Semester 3 - Bus 398/399, Semester 4 - Bus 448/449 and Semester 5 - Bus 499.

the beginning and at the end to see students' final pitches. Students visit community leaders at their work sites during the middle portion of the semester.

II.   Basic Department Data

A. Faculty

The ECSB currently has 13 full-time faculty members. We fill out our personnel needs with 22 adjunct faculty members who have become dependable and seasoned academic performers contributing their experience and expertise to specific areas of business, organizational development and accounting. Seven faculty members are tenured and 2 are tenure-track.

Table 1

Faculty Members 2016			
FULL-TIME		PART-TIME	
Barnard, Mark*	Le, Ben**	Aschenbrenner, Heidi	Lewis, Jon
Bock, Adam**	McKnight, Philip*	Beaubien, Elaine*	McLeish, Barry
Chock, Mark	Mondry, Annette	Bunting, Melodi	Nordenberg, Jon
Collins, Denis*	Nagle, Trevor	Eastman, Renee	Ogden, Brittany
Dragoo, Amie**	Schroeder, Dan	Evanco, Malika	O'Malley, Paula
Gannon, Amy**	Schroeder, Gary*	Elmer, Steven	Putz, Courtney
Gill, Jacob	Talarczyk, Alan*	Geier, David	Savage, Scott
Hayati, Fazel*		Hallinan, Patricia	Schiedell, Lindsay
Kamal, Raj		Jennerman, Arnie	Smyth, Amy
		Keely, Edward	Swanton, Joseph
*tenured		Krueger, Jennifer	Thompson, Connie
**tenure-track			
left in 2016			

More than 75% of the full-time faculty have terminal degrees and are considered academically qualified. One third of the part time faculty have terminal degrees and are considered academically qualified. Faculty without terminal degrees are professional qualified, as defined by ACBSP. [2] The academically qualified faculty are actively engaged in research and/or professional development.

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[2] See appendix I for the details on ACBSP definitions for academically and professional qualified instructors.

Table 2 FACULTY QUALIFICATIONS

Faculty Member	Year of Initial Appointment	Degree Type	Discipline
FULL-TIME			
Barnard, Mark	2003	Ph.D.	Management
Bock, Adam	2015	Ph.D.	Management
Chock, Mark	2008	MBA	Marketing
Collins, Denis	2002	Ph.D.	Business Environment
Dragoo, Amie	1998	Ed.D.	Educational leadership
Gannon, Amy	2010	DBA	Management
Gill, Jacob	2013	MSA	Accounting
Hayati, Fazel	2004	Ph.D.	Industrial Engineering
Kamal, Raj	2003	MBA/MA	Management
McKnight, Philip	2005	Ph.D.	Finance
Mondry, Annette	2015	Ph.D.	Organizational development
Nagel, Trevor	2014	Ph.D.	Organizational development
Schroeder, Dan	1992	Ph.D.	Organizational development
Schroeder, Gary	1990	Ph.D.	Mathematics
Talarczyk, Alan	1979	JD	Law
Some PART-TIME			
Aschenbrenner, Heidi	2010	MBA	Accounting
Beaubien, Elaine	1980	MBA	Marketing Management
Bunting, Melodi	2007	MBA	Accounting
Eastman, Renee	2012	JD	Law
Monger (Evanco), Malika	2011	MA	Public Administration
Geier, David	1987	JD	Law
Hallinan, Patricia	1999	Ph.D.	Public Finance
Keely, Edward	2013	DBA	Management
Krueger, Jennifer	2010	JD	Law
Nordenberg, Jon	2013	JD	Law
Ogden, Brittany	2010	JD	Law
O'Malley, Paula	2001	MA	Education
Putz, Courtney	2012	MS	Accountancy
Savage, Scott	2013	MA	Business Education

More detailed information on faculty qualifications, scholarship and professional development can be found in appendix II.

Most full-time faculty teach in both undergraduate and graduate programs, at both the Monroe St and Deming Way campuses. Full-time faculty and some part-time faculty have also completed training to teach and develop

online courses. The traditional programs at the Monroe street campus are offered in a daytime face-to-face format. The adult accelerated and graduate programs are taught in face-to-face format in the evening at the Deming campus, and in an online format.

B. Programs, majors and graduates[3]

ECSB has averaged more than 400 students, approximately 15% of Edgewood's student body, seeking degrees in business or business-related fields: traditional undergraduate, accelerated undergraduate, and graduate programs. More than half of ECSB students are working adults who returned to school for either undergraduate (accelerated program) or graduate degrees. We anticipate that our proportion of returning adult students will continue to grow over the coming years. Most of our graduate-level programs are offered in both face-to-face and online formats. Our commitment to online, blended, and technology-enhanced learning environments will continue to grow as we explore options for traditional and accelerated undergraduate programs to begin offering blended format courses. The table below has the collective number of students served by our undergraduate and graduate programs:

TABLE 3					
Size of ECSB programs					
	2012	**2013**	**2014***	**2015**	**2016**
Undergraduate majors	315	294	292	270	247
Graduate programs	137	124	154	145	147
Total	**452**	**418**	**446**	**415**	**394**

*OBL and MSOD programs move from GPS to ECSB

1. Traditional Undergraduate Programs - TUP accounting major and TUP Business major

Our traditional undergraduate students typically come straight to college from high school. Other students transfer from WI institutions, such as Madison College. These students are typically full-time and are between 18-24 years of age. We see three major themes in our traditional undergraduate programs, which, combined with other issues, triggered a complete overhaul in our traditional undergraduate curriculum:

- address the increasing and changing demands of employers,
- incorporate technology to enhance the learning experience, and
- adapt to an increasingly diverse student body in terms of race/ethnicity and learning differences.

ECSB started its curricular redesign work with our traditional undergraduate business major in 2012. The redesign for the TUP Business program began with ECSB faculty identification of the top core competencies that students in a business degree program must develop. Students are repeatedly exposed to key business concepts in accounting, finance, marketing, operations, management and business communication throughout their learning journey.

Appendix III shows the requirements for the **TUP majors** in 2012 and the change that occurred in fall 2014.

2. Accelerated Undergraduate Programs - Business major BBA and BS Organizational leadership

Our accelerated undergraduate program is for students who are working full-time and returning to school to complete an undergraduate degree. The vast majority of these students come to Edgewood with college credits

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[3] The data sources for the figures in section B come from EC institutional research.

that they have accumulated from other institutions. These students come to Edgewood seeking a high-quality educational experience that also offers the flexibility they need to meet other life demands of work and family. We have identified two major themes that we need to address for this population of students:

- award academic credit for prior coursework and real-world experience, and
- offer delivery formats (online, blended) to meet flexibility and learning needs.

The specific requirements for the **2 adult accelerated programs** offered by the Business school can be found in appendix III.

     a.   Course enrollment trends: Undergraduate programs

Below are enrollment figures for undergraduate courses in each of our programs. In each program a course taken at the start of the program and at the end of the program was selected. The enrollment patterns for our traditional program courses (TUP) reflect the patterns of enrollment for traditional students at Edgewood. There is a peak in 2014, 2015 AY and a slight decline for 2016. The adult accelerated programs (RAAD) also follow the pattern of enrollment for adult accelerated students, with a steady decline since 2012.

Table 4						
Course enrollment undergraduate programs						
	course	2012	2013	2014	2015	2016
TUP Business:	BUS 298			95	85	84
	BUS 299			90	82	80
	BUS 398			1	44	50
	BUS 499	48	57	53	67	46
TUP Accounting	BUS 380	39	27	45	28	36
	BUS 485	9	26	20	22	12
	BUS 476			8	10	5
RAAD BBA	RBUS 312	36	25	24	20	20
	RBUS 402	37	30	21	22	7
	RBUS 490	24	30	28	20	8
RAAD OBL	RPSY 322			7	12	13
	RPSY 494			16	12	9

*OBL program moved from GPS to ECSB

b. The number of graduates for our undergraduate programs has averaged 89/year for the past five years. The numbers for specific programs are in the table below –

Table 5					
Undergrad Graduates					
	2012	**2013**	**2014***	**2015**	**2016**
TUP Bus	50	47	50	44	44
TUP acctng	10	7	6	8	9
BBA	26	28	28	23	21
OBL*			14	17	11

TUP Bus ed	0	1	0	1	0
Total	**86**	**83**	**98**	**93**	**85**

*OBL program moved from GPS to ECSB

3. Graduate Programs – <u>MBA, MS Accountancy, MBA Health Systems, MS Organizational Development</u> ECSB offers 4 graduate degree programs. These students typically work full-time and are returning to school to advance in their current career path or to make a career change. The students range in age from 22 to mid-50s, with the average between 28-32 years old. These students seek a quality learning experience and a clear understanding of the return on investment – what they will get out of it. They are price-conscious and desire a level of flexibility, similar to our accelerated undergraduate students. Some of our graduate students are seeking a general business degree, yet increasingly students are seeking specialized degrees. ECSB has identified three key themes in terms of our graduate student population:

- offer programs in online format and expanding online enrollment,
- create specialized graduate programs that meet local market needs, and
- design an innovative, integrated general MBA learning experience and articulate the value proposition in a crowded market.

The specific requirements for the **graduate programs** offered by the Business school can be found in <u>appendix III.</u>

a. Course enrollment trend: graduate programs

In the table below are enrollment figures for graduate courses in each of our programs. In each program, a course taken at the start of the program and at the end of the program was selected. Bus 616 Business Ethics is listed as part of the MBA program, but it is also a requirement for the 3 other graduate programs and used by graduate programs in other schools. The total enrollment in each program has varied, but the total enrollment in graduate business programs and courses has remained fairly steady. In 2014, the numbers for MBA and MBA HSL were low and the MSA and MSOD numbers were relatively high. Since 2014, the MBA and MBA HSL numbers have improved offsetting declines in MSA and MSOD courses.

TABLE 6						
Course enrollment graduate programs						
	course	2012	2013	2014	2015	2016
MBA	BUS 616	64	50	60	64	67
	BUS 607	41	18	25	36	35
	BUS 609	23	35	5	6	
	BUS 609A				16	25
	BUS 609B				15	26
MSA	BUS 726	10	28	9	15	17
	BUS 798	9	17	18	9	12
MBA-HSL	BUS 785	7	4	6	8	10
	BUS 796			8		7
MSOD	PSY 606			24	26	12
	PSY 889			14	15	9

*MSOD program moved from GPS to ECSB

b. The number of graduates from our <u>graduate</u> programs has averaged more than 45/year for the past five years. The numbers for specific programs are below –

TABLE 7					
Grad Graduates					
	2012	**2013**	**2014***	**2015**	**2016**
MBA	29	37	17	23	20
MSA	7	9	0	4	1
MBA HSL			16	10	15
MSOD*			9	15	14
Total	**36**	**46**	**42**	**52**	**50**

*MSOD program moved from GPS to ECSB

III.   Curriculum Review:

A. Content

Traditional undergraduate programs: In 2012, ECSB faculty began the curricular redesign for the TUP Business process by identifying the top core competencies that students in a business degree program must develop. The competencies address accounting, finance, marketing, operations, and management (including business communication) concepts. The shift from "covering content" to "building competencies" began with the accounting department. In 2012, the MSA assessment moved away from LOs based on functional accounting areas to evaluating competencies defined by the AICPA[4]. In 2014 the accounting department began to apply a similar model to the assessment for the undergraduate accounting majors. The shift to competencies has had an impact on how faculty view their role, the way they teach, and their interactions with students.

Graduate programs: In response to market trends and our own declining graduate enrollments in the traditional MBA, ECSB decided to begin offering specialized degree programs. The goal was to draw students who are seeking the specific knowledge and skills needed for their career path and profession. Our former ECSB Dean, Mr. Martin Preizler, worked in the healthcare industry for decades, and saw the need for a degree program to help local organizations develop their talent, particularly those with high potential to become leaders in the healthcare field. The MBA-HSL was launched in 2012 and graduated its first cohort of students in May 2015.

In 2013, a senior faculty member, Dr. Mark Barnard, devoted his sabbatical to study market trends in graduate education, specifically MBA programs, and ECSB's current offering. He collected primary and secondary data and developed preliminary recommendations and led ECSB through the MBA redesign process. ECSB redesigned our MBA using the Balanced Scorecard as a framing tool, reducing the number of credits and the total cost of the program without diminishing core content, http://www.balancedscorecard.org/BSC-Basics/About-the-Balanced-Scorecard. The new program was approved by faculty in spring 2015. ECSB continues to focus on clarifying the learning outcomes and redesign of the capstone.

B. Delivery

Integrate: The new integrated traditional undergraduate curriculum was approved by ECSB faculty in spring 2013. Instead of delivering 10 individually-taught, discipline specific core business courses, we developed 5 intensive, team-taught, interdisciplinary courses that occur in a defined sequence and intentionally build on each other. Students are repeatedly exposed to key business concepts in the disciplines throughout their learning journey. The first group of students started the integrated courses in fall 2014.

Accelerate: In 2008, the business school began moving our graduate courses to an accelerated eight-week format to allow more entry points for students to begin their respective programs. Currently the MBA, MBA HSL and MSOD are all using the eight-week format for required courses.

Online opportunities: In 2010-11, Edgewood College began an initiative to build our presence in the online learning space. Edgewood formed an institutional-level Online Learning Department to develop our standards and policies for online education, the technology infrastructure that is needed, and a faculty development program. ECSB was an early adopter of the online model. We began offering graduate accounting courses online in spring 2012. Since then all full-time and some part-time faculty have gone through online training and most of our full-time faculty have taught online courses at Edgewood. Currently, we offer our MBA, MS in Accountancy and MS in Organizational Development in online formats.

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[4] The AICPA competencies include functional and personal areas as well as broad business perspectives: https://www.aicpa.org/InterestAreas/AccountingEducation/Resources/Pages/CoreCompetency.aspx.
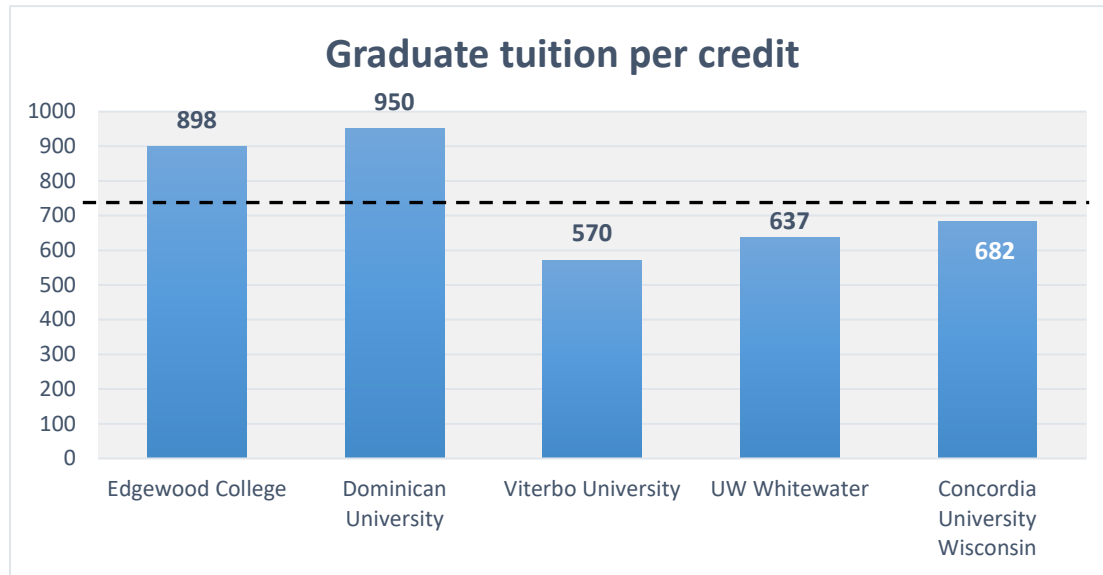
C. Comparison

We have chosen several institutions to do a comparative review of our programs. Two of the schools are similar to Edgewood in terms of enrollment numbers and mission: (1) Dominican University in River Forest IL and (2) Viterbo in La Crosse Wisconsin. Two are considered competitors because of their geographic locations: (3) UW Whitewater and (4) Concordia University Wisconsin. All institutions have a business school with the exception of UWW. UW Whitewater's Business programs are housed in the College of Business and Economics (COBE).

All the schools have accredited business programs, but the accrediting agency differs. Both Dominican and Whitewater are accredited by AACSB the oldest accreditor of business school programs and it is usually associated with research institutions, http://www.aacsb.edu/. Viterbo and Edgewood are accredited by ACBSP, http://www.acbsp.org/default.asp. This agency started accrediting business school programs in 1988 and is most often associated with colleges that focus on teaching. Concordia's business programs are accredited by IACBE the newest accrediting agency which began in 1997, http://iacbe.org/. It uses a less prescriptive outcomes based criteria for accreditation of programs.

The curriculum for undergraduate business majors has similar content for all five institutions, covering the areas of accounting, finance, management and marketing. Edgewood has two major options for our traditional undergraduates: business and accounting. Although we have concentrations in marketing, finance and management, the other schools have majors in these areas. As expected, the larger schools have the most options for majors. Edgewood has an evening program for adult students at the Deming campus. Students can earn a BBA with a concentration in accounting marketing or management. The undergraduate options for working adults varies considerably for the other schools: Dominican has evening undergraduate programs, but no business major options. Viterbo has degree completion programs for adults, but only online. UWW does not have any program specifically directed at working adults, but they do have an online BBA option. Concordia has numerous options for working adults to complete an undergraduate degree in a business area.

All the institutions have an MBA program. At Viterbo, this is the only graduate option. Others institutions have at least one more business masters' program. Edgewood has the most graduate programs with 4, but is the second smallest school. All the schools had some prerequisites for their MBA programs varying from 1 at Viterbo to as many as six at Dominican and Concordia. The graduate tuition for the five schools' averages $747 per credit in 2016. As can be seen from the chart below, Edgewood's tuition is significantly greater than all comparison schools, except Dominican, which in turn makes the Edgewood MBA program more than $6000 above the average cost of five institutions.

FIGURE 1 GRADUATE TUITION AT COMPARATIVE INSTITUTIONS

Graduate tuition per credit

Institution	Tuition
Edgewood College	898
Dominican University	950
Viterbo University	570
UW Whitewater	637
Concordia University Wisconsin	682

More information on school comparisons can be found in underline appendix IV.

D. External evaluation

ECSB submits biannual reports on our programs to ACBSP (Accreditation Council for Business Schools and Programs). The reports are in part based on Baldridge model, https://www.nist.gov/baldrige/publications/baldrige-excellence-framework. ACBSP expects that all students graduating from a business school program will be proficient in several areas. The areas are referred to as the common professional component (CPC): "*all business graduates are expected to have received a general exposure to economic institutions, the complex relationships that exist between business, government, and consumers, and a basic knowledge of the functional areas of business.*" More detail can be found in ACBSP accreditation manual under standard six and an edited version of the components in appendix V. To satisfy standard six, there is also an expectation that undergraduate students will complete general education requirements, to round out their business degree.

In addition to ACBSP, several programs look to other external bodies in the process of developing or revising a programs curriculum. The accounting programs look to the AICPA and the educational standards established by the WI government as interpreted by the accounting examining board, http://dsps.wi.gov/LicensesPermitsRegistrations/Credentialing-Division-Home-Page/Business-Professions/Accounting-home/CPA/CPA-Examinations. The business school used CAHME criteria, https://www.cahme.org/ to establish the curriculum for the Health Systems leadership program, as well as seeking input from healthcare executives in the Madison community. The designers of the masters in organizational development program (MSOD) worked with the criteria for on organizational development specialist, as defined by Organization Development Network http://www.odnetwork.org/, to determine the content of their program.

Some members of our Business Advisory Board (BAB) are also employers of our students and provide internships for undergraduates in the traditional programs, this allows them to provide indirect input about our programs

and curriculum. ECBSP also works directly with our BAB to seek feedback on new program proposals and review of curriculum content. The role of the advisory board is described in more detail in section VI below.

IV.   Program Assessment

Traditionally ECSB has focused on learning out comes for each program associated with four functional areas of business: accounting, finance, management and marketing, as well as business ethics. A variety of tools have been used to assess the learning outcomes including: embedded questions, major field tests, projects, reports/papers and simulations.

A. Below are the learning outcomes assessment plans for the undergraduate programs housed in the Business School
   1.Traditional Undergraduate Program assessment plan: Business major

FIGURE 2 ASSESSMENT PLAN: TRADITIONAL
UNDERGRADUATE BUSINESS MAJOR

Traditional Undergraduate Program: Business major
Graduates of the traditional undergraduate business program are expected to possess appropriate knowledge in the areas of business listed below
Accounting
Marketing
Management
Finance
Business law

More details on the LOs associated with the above business areas can be found in appendix VI figure 2

MEASUREMENT TOOLS: At least two direct, externally verifiable and independent measurement tools will be applied to assess student achievement of the learning outcomes associated with each program goal.
   1. **ETS MFT Exam**[5]
   2. **Goal Team Developed Tool:** This tool will be used to assess the level of achievement of the desired learning outcomes associated with the program goal, so criteria to identify when a concern exists should be included. Measurement tools will be selected from:

   o   Imbedded examination questions
   o   Review of individual student projects
   o   In class observations of student activities
   o   Other tools appropriate for measurement of specific learning outcomes

Data obtained will involve a random sample of work from at least five students. Data is collected, summarized, analyzed and reported by the Goal Team during the fall semester. Each Goal Team report will include

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[5] There was considerable discussion at several faculty meetings about the relevance of the MFT test for our undergraduates. The last MFT was given to traditional undergraduates in 2012. In fall 2014, ECSB began to use Capsim and CompXM simulations as an external measurement of students learning.

consideration of the ETS exam results and should include standardized summary rubrics for consistency and trend tracking.

Overview of Results: In the traditional undergraduate business program, the goals for the learning objectives were consistently being met, 2012-2014. As the program has shifted to the integrated model, there has been some issues with students' retention of knowledge. Faculty reached out to the department chairs to consider any changes needed to improve students' learning outcomes. See appendix VII for more information about assessment results for TUP business majors, including issues with retention of learning outcomes.

In 2015, the ECSB established a working committee to assess the integrated course in the traditional undergraduate programs. Twenty-four learning outcomes(LOs) have been established for the program and each LO is assigned to one of the integrated courses. Data on the LOs has been collected for semesters one and two. We intend to have a complete assessment plan for the TUP majors before the end of the 2017. We expect to see improvements in LO results, as the integrated program becomes more established. Details on the 24 learning outcomes for the integrated courses and when they will be assessed can be found in Appendix IX.

2. Traditional Undergraduate Program assessment plan: Accounting major

As noted above, the accounting department decided to move towards a competency based assessment related to the proficiencies associated with accounting professionals, as defined by the AICPA. The learning outcomes for undergraduate accounting majors are below –

FIGURE 3 ASSESSMENT PLAN: TRADITIONAL UNDERGRADUATE ACCOUNTING MAJOR

Traditional Undergraduate Program: Accounting major
In addition to the goals above for business majors, the overall goal is to improve accounting student development of the AICPA Core Competencies. The AICPA Core Competencies are the basis for our assessment of the Accounting Major and the MS Accounting Program.
Learning Goal
Goal 1.0 - Functional Competencies
Accounting students will demonstrate technical competencies most closely aligned with the value contributed by accounting professionals.
Goal 2.0 – Personal Competencies
Accounting students will demonstrate personal attitudes and behaviors that enhance professional relationships and facilitate individual learning and improvement.

More details on the LOs associated with the above business areas can be found in appendix VI figure 3.

The overall goal is to improve accounting student development of the AICPA Core Competencies in the functional and personal areas. Results for key assessments will be collected each year for the five specified classes: Bus 380,381,385,481 and 485.

Overview of Results: The accounting majors have been meeting their goals in terms of program level assessment. The faculty has had some concerns about achievements in specific courses and they have adjusted course content to address these issues. See appendix VII for more detail about assessment results for the undergraduate accounting major.

2. Adult Accelerated Program assessment plan: Bachelor of Business Administration

FIGURE 4 ASSESSMENT PLAN: ADULT ACCELERATED BBA

Adult Accelerated Program: Bachelor of Business Administration
Graduates of the RAAD business program are expected to possess appropriate knowledge in the areas of business listed below
Accounting   *Marketing*   *Management*   *Finance*   *Business law*

More details on the LOs associated with the above business areas can be found in appendix VI figure 4.

MEASUREMENT TOOLS: At least two direct, externally verifiable and independent measurement tools will be applied to assess student achievement of the learning outcomes associated with each program goal. The approach to all program goals are discussed together in what follows:

1. **ETS MFT Exam:** One measurement tool of achievement common to all program goal areas will be the ETS MFT end of Business Program exam. Program goal area 1,2, 4-6 means are expected to be at least 60%. The program goal area 3 (Management) mean is expected to be 75%.
2. **Goal Team Developed Tool:** This tool will be used to assess the level of achievement of the desired learning outcomes associated with the program goal, so criteria to identify when a concern exists should be included. Measurement tools will be selected from:
    o Imbedded examination questions
    o Review of individual student projects
    o In class observations of student activities
    o Other tools appropriate for measurement of specific learning outcomes

Data obtained will involve a random sample of work from at least five students. Data on every desired learning outcome need not be collected annually. Data is collected, summarized, analyzed and reported by the Goal Team during the fall semester. Each Goal Team report will include consideration of the ETS exam results and should include standardized summary rubrics for consistency and trend tracking.

Overview of Results: students in the BBA program have consistently meet or exceeded the goals for learning outcomes. Their scores on the major field test (ETS MFT business) have exceeded the scores for traditional undergraduate business majors. Because the faculty has chosen to stop using the major field test, the school will need to determine what external instrument to use to assess LOs for BBA students. See appendix VIII for more details about the consistent success for students in the BBA program.

4. Adult Accelerated Program assessment plan: Organizational and Behavioral Leadership

In 2014 the business school inherited two GPS programs: Adult accelerated OBL and MSOD. Dr. Dan Schroeder has provided the following plan for assessment of tags in the OBL program:

FIGURE 5 ASSESSMENT PLAN: ADULT ACCELERATED OBL TAGS

Course	Tag	Name	Domain	Assessments
OBL 384 Leadership Challenge	E	Environmental	Cornerstones	1. Experiential/application exercises. 2. Case studies. 3. Major Project: Verbal Report. 4. Major Project: Written Report. 5. After Action Report.
OBL 387 Championing Diversity in Organizations	D	Multicultural	Perspectives in the World	1. Small group discussion. 2. Experiential exercises/ case studies. 3. Self-assessment. 4. Diversity plan.
	Q	Gender	Perspectives in the World	1. Small group discussions. 2. Experiential exercises/ case studies. 3. Self-assessment. 4. Diversity plan.

The PSY 384 course appears to be defunct, so only the PSY 387 course will have tags assessed. Dr. Schroeder has also been working with the instructor for PSY 387 to provide some general assessment of learning out comes in the program. The faculty in the OBL program will work with Dean Watson to devise a more complete assessment plan for the program. This April we will be able to provide assessment information for the RAAD OBL program. See appendix VIII for the initial submissions about the OBL program assessment.

B. Below are the details for learning outcomes assessment plans for the graduate business programs

1. Master of Business Administration Program (MBA) assessment plan:

FIGURE 6 ASSESSMENT PLAN: MBA

Masters of Business Administration: MBA
Graduates of the MBA program are expected to possess appropriate knowledge in the areas of business listed below
Accounting
Marketing
Management
Finance
Business law

More details on the LOs associated with the above business areas can be found in appendix IV figure 6

- Students in Accounting for Managers class (BUS 602) will be assessed on their understanding of Decision making and Financial statement analysis.
- Students in Business ethics (BUS 616) will be assessed in the following areas
    (1) an assessment of the students' organization's ethical performance and
    (2) developing high quality recommendations to improve a weak area of organizational ethical performance.

The MBA Capstone course (BUS 609A & B) is a new course that was taught for the first time in the Spring 2016 semester (Sessions 1 and 2). The course was designed based on changes made to the redesigned MBA program. In the new MBA Capstone course, three learning outcomes have been adopted:
1. Learn how to identify, dissect and answer strategic management problems.
2. Develop analytical skills through the use of frameworks that can be applied to most strategic management problems.
3. Hone skills in persuading your audience to support your recommendations based on fact-based analysis.
The first learning outcome will be assessed will be assessed 2016-fall 2017. The LO will be assessed in students' case study reports. Learn how to identify, dissect and answer strategic management problems.

Overview of Results: MBA students have consistently achieved their goals for Business ethics and Accounting for managers. Faculty in consultation with the associate graduate dean will determine new LOs to assess these areas. Details on the consistency of LO results can be found in appendix X MBA.

2. MS Accountancy Degree assessment plan:
The MSA assessment plan includes all three areas of the AICPA competencies.

FIGURE 7 ASSESSMENT PLAN: MS ACCOUNTANCY

Learning Goals Graduates from the MS Accountancy Program will improve in the following areas:
Goal 1.0 - Functional Competencies
MS Accounting students will demonstrate technical competencies most closely aligned with the value contributed by accounting professionals.
Goal 2.0 – Personal Competencies
MS Accounting students will demonstrate personal attitudes and behaviors that enhance professional relationships and facilitate individual learning and improvement.
Goal 3.0 – Broad Business Perspective
MS Accounting students will demonstrate broad business perspective competencies in the context of internal and external business contexts.

The outcomes assessed at the course level and time line for assessment can be found in Appendix VI figure 7

Overall goal is to improve accounting student development of the AICPA Core Competencies. The MS Accountancy Program will be assessed each academic year as follows:

- **Comp-XM Exam in BUS 798** – "Comp-XM provides a picture of how students use acquired knowledge to manage a business in a changing, competitive market, and whether they can adapt to the successes and failures in the early rounds of the simulation to effectively shape their company's future. It measures general and management-specific knowledge and skills, and most importantly, the overriding business acumen which brings a business program's goals to life. It shows the integration of knowledge and skills across the functional areas of business management" (www.capsim.com).

Six MSA learning objectives will be assessed on a rotating basis utilizing results compiled to date, summarized from the CAPSIM Assurance of Learning, Reporting-writing function. All students enrolled in BUS 798 during the academic year will be included in the assessment pool.

Although Capsim provides national statistics on exam scores, the data is not filtered so that student results of comparable schools are grouped together. In addition, external benchmarks do not consider the specific learning objectives in our plan and cannot measure students improved learning in these specific learning objectives. Thus, we will benchmark our results against an independently driven benchmark for specific, program-related learning objectives.

- **MSA Portfolio Review -** Five MSA learning objectives will be assessed utilizing portfolio artifacts on a rotating basis by a three person panel including one accounting faculty, one business faculty or staff and one professional. The panel will assess how well the artifact relates to the learning objective and how well the student performed. Five students from those students enrolled in BUS 798 will be selected on a random basis for this assessment activity. Artifacts in the year of review only will be assessed.

- **Course-level Review** - Two MS Accountancy required courses will be selected each year for review at a course level. Instructor should complete a form for the top 2 to 3 competencies addressed in the course.

  Overview of Results: the MSA graduates consistently met the LOs established for Bus 726 Advanced (financial) accounting. The accounting faculty shifted their focus to the assessment of AICPA competencies and other courses in the program. Examples of results from the program assessment can be found in appendix X MSA.

3. MS in Organizational Development assessment plan

Students in the MSOD program will take 30 credits of prescribed graduate classes to fulfill requirements for this Masters-level program. In assessing the MSOD program, we will focus on these initial Learning Objectives in each of the upcoming four years:

FIGURE 8 ASSESSMENT PLAN: MSOD

2016-2017	2017-2018	2018-2019	2019-2020
1.3 Identify causal factors that limit organizational performance 2.2 Utilize evidence-based literature in guiding the development of solutions 3.1 Facilitate and manage group dynamics 4.1 Understand important OD theories and models, including: Systems, ethics, leadership, and adult learning as well as problem-solving and positive psychology models	1.2 Utilize appropriate methods of inquiry in the assessment of needs and opportunities 2.3 Select and design context-sensitive & appropriate interventions 3.4 Provide feedback effectively and constructively 4.5 Appreciate and leverage capabilities and insights of all individuals	1.3 Identify causal factors that limit organizational performance 2.2 Utilize evidence-based literature in guiding the development of solutions 3.1 Facilitate and manage group dynamics 4.1 Understand important OD theories and models, including: Systems, ethics, leadership, and adult learning as well as problem-solving and positive psychology models	1.2 Utilize appropriate methods of inquiry in the assessment of needs and opportunities 2.3 Select and design context-sensitive & appropriate interventions 3.4 Provide feedback effectively and constructively 4.5 Appreciate and leverage capabilities and insights of all individuals
5.1 Understand research methodologies and appropriate uses & limitations of each 5. 2 Demonstrate ability to utilize data for research and decision making 5.3 Demonstrate ability to synthesize multiple data	5.1 Understand research methodologies and appropriate uses & limitations of each 5. 2 Demonstrate ability to utilize data for research and decision making	5.1 Understand research methodologies and appropriate uses & limitations of each 5. 2 Demonstrate ability to utilize data for research and decision making 5.3 Demonstrate ability to synthesize multiple data	5.1 Understand research methodologies and appropriate uses & limitations of each 5. 2 Demonstrate ability to utilize data for research and decision making

	5.3 Demonstrate ability to synthesize multiple data		5.3 Demonstrate ability to synthesize multiple data

SOURCE: Organization Development Network http://www.odnetwork.org/?page=PrinciplesOfODPracti

1. **Measurement tools will be selected from:**
   o Review of individual student projects
   o Online observations of student activities and guided discussions
   o Other tools appropriate for measurement of specific learning outcomes

Data obtained will involve a random sample of work from at least five students. Data on every desired learning outcome need not be collected annually (i.e. outcomes may also be sampled).

Overview of Results: this academic year 2016/17, a baseline will be established for learning outcomes in the MSOD programs. For the graduate report in November 2019, there will be three years' worth of data, enough to establish trends in students' learning outcomes.

4. MBA Health Systems Leadership assessment plan

The MBA HSL program was built around CAHME criteria for masters in health administration programs, https://www.cahme.org/. The former dean, Mr. Martin Preizler, also spent an extensive amount of time getting input from health care executives in the Madison community. As the curriculum was being created the expected competencies for graduates was also considered. Student LOs for the HSL program are described below.

MBA HSL Competencies
Students completing the MBA HSL degree requirements will be expected to demonstrate competent Skills, Knowledge and Abilities (SKA) in the following areas. Program courses and assessments are designed with these critical competencies in mind. The competencies were selected by reviewing various resources including AUPHA and CAHME resources, NCHL, HLA as well as aligning with the Edgewood College School of Business standard MBA program competencies. In addition, the competencies were reviewed by local community health system leaders for their perspectives regarding the most critical SKA's that HSL graduates should have.

- Leadership and change management
- Strategy formulation and execution
- Ethics in business and clinical decision-making
- Health policy formulation, implementation and evaluation

- Managerial Accounting and Financial Management
- Management of organizational assets and resources
- Quantitative analysis: Statistical analysis, application and decision-making
- Project, process management, and performance analysis and measurement
- Quality methods and tools for operational and patient care improvement

- Professional collaboration and teamwork
- Innovating programs, products and services
- Organizational Structure and design
- Organization and leadership development

Overview of Results: Eighteen of the HSL program credits are requirements in the MBA program. The results for the LOs associated with these courses have been consistent, see appendix X MBA. This academic year 2016/17, a baseline will be established for learning outcomes in Bus 796, the capstone course of the HSL program.

V.   Co-curricular and developmental opportunities

ECSB has worked with community partners both formally and informally to provide students with developmental opportunities. Informally, course instructors have periodically invited business practitioners to their classrooms and taken groups of students to visit businesses and not-for- profit organizations in the Dane County.

Formally, ECSB has regularly included community partners in the classroom in semesters 2 and 5. Community partners work with faculty and students on specific courses/projects, including our Semester 2: Social Innovation where community partners with expertise on particular social issues (homelessness, veterans) visit class. In Semester 5 local entrepreneurs work on projects with students and serve as judges at the Business Plan Showcase.

Additionally, every undergraduate business major is required to complete one internship. As part of this course, an ECSB faculty or staff member visits each student at their internship site and meets their internship supervisor. At the site visit, the ECSB representative speaks with the internship supervisor about their experience with our students and other students, as well as their overall hiring needs (internship and permanent full-time positions). ECSB provides support to partner employers to design and deploy new internship programs. Internship supervisors provide formal feedback, using an ECSB form, at the mid-point and end of the internship period. This interaction with employers provides opportunities for our undergraduates to practice what they have learned in the classroom, develop new skills, and provide additional insight on what career path they wish to pursue. Moreover, we invite employers to participate in Edgewood's Career Week every semester, which gives faculty, staff and students the opportunity to learn from their real-world perspectives.

Over the years, student clubs have also helped students better understand their career opportunities. Below is a list of some student organizations that have been active within ECSB:

TABLE 8 ECSB STUDENT CLUBS

club/organization	affiliation	faculty advisor
Accounting Club	Edgewood College	Amie Dragoo/Jake Gill
Rotoract	National	Moses Altsech/Mark Chock
Marketing Club	Edgewood College	Barry McLeish(Mark Chock)
Delta Mu Delta	National	Denis Collins
Net Impact	National	Kathryne Auerback
Entrepreneurship Club	Edgewood College	Amy Gannon
EMBASA	Edgewood College	Graduate students
SIFE/Enactus	National	Denis Collins

The first four clubs continue to be active. The accounting club was a particularly good example of how a club has helped students with career development. Each fall, the club sponsored a networking event that invites accounting firms to Edgewood to meet our accounting students, both undergraduate and graduate. Over the years, this event has broadened to include students with other majors and other employers. Each spring, the accounting club sponsored a congratulatory dinner on campus inviting accounting students and firms that have provided internships for the students. This occasion was also expanded to include students with other majors and the employers that have sponsored their internships.

In 2008, the business school worked out an agreement with Smith and Gesteland to have an Executive speaker series with several events annually, https://sgcpa.com/. These events provided an opportunity for community leaders and business executives to come to the Edgewood campus and speak on current issues as well as network with our students. Other Edgewood schools were also involved in a number of the events. Topics ranged from standard business areas such as innovation and entrepreneurship, the southcentral Wisconsin regional economy to areas that have more general public interest such as healthcare reform. Details on the most recent speakers can be found in appendix XI, Executive speaker series.

The current dean, Dr. Stevie Watson, has taken a very active role in connecting Edgewood and ECSB students to the Madison business community. In addition to a business school conference held last October, to benefit our undergraduate students, he has organized several speaker panels. Last December and this April, the topic was healthcare policy. In February, the dean invited community leaders to address unemployment and economic challenges facing the African-American community in Madison and Dane county. More details on the Dr. Watson's events and speakers can be found in appendix XI Dr. Watson's events.

VI.   Exit and alumni surveys

There are a number of surveys that provide student feedback about our programs and the students' experience. Students are surveyed while they are in their programs, as they leave the programs, and as alumni. On each of the surveys, respondents are asked to rate the quality of their programs using a Likert scale. ECSB also gets feedback on students from the larger business and nonprofit community though student projects and internships. We receive information through focus groups and other meetings with students and the ECSB Advisory Board, too. ECSB has established some goals for student satisfaction and we use the results of the above surveys to determine whether these goals have been met.[6]

A.   For the undergraduate programs

Goal: the average level of satisfaction with <u>TUP</u> will be 4 or higher. Tool: Likert scale responses, 5-1, on senior exit surveys (SES) for the following items –

- Your overall experience in your major
- The quality of teaching in your major
- The overall quality of courses in your major

From 2009-2012 ECSB exceeded a 4 average for 3 out of the past 5 years. Although the benchmark was being achieved, the trend was declining slightly beginning spring 2011. From 2012 to 2014-16, the trend in overall satisfaction improved increasing from an average of 4 to 4.22. The improvement in satisfaction may in part be due to the new curriculum which began if fall 2014.

TABLE 9 UNDERGRADUATE STUDENT SATISFACTION WITH PROGRAMS

TUP average satisfaction with programs			
	2012	2013	2014-2016
OVERALL	4.00	4.05	4.22
TEACHING	4.82	4.19	4.11
COURSES	3.64	3.76	3.88

B.   For the graduate programs

Goal: the satisfaction of <u>graduate students</u> with teaching will be greater in 2012 than 2000 and 2004. In 2012, an exit survey was used for MBA and MSA students. the 2004 and 2000 results were based on alumni surveys. In 2012, 83.33% of students were either satisfied or very satisfied with the teaching quality. This greatly exceeds the satisfaction in 2000 and is slightly below 2004 with rankings were 71% and 87% respectively for the top 2 satisfaction levels. More recent results on student satisfaction with respect to teaching, courses and experience have improved since 2012. Tool for 2012, 2014-2016: Likert scale responses, 5-1, on senior exit surveys (SES) for the following items –

- Your overall experience in your major
- The quality of teaching in your major
- The overall quality of courses in your major

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[6] The data for part #VI come from exit and alumni surveys administered by EC institutional research.

TABLE 10 GRADUATE STUDENT SATISFACTION WITH PROGRAMS

Grad average satisfaction with programs		
	2012	2014-16
OVERALL	4.25	4.35
TEACHING	4.08	4.28
COURSES	3.83	4.28

ECSB has an external advisory board of approximately 15 business leaders from the community. The advisory board meets multiple times a year. The board has provided direct input regarding our curriculum by providing the school with competencies they expect from business school graduates, as well as responding to ECSB faculty presentations on new or existing program initiatives. The current School of Business Advisory Board (BAB) members can be found in appendix XII. The board and other business partners also provide indirect feedback about our curriculum through internships offered to our students and their satisfaction with our graduates.

VII.   Conclusions and Plans for the future

CONCLUSIONS

ECSB has educated many students over the past five years; graduating 671 students from both our undergraduate and graduate programs. We have provided these programs for students in many formats: integrated, accelerated evening, and online throughout the year. Students have generally met or exceeded our goals for their learning outcomes, and we have adjusted our courses when they fell short of our objectives. Students have also met targets in terms of satisfaction with the programs and we have seen some improvement in satisfaction in the most recent five years. ECSB has continued to work diligently on providing career development opportunities for our students with internships, community engagement, outside speakers, supporting and advising student clubs.

PLANS FOR THE FUTURE

Faculty:

To continue to meet our goals for student learning and satisfaction, we have a big challenge ahead. Our four undergraduate and four graduate programs have 83 distinct courses, offered at least once per year. Given our numerous programs, associated courses, and formats, the ECSB faculty and staff is stretched very thin. We are currently down to 13 full-time faculty. With successful outcomes for our current faculty searches we may bring the total up to 15. Although we have several very good long term part-time faculty, many semesters we continue to struggle to find qualified instructors for all our courses. Frequently, our full-time faculty are teaching overloads.

ECSB plans to fully staff the school and programs and work with the college administration to help minimize faculty turnover. As part of fully staffing the school and programs, ECSB will be able to maintain the quality by having high-impact full-time and adjunct faculty in the classroom to teach our core business courses in the undergraduate level.

The dean also plans to work with the Vice President of Finance and Vice President of Academic Affairs to request more funding for faculty research in the School of Business account. Faculty would receive, under the proposed idea, a stipend for each peer-reviewed academic research paper published in business journals.

Other areas we will be working on with our new dean, Dr. Stevie Watson, are outlined below.

Curriculum:

To strength our various programs, the following initiatives are planned:

- Currently, only the MSOD degree program has a coordinator. ECSB plans to hire a MBA-HSL Lecturer/Coordinator beginning Fall 2017 Semester. The plan is to hire or appoint coordinators to serve as lead faculty and catalysts for the MBA and MSA degree programs.
- Develop new partnerships between hiring companies and ECSB for student internships, cooperative education and career opportunities within our undergraduate and graduate degree programs.
- Work more closely with top Accounting firms and professionals to help Accounting undergraduate and graduate majors acquire the skills and knowledge necessary to pass the CPA exam and to obtain meaningful jobs in the profession.

- Continue to review and update our business curriculums and programs for relevancy and innovativeness.

- Explore options for traditional and accelerated undergraduate programs to begin offering blended format courses.

Over the next five years, ECSB will conduct feasibility studies to look into the potential of offering the following degree programs:

- Bachelor or Master of Public Administration degree
- Bachelor or Master of Entrepreneurship degree
- Bachelor of Business with an International Business concentration

Enrollment:

To increase ECSB enrollment in our undergraduate, RAAD, and graduate programs ECSB proposes to do the following:

- Attend graduate business school fairs to communicate why prospective students should consider ECSB for their graduate business degree.
- Continue to host at least one graduate business open house each academic semester on the Deming Way campus at Edgewood College.
- Encourage ECSB faculty to provide support to the Office of Enrollment Management in such areas as participation at local high school and community college recruiting events.
- Start a college preparatory program for prospective business students with Madison area high schools during the Summer.
- Schedule an open forum for undergraduate, RAAD, and graduate students to meet with the Dean of the School of Business at least once a year to discuss and address concerns, challenges, and issues facing our business students as well as share opportunities and upcoming events in ECSB for students to take part in.
- Work with the Office of Institutional Advancement, our ECSB alumni, and ECSB Advisory Board to identify fundraising opportunities to grow the School of Business scholarship fund to help prospective and current students start, continue, and finish their business degree program(s).
- Consult with the Office of Enrollment Management on opportunities to appeal to prospective students throughout the Midwestern U.S. and internationally through marketing and communication initiatives.

Student and community engagement:

In 2016, ECSB hosted its first annual School of Business Conference. Business professionals in the fields of Accounting, Finance, Marketing, and Management participated in concurrent panel sessions to discuss relevant and timely business issues with ECSB students/faculty and the greater Madison community. In addition, the School of Business has revitalized its Executive Speaker Series during the 2016-2017 academic year with three installments of speaker series. Going forward, ECSB plans to take on the following opportunities:
- Continue to offer the School of Business Conference each academic year during the Fall Semester.
- Continue to offer the ECSB Executive Speaker Series four times each academic year (September, November, February, and April).
- Develop a partnership with a sponsoring organization to host a case study competition beginning Fall 2019 for undergraduate and graduate business students.

- Work more closely with the Social Innovation & Sustainability Leadership Graduate Program to connect students and faculty with nonprofit organizations to facilitate student learning through community service work and consulting/learning projects.
- Work more closely with the Center for Global Education at Edgewood College to continue offering meaningful Study Abroad programs and experiences to business students.
- Establish an ECSB alumni association (in conjunction with the Office of Institutional Advancement) so that our alums can network with each other and learn more about opportunities to partner with ECSB to generate greater support for current and prospective students in our business degree programs.
- Find a corporate sponsor to create an ECSB Battle Bowl competition where students at local competing high school will converge on the Edgewood College main campus to compete in a business and society quiz bowl. The members of the winning team would receive a partial scholarship to attend Edgewood College.

Assessment and accreditation:

In the immediate future, ECSB will strengthen the assessment plans and processes for the integrated programs, OBL, MSOD and the new MBA.

Currently the School of Business has heavily relied on professionally qualified (PQ) lecturers and adjunct faculty. While both of these faculty groups are valuable, it is important to have academically qualified (AQ) tenure-track and tenured faculty to teach School of Business core and elective courses. To strengthen our ACBSP Accreditation, the School of Business plans to do the following:

- Potentially hire two academically qualified (AQ) faculty in Accounting, one academically qualified faculty (AQ) in marketing, and at least one academically qualified (AQ) faculty in management within the next five years.
- Closely monitor and assess the teaching performance of all business faculty, which includes rigorous evaluation of student learning objectives to be assessed in core business courses.

Strategy:

In 2011, ECSB approved a five-year strategic plan which was in effect 2011-2016. A summary of the 2011 ECSB strategic plan's goals and progress can be found in appendix XV. Beginning in 2015, under the guidance of Dean Gannon, ECSB began working on a new strategy by considering who we are, what we do and what we want to be. The faculty and staff worked on topics related to strategy in each of our monthly meetings during the 2015 academic year. Several of those sessions focused on the following theme areas:

- Intentional and relevant developmental journey
- Holistic, individual and relational approach
- Local commitment with a global perspective
- Leading and impacting change

In the course of our discussions, we laid out some ideas about who we are. In smaller groups we discussed what we and others in ECSB do with respect to the above themes. More details about the discussion can be found in appendix XVI.

We also began a conversation on what the Business School could do in the future with respect to the above themes. Frequent references in that discussion were about expanding our relationship with ECSB alumni, and developing more robust strategic partnerships with business and community organizations. With our new dean we can consider the themes above and what new goals the schools will have as we develop a new strategic plan.

Organization:

Currently, the School of Business has the following departments:

- Management (multiple full-time faculty)
- Marketing (one full-time faculty)
- Accounting (one full-time faculty; one phased retirement Accounting/Business Law faculty)
- Finance (two full-time faculty)

Under a proposed restructuring of the School of Business, the following departments would be created:

- Department of Management, Marketing, and Entrepreneurship
- Department of Finance, Accounting, and Business Law
- Department of Business RAAD, Organizational Behavioral Leadership, and Public Administration

As part of the new structure, the dean also plans to work with the Vice President of Academic Affairs to persuade him to pay department chairs and program coordinators an additional rate of pay on top of their current salaries for reaching certain department/program goals that pertain to enrollment/recruitment, student satisfaction, graduation, and retention rates.

Resource generation:
The Business School is contemplating a number of actions to support our existing programs and faculty. Below is a list of some opportunities Dean Watson is considering:
- develop a consulting center for School of Business faculty to charge medium and large companies a "consulting fee" for student led projects assigned, coached, and evaluated by course instructors. The School and college would receive a percentage of the fees, students would receive a percentage, and the faculty instructor would also receive a percentage of the fees. This initiative would have to receive approval from several Edgewood College officials.
- partner with leading Madison companies and work with the Office of Institutional Advancement to find a sponsor for an endowed chair position in the School of Business.
- identify internal and external grant opportunities for School of Business faculty so that they have the support they need to engage in meaningful teaching and scholastic activities as part of their job expectations and interests.
- identify sponsors who are willing to help provide funding to award School of Business faculty at the end of the year for excellence in teaching, research, and service.

APPENDIX I – Definitions of academically and professionally qualified

Academically Qualified
To be considered academically qualified a faculty member must successfully complete a minimum of fifteen (15) graduate credit hours in the discipline in which she/he is teaching. In addition, the faculty member must:
1. Hold a doctorate in business with graduate level major, minor, or concentration in the area of teaching responsibility.
2. Hold a doctorate in business with professional certification in the area of teaching responsibility.
3. Hold a doctorate in business with five or more years of professional and management experience directly related to the area of teaching responsibility.
4. Hold a Juris Doctor (JD) and teach business law, legal environment of business or other area with predominantly legal content.
5. Hold an out of field doctorate,
> (a)Demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and
> (b) demonstrate scholarly productivity evidenced by publications in the discipline considered as expert work by external colleagues (refereed journals) or papers in the teaching discipline presented at a national meeting.
6. Hold an out of field doctorate,
> (a)Demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes and
> (b) demonstrate successful professional practice evidenced by significant involvement in professional organizations related to the teaching field.
7. Hold an out of field doctorate,
> (a)Demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes and
> (b) demonstrate successful professional practice evidenced by substantial professional or management level practice.
8. Hold an out of field doctorate,
> (a)Demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes and
> (b) demonstrate successful professional practice evidenced by significant consulting activity.
9. Hold an out of field doctorate,
> (a)A master's degree in business with a major, concentration or specialization in the field;
> (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and
> (c) demonstrate scholarly productivity evidenced by publications in the discipline considered as expert work by external colleagues (refereed journals) or papers in the teaching discipline presented at a national meeting.
10. Hold an out of field doctorate,
> (a)Master's degree in business with a major, concentration or specialization in the field;
> (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and
> (c) demonstrate successful professional practice evidenced by substantial professional or management level practice.
11. Hold an out of field doctorate,
> (a)A master's degree in business with a major, concentration or specialization in the field;

(b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and

(c) demonstrate successful professional practice evidenced by significant involvement in professional organizations related to the teaching field.

12. Hold an out of field doctorate,

(a)A master's degree in business with a major, concentration or specialization in the field;

(b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and

(c) demonstrate successful professional practice evidenced by significant consulting activity.

In lieu of successfully completing a minimum of fifteen (15) graduate credit hours in the discipline, a faculty member may satisfy one of the following criteria:

1. Hold a Juris Doctor (JD) and hold a business related master's degree with a specialization in the area of teaching responsibility.

2. Hold a Juris Doctor (JD) and hold professional certification and teach in the area of the certification.

3. Hold a Juris Doctor (JD) and have five (5) or more years of professional and management experience directly related to the area of teaching responsibility.

4. Hold an out of field doctorate,

(a)Possess professional certification in the area;

(b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and

(c) demonstrate scholarly productivity evidenced by publications in the discipline considered as expert work by external colleagues (refereed journals) or papers in the teaching discipline presented at a national meeting.

5. Hold and out of field doctorate,

(a)Possess professional certification in the area;

(b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and

(c) demonstrate successful professional practice evidenced by substantial professional or management level practice.

6. Hold an out of field doctorate,

(a)Possess professional certification in the area;

(b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and

(c) demonstrate successful professional practice evidenced by significant involvement in professional organizations related to the teaching field.

7. Hold an out of field doctorate,

(a)Possess professional certification in the area;

(b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and

(c) demonstrate successful professional practice evidenced by significant consulting activity.

8. Hold an out of field doctorate,

(a)Have completed a special post-graduate educational program (ACBSP approved) especially designed to improve the faculty member's knowledge and teaching skills in the area of the assigned teaching responsibilities;

(b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and

(c) demonstrate scholarly productivity evidenced by publications in the discipline considered as expert work by external colleagues (refereed journals) or papers in the teaching discipline presented at a national meeting.

9. Hold an out of field doctorate,

(a)Have completed a special post-graduate educational program (ACBSP approved) especially designed to improve the faculty member's knowledge and teaching skills in the area of assigned teaching responsibilities;

(b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and

(c) demonstrate successful professional practice evidenced by substantial professional or management level practice.

10. Hold an out of field doctorate,

(a)Have completed a special post-graduate educational program (ACBSP approved) especially designed to improve the faculty member's knowledge and teaching skills in the area of the assigned teaching responsibilities;

(b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and

(c) demonstrate successful professional practice evidenced by significant involvement professional organizations related to the teaching field.

11. Hold an out of field doctorate,

(a)Have completed a special post-graduate education program (ACBSP approved) especially designed to improve the faculty member's knowledge and teaching skills in the area of the assigned teaching responsibilities;

(b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and

(c) demonstrate successful professional practice evidenced by significant consulting activity.

NOTE: The intent is that for faculty members with out of field doctorates to be academically qualified, they must demonstrate content knowledge, teaching effectiveness, and scholarly productivity or successful professional practice. The credentials committee will review those portfolios of faculty members who meet the general criteria in alternative ways or where the degree of meeting stated criteria is unclear. Credential review is at the request of an individual institution rather than the individual faculty member.

Professionally Qualified

To be considered professionally qualified a faculty member must:

1. Hold an MBA plus three years of relevant work and/or teaching experience to be qualified to teach principle or introductory level business courses only.

2. Be ABD, (All But Dissertation, meaning the individual has completed all course work required for a Ph.D. in business or DBA and passed the general exams, but has not completed a dissertation) with a major, minor or concentration in the area of assigned teaching responsibilities.

3. Hold a master's degree in a business-related field and professional certification (e.g., CPA, CDP, CFM, CMA, PHR., etc.) appropriate to his or her assigned teaching responsibilities.

4. Hold a Master's degree and have extensive and substantial documented successful teaching experience in the area of assigned teaching responsibilities, and demonstrate involvement in meaningful research directly related to the teaching discipline.

5. Hold a master's degree and have five or more years of professional and management experience in work directly related to his or her assigned teaching responsibilities.

6. Hold a master's degree and successfully complete a minimum of fifteen (15) graduate credit hours in the discipline in which she/he is teaching or have completed a special post-graduate training program (ACBSP

approved) especially designed to improve the faculty member's knowledge and teaching skills in the area of the assigned teaching responsibilities.

APPENDIX II - Faculty qualifications*

Faculty Member	Year of Initial Appointment	Highest Degree			professional credentials
		Type	school	Discipline	
FULL-TIME					
Barnard, Mark	2003	Ph.D.	University of Singapore	Management	
Bock, Adam	2015	Ph.D.	Imperial College London	Management	
Bunting, Melodi	2007	MBA	Lakeland	Accounting	CPA, CMA, CGMA
Chock, Mark	2008	MBA	UW	Marketing	
Collins, Denis	2002	Ph.D.	University of Pittsburgh	Business Environment	
Dragoo, Amie	1998	Ed.D.	Edgewood	Educational leadership	CPA
Gannon, Amy	2010	DBA	Boston University	Management	
Gill, Jacob	2013	MSA	Edgewood	Accounting	
Hayati, Fazel	2004	Ph.D.	Auburn University	Industrial Engineering	
Kamal, Raj	2003	MBA/MA	Purdue University	Management	
McKnight, Philip	2005	Ph.D.	University of Bath	Finance	
Mondry, Annette	2015	Ph.D.	UW	Organizational development	
Nagel, Trevor	2014	Ph.D.	Capella University	Organizational development	
Schroeder, Dan	1992	Ph.D.	University of Western Michigan	Organizational development	
Schroeder, Gary	1990	Ph.D.	UW	Mathematics	
Talarczyk, Alan	1979	JD	UW	Law	CPA
Some PART-TIME					
Aschenbrenner, Heidi	2010	MBA	California Polytech	Accounting	CPA
Beaubien, Elaine	1980	MBA	UW	Marketing Management	
Eastman, Renee	2012	JD	UW	Law	CPA
Monger (Evanco), Malika	2011	MA	Wichita State	Public Administration	
Geier, David	1987	JD	UW	Law	Fed &State court
Hallinan, Patricia	1999	Ph.D.	UW Milwaukee	Public Finance	
Keely, Edward	2013	DBA	Northcentral University	Management	
Krueger, Jennifer	2010	JD	UW	Law	Fed &State court
Nordenberg, Jon	2013	JD	UW	Law	
Ogden, Brittany	2010	JD	Syracuse University	Law	

O'Malley, Paula	2001	MA	Edgewood	Education	
Putz, Courtney	2012	MS	Edgewood	Accountancy	
Savage, Scott	2013	MA	University of Minnesota	Business Education	

*Faculty CVs are attached in a separate PDF.

APPENDIX III - Program Requirements

Monroe Street traditional programs

Business major						Accounting major					
		changes began fall 2014						changes began fall 2014			
CS 150	IS intro					CS 150	IS intro				
Math 121	stats					Math 121	stats				
Math 122	finite					Math 122	finite				
Econ 255	macro	changed to Econ 240				Econ 255	macro	changed to Econ 240			
Econ 256	micro					Econ 256	micro				
Bus 280	f. acctng	changed to Bus 298 & 299	BUS 298		INTEGRATED BUS SEMESTER 1 - PART A	Bus 280	f. acctng	changed to Bus 298 & 299	BUS 298		INTEGRATED BUS SEMESTER 1 - PART A
Bus 281	m. acctng		BUS 299		INTEGRATED BUS SEMESTER 1 - PART B	Bus 281	m. acctng		BUS 299		INTEGRATED BUS SEMESTER 1 - PART B
Bus 301	market					Bus 301	market				
Bus 302	manage	changed to Bus 348 & 349	BUS 348		BUS SEMESTER 2 - PART A	Bus 302	manage	changed to Bus 348 & 349	BUS 348		SEMESTER 2 - PART A
Bus 306	comms		BUS 349		BUS SEMESTER 2 - PART B	Bus 306	comm		BUS 349		SEMESTER 2 - PART B
Bus 303	Corporate finance	changed to Bus 399	BUS 399		BUS SEMESTER 3 - PART B	Bus 303	Corporate finance	changed to Bus 399	BUS 399		SEMESTER 3 - PART B
Bus 304	Bus law	changed to bus 398	BUS 398		BUS SEMESTER 3 - PART A	Bus 304	Bus law	changed to bus 398	BUS 398		SEMESTER 3 - PART A
Bus 305	operations managemen	changed to bus 448	BUS 448		BUS SEMESTER 4 - PART A	Bus 305	operations management	changed to bus 448	BUS 448		SEMESTER 4 - PART A
	global	add Bus 449	BUS 449 G		BUS SEMESTER 4 - PART B	G-tag	global	add Bus 449	BUS 449 G		SEMESTER 4 - PART B
Bus 475	BUSINESS INTERNSHIP					Bus 475	BUSINESS INTERNSHIP				
Bus 499	BUSINESS CAPSTONE					Bus 499	BUSINESS CAPSTONE				
pre 2014 number						pre 2014 number					
						Bus 380	INTERMEDIATE ACCOUNTING I				
						Bus 381	INTERMEDIATE ACCOUNTING II				
						Bus 385	COST ACCOUNTING				
						Bus 481	AUDITING				
						Bus 483	ACCOUNTING SYSTEMS				
						Bus 485	INCOME TAX ACCOUNTING I				
						Bus 495	INCOME TAX ACCOUNTING II				
minimum of 12 additional Bus credits						+one graduate accounting course					

Deming Way RAAD programs

BBA	BS OBL
Bus major RMATH 123/124 Math Models I/II RMATH 125/126 Statistics I/II RECON 163 Micro-Economics RECON 164 Macro-Economics RENG 306 Professional Communications	**ORGANIZATIONAL BEHAVIOR AND LEADERSHIP** RMATH 125/126 Statistics I/II RPSY 102 General Psychology

RBUS 211 Financial Accounting	RPSY 242 Psychology of Adulthood & Aging
RBUS 212 Managerial Accounting	RPSY 322 Intro. To Organizational Psychology
RBUS 311 Marketing Principles	RPSY 403 Testing & Assessment
RBUS 312 Management Concepts	RPSY 476 Research Methods
RBUS 313 Corporate Finance	RPSY 477 Evaluating Psychological Research
RBUS 314 Business Law	RPSY 494 Ethical Leadership in Organizations
RBUS 315 Operations Management	
RBUS 402 Social Responsibilities of Business	
RBUS 490 Strategic Business Practices	
+12 credits of RBUS electives	+12 credits RPSY OBL electives

Deming Way and online Graduate programs

MBA (Masters in Business Administration)	MSA (Master of Science in Accountancy)
BUS 601 Executive Communications	BUS 601 Executive Communications
BUS 602 Accounting for Managers	BUS 616 Business Ethics
BUS 603 Organizational Development and Behavior	
BUS 604 Operations Management	BUS 723 Business Law
BUS 605 Statistics for Managers	BUS 714 Cost Accounting 2
BUS 606 Strategic Marketing	BUS 726 Advanced Accounting
BUS 607 Corporate Finance	BUS 727 Government and Not-for-Profit Accounting
	BUS 756 Fraud and Forensic Accounting *
BUS 616 Business Ethics	BUS 798 Strategic Financial Management (capstone course)
BUS 618 Managing Information and Technology	
BUS 609A Strategic Management Part I	
BUS 609B Strategic Management Part II	
+ 6 elective credits	**+3 elective credits**
MBA HSL (Health Systems Leadership)	MSOD (Masters in Organizational Development)
BUS 601 Executive Communications	PSY 606 Adult Learning and Organization Development
BUS 602 Accounting for Managers	PSY 871 Research Design
BUS 603 Organizational Development and Behavior	PSY 801 Consultation in Organizations
BUS 605 Statistics for Managers	PSY 735 Organizational Analysis
BUS 606 Strategic Marketing	PSY 732 Individual and Team Interventions
BUS 616 Business Ethics	PSY 603 Organizational Interventions
BUS 775 Healthcare Economics	PSY 619 Leadership in Evolving Organizations
BUS 784 Healthcare Finance	PSY 872 Research Analysis

BUS 785 Health Policy and Law	BUS 616 Ethics in Business
BUS 786 ERP in Health Systems	PSY 889 Action Research in Organization Development
BUS 787 Health Systems Operations	
BUS 789 Healthcare Service and Quality	
BUS 796 Strategic Management of Health Systems	
+3 elective credits	

APPENDIX IV - Comparative Institutions*

		Edgewood College	Dominican University	Viterbo University	UW Whitewater	Concordia University Wisconsin
	link	https://www.edgewood.edu/	http://www.dom.edu/	http://www.viterbo.edu/	http://www.uww.edu/	https://www.cuw.edu/
Enrollment	**total**	2800	3522	2677	12,628	8628
	undergraduate	1900	2306	1826	11,380	5182
	graduate	900	1216	851	1248	2510*
						*excludes PharmD
Business School	*link*	d.edu/academics/schools/school-of-business	http://business.dom.edu/	http://www.viterbo.edu/dahl-school-business	http://www.uww.edu/cobe	w.edu/academics/schools/sba/in
Accreditation		yes	yes	Yes	Yes	Yes
	agency	ACBSP	AACSB	ACBSP	AACSB	IACBE
Undergrad programs	**TUP programs**	BS Bus and Accntg	Accntg, BBA, Econ	BBA usual majors	numerous	numerous, include
	Adult undergrad	BBA, separate campus	not in Bus areas	online only		yes, many options
Grad programs	**number**	4	2 and combos	1	2	2
		MBA	MBA	MBA	MBA	MBA
	credits	37	36	33	36	39
	prereqs	up to five	up to six	one foundation course	credit courses	up to six
	GMAT etc	yes	GMAT or GRE	*Minimum undergraduate cumulative grade point average of 3.0 on a 4.0 scale, or a 3.0 for the last two years of the undergraduate degree. Exceptions may be made to this requirement if the*	GMAT or GRE, formula with GPA	none, Minimum undergraduate GPA of 3.0 for full acceptance
	tuition	898/credit	950/credit	570/credit	637/credit	682/credit

*Spreadsheet with live links sent in separate attachment

APPENDIX V - ACBSP common professional component

The CPC as outlined below must be included in the content of the courses taught in the undergraduate programs of all accredited schools and programs. Each CPC area must receive a minimum coverage of two-thirds of a three (3) semester credit-hour course (or equivalent), or approximately 30 coverage hours.

Functional	a. Marketing b. Business Finance c. Accounting d. Management, including Production and Operations Management, Organizational Behavior, and Human Resources Management
The Business Environment	e. Legal Environment of Business f. Economics g. Business Ethics h. Global Dimensions of Business
Technical Skills	i. Information Systems j. Quantitative Techniques/Statistics
Integrative	k. Business Policies, or l. A comprehensive or integrating experience that enables a student to demonstrate the capacity to synthesize and apply knowledge and skills from an organizational perspective.

Curriculum Design Beyond CPC

For each program or major, curriculum design must provide breadth and depth beyond the Common Professional Component through advanced and specialized business courses and general education and elective courses, all aimed at meeting student and stakeholder expectations and requirements

APPENDIX VI - **Details on LOs for assessment plans**

FIGURE 2

Traditional Undergraduate Program: Business major Graduates of the traditional undergraduate business program are expected to possess appropriate knowledge in the areas of business listed below	Learning Objectives Assessed include:
Accounting	• Understand the preparation and purpose of the basic financial statements: balance sheet, income statement and the statement of retained earnings. • Apply Generally Accepted Accounting Principles to the accounting for current liabilities, long-term liabilities including bonds as well as stockholders' equity.
Marketing	• Conduct an analysis of Product, Pricing, Promotional, and Distribution Strategies • Outline modes of Market Segmentation
Management	• Analyze a company's industry and competitive environment, specifically, conduct stakeholder analysis, SWOT analysis and identify competitive advantages of organizations. • The ethical decision making process and develop the skills to create socially responsible organizations • Understand an organizations systems and processes
Finance	• Financial analysis of firms based on financial statements and company reports • Time-value-of-money applications • Valuation and characteristics of bonds and stocks
Business law	• Understand the essential elements of a contract including mutual assent, consideration, legality, capacity and compliance with the statute of frauds. • Demonstrate an understanding of the principle of stare decisis and be able to apply the rule of precedent to a case study.

FIGURE 3

Traditional Undergraduate Program: Accounting major	
In addition to the goals above for business majors, the overall goal is to improve accounting student development of the AICPA Core Competencies. The AICPA Core Competencies are the basis for our assessment of the Accounting Major and the MS Accounting Program.	
Learning Goal	**Learning Objective Assessed at program level**
Goal 1.0 - Functional Competencies	1. 1 Risk Analysis: Student identifies risks for certain scenarios.
Accounting students will demonstrate technical competencies most closely aligned with the value contributed by accounting professionals.	1.2 Technology: Use technology to assess risk and document work performed
	1.3 Measurement: Students will apply a given measurement method and articulate the reasoning behind the method.
Goal 2.0 – Personal Competencies	
Accounting students will demonstrate personal attitudes and behaviors that enhance professional relationships and facilitate individual learning and improvement.	2.1 Professional Demeanor: Students consider the impact of alternative solutions on various stakeholders in an ethical dilemma.
	2.2 Problem Solving/Decision Making: Students will analyze the impact of potential solutions or actions.

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
1.1 Risk Analysis	1.2 Technology	1.3 Measurement	2.1 Professional Demeanor	2.1 Professional Demeanor
1.3 Measurement	2.2 Problem Solving/Decision	1.1 Risk Analysis	1.2 Technology	2.2 Problem Solving/Decision

FIGURE 5

Adult Accelerated Program: Bachelor of Business Administration	
Graduates of the RAAD business program are expected to possess appropriate knowledge in the areas of business listed below	**Learning Objectives Assessed include:**

Accounting	• Understand the preparation and purpose of the basic financial statements: balance sheet, income statement and the statement of retained earnings. • Apply Generally Accepted Accounting Principles to the accounting for current liabilities, long-term liabilities including bonds as well as stockholders' equity.
Marketing	• Conduct an analysis of Product, Pricing, Promotional, and Distribution Strategies • Outline modes of Market Segmentation
Management	• The ethical decision making process and develop the skills to create socially responsible organizations • Understand an organizations systems and processes
Finance	• Time-value-of-money applications • Valuation and characteristics of bonds and stocks
Business law	• Understand the essential elements of a contract including mutual assent, consideration, legality, capacity and compliance with the statute of frauds. • Demonstrate an understanding of the principle of stare decisis and be able to apply the rule of precedent to a case study.

FIGURE 7

IV. Masters of Business Administration: MBA	
Graduates of the MBA program are expected to possess appropriate knowledge in the areas of business listed below	Learning Objectives Assessed include:
Accounting	• The graduate student should have a fundamental understanding of basic financial accounting concepts and their relationship to global international accounting and managerial accounting. • The graduate student should have a fundamental understanding of basic managerial accounting terminology and cost concepts.
Marketing	• Create a Plan of Action to address an applied Strategic Marketing problem
Management	• The student will be able to understand how to initiate, plan and implement organizational change and develop skills for managing the change process. • Ability to develop high quality recommendations to improve a weak area of organizational ethical performance

Finance	• Competence in quantitative tools and methods of modern finance

FIGURE 8

Learning Goals Graduates from the MS Accountancy Program will improve in the following areas:	Learning Objectives Assessed at a Program Level (Level 3 or 2)	Learning Objectives Assessed at a Course Level (Level 2 or 1)
Goal 1.0 - Functional Competencies MS Accounting students will demonstrate technical competencies most closely aligned with the value contributed by accounting professionals.	1.1 Risk Analysis: Communicates the impact of identified risks and recommends corrective action.	1.2 Leverage Technology: Assess the risk of technology and use technology-assisted tools to control risk and document work performed. 1.3 Decision Modeling: Employs model-building techniques in problem solving. 1.4 Measurement: Describe and apply different methods of measurement, while describing the differences between methods and the implications of estimates. 1.5 Reporting: Consider pros and cons of alternative contents and formats in preparing written and oral presentations. 1.6 Research: Students articulate rules and apply across a range of problems.
Goal 2.0 – Personal Competencies MS Accounting students will demonstrate personal attitudes and behaviors that enhance professional relationships and facilitate individual learning and improvement.	2.1 Professional Demeanor: Recognize where professional ethical standards apply and react accordingly. 2.2 Problem Solving/Decision Making: Reason carefully after analyzing the impact of solutions & quality of info. 2.3 Interaction: Facilitate free expression and constructive activities of others.	2.6 Project Management: Identifies uncertainties related to time and resource requirements for a project. 2.7 Leadership: Relates leadership styles to different situations.

	2.4 Communication: Organizes and effectively displays info in meaningful way. 2.5 Leverage Technology: Uses technology appropriately to interact with others.	
Goal 3.0 – Broad Business Perspective MS Accounting students will demonstrate broad business perspective competencies in the context of internal and external business contexts.	3.1 Strategic/Critical Thinking: Considers strengths, weaknesses, opportunities and threats in reaching conclusions 3.2 International/Global Perspective: Modifies communication as appropriate for global settings. 3.3 Resource Management: Make decisions on how organizations make decisions to allocate scarce resources. 3.4 Market/Client Focus: Identify factors that motivate internal/external customers.	3.5 Legal/Regulatory Perspective: Describe the legal and regulatory environment in which entities operate. 3.6 Leverage Technology: Access electronic data sources for business and industry information. 3.7 Industry/Sector Perspective: Identifies the economic, broad business and financial risks, competitive nature, market forces of the industry

Five Year - Assessment Rotation Schedule

Assessment Activity	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**
Comp-XM in BUS 798	3.1 Strategic/Critical Thinking 3.3 Resource Management 2.5 Leverage Technology	1.3 Leverage Technology 3.4 Marketing/Client Focus 2.2 Problem Solving/Decision Making	3.1 Strategic/Critical Thinking 3.3Resource Management 2.5 Leverage Technology	1.3 Leverage Technology 3.4 Marketing/Client Focus 2.2 Problem Solving/Decision Making	3.1 Strategic/Critical Thinking 3.3 Resource Management 2.5 Leverage Technology
Panel Review of Artifacts In Professional Portfolio	1.1 Risk Analysis 2.4 Communication	3.2 International/Global 2.3 Interaction	1.1 Risk Analysis 2.4 Communication	3.2 International/Global 2.1 Professional Demeanor	2.3 Interaction 2.1 Professional Demeanor

Course Level Review	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**
Course	BUS 798	BUS 727	BUS 723	BUS 798	BUS 727

	BUS 726	BUS 756	BUS 714	BUS 726	BUS 756

APPENDIX VII – TUP Assessment
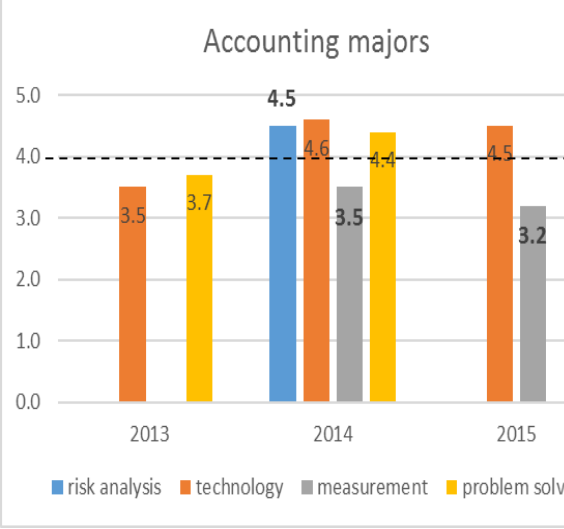
Areas of concern for TUP students

Assessment to determine retention of financial and managerial learning outcomes in the capstone course Bus 499.

There were two specific learning outcome goals that undergraduate students were required to demonstrate for managerial concepts: (1) CVP Analysis (2) Make or buy, eliminate a segment and special order. Goal: The students in each major achieve at least 25% in Bus 499, results –

Retention of managerial accounting concepts

	Fall 2014	Spring 2015
Acct major	56%	53%
Bus major	8%	10%

Accounting majors' assessment results

| Student Learning Results: Accounting Major

Assessment of Accounting Major	Overall goal is to improve accounting student development of the AICPA Core Competencies in the functional and personal areas. For the 2015/16 academic year, there were two specific learning outcome goals assessed: (1) Risk Analysis (2) Measurement
Analysis of Results	

Performance Measure	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Insert Graph of Resulting Trends for 3-5 Years
Accounting students	Formative, Internal	In the second year of	Plan for 2015-2016: Discuss the		

| achieve at least 4.0 on a 5.0 point scale in the two learning outcome goals.

Risk Analysis
Technology
Measurement
Prof. Demeanor
Problem Solving | | assessment of the accounting major, learning outcomes in the following courses were assessed: BUS 380, BUS 381, BUS 385, RBUS 325 and BUS 485 and BUS 481. Range of scores: 3.2-4.7 | use of rubrics in the accounting major courses. Discuss ways to increase scores in measurement.
 In BUS 485, the instructor believes the performance by the students based on average scores was not at an acceptable level for the topic of the third essay question and will prepare some additional materials for this topic when he teaches it again. (The median scores show how in Questions 1 and 3 a large number of low scores significantly reduced the average score.) | | |

APPENDIX VIII – RAAD ASSESSMENT RESULTS
BBA students achieve goals set for LOs

LEARNING OUTCOMES	MEASURES	CRITERIA FOR SUCCESS	RESULTS	USE OF RESULTS
1. Articulate their understanding of CVP (cost-volume-profit) analysis. 2. Articulate their abilities in terms of "make or buy, eliminate a segment and special order" decisions.	Embedded questions in **RBUS 212** exams, the average score based on a faculty approved rubric.	Students achieve at least 4.0 on a 5 point scale in each of the two learning outcome goals.	Scores are ranged from 3.9 to 4.5 among the sections and two key learning outcomes. These results were higher than the results for students in TUP.	Because the score for the 2 terms averaged more than 4.0, no action is considered necessary at this time.
Demonstrate an understanding of market segmentation	The percentage of TUP students who achieve a ranking of "Superior" or "Very Good" on an embedded test question using a faculty approved rubric, in **RBUS 311**.	At least 60% of the students rank "superior " or "very good."	80% of the students scored "Superior" or "Very Good" on segmentation. This was very close to the results for students in the TUP.	There has been a gap in the evaluation of some BBA courses, including RBUS 311. Data will now be collected on an annual basis. Segmentation will be further emphasized with a focus on its application to standard marketing behaviors.
Students demonstrate an ability to assess the students' organization's ethical performance and develop a high quality recommendations to improve a weak area of organizational ethical performance.	Embedded exam question and completion of the Optimal Ethics Systems assessment chart. Average scores based on faculty approved rubric for **RBUS 402**.	The students' average at least 3.5 on a 5 point scale in the learning outcome goals.	All scores were 4.0 or higher; Average score was 4.8.	Instructor is encouraged by student performance. One student did not meet with change agent, yet had strong plan. Remind students about contacting change agent. Results of action taken in previous year: Students responded well to the review of the best practices model.

Initial results for OBL
OBL 387 Champion Diversity in Organizations
Prepared by Connie Thompson, MBA

Background/Context: OBL 387 provides students with active, engaged learning experiences that explore the impact of race, gender, ethnicity, culture and other dimensions of a diverse workforce are examined. Special attention is given to the concept of leadership relative to managing diversity at the organizational level. Students are exposed to a framework for managing diversity that is intensively explored through assigned reading,

interactive classroom discussions, and experiential exercises involving application of course concepts to an organizational situation.

RUBRIC FOR EVALUATION OF GOAL: A fundamental understanding of identifying and applying the concepts of diversity in the workforce.				
5—SUPERIOR	4—VERY GOOD	3—GOOD	2—FAIR	1—POOR
A student demonstrates exceptional understanding of the concepts by performing all activities at a score of 90% or better.	A student demonstrates a high level of understanding of the concepts by performing all activities at a score of 80% - 89%.	A student demonstrates a fair level of understanding of the concepts by performing all activities at a score of 70% - 79%.	A student demonstrates a low level of understanding of the concept by performing all activities at a score of 60% -69%.	A student demonstrates very limited understanding of the concept by performing all activities at a score below 60%.

Principal Performance Measure[7]	Major Project/Deliverable[8]	Student Outcomes: 2013—2016	Comments

Major Project Submission: Development of a written Diversity plan and presentation to class.	1. Major project paper.
	  a. Analysis of a diversity challenge that an organization is confronting and development of a plan to address those concerns in terms of its Diversity practices having to do with:
	    i. Management practices.
	    ii. Employee and Stakeholder relations.
	    iii. Communication practices.
	    iv. A leadership perspective.
	  b. Analysis, solutions, evaluative criteria, and rationale embedded within the Diversity plan framework and supported by references.
	  c. Challenge defined in operational terms
	  d. Identification of a coherent solution plan for addressing the challenge.
		2013 Student Outcomes
		A =18, AB = 4, B = 1, BC = 0, C = 0, CD = 0, D = 0, F = 0
		
		2014 Student Outcomes
		A = 22, AB = 6, B = 1, BC = 0, C = 1, CD = 1, D = 1, F = 0
		
		2015 Student Outcomes
		A = 22, AB = 0, B = 0, BC = 0, C = 1, CD = 0, D = 0, F = 0
		
		2016 Student Outcomes
		A = 25, AB = 1, B = 5, BC =0, C =0, CD = 0, D = 1, F = 1
			Students in OBL 387, Champion Diversity in Organizations, a required core course in the Organizational Behavior and Leadership (OBL) major within Edgewood College's Returning Adult Accelerated Degree (RAAD) program, did uniformly strong work on the Major Project exercise, small group activities, online assignments and assessments and class discussions during 2013-2016, as the student outcomes data in the preceding column demonstrate. Students did a better job identifying and **analyzing** the diversity challenges of organizations than in **synthesizing** solutions

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[7] A copy of the Major Project Guidelines is available upon request.
[8] Copies of the weekly small group activities are available upon request.

	e. Rationale and scholarly support provided for the solution chosen. 2. Major project verbal report. 3. Multi-level feedback. a. Self. b. Peer. c. Instructor. 4. Weekly small group activities. 5. Online chapter assignments and assessments. 6. Class discussions.		within the Diversity Plan Framework or in evaluating the practices of the organizations relative to criteria associated with the Framework. The outcome was similar for small group activities, discussions, chapter assignments and assessments.

APPENDIX IX– TUP 24 learning outcomes

Top 24 in functional areas						
Accounting		semester 1	semester 2	semester 3	semester 4	semester 5
1	Within the role of management accounting, evaluate cost perspectives in decision-making					X
2	Within the role of management accounting, evaluate cost perspectives in decision-making	X				
3	Predict, control and evaluate performance using forecasting and budgeting tools					X
4	Discern appropriate level of purpose driven reporting for managemenet decision-making					X
5	Develop financial statement literacy in order to appraise financial statement performance in a controlled environment	X				
6	Acess characteristics and actions of financial statement accounts	X				
Finance						
7	Analyze financing alternatives to secure necessary capital based on an understanding of institutions and markets			X		
8	Perform financial analysis utilizing tools of financial management			X		
9	Perform forcasting supported by logical assumption analysis			X		
Law						
10	Select the appropriate business entity using legal research to explore the overall risk and advantages of each structure within the US legal system			X		
11	Analyze key elements of business contracts and intellectual property protections			X		
Marketin						
12	Develop and present a marketing plan that incorporates each element of the marketing mix	X				
13	Build and communicate a brand identity					X
14	Apply marketing research techniques to explore marketing opportunities					X
Management						
15	Foster and drive innovation					X
16	Formulate a cohesive and comprehensive business strategy					X
17	Analyze and diagnose organizational culture				X	
18	Positively influence others to achieve shared goals					X
19	employ **ethical** frameworks and priciniples in deceision making				X	
20	effectively manage **teams**		X			
21	effectively **communicate** to drive positive individual and organizational performance		X			
Operations						
22	Produce process flow charts				X	
23	Apply quality tools, statistical process control methods, and wait time models to make managerial decisions				X	
24	Apply project management techniques to plan, control, and report on project activities				X	

APPENDIX X – Assessment results graduate programs

Consistency for Business Ethics

Student Learning Results:	The two primary learning outcome goals for the course were assessed: (1) an assessment of the students' organization's ethical performance and (2) developing high quality recommendations to improve a weak area of organizational ethical performance.
BUS 616 Business Ethics	

Analysis of Results					
Performance Measure	Description of Measurement	Areas of Success	Analysis and Proposed Action to Take	Results of Previous Action Taken	4-Year Trend Graph for 2012-2016
A. The students achieve at least 3.0 on a 5 point scale in each of the two learning outcome goals.	Paper Formative, Internal	All scores were 3.0 or higher; Average score was 4.5.	Student performance was very strong for the learning outcome. One student misread instructions, need to remind students of instructions	Class was not assessed in 2014-2015.	Students average score, Bus 616 2012-13: 4.7 2013-14: 4.8 2015-16: 4.5

Initial results for new MBA capstone

Student Learning Assessment	Learning Outcome Assessed: Students will learn to identify, dissect and answer strategic management problems.
Sub-LO #1	Sub-LO #1 Assessed: Students will learn to identify strategic management problems.
	Assessment Tool: Situation Analysis and Decision Problem section of the case analysis report.
	Assignments Assessed: Benjy's and Levendary Café cases

Concept to Address: In the Benjy and Levendary Café cases, students must analyze the industry and company situations and identify the decision problem(s) that must be resolved. Students are assessed based on the thoroughness of the industry and company analysis and the ability to identify the correct decision problem(s).
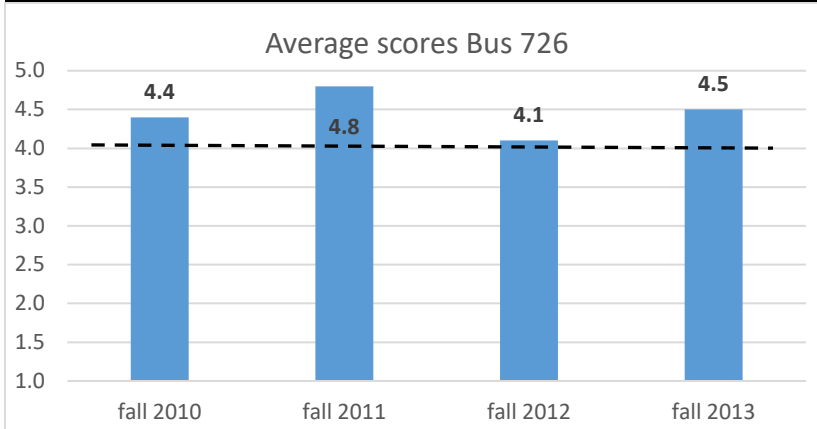
Analysis of Results

Performance Measurement Goal	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken
Students will achieve at least 3.5 on a 5 point scale.	Case Analysis Report, Summative, Internal	Students' mean score was 4.0 for the Levendary case in Spring 2016 which exceeded the goal of 3.5.	<u>Mean Scores</u>: Benjy's = 2.50, Levendary = 4.00 Based on the results for the Spring 2016 term, students' performance was strong for the learning outcome. However, the results for the Levendary case may be skewed upward as the report was a team effort. In Fall 2016, both cases used to assess student learning will be individual assignments. This will allow a more accurate assessment of individual student learning. In order to improve student learning in regard to situation analysis and problem identification, an additional reading, class discussion and written assignment related to environmental and industry analysis will be included prior to the analysis of the first case. The number of cases assigned will be increased to eight in Fall 2016 from five in Spring 2016. The additional assignments will afford students additional practice in situation analysis and problem identification.	Will assess results of actions taken in Fall 2016.

<u>MSA results</u>

Bus 726 assessment results 2010 - 2013

Student Learning Results: **MS Accountancy**		Advanced Accounting (BUS 726) was used to assess students' performance. The specific learning outcome goal that graduate students were required to demonstrate: Consolidation schedules.
Assessment of Graduate Business 726.		
Analysis of Results		

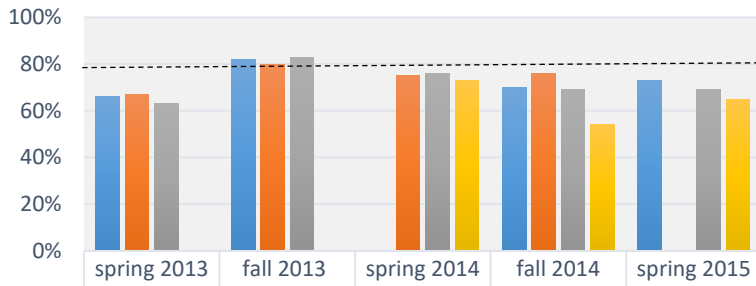| Performance Measure	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken
The graduate students achieve at least 4.0 on a 5 point scale in the learning objective designated for BUS 726.	Formative, Internal	Assessment results for all exceeded the benchmark of 4.0.	Broader course assessment planned for summer 2013 including the assessment of AICPA competencies.	Competency assessment will result in further program analysis.

Average scores Bus 726

- fall 2010: 4.4
- fall 2011: 4.8
- fall 2012: 4.1
- fall 2013: 4.5

(Y-axis scale: 1.0 to 5.0; benchmark line at 4.0)

Assessment of AICPA competencies in Bus 798

4. Student Learning Results: MS Accountancy	For the 2014/15 academic years, the results of the Comp-XM were evaluated.
Assessment of Graduate Business 798, re: AICPA competencies.	

Analysis of Results				
Performance Measure (Competency)	**Description of Measurement Instrument**	**Areas of Success**	**Analysis and Action Taken**	**Results of Action Taken**
Capsim Comp-XM for BUS 798 students: goal is to achieve at least an 80% score	Formative, internal, comparative	Combined measure ranged from .73-.80, which is fairly close to the target of 80%.	Instead of introducing a footrace in BUS 714, we introduced an individual footrace as the practice round for BUS 798. This seemed to be quite beneficial as all students were able to get up to speed on the software individually before the team assignment.	Continue to stress the importance of the balanced scorecard with 798 students and work on activities in class to increase understanding.

Capsim results for AICPA competencies

	spring 2013	fall 2013	spring 2014	fall 2014	spring 2015
critical thinking	66%	82%		70%	73%
resource mgmt	67%	80%	75%	76%	
leverage tech	63%	83%	76%	69%	69%
marketing			73%	54%	65%

APPENDIX XI ECSB speaker events

<u>EXECUTIVE SPEAKER SERIES 2009 – 2013</u>

Recent events -

Wednesday, March 21, 2012
Topic: Economic Development in Wisconsin: Perspectives on the Long-Term Outlook
Speakers
:   Terry Ludeman, Former Chief Economist, State of Wisconsin

Ruth Rohlich, Project Director, Wisconsin Women's Business Initiative Corporation
Patricia Schramm, Executive Director / CEO, Workforce Development Board of South Central Wisconsin

Wednesday, July 18, 2012
Topic: Healthcare Reform: It's Your Business
Speakers
:   Peter Christman, Executive Vice President/Chief Operating Officer, UW Medical Foundation
Londa Dewey, President, QTI
Dave Rakel, Associate Professor and Director, UW Integrative Medicine Program
Lon Sprecher, President and CEO, Dean Health Plan

Tuesday, February 19, 2013
Topic: Social Innovation & Entrepreneurship: Creating Shared Value for Lasting Impact
Speakers
:   Salli Martyniak, President of Forward Community Investments
Robert Curry, Founder and CEO, Dryhootch
Will Green, Founder / Executive Director, Mentoring Positives, Inc.
Edgar Hernandez, Innovation Engineer, American Family Insurance

Tuesday, April 30, 2013
Topic: Healthy Local Food Systems: Driving Business & Community Economic Development
Speakers
:   Rick Terrien, Executive Director, Iowa County Economic Development Corporation
Carrie Edgar, Department Head, Dane County UW-Extension
Mark Woulf, Food Policy Coordinator, City of Madison
Peter Robertson, CEO of RP's Pasta, and FEED Kitchen Incubator Advisory Board Member

Friday, September 06, 2013
Topic: Best Practices for Ethical Business
Speakers
:   Denis Collins, Ph.D., Edgewood College
Anne Carter, Director of Corporate Diversity and Inclusion, Alliant Energy
Tentative - Steve Koslow or Steve Goldberg, CUNA

DR. WATSON'S EVENTS

October 21, 2016   Deming Way campus

ECSB conference: Five hour-long sessions covering contemporary business topics ranging from the U.S. debt crisis to Social Entrepreneurship
Keynote speaker Ralph Kauten**,** Chairman and CEO, Lucigen Corporation

December 7, 2016   Anderson Auditorium

Topic: "Business and Public Policy Issues in Health Care Leadership."
Panelists:
- Jonathan Lewis, VP-Operations, St. Mary's Hospital
- Kristine Kleckner, Acting Associate Director, Middleton Memorial Veterans Hospital
- Dr. Frank Byrne, Past President, St. Mary's Hospital, and current Trustee of Edgewood College
- Phillip Rossing, Director of Technical Services and Project Management, Unity Health Insurance

February 15, 2017   Anderson Auditorium

Topic: "Addressing Societal Problems in Greater Madison: Unemployment and Economic Challenges Facing the African-American Community."
Panelists:
- Dr. Ruben Anthony, President & CEO, Urban League of Greater Madison
- Dr. Laura Dresser, Associate Director, UW-Madison's Center on Wisconsin Strategy
- Sabrina Madison, Founder, Heymiss Progress, LLC
- Enis Ragland, Deputy Mayor of Administration and Finance, City of Madison

April 19, 2017   Anderson Auditorium

Topic: "Perspectives on Value and Quality in Healthcare,"
Panelists:
- Mr. Michael Heifetz, State Medicaid director, Wisconsin Department of Health Services
- Mr. Chris Queram, Wisconsin Collaborative for Healthcare Quality
- Mr. Lee Wiersma, Human Resources at UW Credit Union
- Tim Bartholow, M.D. Chief medical officer, WEA Trust

APPENDIX XII Business Advisory Board

• Larry Burnett	• Mark B. Moody
Partner, Reinhart Boerner Van Deuren S.C.	President and CEO, WEA Trust
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• Neil Fauerbach	• Linda Taplin Statz
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• Jenny Krueger	• David Wittwer
Attorney, Boardman & Clark	President and CEO, TDS Telecom

Appendix XV <u>2011 Strategic plan goals, timeline and progress summary</u>

ECSB strategic Plan <u>Goals & Timeline</u> Summary 2011-2016		
Long-term ECSB Strategies		Timeline
Strategy I: Collaborative Team	Become a diverse high-performing, integrated team of expert teachers, scholars and practitioners who engage the Edgewood community to foster a transformative learning experience for students.	
Transform the culture from "independent contractor" to "collaborative team."	2011-16	This goal will take 5 years to be fully accomplished as it is a cultural transformation. Additionally, it will depend on the success of other goals in this strategic plan.
Recruit full and part-time faculty talent that is diverse, multicultural competent, collaboratively oriented and with interdisciplinary interests/experiences.	2014-16	ECSB is preparing for several faculty retirements that will take place over the next 5 years or so. In addition, faculty positions will open due to other exits (promotions, geographical relocations, new roles at other institutions). Beginning in 2014-15, ECSB will be hiring 1-2 new faculty per year over a 5 year window.
Create mechanism to effectively assess faculty and provide developmental opportunities for faculty growth as scholars, educators, and practitioners, specifically focusing on achieving the school's vision for the future.	2012-14	Build training for faculty development around online teaching and get 100% of faculty trained
	2012-16	Identify opportunities for incorporating faculty development into regular faculty meetings
	2013-14	Raise additional funds to support faculty development specifically for integrated, active teaching methods and global business (EC Transformation Fund)
	2015-16	Require all new faculty (full and part-time) to go through Online Training; begin requiring FT faculty to team teach in first semester; institute regular meetings for FT (1/month) and PT (1/semester) faculty development; refine performance review and course evaluation format and process
Strategy II: Transformative Learning Journey	Redefine the undergraduate, returning adult and graduate programs to foster a transformative student learning experience through delivering an integrated, dynamic curriculum; active engagement in the broader community and; creating a strong, unifying sense of community among students, faculty, and staff.	
TRADITIONAL UNDERGRAD		
Conduct comprehensive redesign of the TRADITIONAL undergraduate curriculum focusing on integrated business disciplines and applied learning approaches, while incorporating themes of ethics, entrepreneurship, and sustainability.	2012	Initiate redesign the core components of our traditional undergraduate curriculum
	2013	Redesign Business Minor and Accounting Minor
	2014	Begin expansion of ECSB international study options; roll our new traditional undergrad curriculum
	2015	Expand collaboration with other EC Schools / departments on curricular offerings e.g. inter-disciplinary majors
Foster strong sense of student identity and connection with	2012	Implement Edgewood College Business Plan Showcase
	2014	Begin "Lunch with the Dean" experience for Semester 1 students

ECSB through mentoring and "right-of-passage" experiences.	2015	Implement ECSB Application process
Build robust and meaningful program assessment processes, with a focus on key competencies.	2012	Develop key competencies for business majors and define the expectations for each competency at the undergraduate leave
	2013	Assign key competencies to specific courses and identify assessment tools/mechanisms
	2014	Begin utilizing new assessment tools/mechanisms in undergraduate curriculum
	2015	Redesign and deploy program assessment and review processes
ACCELERATED UNDERGRADUATE (RAAD)		
Conduct comprehensive redesign of the ACCELERATED undergraduate curriculum, incorporating themes of ethics, entrepreneurship, and sustainability.	2014	Restore oversight of RAAD to disciplinary homes (Schools/Departments);restructure staff positions; conduct study of current market needs/trends specific to this population of students;
	2015	Conduct review of program offerings (degrees, content, delivery); cultivate partnerships with 2-year institutions; conduct faculty review
GRADUATE		
Diversify program offerings and formats to meet local market needs	2012	Launch online degree offerings; launch MBA-HSL
	2014	Integrate MSOD into School of Business and conduct curriculum review
	2015	Implement new MBA structure/course sequence; define MBA competencies and graduate-level expectations; design and pilot ECSB Professional Development program; review MBA-HSL program
Conduct comprehensive review and redesign of MBA program, incorporating themes of ethics, entrepreneurship, and sustainability.	2013	Conducted study of market trends regarding graduate business education and ECSB current MBA offering (including primary and secondary research)
	2014	Redesign MBA focusing on framework, structure and sequence; conduct MBA Tuition study
	2015	Define competencies and expectations for MBA and identify assessment tools/mechanism
Strategy III: Strong Local Market Position	Reposition and clarify ECSB brand and distinct value proposition	
Develop a clear, differentiated ECSB identity, clearly defining target market	2014	Restructure enrollment marketing initiatives, including allocating staff resources and clearly defining roles and responsibilities; hire consultant to help with marketing videos and social media
	2015	Design and implement robust marketing strategy; raise money to support marketing strategy
Redefine recruitment and admissions processes.	2015	Design system for involving ECSB faculty
Develop "signature" experiences both in the classroom and out of the classroom that represent the ECSB brand, with intentional	2015	Implement new orientation (Launch) and career development program

focus on relationships and connections.		
Strategy IV: Appropriate Infrastructure	Support the transition from good to great by building the appropriate infrastructure to support Strategies I-III.	
Generate financial resources from internal and external sources.	2013	Raise funds to support development and implementation of new undergraduate curriculum and international study programs; raise funds to start ECSB endowment
	2014	Raise funds to support state-of-the-art ECSB classroom
	2015	Raise funds/resources to support PD program and Career Development program
Expand and/or enhance opportunities for learning support for students at the institution and within ECSB.	2015	Implement faculty training around diverse student populations
Develop more robust ECSB Career Development Program to support traditional and accelerated undergraduates as well as graduate students.	2012	Create Career Development Program for traditional undergraduate students
	2013	Collaborate with Career Services Office to create "Edgewood College Career Week"
	2015	Expand ECSB career support to RAAD and Grad student populations
Upgrade the physical home and technological resources of ECSB.	2013	Hire LTE to design the "Coaches Connection" for use by faculty and students
	2014	Design new state-of-the-art classroom for ECSB core and concentration courses;
	2015	Upgrade technology in faculty offices
Strategy V: Governance	Realign the governance and decision-making processes of ECSB.	
Develop a Faculty Governance Charter that clarifies the roles, responsibilities and decision-making processes in ECSB.	2011	Implement first ECSB Faculty Governance charter in 2011
	2013	Create Associate Dean positions (faculty appointments with limited course release)
	2014	Review and update ECSB Governance Charter
	2015	Clarify ECSB leadership roles and responsibilities

ECSB strategic Plan <u>Progress & Priorities</u> Summary		
Long-term ECSB Strategies	**Progress to Date**	**Priorities for 2015-16**
Strategy I: Collaborative Team	**Become a diverse high-performing, integrated team of expert teachers, scholars and practitioners who engage the Edgewood community to foster a transformative learning experience for students.**	
Transform the culture from "independent contractor" to "collaborative team."	implemented team-teaching format	develop formal articulation of "success" for ECSB faculty
	increased opportunities for faculty to share and provide feedback on course design during meetings; 'increased time for collaborative work during regular faculty meetings; created Council of Chairs and ad-hoc committee approach	improve meeting facilitation at ECSB faculty meetings, including developing faculty and staff skills in this area; design ECSB climate survey, which will include assessment of our capacity to work collaboratively (to be conducted in 2016); identify opportunities for ECSB faculty and staff to engage in "fun" activities together (e.g., faculty vs. student softball game)
Recruit full and part-time faculty talent that is diverse, multicultural competent, collaboratively oriented and with interdisciplinary interests/experiences.	recruited 3 new full-time faculty and 3 part-time faculty who have inter-disciplinary and real-world experience, and are prepared to team teach; 6 new hires included 3 women, 1 African American woman, and 1 Vietnamese man	develop more robust mechanisms for cultivating potential faculty members in advance of hiring needs (succession planning); recruit 3 additional full-time faculty and ensure that at minimum 1 is from a diverse background (preferably 2)
Create mechanism to effectively assess faculty and provide developmental opportunities for faculty growth as scholars, educators, and practitioners, specifically focusing on achieving the school's vision for the future.	raised special funds to support faculty development specifically focusing on the skills needed for team-teaching, integrated/inter-disciplinary approaches, and use of technology	institute monthly lunch meetings focused on sharing/developing innovative teaching techniques and inter-disciplinary skills (specifically around the key competencies in the curriculum); institute regular breakfast meetings with part-time faculty (once per semester) to create community and provide development opportunities
	incorporated more faculty development opportunities into regular faculty meetings	develop more robust guidelines for new faculty mentoring; begin requiring all new full-time

		faculty to team teach during their first semester as part of a developmental process
	developed robust online teaching training program, which is now required of all ECSB faculty (full and part-time)	refine review processes to include assessment recognizing refined "measures of success" for faculty and incorporating peer feedback; adapt course evaluation process to accommodate team-teaching
Strategy II: Transformative Learning Journey	**Redefine the undergraduate, returning adult and graduate programs to foster a transformative student learning experience through delivering an integrated, dynamic curriculum; active engagement in the broader community and; creating a strong, unifying sense of community among students, faculty, and staff.**	
TRADITIONAL UNDERGRAD		
Conduct comprehensive redesign of the TRADITIONAL undergraduate curriculum focusing on integrated business disciplines and applied learning appraches, while incorporating themes of ethics, entrepreneurship, and sustainability.	completely redesigned the core components of our traditional undergraduate curriculum, moving from 10 discipline-based courses to 5 intensive, integrated semesters	conduct a review of concentration areas: conduct focus groups with working professionals; determine appropriateness of current concentrations offerings; determine appropriate learning outcomes and assessments for each concentration;
	rolled out new traditional undergrad curriculum with first 2 cohorts of students	continue roll-out with further integration of Semester 3 and Semester 4, including piloting new applied learning activities
	added concentration courses in Leadership and Organizational Sustainability; refined capstone to include entrepreneurship	explore opportunities to collaborate with School of Education and School of nursing to business and innovation courses for those majors, including possibility of specialized inter-disciplinary majors
	redesigned Business Minor and Accounting Minor; identified business majors interest in non-business minors;	increase percentage of Business majors who earn minors from other EC departments: schedule meeting with faculty In other departments; develop course map templates for most popular combinations; refine advising process

	added two ECSB short-term international study opportunities for traditional undergraduates to China and Germany; conducted exploratory trip to Peru; began work with Center for Global Education (CGE) to identify promising programs at other institutions that would be best fit for Business majors	increase percentage of Business majors participating in international study opportunities: work with CGE to identify schools/programs that fit Business majors' needs; conduct first Germany trip; continue designing program in Peru, including hosting guests from Peruvian institutions at Edgewood; conduct exploratory trip to London
Foster strong sense of student identity and connection with ECSB through mentoring and "right-of-passage" experiences.	implemented Edgewood College Business Plan Showcase in which ECSB seniors pitch business ideas to a panel of external judges and broad audience (faculty, staff, students, family members and community members)	design and deploy ECSB application process for traditional undergraduates to be submitted after Semester 1, with the application focus on creating a reflective and planning opportunity for students
Build robust and meaningful program assessment processes, with a focus on key competencies.	identified and refined "Top 30" core competencies for ECSB curriculum; defined the expectations for each competency at the undergraduate level; assigned the competencies to specific courses; identified assessment tools/mechanisms	Roll "Top 30" competencies into 5-6 program-level competencies and identify/align appropriate assessments; identify concentration-level competencies and assessment tools/mechanisms; develop competencies for Business and Accounting minors
		design regular assessment review process that engages departments and full faculty: designate specific faculty meetings devoted to assessment; clarify roles and responsibilities of Department Chairs and Council of Chairs in terms of assessment; develop mechanism to more effectively capture real-time improvement processes
ACCELERATED UNDERGRADUATE (RAAD)		
Conduct comprehensive redesign of the ACCELERATED undergraduate curriculum, incorporating themes of ethics, entrepreneurship, and sustainability.	Began study of current market needs/trends specific to this population of students, both internally and contracting with external parties	Conduct review of current accelerated degree offerings (BBA and BS-OBL) to determine if courses and content are appropriate

	Edgewood College restored oversight of accelerated degree programs to the disciplinary schools/department when School of Graduate & Professional Studies (GPS) was dissolved in Spring 2014	Cultivate more formalized partnership between ECSB and Madison College School of Business; develop effective pathways from Madison College's associate degree programs to ECSB bachelor's degree programs
	Restructured RAAD advisor position, splitting position into two part-time roles: admissions counselor and academic advisor	More fully integrate RAAD staff into ECSB, increasing collaboration and communication
		Collaborate with Online Learning Department and School of Arts & Sciences to begin offering courses in blended and online format
		Develop more robust ways of assessing credit for prior learning and real-world experience
		Conduct specific review of all RAAD faculty and formalize development plans
GRADUATE		
Diversify program offerings and formats to meet local market needs	launched online degree offerings in MBA, MS in Accountancy in 2012	continue to explore opportunities for online and blended courses in the graduate program
	launched MBA in Health Systems Leadership (MBA-HSL) in 2012	continue to review and refine curriculum, focusing on a cohort model and corporate partnerships; explore online and blended delivery formats; recruit appropriate faculty talent both full and part-time
	MS in Organizational Development (MSOD) was launched in 2012; conducted review and redesign to improve student experience and program quality; developed new courses; expanded MSOD faculty; piloted MSOD mentoring program with professionals from business community;	continue to implement redesign: review and clarify program admissions standards; clarify and develop "standard of expectation" document(s) for faculty and students to ensure program quality; create specific developmental opportunities for faculty teaching in the MSOD program; develop MSOD mentor training

	launched graduate certificates in Project Management and Fraud & Risk Management, which were put on pause to further assess viability	
	identified and began ECSB and campus dialog around designing and delivering professional development (PD) opportunities; began design of MBA + Professional Development Program for Chinese Business professionals	Deploy MBA+ Professional Development Program; develop overall strategy, guidelines and processes for launching a ECSB Professional Development Program; pilot 2 customized PD programs with local employers; cultivate relationship with UW-Madison PD Center
Conduct comprehensive review and redesign of MBA program, incorporating themes of ethics, entrepreneurship, and sustainability.	conducted study of market trends regarding graduate business education and ECSB current MBA offering (including primary and secondary research); redesigned general ECSB MBA using the Balanced Scorecard as framing mechanism; communicated implications of change to current MBA students	roll out new MBA format, including course sequence and capstone experience; define expectations for each of the "Top 30" competencies at the graduate level, allocate competencies across courses, and identify appropriate assessment tools; explore opportunities for team teaching and content integration across courses in the same balanced scorecard theme area
Strategy III: Strong Local Market Position	**Reposition and clarify ECSB brand and distinct value proposition**	
Develop a clear, differentiated ECSB identity, clearly defining target market	Edgewood College restructured its enrollment marketing initiatives, moving graduate program marketing and admission from GPS to the centralized Enrollment Management department; recruited new graduate marketing manager; hired local marketing company to develop videos and manage social media efforts; ECSB began branding initiative, working closely with marketing team to develop key ECSB themes and value proposition and target market; conducted MBA tuition study	continue ECSB branding initiative: developing clear value proposition and overall marketing strategy, with particular attention to the new MBA; raise additional funds to implement a year-long MBA Re-Launch strategy; implement monthly "Marketing Update" to communicate better with faculty and staff; determine new package pricing strategy for general MBA

Redefine recruitment and admissions processes.	clarified roles and responsibilities of ECSB graduate advisor and new assistant director of graduate recruiting for ECSB program; increased collaboration between admissions and ECSB	
Develop "signature" experiences both in the classroom and out of the classroom that represent the ECSB brand, with intentional focus on relationships and connections.	Experimented with a few different "orientation" formats, eventually deciding to reframe as a "launch workshop" focused specifically on career development	Pilot "Graduate Program Launch Workshop" and refine as needed; design additional career development programming specifically for graduate students; increase opportunities for graduate students to feel more connected to Edgewood's main campus
Strategy IV: Appropriate Infrastructure	**Support the transition from good to great by building the appropriate infrastructure to support Strategies I-III.**	
Generate financial resources from internal and external sources.	ECSB submitted proposal to the Edgewood College Transformation Fund and was approved for $250K to support development and implementation of redesign undergraduate curriculum and international study programs; submitted proposal and received $25K from Predolin Foundation to support classroom technology for ECSB; developed and submitted proposal to Predolin Foundation for new, cutting-edge classroom facility for ECSB (awaiting approval); received initial funds from local business to start ECSB Endowment	Cultivate partnership with the new VP of Advancement and Edgewood College leadership around fundraising for ECSB; clarify ECSB fundraising goals to support: expanding student participation in international study programs; expansion of our Career Development program and startup funds for new PD initiative; redesigning ECSB student work space for tutoring; technology for ECSB faculty offices
Expand and/or enhance opportunities for learning support for students at the institution and within ECSB.	-	Develop peer tutoring/mentoring opportunities within ECSB; collaborate with writing center to support Chinese students in the BCBUU 2+2 program at ECSB; cultivate closer partnership with Office of student disability services to

		educate ECSB student, faculty and staff
Develop more robust ECSB Career Development Program to support traditional and accelerated undergraduates as well as graduate students.	Identified faculty and staff co-directors of the ECSB Career Development program; refined undergraduate internship course and instituted internship site visits; started ECSB Internship Dinner for undergraduate students and their internship employers; collaborated with Career Services Office to create "Edgewood College Career Week" which is deployed every semester	Dedicate more financial, staff and faculty resources to ECSB Career Development programming; continue cultivating more robust partnerships with employers and student matching efforts; work collaboratively with Career Services to design and deploy more robust tracking mechanisms; participate in Edgewood College Community of Practice around career development; design more programming for students in the accelerated undergrad and graduate programs
Upgrade the physical home and technological resources of ECSB.	Hired LTE to design the "Coaches Connection" for use by faculty and students, which is a SharePoint site housing all learning objects for the ECSB traditional undergrad program; design new state-of-the-art classroom for ECSB core and concentration courses	Launch "Coaches Connection" for Semesters 1 and 2 of core curriculum; continue build of new classroom; redesign ECSB student workspace for tutoring; pilot upgrade of faculty offices, specifically focusing on technology
Strategy V: Governance	**Realign the governance and decision-making processes of ECSB.**	
Develop a Faculty Governance Charter that clarifies the roles, responsibilities and decision-making processes in ECSB.	implemented initial version of ECSB Faculty Governance charter in 2011, which was refined in 2015; Eliminated defunct standing committees in favor of new Council of Chairs; developed ad hoc working group approach; designated Associate Dean roles and eliminated "Director of Graduate Program Development" position	select new permanent Dean for ECSB; develop clear roles and responsibilities for Associate Deans (part-time faculty appointments), Department Chairs, and Council of Chairs, ensuring aligning between authority and work responsibilities; consider created a full-time Assistant Dean staff position (similar to the School of Nursing) to support administrative work of

		the Dean's office, including timetable, faculty load assignments, and new/expanding initiatives in career development, international study trips, and professional development

Appendix XVI <u>2015 Summary of the ideas about and some items from our discussions about what we do with respect to the theme areas</u>

Defining Who We Are and What Makes Us Unique		
Themes		**Some of what we do**
Intentional and relevant developmental journey	We design and deliver a meaningful learning journey that is more than a just a list of classes to get through, but a set of experiences that are transformative. Our courses teach tangible business skills and competencies using methods that challenge students to go beyond their comfort zones. Our faculty includes both academic experts and highly skilled adjuncts with proven records of success in their fields.	Challenge students, support student skill development, connect current events to course concepts, career coaching, local field trips, support students in developing a business plan including presentation to local business leaders, support students in identifying, planning and implementing a change project
Holistic, individual and relational approach	While we challenge students academically, we are committed to providing the personal support students need to grow and be successful. We look at the whole picture and strive to help our students develop as professionals and as citizens of the world. We foster learning environments in which individual differences are valued. We believe true growth and development happens in a context of relationships.	Let students practice and experiment, create team-based learning environment, reconnecting with students after graduation, work with students on networking events, faculty mentoring, Introduce students to social and corporate citizenship opportunities, have students reflect on how concepts apply to their work/personal life
Local commitment with a global perspective	We grow and develop the leaders who will define the future of our region. We do this with a commitment to making meaningful connections between the local and global communities. We strive to develop strategic partnerships with area businesses and organizations who share our vision and values.	Sponsor international trips for students, include international case studies, expose students to cross-cultural characteristics and business practices, have students partner with local start-up companies to analyze a business opportunity or problem, semester two involves a local social innovation change project with NFP, include sustainability course as part of management concentration
Leading and impacting change	We place an emphasis in developing our students' leadership potential and ability to create change…at their workplaces, in their communities, and at home. We help students build a network of colleagues they can rely on for advice and assistance.	Connect students with each other, challenge others to share expertise with other students, Model collaboration, argument & reconciliation thru team teaching, semester two involves a local social innovation change project with NFP, Share personal flaws in ethical issues