

SCHOOL OF BUSINESS ASSESSMENT PLAN/STRATEGIC PLAN SUMMARY

As of April 2003; Revised plan anticipated, September 2003.

Overview of the School of Business

The school of Business has five primary product lines: research, undergraduate education, graduate education (masters and PhD), executive education and service. It's mission mirrors that of the university itself, namely to create, integrate, transfer and apply knowledge that is relevant to business practices and economic development. The School's vision is to be recognized as a top business program known for the significant impact its research and educational programs have on the business profession and business practices. The School's inputs include 85 tenure track faculty, 120 academic staff, 60 classified staff, modern classroom facilities in both Grainger Hall and the Fluno Center and an endowment in excess of \$50 million.

Assessment Structure

External and/or internal assessments are everyday activities in the School of Business. There are two major **external** assessment activities conducted on a regular basis. The first is the periodic (every five years) accreditation review conducted by the Association to Advance Collegiate Schools of Business (AACSB). The objective of AACSB accreditation is to help programs prepare business students for the challenges of the global economy, the differences in organizational and cultural values they will encounter, cultural diversity, and ever changing technology of the business world. The review assesses a variety of different areas including the school's resource base, governance, mission, objectives, faculty composition and development, curriculum content, instructional resources, student quality and diversity, and intellectual contributions. A detailed description of AACSB accreditation can be found at

<http://www.aacsb.edu/accreditation/standards.asp>.

The other major external assessment "exercise" is a variety of masters and undergraduate media rankings produced and published by the business press including *US News & World Report*, *The Wall Street Journal*, *Business Week* and *the Gorman Report/Princeton Review*.

Internal reviews/assessment exercises, overseen by the Dean, are conducted annually for all five Business School product lines. The data is gathered by Associate Deans, Department Chairs and Center Directors and is reported on at an annual strategic planning retreat to a group that typically consists of the School's administration, Academic Planning Committee, Subcommittee of the Executive Committee, and department chairs. At this session, the mission, vision and near term goals of the School are reviewed and gaps are identified using information from area assessment reports. Improvement plans are developed that are consistent with the mission and then these plans are reported to the Deans' External Advisory Committee (consisting of alumni and other business and community leaders) for their comments and reactions. After this is

done, the strategic plan for the School and major initiatives are finalized. Progress on these initiatives is informally monitored throughout the year but formally reviewed at the next annual strategic planning meeting.

Overview of Current Practice

A complete description of our current practice can be found in the report that was prepared for our recent AACSB accreditation review, <http://www.bus.wisc.edu/aacsb/>. Besides the AACSB review and the results of the myriad of survey rankings, the School participates in a wide variety of other surveys and information gathering activities. The following table summarizes most of them.

ASSESSMENT INSTRUMENTS

SCHOOL OF BUSINESS

UNIVERSITY OF WISCONSIN-MADISON

INSTRUMENT	FREQUENCY	PRIMARY RESPONSIBILITY
Survey of Academic & Classified Staff	Every Other Year	<ol style="list-style-type: none"> 1. Support Services Team 2. Dean's Office
Incoming Master's	Every Semester	<ol style="list-style-type: none"> 1. External Relations 2. Grad Office 3. Dean's Office
MBA Student Exit Survey	Annually (Educational Benchmarking, Inc)	<ol style="list-style-type: none"> 1. Dean's Office 2. Grad Office 3. Master's Curriculum 4. Graduate Business Association
Undergraduate Student Survey	Annually (Educational Benchmarking, Inc)	<ol style="list-style-type: none"> 1. Dean's Office 2. Undergraduate Committee
Teaching Evaluations	Every Semester in Every Course	<ol style="list-style-type: none"> 1. Dean's Office 2. Department Chairs
Dean's Advisory Board	Five-Year Intervals	<ol style="list-style-type: none"> 1. Dean's Office 2. Appropriate Committees
Recruiter Survey	Annually	<ol style="list-style-type: none"> 1. Career Services 2. Appropriate Committees
Student Survey for Career Services	Annually	<ol style="list-style-type: none"> 1. Career Services 2. Dean's Office

Alumni Survey	Five Year Intervals	<ol style="list-style-type: none"> 1. External Relations 2. Appropriate Committees
Alumni 10 Years After Graduation	Five Year Intervals	<ol style="list-style-type: none"> 1. External Relations 2. Appropriate Committees
Faculty Survey	Five Year Intervals	<ol style="list-style-type: none"> 1. Dean's Office 2. Appropriate Committee
Doctoral Student Survey	Five Year Intervals	<ol style="list-style-type: none"> 1. Senior Associate Dean 2. Ph.D. Committee

The following list provides more detail on how the survey results presented above and other information are used to assess quality and productivity in the School's product lines and support areas.

Research Program (responsibility for assessment: Associate Dean for Faculty and Research)

- rankings in AMJ, main media (e.g., Business Week, US News, Fin Times) vs. peers
- data on faculty publications and citations
- data on sponsored research
- data on seminar activity
- progress towards promotion and tenure
- faculty awards (editorships, etc.)
- PhD placement

Masters Program (responsibility for assessment: Associate Dean for Graduate Programs)

- student quality and diversity (GMAT over time and vs. peers, work exp., GPA, undergrad inst)
- quality of academic program delivery (EBI, teaching evals for faculty and instr academic staff, components of rankings)
- quality of service delivery (EBI)
- quality of placement outcomes
- recruiter opinions (media ranking data)

Undergraduate Program (responsibility for assessment: Associate Dean for Undergraduate Programs)

- student quality and diversity (ACT/SAT, high school GPA)
- quality of academic program delivery (EBI, teaching evals of faculty and instr academic staff, town hall meeting feedback)
- quality of placement outcomes

Executive Education Program (responsibility for assessment: Associate Dean for Executive Education)

- participant quality and diversity
- quality of program delivery (exit surveys)

- repeat business
- custom company development

Alumni Engagement (responsibility for assessment: Dean, Foundation staff, External Relations)

- board participation
- giving rates
- guest speakers
- attendance at alumni events
- alumni contact by UWF and ER

Diversity

- faculty, staff, and students (by program)

Financial Condition (responsibility for assessment: Dean and Assistant Dean for Business Services)

- current situation
- strategy to increase resource base

Directions for Improvement

Details of our most recent assessment and where the School is relative to its mission and goals are contained in the AACSB report. Major areas for improvement that need to be addressed and how they are being addressed are described in the report and include:

- faculty quality, retention and financial support
- students: attracting the best Wisconsin undergraduates to UW-Madison
- diversity of faculty/staff/students
- MBA rankings
- revenue enhancing executive education
- research

Future Assessment Direction

Most of the types of assessment activities outlined above will continue in some form. However, our new Dean is in the process of drafting his own strategic plan for faculty, board and other interested parties to consider. Once completed and approved, this plan will undoubtedly call for new initiatives that will necessitate some modification and/or refinement in the way we currently go about assessment activities in the School. The AACSB accreditation review and the media reviews will always be a part of the process, but how we go about internal assessment might change. It is hoped that a new strategic plan for the School along with a revised assessment plan commensurate with that plan will be in place by September 2003.