

**ASSESSMENT RECORD FOR
DEPARTMENT
OF**

Business Department

(Academic Department Name)

2010-2011

(Assessment Period Covered)

10/1/2011

(Date Submitted)

Includes Assessment Reports for those Instructional Programs listed below:

Title of Instructional Degree Program

Degree Level

(Associate, Bachelors,
Master's, etc.)

Business

Bachelors

Submitted By: Dell Ann Janney

(Departmental Chair or Faculty Assessment Representative)

**ASSESSMENT REPORT
FOR
Business**

Department (Major)

2010-2011
(Assessment Period Covered)

10/1/2011
(Date Submitted)

Expanded Statement of Institutional Purpose Linkage:

College Mission Statement: The mission of Culver-Stockton College is to provide students of promise a superb education within an active learning community founded upon integrity and the best values of faith and the human spirit.

The Community

Culver-Stockton College accomplishes this mission as a learning-centered community committed to freedom of inquiry, excellence in teaching, and its heritage as a midwestern college in covenant with the Christian Church (Disciples of Christ).

Department Mission Statement: The mission of the Culver-Stockton College Business Division is to prepare business students of promise for successful careers or graduate school through experiential learning and corporate experiences.

College Objective(s):

-To ensure each student is skilled in critical thinking, effective communicating, and creative problem solving.

-To prepare the student for career or graduate study or a chosen career through programs that provide in-depth knowledge, disciplinary methodologies, professional specialization and experiential learning.

Intended Outcomes/Objectives:

1. Business graduates will demonstrate the ability to communicate effectively.

2. Business graduates will demonstrate proficiency in general business concepts.

3. Business graduates will be well prepared for their first employment upon graduation.

ASSESSMENT REPORT FOR

Business
Academic Department (Major)

2010-2011
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Intended Outcomes/Objectives:

- 1. Business graduates will demonstrate the ability to communicate effectively.**

First Means of Assessment for Objective Identified Above:

Assessment Criteria and Procedures: The faculty will collect artifacts for review as evidence of the students' ability to write effectively. The artifact will be rated by an independent faculty using a rubric. Graduates will achieve an average score of 80% or above (on a rubric scale of 0-100%.) A two-year moving average will be used.

Graduates will achieve an average score of 80% or above (on a rubric scale of 0-100%.)

Summary of Data Collected: Students completed a research project in Business Strategy, the capstone course. The average rating on the research project was 85% for the thirty-five projects assessed for the two-year period 2009-2010 and 2010-2011.

Use of Results: The research project score exceeded the desired average score. The data available is from the capstone courses. The research project completed by students is reviewed in rough draft and students are given the opportunity to re-write, thus, possibly inflating the scores. The project scoring on the capstone project has improved since faculty have provided more prescriptive guidelines and examples. One-on-one meetings with the faculty have been increased in order to improve each student's understanding of the project.

The online Business Strategy Game has been incorporated into the capstone course, and students have indicated that this experiential and competitive exercise has improved their understanding of business concepts to be applied in their capstone projects. We continue to expect more sophisticated business projects through the introduction of the strategic business game. During both terms that the game has been used, we have had teams score in the top 100 global rankings.

Budget Implications: Course fee for the Business Strategy Game has been added.

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10/1/2011

(Date Submitted)

Intended Outcomes/Objectives:

2. Business graduates will demonstrate proficiency in Business concepts.

First Means of Assessment for Objective Identified Above:

Assessment Criteria and Procedures: Business graduates will take a comprehensive examination covering general business concepts in the Business Strategy capstone course. The Perregrine Assessment Test will be administered and required as a part of the course grade.

Business graduates will score above the aggregate score on the Perregrine Assessment examination in all required courses.

Summary of Assessment Data Collected:

The average score earned by Business/Finance graduates on the Perregrine Assessment examination was a 49%, which is below the aggregate average of 62%. (14 business/finance graduates completed the exam for the one year period 2010-2011 and a cumulative score is not reported as this is the first year for using this assessment test; however this average score is for both business and finance majors, which may skew the results higher.)

	<u>C-SC Average</u>	<u>Aggregate Average</u>
Accounting	56%	56%
Finance	50%	53%
Economics	48%	53%
Info Mgmt Systems	61%	66%
Legal Environment	49%	64%
Management	57%	62%
Marketing	31%	56%
Total Score	49%	62%

Use of Results The business graduates scored below the business division goal except for one area. In all areas except for accounting, students were below the aggregate average. This is the first year for using the Perregrine Assessment examination, and faculty were concerned that the content coverage does not match with our curriculum. This same issue was a concern with the ETS examination and was the reason for the change to the Perregrine Assessment examination. Faculty will continue to research the testing alternatives to determine which examination best reflects the C-SC curriculum goals.

Note: Perregrine was unable to separate data by individual student or by major for reporting purposes. To address this issue, faculty will attempt to enroll students in co-horts by major.

Budget Implications: The cost of administering the Perregrine Assessment examination is \$40 per graduate.

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Business

Academic Department (Major)

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10/1/2011

(Date Submitted)

Intended Outcomes/Objectives:

3. Business graduates will be well prepared for their first employment upon graduation.

First Means of Assessment for Objective Identified Above:

Assessment Criteria and Procedures: A survey of Business graduates one year out and three years out (changed from five years out) will be administered. Seventy-five percent of Business graduates who respond when surveyed will respond positively that they were well prepared for their first employment in each of the respective categories. A two-year moving average will be used.

Summary of Assessment Data Collected:

- (1) 83% (20 out of 24) responded that the C-SC business administration curriculum prepared them for current employment in regard to effective writing.
- (2) 92% (23 out of 25) responded that the C-SC business administration curriculum prepared them for current employment in regard to business software applications.
- (3) 88% (15 out of 17) responded that the C-SC business administration curriculum prepared them for current employment in regard to business presentations.
- (4) 89% (25 out of 28) responded that the C-SC business administration curriculum prepared them for current employment in regard to general business concepts.

Use of Results: (1) One survey response noted that “I have to keep a strong, professional stream of communication with co-workers and corporate clients that is often through email.” Another response noted “Adapting to change, problem solving and people skills are critical—understanding how to communicate both face-to-face as well as electronically.” Faculty will incorporate electronic communication into the curriculum in the MIS and Professional Development coursework. (2) Respondents continue to indicate that they regularly use Excel as the most widely used business application. Although we now require Computer Applications in Business, an Advanced Excel course is probably necessary to allow students to develop advanced excel skills.

Budget Implications: An additional faculty member is needed to teach the advanced Excel course.

Second Means of Assessment for Objective Identified Above:

Assessment Criteria and Procedures: An evaluation will be completed by internship supervisor assessing intern performance (on a 5 point scale with 5 being excellent and 1 being poor.). The average rating received by Business graduates will be a 4.0 or above (average rating was increased from 3.5 to 4.0 in 2008-2009.) A three-year moving average will be used.

Summary of Assessment Data Collected: The average score received by Business majors is a 4.72. A total of nineteen employer evaluations were submitted to the Career Center for the three year period (2008-2011). A three-year moving average was used due to the small numbers of graduates.

Use of Results: The scores received are above the average, indicating that students are performing well. Two employers commented on the three week scheduling. Although this dedicated three week term has been assumed to be a strong feature in terms of internships, allowing for a real world 40 hour week, among the comments from two supervisors were: 1). It was difficult for both employer and intern (because of the need to have “8 to 5” duties lined up for the intern), and 2) that it was difficult to identify in a three week period if the intern was able to gain overall exposure in that short amount of time. The faculty will follow up with other three week supervisors, as well as 12 week supervisors, to determine how any challenges can be rectified.

Budget Implications: None