Outcomes Assessment Plan
CSM Business: Analytics and Strategic Communication
2011-2012

Brief Executive Summary

CSM Business: Analytics and Strategic Communication (BAC) program is a new program that will be replacing Business Administration and Business Information Systems programs that are currently accredited by International Assembly for Collegiate Business Education (IACBE). Our objective is to prepare the new program to be accredited by IACBE by following through the outcomes assessment process as other programs have been subjected to meet high standards as set by the accrediting criteria. The standards will enable our graduates to be even more competitive on the labor market and enjoy 100% placement rate within 6 months of graduation. Our programs have had a track record of graduates who are placed in some leading national organizations. With increased emphasis on quantitative analysis, critical, and problem solving skills, we expect our graduates to be highly competitive and sought-after by leading companies nationally.

The program was as a result of proactive initiative to curb low enrollment we had experienced over five to eight years. As part of the accreditation process, a strategic plan was developed that necessitated wide consultation with the stakeholders to develop a deeper understanding of the relevance of the business programs specifically BusinessAdministration (BSA), Business Information Systems (BIS), and Business Leadership (BLD). The degree program was as a result of the input from stakeholders who overwhelmingly indicated that graduates are lacking critical/problem solving and communication skills. A marketing budget of $50,000 was approved to promote the new program. While most students decided to switch to the new program, up to 45% of the students opted to continue under the old degree program because of the progress they have made to date. Extensive promotional ideas for the new program are being explored to ensure that optimum results will be realized from the allocated resources. Program-specific advertising has been launched in addition to a wide-range of relationship marketing initiative. Changes for the BLD program were not phased in at the same because it is a niche program that caters for a different market. This report is submit as a plan in anticipation of data collection that will be used for the next reporting period to close the loop. We currently have 27 students in the program

Mission and Purposes

The CSM Business Program prepares women to enter the business world as well as continue their education in a business-related graduate program through professional coursework which builds upon a liberal arts foundation. This mission and purpose supports the university's commitment to academic excellence, lifelong learning and educating women in the use of technology to enhance communications.

Stakeholders

Identify your Program's Stakeholders here and how your Program impacts or is impacted by them:

Possible Stakeholders (check the ones that apply)	How Stakeholder Impacts or is Impacted by Your Program
✓ ___undergraduate students	Directly involved in BAC classes will learn business applications to achieve course goal/outcomes, develop business skills and become
___graduate students	
✓ ___other Programs (name them here)	Taking BAC classes or using classes as part of program, Paralegal take Accounting, other programs take Intro to Business, Org. Behavior, BIS, OT and Bus. Ed.
✓ ___community constituents (name them here)	Advisory Board, Internships, Capstone use real businesses.
✓ ___accrediting bodies (name them here)	International Assembly for Collegiate Business Education (IACBE)
___ Other	
___ Other	

Goals and Objectives

Goal 1: Graduates will have mastery of the principles on which business is based as introduced in the support- and major-courses of the degree requirements**.**

   Objective 1: At least 90% of all students will score 4 (on a scale of 1-5) or above on the scoring rubric in the Business Policies Class Case Study Review.

   Objective 2: At least 90% of all employers will rank the alumnae as 4.5 or above on their job preparation skills.

   Objective 3: At least 90% of all interns will be ranked eight (on a scale of 1-10) or above on computer technical skills on the Internship evaluation form.

Goal 2: Graduates will be able to demonstrate ability to present information and opinions in written and oral form with the effective use of technology.

Objective 1: At least 90% of all students will attain ratings of four or above on the final report and the oral presentation for BUS 496 Business Policies course.

Objective 2: At least 90% of all alumnae will rate at least four out of five scale used to evaluate career preparation performance at College of Saint Mary.

Objective 3: At least 90% of all employers for the Internship will rank the student as eight (on a scale of 1-10) or above on the students' ability to use technology as a tool to communicate.

Goal 3: Graduates will have developed critical thinking and research skills within a business context.

Objective 1: At least 90% of all students will attain ratings of four or above on the final report for the final presentation from BUS 496 capstone.

Objective 2: 100% of students will receive an evaluation from their business supervisor for the Internship for the analytical thinking of an eight or higher.

Objective 3: At least 90% of all employers surveyed will rank their alumnae as four or above on their readiness for employment.

Goal 4: Graduates will demonstrate an ability to work as a member of a team and problem-solve in a collaborative business environment.

Objective 1: At least 90% of all students will attain ratings of four or above on reports and the oral presentation for BUS 496 Business Policies course.

Objective 2: At least 90% of all employers surveyed will rank their alumnae as four or above on their teamwork.

Objective 3: All students will rank eight or higher on the Internship for ability to work with people.

Goal 5: Concentrations offered in the program will reflect future employment market trends.

Objective 1: At least 90% of all alumnae surveyed will respond that their education adequately prepared them for their career field.

Objective 2: From the perspective of the College of Saint Mary Business Programs Advisory Board, at least 95% of the feedback gleaned from brainstorming sessions, focus groups, and formal written instruments regarding our concentrations will be favorable.

Assessment Matrix

	BUS 496 Capstone case study	BUS 496 Capstone Project Presentation	Internship	Graduate Survey	Employer Survey	Advisory Board
Goal 1: Business Principles	X		X		X	
Goal 2: communication	X	X	X	X		
Goal 3: Critical Thinking & Research Skills	X	X	X		X	
Goal 4: Teamwork	X	X	X		X	
Goal 5: Placement or Graduate School				X		X

Assessment Tools

Tool Name	Who Collects Data? (Position Title)	Who is Evaluated?	Assessment Procedure (Brief description)	Direct Measure? (check box)	Indirect Measure? (check box)	Qualitative Measure? (check box)	Quantitative Measure? (check box)
Tool 1 Case Study and Project presentation form	Director of BAC Program	Students	See case study appendix A and project presentation evaluation form	✓		✓	✓
Tool 2 Internship Rubric	Director of BAC Program	Students	See Internship Rubric completed by the business personnel	✓		✓	✓
Tool 3 Survey of graduates	Assistant to program	Alumnae of BAC program	Not distributed this year		✓	✓	
Tool 4 Survey of employers	Assistant to program	Employers of Alumnae	Not distributed this year		✓	✓	
Tool 5 Advisory Board Meeting minutes	Director of BAC Program	Advisory Board members	Discussions of current trends are conducted at the business Advisory		✓	✓	

Data Collection Timeline

	8/11	9/11	10/11	11/11	12/11	1/12	2/12	3/12	4/12	5/12	6/12	7/12	8/12	9/12	11/12
Tool 1: Case Study/Senior Project										✓					
Tool 2: Internship					✓					✓					
Tool 3: Graduate Survey				✓											
Tool 4: Employer Survey				✓											
Tool 5: Advisory Consulting			✓					✓							

Assessment Tool 1: Case Study/Senior Project

> The case studies are prepared in the students' respective early years business administration classes such as BUS 101, BUS 230, BUS 317, BUS 323, BUS 334, BUS 347, BUS 417, BUS 454, and BUS 496 (capstone course) and are individual-based requiring each student to complete a cohesion case assigned with the text within a simulated industry to create a strategic management evaluation of the organization or simulate managing a company within an industry. The early year case analyses are compared with the capstone case analysis to establish the concluding learning outcomes. The case studies measure mastery of all of the goals—business concepts, communication, ability to use technology, critical thinking and research skills.

> **Who is evaluated: all students prior to graduation**
> The final grade for each student is based on a number of elements designed to evaluate their performance on an individual basis as well as demonstrating ability to critically analyze cases and communicate their findings.

> **Who collects the data: the faculty facilitating the course**

> **When are data collected:** at the conclusion of the term in which the course is taught and evaluated during the respective academic year

> **Assessment Procedures**
> Numerical and anecdotal information is collected from the faculty who assigns the grades for the course. Then, in collaboration with the program directors an assessment is made regarding whether the course met the objectives what changes or enhancements need to be made.

> **Data Analysis**
> It is expected that students perform at a level of 4 or higher on a 1-5 point evaluation scale and that the students individually perform at a cumulative level of 80%.

Assessment Tool 2: Internship

> For those students requesting internships, a placement is made and an individual contract developed focusing on learning objectives that are agreed on between the student, the on-site supervisor and the supervising faculty member. CSM Business: Analytics and Strategic Communication program requires at least one internship for students who are not gainfully employed.

> **Who is Evaluated**
> The student taking part in the internship is evaluated in terms of performance and learning as illustrated through a learning journal.

> **Who Collects the Data**
> The supervising faculty member is responsible for collecting the data from both the student and the on-site supervisor.

> **When Are Data Collected**
> Data is available at the conclusion of the term in which the student participates in the internship.

> **Assessment Procedure**
> The student is assessed from the perspective of the employer as well as from that of the instructor who uses the reflections of the student as well as discussion with both. The student is graded based on the information and the information is placed into the student file and will be used if the student needs a recommendation from the faculty member in the future for employment.

Data Analysis
It is expected that all students complete their internship with a cumulative grade of at least 90% (a minimum of 9 on a 1-10 point evaluation scale).

Assessment Tool 3:   Alumnae Survey
The alumni survey is sent once each year to elicit feedback from graduates that will provide suggestions for programmatic improvement.

Who is Evaluated
There are two assessments at work here: first, is the preparation of the graduate herself and second is the program as it relates to the preparation of graduates.

Who Collects the Data
The program director collects the data for all business and computer programs.

When Are Data Collected
The surveys are sent at the end of the academic year.

Assessment Procedures
The information is analyzed by the program director and shared with the faculty and respective advisory board members. It is understood that, though this information is largely anecdotal, over time consistent issues will emerge which can be addressed by the program.

Data Analysis
The emergent information will be used to create new or enhance existing courses. The Alumnae evaluations should average a minimum of 90% (a minimum of 4.5 on a 1-5 point evaluation scale).

Assessment Tool 4:   Employer Survey
The employer survey is sent once each year to elicit feedback from employers for purposes of programmatic improvement.

Who is evaluated: the graduates AND the faculty as a whole
There are two assessments at work here: first, was the preparation of the graduate adequate and second, was the program relevant.

Who collects the data: the Program Directors
The program directors coordinate the surveys and the process for their respective programs.

When are data collected
The surveys are sent in November after the closure of the academic year and include graduates for the previous July, May, and December.

Assessment Procedures
A survey is administered online using Qualtrics system through the Institutional Research office. The login information for the employer is e-mailed to the graduate for onward submission to the employer. The information is analyzed by the program directors and shared with respective advisory boards. It is understood that, though this information is largely anecdotal, over time consistent issues will emerge which can be addressed by the program.

Data Analysis
The emergent information will be used to create new or enhance existing courses. At least 90% of all employers surveyed will rank our alumnae as 4 or above on a 1-5 evaluation scale as basis of ascertaining their readiness for employment.

Assessment Tool 5:   Advisory Consulting
The business program advisory board is a constant source of feedback for the business programs to provide us with insights into the current trends on the labor market and the relevance of our programs.

Who is Evaluated
The advisory membership does not have a term limit. We are constantly looking for frequency of attendance by the members to ensure that we are realizing the expected value from their membership.

Who Collects the Data
The program director of the business administration program who is a permanent faculty member of the advisory board.

When Are Data Collected
The data are collected at an ongoing basis by the advisory contact person.

Assessment Procedure
Business Administration faculty member examines the input/feedback to determine its relevance to the changes being proposed.

Data Analysis
The data collected are largely qualitative unless stated otherwise.