

John E. Simon School of Business Outcome Assessment Data:

Table 4.1: Table for Student Learning Outcomes Assessment Data

Degree Program	Internal Data and Information	External Data and Information
BS degree	Individual course assessments Capstone course projects Student portfolios Action Research Projects	Alumni Survey Feedback from internship employers CPA completion National Leadership Council feedback Feedback from business professionals
MBA	Individual Course Assessments Capstone Course projects	Alumni Survey National Leadership Council feedback Feedback from business professionals

The School is continually collecting information and feedback from various stakeholders to assist in program design, improvement and assessment. Two of the most important external sources of information relating to the accomplishment of program goals are alumni and student supervisors. The School conducts an alumni survey every 5 years. Below are the results of the surveys relating to specific skills. The results are reported separately for undergraduate and graduate students. The goal was to attain a skill alignment score of 80% or greater.

In addition to alumni assessment of how strongly Maryville contributed to their development of important skills, the alumni survey also yielded information on the overall impact of Maryville’s business education on graduates’ professional lives. Of the 284 respondents, 80% were currently working in a job strongly related to their major area of study at Maryville, and only 8.4% were either not working or working in a job not related to their course of study. 70.9% of the respondents indicated that Maryville’s business program prepared them either “Exceptionally well” or “more than adequately” for their current job. 98.4% of the respondents indicated that their career preparation experience at Maryville was “adequate”, “more than adequate”, or “exceptionally well”. Finally, 88.2% of the respondents were employed within 3 months of graduation and 95.2% of respondents were employed within 6 months of graduation.

Figure 4.2.A – Skill Alignment Figures

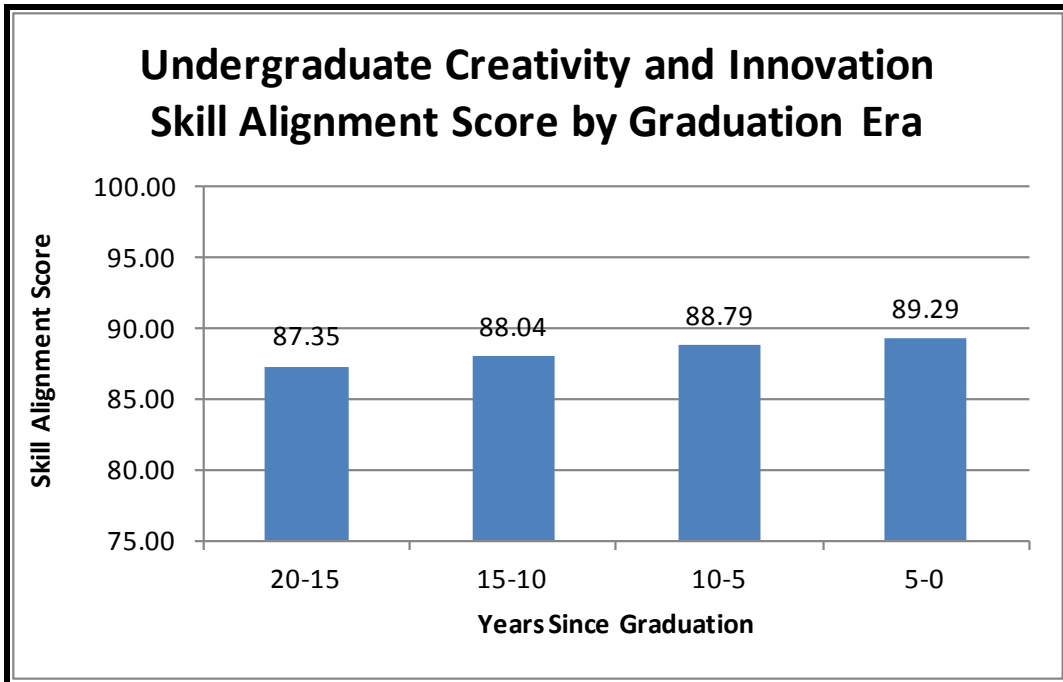


Figure 4.2.B

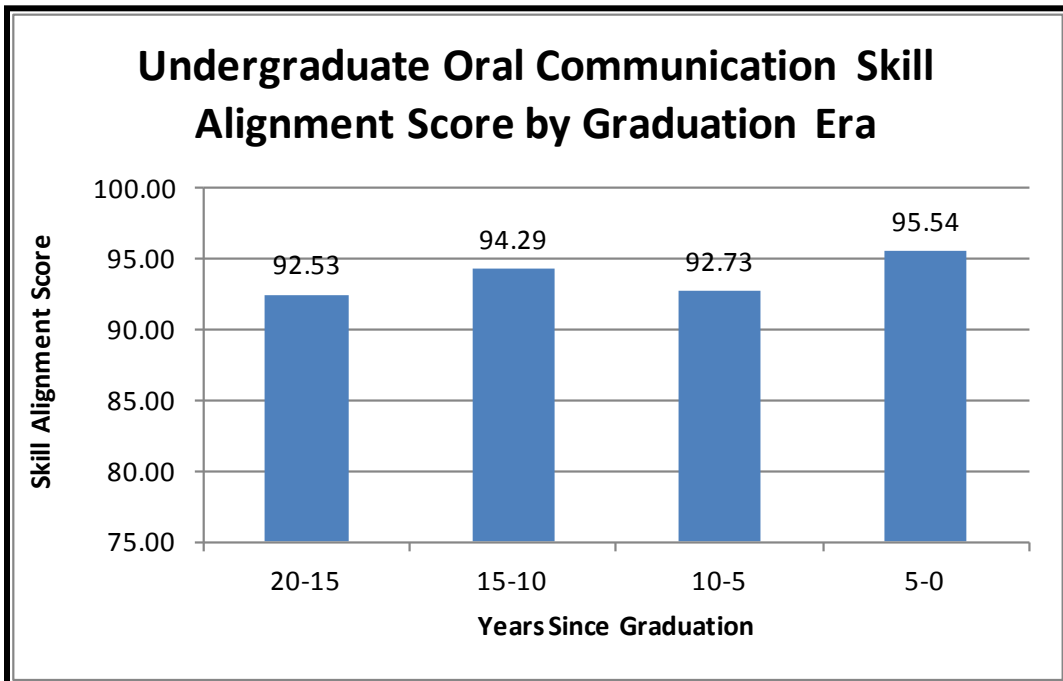


Figure 4.2.C

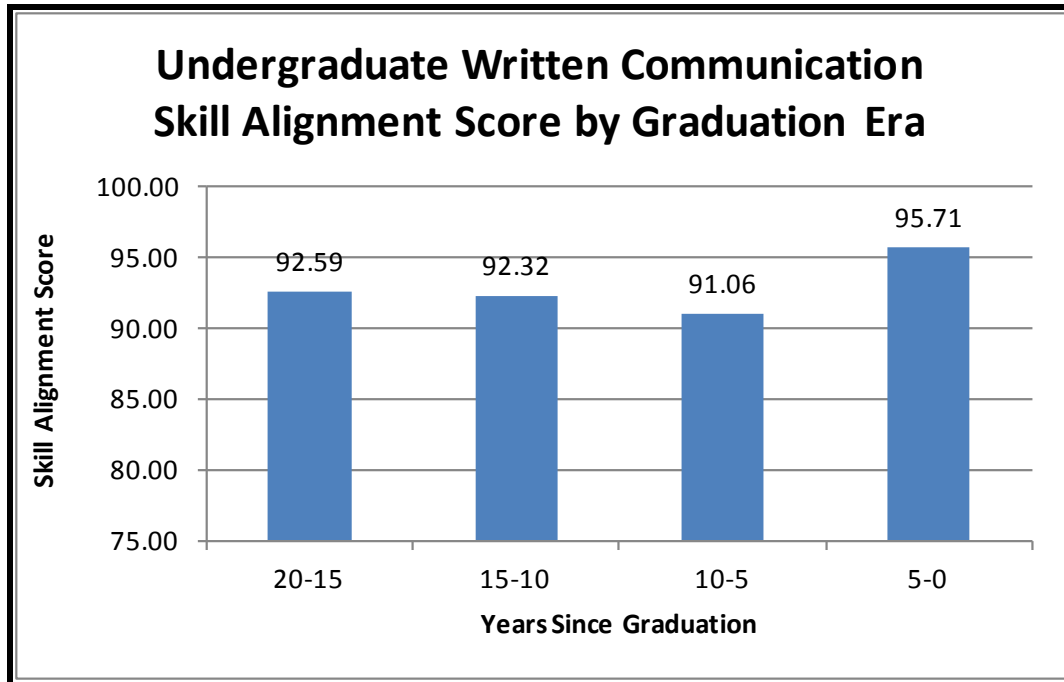


Figure 4.2.D

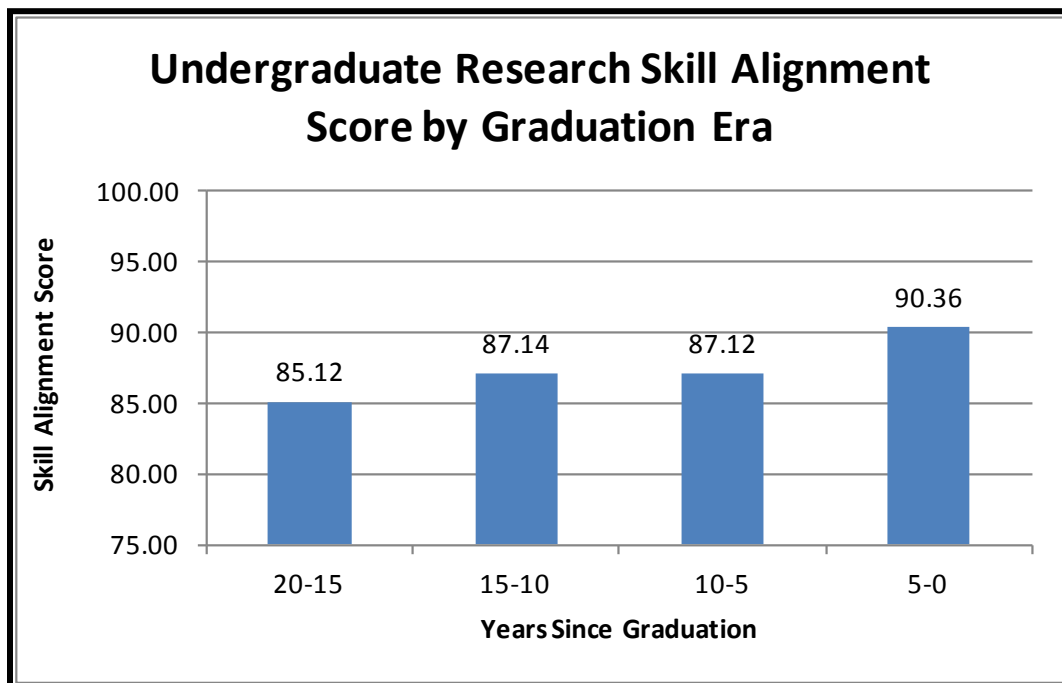


Figure 4.2.E

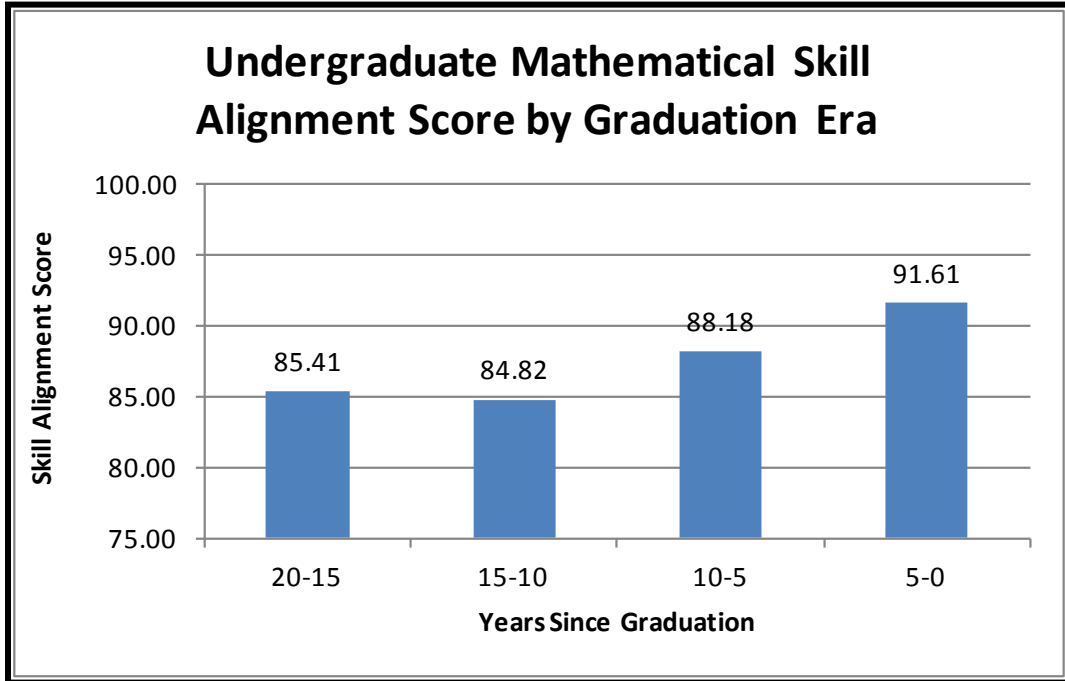


Figure 4.2.F

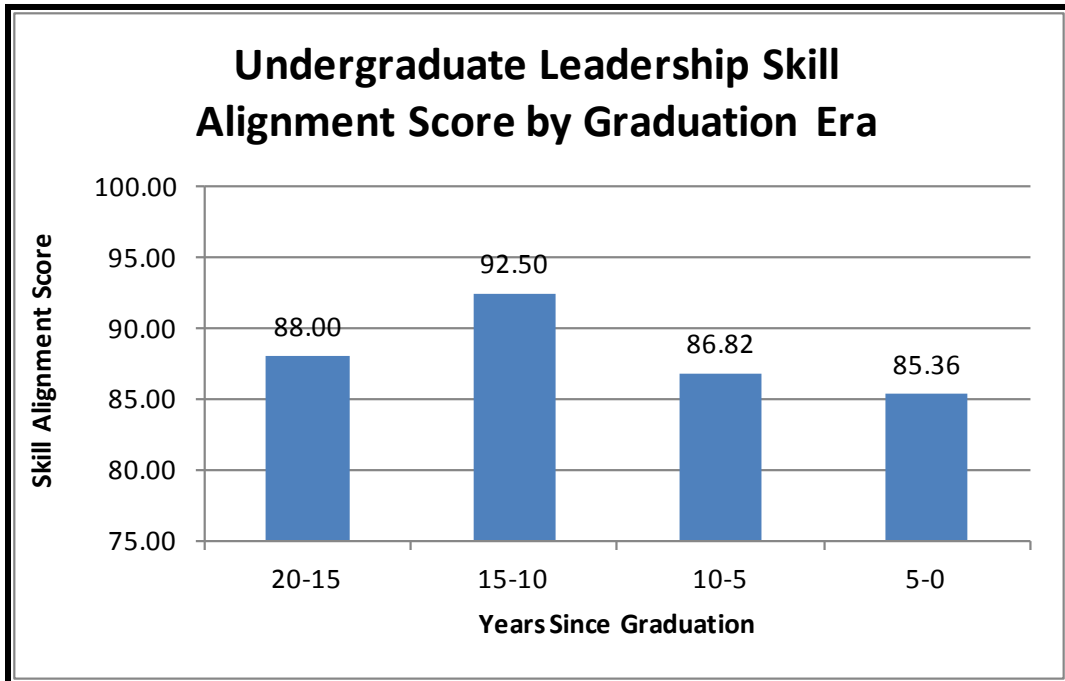


Figure 4.2.G

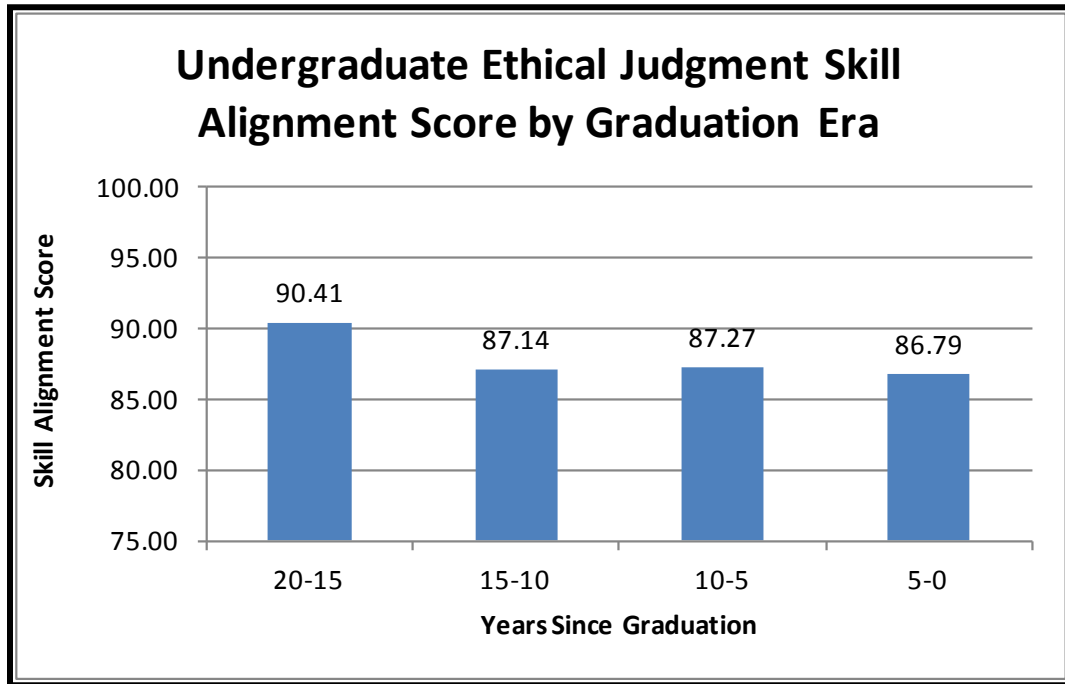


Figure 4.2.H

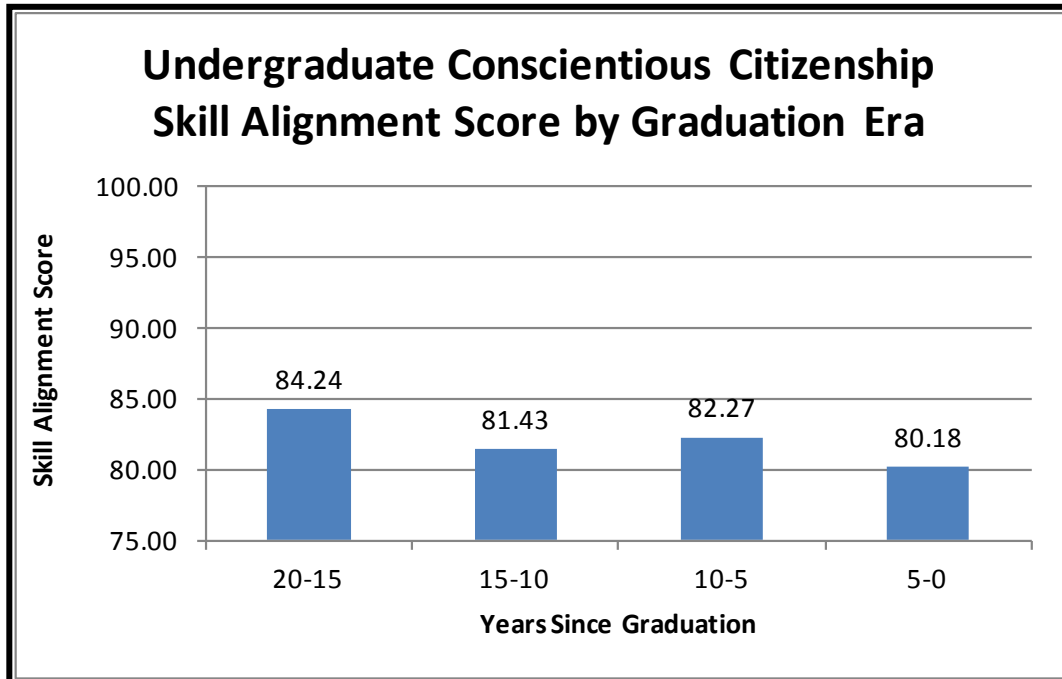


Figure 4.2.I

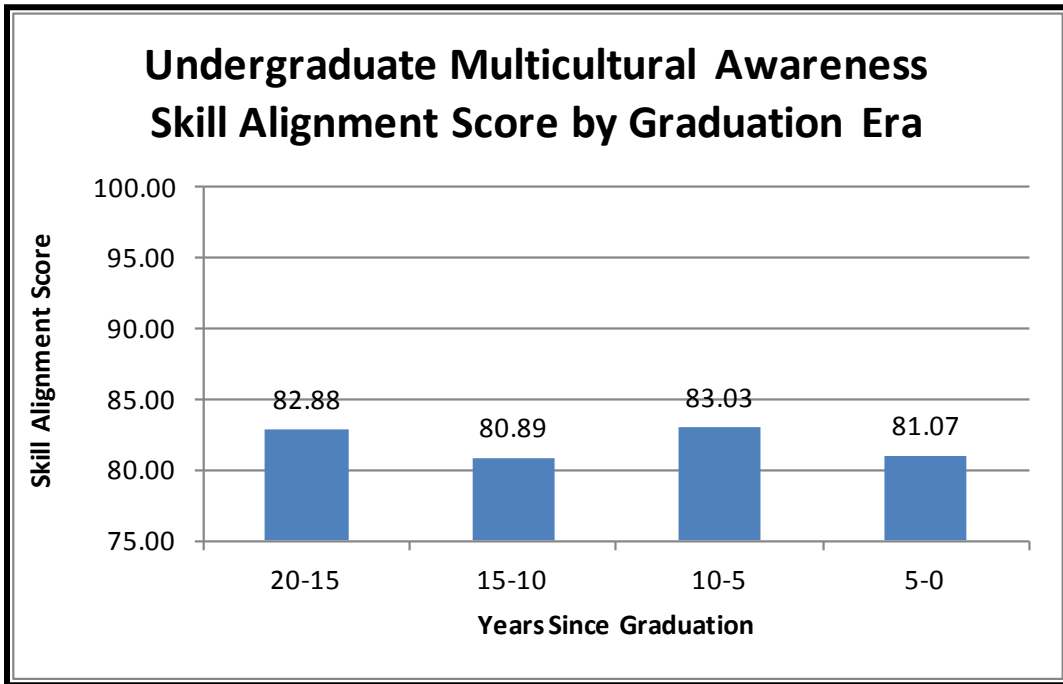


Figure 4.2.J

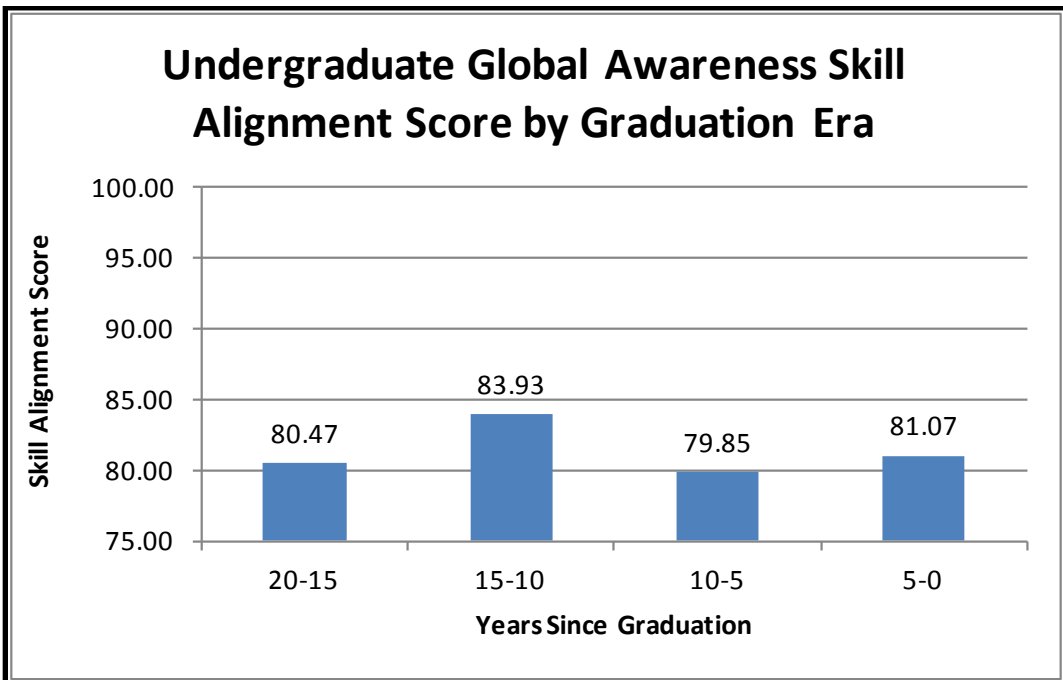


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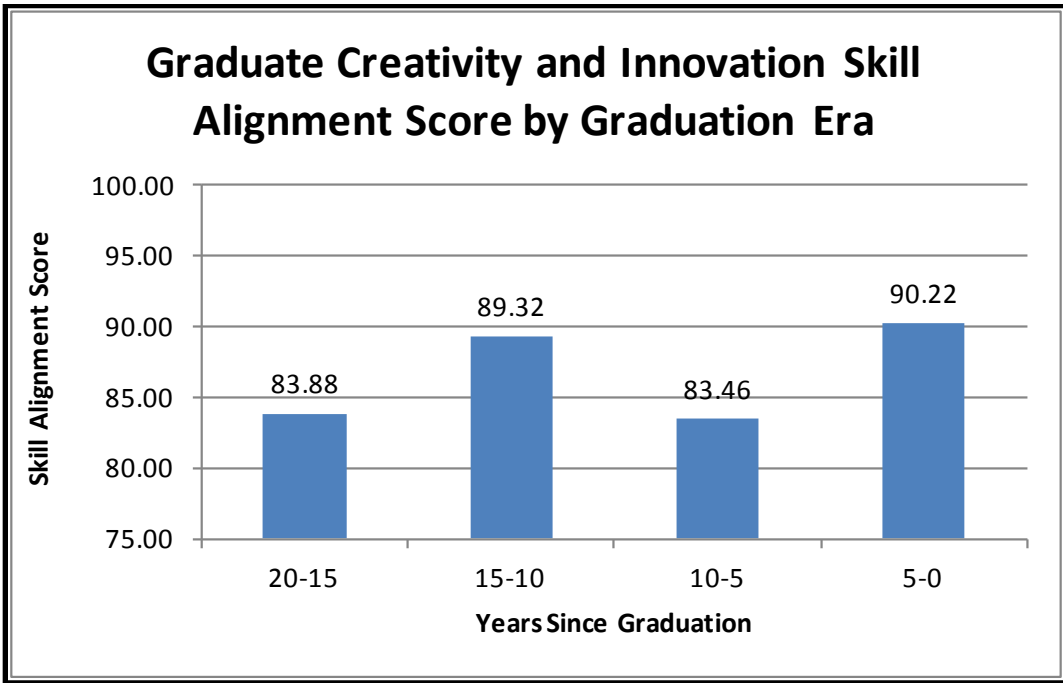


Figure 4.2.L

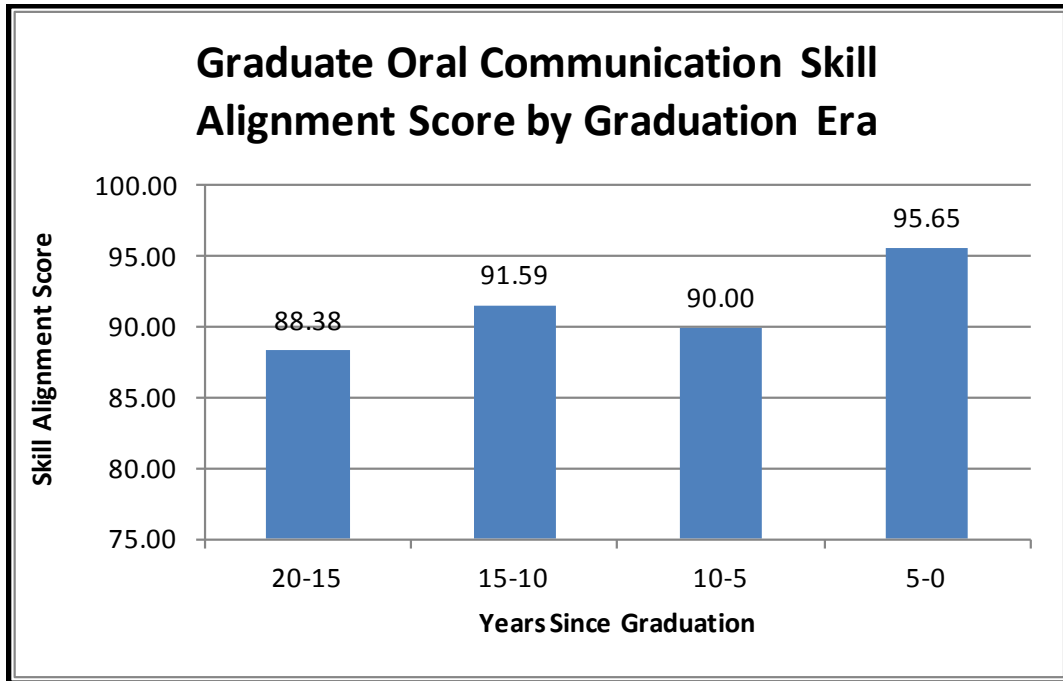


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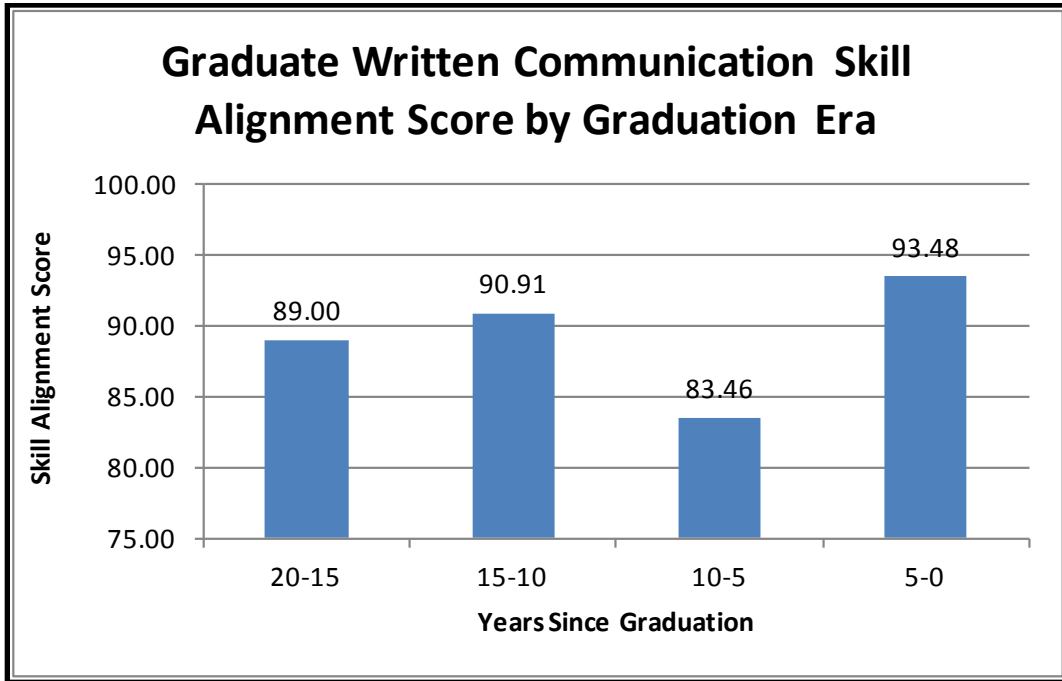


Figure 4.2.N

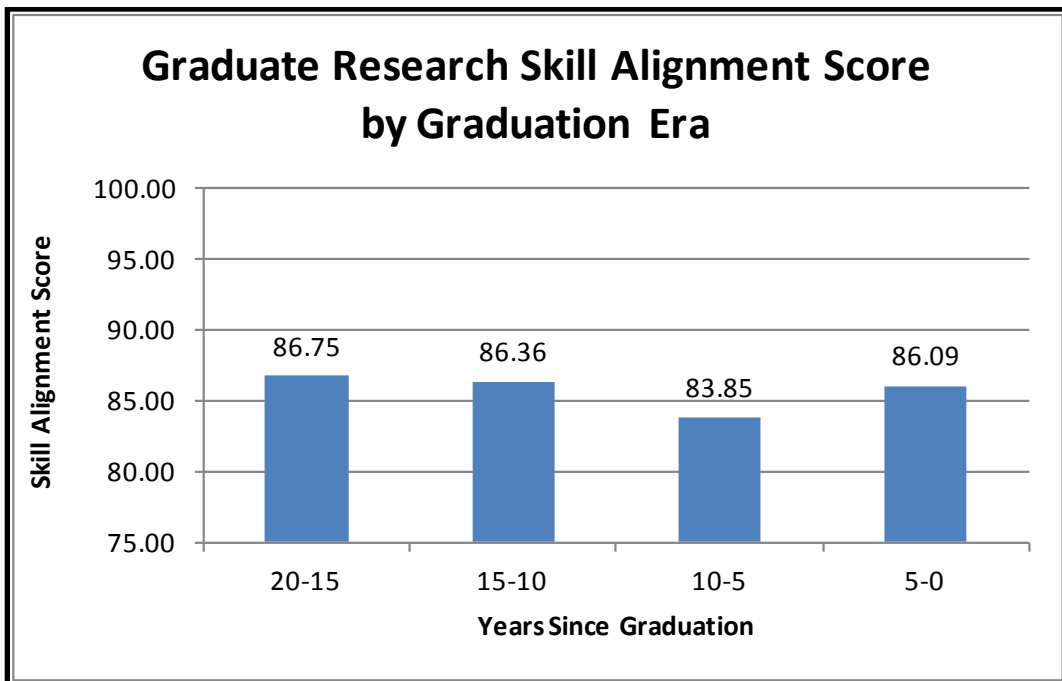


Figure 4.2.O

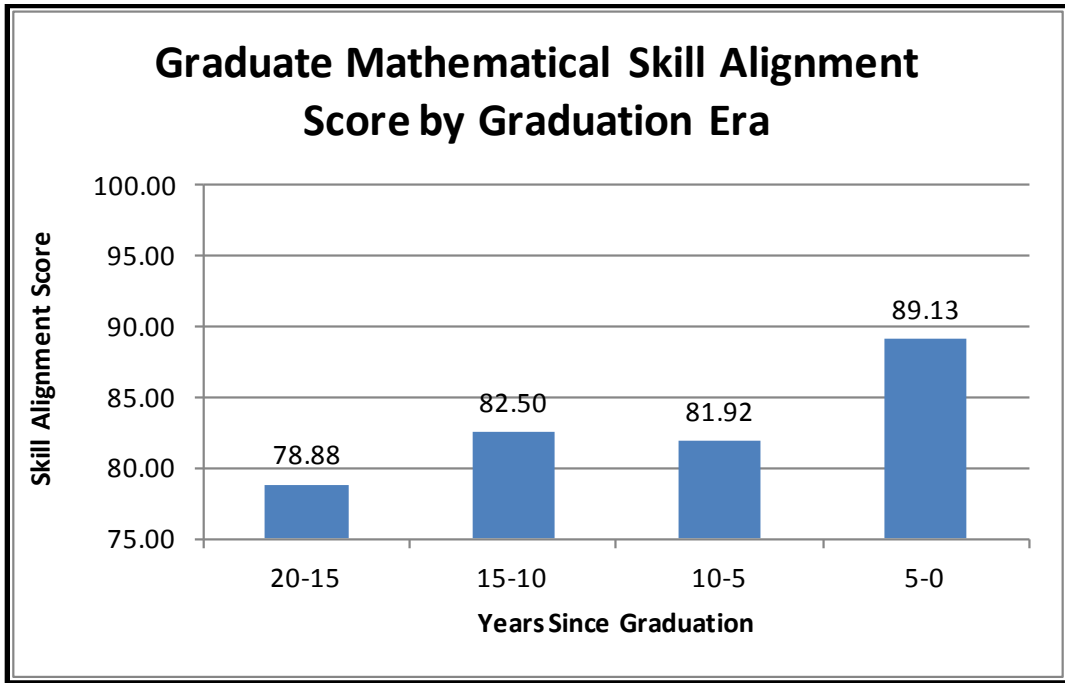


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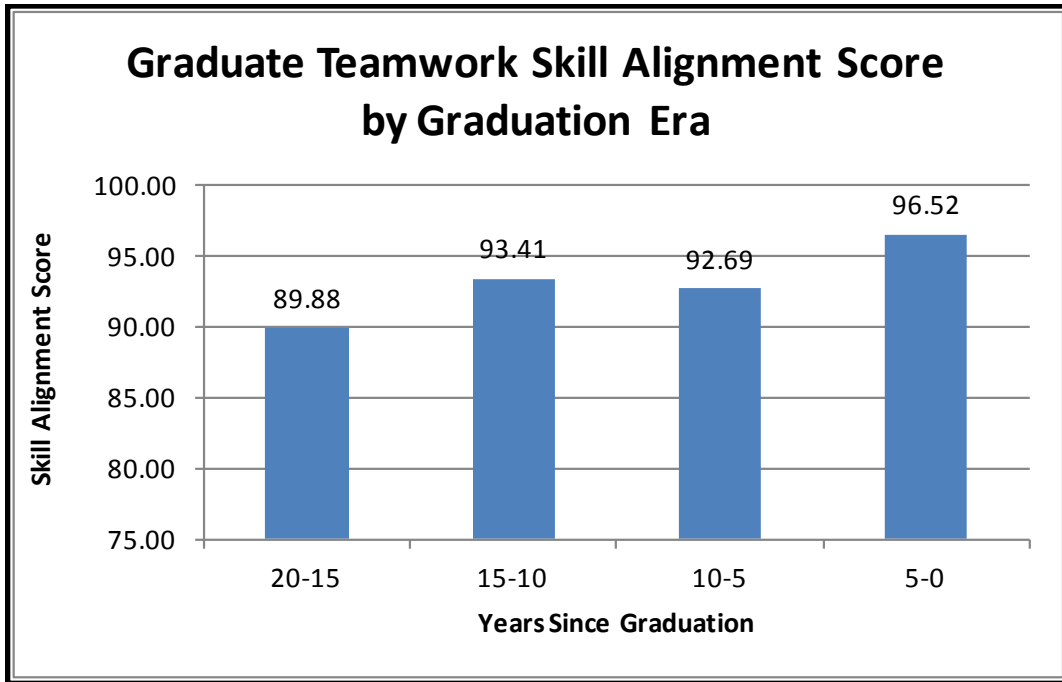


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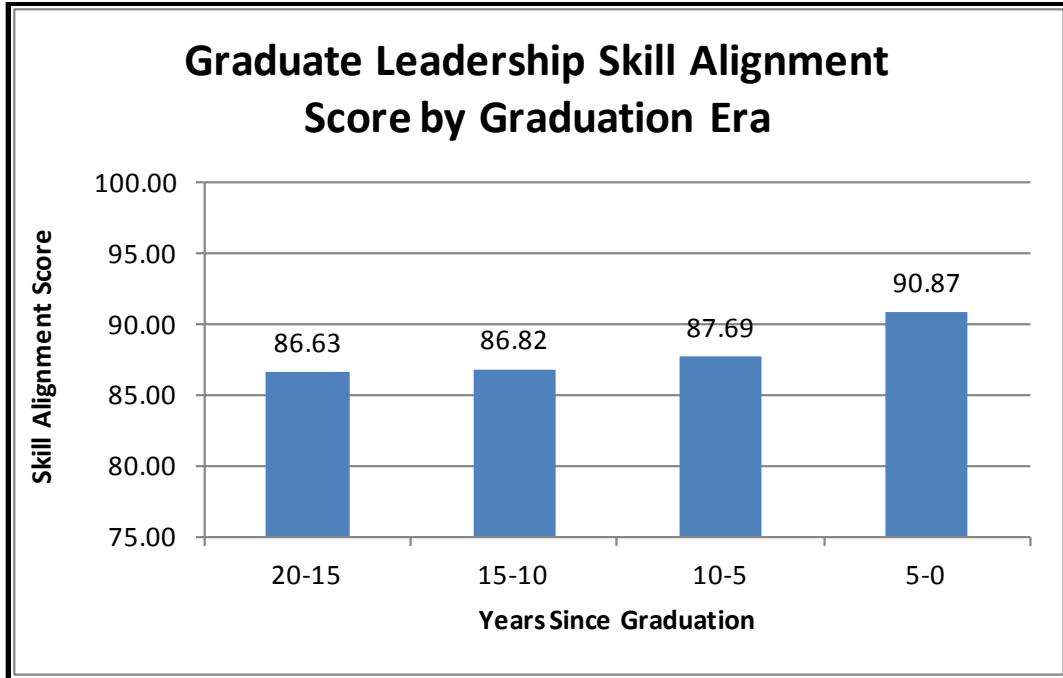


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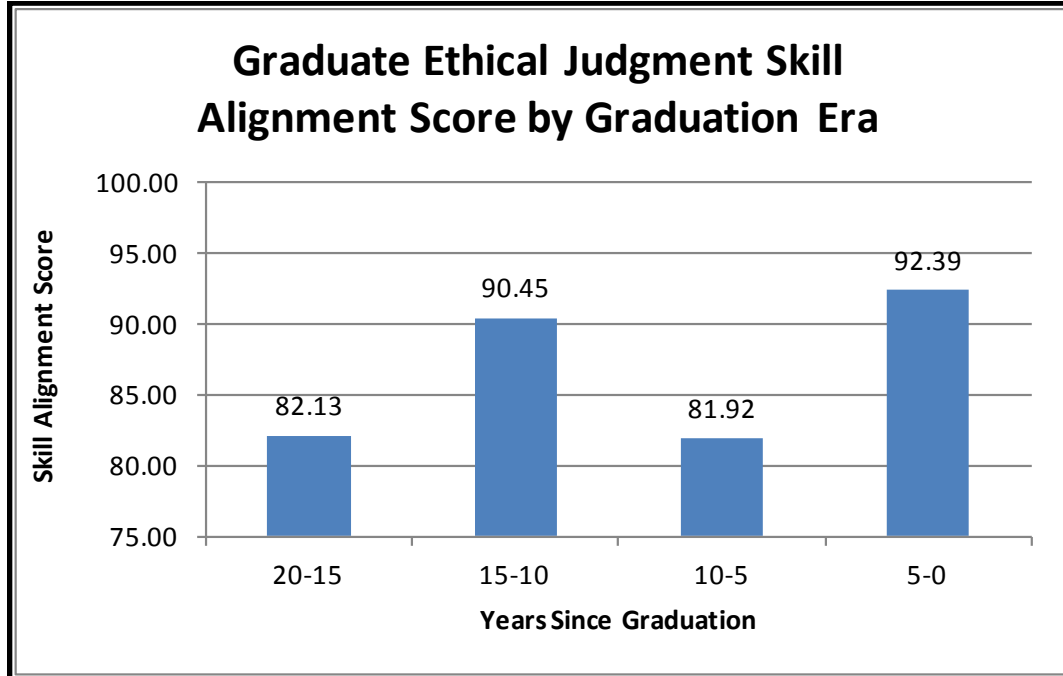


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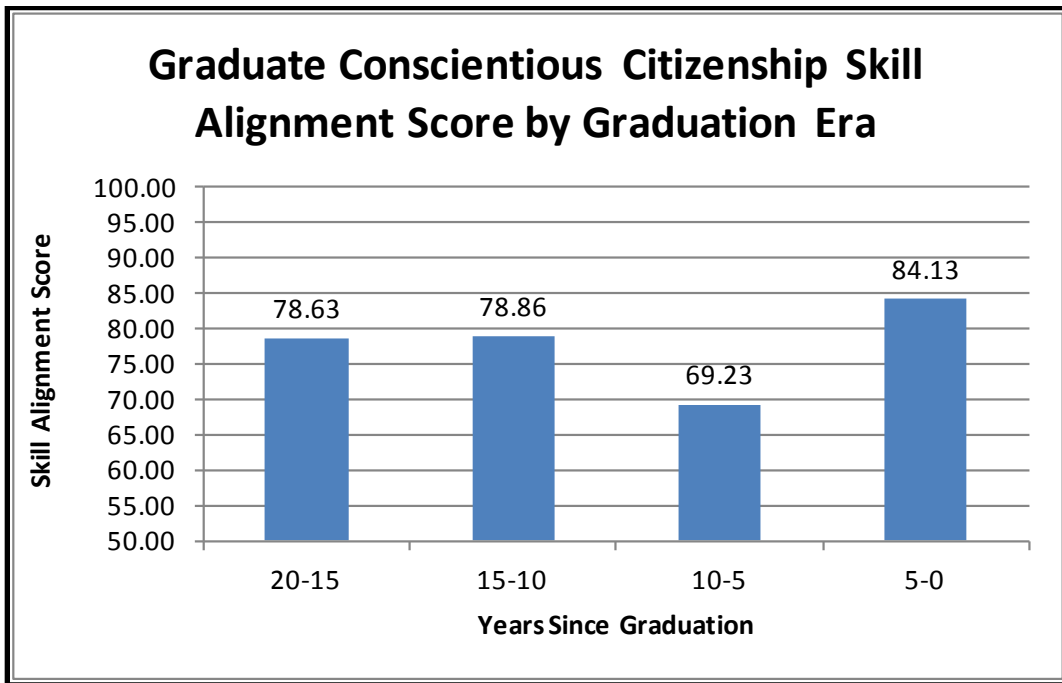


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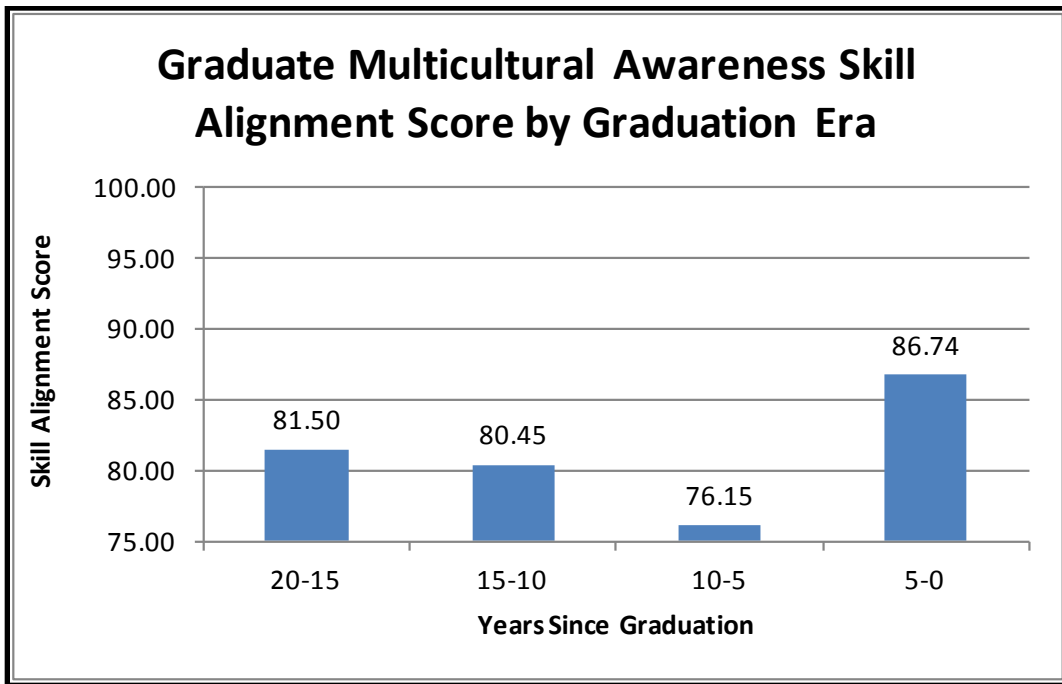
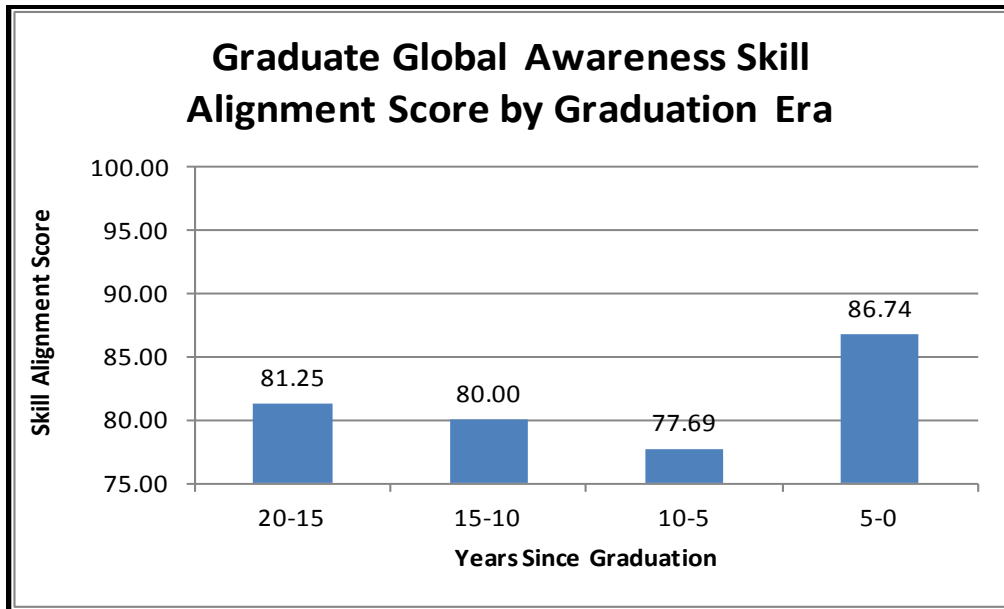


Figure 4.2.U

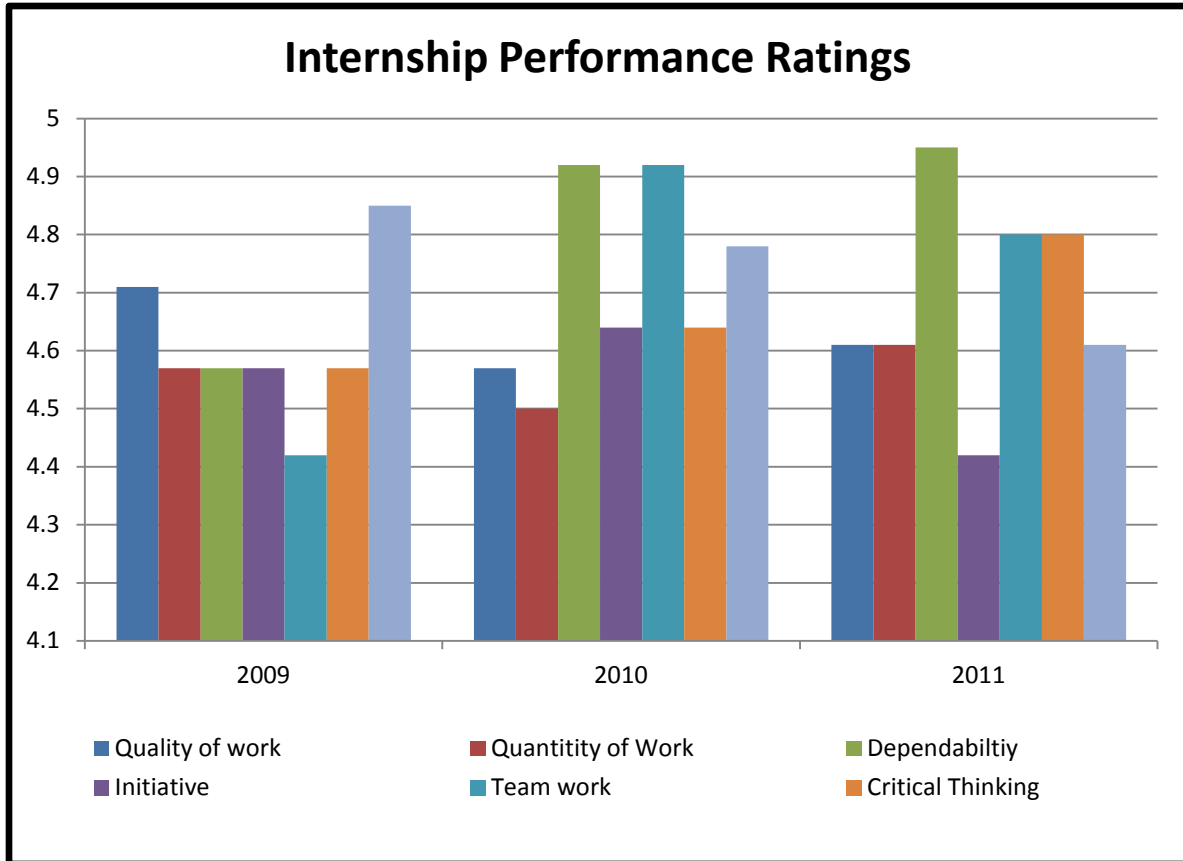


In summary, the alumni feedback indicated there was a strong belief by both undergraduate and graduate students that their education from Maryville developed the skills they believed to be important in the workplace. The School exceeded the 80% benchmark in every category for students who had graduated in the last five years. The sample population who were 5 – 10 years out from graduation report lower alignment percentages in many categories than both those who had graduated within the last five years and those who had graduated over 10 years ago. This may be a reflection of career challenges people have as they try to advance through an organization early after their initial position. It also could be a result of this specific sample. The alumni feedback indicated that the School was doing a good job in meeting its goal to improve communication skills, quantitative skills and creativity. The leadership skill alignment for undergraduates peaked with the alumni who had graduated 10 or more years ago. This would be consistent with there being fewer opportunities for recent graduates to apply their leadership skills until they had more experience. Graduate leadership skills alignment, on the other hand, was highest for more recent graduates. This could be a reflection of the fact that many students pursue graduate business education to prepare them for promotion into leadership positions. The scores on ethical judgment, multi cultural and global awareness and conscientious citizenship were in many instances lower than the more concrete communications and mathematical skill ratings. This trend will need to be tracked going forward to see if recent curricular changes that increase emphasis on the global business environment and ethical decision making leads to positive trends in these areas. In addition, future surveys will more clearly define what is meant by Conscientious Citizenship, and make stronger distinctions between Multicultural and Global Awareness.

Another important source of external assessment of student business preparation is feedback from internship supervisors. In addition to comments, the supervisors evaluate student performance in a variety of areas on a 5 point scale. The goal is to have average student supervisor evaluations a 4.0 or above in all categories. **Figure 4.2.V** is a summary of data for the last three years.

Figure 4.2.V follows on the next page.

Figure 4.2.V



The feedback from internship supervisors rated student performance above the 4.0 benchmark. While the ratings are within a fairly tight range, dependability, team work and critical thinking are trending up over time based upon 65 responses. Initiative is one of the lower ratings, which is not unexpected given the temporary nature of the work assignments, though over 50% of the students in the internship program are offered permanent positions upon the completion of their internship.