

**GRADUATE PLACEMENT OUTCOMES
2019-2020**

Culver-Stockton College (C-SC) collects career outcome data for each graduate up to six months following graduation. C-SC follows the best practices suggested by the National Association for College and Employers (NACE). NACE uses the term “knowledge rate” to define the percentage of graduates for which the institution has reasonable and verifiable information concerning the graduates’ post-graduation career activities. This data is gathered from multiple sources, including email surveys, texts, phone calls, social media, and information from the students’ advisors.

Academic Year	Knowledge Rate	% Employed	% Enrolled in Graduate School	% Employed or Enrolled in Graduate School
2019-2020	76.02%	75.17%	19.46%	94.63%
2018-2019	77.04%	80.13%	16.56%	96.69%

BOARD SUMMARY OF COLLEGE ASSESSMENT RESULTS 2019-2020

Assessment is our way of assuring that our students are learning what the Board has defined as our major learning outcomes as well as outcomes defined by each academic and co-curricular department. The results from our latest reporting period (2019-20) show the following based on the six college objectives:

1. To give each student opportunities for exploration of the knowledge, artistic expressions, and values of the liberal arts tradition.
 - This objective was measured in five academic and one co-curricular areas. Examples of areas measuring this objective are Art and Art Education, English and English Education, History and History Education, Music, Theatre, and the Library.
 - This objective will also be measured in general education in multiple areas, however, that assessment is just underway due to changes in content that were adapted over the past three years.
 - In general, all measurements indicated positive results.
2. To ensure each student is skilled in critical thinking, effective communicating, and creative problem solving.
 - This objective was measured in 17 academic areas, though, we acknowledge that it must be woven through all academics and is prominent in several co-curricular activities.
 - As with the first objective, this measure is also infused throughout our general education program assuring all students will be measured during their tenure.
 - In general, departments were able to measure growth in this objective.
 - We also deploy the nationally standardized Collegiate Learning Assessment (CLA+) every three years to measure this objective. Due to the COVID-19 pandemic, we were unable to conduct enough tests to provide meaningful data at the senior level. Therefore, we are unable to comment on the growth, or lack of growth, shown between the freshmen and senior students for this cohort. In the past, our results have shown growth from freshmen to senior years.
3. To prepare each student for a career or graduate study through programs that provide in-depth knowledge, disciplinary methodologies, professional specialization, and experiential learning.
 - This objective is measured in 20 of our academic areas, though again, this is undoubtedly an objective for all academic areas. This objective is also woven through some of our co-curricular areas such as Admissions, Library Services, and Dining Services, as they often provide a first place of employment and work with our students to develop basic skills in customer service, communication, and time management.

- As noted by our #1 job placement ranking in the state by Zippia.com for two years in a row, we are seeing positive results in placement in graduate school or in careers across all areas, which is an external validation of meeting this objective.
4. To provide students opportunities for social and leadership development through co-curricular activities and organizations.
 - This objective is measured in one academic area and six co-curricular areas.
 - Measurements for this objective are often counts of participation rather than test results, thus measurements are reported as achieving or not achieving a specific numeric goal.
 - While many academic departments offer clubs and opportunities for students to develop leadership, this is an area that could be expanded. It is also possible that some areas are not measuring this objective while still providing opportunities to our students.
 5. To help each student engage in global citizenship with knowledge of the American experience and Judeo-Christian heritage.
 - There are only two areas measuring this objective, one in academics (Religion and Philosophy) and one in co-curricular (Religious Life).
 - All students are exposed to this objective through our religious course requirement in general education, so the impact is wider than just two departments. The Religion and Philosophy Department measures the results of the general education course as a part of its departmental assessment report.
 - While measurements show achievement of the objective, measurement of this objective could be expanded into more academic areas.
 6. To provide a supportive environment in which the college mission can be accomplished.
 - This objective is measured in one academic area, but is, of course, primarily measured in co-curricular areas by 16 different departments.
 - Supporting our students is a hallmark of C-SC and our students recognize the support each time we administer national surveys.
 - Examples of measurements in this area are excellence in confidential services in the Registrar's Office, fundraising in support of projects through the Alumni and Advancement Office, and free counseling services through Student Life.

The Institutional Assessment Steering Committee reads and provides feedback on all reports to help improve the reporting of our student learning. For the 2019-2020 academic year, the committee received reports from 96% (25/26) of the identified curricular areas and from 87% (20/23) of the identified co-curricular areas.