Curriculum Map Overview

Fall Assessment Conferences

October 28 & 29, 2013

General Format

Rows of Matrix = Student Learning Outcomes
Columns of Matrix = Courses in your program
Cells of Matrix = Level of coverage (K, A, or S)

Potential Issues

- Empty rows (A learning objective is not covered in your curriculum.)
- Empty columns (A course does not cover any learning objectives.)
- Rows in which the level of coverage does not include any Ks (Basic knowledge of concepts is not covered in the curriculum.)
- Rows in which the level of coverage does not include any Ss (Higher level synthesis is not a part of the curriculum.)
- Rows in which the level of coverage jumps from K to S (Students are expected to go from basic knowledge to advanced synthesis with no steps in between.)

Notes

- Gaps are an opportunity for your program to review your curriculum, your students learning outcomes, or both.
- Mapping is flexible.
    - Can include multiple levels of coverage in one course.
    - Might skip a K, for example, in a graduate program where basic knowledge is a prerequisite. If there is an intentional gap or irregularity, a narrative is a good way to explain why.
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Curriculum Map for the MANAGEMENT

K= Knowledge/Comprehension; A= Application / Analysis; S= Synthesis /Evaluation

Program Outcomes (PO)	Student Learning Outcomes (SLO)	GMT 1020	GMT 1030	GMT 1045	GMT 2520	GMT 3010	GMT 3020	BLP 3207	GMT 3240	GMT 3570	GMT 3600	GMT 3620	GMT 3640	GMT 3730	GMT 3755	GMT 4100	GMT 4505	GMT 4610	GMT 4850	GMT 4890 Capstone
PO1: Apply **critical thinking** skills in evaluating Management issues	• Examine & develop strategies to improve interpersonal job-oriented skills • Work effectively as a team member through group projects, case studies, and problem analysis • Manage and/or describe conflict and conflict resolution strategies	KAS		K	KAS	KAS	KAS	KS	K	KS	KA	K	KAS	KAS	KAS	KAS	KAS	KAS	KAS	KAS
PO2: Organize thoughts and **communicate effectively** in a business environment	• Communicate effectively through written and oral presentation assignments • Work effectively as a team member through team projects, case studies and problem analysis	KAS	KAS	KS	KAS	KS	KAS	KAS		KA	KAS	KAS	KA	KAS	KAS	KAS	KAS	KAS	KAS	KAS
PO3: Integrate **technology** in business decision making	• Utilize computer skills through the Internet, word processing, and other software.	K	KAS		KS	KAS	KA	KAS	KAS	K	K		K	KA		K	KAS	KS	KS	KAS
PO4: Identify and evaluate **entrepreneurial** opportunities environment	• Describe multiple ways to become an entrepreneur. • Identify opportunities using ideation and trend-spotting technique. • Articulate the core components of business model and what makes an idea a good opportunity • Describe the role of small business in a national and global economy		KSA	KS			K	K			K		KAS	KS	KAS		KAS		KAS	KS
PO5: Integrate Management concepts in a **global** business environment	• Describe role of small business in national & global economy • Identify environmental issues as they impact management and develop strategies to adapt to these environments		S		KA	K	KAS	KS	KAS		KAS	K	KAS			KAS	KS	KAS	KAS	KAS
PO6: Assess and manage organizational **diversity** in a business environment	• Categorize different types of diversity in the workplace and assess the effect • Describe the impact of technology on globalization • Identify various cultural differences and	K	KSA		KAS	KAS	KAS	KAS		K	KAS	KAS	KAS			K	KS	KAS	KAS	KAS
PO7: Identify **ethical** situational challenges & issues and select appropriate actions	• Describe and discuss the various factors necessary for cultivating a business in a diverse global environment, including: The Free Enterprise System; Economics and Globalization; Ethics and Social Responsibility	K	KS		K		KAS	KS		KS	KA	KAS	KAS			K		K	KAS	KAS

Updated September 2015

MGMT Courses: Student learning outcomes (SLOs) are directly measured at multiple points within each course offering, using multiple criteria including quizzes, tests, examinations, oral and written reports, teacher and peer evaluations, a multi-criteria, multi-method approach. Thus progressively, our students move from the general knowledge base, framework, foundations, and overviews to more comprehensive synthesis and applications in higher level courses.

BLP 3207: In BLP 3207 students are expected to demonstrate the following competences in a "hands-on" course in which students apply their knowledge, skills, and abilities in management directly:

- Plan and implement a complex project within a finite time period.
- Apply management theory to organizational cultural environments.
- Coordinate financial resources, materials, and machines to solve management problems.
- Employ people skills to solve management problems.
- Develop benchmarks to measure progress against project activities.

MGMT 4890: In MGMT 4890 which is the capstone course, students synthesize and apply all the knowledge, skills and abilities they have acquired throughout their college career in business. Learning outcomes are directly assessed through weekly group student presentations (oral and written); perform case analyses of real organizations; and final report of developing a strategic plan for CSU to address recruitment, retention, graduation, graduate school enrollment and job placement.

ETS -MFT Business External Exam: An external direct standardized examination by Educational Testing Service (ETS), MFT Business, is also administered consecutively each semester for the past three years. Developed and provided on-line by ETS, the Major Field Test (MFT) provides yet the most independent and unbiased assessment of what management and business students should know upon graduation. Data from this capstone course assessment is disseminated to the Dean and faculty to inform our curriculum alignment and improvement efforts in the Department and across the College of Business curriculum.

SENIOR EXIT SURVEY: (Copy Attached).The Senior Exit Survey is an indirect assessment method that captures the views and input of graduating students with respect to:

A. Program offerings of CSU, COB, and Management. The level of student satisfaction is measured on a 5-point rating scale (0=N/A; 1=Poor; 2= Adequate; 3=Good; 4=Excellent).
B. Overall student satisfaction with their COB experience on a 5-point scale (1= Very Dissatisfied; 2=Dissatisfied; 3=Not Sure; 4=Satisfied; 5= Very Satisfied).
C. Student's understanding of the importance and contribution diverse workforce makes in a business organization on a 5-point scale (1= Extremely Important; 2=Very Important; 3=Important; 4=Not Sure; 5= Not Important).
D. Employment in their major field and Graduate school plans.

PROGRAM MAP: MANAGEMENT PROGRAM IN MMIS:2013

Student Learning Outcomes (SLOs)

Program Level / SLOs	1XX	1XX	2XX	2XX	3XX	3XX	4XX	Capstone
1	K (MGMT1030)		A (MGMT252)		A (MGMT301)	S (MGMT357)		Exit Survey
2		K (MGMT3020)	A (MGMT324)	A (MGMT3570)	A (MGMT362)	S (MGMT364)	S (MGMT4610)	S (MGMT489)
3	K (QBA2000)	K(INSY1370)	A (QBA2010)	A (MGMT3240)	A (MGMT364)	A (MGMT373)	S (MGMT4505)	
4	K (MGMT1030)	K (MGMT2520)	A (MGMT301)		A (MGMT375)	S (MGMT4100)	S (MGMT4505)	
5				A (MGMT3010)	A (MGMT360)	A (MGMT362)	A (MKTG4820)	S (MGMT4850)
6				K (MGMT3010)	A (MGMT302)	A (MGMT364)	S (MGM T4610)	Exit Survey
7	K (MGMT1030)		K (MGMT3010)	A (MGMT362)	A (MGMT364)		A (MGMT4610)	S (MGMT 4890)

K= Knowledge/ Comprehension; A= Application/ Analysis; S = Synthesis /Evaluation

FORM 201B: ASSESSMENT PLAN - 2014/2015 Program/Department: MANAGEMENT

Program Mission

The mission of Management Program is to produce successful graduates in the field of management who are well equipped in knowledge and technology to compete in a global marketplace, and/or start their own businesses.

Program Effectiveness Objectives (PEOs)

Program effectiveness objectives include a student's ability to:

1. Demonstrate application of managerial concepts and principles in an organization or industry.
2. Analyze organizational decision making process.
3. Utilize product and service design to manage new products.
4. Start and manage a new business venture.
5. Utilize various entry modes to international or global business environment.
6. Recognize the contribution of diverse workplace to organizational effectiveness.
7. Resolve ethical issue when confronted with one.

Student Learning Outcomes (SLOs)

A graduate of the Management Program will be able to:

1. Critically evaluate managerial functions of planning, organizing, leading, and controlling in a corporation or nonprofit organization.
2. Organize thoughts/data to effectively communicate in any business environment.
3. Integrate technology to provide solutions to business problems.
4. Evaluate entrepreneurial opportunities.
5. Integrate management concepts in a global business environment.
6. Assess organizational diversity in a business environment.
7. Determine ethical issues and select appropriate actions.

Program Effectiveness Outcomes (PEOs) and Student Learning Outcomes (SLOs)

PEOs	SLOs	Assessment Instruments	Criteria
PO1: Demonstrate application of **managerial concepts** and principles in industry or nonprofit organization	a. **Critically** evaluate managerial functions in industry or nonprofit organization	a. Direct Assessment Instrument ETS Capstone Exam (MFT-Business)	Grade C or higher. 50th percentile of national norms
PO2: **Analyze** organizational decision making process	b. Organize thoughts/data to **communicate** effectively in a business environment	b. Direct Assessment Instrument ETS Capstone Exam (MFT-Business)	Grade C or higher 50th percentile of national norms
PO3: Utilize product and service design to manage **new product**	c. Integrate **technology** to provide solutions to business problems	c. Direct Assessment Instrument ETS Capstone Exam (MFT-Business)	Grade C or higher 50th percentile of national norms
PO4: **Start** and manage a new business venture	d. Evaluate **entrepreneurial** opportunities	d. Direct Assessment Instrument ETS Capstone Exam (MFT-Business)	Grade C or higher 50th percentile of national norms
PO5: Utilize various entry modes to international or **global** business environment	e. Integrate management and marketing concepts in a **global** business management	e. Direct Assessment Instrument International Business (MGMT 4850) ETS Capstone Exam (MFT-Business)	Grade C or higher 50th percentile of national norms
PO6: Recognize contribution of **diverse** workforce to organizational efficiency	f. Assess organizational **diversity** in a corporate environment	f. Direct Assessment Instrument ETS Capstone Exam (MFT-Business) Indirect Assessment Instrument	Grade C or higher 50th percentile of national norms Senior Exit Survey
PO7: Resolve **ethical** dilemma when confronted	g. Determine **ethical** issue and select appropriate action.	g. Direct Assessment Instrument ETS Capstone Exam (MFT-Business)	Grade C or higher. 50th percentile of national norms

Definition of Assessment Criteria

Course Grades

A= Demonstration of excellent ability to address problem fully, integrate and apply concepts and principles taught in the College of Business curriculum.

B= A clear demonstration of some depth and complexity in the analysis and application of concepts and principles taught in the College of Business curriculum.

C= Adequately demonstrating a good understanding and ability to apply in less complex way, the concepts and principles taught in the College of Business curriculum.

D= Showing inadequacy in the grasp and application of concepts and principles taught in the curriculum of College of Business.

F= Unable to understand & apply concepts and principles taught in College of Business curriculum.

MFT Capstone Exam: Is a computerized two-hour external examination administered by Educational Testing Service (ETS) to measure students' mastery of their chosen field of study. We use it in the COB to assess the effectiveness of major programs of study and improve curricula and student learning outcomes. The ETS Major Field Test in Business is a comprehensive undergraduate outcomes assessments designed to measure the critical knowledge and understanding obtained by students in Business. The test goes beyond the measurement of factual knowledge by helping COB evaluate students' ability to analyze and solve problems, understand relationships and interpret material from their major field of study.

ETS offers comprehensive national comparative data for the Major Field Tests, enabling COB to evaluate its students' performance and compare our program's effectiveness to programs at similar institutions locally and nationwide. In the COB, the Major Field Test assists us in pursuing the following goals:

- preparing students to succeed by using test results to improve curricula
- demonstrating the strengths of our program to prospective students and faculty
- helping ensure our students have mastered their field of study
- using our time to focus on other aspects of accreditation

FORM 201 BC: ASSESSMENT REPORT FOR INSTRUCTIONAL PROGRAMS

Program/Department Management in MMIS

Evidence to Support Achievement of Student Learning

Achievement of student learning outcomes observed and recorded through direct assessment instruments used in determining student learning outcomes, and indirect assessment instrument (Senior Exit Survey) as indicated in the Assessment Plan. Exit Survey was used to measure indirect student learning outcomes. Below are actual direct statements from students on the Exit Survey about their Management program experience:

- All the management instructors did a great job at improving my knowledge-base and management skills. I was able to improve my presentation skills and Microsoft Office due to class presentations, essays, and projects.

- I'm grateful for my experience at Chicago State University in the College of Business. I believe that the College of Business experience is way better than just being enrolled at Chicago State University. The College of Business faculty is amazing. All of my professors were always available to meet. My advisor, Ms. Odom, not only helped me with registration, but taught me life skills.

- My experience at Chicago State has been very interesting. There needs to be more of a sense of an emergency from the faculty. It took too long for simple things to get completed, like replies to emails. Many of the instructors were wonderful to be around. They made learning the subject an enjoyment. The college should also continue to focus on group projects in every course.

- My experience at Chicago State University with respect to the College of Business was great. I appreciate how the instructors made themselves available at various times to suit one's personal schedule. I always had a way to communicate with my instructors. I never felt as though I had to learn with the pace of the class. My professors provided on-on-one tutoring. However, Moodle does not always compliment the text books, which posed some challenges.

- My experience at CSU has been great. The instructors overall have used practical real life experiences to help me gain a better understanding of the textbook applications. The upgrade to computers and campus wi-fi has also been helpful in accessing class work information. Academic advertisement could be improved for evening students, working adults specifically. Proactive outreach would be appreciated.

- Attending Chicago State University was extremely advantageous in regards to understanding business. Learning here has enabled me to strengthen my mental discipline, exploit my entrepreneurial and leadership skills, and enhance my communication abilities. Specifically, my instructors, as well as the material they provided, has allowed me to adopt the adequate confidence needed to excel in any business.

- The College of Business at Chicago State University is the best program, I must say. There are many diverse teachers with different backgrounds and experience. The biggest strength is the diverse backgrounds and knowledge of instructors that is brought to the courses. The only weakness is that some of the instructors don't seem to like to teach that much.

Below in tabular form, are summary assessments of various components of the Management education in the COB. Regarding the overall COB experience, one student was dissatisfied with their COB experience while five (5) were indicated they were either satisfied or very satisfied. All seven (7) respondents either were employed in their major academic field or have job offers upon graduation. Four students plan on enrolling in graduate programs after graduation.

COB Experience Satisfaction

		COB Experience Satisfaction				Total
		Very Dissatisfied	Satisfied	Very Satisfied	Missing	
COB Major	Management	1	3	2	1	7
	Marketing	0	1	1	0	2
Total		1	4	3	1	9

Employment Plans

		Emploment Plans		Total
			Currently Employed in Major	
COB Major	Management	4	3	7
	Marketing	1	1	2
Total		5	4	9

Graduate School Plans

		Graduate School Plans		Total
			Plan to Apply to Grad School within One Year	
COB Major	Management	3	4	7
	Marketing	1	1	2
Total		4	5	9

SLO1: Critically evaluate managerial functions of planning, organizing, leading, and controlling in a corporation or nonprofit organization.

Summary Senior Exit Survey results are attached in the appendix. All seven (7) Management students indicated that their understanding of managerial skills and leadership styles (MGMT1 & MGMT2) was either “Good” or “Excellent”. All the students rated as excellent or good, their understanding and application of business concepts and principles (SLO1), lending support to their ability to critically evaluate managerial functions of planning, organizing, leading and controlling in an organization or industry.

Understand Managerial Skills				
Count				
		Understand Managerial Skills		Total
		Good	Excellent	
COB Major	Management	3	4	7
	Marketing	1	1	2
Total		4	5	9

Understand Leadership Styles				
Count				
		Understand Leadership Styles		Total
		Good	Excellent	
COB Major	Management	3	4	7
	Marketing	0	2	2
Total		3	6	9

Understand Org Behavior Objectives				
Count				
		Understand Org Behavior Objectives		Total
		Good	Excellent	
COB Major	Management	2	5	7
	Marketing	0	2	2
Total		2	7	9

SLO2: Organize thoughts/data to effectively communicate in any business environment.

All students indicated that they are able to effectively communicate in a business environment based on the Exit Survey; capstone Business Policy and Strategy (MGMT 4890) in which all student performance was C grade or higher from course grade report.

Has Written & Oral Language Skills				
Count				
		Has Written & Oral Language Skills		Total
		Good	Excellent	
COB Major	Management	2	5	7
	Marketing	1	1	2
Total		3	6	9

Understand Human Relations				
Count				
		Understand Human Relations		Total
		Good	Excellent	
COB Major	Management	3	4	7
	Marketing	1	1	2
Total		4	5	9

SLO3: Integrate technology to provide solutions to business problems.

Students responded that their ability to integrate technology in their decision-making or ability to solve non-routine problems was either good or excellent.

Apply management strategies to reach Goals/Objectives				
Count				
		STRATEGIES: MGMT20		Total
		Good	Excellent	
COB Major	Management	2	5	7
Total		2	5	7

Solve Non-Routine Problems				
Count				
		Solve Non-Routine Problems: MGMT13		Total
		Good	Excellent	
COB Major	Management	2	5	7
Total		2	5	7

SLO4: Evaluate entrepreneurial opportunities.

Students responded that their ability to solve non-routine problems, apply management strategies to reach organizational goals, and their capacity to summarize inputs for decision-making was good or excellent respectively.

Solve Non-Routine Problems				
Count				
		Solve Non-Routine Problems: MGMT13		Total
		Good	Excellent	
COB Major	Management	2	5	7
Total		2	5	7

Apply management strategies to reach Goals/Objectives				
Count				
		STRATEGIES: MGMT20		Total
		Good	Excellent	
COB Major	Management	2	5	7
Total		2	5	7

Summarize Inputs for Decision-Making				
Count				
		Inputs & Decision-Making: MGMT21		Total
		Good	Excellent	
COB Major	Management	3	4	7
Total		3	4	7

SLO5: Integrate management concepts in a global business environment

Students responded that their ability to solve non-routine problems, apply management strategies to reach organizational goals, and their capacity to summarize inputs for decision-making was either good or excellent

respectively.

Apply management strategies to reach Goals/Objectives				
		STRATEGIES: MGMT20		Total
		Good	Excellent	
COB Major	Management	2	5	7
Total		2	5	7

Summarize Inputs for Decision-Making				
		Inputs & Decision-Making: MGMT21		Total
		Good	Excellent	
COB Major	Management	3	4	7
Total		3	4	7

Solve Non-Routine Problems				
		Solve Non-Routine Problems: MGMT13		Total
		Good	Excellent	
COB Major	Management	2	5	7
Total		2	5	7

SLO6: Assess organizational diversity in a business environment.

All students agreed that diversity was either very important or extremely important, reemphasized in their assertion that they understood behavior and human relations in organizations.

Perception of Importance Diversity					
Count					
		Perception of Importance Diversity			Total
		Extremely Important	Very Important	Important	
COB Major	Management	3	3	1	7
	Marketing	2	0	0	2
Total		5	3	1	9

MGMT5: Behavior & Human Relations					
Count					
		Understand Behavior & Human Relations			Total
		Good	Excellent	Missing	
COB Major	Management	2	4	1	7
Total		2	4	1	7

SLO7: Determine ethical issues and select appropriate actions.

Students indicated that their ability to identify ethical situations/issues and their ability to resolve ethical dilemma was predominantly excellent, in two cases, it was rated good.

Identify Business Ethics Issues
Count

		ETHICS: MGMT14	Total
		Excellent	
COB Major	Management	6	6
Total		6	6

Resolve Business Ethics Issues Crosstabulation				
Count				
		ETHICS: MGMT16		Total
		Good	Excellent	
COB Major	Management	2	5	7
Total		2	5	7

ETS MFT Assessments: Management student performance in the capstone course is captured in the table below. The overall performance of COB students is presented in the second table. Our students can thus be compared to themselves, and further to a national cohort. Whereas our students are higher than normative schools in few areas (items 50 &52), they are comparatively equal in a few other areas (item 31). On majority of items, however, our students performed far below national norms collectively, and severally on most items over the past three years 2012-15.

Major Field Test - Business (4JMF)
Item Information Report - Chicago State University
Administration Date Range: April 2015 - April 2015. Number of Test Takers = 47

Section	Item Number[a]	Percent Correct Institution	Percent Correct National[b]	Percent Omit	Percent Not Reached	Domain	Content Area	Sub-Content Area
1	1	78.7	82.9	0	0	Management	Strategy and Policy	Strategic analysis
1	9	36.2	49.2	0	0	Management	Management Principles	Functions
1	13	6.4	19.1	0	0	Management	Operations Management	Total quality management
1	14	68.1	78.1	0	0	Management	Strategy and Policy	Policy determination
1	20	44.7	67.0	0	0	Management	Entrepreneurship	--
1	27	25.5	53.5	0	0	Management	Management Principles	Group/team dynamics
1	36	63.8	80.4	0	0	Management	Strategy and Policy	Policy determination
1	47	34.0	46.6	0	0	Management	Organizational Behavior	Human resource management
1	50	44.7	68.8	0	0	Management	International and Cross Cultural Management	--
2	2	8.7	17.1	0	2.1	Management	Management Principles	History and theory
2	9	67.4	79.7	0	2.1	Management	Management Principles	Functions
2	18	37.0	74.9	0	2.1	Management	Operations Management	Operations execution
2	22	28.3	31.2	0	2.1	Management	International and Cross Cultural Management	--
2	31	32.6	32.8	0	2.1	Management	Strategy and Policy	Strategic analysis
2	34	32.6	64.7	0	2.1	Management	Organizational Behavior	Leadership and motivation
2	43	15.2	34.1	0	2.1	Management	International and Cross	--

							Cultural Management	
2	50	67.4	64.3	0	2.1	Management	Strategy and Policy	Strategic analysis
2	52	71.7	64.3	0	2.1	Management	Operations Management	Total quality management

TABLE 1: COB PERFORMANCE TRENDS FALL 2012 - SPRING 2015

Individual Students Total Score Distribution - MFT in Business - Data Includes Seniors Domestic Institutions – Sept. 2013 to May 2015

TOTAL SCORE RANGE 120-200	PERCENT BELOW	FALL 2012	SPRING 2013	FALL 2013	SPRING 2014	FALL 2014	SPRING 2015
183 - 200	99						
182	98						
181	98						
180	97						
179	97				179		
178	97						
177	96						
176	96						
175	95		176				
174	95						
173	94						
172	94						
171	93						
170	92						
169	91						
168	90						
167	88						
166	87				166		
165	87						
164	86		165		164		
163	85						
162	83						
161	82						161
160	79		161	160			
159	77				159		
158	75						
157	72				157		
156	69		157			156	
155	67					155	
154	64	155 (2)	155				
153	62	154	154			153	153 (2)
152	58				152	152 (2)	
151	56		152 (2)	151		151	151
150	52	151	151 (2)	150 (2)	150 (2)	150	150
149	48			149			149 (2)
148	45	149 (2)	149 (2)		148		148 (5)
147	42	148	148 (3)	147	147 (2)	147	147 (2)
146	39		147		146	146	146
145	36		146 (2)		145 (4)	145	145 (3)
144	34	145	145			144 (3)	
143	31			143	143 (2)	143 (2)	
142	27		143 (3)		142 (2)	142 (2)	
141	24		142	141 (5)	141	141	141 (4)
140	24		141				
139	22	140	140	139 (2)		139 (2)	
138	20		139	138	138	138	138 (3)
137	18	138	138	137	137	137 (4)	
136	16		137	136		136 (2)	136 (2)
135	14		136 (4)		135	135 (2)	135
134	12		135 (2)	134 (2)		134 (3)	134 (2)
133	10			133 (2)	133 (2)	133 (2)	133
132	8		133		132	132 (3)	132 (3)
131	7		132 (3)	131 (2)	131 (2)		131 (3)
130	5	131	131	130 (4)		130 (2)	130
129	5		130		129 (2)	129 (2)	
128	4		129 (2)	128 (4)	128	128 (2)	128
127	3		128	127 (2)		127	127 (2)
126	2					126	
125	2					125	125

120 - 124	1	120	120 (4)	123	120		123, 122, 120
Number of Examinees	3,251	12	39	34	34	47	47
Mean	149.2	-	141	137	143	139	139
Standard Deviation	13.5	-	12	9	12	8	9

Analysis and Program Change

Although both student exit reports and COB internal assessment standards point to achievement successes in students outcomes, the independent external ETS-MFT Business assessment suggests differently – our student achievement outcomes are consistently below national comparison norms in the years under consideration, 2012-2015. Both total curriculum changes and specific curricular content and sub-content area emphasis in identified deficient areas in first table will improve performance in the new program year.

Curriculum changes aligning the Management Program with the new entrepreneurship emphasis of the College of Business include the introduction of new courses such as Social Entrepreneurship (MGMT 3755), and Introduction to Quantitative Business Analysis (QBA1500), Business Plan Development (MGMT 4505) and Career Fluency. The Career Fluency Experiential Learning program emphasizing soft-skills cut across various programs and they require active participation of students, faculty and staff. Real world experience is brought into the class room through interaction between corporate executives, business owners, faculty, staff, and students. Over the past two years the COB has engaged in International Internships in Ghana in both local and international organizations, in addition to national internships. Students have performed exceptionally well in these placements with employers clamoring for more interns each year from CSU. This impacts demagogy and class room delivery of instructional materials as provision is made to enrich student learning and experience.

Assessment as a Departmental Priority

Assessment outcomes are shared information and responsibility of all employees in the department and college. In particular, the ETS-MFT Business and exit survey results are shared in Departmental and College meetings. Faculty discuss and are challenged to form committees to address noted deficiencies in performance. Each semester the results are revisited and compared to previous outcomes. Hence the Management Program takes the assessment process seriously. Faculty and staff members of the college attend university and college wide workshops conducted at the beginning of each semester to address some academic issues that include student learning, study/dress habits and the need for timely registration and graduation processes. At the curricular and advisory committee meetings, both faculty and staff share their views about student advising, student learning including ways to help students improve their learning, providing mentorship and internship programs. Each year faculty and staff members and administrators attend meetings and workshops conducted by experts and consultants on assessment, and student learning outcomes. Specifically, the College of Business Assessment Coordinators Workshop with Chicago State University (2012). As put by the Dean of the College, such workshops can be helpful in understanding our process as well as the construction of syllabi and assessment tools. Moreover, the scheduled workshops also addressed the specific accreditation requirements for specific colleges (for College of Business, Association of Collegiate Business Schools and Programs (ACBSP). In other academic meetings, faculty and staff members share their experience and observations about student learning and study habit and how their skills could improve through team work, timely submission of assignments, and prompt attendance of classes. Staff advisors make sure that course sequence is followed as much as practicable to minimize frustration and lack of attendance that result from not understanding a particular course. When a student misses a class for some time, the academic advisor contacts the student to have a handle on the problem be it personal or academic. Members of the Management Program and the

department of MMIS are actively engaged in the assessment process.

Effectiveness of Program Assessment

Below is a comment made by one student on the Exit Survey illustrating that we use assessment in a feedback loop to improve our outcomes, whether positive or negative:

- I feel that if an instructor has a language that is different than the majority of his students, he should use learning aids. Also, if a student has a problem with a teacher and the teacher has a reputation for having a bad temper, bad/negative attitude, then that teacher should be held with the same consequences as would be the student. Regardless of seniority or tenure status, the teacher should have consequences for his bad actions.
- More social medial management courses
- Operations Management course

Assessment has been also useful in examining our efforts internally and against other local institutions and national standards. It has led to implementation of some of the recommendations/suggestions made by students in the Exit Survey. For example the desire by many respondents to start and run their own businesses prompted some curricular changes. Some of the implementations include introduction of Online and Hybrid courses, intersession classes, focus on entrepreneurship as an area of concentration, as well as making more classes available for evening students. All these initiatives are directed toward enhancing course offerings and improving graduation rate. Other accomplishments of the program include a strong link between the college and some business executives who provide real life experience as guest or motivational speakers to our students. This link also helps to provide internship and job opportunities to those students that seriously require the experience. The assessment process is evaluated every semester with a view to articulating student input when indirect assessment instrument like survey is used or when an important learning outcome is to be introduced. The program is very effective in the sense that it brings to the forefront the need for all constituents to be aware of the importance of achieving high academic learning, as well as high retention and graduation rates.

The majority of the students can identify with the immediate and visible benefits that come with the assessment process such as providing equipment/technology to facilitate their learning process. There is need to continue to educate the students how the assessment process is in their best interest and therefore, should be given the utmost attention that it deserves. This is basically due to the fact that the assessment process tends to foster an environment that presents and promotes learning outcomes, performance between faculty, staff, and students on one hand, and allows students' input on the other hand.

Publicizing Student Learning

Information about student learning and achievement is made public through various media that include the CSU Website, college electronic board mounted on the ground floor as well as the fourth and fifth floors, website and bill boards. Other avenues used include during college meetings, town hall meetings, COB advisory board meetings, and alumni meetings. In those occasions, the dean of the college would take some time to gladly talk

about student achievements and accomplishments including performance of college based student organizations in out of state and national competitions. The college also utilizes the university wide electronic medium "Up to the Minute" and the radio network to highlight, showcase, and disseminate information not only about student learning but also about performance of student organizations such as ENACTUS, National Association of Black Accountants (NABA), Investment Club, 3Cs, all based in the college of business. The performance of students in these organizations is a direct reflection or result of what they have learned in the classroom.

FORM 201C: SUMMARY OF TREND [Instructional Programs]

Program & Department: Management

Directions: Assessment trend data is recorded in 3-year cycles. Provide the information requested in each column along with a summary of action. Attach the assessment plan.

Instruments	2012/2013	Actions Taken	2013/2014	Actions Taken	2014/2015	Actions Taken	Summary of Actions Taken
Graduation Rates (undergrad programs only	21%	More courses scheduled to increase graduation rate. Expansion of Summer & Intersession classes		Minor in Entrepreneurship introduced. Two new courses introduced. Addition of more electives to improve course availability.	Not Available	Dress code introduced. Attendance at college workshops required.	Introduction of more electives. Online classes introduced. More summer and Intersession classes.
1st Year Retention Rates (undergrads programs only)	63%	A new course available .to freshmen and transfer students.		Increased contact with the corporate world. Leadership forum introduced	Not Available	Attendance of college workshops and events required.	Separate Intro. Course. Constant contact with advisors.
Indirect or Reflective Assessment Instrument		Annual survey to continue		Formation of student leaders group. Students involved in linkage with business/company executives.	Program learning rated Good or Excellent by students. 100% rated excellent/good instruction by faculty. 93% rated excellent/good, preparation for employment	Exit Survey revised to include alumni data collection	Revision of Exit Surveys.
(Direct Assessment Instrument 1)	85% of students improved learning	Study groups formed and tutorial classes	About 88% indicated improvement in learning	Maintaining tutorial classes. Corporate guest speakers introduced. Web-based classes introduced.	100% could evaluate business opportunities. 100% could operate in international environment	Assessment Format changed. Expanded to incorporate Program Mapping	Assessment of student learning outcomes revised and standardized.
(Direct Assessment Instrument 2)	90% showed improvement in learning	Study groups and tutorial classes formed	Steady improvement. (93%).	Increased number of tutorial sessions. More evening and Intersession classes provided.	94% overall in student learning outcome	Equal number of Program and Learning Objectives. Seven each	Inclusion of two new SLOs, entrepreneurial opportunity and workplace diversity.
(Other Instruments)							

ETS MAJOR FIELD TEST – BUSINESS COB PERFORMANCE TRENDS FALL 2012 - SPRING 2015

Individual Students Total Score Distribution: MFT Business - Data Includes Seniors Domestic Institutions (Sept. 2013 - May 2015

TOTAL SCORE RANGE 120-200	PERCENT BELOW	FALL 2012	SPRING 2013	FALL 2013	SPRING 2014	FALL 2014	SPRING 2015
183 - 200	99						
182	98						
181	98						

180	97						
179	97				179		
178	97						
177	96						
176	96						
175	95		176				
174	95						
173	94						
172	94						
171	93						
170	92						
169	91						
168	90						
167	88						
166	87				166		
165	87						
164	86		165		164		
163	85						
162	83						
161	82						161
160	79		161	160			
159	77				159		
158	75						
157	72				157		
156	69		157			156	
155	67					155	
154	64	155 (2)	155				
153	62	154	154			153	153 (2)
152	58				152	152 (2)	
151	56		152 (2)	151		151	151
150	52	151	151 (2)	150 (2)	150 (2)	150	150
149	48			149			149 (2)
148	45	149 (2)	149 (2)		148		148 (5)
147	42	148	148 (3)	147	147 (2)	147	147 (2)
146	39		147		146	146	146
145	36		146 (2)		145 (4)	145	145 (3)
144	34	145	145			144 (3)	
143	31			143	143 (2)	143 (2)	
142	27		143 (3)		142 (2)	142 (2)	
141	24		142	141 (5)	141	141	141 (4)
140	24		141				
139	22	140	140	139 (2)		139 (2)	
138	20		139	138	138	138	138 (3)
137	18	138	138	137	137	137 (4)	
136	16		137	136		136 (2)	136 (2)
135	14		136 (4)		135	135 (2)	135
134	12		135 (2)	134 (2)		134 (3)	134 (2)
133	10			133 (2)	133 (2)	133 (2)	133
132	8		133		132	132 (3)	132 (3)
131	7		132 (3)	131 (2)	131 (2)		131 (3)
130	5	131	131	130 (4)		130 (2)	130
129	5		130		129 (2)	129 (2)	
128	4		129 (2)	128 (4)	128	128 (2)	128
127	3		128	127 (2)		127	127 (2)
126	2					126	
125	2					125	125
120 - 124	1	120	120 (4)	123	120		123, 122, 120
Number of Examinees	3,251	12	39	34	34	47	47
Mean	149.2	-	141	137	143	139	139
Standard Deviation	13.5	-	12	9	12	8	9

MFT Custom Comparative Data Report for Chicago State University
Institution List - MFT in Business (form: 4JMF)
Data Includes Seniors From Institutions - September 2013 to May 2015

School Name	Number of Students
DeVry University, IL	485
Dominican University, IL	95
East West University, IL	17
Eastern Illinois University, IL	336
Illinois State University, IL	1,194
Lewis University, IL	275
North Park University, IL	95
Northeastern Illinois University, IL	172
Southern Illinois University Edwardsville, IL	593
University of Illinois at Chicago, IL	282
University of Illinois at Springfield, IL	33
Western Illinois University, IL	53
Wheaton College, IL	137
Total	3,767

DEPARTMENTAL SUMMARY OF ASSESSMENT INDICATORS

Test: Business - Form Code: 4JMF
Institution: Chicago State University
Cohort: MGMT 4890 SPRING 2015 - KPO
Closed on: May 06, 2015

Assessment Indicator Number	Assessment Indicator Title	Mean Percent Correct
1	Accounting	32
2	Economics	30
3	Management	42
4	Quantitative Business Analysis	30
5	Finance	34
6	Marketing	46
7	Legal and Social Environment	50
8	Information Systems	44
9	International Issues	31

Students responding to less than 50% of the questions: 1
Students in frequency distribution: 46 Students tested: 47

Test: Business - Form Code: 4JMF - Institution: Chicago State University
Cohort: MGMT 4890 SPRING 2015 - KPO
Closed on: May 06, 2015

	Number of Students	Percent of Students
Gender		
Male	8	17
Female	26	55
No Response	13	28
Ethnicity		
American Indian or Alaskan Native	0	0
Asian American or Pacific Islander	0	0
Black or African American	30	64
Mexican American	0	0
Puerto Rican	0	0
Latin American or Other Hispanic	2	4
White	4	9
Other	1	2
No Response	10	21
Educational Level		
Freshman (0-30 credits)	0	0
Sophomore (31-60 credits)	0	0
Junior (61-90 credits)	1	2
Senior (91-120 credits)	32	68
Graduate (over 120 credits)	4	9
Other	0	0
No Response	10	21
Transfer Student		
No	7	15
Yes	28	60
No Response	12	26
Enrollment Status		
Full-time	30	64
Part-time	5	11
No Response	12	26

	Number of Students	Percent of Students
Major Distance Learning Courses		
None	10	21
Less than 40%	21	45
40% to 90%	5	11
More than 90%	0	0
No Response	11	23
Overall Undergraduate GPA		
3.50 - 4.00	12	26
3.00 - 3.49	16	34
2.50 - 2.99	6	13
2.00 - 2.49	0	0
1.00 - 1.99	0	0
Less than 1.00	0	0
No Response	13	28
Major Field GPA		
3.50 - 4.00	14	30
3.00 - 3.49	13	28
2.50 - 2.99	5	11
2.00 - 2.49	2	4
1.00 - 1.99	0	0
Less than 1.00	0	0
No Response	13	28
Education Planned		
Associate	2	4
Bachelors	5	11
Masters	19	40
Doctorate	4	9
Other	2	4
Undecided	4	9
No Response	11	23

Best Language		
English	32	68
Other	2	4
Both	2	4
No Response	11	23

Exit Surveys: Crosstabs for Management & Marketing Students

Some the tables have been presented in the body of the report. Others reported below may be of interest to readers as well. They are self-explanatory in most cases.

COB Major * Employment Plans Crosstabulation

Count

		Employment Plans		Total
			Currently Employed in Major	
COB Major	Management	4	3	7
	Marketing	1	1	2
Total		5	4	9

COB Major * Graduate School Plans Crosstabulation

Count

		Graduate School Plans		Total
			Plan to Apply to Grad School within One Year	
COB Major	Management	3	4	7
	Marketing	1	1	2
Total		4	5	9

COB Major * COB Experience Satisfaction Crosstabulation

Count

		COB Experience Satisfaction				Total
		Very Dissatisfied	Satisfied	Very Satisfied	Missing	
COB Major	Management	1	3	2	1	7
	Marketing	0	1	1	0	2
Total		1	4	3	1	9

COB Major * Perception of Importance Diversity Crosstabulation

Count

		Perception of Importance Diversity			Total
		Extremely Important	Very Important	Important	
COB Major	Management	3	3	1	7
	Marketing	2	0	0	2
Total		5	3	1	9

COB Major * COB Academic Advising Crosstabulation

Count

		COB Academic Advising		Total
		Good	Excellent	
COB Major	Management	4	3	7
	Marketing	0	2	2
Total		4	5	9

COB Major * COB Availability of Needed Courses Crosstabulation

Count

		COB Availability of Needed Courses		Total
		Good	Excellent	
COB Major	Management	2	5	7
	Marketing	1	1	2
Total		3	6	9

COB Major * Adequacy of COB Library Collection Crosstabulation					
Count					
		Adequacy of COB Library Collection			Total
		Fair	Good	Excellent	
COB Major	Management	1	3	3	7
	Marketing	0	1	1	2
Total		1	4	4	9

COB Major * COB Preparation For Employment Crosstabulation

Count

		COB Preparation For Employment				
		N/A	Fair	Good	Excellent	Total
COB Major	Management	1	2	2	2	7
	Marketing	0	1	0	1	2
Total		1	3	2	3	9

COB Major * COB Preparation For Graduate School Crosstabulation

Count

		COB Preparation For Graduate School			
		Fair	Good	Excellent	Total
COB Major	Management	1	4	2	7
	Marketing	1	0	1	2
Total		2	4	3	9

COB Major * COB Faculty: Informal After Class Interactions Crosstabulation					
Count					
		COB Faculty: Informal After Class Interactions			Total
		Occasional	Often	Very Often	
COB Major	Management	1	4	2	7
	Marketing	0	1	1	2
Total		1	5	3	9

COB Major * COB Faculty: Appointments for Office Visit Crosstabulation					
Count					
		COB Faculty: Appointments for Office Visit			Total
		Occasional	Often	Very Often	
COB Major	Management	2	1	4	7
	Marketing	0	1	1	2
Total		2	2	5	9

COB Major * COB Faculty: Discussions of Class Projects Crosstabulation					
Count					
		COB Faculty: Discussions of Class Projects			Total
		Occasional	Often	Very Often	
COB Major	Management	3	2	2	7

	Marketing	1	1	0	2
Total		4	3	2	9

COB Major * COB Faculty: Discussions of Career Plans Crosstabulation					
Count					
		COB Faculty: Discussions of Career Plans			Total
		Occasional	Often	Very Often	
COB Major	Management	3	3	1	7
	Marketing	1	1	0	2
Total		4	4	1	9

COB Major * COB Faculty: Discussions of Personal Problems Crosstabulation						
Count						
		COB Faculty: Discussions of Personal Problems				Total
		Never	Occasional	Often	Very Often	
COB Major	Management	1	4	0	2	7
	Marketing	0	1	1	0	2
Total		1	5	1	2	9

COB Major * Understand Managerial Skills Crosstabulation				
Count				
		Understand Managerial Skills		Total
		Good	Excellent	
COB Major	Management	3	4	7
	Marketing	1	1	2
Total		4	5	9

COB Major * Understand Leadership Styles Crosstabulation				
Count				
		Understand Leadership Styles		Total
		Good	Excellent	
COB Major	Management	3	4	7
	Marketing	0	2	2
Total		3	6	9

COB Major * Understand Org Behavior Objectives Crosstabulation				
Count				
		Understand Org Behavior Objectives		Total
		Good	Excellent	
COB Major	Management	2	5	7
	Marketing	0	2	2
Total		2	7	9

COB Major * Has Written & Oral Language Skills Crosstabulation				
Count				
		Has Written & Oral Language Skills		Total
		Good	Excellent	
COB Major	Management	2	5	7
	Marketing	1	1	2
Total		3	6	9

COB Major * Understand Human Relations Crosstabulation				
Count				
		Understand Human Relations		Total
		Good	Excellent	
COB Major	Management	3	4	7
	Marketing	1	1	2
Total		4	5	9

COB Major * Understand Management Crosstabulation				
Count				
		Understand Management		Total
		Good	Excellent	
COB Major	Management	2	5	7
	Marketing	0	2	2
Total		2	7	9

COB Major * Understand International & Domestic Business Crosstabulation					
Count					
		Understand International & Domestic Business			Total
		Adequate	Good	Excellent	
COB Major	Management	1	0	6	7
	Marketing	0	1	1	2
Total		1	1	7	9

COB Major * Understand Trade Deficit Crosstabulation					
Count					
		Understand Trade Deficit			Total
		Adequate	Good	Excellent	
COB Major	Management	1	2	4	7
	Marketing	0	1	1	2
Total		1	3	5	9

COB Major * Understand Personality Processes Crosstabulation				
Count				
		Understand Personality Processes		Total
		Good	Excellent	
COB Major	Management	4	3	7
	Marketing	0	2	2
Total		4	5	9

COB Major * Understand Marketing Principles Crosstabulation				
Count				
		Understand Marketing Principles		Total
		Good	Excellent	
COB Major	Management	4	3	7
	Marketing	0	2	2
Total		4	5	9

COB Major * Understand Developing Marketing Plan Crosstabulation		
Count		
	Understand Developing Marketing Plan	Total

		Good	Excellent	
COB Major	Management	4	3	7
	Marketing	0	2	2
Total		4	5	9

COB Major * Understand Developing Media Plan Crosstabulation					
Count					
		Understand Developing Media Plan			Total
		Adequate	Good	Excellent	
COB Major	Management	4	2	1	7
	Marketing	0	1	1	2
Total		4	3	2	9

COB Major * MGMT1 Crosstabulation				
Count				
		MGMT1		Total
		Good	Excellent	
COB Major	Management	3	4	7
Total		3	4	7

COB Major * MGMT2 Crosstabulation				
Count				
		MGMT2		Total
		Good	Excellent	
COB Major	Management	1	6	7
Total		1	6	7

COB Major * MGMT3 Crosstabulation				
Count				
		MGMT3		Total
		Good	Excellent	
COB Major	Management	3	4	7
Total		3	4	7

COB Major * MGMT4 Crosstabulation				
Count				
		MGMT4		Total
		Good	Excellent	
COB Major	Management	4	3	7
Total		4	3	7

COB Major * MGMT5 Crosstabulation					
Count					
		MGMT5			Total
		Good	Excellent	5	
COB Major	Management	2	4	1	7
Total		2	4	1	7

COB Major * MGMT6 Crosstabulation		
Count		
	MGMT6	Total

		Excellent	
COB Major	Management	7	7
Total		7	7

COB Major * MGMT7 Crosstabulation					
Count					
		MGMT7			Total
		Adequate	Good	Excellent	
COB Major	Management	2	2	3	7
Total		2	2	3	7

COB Major * MGMT8 Crosstabulation					
Count					
		MGMT8			Total
		Adequate	Good	Excellent	
COB Major	Management	2	2	3	7
Total		2	2	3	7

COB Major * MGMT9 Crosstabulation					
Count					
		MGMT9			Total
		Adequate	Good	Excellent	
COB Major	Management	1	2	3	6
Total		1	2	3	6

COB Major * MGMT12 Crosstabulation				
Count				
		MGMT12		Total
		Good	Excellent	
COB Major	Management	1	6	7
Total		1	6	7

COB Major * MGMT13 Crosstabulation				
Count				
		MGMT13		Total
		Good	Excellent	
COB Major	Management	2	5	7
Total		2	5	7

COB Major * MGMT14 Crosstabulation			
Count			
		MGMT14	Total
		Excellent	
COB Major	Management	6	6
Total		6	6

COB Major * MGMT16 Crosstabulation				
Count				
		MGMT16		Total
		Good	Excellent	
COB Major	Management	2	5	7
Total		2	5	7

COB Major * MGMT20 Crosstabulation				
Count				
		MGMT20		Total
		Good	Excellent	
COB Major	Management	2	5	7
Total		2	5	7

COB Major * MGMT21 Crosstabulation				
Count				
		MGMT21		Total
		Good	Excellent	
COB Major	Management	3	4	7
Total		3	4	7

COB Major * MGMT22 Crosstabulation			
Count			
		MGMT22	Total
		Excellent	
COB Major	Management	7	7
Total		7	7

COB Major * MGMTB1 Crosstabulation						
Count						
		MGMTB1				Total
		Excellent	1 Use of real-life practical examples	7 More information on international business or a course in international marketinging	7 The courses don't require any adjustments	
COB Major	Management	4	1	1	1	7
	Marketing	2	0	0	0	2
Total		6	1	1	1	9

COB Major * MGMTB2 Crosstabulation					
Count					
		MGMTB2			Total
		Excellent	2 Incorporate College of Business workshops and siminars	8 I didn't do well in these areas due to personal issues, didn't manage time well in online course.	
COB Major	Management	5	1	1	7
	Marketing	2	0	0	2
Total		7	1	1	9

COB Major * MGMTB3 Crosstabulation			
Count			
		MGMTB3	Total

COB Major	Management	7	7
	Marketing	2	2
Total		9	9

COB Major * MGMTB4 Crosstabulation			
Count			
		MGMTB4	Total
COB Major	Management	7	7
	Marketing	2	2
Total		9	9

COB Major * MGMTC1 Crosstabulation					
Count					
		MGMTC1			Total
			More time management courses	Project Management course	
COB Major	Management	5	1	1	7
	Marketing	2	0	0	2
Total		7	1	1	9

COB Major * MGMTC2 Crosstabulation					
Count					
		MGMTC2			Total
			More social medial management courses	Operations Management course	
COB Major	Management	5	1	1	7
	Marketing	2	0	0	2
Total		7	1	1	9

Summary Comments about Management and COB

- All the management instructors did a great job at improving my knowledge-base and management skills. I was able to improve my presentation skills and Microsoft Office due to class presentations, essays, and projects.
- I'm grateful for my experience at Chicago State University in the College of Business. I believe that the College of Business experience is way better than just being enrolled at Chicago State University. The College of Business faculty is amazing. All of my professors were always available to meet. My advisor, Ms. Odom, not only helped me with registration, but taught me life skills.
- My experience at Chicago State has been very interesting. There needs to be more of a sense of an emergency from the faculty. It took too long for simple things to get completed, like replies to emails. Many of the instructors were wonderful to be around. They made learning the subject an enjoyment. The college should also continue to focus on group projects in every course.

- My experience at Chicago State University with respect to the College of Business was great. I appreciate how the instructors made themselves available at various times to suit one's personal schedule. I always had a way to communicate with my instructors. I never felt as though I had to learn with the pace of the class. My professors provided on-on-one tutoring. However, Moodle does not always compliment the text books, which posed some challenges.
- My experience at CSU has been great. The instructors overall have used practical real life experiences to help me gain a better undestanding of the textbook applications. The upgrade to computers and campus wi-fi has also been helpful in accessing class work information. Academic advertisement could be improved for evening students, working adults specifically. Proactive outreach would be appreciated.
- The College of Business at Chicago State University is the best program, I must say. There are many diverse teachers with different backgrounds and experience. The biggest strength is the diverse backgrounds and knowledge of instructors that is brought to the courses. The only weakness is that some of the instructors don't seem to like to teach that much.

Crosstabs

[DataSet1] F:\COB - 2015 - SENIOR EXIT SURVEY DATABASE.sav

COB Major * Emploment Plans Crosstabulation

Count

		Emploment Plans		
			Currently Employed in Major	Total
COB Major	Management	4	3	7
	Marketing	1	1	2
Total		5	4	9

COB Major * Graduate School Plans Crosstabulation

Count

		Graduate School Plans		
			Plan to Apply to Grad School within One Year	Total
COB Major	Management	3	4	7
	Marketing	1	1	2
Total		4	5	9

COB Major * COB Experience Satisfaction Crosstabulation

Count

	COB Experience Satisfaction	Total

		Very Dissatisfied	Satisfied	Very Satisfied	6	
COB Major	Management	1	3	2	1	7
	Marketing	0	1	1	0	2
Total		1	4	3	1	9

COB Major * Perception of Importance Diversity Crosstabulation

Count

		Perception of Importance Diversity			
		Extremely Important	Very Important	Important	Total
COB Major	Management	3	3	1	7
	Marketing	2	0	0	2
Total		5	3	1	9

COB Major * COB Academic Advising Crosstabulation

Count

		COB Academic Advising		
		Good	Excellent	Total
COB Major	Management	4	3	7
	Marketing	0	2	2
Total		4	5	9

COB Major * COB Availability of Needed Courses Crosstabulation

Count

		COB Availability of Needed Courses		
		Good	Excellent	Total
COB Major	Management	2	5	7
	Marketing	1	1	2
Total		3	6	9

COB Major * Adequacy of COB Library Collection Crosstabulation

Count

	Adequacy of COB Library Collection			
	Fair	Good	Excellent	Total

COB Major	Management	1	3	3	7
	Marketing	0	1	1	2
Total		1	4	4	9

COB Major * COB Preparation For Employment Crosstabulation

Count

		COB Preparation For Employment				
		N/A	Fair	Good	Excellent	Total
COB Major	Management	1	2	2	2	7
	Marketing	0	1	0	1	2
Total		1	3	2	3	9

COB Major * COB Preparation For Graduate School Crosstabulation

Count

		COB Preparation For Graduate School			
		Fair	Good	Excellent	Total
COB Major	Management	1	4	2	7
	Marketing	1	0	1	2
Total		2	4	3	9

COB Major * COB Faculty: Informal After Class Interactions Crosstabulation

Count

		COB Faculty: Informal After Class Interactions			
		Occasional	Often	Very Often	Total
COB Major	Management	1	4	2	7
	Marketing	0	1	1	2
Total		1	5	3	9

COB Major * COB Faculty: Appointments for Office Visit Crosstabulation

Count

		COB Faculty: Appointments for Office Visit			
		Occasional	Often	Very Often	Total
COB Major	Management	2	1	4	7
	Marketing	0	1	1	2

COB Major * COB Faculty: Appointments for Office Visit Crosstabulation

Count

		COB Faculty: Appointments for Office Visit			
		Occasional	Often	Very Often	Total
COB Major	Management	2	1	4	7
	Marketing	0	1	1	2
Total		2	2	5	9

COB Major * COB Faculty: Discussions of Class Projects Crosstabulation

Count

		COB Faculty: Discussions of Class Projects			
		Occasional	Often	Very Often	Total
COB Major	Management	3	2	2	7
	Marketing	1	1	0	2
Total		4	3	2	9

COB Major * COB Faculty: Discussions of Career Plans Crosstabulation

Count

		COB Faculty: Discussions of Career Plans			
		Occasional	Often	Very Often	Total
COB Major	Management	3	3	1	7
	Marketing	1	1	0	2
Total		4	4	1	9

COB Major * COB Faculty: Discussions of Personal Problems Crosstabulation

Count

		COB Faculty: Discussions of Personal Problems				
		Never	Occasional	Often	Very Often	Total
COB Major	Management	1	4	0	2	7
	Marketing	0	1	1	0	2
Total		1	5	1	2	9

COB Major * Understand Managerial Skills Crosstabulation

Count

		Understand Managerial Skills		
		Good	Excellent	Total
COB Major	Management	3	4	7
	Marketing	1	1	2
Total		4	5	9

COB Major * Understand Leadership Styles Crosstabulation

Count

		Understand Leadership Styles		
		Good	Excellent	Total
COB Major	Management	3	4	7
	Marketing	0	2	2
Total		3	6	9

COB Major * Understand Org Behavior Objectives Crosstabulation

Count

		Understand Org Behavior Objectives		
		Good	Excellent	Total
COB Major	Management	2	5	7
	Marketing	0	2	2
Total		2	7	9

COB Major * Has Written & Oral Language Skills Crosstabulation

Count

		Has Written & Oral Language Skills		
		Good	Excellent	Total
COB Major	Management	2	5	7
	Marketing	1	1	2
Total		3	6	9

COB Major * Understand Human Relations Crosstabulation

Count

	Understand Human Relations	Total

		Good	Excellent	
COB Major	Management	3	4	7
	Marketing	1	1	2
Total		4	5	9

COB Major * Understand Management Crosstabulation

Count

		Understand Management		
		Good	Excellent	Total
COB Major	Management	2	5	7
	Marketing	0	2	2
Total		2	7	9

COB Major * Understand International & Domestic Business Crosstabulation

Count

		Understand International & Domestic Business			
		Adequate	Good	Excellent	Total
COB Major	Management	1	0	6	7
	Marketing	0	1	1	2
Total		1	1	7	9

COB Major * Understand Trade Deficit Crosstabulation

Count

		Understand Trade Deficit			
		Adequate	Good	Excellent	Total
COB Major	Management	1	2	4	7
	Marketing	0	1	1	2
Total		1	3	5	9

COB Major * Understand Personality Processes Crosstabulation

Count

		Understand Personality Processes		
		Good	Excellent	Total
COB Major	Management	4	3	7

	Marketing	0	2	2
Total		4	5	9

COB Major * Understand Marketing Principles Crosstabulation

Count

		Understand Marketing Principles		
		Good	Excellent	Total
COB Major	Management	4	3	7
	Marketing	0	2	2
Total		4	5	9

COB Major * Understand Developing Marketing Plan Crosstabulation

Count

		Understand Developing Marketing Plan		
		Good	Excellent	Total
COB Major	Management	4	3	7
	Marketing	0	2	2
Total		4	5	9

COB Major * Understand Developing Media Plan Crosstabulation

Count

		Understand Developing Media Plan			
		Adequate	Good	Excellent	Total
COB Major	Management	4	2	1	7
	Marketing	0	1	1	2
Total		4	3	2	9

COB Major * MGMT1 Crosstabulation

Count

		MGMT1		
		Good	Excellent	Total
COB Major	Management	3	4	7
Total		3	4	7

COB Major * MGMT2 Crosstabulation

Count

		MGMT2		
		Good	Excellent	Total
COB Major	Management	1	6	7
Total		1	6	7

COB Major * MGMT3 Crosstabulation

Count

		MGMT3		
		Good	Excellent	Total
COB Major	Management	3	4	7
Total		3	4	7

COB Major * MGMT4 Crosstabulation

Count

		MGMT4		
		Good	Excellent	Total
COB Major	Management	4	3	7
Total		4	3	7

COB Major * MGMT5 Crosstabulation

Count

		MGMT5			
		Good	Excellent	5	Total
COB Major	Management	2	4	1	7
Total		2	4	1	7

COB Major * MGMT6 Crosstabulation

Count

	MGMT6	Total

		Excellent	
COB Major	Management	7	7
Total		7	7

COB Major * MGMT7 Crosstabulation

Count

		MGMT7			
		Adequate	Good	Excellent	Total
COB Major	Management	2	2	3	7
Total		2	2	3	7

COB Major * MGMT8 Crosstabulation

Count

		MGMT8			
		Adequate	Good	Excellent	Total
COB Major	Management	2	2	3	7
Total		2	2	3	7

COB Major * MGMT9 Crosstabulation

Count

		MGMT9			
		Adequate	Good	Excellent	Total
COB Major	Management	1	2	3	6
Total		1	2	3	6

COB Major * MGMT12 Crosstabulation

Count

		MGMT12		
		Good	Excellent	Total
COB Major	Management	1	6	7
Total		1	6	7

COB Major * MGMT13 Crosstabulation

Count

		MGMT13		
		Good	Excellent	Total
COB Major	Management	2	5	7
Total		2	5	7

COB Major * MGMT14 Crosstabulation

Count

		MGMT14	
		Excellent	Total
COB Major	Management	6	6
Total		6	6

COB Major * MGMT16 Crosstabulation

Count

		MGMT16		
		Good	Excellent	Total
COB Major	Management	2	5	7
Total		2	5	7

COB Major * MGMT20 Crosstabulation

Count

		MGMT20		
		Good	Excellent	Total
COB Major	Management	2	5	7
Total		2	5	7

COB Major * MGMT21 Crosstabulation

Count

		MGMT21		
		Good	Excellent	Total
COB Major	Management	3	4	7
Total		3	4	7

COB Major * MGMT22 Crosstabulation

Count

		MGMT22	
		Excellent	Total
COB Major	Management	7	7
Total		7	7

COB Major * MGMTB1 Crosstabulation

Count

		MGMTB1				
		Excellent	1 Use of real-life practical examples	7 More information on international business or a course in international marketinging	7 The courses don't require any adjustments	Total
COB Major	Management	4	1	1	1	7
	Marketing	2	0	0	0	2
Total		6	1	1	1	9

COB Major * MGMTB2 Crosstabulation

Count

		MGMTB2			
		Excellent	2 Incorporate College of Business workshops and siminars	8 I didn't do well in these areas due to personal issues, didn't manage time well in online course.	Total
COB Major	Management	5	1	1	7
	Marketing	2	0	0	2
Total		7	1	1	9

COB Major * MGMTB3 Crosstabulation

Count

		MGMTB3	Total
COB Major	Management	7	7
	Marketing	2	2
Total		9	9

COB Major * MGMTB4 Crosstabulation

Count

		MGMTB4	Total
COB Major	Management	7	7
	Marketing	2	2
Total		9	9

COB Major * MGMTC1 Crosstabulation

Count

		MGMTC1			
			More time management courses	Project Management course	Total
COB Major	Management	5	1	1	7
	Marketing	2	0	0	2
Total		7	1	1	9

COB Major * MGMTC2 Crosstabulation

Count

		MGMTC2			
			More social medial management courses	Operations Management course	Total
COB Major	Management	5	1	1	7
	Marketing	2	0	0	2

COB Major * MGMTC2 Crosstabulation

Count

		MGMTC2			
			More social medial management courses	Operations Management course	Total
COB Major	Management	5	1	1	7
	Marketing	2	0	0	2
Total		7	1	1	9

COB Major * MGMTBRIEFSTATEMENT Crosstabulation

Count

	MGMTBRIEFSTATEMENT

			All the management instructors did a great job at improving my knowledge-base and management skills. I was able to improve my presentation skills and Microsoft Office due to class presentations, essays, and projects.	I'm grateful for my experience at Chicgao State University in the College of Business. I believe that the College of Business experience is way better than just being enrolled at Chicago State University. The College of Business faculty is amazing. All of my professors were always available to meet. My advisor, Ms. Odom, not only helped me with registration, but taught me life skills.	My experience at Chicago State has been very intersting. There needs to be more of a sense of an emergency from the faculty. It took too long for simple things to get completedm, like replies to emails. Many of the instructors were wonderful to be around. They made learning the subject an enjoyment. The college shold also continue to focus on group projects in every course.	My experience at Chicago State University with respect to the College of Business was great. I appreciate how the instructors made themselves available at various times to suit one's personal schedule. I always had a way to communicate with my instructors. I never felt as though I had to learn with the pace of the class. My professors provided on-on-one tutoring. However, Moodle does not always compliment the text books, which posed some challenges.	
COB Major	Management	1	1	1	1	1	
	Marketing	2	0	0	0	0	
Total		3	1	1	1	1	

COB Major * MKTG2 Crosstabulation

Count

	MKTG2	
	Excellent	Total

COB Major	Marketing	2	2
Total		2	2

COB Major * MKTG3 Crosstabulation

Count

		MKTG3	
		Excellent	Total
COB Major	Marketing	2	2
Total		2	2

COB Major * MKTG6 Crosstabulation

Count

		MKTG6		
		Adequate	Excellent	Total
COB Major	Marketing	1	1	2
Total		1	1	2

COB Major * MKTG7 Crosstabulation

Count

		MKTG7		
		Good	Excellent	Total
COB Major	Marketing	1	1	2
Total		1	1	2

COB Major * MKTG8 Crosstabulation

Count

		MKTG8	
		Excellent	Total
COB Major	Marketing	2	2
Total		2	2

COB Major * MKTG9 Crosstabulation

Count

		MKTG9	
		Excellent	Total
COB Major	Marketing	2	2
Total		2	2

COB Major * MKTGB1 Crosstabulation

Count

		MKTGB1		
			5f Not familiar with region for international studies,different distribution system	Total
COB Major	Management	7	0	7
	Marketing	1	1	2
Total		8	1	9

COB Major * MKTGB2 Crosstabulation

Count

		MKTGB2	
			Total
COB Major	Management	7	7
	Marketing	2	2
Total		9	9

COB Major * MKTGB3 Crosstabulation

Count

		MKTGB3	
			Total
COB Major	Management	7	7
	Marketing	2	2
Total		9	9

COB Major * MKTGB4 Crosstabulation

Count

		MKTGB4	Total
COB Major	Management	7	7
	Marketing	2	2
Total		9	9

COB Major * MKTGC1 Crosstabulation

Count

		MKTGC1	Total
COB Major	Management	7	7
	Marketing	2	2
Total		9	9

COB Major * MKTGC2 Crosstabulation

Count

		MKTGC2	Total
COB Major	Management	7	7
	Marketing	2	2
Total		9	9

PROGRAM MAP: MARKETING PROGRAM IN THE DEPT OF MMIS:2013

Program Level Student Learning Outcomes

Program Level (SLOs)	1XX	1XX	2XX	2XX	3XX	3XX	3XX	4XX	**Capstone**
1	K (MGMT1030)				K (MKTG 3110)	A (MKTG3840)		S (MKTG (4880)	
2		K (MGMT1030)			K (MKTG 3750)	A (MKTG3780)	A (MKTG3840)	S (MKTG 4820)	
3					K (MKTG 3620)	A (MKTG3630)		A (MKTG 4830)	S (MGMT 4890)
4			K (MGMT2520)		A (MKTG 3630)	A (MGMT3755)	S (MGMT4100)	S (MKTG 4880)	
5					K (MKTG 3110)	A (MKTG 3780)		S (MKTG 4820)	S (MGMT 4850)
6					A (MGMT 3010)	A (MGMT 3640)	S (MKTG 3790)	S (MKTG 4820)	Exit Survey
7		K (MGMT1030)			A (MGMT 3010)	A (MKTG 3110)		S (MKTG 4880)	S (MGMT 4890)

K= Knowledge/ Comprehension; A= Application/ Analysis; S= Synthesis/ Evaluation

Major Field Test - Business (4JMF)

Item Information Report - Chicago State University

Administration Date Range: April 2015 - April 2015. Number of Test Takers = 47

Section	Item Number[a]	Percent Correct Institution	Percent Correct National[b]	Percent Omit	Percent Not Reached	Domain	Content Area	SubContent Area
1	3	68.1	70.5	0	0	Marketing	Identifying attractive markets	Scanning the marketing environment
1	15	55.3	57.0	0	0	Marketing	Serving Selected Markets	Marketing mix
1	21	36.2	52.3	0	0	Marketing	Identifying attractive markets	Consumer and organizational buyer behavior
1	25	25.5	44.8	0	0	Marketing	Serving Selected Markets	Marketing services
1	33	48.9	51.2	0	0	Marketing	Identifying attractive markets	Marketing research and information technology tools
1	38	51.1	43.5	0	0	Marketing	Serving Selected Markets	Marketing services
1	45	48.9	54.5	0	0	Marketing	Serving Selected Markets	Marketing mix
1	55	23.9	33.1	0	2.1	Marketing	International Marketing	--
2	3	56.5	78.1	0	2.1	Marketing	Identifying attractive markets	Marketing research and information technology tools
2	13	65.2	76.4	0	2.1	Marketing	Identifying attractive markets	Strategic marketing planning
2	23	39.1	50.2	0	2.1	Marketing	Serving Selected Markets	Marketing mix
2	24	54.3	67.3	0	2.1	Marketing	Serving Selected Markets	Marketing of social causes
2	25	54.3	78.6	0	2.1	Marketing	Identifying attractive markets	--
2	32	34.8	51.8	0	2.1	Marketing	International Marketing	--
2	56	26.1	39.9	0	2.1	Marketing	Serving Selected Markets	Marketing mix

FORM 201BC: ASSESSMENT REPORT FOR INSTRUCTIONAL PROGRAMS 2013

Program/Department: Marketing in MMIS

Evidence to Support Achievement of Student Learning

Achievement of student learning outcomes were observed and recorded in direct assessment instruments used in determining student learning outcomes (SLO, 2, 4, 6,& 7),and indirect assessment instrument (SLO6) and Exit Survey. Advanced Marketing Management (MKTG 4880) was used to assess SLO2. Evidence shows that all the students performed well by scoring C and above. SLO3 assessed students' ability to provide solutions to marketing problems using Marketing Research (MKTG 4830). Student learning was achieved as seven out of eight students (88%) scored C and above. Evaluation of entrepreneurial opportunities (SLO4) showed that all the students utilized both quantitative and qualitative approach in presenting their marketing plans. Business Strategy and Policy (MGMT 4890) provided SLO7) in which performance was 100% and in which diversity was rated as very important.

The indirect assessment instrument used in SLO6 indicates that all the students (100%) rated diversity in the workplace as extremely important or very important. In the Exit Survey, all the students (100%) rated their General Education Skills at Chicago State as very effective or effective. In their program area, all the students (100%) rated as excellent or good, their understanding and application of marketing concepts (SLO1), channel of distribution and numerical analysis (SLO2), and resolve ethical issues (SLO7).

Analysis and Program Change

The data in this year's assessment show some consistency in terms of high performance and consequently evidence of achievement in student learning. The students did well in all the areas covered in the learning outcomes including analysis, evaluation and presentation aspects of the learning outcome which could be seen as part of their strengths. Other areas of strength include improved team work and verbal communication skills. Without any shadow of doubt, the assessment instruments chosen provided meaningful data to address student learning outcomes.

Curricular changes envisioned aim at aligning the program with the new entrepreneurship and diversity emphases of the University and the College of Business. Other curricular changes include the introduction of new courses such as Social Entrepreneur, and Introduction to Quantitative Business Analysis (QBA 2500). Some soft-skill initiatives/changes cut across various programs as they require active participation of students, faculty and staff when an outside corporate guest presenter or speaker is involved. Real world experience is brought into the class room through interaction between business owners/executives, facilitators, and students. This approach impacts demagogy and class room delivery of instructional materials as provision is made to enrich student learning and experience through such means as attendance of presentations, seminars, workshops and community service. Smart blackboards have been in existence in most of the classrooms for use by both instructors and students. To facilitate student use of technology, the College of Business is fully wired. These and other positive changes were factored into the college budget at the beginning of the Fall Semester and therefore, do not have serious budget constraint on the program.

Assessment as a Departmental Priority

The department of Management, Marketing & Information Systems (MMIS) in which Marketing is a program, takes the assessment process seriously. Every faculty and staff of the college attend university and college wide seminar at the beginning of each semester to address many academic issues including student learning, study habits and graduation rates. At the curricular committee meetings, faculty members share their views about student learning, ways to help students improve their learning, providing mentorship and internship programs. Since 2011, many faculty members and administrators have attended numerous meetings and workshops conducted by experts and consultants on assessment and student learning outcomes. In other academic meetings, faculty and staff members share their experience and observations about student learning and study habit and how their skills could improve through team work, timely submission of assignments, and class attendance. Staff advisors make sure that course sequence is followed as much as practicable to minimize frustration and lack of attendance that result from not understanding a particular course. Members of the department and program contribute in a number of ways to the assessment process through participation in the design and conduct of tests, as well as preparing result of the tests. Faculty participation is clearly displayed in the revised Exit Survey in which the draft was first circulated to members for their input before it was administered to the graduating students. The faculty and staff members are not only actively engaged in the assessment process, they are totally engaged in students' academic performance and real life success. Students' demographic data are collected for future college use.

Effectiveness of Program Assessment

The effectiveness of program assessment has never been in doubt as noticeable changes occur due to implementation of some of the recommendations such as introduction of Online and Hybrid courses, intersession classes, focus on entrepreneurship as an area of concentration, as well as making more classes

available for evening students. All these initiatives are directed toward enhancing course offerings and improving graduation rate. Other accomplishments of the program include a strong link between the college and some business executives who provide real life experience as guest or motivational speakers to our students. This link also helps to provide internship and job opportunities to those students that require them. The assessment process is evaluated every semester with a view to articulating student input when indirect assessment instrument like survey is used or when an important learning outcome is to be introduced. The program is very effective in the sense that it brings to the forefront the need for everyone to be aware of the importance of achieving high retention and graduation rates.

While the majority of the students can identify with the immediate and visible benefits that come with the assessment process, it may become difficult to maintain the momentum in the long run. In other words, how to convince every student that the assessment process is in their best interest should not be overlooked, rather should be taken as a challenge that fosters competitive learning and performance between faculty, staff, and students. Different options to motivate continued participation are under consideration.

Publicizing Student Learning

Information about student learning and achievement is made public through various media that include college electronic board mounted on the fourth and fifth floors, website and bill boards. Other avenues include during college meetings, town hall meetings, and business advisory board (BAB) meetings when the dean of the college would talk about student achievements and accomplishments including performance in out of state competitions. The university Home page also displays stellar performance of students either in sports or competitive academic events.

FORM 201B: ASSESSMENT PLAN 2012/2013

Program/Department: Marketing Program in MMIS

Program Mission:

The mission of Marketing Program is to produce successful graduates in the field of marketing who are well equipped in knowledge, communication skills, and technology to compete in a global marketplace and /or start their own business.

Program Effectiveness Objectives (PEOs)

Program effectiveness objectives include a student's ability to:

1. Demonstrate application of marketing concepts in any business environment.
2. Analyze marketing functions in the flow of goods and services in the marketplace.
3. Prepare, and present cases and recommend solutions based on identified problems.
4. Evaluate and choose business opportunities based on sound business or marketing plan.
5. Prepare coherent steps required in conducting global business.
6. Recognize the importance of diverse workplace and its contribution to organizational performance.
7. Resolve ethical issue when confronted with a dilemma.

Student Learning Outcomes (SLOs)

A graduate of the Marketing Program will be able to:

1. Critically evaluate marketing functions performed by channel members in the industry.
2. Organize thoughts to effectively communicate in any business environment.
3. Integrate technology to provide solutions to marketing problems.
4. Evaluate entrepreneurial opportunities.
5. Integrate marketing concepts in a global business environment.
6. Recognize the importance and contribution of organizational diversity in a business environment.
7. Determine ethical issues and select appropriate actions.

Program Effectiveness Outcomes (PEOs) and Student Learning Outcomes (SLOs)

PEOs	SLOs	Assessment Instruments	Criteria
1. Demonstrate application of marketing concepts in a business environment	a. Critically evaluate functions performed by channel members in the industry	a. Direct Assessment Instrument 1. Principles of Marketing (MKTG 3110)	C grade and above
2.Analyze marketing functions in the flow of	b. Organize thoughts to effectively communicate	b. Direct Assessment Instrument 2. Marketing	C grade and above

goods and services	in any business environment	Strategy (MKTG 4880)	
3. Prepare and present cases and recommend solutions.	c. Integrate technology to provide solutions to marketing problems	c. Direct Assessment Instrument 3. Marketing Research (MKTG 4830)	C grade and above
4. Evaluate and choose business opportunities based on sound business or marketing plan.	d. Evaluate entrepreneurial opportunities	d. Direct Assessment Instrument 4. Marketing Strategy (MKTG 4880).	C and above
5. Prepare coherent steps required in conducting global business.	e. Integrate marketing concepts in a global business environment	e. Direct Assessment Instrument 5. International Marketing (MKTG 4850)	C and above
6. Recognize the importance and contribution of diversity to organizational performance.	f. Assess organizational diversity in a business environment	f. Indirect Assessment Instrument 6. Senior Exit Survey	Percentage of respondents who positively recognize this role.
7. Resolve ethical issue when confronted with a dilemma.	g. Determine ethical issue and select appropriate action.	g. Direct Assessment Instrument 7. Business Strategy and Policy. (MGMT 4890).	C and above

Definition of Criteria for Assessments

Grade Level :

A : Demonstration of excellent ability to address problem fully, integrate and apply concepts and principles taught in the College of Business curriculum.
B : A clear demonstration of some depth and complexity in the analysis and application of concepts and principles taught in the College of Business curriculum.
C : Adequately demonstrating a good understanding and ability to apply in less complex way, the concepts and principles taught in the College of Business curriculum.
D : Showing inadequacy in the grasp and application of concepts and principles taught in the curriculum of College of Business.
F : Inability to understand and apply concepts and principles taught in the curriculum of College of Business.

Senior Exit Survey:
This survey is an indirect assessment approach that captures the views and input of graduating students with respect to Marketing Program offerings and core courses of the College of Business. The awareness and importance of workplace diversity, level of satisfaction at college and University levels are also determined using percentage as a measure.

FORM 201B: ASSESSMENT PLAN 2012/2013
Program/Department: Marketing Program in MMIS
Program Mission:
The mission of Marketing Program is to produce successful graduates in the field of marketing who are well equipped in knowledge, communication skills, and technology to compete in a global marketplace and /or start their own business.
Program Effectiveness Objectives (PEOs)
Program effectiveness objectives include a student's ability to:
1. Demonstrate application of marketing concepts in any business environment.
2. Analyze marketing functions in the flow of goods and services in the marketplace.
3. Prepare, and present cases and recommend solutions based on identified problems.
4. Evaluate and choose business opportunities based on sound business or marketing plan.
5. Prepare coherent steps required in conducting global business.
6. Recognize the importance of diverse workplace and its contribution to organizational performance.
7. Resolve ethical issue when confronted with a dilemma.

Student Learning Outcomes (SLOs)
A graduate of the Marketing Program will be able to:
1. Critically evaluate marketing functions performed by channel members in the industry.
2. Organize thoughts to effectively communicate in any business environment.
3. Integrate technology to provide solutions to marketing problems.
4. Evaluate entrepreneurial opportunities.
5. Integrate marketing concepts in a global business environment.
6. Recognize the importance and contribution of organizational diversity in a business environment.
7. Determine ethical issues and select appropriate actions.

Program Effectiveness Outcomes (PEOs) and Student Learning Outcomes (SLOs)

PEOs	SLOs	Assessment Instruments	Criteria
1. Demonstrate application of marketing concepts in a business environment	a. Critically evaluate functions performed by channel members in the industry	a. Direct Assessment Instrument 1. Principles of Marketing (MKTG 3110)	C grade and above
2.Analyze marketing functions in the flow of goods and services	b. Organize thoughts to effectively communicate in any business environment	b. Direct Assessment Instrument 2. Marketing Strategy (MKTG 4880)	C grade and above
3. Prepare and present cases and recommend solutions.	c. Integrate technology to provide solutions to marketing problems	c. Direct Assessment Instrument 3. Marketing Research (MKTG 4830)	C grade and above
4. Evaluate and choose business opportunities based on sound business or marketing plan.	d. Evaluate entrepreneurial opportunities	d. Direct Assessment Instrument 4. Marketing Strategy (MKTG 4880).	C and above
5. Prepare coherent steps required in conducting global business.	e. Integrate marketing concepts in a global business environment	e. Direct Assessment Instrument 5. International Marketing (MKTG 4850)	C and above
6. Recognize the importance and contribution of diversity to organizational performance.	f. Assess organizational diversity in a business environment	f. Indirect Assessment Instrument 6. Senior Exit Survey	Percentage of respondents who positively recognize this role.
7. Resolve ethical issue when confronted with a dilemma.	g. Determine ethical issue and select appropriate action.	g. Direct Assessment Instrument 7. Business Strategy and Policy. (MGMT 4890).	C and above

Definition of Criteria for Assessments

Grade Level :

A : Demonstration of excellent ability to address problem fully, integrate and apply concepts and principles taught in the College of Business curriculum.
B : A clear demonstration of some depth and complexity in the analysis and application of concepts and principles taught in the College of Business curriculum.

C : Adequately demonstrating a good understanding and ability to apply in less complex way, the concepts and principles taught in the College of Business curriculum.
D : Showing inadequacy in the grasp and application of concepts and principles taught in the curriculum of College of Business.
F : Inability to understand and apply concepts and principles taught in the curriculum of College of Business.

Senior Exit Survey:
This survey is an indirect assessment approach that captures the views and input of graduating students with respect to Marketing Program offerings and core courses of the College of Business. The awareness and importance of workplace diversity, level of satisfaction at college and University levels are also determined using percentage as a measure.

PROGRAM MAP: MARKETING PROGRAM IN THE DEPT OF MMIS:2013

Program Level

Student Learning

Outcomes

1XX 1 XX 2XX 2 XX 3 XX 3 XX 3 XX 4 XX

Capstone

(SLOs)									
1	K (MGMT 1030)				K (MKTG 3110)	A (MKTG3840)		S(MKTG (4880)	
2		K(MGMT 1030)			K (MKTG 3750)	A (MKTG3780)	A (MKTG 3840)	S (MKTG 4820)	
3					K(3620)	A (MKTG 3630)		A (MKTG 4830)	S (MGMT 4890)
4			K (MGMT 2520)		A (MKTG 3630)	A (MGMT 3755)	S(MGMT 4100)	S (MKTG 4880)	
5					K(MKTG 3110)	A (MKTG 3780)		S (MKTG 4820)	S (MGMT 4850)
6					A (MGMT 3010)	A (MGMT 3640)	S (MKTG 3790)	S (MKTG 4820)	Exit Survey
7		K(MGMT 1030)			A (MGMT 3010)	A (MKTG 3110)		S (MKTG 4880)	S (MGMT 4890)

K= Knowledge/ Comprehension; A= Application/ Analysis; S= Synthesis/ Evaluation

FORM 201C: SUMMARY OF TREND [Instructional Programs]

Program & Department: Marketing

Directions: Assessment trend data is recorded in 3-year cycles. Provide the information requested in each column along with a summary of action. Attach the assessment plan.

Instruments	2012/2013 Results	Actions Taken	2013/2014 Results	Actions Taken	2014/2015 Results	Actions Taken	Summary of Actions Taken
Graduation Rates (undergrad programs only	81.5 percent	More courses scheduled to increase graduation rate. Expansion of Summer & Intersessio n classes		Minor in Entrepreneurship introduced. Two new courses introduced. Addition of more electives to improve course availability.	Not available yet	Dress code introduced. Attendance at college workshops required.	Introduction of more electives. Online classes introduced. More summer and Intersession classes.
1st Year Retention Rates(undergra ds programs only)	67.%	A new course available .to freshmen and transfer students.	83% retention	Increased contact with the corporate world. Leadership forum introduced	90%	Attendance of college workshops and events required.	Separate Intro. Course. Constant contact with advisors.
Indirect or Reflective Assessment Instrument	90% satisfaction rate.	Annual survey to continue	Level of satisfaction on the rise. 95%	Formation of student leaders group. Students involved in linkage with business/compa ny executives.	100% rated program learning excellent/goo d. 100% rated excellent/goo d instruction by faculty. 93% rated excellent/goo d, preparation for employment	Exit Survey revised to include alumni data collection	Revision of Exit Surveys.
(Direct Assessment Instrument 1)	85% of students improved learning	Study groups formed and tutorial classes	About 88% indicated improvemen t in learning	Maintaining tutorial classes. Corporate guest speakers introduced. Web-based classes introduced.	100% could evaluate business opportunities. 100% could operate in international environment	Assessme nt Format changed. Expanded to incorporate Program Mapping	Assessment of student learning outcomes revised and standardized.
(Direct Assessment Instrument 2)	90% showed improveme nt in learning	Study groups and tutorial classes formed	Steady improvemen t. (93%).	Increased number of tutorial sessions. More evening and Intersession classes provided.	94% overall in student learning outcome	Equal number of Program and Learning Objectives. Seven each	Inclusion of two new SLOs, entrepreneuri al opportunity and workplace diversity.
(Other Instruments)							