FORM 201B: ASSESSMENT PLAN

Program / Department: COLLEGE OF BUSINESS/MANAGEMENT

Department 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 Objectives

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 Outcomes

a. Critically evaluate managerial functions of planning, organizing, leading, and controlling in a corporation or nonprofit organization.
b. Organize thoughts/data to effectively communicate in any business environment.
c. Integrate technology to provide solutions to business problems.
d. Evaluate entrepreneurial opportunities.
e. Integrate management concepts in a global business environment.
f. Assess organizational diversity in a business environment.
g. Determine ethical issues and select appropriate actions.

Curriculum Map: MANAGEMENT

Student Learning Outcomes (SLO)	MGMT 1020	MGMT 1030	MGMT 1045	MGMT 2520	MGMT 3010	MGMT 3020	BLP 3207	MGMT 3240	MGMT 3570	MGMT 3600	MGMT 3620	MGMT 3640	MGMT 3730	MGMT 3755	MGMT 4100	MGMT 4505	MGMT 4610	MGMT 4850	MGMT 4890 CAPSTONE
a. Critically evaluate managerial functions of planning, organizing, leading, and controlling in a corporation or nonprofit organization. • 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 • Examine & reflect upon their own career interests	K	K	K	K	KA	KAS	KS	K	KA	KA	K	KA	KA	S	S	S	S	S	KAS
b. Organize thoughts/data to effectively communicate in any business environment. • Communicate effectively through written and oral presentation assignments • Work effectively as a team member through team projects, case studies and problem analysis	KA	KA	K	KA	K	KA	KA		KA	KA	KA	KA	AS	S	S	S	S	S	KAS
c. Integrate technology to provide solutions to business problems. • Utilize computer skills through the Internet, word processing, and other software.	K	K		K	KA	KA	KA	KA	K	K		K	KA		K	KAS	KS	S	KAS
d. Evaluate entrepreneurial opportunities. • Describe multiple ways to become 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		K	K	K	K	K	KA			K		A	KS	KAS		KAS		S	K
e. 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 • Identify and explain issues involved in managing a diverse workforce & conduct necessary research to address them		S		KA	K	KA	KS	KA		KA	K	KAS			KAS	KS	KAS	S	KAS
f. Assess 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 behavioral factors between countries.	K	K		KA	KA	KA	KA		K	KA	A	KA			K	KS	KAS	S	KAS
g. Determine ethical issues & 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	K		K	K	KA	KAS		KS	KA	KA	KA			K		K	S	KAS

Assessment Plan Detail

Program Objectives	Student Outcomes	Assessment Instruments	Criteria
1: 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)	50th percentile of national norms
2: 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)	50th percentile of national norms
3: 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)	50th percentile of national norms
4: Start and manage a new business venture	d. Evaluate entrepreneurial opportunities	d. Direct Assessment Instrument ETS Capstone Exam (MFT-Business)	50th percentile of national norms
5: 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 ETS Capstone Exam (MFT-Business)	50th percentile of national norms
6: 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	50th percentile of national norms Senior Exit Survey
7: Resolve ethical dilemma when confronted	g. Determine ethical issue and select appropriate action.	g. Direct Assessment Instrument ETS Capstone Exam (MFT-Business)	50th percentile of national norms

ASSESSMENT REPORT FOR INSTRUCTIONAL PROGRAMS

Name Wolanyo Kpo, PhD Program / Department MANAGEMENT

Evidence to Support Achievement of Student Learning

ETS Capstone Exam (MFT-Business) for fall 2015 through Spring 2016 outcomes are reported in the table under Summary of Evidence and Improvements. Assessment has been 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 on 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, emphasis on data and spreadsheets in Accounting and Finance, 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 since it brings to the forefront the need for all stakeholders to share the importance of high standards in academics, 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 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. Below are comments made by students 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
- Incorporate College of Business workshops and seminars
- I didn't do well in these areas due to personal issues, didn't manage time well in online course.
- Use of real-life practical examples
- More information on international business or a course in international marketing
- The courses don't require any adjustments
- More time management courses
- Project Management course
- More social medial management courses
- Operations Management course

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 and reflected in course grades.

BLP 3207: In BLP 3207 students demonstrate the following competences in a "hands-on" course in which students apply their knowledge, skills, and abilities in management directly, with a minimum of C grade:

- 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); performing case analyses of real organizations; and final report developing a strategic plan for CSU to address recruitment, retention, graduation, graduate school enrollment and job placement. Minimum competency is demonstrated in an overall grade of a C or better in the course.

MFT Capstone Exam: An external direct standardized examination by Educational Testing Service (ETS), MFT Business, is 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. Minimum competency is determined by students scoring at or above 50th percentile of national comparison institutions.

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. MFT is a computerized two-hour external examination administered by Educational Testing Service (ETS) to measure students' mastery of their chosen field of study. We have used it in the COB administered consecutively each semester for the past three years 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. 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 College of Business curriculum. 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

Outcomes: Management student performance in the capstone course is captured in the three tables below - management content area; mean component area scores; specific item analysis. Results allow our students can thus be compared within group (to themselves), and also to a national cohort. On majority of items, our students performed far below national norms collectively, and severally on most items over the past four years 2012-16. It is noteworthy, however, that a number of students distinguished themselves and scored at or above the 50th percentile ranking. Our assessment indicators are presented in the next table with an approximate average of 30-46% correct in most areas.

Major Field Test - Business (4JMF)
Item Information Report
Administration Date Range: April 2016 - April 2016. Chicago State University. Number of Test Takers = 32

Section	Item Number[a]	Percent Correct Institution	Percent Correct National[b]	Percent Omit	Percent Not Reached	Domain	Content Area	Sub Content Area	Item Mapping	
1	1	71.9	83.1	0	0	Management	Strategy and Policy	Strategic analysis	A3	--
1	9	34.4	48.7	3.1	0	Management	Management Principles	Functions	A3	--
1	20	46.9	67.1	0	0	Management	Entrepreneurship	--	A3	--
1	27	25.0	53.5	0	0	Management	Management Principles	Group/team dynamics	A3	--
1	36	56.2	80.6	0	0	Management	Strategy and Policy	Policy determination	A3	--
1	47	34.4	46.6	0	0	Management	Organizational Behavior	Human resource management	A3	--
1	50	59.4	69.2	0	0	Management	International and Cross Cultural Management	--	A3, A9	--
2	2	21.9	16.5	0	0	Management	Management Principles	History and theory	A3	--
2	9	81.2	80.0	0	0	Management	Management Principles	Functions	A3	--
2	18	56.2	75.2	0	0	Management	Operations Management	Operations execution	A3	--
2	31	53.1	32.8	0	0	Management	Strategy and Policy	Strategic analysis	A3	--
2	32	31.2	51.7	0	0	Marketing	International Marketing	--	A6, A9	--
2	34	53.1	65.7	0	0	Management	Organizational Behavior	Leadership and motivation	A3	--
2	43	3.1	34.0	0	0	Management	International and Cross Cultural Management	--	A3, A9	--
2	50	50.0	64.0	0	0	Management	Strategy and Policy	Strategic analysis	A3	--
2	52	75.0	64.2	0	0	Management	Operations Management	Total quality management	A3	--

Copyright© 2010 by Educational Testing Service. All rights reserved. ETS and the ETS logo are registered trademarks of Educational Testing Service (ETS).

DEPARTMENTAL SUMMARY OF TOTAL TEST AND SUBSCORES

Test: Business. Form Code: 4JMF. Institution: Chicago State University. Cohort: KPO - MGMT4890 SPRING 2016
Closed on: April 11, 2016

TOTAL TEST		
Scaled Score Range	Number in Range	Percent Below
200	0	100
195-199	0	100
190-194	0	100
185-189	0	100
180-184	0	100
175-179	0	100
170-174	0	100
165-169	1	97
160-164	0	97
155-159	1	94
150-154	6	75
145-149	6	56
140-144	3	47
135-139	4	34
130-134	7	13
125-129	3	3
120-124	1	0

	Mean	Standard Deviation
Total Test Scaled Score	141	11

Students responding to less than 50% of the questions: 0 Students in frequency distribution: 32 Students tested: 32

DEPARTMENTAL SUMMARY OF ASSESSMENT INDICATORS

Test: Business. Form Code: 4JMF. Institution: Chicago State University. Cohort: KPO - MGMT4890 SPRING 2016
Closed on: April 11, 2016

Assessment Indicator Number	Assessment Indicator Title	Mean Percent Correct
1	Accounting	31
2	Economics	33
3	Management	46
4	Quantitative Business Analysis	31
5	Finance	38
6	Marketing	45
7	Legal and Social Environment	53
8	Information Systems	46
9	International Issues	32

Students responding to less than 50% of the questions: 0. Students in frequency distribution: 32. Students tested: 32

Major Field Test - Business (4JMF)

Item Information Report

Administration Date Range: April 2016 - April 2016. Chicago State University. Number of Test Takers = 32

Section	Item Number[a]	Percent Correct Institution	Percent Correct National[b]	Percent Omit	Percent Not Reached	Domain	Content Area	Sub Content Area	Item Mapping	
1	1	71.9	83.1	0	0	Management	Strategy and Policy	Strategic analysis	A3	--
1	2	40.6	44.8	0	0	Finance	Investments	Financial markets and environment	A5	--
1	3	68.8	69.6	0	0	Marketing	Identifying attractive markets	Scanning the marketing environment	A6	--
1	4	68.8	60.9	0	0	Legal and Social Environment	Legal Environment	Administrative law	A7	--
1	5	37.5	57.7	0	0	Information Systems	Information Technology Concepts	Software Technology	A8	--
1	6	46.9	61.9	0	0	Accounting	Financial Accounting	Income Statement and Statement of Retained Earnings	A1	--
1	8	21.9	39.0	3.1	0	Quantitative Business Analysis	Quantitative Operations and Management Techniques	Linear programming	A4	--
1	9	34.4	48.7	3.1	0	Management	Management Principles	Functions	A3	--
1	10	15.6	20.0	0	0	Economics	Microeconomics	Market failure	A2	--
1	11	25.0	32.8	3.1	0	Information Systems	Information Technology Concepts	Network and internet technology	A8	--
1	12	28.1	29.6	0	0	Accounting	Financial Accounting	Conceptual foundations	A1	--
1	13	0	18.2	0	0	Management	Operations Management	Total quality management	A3	--
1	14	71.9	77.8	0	0	Management	Strategy and Policy	Policy determination	A3	--
1	15	56.2	58.5	0	0	Marketing	Serving Selected Markets	Marketing mix	A6	--
1	16	71.9	78.3	0	0	Legal and Social Environment	Regulatory Environment	Labor law	A7	--
1	17	31.2	35.5	0	0	Finance	Corporate Finance	Financial statement analysis	A5	--
1	18	9.4	19.6	0	0	Accounting	International Accounting	--	A1, A9	--
1	19	68.8	82.0	0	0	Finance	Investments	Risk and return	A5	--
1	20	46.9	67.1	0	0	Management	Entrepreneurship	--	A3	--
1	21	37.5	52.1	0	0	Marketing	Identifying attractive markets	Consumer and organizational buyer behavior	A6	--
1	22	50.0	56.1	0	0	Economics	International Economics	International trade & policy	A2, A9	--
1	23	59.4	57.7	0	0	Legal and Social Environment	Legal Environment	Constitution and business	A7	--
1	24	12.5	33.2	0	0	Economics	Macroeconomics	Monetary/fiscal policy	A2	--
1	25	34.4	44.8	0	0	Marketing	Serving Selected Markets	Marketing services	A6	--

1	26	31.2	19.5	0	0	Quantitative Business Analysis	Probability and Statistics	Counting rules	A4	--
1	27	25.0	53.5	0	0	Management	Management Principles	Group/team dynamics	A3	--
1	28	37.5	34.3	0	0	Finance	Corporate Finance	Capital budgeting	A5	--
1	29	31.2	35.6	0	0	Accounting	Financial Accounting	Statement of Cash Flows	A1	--
1	30	37.5	51.7	0	0	Information Systems	Information Technology Concepts	Database management systems	A8	--
1	31	9.4	22.9	0	0	Accounting	Managerial Accounting	Cost/volume/profit analysis	A1	--
1	32	90.6	89.0	0	0	Legal and Social Environment	Legal Environment	Crimes	A7	--
1	33	28.1	51.2	0	0	Marketing	Identifying attractive markets	Marketing research and information technology tools	A6	--
1	34	15.6	26.0	0	0	Economics	Basic Economic Concepts	Production possibilitiesfrontier	A2	--
1	35	46.9	44.3	0	0	Finance	Corporate Finance	Time value of money	A5	--
1	36	56.2	80.6	0	0	Management	Strategy and Policy	Policy determination	A3	--
1	37	28.1	29.0	0	0	Finance	International Finance	--	A5, A9	--
1	38	37.5	43.7	0	0	Marketing	Serving Selected Markets	Marketing services	A6	--
1	39	31.2	33.1	3.1	0	Quantitative Business Analysis	Probability and Statistics	Sampling and estimation	A4	--
1	40	37.5	27.7	0	0	Economics	Basic Economic Concepts	Comparative advantage and specialization	A2, A9	--
1	41	25.0	52.3	0	0	Accounting	Financial Accounting	Balance Sheet	A1	--
1	42	37.5	49.3	0	0	Economics	Microeconomics	Supply and demand	A2	--
1	43	34.4	48.8	0	0	Information Systems	Business Information Systems	Management information systems	A8	--
1	44	71.9	78.1	0	0	Information Systems	Information Systems in Business and Society	Security/ privacy/ and ethical issues	A8	--
1	45	37.5	54.2	0	0	Marketing	Serving Selected Markets	Marketing mix	A6	--
1	46	15.6	34.6	0	0	Quantitative Business Analysis	Quantitative Operations and Management Techniques	Statistical process control	A4	--
1	47	34.4	46.6	0	0	Management	Organizational Behavior	Human resource management	A3	--
1	49	40.6	62.3	0	0	Economics	Microeconomics	Product market structures	A2	--
1	50	59.4	69.2	0	0	Management	International and Cross Cultural Management	--	A3, A9	--
1	51	12.5	17.4	0	0	Quantitative Business Analysis	Probability and Statistics	Hypothesis testing	A4	--

1	52	18.8	15.1	0	0	Accounting	Managerial Accounting	Product costing systems	A1	--
1	53	31.2	30.1	0	0	Information Systems	Business Information Systems	Decision support & expert systems	A8	--
1	54	59.4	70.6	0	0	Accounting	Managerial Accounting	Non-routine decision making	A1	--
1	55	19.4	33.6	0	3.1	Marketing	International Marketing	--	A6, A9	--
1	56	32.3	50.7	0	3.1	Quantitative Business Analysis	Quantitative Operations and Management Techniques	Inventory modeling	A4	--
1	57	38.7	45.5	0	3.1	Finance	Investments	Risk and return	A5	--
1	58	29.0	36.3	0	3.1	Accounting	Managerial Accounting	Product costing systems	A1	--
1	59	51.6	67.8	0	3.1	Legal and Social Environment	Business Relationships	Business Organizations	A7	--
1	60	19.4	34.4	0	3.1	Finance	Investments	Valuation of securities	A5	--
2	1	50.0	67.5	0	0	Finance	Investments	Financial markets and environment	A5	--
2	2	21.9	16.5	0	0	Management	Management Principles	History and theory	A3	--
2	3	78.1	78.9	0	0	Marketing	Identifying attractive markets	Marketing research and information technology tools	A6	--
2	4	84.4	90.7	0	0	Accounting	Managerial Accounting	Cost concepts	A1	--
2	5	68.8	81.5	0	0	Economics	Microeconomics	Production & costs	A2	--
2	6	84.4	79.2	0	0	Legal and Social Environment	Legal Environment	Courts and legal systems	A7	--
2	7	28.1	59.0	0	0	Quantitative Business Analysis	Probability and Statistics	Time series forecasting	A4	--
2	8	12.5	34.9	0	0	Accounting	Financial Accounting	Income Statement and Statement of Retained Earnings	A1	--
2	9	81.2	80.0	0	0	Management	Management Principles	Functions	A3	--
2	10	56.2	61.8	0	0	Information Systems	Business Information Systems	Transaction processing Systems	A8	--
2	11	62.5	72.9	0	0	Economics	Microeconomics	Models of consumer choice	A2	--
2	12	40.6	41.6	0	0	Finance	Corporate Finance	Financial statement analysis	A5	--
2	13	65.6	76.8	0	0	Marketing	Identifying attractive markets	Strategic marketing planning	A6	--
2	14	25.0	58.5	0	0	Accounting	Managerial Accounting	Cost/volume/profit analysis	A1	--
2	15	25.0	46.2	0	0	Legal and Social Environment	Ethical/Social	Social responsibility	A7	--
2	16	62.5	79.0	0	0	Information Systems	Systems Development	Systems planning development	A8	--
2	18	56.2	75.2	0	0	Management	Operations Management	Operations execution	A3	--
2	19	37.5	43.1	0	0	Quantitative Business Analysis	Probability and Statistics	Correlation and regression	A4	--

2	20	37.5	29.2	0	0	Accounting	Financial Accounting	Conceptual foundations	A1	--
2	21	15.6	32.3	0	0	Legal & Social Environment	Business Relationships	Business Organizations	A7, A9	--
2	22	31.2	30.8	0	0	Management	International and Cross Cultural Management	--	A3, A9	--
2	23	43.8	50.0	0	0	Marketing	Serving Selected Markets	Marketing mix	A6	--
2	24	46.9	67.6	0	0	Marketing	Serving Selected Markets	Marketing of social causes	A6, A9	--
2	25	53.1	78.6	0	0	Marketing	Identifying attractive markets	--	A6	--
2	26	40.6	57.2	0	0	Finance	Investments	Risk and return	A5	--
2	27	40.6	42.3	0	0	Information Systems	Business Information Systems	Decision support & expert systems	A8	--
2	28	15.6	25.5	0	0	Legal & Social Environment	Business Relationships	Law of agency	A7	--
2	29	25.0	34.4	0	0	Quantitative Business Analysis	Probability and Statistics	Conditional/joint probabilities	A4	--
2	30	34.4	44.8	0	0	Accounting	Managerial Accounting	Budgeting	A1	--
2	31	53.1	32.8	0	0	Management	Strategy and Policy	Strategic analysis	A3	--
2	32	31.2	51.7	0	0	Marketing	International Marketing	--	A6, A9	--
2	33	15.6	26.2	0	0	Finance	Corporate Finance	Time value of money	A5	--
2	34	53.1	65.7	0	0	Management	Organizational Behavior	Leadership and motivation	A3	--
2	35	31.2	50.6	0	0	Quantitative Business Analysis	Quantitative Operations and Management Techniques	Project scheduling	A4	--
2	36	46.9	64.0	0	0	Economics	Microeconomics	Models of consumer choice	A2	--
2	37	59.4	47.1	0	0	Information Systems	Information Technology Concepts	Software Technology	A8	--
2	38	12.5	16.5	0	0	Finance	Corporate Finance	Capital budgeting	A5	--
2	39	71.9	78.6	0	0	Information Systems	Information Systems in Business and Society	--	A8	--
2	40	25.0	23.0	0	0	Economics	Macroeconomics	Measurement of economic performance	A2	--
2	41	40.6	63.3	0	0	Accounting	Financial Accounting	Income Statement and Statement of Retained Earnings	A1	--
2	43	3.1	34.0	0	0	Management	International and Cross Cultural Management	--	A3, A9	--
2	44	28.1	26.7	0	0	Economics	International Economics	Exchange rates	A2, A9	--
2	46	9.4	15.6	0	0	Accounting	Financial Accting	Balance Sheet	A1	--
2	47	37.5	17.0	0	0	Quantitative Business Analysis	Probability and Statistics	Distributions	A4	--

2	48	53.1	69.1	0	0	Legal and Social Environment	Regulatory Environment	Antitrust law	A7	--
2	49	46.9	62.4	0	0	Accounting	Managerial Accounting	Budgeting	A1	--
2	50	50.0	64.0	0	0	Management	Strategy and Policy	Strategic analysis	A3	--
2	51	59.4	50.0	0	0	Quantitative Business Analysis	Quantitative Operations and Management Techniques	Linear programming	A4	--
2	52	75.0	64.2	0	0	Management	Operations Management	Total quality management	A3	--
2	53	59.4	64.8	0	0	Finance	International Finance	--	A5, A9	--
2	54	46.9	60.0	0	0	Legal and Social Environment	Legal Environment	Tort Law	A7	--
2	55	9.4	14.9	0	0	Economics	Macroeconomics	Monetary/fiscal policy	A2	--
2	56	37.5	40.5	0	0	Marketing	Serving Selected Markets	Marketing mix	A6	--
2	57	15.6	30.2	0	0	Accounting	Managerial Accounting	Standard costing	A1	--
2	58	21.9	17.7	0	0	Information Systems	Information Technology Concepts	Hardware Technology	A8	--
2	59	12.5	19.8	0	0	Economics	Basic Economic Concepts	Scarcity and opportunity cost	A2	--
2	60	37.5	48.9	0	0	Quantitative Business Analysis	Probability and Statistics	Measures of central tendency and dispersion	A4	--

(a) The total Business test consists of 120 items. Items not scored are denoted by a double asterisk "**".
(b) Based on Comparative Data population for this form. Data ranges in date from September 2013 thru June 2015.

There are 9 Assessment Indicators (A) .
A1 - Accounting
A2 - Economics
A3 - Management
A4 - Quantitative Business Analysis
A5 - Finance
A6 - Marketing
A7 - Legal and Social Environment
A8 - Information Systems
A9 - International Issues

Copyright© 2010 by Educational Testing Service. All rights reserved. ETS and the ETS logo are registered trademarks of Educational Testing Service (ETS).

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

A. University Programs: Program offerings of CSU, COB, and Management. Level of student satisfaction is on a 5-point rating scale (0=N/A; 1=Poor; 2= Adequate; 3=Good; 4=Excellent).

B. COB Experience: Overall student satisfaction with their COB experience is assessed on a 5-point scale (1= Very Dissatisfied; 2=Dissatisfied; 3=Not Sure; 4=Satisfied; 5= Very Satisfied).

C. Appreciation for Diversity: Student's understanding of the importance and contribution a diverse workforce makes in a business organization is assessed on a 5-point scale (1= Extremely Important; 2=Very Important; 3=Important; 4=Not Sure; 5= Not Important).

D. Employment & Graduate School Plans: Employment in major field or graduate school plans.

Results of student learning outcomes came from multiple sources - through direct assessment instruments and MFT external assessment, and indirect assessment instrument (Senior Exit Survey). The Exit Survey was used to measure indirect student learning outcomes from which below are actual direct statements (quotes) from students 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 COB faculty is amazing. All of my professors were always available to meet. My advisor 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 enjoyment. The college should 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. While one student was dissatisfied with their COB experience, five (5) 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				
		Employment 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 indicate that 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; In the capstone Business Policy and Strategy (MGMT 4890) course, all student performance was recorded as C grade or higher from course grade report.

Has Written & Oral Language Skills				
		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

		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					
		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					
		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				
Count				
		ETHICS: MGMT16		Total
		Good	Excellent	
COB Major	Management	2	5	7
Total		2	5	7

Analysis and Program Change

Strengths: 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 that country, in addition to national/local internships. Students have performed exceptionally well in these placements with employers clamoring for more interns each year from CSU. This confidence and assurance impacts demagogy and class room delivery of instructional materials as we continue to enrich student learning and experience.

Weaknesses: Although both student exit reports and COB internal course direct assessment standards point to achievement successes in student outcomes, the independent external ETS-MFT Business assessment suggests differently – our overall student achievement outcomes are consistently below national comparison norms in the years under consideration, 2012-2016. 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. Financial constraints have prevented the hiring of qualified FT faculty to teach, mentor and be invested in teaching. Currently, the COB depends disproportionately on PT faculty which ultimately affects student outcomes.

Recommendations from college discussions include:

1. FT faculty recruitment
2. Proposal for MBA degree program to IBHE
3. More Peer tutoring in the college
4. Improved course scheduling to ensure students take courses in recommended sequence.
5. Enforcement of student internships for first time freshmen cohorts.

Improvements: 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 emphasizes soft-skills that cut across various programs and require active participation of students, faculty and staff.

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 as special presentations with discussions and scheduled follow-ups. Assessment is usually on at least one faculty and staff COB meeting agenda each semester. Faculty discuss and are challenged to form committees to address noted deficiencies in subject area performance. Each semester the results are revisited and compared to previous outcomes for continuous improvement. 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, professional dress codes, 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). Such workshops are helpful in understanding our process as well as the construction of syllabi and assessment tools. Scheduled workshops also address the specific accreditation requirements for specific colleges (for College of Business, Association of Collegiate Business Schools and Programs, ACBSP). Faculty and staff members also 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 taking courses out of sequence (for example, not grasping the content a particular course due to lack of a foundation course). When a student misses a class for some time, the academic advisor contacts the student to have a handle on the problem, whether personal or academic. Thus, members of the Management Program and the department of MMIS are actively engaged in the assessment process.

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. A COB newsletter has been proposed in 2016/2017. 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.

Summary of Evidence and Improvements

Instruments (Specify names)	2015/16 Results	Improvements	2016/17 Results	Improvements	2017/18 Results	Improvements
Spring 2016: ETS Capstone Exam (MFT-Business) N=32	14 students scored above 50th percentile	2 students scored above 50th percentile over previous semester	N/A	N/A	N/A	N/A
Fall 2015: ETS Capstone Exam (MFT-Business) N=28	12 students scored above 50th percentile	7 students scored above 50th percentile over previous semester	N/A	N/A	N/A	N/A
Spring 2015: ETS Capstone Exam (MFT-Business) N=47	5 students scored above 50th percentile	Baseline data	N/A	N/A	N/A	N/A