

FORM 201B: ASSESSMENT PLAN 2012

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.

FORM 201BC: ASSESSMENT REPORT FOR INSTRUCTIONAL PROGRAMS

Name: Louis Osuji

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 (SLO1, 2, 3, 4, 5,& 7),and indirect assessment instrument (SLO6) and Exit Survey. Principles of Marketing (MKTG 3110) was used to measure student performance which indicated 49 students (84%) scored a C grade and above. Out of the 49 students, 13 (26.5%) scored A, 21 (42.9) scored B, and 15 (30.6%) had a C grade. Advanced Marketing Management (MKTG 4880) was used to assess SLO2. Evidence shows that 86% of 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 95.2% scored C and above. Evaluation of entrepreneurial opportunities (SLO4) showed that 16 (94%) out of 17 students utilized both quantitative and qualitative approach in presenting their marketing plans. Student learning was achieved in International Marketing (MKTG 4820, SLO5), and Business Policy and Strategy (MGMT 4890, SLO7) in which performance was 100% and 89% respectively.

The indirect assessment instrument used in SLO6 indicates that all the students (100%) rated diversity in the workplace as extremely 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). (Please see reported student learning outcomes).

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. 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 demagoguery 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, and workshop and community service. Smart blackboards have been in existence in most of the classrooms for quite some time. 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 shares their views about student learning, ways to help students improve their learning, providing mentorship and internship programs. Since August last year (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 student's academic performance and real life success.

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 it. 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.

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.

PROGRAM MAP: MARKETING PROGRAM IN THE DEPT OF MMIS

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

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MINUTES
ASSESSMENT COORDINATORS' MEETING
Wednesday, February 29, 2012
3:30 – 5:30 p.m.
Dean's Conference Room BHS 603

Meeting from our previous meeting is unavailable.

Meeting was called to order at 2:30 p.m. by the College of Business Faculty Assessment Coordinators.

Members present: Dr. S. Abuleil, Professor R. Arredondo, Dean D. Collins, Dr. E. Coupet, and Professor R. Martin

The purpose of the meeting was to solidify the program outcomes for the five programs within the College of business.

As a group it was decided that word objective would be eliminated from all future correspondence and replaced with outcomes.

Collectively we focused on seven critical program outcomes which we felt embodies the mission and vision of our college, as well as, the university...

- Critical thinking
- Verbal and Written Communication
- Technology
- Entrepreneurship
- Globalization
- Diversity
- Ethics

Program Outcomes

1. Upon graduation students will critically evaluation _____ issues.
2. Graduates will organize their thoughts to effectively communicate in a business environment.
3. Graduates will integrate technology produce business technology.
4. Graduates will evaluate entrepreneurial opportunities.
5. Graduates will integrate _____ in a global business environment.
6. Graduates will assess organizational diversity in a business environment.
7. Graduates will determine ethical issues and select appropriate actions.

There was a discussion about sharing the outcomes with the entire faculty at a scheduled college meeting. (Date TBA)

Next week scheduled for Monday, march 5, 2012.

Meeting adjourned at 5:30 p.m.

Student Learning Outcome in Principles of Marketing (MKTG 3110)

Program Effectiveness Objective (PEO1) The program objective is for students to demonstrate application of marketing concepts in any business environment.

Student Learning Outcome (SLO 1)

A graduate of the Marketing Program should be able to critically evaluate the Marketing Concept within the framework of the 4 Ps (Product, Price, Promotion and Place) that constitute the marketing mix variables in the exchange function.

Performance Criteria

Being able to evaluate the exchange function of buying and selling of goods and services will be assessed by the number and percent of students who correctly answered the questions associated with product, price, promotion and place and their components. A grade of C and above will indicate ability to evaluate these functions.

Results

Results are displayed in the descriptive statistics below.

Test	Mean Score	Std. Deviation
1.	50.08	13.68
2.	74.10	12.83

N= 58

Descriptive analysis shows 50 as average score of the first with a standard deviation of 13.68, while the second test had an average score of 74 and a standard deviation of 12.83. The second test showed an improvement of 48 percent over the first one. Further analysis revealed that 49 of the students (84%) scored C and above grade while nine students (16%) scored below C grade. Of the 49 students, 13 (26.5%) scored A, 21 (42.9%) scored B, and 15 (30.6%) had a C grade.

Interpretation

The result indicates that the majority of the students (84%), can critically demonstrate application of marketing concept in the marketing mix variables. However, nine students (16%) showed inadequacy in critically evaluating the marketing concept and the marketing mix variables in the exchange function. Student learning outcome significantly improved.

Action

Class performance in the assessment project produced a more than satisfactory result. However, note was taken of those nine students who could not make the required grade of C. They were given directed to tutorial class after review of what they did.

Feedback

Feedback from all the participants was pleasing particularly as volunteers and peers rendered assistance to those students who initially could not demonstrate adequate application of the marketing mix variables in a business environment.

Student Learning Outcome in Marketing Strategy (MKTG 4880)

Program Effectiveness Objective (PEO 4)

The program objective is for students to be able to evaluate and choose business opportunities based on sound marketing plan.

Student Learning Outcome (SLO 4)

A graduate of the Marketing Program should be able to evaluate entrepreneurial opportunities using major screening criteria relevant to product-market opportunity selected such as return on investment (ROI), profitability, and risk level.

Performance Criteria

Performance is determined using two measures that consist of a) test and b) marketing plan. The test component has 60% while the marketing plan is 40% for a total of 100%. Ability to score a combined total of a C grade and above is indicative of improved learning outcome. The number and percent of such students will determine performance and extent of learning outcome.

Results

The combined assessment test shows the following result:

Number	Minimum	Maximum	Mean Score	Std. Deviation
17	60	90	78.88	7.91

Descriptive statistics reveal minimum score as 60, maximum as 90, mean score 79 with a standard deviation of 7.91. Further analysis of the result shows that 16 (94%) students scored a C grade and above, broken down thus, 5(29.4%) A, 7 (41.2%) B, and 4 (23.5%) C. Only one student scored below a C grade.

Interpretation

The result shows that the majority of the students (94%) were able to evaluate entrepreneurial opportunities utilizing both quantitative and qualitative screening criteria in presenting marketing plan. In other words, these students have adequately demonstrated ability to address problem fully, integrate and apply concepts and principles taught in the Marketing Program of the College of Business.

Action

Since almost every student produced a good marketing plan, a review of the unsatisfactory student work was made and necessary corrections made with respect to the quantitative criteria where most of the errors occurred.

Feedback

There was a feeling of accomplishment among the students which indicated positive feedback. Some students even suggested that the project be allocated 50% instead of the current 40%.

Student Learning Outcome in Marketing Research (MKTG 4830)

Program Effectiveness Objective (PEO 3)

The program objective here is for students to prepare and analyze cases, prepare a research report, and recommend solutions based on identified problems.

Student Learning Outcome (SLO 3)

A graduate of the Marketing Program should be able to integrate technology to provide solutions to marketing problems.

Performance Criteria

Performance here is based on two criteria, namely ability to answer theoretical research questions, and producing a report that recommends how identified problems are solved. (Project). The research project was assessed using the content, delivery and organization (CDO) rubrics, while the examination was based on research methodology and statistical calculations.

Results

The results are as displayed below.

	<u>Mean Score</u>	<u>Std. Deviation</u>
Test	68.85	9.67
Project	72.06	14.12

N= 21

Descriptive Statistics of test result shows mean score of 69% and Std. deviation of 9.67. Frequency table on the other hand showed that 18 students (85.7%) scored a C grade and above while three (14.3%) scored below that grade. Students' project exhibited a similar but better pattern in the sense that 20 (95.2%) scored C and above. In fact, 17 (81%) scored A or B grade, 3 (14.3%) scored C, while only one person scored a D grade.

Interpretation

The result shows that performance was much better in the project report than in the written examination that tested students' understanding of calculations and inferential statistics. This

observation, however, does not diminish the overall student learning outcome in both situations where more than 85% of them scored C grade and above.

Action

The result calls for adequate time and effort directed in quantitative courses and their application to solve business problems.

Feedback

The College appears to be aware of some of the problems student encounter in numerical (quantitative) studies hence a new course is being introduced to remedy the situation.

Student Learning Outcome in Entrepreneurial Opportunities

Program Effectiveness Objective (PEO 4)

The program objective here includes a student’s ability to start and manage a new business venture.

Student Learning Outcome (SLO 4)

A graduate of the Management Program should be able to evaluate entrepreneurial opportunities in terms of profitability. Business management skills which involve starting, developing, and managing any enterprise are emphasized.

Performance Criteria

Performance criteria are based on the ability of students to present a business or marketing plan that outlines the key components of such a plan that include industry analysis, description of venture, production plan, marketing plan, organizational plan, risk assessment, and financial plan. Presentation rubric was based on content, delivery, and organization. Based on Content Score (60%), Delivery, 20%) and Organization, 20%), a grade of C and above indicates evidence of student learning.

Results

The performance of four groups of students put together showed the following result:

<u>Group</u>	<u>Minimum</u>	<u>Maximum</u>	<u>Mean</u>	<u>Std. Deviation</u>
	81	89	85.26	3.02

N= 19

All the four groups or a total of 19 students scored a B grade and above. Fifteen students (74%) scored A, while the remaining five students (26%) scored B.

Interpretation

The students have demonstrated their ability to start and manage a new business venture based especially on their technical and business management skills. Additionally, these students have demonstrated an excellent ability to fully address problems, integrate and apply concepts and principles taught in the College of Business curriculum.

Action

All the modular approaches taken to motivate the spirit of entrepreneurship among students have been encouraged including use of experts as guest presenters.

Feedback

Positive reactions from class participants and prospective ones have been observed.

Student Learning Outcome in Marketing Strategy (MKTG 4880)

Program Effectiveness Objective (PEO 4)

The program objective is for students to be able to evaluate and choose business opportunities based on sound marketing plan.

Student Learning Outcome (SLO 4)

A graduate of the Marketing Program should be able to evaluate entrepreneurial opportunities using major screening criteria relevant to product-market opportunity selected such as return on investment (ROI), profitability, and risk level.

Performance Criteria

Performance is determined using two measures that consist of a) test and b) marketing plan. The test component has 60% while the marketing plan is 40% for a total of 100%. Ability to score a combined total of a C grade and above is indicative of improved learning outcome. The number and percent of such students will determine performance and extent of learning outcome.

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Interpretation

The result shows that the majority of the students (94%) were able to evaluate entrepreneurial opportunities utilizing both quantitative and qualitative screening criteria in presenting marketing plan. In other words, these students have adequately demonstrated ability to address problem fully, integrate and apply concepts and principles taught in the Marketing Program of the College of Business.

Action

Since almost every student produced a good marketing plan, a review of the unsatisfactory student work was made and necessary corrections made with respect to the quantitative criteria where most of the errors occurred.

Feedback

There was a feeling of accomplishment among the students which indicated positive feedback. Some students even suggested that the project be allocated 50% instead of the current 40%.

Student Learning Outcome in Marketing Research (MKTG 4830)

Program Effectiveness Objective (PEO 3)

The program objective here is for students to prepare and analyze cases, prepare a research report, and recommend solutions based on identified problems.

Student Learning Outcome (SLO 3)

A graduate of the Marketing Program should be able to integrate technology to provide solutions to marketing problems.

Performance Criteria

Performance here is based on two criteria, namely ability to answer theoretical research questions, and producing a report that recommends how identified problems are solved. (Project). The research project was assessed using the content, delivery and organization (CDO) rubrics, while the examination was based on research methodology and statistical calculations.

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The results are as displayed below.

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Test	68.85	9.67
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The result shows that performance was much better in the project report than in the written examination that tested students' understanding of calculations and inferential statistics. This observation, however, does not diminish the overall student learning outcome in both situations where more than 85% of them scored C grade and above.

Action

The result calls for adequate time and effort directed in quantitative courses and their application to solve business problems.

Feedback

The College appears to be aware of some of the problems student encounter in numerical (quantitative) studies hence a new course is being introduced to remedy the situation.

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Program Effectiveness Objective (PEO 4)

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Student Learning Outcome (SLO 4)

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Performance Criteria

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Interpretation

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Action

All the modular approaches taken to motivate the spirit of entrepreneurship among students have been encouraged including use of experts as guest presenters.

Feedback

Positive reactions from class participants and prospective ones have been observed.

Student Learning Outcome in International Marketing (MKTG 4820)

Program Effectiveness Objective (PEO 5)

The program objective is for students to be able to prepare those essential steps required in entering and conducting global business.

Student Learning Outcome (SLO 5)

A graduate of the Marketing Program should be able to integrate marketing concepts and principles in a global marketplace, including the international stages.

Performance Criteria

Being able to synthesize the exporting, licensing, and franchising strategies with the internationalization process constitutes a significant measure of a student's understanding of the steps involved in international marketing activities. These include motivations to internationalize, change agents, and the role of export managing companies (EMCs) and trading companies (export intermediaries). The number and percent of students who score C grade and above determine performance level.

Results

Test results are shown below.

Test	Mean Score	Std. Deviation
1.	71.22	5.94
2.	79.82	7.61

N=22

Results show that the mean score of students in the first and second tests are high with a very low degree of dispersion as measured by standard deviation. Using the second test as a measure of learning out, it is observed that all the students 22 (100%) scored C and above. Further analysis shows that Seven (31.8%) students scored A, ten (45.5%) and five (22.7%) scored C.

Interpretation

Undoubtedly, the result has shown student learning outcome is very high. The implication is that all the students have adequately demonstrated their ability to integrate marketing concepts and principles in the global marketplace.

Action

Any action recommended should be a continuation of the process and practice that produced this excellent learning outcome.

Student Learning Outcome in Organizational Diversity (Marketing)

Program Effectiveness Objective (PEO 6)

The program objective here is for graduates to recognize the contribution of diverse workplace to organizational effectiveness.

Student Learning Outcome (SLO 6)

A graduate of the Marketing Program should be able to assess organizational diversity in a business environment.

Performance Criteria

Unlike other learning outcomes, this is an indirect assessment method in which students are asked in a monadic rating scale, the importance of workplace diversity. In a revamped Exit Survey, the students were asked "How do you rate the importance of diversity in business/organization? (1) Extremely Important (2) Very Important (3) Important (4) Not Sure (5) Not Important.

Results

Not many graduating students completed this questionnaire as it was new and many had already turned in the old survey that was administered to them. In the questionnaire, all the students (five of them) rated diversity as Extremely Important in the workplace.

Interpretation

While all the students rated workplace diversity extremely important, the sample size places serious limitation on generalization and therefore, should be interpreted with some degree of caution.

Action

Future administration of this survey will be conducted on time to ensure full participation by all graduating students. Also there will be a backup of this learning outcome in Marketing Management, or any College of Business core course.

Student Learning Outcomes in Business Policy & Strategy (MGMT 4890)

Program Effectiveness Objective (PEO 7)

The objective here is the ability to resolve ethical issue when confronted with one.

Student Learning Outcome (SLO 7)

A graduate of Management Program should be able to determine ethical issues and select appropriate actions. This is a direct assessment instrument.

Performance Criteria

Being able to answer questions relating to ethical, legal, and moral issues as well as demonstrating appropriate action to be taken determine performance that is based on grade level C and above. The number and percentage of students with C and above will determine class performance and learning.

Results

Assessment results showed the following:

<u>Test</u>	<u>Mean Score</u>	<u>Std. Deviation</u>
1.	54.88	11.52

2. 71.44 13.26

N= 35

Twenty one students (60%) scored B grade and above, 10 (28.6%) scored a C grade, and 4(11.4%) scored below a C grade. Student learning improved overall by 30.17% from 54.88 to 71.44 percent. There were 19 female and 16 male students from Accounting, Finance, Management, Marketing, and Information Systems Program of the College of Business (COB).

While all the students identified the ethical situation, 28 (80%) selected appropriate line of action based on their understanding of what constitutes ethical and legal issue. On the other hand, 26 (74%) of the students clearly differentiated ethical, legal and moral scenarios indicating how they would respond. In all, result shows high student performance in answering the questions.

Interpretation

Faced with ethical dilemma, 31 students (88.6%) can differentiate ethical issues and select appropriate actions. In other words, about 89% of the students showed improvement in learning and adequately demonstrated a good application of ethical issues in a complex business environment. Only four students (11.4%) exhibited inadequacy with regard to resolving ethical issues when confronted.

Action

Much as 89% of the students were able to resolve ethical issues and take appropriate action, the other 11% was not left out.

Lectures and more class discussions on ethical, legal and moral issues were recommended. Different ethical scenarios and group discussions were recommended so that all the students will be able to determine ethical issues and take appropriate action.

Feedback

The few students who could not resolve the ethical situation were coached and told where they went wrong. This type of feedback provided useful input on how to handle ethical matters in the next class.

Summary of Marketing Students Learning Objectives Indirect Method (Senior Exit Survey)

Marketing Program

1. All the students (100%) rated their General Education Skills as either very effective or effective.

2. All the students rated excellent or good the following in their major: Overall instruction by faculty, accessibility of instructors, and individual attention from instructors.
3. Student involvement in learning showed that all of them (100%) took detailed notes in class, participated in class discussions, and worked on a paper or project where they had to integrate ideas from various sources.
4. All the students (100%) rated as excellent or good the following Business Core courses: Finance, Management and Marketing, but rated Accounting and Management Information System as good/adequate.
5. 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 data analysis (SLO2), develop marketing plan (SLO4), and identify and resolve ethical issues (SLO7).

Senior Exit Questionnaire Marketing 2012: Summary of Findings and Recommendations

Demographic Information

Five students provided the data used in the presentation shown below.

1. All the five students belonged to the age group 20-25 years.
2. There were two female and three male respondents.
3. Two of the respondents attended Chicago Public School, Suburban Public School respectively, while one attended a Chicago Private School.
4. Four were transfer students with 31-41 hours transferred into the College of Business. The schools attended include East-West University, Prairie State, and Jackson State University.
5. Three of the respondents had a GPA of between 2.0-2.5, one with 2.6-3.0 and the fifth person had between 3.1 and 3.50.
6. Three were full-time day students, one full-time evening, and one was part-time evening student.

Rating General Education Skills

Rating of Chicago State University Education

Activity	V. Effective/Effective	Ineffective
	Percentage Response (%)	Percentage Response (%)
Write with clarity	100	-
Think for myself	100	-
Develop solutions to problems	100	-
Use mathematical concepts	100	-
Perform mathematical	100	-

calculations		
Understand human behavior and relationships	100	-
Speak persuasively and confidently	100	-

Rating Chicago State University and Student's Major

	RATING AT CSU	RATING IN MY MAJOR
Activity	Excellent/Good (%)	Excellent/Good (%)
Overall instruction by faculty	100	100
Accessibility of instructors	60	100
Individual attention from instructors	80	100
Academic advising	80	80
Availability of needed courses	100	80
Library Collection	100	
Preparation for employment	80	80
Preparation for graduate school	60	80

The next analysis focused on College of Business Activities made up of the following areas: experiences with faculty, student involvement in learning (class and assignments) and Clubs and organizations).

College Activities

Activity	Rating	
	Percentage(Often/	Never/NA (Percentage)
Experience with Faculty		
Visited informally and briefly with an instructor after class	100	-
Made appointment to meet with a faculty member in his/her class	100	-
Discussed ideas for a term paper or other class project with a faculty member	100	-
Discussed career plans and ambitions with a faculty member	100	-
Discussed personal problems or concerns with a faculty member	80	20
Student involvement in learning (class and assignment)	Often/occasional	
Took detailed notes in class	100	-
Participated in class discussions	100	-
Underlined major points in the reading	100	-
Tried to see how different facts and ideas fit together	100	-
Thought about practical applications of the material	100	-

Worked on a paper or project where I had to integrate ideas from various sources	100	-
Summarized major points and information in my readings	100	-
Tried to explain the material to other students	80	20
Did additional readings on topics that were introduced and discussed in class	100	-
Clubs and Organizations		
Met with faculty advisor to discuss activities of a student organization	80	20
Attended a meeting of a club or student government group	80	20
Voted in a student election	80	20

Business core courses as well as the student's major courses were assessed in this section.

Business Core courses	Rating (Percentage)	
	Excellent/Good	Adequate/Fair
Accounting	40	60
Finance	100	-
Management	100	-
Marketing	100	-
Management information System	80	20

Rating of Business Core Courses

Program Courses	Rating (%)			
	Excellent	Good	Adequate	Poor
Accounting				
Phases or steps of accounting cycle	20	20	60	-
Components of financial statements (Statement of income, Balance sheet, Statement of cash flows)	40	-	60	-
Elements of contract law	20	-	60	-
Finance				
Time value of money	60	40	-	-
Analysis of financial statement	-	-	-	-
Marketing				
Marketing vocabulary, principles, concepts, and strategies to deliver consumer satisfaction	100	-	-	-
Development of marketing plan	100	-	-	-
Application of marketing concepts to analyze cases in other courses	-	-	-	-
International marketing and movement of goods and services	-	-	-	-
Management Information Systems				
Hardware, software, and languages of computer	20	80	-	-
Applications software and system of computers	40	60	-	-

Marketing Program

Respondents were asked to rate their understanding of some concepts, principles and topics as well as what they have learned as a marketing major. Their responses are tabulated below.

Course Learning Rating (in Percentage)

Excellent Good Adequate

Marketing concepts	100		
Advertising principles	60	20	20
Consumer behavior	80	20	
Channel of distribution	100		
The sales Process	60	20	20
Promotion	100		
Marketing segmentation	100		
Analyze numerical data (charts and graphs) and draw conclusions regarding business situation.	80	20	
Identify marketing trends and industry direction	80	20	
Knowledge of business activities in profit and not-for-profit organizations	60	40	
Understand the legal, political, social, cultural, economic, and international environments	60	40	
Identify problem areas in unfamiliar settings	60	40	
Solve non-routine problems applying appropriate business strategies	60	40	
Identify business ethics issues	100		
Resolve business ethics issues using value-based reasoning	80	20	
Read and understand Finance, financial statements, financial statement analysis, capital markets	40	40	20

Discuss organizational views:	80	20	-
a. In written form			
b. In verbal form			
Defend organization views:	100		
a. In written form			
b. In verbal form			
Identify basic flow of goods in the market place.	60	40	
Apply marketing strategies to reach appropriate target markets.	80	20	
Identify inputs needed for marketing decision-making.	100	-	
Analyze inputs needed for making marketing decision	80	20	
Summarize inputs needed for marketing decision making.	100	-	
Utilize marketing research techniques	80	20	
Synthesize functional areas of marketing to:	100	-	
a. Resolve marketing problems			
b. Make decisions			
Apply management strategies to reach appropriate goals and objectives	100	-	
Apply basic business principles and concepts:	100	-	-
a. Planning			
b. Organizing			
c. Leading			
d. Motivating			
e. Controlling			

Program Assessment by Students

1. All the students (100%) rated their general education skills at Chicago State University very effective/effective.
2. The students (100%) also rated the following in their major as excellent or good:
 - a. Overall instruction by faculty.
 - b. Accessibility of instructors and
 - c. Individual attention from instructors.
3. The sample size of this Exit Survey limits its generalization. However, the views expressed by the students should be given serious consideration during program review.