Curriculum Map: MARKETING

	K= Knowledge/Comprehension; A= Application/Analysis; S= Synthesis/Evaluation													
Program Effectiveness Outcomes (PEOs)	Student Learning Outcomes (SLO)	***MKTG 3110***	***MKTG 3620***	***MKTG 3630***	***MKTG 3750***	***MKTG 3770***	***MKTG 3780***	***MKTG 3790***	***MKTG 3840***	***MKTG 4820***	***MKTG 4830***	***MKTG 4880***	***BLP 3207***	***MGMT 4890 Capstone***
PEO1: Demonstrate application of marketing concepts in any business environment.	SLO1: Critically evaluate marketing functions performed by channel members in the industry.	K							A			S	S	MFT
PEO2: Analyze marketing functions in the flow of goods and services in the marketplace.	SLO2: Organize thoughts to effectively communicate in any business environment.				K		A		A	S				
PEO3: Prepare, and present cases and recommend solutions based on identified problems.	SLO3: Integrate technology to provide solutions to marketing problems.		K	A							A		S	S
PEO4: Evaluate and choose business opportunities based on sound business or marketing plan.	SLO 4: Evaluate entrepreneurial opportunities.			K								S		
PEO5: Prepare coherent steps required in conducting global business.	SLO 5: Integrate marketing concepts in a global business environment.	K					A			S				MFT
PEO6: Recognize the importance of diverse workplace and its contribution to organizational performance.	SLO 6: Recognize the importance and contribution of organizational diversity in a business environment.							S		S				EXIT SURVEY
PEO7: Resolve ethical issue when confronted with a dilemma.	SLO 7: Determine ethical issues and select appropriate actions.	A										S	S	S

MKTG 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. Our students thus move progressively, 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.

MFT Business 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 basic management and business students should know upon graduation. Data from this capstone course assessment is disseminated to Dean and faculty to inform curriculum alignment and improvement efforts in the Department and College of Business.

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

A. University Programs: Program offerings of CSU, COB, and Marketing. Student satisfaction is measured 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 and graduate school plans.

PROGRAM MAP: MARKETING PROGRAM

Program Level

Student Learning Outcomes

Program Level SLOs	1XX	1XX	2XX	2XX	3XX	3XX	4XX	Capstone
(SLOs) 1	K (MGMT1030)			K (MKTG3110)	A (MKTG3840)		S (MKTG4880)	MFT
2		K (MGMT103)		K (MKTG3750)	A (MKTG3780)	A (MKTG3840)	S (MKTG4820)	
3				K (MKTG3620)	A (MKTG3630)		A (MKTG4830)	S (MGMT4890)
4			K (MGMT2520)	A (MKTG3630)	A (MGMT3755)	S (MGMT4100)	S (MKTG4880)	
5				K (MKTG3110)	A (MKTG3780)		S (MKTG4820)	S (MGMT4850) MFT
6				A (MGMT3010)	A (MGMT3640)	S (MKTG3790)	S (MKTG4820)	Exit Survey
7		K (MGMT1030)		A (MGMT3010)	A (MKTG3110)		S (MKTG4880)	S (MGMT4890)
K= Knowledge/ Comprehension; A= Application/ Analysis; S= Synthesis/ Evaluation								

FORM 201B: ASSESSMENT PLAN 2014/2015

Program/Department: Marketing Program

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) ETS Capstone Exam (MFT-Business)	Grade C or higher. 50th percentile of national norms
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) ETS Capstone Exam (MFT-Business)	Grade C or higher 50th percentile of national norms
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) ETS Capstone Exam (MFT-Business)	Grade C or higher 50th percentile of national norms
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). ETS Capstone Exam (MFT-Business)	Grade C or higher 50th percentile of national norms
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) ETS Capstone Exam (MFT-Business)	Grade C or higher 50th percentile of national norms
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 ETS Capstone Exam (MFT-Business)	Diversity Question 50th percentile of national norms
7. Resolve ethical issue when confronted with a dilemma.	g. Determine ethical issue and select appropriate action.	g. Direct Assessment Instrument 7. Business Strategy & Policy (MGMT 4890). 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.

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

A. University Programs: Program offerings of CSU, COB, and Management. Student satisfaction is measured 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 and graduate school plans.

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 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	12	More courses scheduled to increase graduation rate. Expansion of Summer & Intersession classes	13	Minor in Entrepreneurship introduced. Two new courses introduced. Addition of more electives to improve course availability.	9	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)	90%	Attendance of college workshops and events required. Career Fluency course available to freshmen and transfer students.		Increased contact with the corporate world. Leadership forum introduced		Attendance of college workshops and events required.	Separate Introductory Course. Constant contact with advisors.
Indirect or Reflective Assessment Instrument	100% rated excellent/good instruction by faculty. 93% rated excellent/good preparation for employment	Continue Exit Survey Exit Survey revised to include alumni data collection	95% of students satisfied with program	Formation of student leaders group. Students involved in linkage with business/company executives. Increased internship opportunities	Program learning rated Good/ Excellent. Survey return rate low.	Continue Senior Exit Survey. Career Fluency Course developed	Ensure seniors complete Exit Surveys. Career Fluency Course implemented
(Direct Assessment Instrument 1)	85% of students improved learning	Study groups formed and tutorial classes Assessment Format Expanded to include Program Mapping	94% overall in student learning outcome	Develop Equal number of 7 Program and Learning Objectives. Assessment of student learning outcomes revised and standardized		Volunteer Peer Mentoring & Tutoring program initiated by faculty	Peer mentoring program implemented
(Direct Assessment Instrument 2)	Majority (60%) of students below 50th Percentile of national norms on MFT. Some students not qualified seniors to take MFT	Faculty & Staff met to discuss results & deficiencies. Recommendation for improvement to baseline of 50th Percentile for program.	Majority (60%) of students below 50th Percentile of national norms on MFT Some students not qualified seniors to take MFT	Faculty & Staff met to discuss results & deficiencies. Recommendation for improvement to baseline of 50th Percentile for program	Majority (60%) of students below 50th Percentile of national norms on MFT Allow only students of Senior standing to take MFT	Continue MFT Exam Faculty & Staff met to discuss results & deficiencies. Recommendation for improvement to baseline of 50th Percentile for program.	Continue MFT Exam. Allow only students of Senior standing to take MFT
(Other Instruments)							

FORM 201 BC: ASSESSMENT REPORT FOR INSTRUCTIONAL PROGRAMS
Program/Department: **Marketing**

Evidence to Support Achievement of Student Learning

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. The ETS MFT Business normative examination was used in as external direct assessment tool. Below are actual direct statements from students on the Exit Survey about their program experience:

- 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.

- 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 adequate confidence needed to excel in any business.

EXIT SURVEY OUTCOMES: Below in tabular form, are summary assessments of various components of the **Marketing** education in the COB. Regarding the overall COB experience, the two Marketing students were satisfied or very satisfied with their COB experience, one was currently employed in their major academic field or have job offers upon graduation, and one student has plans of enrolling in graduate program 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 marketing functions performed by channel members in the industry.

The two (2) Marketing students indicated that their understanding of marketing principles and concepts was “Excellent”. Both rated as “Excellent” or “Good” their Understanding of Developing Marketing Plan, and Developing Media Plan.

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

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

Understand Developing Media Plan					
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

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

Both Marketing students indicated that they are able to effectively communicate in a business environment based on the Exit Survey assessment (Good or Excellent); in capstone Business Policy and Strategy (MGMT 4890) course grades, all students performance at grade of C or higher from course grade reports. One student indicated that they were Moderately Ineffective and another Very Effective in their ability to:

- Write with clarity;
- Interpret Statistical Data;
- Use Computers in Major; and
- Speak Persuasively and Confidently

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

GenEd Skills: Write with Clarity					
Count					
		GenEd Skills: Write with Clarity			Total
		Moderately Ineffective	Moderately Effective	Very Effective	
COB Major	Management	0	2	5	7
	Marketing	1	0	1	2
Total		1	2	6	9

GenEd Skills: Interpret Statistical Data						
Count						
		GenEd Skills: Interpret Statistical Data				Total
		Moderately Ineffective	Effective	Moderately Effective	Very Effective	
COB Major	Management	0	3	2	2	7
	Marketing	1	0	0	1	2
Total		1	3	2	3	9

GenEd Skills: Use Computers in Major						
Count						
		GenEd Skills: Use Computers in Major				Total
		Moderately Ineffective	Effective	Moderately Effective	Very Effective	
COB Major	Management	0	1	2	4	7
	Marketing	1	0	0	1	2
Total		1	1	2	5	9

GenEd Skills: Speak Persuasively and Confidently						
Count						
		GenEd Skills: Speak Persuasively and Confidently				Total
		Moderately Ineffective	Effective	Moderately Effective	Very Effective	
COB Major	Management	0	1	3	3	7
	Marketing	1	0	0	1	2
Total		1	1	3	4	9

SLO3: Integrate technology to provide solutions to marketing problems.

Students rated as either Moderately Ineffective or Very Effective in their ability to:

- Think for themselves,
- Develop Solutions to Problems,
- Interpret Statistical Data,
- Use Computers in Major

GenEd Skills: Think for Myself					
Count					
		GenEd Skills: Think for Myself			Total
		Moderately Ineffective	Effective	Very Effective	
COB Major	Management	0	1	6	7
	Marketing	1	0	1	2
Total		1	1	7	9

GenEd Skills: Develop Solutions to Problems					
Count					
		GenEd Skills: Develop Solutions to Problems			Total
		Moderately Ineffective	Moderately Effective	Very Effective	
COB Major	Management	0	2	5	7
	Marketing	1	0	1	2
Total		1	2	6	9

GenEd Skills: Interpret Statistical Data						
Count						
		GenEd Skills: Interpret Statistical Data				Total
		Moderately Ineffective	Effective	Moderately Effective	Very Effective	
COB Major	Management	0	3	2	2	7
	Marketing	1	0	0	1	2
Total		1	3	2	3	9

GenEd Skills: Use Computers in Major						
Count						
		GenEd Skills: Use Computers in Major				Total
		Moderately Ineffective	Effective	Moderately Effective	Very Effective	
COB Major	Management	0	1	2	4	7
	Marketing	1	0	0	1	2
Total		1	1	2	5	9

SLO4: Evaluate entrepreneurial opportunities.

Students rated their ability as either "moderately ineffective" or "very effective" in the confidence in their intellectual abilities; and in their leadership skills.

GenEd Skills: Have Confidence in my Intellectual Abilities						
Count						
		GenEd Skills: Have Confidence in my Intellectual Abilities				Total
		Moderately Ineffective	Effective	Moderately Effective	Very Effective	
COB Major	Management	0	1	1	5	7
	Marketing	1	0	0	1	2
Total		1	1	1	6	9

GenEd Skills: Develop Leadership Skills					
Count					
		GenEd Skills: Develop Leadership Skills			Total
		Moderately Ineffective	Moderately Effective	Very Effective	
COB Major	Management	0	3	4	7
	Marketing	1	0	1	2
Total		1	3	5	9

SLO5: Integrate marketing concepts in a global business environment.

Students indicated that they understood and rated as excellent, their Understanding Marketing Principles; Understanding Developing Marketing Plan; and Understanding Developing Media Plan. Further, their training in Marketing in Unfamiliar Settings was either adequate or excellent; and solving of Non-Routine Problems as good or excellent.

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

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

Understand Developing Media Plan					
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

MKTG6: Marketing in Unfamiliar Settings				
Count				
		MKTG6: Marketing in Unfamiliar Settings		Total
		Adequate	Excellent	
COB Major	Marketing	1	1	2
Total		1	1	2

MKTG7: Non-Routine Problems				
Count				
		MKTG7: **Non-Routine Problems**		Total
		Good	Excellent	
COB Major	Marketing	1	1	2
Total		1	1	2

SLO6: Recognize the importance and contribution of organizational diversity in a business environment.

All students agreed that diversity was extremely important.

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

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 excellent.

MKTG8: **Identify Business Ethics Issues**			
Count			
		MKTG8: **Identify Business Ethics Issues**	Total
		Excellent	
COB Major	Marketing	2	2
Total		2	2

MFT Assessments: Marketing student performance in the capstone course is captured in the table below. The overall performance of all COB programs 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 one area only (Section 1, item 38), they are comparatively far below national norms collectively, and severally on most items over the past three years 2012-15. It is noteworthy, however, that a number of students distinguished themselves and scored at or above the 50th percentile ranking (green band in table). Our local comparison institutions are reported in the next table, while assessment indicators are presented in the next with an approximate average of 30% correct in most program areas but 46% in Marketing. Demographics characteristics of the Spring 2015 cohort are reported in the last table in this section.

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	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

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

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

	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

Analysis and Program Change

Although both student exit reports and COB internal assessment standards point to achievement successes in students outcomes, although 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 deficiencies (below national comparative norms) in tables will improve performance in new program year.

Curriculum changes aligning the Marketing Program with the new entrepreneurship emphasis of the College of Business include the introduction of new courses in Social Entrepreneurship (MGMT 3755), 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 Marketing Program takes the assessment process and outcomes 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 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.

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:

- Not familiar with region for international studies different distribution system
- 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 media management courses

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 due to the fact that the assessment process tends to foster an environment that presents and promotes learning outcomes, performance among faculty, staff, and students on one hand, and allows students' input on the other.

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. The CSU Home page also displays performance of students in both academic and sporting excellence.

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	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 Yet Available	Dress code introduced. Attendance at college workshops required. Certification Center established to promote certifications	Introduction of more electives. Online classes introduced. More summer and Intersession classes. COB Certification Center designate.
1st Year Retention Rates (undergrads programs only)	50%	A new course available .to freshmen and transfer students. Attendance at college workshops and events required.	100%	Promote internship opportunities. Promote student certification program in majors.	Not Yet Available	Attendance at college workshops and events required. Career Fluency Course. Certification Center established to promote certifications	Career Fluency Course. COB Certification Center designate.
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)							

Exit Survey Trends: Marketing Students

Some the tables have already 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.

Sample Summary Comments about Marketing 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 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.
- 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.

Summary Cross-Tabulation of Some Important Outcomes by Program

COB Major * Employment Plans				
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				
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 Experience Satisfaction						
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

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

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

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

Adequacy of COB Library Collection

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

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

COB Faculty: Informal After Class Interactions					
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 Faculty: Appointments for Office Visit					
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 Faculty: Discussions of Class Projects					
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 Faculty: Discussions of Career Plans					
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 Faculty: Discussions of Personal Problems						
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

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

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

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

Understand International & Domestic Business					
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

Understand Trade Deficit					
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

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

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

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

Understand Developing Media Plan					
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

MKTG2: Analyze Numerical Data			
Count			
		MKTG2: **Analyze Numerical Data**	Total
		Excellent	
COB Major	Marketing	2	2
Total		2	2

MKTG3: Identify Marketing Trends & Industry Direction			
Count			
		MKTG3: **Identify Marketing Trends & Industry Direction**	Total
		Excellent	
COB Major	Marketing	2	2
Total		2	2

MKTG6: Identify Problems in Unfamiliar Settings				
Count				
		MKTG6: **Identify Problems in Unfamiliar Settings**		Total
		Adequate	Excellent	
COB Major	Marketing	1	1	2
Total		1	1	2

MKTG7: Solve Non-Routine Problems				
Count				
		MKTG7: **Solve Non-Routine Problems**		Total
		Good	Excellent	
COB Major	Marketing	1	1	2
Total		1	1	2

MKTG8: Identify Business Ethics Issues			
Count			
		MKTG8: **Identify Business Ethics Issues**	Total
		Excellent	
COB Major	Marketing	2	2
Total		2	2

MKTG9: Understand Personality Process			
Count			
		MKTG9: **Understand Personality Process**	Total
		Excellent	
COB Major	Marketing	2	2
Total		2	2