ASSESSMENT REPORT FOR INSTRUCTIONAL PROGRAMS

Name Wolanyo Kpo, PhD **Program / Department** MANAGEMENT

PART 1: ASSSESSMENT REPORT

Evidence to Support Achievement of Student Learning

Evidence of learning were based mainly on two critical assessment tools: (1) Senior Exit Survey; (2) ETS Capstone Exam (MFT-Business). Thus 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 ETS Capstone Exam (MFT-Business) for Fall 2016 was not administered due to financial/budgetary constraints at CSU. It was, however, administered in Spring 2016 for which data was available and presented. In past years, this assessment has been useful in examining our efforts internally and against other local institutions and national standards. Our assessment process has also led to implementation of some of the recommendations/suggestions made by students on our 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.

Majority of our 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.

The following Student Learning Outcomes (SLOs) are addressed below:

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

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

SLO3: Integrate technology to provide solutions to business problems.

SLO4: Evaluate entrepreneurial opportunities.

SLO5: Integrate management concepts in a global business environment

SLO6: Assess organizational diversity in a business environment.

SLO7: Determine ethical issues and select appropriate actions.

1. EXIT SURVEY

The Senior Exit Survey is an indirect assessment that captures perceptions of graduating students regarding:

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.

Summary of Data Trends

Sample: Twenty-five (25) management graduating seniors responded to the Senior Exit Survey in Spring and Fall of 2016. Summary outcomes are presented as follows:

Employment Plans: Eleven (11) either are currently employed in their major field of study (9), or have job offer in their major field of study (3).

Graduate School Plans: Ten (10) plan to apply to graduate school within one year of Graduation.

Age Grouping Of Respondents:

Less than 20	2 (8.0%)
20-26	10 (40.0%)
31-40	6 (24.0%)
Over 41	6 (24.0%)

Gender Grouping of Respondents: There were 19 females and six (6) male respondents.

High School Attended: 17 respondents attended Chicago Public Schools; Three (3) attended Suburban High Schools; and Four (4) attended High School in other secondary school system prior to enrolling in Chicago State University.

Transfer Students: 18 respondents transferred from another tertiary institution, while five (5) did not attend a tertiary institution prior to enrollment at Chicago State University.

Associate Degrees: 11 respondents received an Associate Degree before enrolling at Chicago State University. Nine (9) did not have an Associate Degree.

Estimated GPA at time of Graduation:

Less 2.0	1 (4.0%)
2.1 - 2.5	2 (8.0%)
2.6 - 3.0	13 (52.0%)
3.1 - 3.5	6 (24.0%)
3.6 - 4.0	2 (8.0%)

Enrollment Status:	Full Time - Day	8 (32.0%)
	Full Time - Evening	9 (36.0%)
	Part -Time - Day	2 (8.0%)
	Part -Time - Evening	5 (20.0%)

COB Experience Satisfaction:	Very Dissatisfied	2 (8.3%)
	Dissatisfied	2 (8.3%)
	Not Sure	1 (4.2%)
	Satisfied	10 (41.7%)
	Very Satisfied	9 (37.5%)

Perception of Importance Diversity:

Extremely Important	15 (62.5%)
Very Important	7 (29.2%)
Important	1 (4.2%)
Not Important	1 (4.2%)

Below are comments made by students on the Senior Exit Survey illustrating that we use assessment in a feedback loop to improve our outcomes, whether positive or negative:

Student Comments on How to Improve Course Learning

- More in depth learning
- I believe both courses were thought at its level. I did not understand the professor.
- There was not much study available for the mental aspect for management and organizational develop.
- A course that focuses on certification in MGT
- I would like to see more human resources classes.
- Managerial Psychology classes
- More human resources management.
- Real state and hospitality management.
- Unable to read.

General Comments/Statements

- A very strong weakness the management program had was the academic advising they were no help whatsoever. When Roosevelt Martin helped students with what the advisors failed to, everything became much easier to navigate and less stressful. Teachers were always helpful. I am glad there was a computer lab in the business building, but the printer in that room 508 has not been working for 3 semesters

- CSU, has been a joy to attend. The college of business programs has thought me a lot about management and marketing. The teachers were amazing but some teachers were not helpful.

- I am very satisfied with my academic experience with CSU, however, I believe the advisors need to become more familiar with the instructors schedule this could help the advisors to be more proactive and elevate students from taking an extra semester. My experience with Dean Martin was excellent he showed document to explain what he said.

- I enjoyed CSU because my professors improved my management skills that I learned from Daley College. They also helped me get ready for the job market.

- I enjoyed my experience at CSU. I have learned a great deal of strategizing and being a professional business woman management. I wish Chicago State did not have any budget issues.
- I enjoyed the program and I had a pleasant experience.

- I had the best experience with the COB management program. Excellent professors.

- I have enjoyed my experience in the college of Business. I appreciate when instructors teach from their knowledge.

- I would like to applaud CSU for employing such a wonderful staff of professors. Each of them were passionate, zealous, and extremely knowledgeable about the subjects they were teaching. I enjoyed each day that I had to attend class and I am proud to have my bachelors from CSU.

- It was great all professor understood what they were teaching and they prep the students well.

- Meet students where they are academically and professionally all are not recent H.S. graduates. Many working students are legitimizing what they did or plan to do by acquiring the degree.

- My experience at CSU has been amazing I have learned how to apply my knowledge of business to real life experiences.

- My experience at CSU has been positive while constantly facing administration problems, the COB has not hesitated to help in any possible way. The teachers have all contributed to my growth as a student. A weakness in the school is the lack of providing individual attention.

- My experience with CSU has been good academically. However I notice some problems with the technology and some of the computer labs in the COB. The COB academic advising needs major improvement in communication and effectiveness for students. It is very frustrating when a student cannot reach their advisor or has to go to someone else to help with registration. I had to reach to the dean in order to register.

- My experience at CSU was average.

- My experience in respect to management has been quite intriguing and very hands on. The information and skills and techniques were very useful.

- My overall experience at CSU I would rate a 3 the equipment in the computer lab is outdated and not working but the professors teach effectively.

- Overall, I've had a great college experience at CSU. It has provided me with the necessary tools to enhance my skills more. Attending CSU has taught me the importance of critical thinking and why asking questions in many situations are also important. I am glad I transferred to this University.

Related Summary Tables

Employment Plans * Management		
Employment Plans		
	Currently Employed in Major	9 (36.0%)
	Have Job Offer in Major	3 (12.0%)

Graduate School Plans * Management	
Plan to Apply to Grad School within One Year	10 (40.0%)

Age Group		
Age Group		
	Less than 20	2 (8.0%)
	20-26	10 (40.0%)
	26-30	0 (0%)
	31-40	6 (24.0%)
	Over 41	6 (24.0%)

Gender		
Gender		
	Female	19 (76.0%)
	Male	6 (24.0%)

High School Location		
		Management
High School Location		
	Chicago Public Schools	17 (68.0%)
	Suburban Public School	3 (12.0%)
	Other School System	4 (16.0%)

Transfer Student?		
Transfer Student?	Yes	18 (72.0%)
	No	5 (20.0%)

Transferred From?		
Transferred From?	Chicago City College	11 (44.0%)
	Suburban Community College	2 (8.0%)
	Other Locations	6 (24.0%)

Have Associate Degree?		
Have Associate Degree	Yes	11 (44.0%)
	No	9 (36.0%)

GPA		
GPA	Less 2.0	1 (4.0%)
	2.1 - 2.5	2 (8.0%)
	2.6 - 3.0	13 (52.0%)
	3.1 - 3.5	6 (24.0%)
	3.6 - 4.0	2 (8.0%)

Enrollment Status		
Enrollment Status	Full Time - Day	8 (32.0%)
	Full Time - Evening	9 (36.0%)
	Part-Time - Day	2 (8.0%)
	Part -Time - Evening	5 (20.0%)

COB Experience Satisfaction		
COB Experience Satisfaction	Very Dissatisfied	2 (8.3%)
	Dissatisfied	2 (8.3%)
	Not Sure	1 (4.2%)
	Satisfied	10 (41.7%)
	Very Satisfied	9 (37.5%)

Perception of Importance Diversity		
Perception of Importance Diversity	Extremely Important	15 (62.5%)
	Very Important	7 (29.2%)
	Important	1 (4.2%)
	Not Important	1 (4.2%)

Perceived Effectiveness of CSU General Education for Different Skill Development

Below, students rated their perceived effectiveness of CSU General Education courses in providing identified developmental skills using the scale below:.

0 = N/A
1 = In-Effective
2 = Moderately In-Effective
3 = Effective
4 = Moderately Effective
5 = Very Effective

GenEd Skills: Write with Clarity		
GenEd Skills: Write with Clarity 0 = N/A 1 = In-Effective 2 = Moderately In-Effective 3 = Effective 4 = Moderately Effective 5 = Very Effective	0	1 (4.2%)
	2	1 (4.2%)
	3	2 (8.3%)
	4	8 (33.3%)
	5	12 (50.0%)

GenEd Skills: Think for Myself		
GenEd Skills: Think for Myself 0 = N/A 1 = In-Effective 2 = Moderately In-Effective 3 = Effective 4 = Moderately Effective 5 = Very Effective	0	1 (4.0%)
	3	1 (4.0%)
	4	4 (16.0%)
	5	19 (76.0%)

GenEd Skills: Develop Solutions to Problems		
GenEd Skills: Develop Solutions to Problems 0 = N/A 1 = In-Effective 2 = Moderately In-Effective 3 = Effective 4 = Moderately Effective 5 = Very Effective	0	1 (4.0%)
	3	1 (4.0%)
	4	6 (24.0%)
	5	17 (68.0%)

GenEd Skills: Develop Leadership Skills		
GenEd Skills: Develop Leadership Skills 0 = N/A 1 = In-Effective 2 = Moderately In-Effective 3 = Effective 4 = Moderately Effective 5 = Very Effective	0	1(4.0%)
	3	1(4.0%)
	4	6(24.0%)
	5	17(68.0%)

GenEd Skills: Use Mathematical Concepts		
GenEd Skills: Use Mathematical Concepts 0 = N/A 1 = In-Effective 2 = Moderately In-Effective 3 = Effective 4 = Moderately Effective 5 = Very Effective	1	1 (4.0%)
	2	1 (4.0%)
	3	5 (20.0%)
	4	4 (16.0%)
	5	14 (56.0%)

GenEd Skills: Interpret Statistical Data		
GenEd Skills: Interpret Statistical Data 0 = N/A 1 = In-Effective 2 = Moderately In-Effective 3 = Effective 4 = Moderately Effective 5 = Very Effective	0	1 (4.0%)
	2	1 (4.0%)
	3	5 (20.0%)
	4	8 (32.0%)
	5	10 (40.0%)

GenEd: Skills: Perform Mathematical Calculations		
GenEd: Skills: Perform Mathematical Calculations 0 = N/A 1 = In-Effective 2 = Moderately In-Effective 3 = Effective 4 = Moderately Effective 5 = Very Effective	0	1(4.0%)
	3	6(24.0%)
	4	4(16.0%)
	5	14(56.0%)

GenEd Skills: Use Computers in Major		
GenEd Skills: Use Computers in Major 0 = N/A 1 = In-Effective 2 = Moderately In-Effective 3 = Effective 4 = Moderately Effective 5 = Very Effective	1	1(4.0%)
	2	1(4.0%)
	3	1(4.0%)
	4	6(24.0%)
	5	16(64.0%)

GenEd Skills: Understand Human Behavior & Relationships		
GenEd Skills: Understand Human Behavior & Relationships 0 = N/A 1 = In-Effective 2 = Moderately In-Effective 3 = Effective 4 = Moderately Effective 5 = Very Effective	0	1 (4.0%)
	1	1 (4.0%)
	3	1 (4.0%)
	4	6 (24.0%)
	5	16 (64.0%)

GenEd Skills: Speak Persuasively and Confidently		
GenEd Skills: Speak Persuasively and Confidently 0 = N/A 1 = In-Effective 2 = Moderately In-Effective 3 = Effective 4 = Moderately Effective 5 = Very Effective	0	1 (4.0%)
	2	0 (.0%)
	3	2 (8.0%)
	4	4 (16.0%)
	5	18 (72.0%)

GenEd Skills: Have Confidence in my Intellectual Abilities		
GenEd Skills: Have Confidence in my Intellectual Abilities 0 = N/A 1 = In-Effective 2 = Moderately In-Effective 3 = Effective 4 = Moderately Effective 5 = Very Effective	2	1 (4.0%)
	3	1 (4.0%)
	4	6 (24.0%)
	5	17 (68.0%)

Overall Rating of CSU Instruction - Faculty		
Overall Rating of CSU Instruction – Faculty 0 = N/A 1 = In-Effective 2 = Moderately In-Effective 3 = Effective 4 = Moderately Effective 5 = Very Effective	0	0 (0%)
	1	1 (4.0%)
	2	6 (24.0%)
	3	11 (44.0%)
	4	5 (20.0%)
	5	2 (8.0%)

Rating of CSU and COB Program Effectiveness

In the following tables, graduating Management majors compared program delivery effectiveness of CSU in general and/ with COB program specific effectiveness along the scales identified in each table.

0 = N/A
1 = Poor
2 = Fair
3 = Good
4 = Excellent

Overall Rating of COB Instruction - Faculty		
Overall Rating of COB Instruction – Faculty 0 = N/A 1 = Poor 2 = Fair 3 = Good 4 = Excellent	0	0 (.0%)
	1	0 (.0%)
	2	5 (20.0%)
	3	10 (40.0%)
	4	10 (40.0%)

Accessibility of CSU Faculty		
Accessibility of CSU Faculty 0 = N/A 1 = Poor 2 = Fair 3 = Good 4 = Excellent	0	0 (.0%)
	1	0 (.0%)
	2	2 (8.0%)
	3	13 (52.0%)
	4	10 (40.0%)

Accessibility of COB Faculty		
Accessibility of COB Faculty 0 = N/A 1 = Poor 2 = Fair 3 = Good 4 = Excellent	0	0 (.0%)
	1	5 (20.0%)
	2	2 (8.0%)
	3	9 (36.0%)
	4	9 (36.0%)

Individual Attention by CSU Faculty		
Individual Attention by CSU Faculty 0 = N/A 1 = Poor 2 = Fair 3 = Good 4 = Excellent	0	0 (.0%)
	1	2 (8.3%)
	2	6 (25.0%)
	3	10 (41.7%)
	4	6 (25.0%)

Individual Attention by COB Faculty		
Individual Attention by COB Faculty 0 = N/A 1 = Poor 2 = Fair 3 = Good 4 = Excellent	0	2 (8.0%)
	1	1 (4.0%)
	2	0 (.0%)
	3	14 (56.0%)
	4	8 (32.0%)

CSU Academic Advising		
CSU Academic Advising 0 = N/A 1 = Poor 2 = Fair 3 = Good 4 = Excellent	0	2 (8.0%)
	1	1 (4.0%)
	2	6 (24.0%)
	3	10 (40.0%)
	4	6 (24.0%)

COB Academic Advising		
COB Academic Advising 0 = N/A 1 = Poor 2 = Fair 3 = Good 4 = Excellent	0	3(12.0%)
	1	1(4.0%)
	2	5 20.0%
	3	10 40.0%
	4	6 24.0%

CSU Availability of Needed Courses		
CSU Availability of Needed Courses 0 = N/A 1 = Poor 2 = Fair 3 = Good 4 = Excellent	1	0 (.0%)
	2	5 (21.7%)
	3	11 (47.8%)
	4	7 (30.4%)

COB Availability of Needed Courses		
COB Availability of Needed Courses 0 = N/A 1 = Poor 2 = Fair 3 = Good 4 = Excellent	2	4 (17.4%)
	3	10 (43.5%)
	4	9 (39.1%)

Adequacy of CSU Library Collection		
Adequacy of CSU Library Collection 0 = N/A 1 = Poor 2 = Fair 3 = Good 4 = Excellent	1	1 (4.3%)
	2	3 (13.0%)
	3	8 (34.8%)
	4	11 (47.8%)

Adequacy of COB Library Collection		
Adequacy of COB Library Collection 0 = N/A 1 = Poor 2 = Fair 3 = Good 4 = Excellent	0	0 (.0%)
	1	0 (.0%)
	2	6 (26.1%)
	3	5 (21.7%)
	4	12 (52.2%)

CSU Preparation For Employment		
CSU Preparation For Employment 0 = N/A 1 = Poor 2 = Fair 3 = Good 4 = Excellent	0	1(4.3%)
	1	2(8.7%)
	2	2(8.7%)
	3	9(39.1%)
	4	9(39.1%)

COB Preparation For Employment		
COB Preparation For Employment 0 = N/A 1 = Poor 2 = Fair 3 = Good 4 = Excellent	0	5 (21.7%)
	1	0 (.0%)
	2	1 (4.3%)
	3	11 (47.8%)
	4	6 (26.1%)

CSU Preparation For Graduate School		
CSU Preparation For Graduate School 0 = N/A 1 = Poor 2 = Fair 3 = Good 4 = Excellent	0	3 (13.0%)
	1	1 (4.3%)
	2	2 (8.7%)
	3	8 (34.8%)
	4	9 (39.1%)

COB Preparation For Graduate School		
COB Preparation For Graduate School 0 = N/A 1 = Poor 2 = Fair 3 = Good 4 = Excellent	0	2 (8.3%)
	1	1 (4.2%)
	2	4 (16.7%)
	3	9 (37.5%)
	4	8 (33.3%)

COB Experiences with Faculty

In the following tables, students responded to their experiences with COB faculty in different situations, in and out of the classroom for both their academic and personal developments.

0 = N/A
1 = Never
2 = Occasional
3 = Often
4 = Very Often

COB Faculty: Informal After Class Interactions		
COB Faculty: Informal After Class Interactions 0 = N/A 1 = Never 2 = Occasional 3 = Often 4 = Very Often	0	0(.0%)
	1	0(.0%)
	2	11(44.0%)
	3	12(48.0%)
	4	2(8.0%)

COB Faculty: Appointments for Office Visit		
COB Faculty: Appointments for Office Visit 0 = N/A 1 = Never 2 = Occasional 3 = Often 4 = Very Often	1	1 (4.0%)
	2	10 (40.0%)
	3	8 (32.0%)
	4	6 (24.0%)

COB Faculty: Discussions of Class Projects		
COB Faculty: Discussions of Class Projects 0 = N/A 1 = Never 2 = Occasional 3 = Often 4 = Very Often	1	1 (4.0%)
	2	11 (44.0%)
	3	7 (28.0%)
	4	6 (24.0%)

COB Faculty: Discussions of Career Plans		
COB Faculty: Discussions of Career Plans 0 = N/A 1 = Never 2 = Occasional 3 = Often 4 = Very Often	1	4 (16.0%)
	2	7 (28.0%)
	3	10 (40.0%)
	4	4 (16.0%)

COB Faculty: Discussions of Personal Problems		
COB Faculty: Discussions of Personal Problems 0 = N/A 1 = Never 2 = Occasional 3 = Often 4 = Very Often	0	1 (4.0%)
	1	9 (36.0%)
	2	5 (20.0%)
	3	6 (24.0%)
	4	4 (16.0%)

Student Engagement in Learning (Class and Assignments) in COB

In the following tables, students reported their personal involvement and engagement in their learning using the following rating scale:

0 = N/A
1 = Never
2 = Occasional
3 = Often
4 = Very Often

Student Involvement: Took Detailed Notes in Class		
Student Involvement: Took Detailed Notes in Class 0 = N/A 1 = Never 2 = Occasional 3 = Often 4 = Very Often	2	2 (8.3%)
	3	5 (20.8%)
	4	16 (66.7%)
		1 (4.2%)

Student Involvement: Participated In Class Discussions		
Student Involvement: Participated In Class Discussions 0 = N/A 1 = Never 2 = Occasional 3 = Often 4 = Very Often	2	3 12.5%
	3	7 29.2%
	4	13 54.2%
		1 4.2%

Student Involvement: Underlined major Points in Readings		
Student Involvement: Underlined major Points in Readings 0 = N/A 1 = Never 2 = Occasional 3 = Often 4 = Very Often	2	1 (4.2%)
	3	10 (41.7%)
	4	12 (50.0%)
		1 (4.2%)

Student Involvement: See How Different Facts/Ideas Fit Together		
Student Involvement: See How Different Facts/Ideas Fit Together 0 = N/A 1 = Never 2 = Occasional 3 = Often 4 = Very Often	2	1 (4.2%)
	3	9 (37.5%)
	4	13 (54.2%)
		1 (4.2%)

Student Involvement: Thought About Material's Practical Applications		
Student Involvement: Thought About Material's Practical Applications 0 = N/A 1 = Never 2 = Occasional 3 = Often 4 = Very Often	1	1 (4.2%)
	2	3 (12.5%)
	3	7 (29.2%)
	4	12 (50.0%)
	7	1 (4.2%)

Student Involvement: Worked on Projects to Integrate ideas from different Sources		
Student Involvement: Worked on Projects to Integrate ideas from different Sources 0 = N/A 1 = Never 2 = Occasional 3 = Often 4 = Very Often	2	1 (4.2%)
	3	8 (33.3%)
	4	14 (58.3%)
		1 (4.2%)

Student Involvement: Summarized Major Points & Information from Readings		
Student Involvement: Summarized Major Points & Information from Readings 0 = N/A 1 = Never 2 = Occasional 3 = Often 4 = Very Often	2	0 (.0%)
	3	9 (37.5%)
	4	14 (58.3%)
		1 (4.2%)

Student Involvement: Tried to Explain Material to Other Students		
Student Involvement: Tried to Explain Material to Other Students 0 = N/A 1 = Never 2 = Occasional 3 = Often 4 = Very Often	0	1 (4.2%)
	1	1 (4.2%)
	2	1 (4.2%)
	3	12 (50.0%)
	4	9 (37.5%)

Student Involvement: Did Additional Readings on Class Topics		
Student Involvement: Did Additional Readings on Class Topics 0 = N/A 1 = Never 2 = Occasional 3 = Often 4 = Very Often	1	2 (8.3%)
	2	5 (20.8%)
	3	11 (45.8%)
	4	6 (25.0%)

Student Clubs and Organizations

Students responded to their civic and social engagement activities in student clubs and organizations using the following scale:

0 = N/A
1 = Never
2 = Occasional
3 = Often
4 = Very Often

Student Clubs: Met Advisor to Discuss Student Clubs/Organizations		
Student Clubs: Met Advisor to Discuss Student Clubs/Organizations 0 = N/A 1 = Never 2 = Occasional 3 = Often 4 = Very Often	0	5(20.8%)
	1	8(33.3%)
	2	5(20.8%)
	3	2(8.3%)
	4	4(16.7%)

Student Clubs: Attended Student Clubs/Organization Meetings		
Student Clubs: Attended Student Clubs/Organization Meetings 0 = N/A 1 = Never 2 = Occasional 3 = Often 4 = Very Often	0	6 (25.0%)
	1	9 (37.5%)
	2	2 (8.3%)
	3	2 (8.3%)
	4	5 (20.8%)

Student Clubs: Voted in a Student Election		
Student Clubs: Voted in a Student Election 0 = N/A 1 = Never 2 = Occasional 3 = Often 4 = Very Often	0	2 (8.3%)
	1	12 (50.0%)
	2	4 (16.7%)
	3	1 (4.2%)
	4	5 (20.8%)

COB Core Courses (Finance, Accounting, MIS, Management, & Marketing)

All students, regardless of their academic major take core courses in Finance, Accounting, MIS, Management, and Marketing. The following are their responses to these core courses using the following scale:

0 = N/A
1 = Poor
2 = Adequate
3 = Good
4 = Excellent

COREFINTIME: Time value of money		
COREFINTIME 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	0	1 (4.5%)
	1	1 (4.5%)
	2	2 (9.1%)
	3	10 (45.5%)
	4	8 (36.4%)

COREFINRATES: Rates of return and risk		
COREFINRATES 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	0	1 (4.5%)
	1	0 (.0%)
	2	2 (9.1%)
	3	12 (54.5%)
	4	7 (31.8%)

COREACCCYCLES: Phases or steps of accounting cycle		
COREACCCYCLES 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	0	1 (4.5%)
	1	0 (.0%)
	2	8 (36.4%)
	3	10 (45.5%)
	4	3 (13.6%)

COREACCFINSTATEMENTS: Components of the following financial statements: statement of income, balance sheet, statement of cash flow		
COREACCFINSTATEMENTS 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	0	1 (4.5%)
	2	8 (36.4%)
	3	12 (54.5%)
	4	1 (4.5%)

COREACCCNTRACTLAW: Elements of contract law		
COREACCCNTRACTLAW 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	0	1(4.5%)
	1	0(.0%)
	2	6(27.3%)
	3	10(45.5%)
	4	5(22.7%)

COREMISMSOFFICEAPPS: MS-Office Applications: Word, Excel, Access, & Power Point		
COREMISMSOFFICEAPPS 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	0	1 (4.5%)
	1	0 (.0%)
	2	1 (4.5%)
	3	8 (36.4%)
	4	12 (54.5%)

COREMISTQM: Total Quality Management		
COREMISTQM 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	0	1 (4.5%)
	1	0 (.0%)
	2	4 (18.2%)
	3	11 (50.0%)
	4	6 (27.3%)

COREMISMODELS1: Decision models under certainty (linear programming, PERT, inventory model)		
COREMISMODELS1 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	0	1 (5.0%)
	1	0 (.0%)
	2	5 (25.0%)
	3	11 (55.0%)
	4	3 (15.0%)

COREMISMODELS2 : Decision models under uncertainty		
COREMISMODELS2 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	0	1 (4.5%)
	1	0 (.0%)
	2	4 (18.2%)
	3	13 (59.1%)
	4	4 (18.2%)

COREMISMODELS12: Using decision models (under certainty & uncertainty) in business		
COREMISMODELS12 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	0	1 (4.5%)
	1	0 (.0%)
	2	5 (22.7%)
	3	13 (59.1%)
	4	3 (13.6%)

COREMISPROBABILITY: Probability distributions		
COREMISPROBABILITY 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	0	1 (4.5%)
	1	0 (.0%)
	2	5 (22.7%)
	3	13 (59.1%)
	4	3 (13.6%)

COREMISHYPOTHESIS: Testing hypothesis		
COREMISHYPOTHESIS 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	0	1 (4.5%)
	2	2 (9.1%)
	3	12 (54.5%)
	4	7(31.8%)

COREMGMTSKILLS: Managerial skills		
COREMGMTSKILLS 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	2	0 (.0%)
	3	9 (39.1%)
	4	14 (60.9%)

COREMGMTLEADERSHIP: Leadership styles		
COREMGMTLEADERSHIP 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	2	0 (.0%)
	3	9 (39.1%)
	4	14 (60.9%)

COREMGMTOB: Objectives of organizational behavior		
COREMGMTOB 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	3	8 (33.3%)
	4	16 (66.7%)

COREMGMTPRESENTATIONS: Ability to present, discuss and defend organizational views through written and oral languages		
COREMGMTPRESENTATIONS 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	3	8 (33.3%)
	4	16 (66.7%)

COREMGMTHUMANRELATIONS: Behavior and human relations management process in corporations and nonprofit organizations		
COREMGMTHUMANRELATIONS 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	2	1 (4.2%)
	3	9 (37.5%)
	4	14 (58.3%)

COREMGMTMGMT: Management		
COREMGMTMGMT 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	2	0 (.0%)
	3	12 (50.0%)
	4	12 (50.0%)
	44	0 (.0%)

COREMGMTCONTRASTS: Contrasting difference between international & domestic business		
COREMGMTCONTRASTS 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	2	1 4.2%
	3	14 58.3%
	4	9 37.5%

COREMGMTTRADEDEFICITS: Trade deficit and its effects on the U.S. government and business		
COREMGMTTRADEDEFICITS 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	2	3 (12.5%)
	3	11 (45.8%)
	4	10 (41.7%)

COREMGMTPERSONALITY: Personality processes, emotional stress in organizations		
COREMGMTPERSONALITY 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	1	1 (4.2%)
	2	1 (4.2%)
	3	8 (33.3%)
	4	14 (58.3%)

COREMKTGVOCABULARY: Marketing vocabulary, principles, concepts, and strategies to deliver consumer satisfaction via marketing mix		
COREMKTGVOCABULARY 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	0	1 (4.3%)
	2	1 (4.3%)
	3	8 (34.8%)
	4	13 (56.5%)

COREMKTGPLAN: Development of marketing plan		
COREMKTGPLAN 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	0	1 (4.3%)
	2	2 (8.7%)
	3	14 (60.9%)
	4	6 (26.1%)

COREMKTGMEDIAPLAN: Development media plan		
COREMKTGMEDIAPLAN 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	0	1 (5.0%)
	2	2 (10.0%)
	3	13 (65.0%)
	4	4(20.0%)

Understanding, Knowledge, or Proficiency of Concepts, Principles and Topics

In the following tables, students focus exclusively on 22 Management course learning outcomes using the following rating scale:

0 = N/A
1 = Poor
2 = Adequate
3 = Good
4 = Excellent

MGMT1: Managerial skills		
		COB Major
		Management
MGMT1 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	3	6 (27.3%)
	4	16 (72.7%)

MGMT2: Leadership styles		
		COB Major
		Management
MGMT2 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	3	3 (13.6%)
	4	19 (86.4%)

MGMT3: Objectives of organizational behavior		
		COB Major
		Management
MGMT3 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	3	7 (31.8%)
	4	15 (68.2%)

MGMT4: Ability to present, discuss and defend organizational views effectively through written and oral languages		
		COB Major
		Management
MGMT4 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	3	6 (27.3%)
	4	16 (72.7%)

MGMT5: Behavior and human relations management process in Corporations and non-profit organizations		
		COB Major
		Management
MGMT5 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	3	7 (31.8%)
	4	15 (68.2%)

MGMT6: Management processes		
		COB Major
		Management
MGMT6 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	3	8 (36.4%)
	4	14 (63.6%)

MGMT7: Contrasting the differences between international business and domestic business		
		COB Major
		Management
MGMT7 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	2	2 (9.1%)
	3	12 (54.5%)
	4	8 (36.4%)

MGMT8: Trade deficit and its effects on the United States Government and business		
		COB Major
		Management
MGMT8 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	2	2 (9.1%)
	3	11(50.0%)
	4	9 (40.9%)

MGMT9: Personality processes/emotional stress and its relationship to organizational development		
		COB Major
		Management
MGMT9 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	2	1 (4.5%)
	3	8 (36.4%)
	4	13 (59.1%)

MGMT10a: Basic business principles and concepts: a. Planning		
		COB Major
		Management
MGMT10a 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	3	4(18.2%)
	4	18 (81.8%)

MGMT10b: Basic business principles and concepts: b. Organizing		
		COB Major
		Management
MGMT10b 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	3	3 (13.6%)
	4	19 (86.4%)

MGMT10c: Basic business principles and concepts: c. Leading		
		COB Major
		Management
MGMT10c 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	3	3 (13.6%)
	4	19 (86.4%)

MGMT10d: Basic business principles and concepts: d. Motivating		
		COB Major
		Management
MGMT10d 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	3	4(18.2%)
	4	18(81.8%)

MGMT10e: Basic business principles and concepts: e. Controlling		
		COB Major
		Management
MGMT10e 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	3	5(22.7%)
	4	17(77.3%)

MGMT11a: Understanding the following environments: a. Legal		
		COB Major
		Management
MGMT11a 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	2	1(4.5%)
	3	12(54.5%)
	4	9(40.9%)

MGMT11b: Understanding the following environments b. Political		
		COB Major
		Management
MGMT11b 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	2	1(4.5%)
	3	10(45.5%)
	4	11(50.0%)

MGMT11c: Understanding the following environments c. Social		
		COB Major
		Management
MGMT11c 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	3	10(45.5%)
	4	12(54.5%)

MGMT11d: Understanding the following environments d. Cultural		
		COB Major
		Management
MGMT11d 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	3	8(36.4%)
	4	14(63.6%)

MGMT12: Identify problem areas in unfamiliar settings		
		COB Major
		Management
MGMT12 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	3	12(54.5%)
	4	10(45.5%)

MGMT13: Solve non-routine problems applying appropriate business strategies		
		COB Major
		Management
MGMT13 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	3	7
		31.8%
	4	15
		68.2%

MGMT14: Identify business ethics issues		
		COB Major
		Management
MGMT14 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	3	8(36.4%)
	4	14(63.6%)

MGMT15a: Read and understand. a. Management concepts		
		COB Major
		Management
MGMT15a 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	3	7(31.8%)
	4	15(68.2%)

MGMT15b: Read and understand b. Leadership styles		
		COB Major
		Management
MGMT15b 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	3	6(27.3%)
	4	16(72.7%)

MGMT15c: Read and understand c. Various powers available to leader and /or managers		
		COB Major
		Management
MGMT15c 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	3	7(31.8%)
	4	15(68.2%)

MGMT15d: Read and understand d. Theories and their variations		
		COB Major
		Management
MGMT15d 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	3	7(31.8%)
	4	15(68.2%)

MGMT15e: Read and understand e. Chain of command		
		COB Major
		Management
MGMT15e 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	3	5(22.7%)
	4	17(77.3%)

MGMT15f: Read and understand f. Managerial activities		
		COB Major
		Management
MGMT15f 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	3	6(27.3%)
	4	16(72.7%)

MGMT16: Resolve business ethics using a value based reasoning system		
		COB Major
		Management
MGMT16 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	3	6(27.3%)
	4	16(72.7%)

MGMT17a: Present organizational views a. In written form		
		COB Major
		Management
MGMT17a 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	3	9(40.9%)
	4	13(59.1%)

MGMT17b: Present organizational views b. In verbal form		
		COB Major
		Management
MGMT17b 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	3	8(36.4%)
	4	14(63.6%)

MGMT18a: Discuss organizational views a. In written form		
		COB Major
		Management
MGMT18a 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	3	9(42.9%)
	4	12(57.1%)

MGMT18b: Discuss organizational views b. In verbal form		
		COB Major
		Management
MGMT18b 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	3	9(40.9%)
	4	13(59.1%)

MGMT19a: Defend organizational views. a. In written form		
		COB Major
		Management
MGMT19a 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	3	8(36.4%)
	4	14(63.6%)

MGMT19b: Defend organizational views b. In verbal form		
		COB Major
		Management
MGMT19b 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	3	11(50.0%)
	4	11(50.0%)

MGMT20: Apply management strategies to reach appropriate goals/objectives		
		COB Major
		Management
MGMT20 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	3	6(27.3%)
	4	16(72.7%)

MGMT21: Summarize inputs needed for management decision-making		
		COB Major
		Management
MGMT21 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	2	1(4.5%)
	3	7(31.8%)
	4	14(63.6%)

MGMT22: Apply the basic flow of authority from top down or bottom up		
		COB Major
		Management
MGMT22 0 = N/A 1 = Poor 2 = Adequate 3 = Good 4 = Excellent	2	1(4.5%)
	3	6(27.3%)
	4	15(68.2%)

2. MFT CAPSTONE EXAM

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 possibilities frontier	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	Accountin	Financial	Balance Sheet	A1	--

						g	Accounting			
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	A5	--

								environment		
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	--	A3, A9	--

							Cultural Management			
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	--	A3, A9	--

							Cultural Management			
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 Accounting	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. 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).

Summary Evidence of Achievement Improvements

Instruments (Specify names)	2015/16 Results	Improvements	2016/17 Results
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
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
Spring 2015: ETS Capstone Exam (MFT-Business) N=47	5 students scored above 50th percentile	Baseline data	N/A

3. OTHER STUDENT LEARNING INDICATORS

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.

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 which has been proposed for 2017 is yet to be started. 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.

PART 2: 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
1. 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
2. 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
3. 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
4. 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
5. 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
6. 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
7. 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	Student Outcomes	Assessment Instruments	Criteria
1: Demonstrate application of **managerial concepts** and principles in industry or nonprofit	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-	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-	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
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

PART 3. APPENDIX: COB SENIOR EXIT SURVEY