

Curriculum Map: MARKETING

| | | K= Knowledge/Comprehension; A= Application/Analysis; S= Synthesis/Evaluation | | | | | | | | | | | | | |
|---|---|---|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-----------------|---------------------------|--|
| Program Effectiveness Outcomes (PEOs) | Student Learning Outcomes (SLO) | <i>MKTG 3110</i> | <i>MKTG 3620</i> | <i>MKTG 3630</i> | <i>MKTG 3750</i> | <i>MKTG 3770</i> | <i>MKTG 3780</i> | <i>MKTG 3790</i> | <i>MKTG 3840</i> | <i>MKTG 4820</i> | <i>MKTG 4830</i> | <i>MKTG 4880</i> | <i>BLP 3207</i> | <i>MGMT 4890 Capstone</i> | |
| 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 |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------------|
| 1 (SLOs) | 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. 50 th 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 50 th 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 50 th 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 50 th 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 50 th 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 50 th 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. 50 th 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. |
| 1 st 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 50 th 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 50 th Percentile for program. | Majority (60%) of students below 50 th 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 50 th Percentile for program | Majority (60%) of students below 50 th 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 50 th 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-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 | | | | | |
|---|------------|----------------------------------|----------------------|----------------|-------|
| | | 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 | | | | | | |
|---|------------|--|-----------|----------------------|-------|----------------|
| | | 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 | | | | | | |
|---|------------|--------------------------------------|-----------|----------------------|-------|----------------|
| | | 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 | | | | | | |
|---|------------|--|-----------|----------------------|-------|----------------|
| | | 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

| | 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 demagoguery 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. |
| 1 st 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 | | | Total |
|-----------|------------|------------------------------------|------|-----------|-------|
| | | Fair | Good | Excellent | |
| 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 |