# ASSESSMENT REPORT 2016 FOR INSTRUCTIONAL PROGRAMS

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## PART 1: ASSSESSMENT REPORT

**Evidence to Support Achievement of Student Learning**

The 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 evidence of learning we present are based on: (1) Senior Exit Survey; and (2) ETS Capstone Exam, Major Field Test-Business. 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 Marketing Student Learning Outcomes (SLOs) are addressed below:

**SLO1**: Critically evaluate marketing functions performed by channel members in the industry.
**SLO2**: Organize thoughts to effectively communicate in any business environment.
**SLO3**: Integrate technology to provide solutions to marketing problems.
**SLO4**: Evaluate entrepreneurial opportunities.
**SLO5**: Integrate marketing concepts in a global business environment.
**SLO6**: Recognize the importance and contribution of organizational diversity in a business environment.
**SLO7**: Determine ethical issues and select appropriate actions.

## 1. EXIT SURVEY

The Senior Exit Survey captures graduating students' perceptions of:

**A. <u>University Programs</u>** - Evaluation of program offerings of CSU, COB, and Marketing. The level of student satisfaction was measured on a 5-point rating scale: 0=N/A; 1=Poor; 2= Adequate; 3=Good; 4=Excellent.

**B. <u>COB Experience</u>** - Overall satisfaction with their COB experience as assessed on a 5-point scale:
1= Very Dissatisfied; 2=Dissatisfied; 3=Not Sure; 4=Satisfied; 5= Very Satisfied.

**C. <u>Appreciation for Diversity</u>** – Students' understanding of the importance and contribution of diversity in business organizations was assessed on a 5-point rating scale:
1= Extremely Important; 2=Very Important; 3=Important; 4=Not Sure; 5= Not Important.

**D. <u>Employment & Graduate School Plans</u>** - Employment in major field of study or graduate school plans.

**Summary of Data Trends**

**Sample**: Seven (7) Marketing graduating seniors responded to the Senior Exit Survey, summary outcomes which are presented as follows:

**Employment Plans**: One (1) is currently employed in Marketing, their major field of study, two (2) have job offers in their major field of study.

**Graduate School Plans**: Three (3) plan to apply to graduate school within one year of Graduation.

| **Age Grouping Of Respondents**: | N |
|---|---|
| Less than 20 | 0 |
| 20-26 | 5 |
| 26-30 | 1 |
| 31-40 | 0 |
| Over 41 | 1 |

**Gender Grouping of Respondents**: There were three (3) females and four (4) male respondents.

**High School Attended**: Four (4) respondents attended Chicago Public Schools; Two (2) attended Suburban High Schools; and One (1) attended High School in other secondary school system prior to enrolling in Chicago State University.

**Transfer Students**: 6 respondents transferred from another tertiary institution, while one (1) did not attend a tertiary institution prior to enrollment at Chicago State University.

**Associate Degrees**: Three (3) respondents received an Associate Degree before enrolling at Chicago State University. One (1) did not have an Associate Degree.

**Estimated GPA at time of Graduation**:

| GPA | N |
|---|---|
| Less 2.0 | 0 |
| 2.1 - 2.5 | 0 |
| 2.6 - 3.0 | 2 |
| 3.1 - 3.5 | 2 |
| 3.6 - 4.0 | 1 |

| **Enrollment Status**: | N |
|---|---|
| Full Time - Day | 4 |
| Full Time - Evening | 2 |
| Part -Time - Day | 1 |
| Part -Time - Evening | 0 |

| **COB Experience Satisfaction**: | N |
|---|---|
| Very Dissatisfied | 1 |
| Dissatisfied | 0 |
| Not Sure | 1 |
| Satisfied | 3 |
| Very Satisfied | 2 |

| **Perception of Importance Diversity**: | N |
|---|---|
| Extremely Important | 4 |
| Very Important | 3 |
| Important | 0 |
| Not Important | 0 |

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

**Student Comments on How to Improve Course Learning**

- Spend more time explaining advertising.
- Focus more on the topic and spend more time on it.
- I would like to see more marketing Internship.
- I would like to see more real life event classes.

**Brief General Comments/Statements**

- Everything is dated and it has somewhat of a depressing environment. The teachers are snobby (Bibb) and absentminded (Osuji) and somewhere excellent (Knox, Kpo). Transferring from Robert Morris to CSU is like transferring from Jetsons to Flintstones literally. I couldn't wait to graduate to start the next chapter in my life! Sia Nara!!!

- My exp. was remarkable one that I couldn't experience at any other university. From the advisors, staff, and my coaches as well as the students that helped with my growth. The marketing program is well put together and has few weaknesses regarding the learning process, assignments and overall coverage of material. Exams are not difficult and professors are reasonable.

- My experience has been wonderful in mist of the chaos with the school closing my teachers still been heavily involved, I love to see my professors that have passion for teaching and seeing their students excel, there has never been a dull moment and it has

been a joy.

- My experience was good, the strengths at this school is that instructors care about students. The weaknesses are scheduling- many classes were not available through different times of the day which is very inconvenient.

- My experience was great. I am grateful to the COB and the marketing program for prepping me to do great things in my field.

- One of the weaknesses of CSU is there advising. I felt like I was in the dark with no plan as to what classes to take.

## PART 3. APPENDIX: COB SENIOR EXIT SURVEY - MARKETING

### Perceived Effectiveness of CSU General Education for 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 | | | Total |
|---|---|---|---|
| | | | Marketing |
| GenEd Skills: Write with Clarity<br><br>0 = N/A<br>1 = In-Effective<br>2 = Moderately In-Effective<br>3 = Effective<br>4 = Moderately Effective<br>5 = Very Effective | 0 | Count | 0 |
| | | % within COB Major | .0% |
| | 2 | Count | 0 |
| | | % within COB Major | .0% |
| | 3 | Count | 1 |
| | | % within COB Major | 14.3% |
| | 4 | Count | 4 |
| | | % within COB Major | 57.1% |
| | 5 | Count | 2 |
| | | % within COB Major | 28.6% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

| GenEd Skills: Think for Myself | | | Total |
|---|---|---|---|
| | | | Marketing |
| GenEd Skills: Think for Myself<br><br>0 = N/A<br>1 = In-Effective<br>2 = Moderately In-Effective<br>3 = Effective<br>4 = Moderately Effective<br>5 = Very Effective | 0 | Count | 0 |
| | | % within COB Major | .0% |
| | 3 | Count | 0 |
| | | % within COB Major | .0% |
| | 4 | Count | 1 |
| | | % within COB Major | 14.3% |
| | 5 | Count | 6 |
| | | % within COB Major | 85.7% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

| GenEd Skills: Develop Solutions to Problems | | | Total |
|---|---|---|---|
| | | | Marketing |
| **GenEd Skills: Develop Solutions to Problems**<br><br>0 = N/A<br>1 = In-Effective<br>2 = Moderately In-Effective<br>3 = Effective<br>4 = Moderately Effective<br>5 = Very Effective | 0 | Count | 0 |
| | | % within COB Major | .0% |
| | 3 | Count | 0 |
| | | % within COB Major | .0% |
| | 4 | Count | 4 |
| | | % within COB Major | 57.1% |
| | 5 | Count | 3 |
| | | % within COB Major | 42.9% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

| GenEd Skills: Develop Leadership Skills | | | Total |
|---|---|---|---|
| | | | Marketing |
| **GenEd Skills: Develop Leadership Skills**<br><br>0 = N/A<br>1 = In-Effective<br>2 = Moderately In-Effective<br>3 = Effective<br>4 = Moderately Effective<br>5 = Very Effective | 0 | Count | 0 |
| | | % within COB Major | .0% |
| | 3 | Count | 1 |
| | | % within COB Major | 14.3% |
| | 4 | Count | 2 |
| | | % within COB Major | 28.6% |
| | 5 | Count | 4 |
| | | % within COB Major | 57.1% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

| GenEd Skills: Use Mathematical Concepts | | | Total |
|---|---|---|---|
| | | | Marketing |
| GenEd Skills: Use Mathematical Concepts<br><br>0 = N/A<br>1 = In-Effective<br>2 = Moderately In-Effective<br>3 = Effective<br>4 = Moderately Effective<br>5 = Very Effective | 1 | Count | 0 |
| | | % within COB Major | .0% |
| | 2 | Count | 0 |
| | | % within COB Major | .0% |
| | 3 | Count | 2 |
| | | % within COB Major | 28.6% |
| | 4 | Count | 3 |
| | | % within COB Major | 42.9% |
| | 5 | Count | 2 |
| | | % within COB Major | 28.6% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

| **GenEd Skills: Interpret Statistical Data** | | | Total |
|---|---|---|---|
| | | | Marketing |
| GenEd Skills: Interpret Statistical Data<br><br>0 = N/A<br>1 = In-Effective<br>2 = Moderately In-Effective<br>3 = Effective<br>4 = Moderately Effective<br>5 = Very Effective | 0 | Count | 0 |
| | | % within COB Major | .0% |
| | 2 | Count | 0 |
| | | % within COB Major | .0% |
| | 3 | Count | 4 |
| | | % within COB Major | 57.1% |
| | 4 | Count | 3 |
| | | % within COB Major | 42.9% |
| | 5 | Count | 0 |
| | | % within COB Major | .0% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

| **GenEd: Skills: Perform Mathematical Calculations** | | | Total |
|---|---|---|---|
| | | | Marketing |
| GenEd: Skills: Perform Mathematical Calculations<br><br>0 = N/A<br>1 = In-Effective<br>2 = Moderately In-Effective<br>3 = Effective<br>4 = Moderately Effective<br>5 = Very Effective | 0 | Count | 0 |
| | | % within COB Major | .0% |
| | 3 | Count | 2 |
| | | % within COB Major | 28.6% |
| | 4 | Count | 3 |
| | | % within COB Major | 42.9% |
| | 5 | Count | 2 |
| | | % within COB Major | 28.6% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

| **GenEd Skills: Use Computers in Major** | | | Total |
|---|---|---|---|
| | | | Marketing |
| GenEd Skills: Use Computers in Major<br><br>0 = N/A<br>1 = In-Effective<br>2 = Moderately In-Effective<br>3 = Effective<br>4 = Moderately Effective<br>5 = Very Effective | 1 | Count | 0 |
| | | % within COB Major | .0% |
| | 2 | Count | 0 |
| | | % within COB Major | .0% |
| | 3 | Count | 2 |
| | | % within COB Major | 28.6% |
| | 4 | Count | 2 |
| | | % within COB Major | 28.6% |
| | 5 | Count | 3 |
| | | % within COB Major | 42.9% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

| **GenEd Skills: Understand Human Behavior & Relationships** | | | Total |
|---|---|---|---|
| | | | Marketing |
| GenEd Skills: Understand Human Behavior & Relationships<br><br>0 = N/A<br>1 = In-Effective<br>2 = Moderately In-Effective<br>3 = Effective<br>4 = Moderately Effective<br>5 = Very Effective | 0 | Count | 0 |
| | | % within COB Major | .0% |
| | 1 | Count | 0 |
| | | % within COB Major | .0% |
| | 3 | Count | 1 |
| | | % within COB Major | 14.3% |
| | 4 | Count | 4 |
| | | % within COB Major | 57.1% |
| | 5 | Count | 2 |
| | | % within COB Major | 28.6% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

| **GenEd Skills: Speak Persuasively and Confidently** | | | Total |
|---|---|---|---|
| | | | Marketing |
| GenEd Skills: Speak Persuasively and Confidently<br><br>0 = N/A<br>1 = In-Effective<br>2 = Moderately In-Effective<br>3 = Effective<br>4 = Moderately Effective<br>5 = Very Effective | 0 | Count | 0 |
| | | % within COB Major | .0% |
| | 2 | Count | 0 |
| | | % within COB Major | .0% |
| | 3 | Count | 0 |
| | | % within COB Major | .0% |
| | 4 | Count | 4 |
| | | % within COB Major | 57.1% |
| | 5 | Count | 3 |
| | | % within COB Major | 42.9% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

| **GenEd Skills: Have Confidence in my Intellectual Abilities** | | | Total |
|---|---|---|---|
| | | | Marketing |
| GenEd Skills: Have Confidence in my Intellectual Abilities<br><br>0 = N/A<br>1 = In-Effective<br>2 = Moderately In-Effective<br>3 = Effective<br>4 = Moderately Effective<br>5 = Very Effective | 2 | Count | 0 |
| | | % within COB Major | .0% |
| | 3 | Count | 1 |
| | | % within COB Major | 14.3% |
| | 4 | Count | 0 |
| | | % within COB Major | .0% |
| | 5 | Count | 6 |
| | | % within COB Major | 85.7% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

| **Overall Rating of CSU** | | | Total |
|---|---|---|---|
| | | | Marketing |
| Overall Rating of CSU<br><br>0 = N/A<br>1 = In-Effective<br>2 = Moderately In-Effective<br>3 = Effective<br>4 = Moderately Effective<br>5 = Very Effective<br>Instruction - Faculty | 0 | Count | 0 |
| | | % within COB Major | .0% |
| | 1 | Count | 1 |
| | | % within COB Major | 14.3% |
| | 2 | Count | 2 |
| | | % within COB Major | 28.6% |
| | 3 | Count | 3 |
| | | % within COB Major | 42.9% |
| | 4 | Count | 1 |
| | | % within COB Major | 14.3% |
| | 5 | Count | 0 |
| | | % within COB Major | .0% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

## Rating of CSU and COB Program Effectiveness - Sequentially

In the following tables, graduating Marketing 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** | | | Total |
|---|---|---|---|
| | | | Marketing |
| Overall Rating of COB Instruction – Faculty<br><br>0 = N/A<br>1 = Poor<br>2 = Fair<br>3 = Good<br>4 = Excellent | 0 | Count | 0 |
| | | % within COB Major | .0% |
| | 1 | Count | 0 |
| | | % within COB Major | .0% |
| | 2 | Count | 2 |
| | | % within COB Major | 28.6% |
| | 3 | Count | 5 |
| | | % within COB Major | 71.4% |
| | 4 | Count | 0 |
| | | % within COB Major | .0% |
| | 5 | Count | 0 |
| | | % within COB Major | .0% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

| **Accessibility of CSU Faculty** | | | Total |
|---|---|---|---|
| | | | Marketing |
| Accessibility of CSU Faculty<br><br>0 = N/A<br>1 = Poor<br>2 = Fair<br>3 = Good<br>4 = Excellent | 0 | Count | 0 |
| | | % within COB Major | .0% |
| | 1 | Count | 0 |
| | | % within COB Major | .0% |
| | 2 | Count | 5 |
| | | % within COB Major | 71.4% |
| | 3 | Count | 1 |
| | | % within COB Major | 14.3% |
| | 4 | Count | 1 |
| | | % within COB Major | 14.3% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

| Accessibility of COB Faculty | | | Total |
|---|---|---|---|
| | | | Marketing |
| Accessibility of COB faculty<br><br>0 = N/A<br>1 = Poor<br>2 = Fair<br>3 = Good<br>4 = Excellent | 0 | Count | 1 |
| | | % within COB Major | 14.3% |
| | 1 | Count | 0 |
| | | % within COB Major | .0% |
| | 2 | Count | 2 |
| | | % within COB Major | 28.6% |
| | 3 | Count | 1 |
| | | % within COB Major | 14.3% |
| | 4 | Count | 3 |
| | | % within COB Major | 42.9% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

| Individual Attention by CSU Faculty | | | Total |
|---|---|---|---|
| | | | Marketing |
| Individual Attention by CSU Faculty<br><br>0 = N/A<br>1 = Poor<br>2 = Fair<br>3 = Good<br>4 = Excellent | 0 | Count | 0 |
| | | % within COB Major | .0% |
| | 1 | Count | 1 |
| | | % within COB Major | 14.3% |
| | 2 | Count | 2 |
| | | % within COB Major | 28.6% |
| | 3 | Count | 3 |
| | | % within COB Major | 42.9% |
| | 4 | Count | 1 |
| | | % within COB Major | 14.3% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

| Individual Attention by COB Faculty | | | Total |
|---|---|---|---|
| | | | Marketing |
| Individual Attention by COB Faculty<br><br>0 = N/A<br>1 = Poor<br>2 = Fair<br>3 = Good<br>4 = Excellent | 0 | Count | 2 |
| | | % within COB Major | 28.6% |
| | 1 | Count | 2 |
| | | % within COB Major | 28.6% |
| | 2 | Count | 0 |
| | | % within COB Major | .0% |
| | 3 | Count | 3 |
| | | % within COB Major | 42.9% |
| | 4 | Count | 0 |
| | | % within COB Major | .0% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

| CSU Academic Advising | | | Total |
|---|---|---|---|
| | | | Marketing |
| CSU Academic Advising<br><br>0 = N/A<br>1 = Poor<br>2 = Fair<br>3 = Good<br>4 = Excellent | 0 | Count | 1 |
| | | % within COB Major | 14.3% |
| | 1 | Count | 1 |
| | | % within COB Major | 14.3% |
| | 2 | Count | 1 |
| | | % within COB Major | 14.3% |
| | 3 | Count | 4 |
| | | % within COB Major | 57.1% |
| | 4 | Count | 0 |
| | | % within COB Major | .0% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

| CSU Academic Advising | | | Total |
|---|---|---|---|
| | | | Marketing |
| COB Academic Advising<br><br>0 = N/A<br>1 = Poor<br>2 = Fair<br>3 = Good<br>4 = Excellent | 0 | Count | 1 |
| | | % within COB Major | 14.3% |
| | 1 | Count | 1 |
| | | % within COB Major | 14.3% |
| | 2 | Count | 3 |
| | | % within COB Major | 42.9% |
| | 3 | Count | 1 |
| | | % within COB Major | 14.3% |
| | 4 | Count | 1 |
| | | % within COB Major | 14.3% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

| CSU Availability of Needed Courses | | | Total |
|---|---|---|---|
| | | | Marketing |
| CSU Availability of Needed Courses<br><br>0 = N/A<br>1 = Poor<br>2 = Fair<br>3 = Good<br>4 = Excellent | 1 | Count | 1 |
| | | % within COB Major | 14.3% |
| | 2 | Count | 0 |
| | | % within COB Major | .0% |
| | 3 | Count | 5 |
| | | % within COB Major | 71.4% |
| | 4 | Count | 1 |
| | | % within COB Major | 14.3% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

| **COB Availability of Needed Courses** | | | Total |
|---|---|---|---|
| | | | Marketing |
| COB Availability of Needed Courses<br><br>0 = N/A<br>1 = Poor<br>2 = Fair<br>3 = Good<br>4 = Excellent | 2 | Count | 2 |
| | | % within COB Major | 28.6% |
| | 3 | Count | 4 |
| | | % within COB Major | 57.1% |
| | 4 | Count | 1 |
| | | % within COB Major | 14.3% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

| **Adequacy of CSU Library Collection** | | | Total |
|---|---|---|---|
| | | | Marketing |
| Adequacy of CSU Library Collection<br><br>0 = N/A<br>1 = Poor<br>2 = Fair<br>3 = Good<br>4 = Excellent | 1 | Count | 0 |
| | | % within COB Major | .0% |
| | 2 | Count | 1 |
| | | % within COB Major | 14.3% |
| | 3 | Count | 5 |
| | | % within COB Major | 71.4% |
| | 4 | Count | 1 |
| | | % within COB Major | 14.3% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

| **Adequacy of COB Library Collection** | | | Total |
|---|---|---|---|
| | | | Marketing |
| Adequacy of COB Library Collection<br><br>0 = N/A<br>1 = Poor<br>2 = Fair<br>3 = Good<br>4 = Excellent | 0 | Count | 0 |
| | | % within COB Major | .0% |
| | 1 | Count | 0 |
| | | % within COB Major | .0% |
| | 2 | Count | 4 |
| | | % within COB Major | 57.1% |
| | 3 | Count | 1 |
| | | % within COB Major | 14.3% |
| | 4 | Count | 2 |
| | | % within COB Major | 28.6% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

| CSU Preparation For Employment | | | Total |
|---|---|---|---|
| | | | Marketing |
| CSU Preparation For Employment<br><br>0 = N/A<br>1 = Poor<br>2 = Fair<br>3 = Good<br>4 = Excellent | 0 | Count | 0 |
| | | % within COB Major | .0% |
| | 1 | Count | 0 |
| | | % within COB Major | .0% |
| | 2 | Count | 4 |
| | | % within COB Major | 57.1% |
| | 3 | Count | 2 |
| | | % within COB Major | 28.6% |
| | 4 | Count | 1 |
| | | % within COB Major | 14.3% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

| COB Preparation For Employment | | | Total |
|---|---|---|---|
| | | | Marketing |
| COB Preparation For Employment<br><br>0 = N/A<br>1 = Poor<br>2 = Fair<br>3 = Good<br>4 = Excellent | 0 | Count | 1 |
| | | % within COB Major | 14.3% |
| | 1 | Count | 1 |
| | | % within COB Major | 14.3% |
| | 2 | Count | 0 |
| | | % within COB Major | .0% |
| | 3 | Count | 4 |
| | | % within COB Major | 57.1% |
| | 4 | Count | 1 |
| | | % within COB Major | 14.3% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

| CSU Preparation For Graduate School | | | Total |
|---|---|---|---|
| | | | Marketing |
| CSU Preparation For Graduate School<br><br>0 = N/A<br>1 = Poor<br>2 = Fair<br>3 = Good<br>4 = Excellent | 0 | Count | 0 |
| | | % within COB Major | .0% |
| | 1 | Count | 1 |
| | | % within COB Major | 14.3% |
| | 2 | Count | 0 |
| | | % within COB Major | .0% |
| | 3 | Count | 5 |
| | | % within COB Major | 71.4% |
| | 4 | Count | 1 |
| | | % within COB Major | 14.3% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

| COB Preparation For Graduate School | | | Total |
|---|---|---|---|
| | | | Marketing |
| COB Preparation For Graduate School<br><br>0 = N/A<br>1 = Poor<br>2 = Fair<br>3 = Good<br>4 = Excellent | 0 | Count | 0 |
| | | % within COB Major | .0% |
| | 1 | Count | 0 |
| | | % within COB Major | .0% |
| | 2 | Count | 3 |
| | | % within COB Major | 42.9% |
| | 3 | Count | 3 |
| | | % within COB Major | 42.9% |
| | 4 | Count | 1 |
| | | % within COB Major | 14.3% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

| COB Faculty: Informal After Class Interactions | | | Total |
|---|---|---|---|
| | | | Marketing |
| COB Faculty: Informal After Class Interactions<br><br>0 = N/A<br>1 = Never<br>2 = Occasional<br>3 = Often<br>4 = Very Often | 0 | Count | 1 |
| | | % within COB Major | 14.3% |
| | 1 | Count | 1 |
| | | % within COB Major | 14.3% |
| | 2 | Count | 3 |
| | | % within COB Major | 42.9% |
| | 3 | Count | 1 |
| | | % within COB Major | 14.3% |
| | 4 | Count | 1 |
| | | % within COB Major | 14.3% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

| COB Faculty: Appointments for Office Visit | | | Total |
|---|---|---|---|
| | | | Marketing |
| COB Faculty: Appointments for Office Visit<br><br>0 = N/A<br>1 = Never<br>2 = Occasional<br>3 = Often<br>4 = Very Often | 1 | Count | 1 |
| | | % within COB Major | 14.3% |
| | 2 | Count | 4 |
| | | % within COB Major | 57.1% |
| | 3 | Count | 1 |
| | | % within COB Major | 14.3% |
| | 4 | Count | 1 |
| | | % within COB Major | 14.3% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

| COB Faculty: Discussions of Class Projects | | | Total |
|---|---|---|---|
| | | | Marketing |
| COB Faculty: Discussions of Class Projects<br><br>0 = N/A<br>1 = Never<br>2 = Occasional<br>3 = Often<br>4 = Very Often | 1 | Count | 0 |
| | | % within COB Major | .0% |
| | 2 | Count | 5 |
| | | % within COB Major | 71.4% |
| | 3 | Count | 2 |
| | | % within COB Major | 28.6% |
| | 4 | Count | 0 |
| | | % within COB Major | .0% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

| COB Faculty: Discussions of Career Plans | | | Total |
|---|---|---|---|
| | | | Marketing |
| COB Faculty: Discussions of Career Plans<br><br>0 = N/A<br>1 = Never<br>2 = Occasional<br>3 = Often<br>4 = Very Often | 1 | Count | 0 |
| | | % within COB Major | .0% |
| | 2 | Count | 4 |
| | | % within COB Major | 57.1% |
| | 3 | Count | 3 |
| | | % within COB Major | 42.9% |
| | 4 | Count | 0 |
| | | % within COB Major | .0% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

| COB Faculty: Discussions of Personal Problems | | | Total |
|---|---|---|---|
| | | | Marketing |
| COB Faculty: Discussions of Personal Problems<br><br>0 = N/A<br>1 = Never<br>2 = Occasional<br>3 = Often<br>4 = Very Often | 0 | Count | 0 |
| | | % within COB Major | .0% |
| | 1 | Count | 5 |
| | | % within COB Major | 71.4% |
| | 2 | Count | 1 |
| | | % within COB Major | 14.3% |
| | 3 | Count | 1 |
| | | % within COB Major | 14.3% |
| | 4 | Count | 0 |
| | | % within COB Major | .0% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

## 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

| COB Faculty: Discussions of Personal Problems | | | Total |
|---|---|---|---|
| | | | Marketing |
| Student Involvement: Took Detailed Notes in Class<br><br>0 = N/A<br>1 = Never<br>2 = Occasional<br>3 = Often<br>4 = Very Often | 2 | Count | 0 |
| | | % within COB Major | .0% |
| | 3 | Count | 5 |
| | | % within COB Major | 71.4% |
| | 4 | Count | 2 |
| | | % within COB Major | 28.6% |
| | 7 | Count | 0 |
| | | % within COB Major | .0% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

| Student Involvement: Participated In Class Discussions | | | Total |
|---|---|---|---|
| | | | Marketing |
| Student Involvement: Participated In Class Discussions<br><br>0 = N/A<br>1 = Never<br>2 = Occasional<br>3 = Often<br>4 = Very Often | 2 | Count | 1 |
| | | % within COB Major | 14.3% |
| | 3 | Count | 2 |
| | | % within COB Major | 28.6% |
| | 4 | Count | 4 |
| | | % within COB Major | 57.1% |
| | 7 | Count | 0 |
| | | % within COB Major | .0% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

| Student Involvement: Underlined major Points in Readings | | | Total |
|---|---|---|---|
| | | | Marketing |
| Student Involvement: Underlined major Points in Readings<br><br>0 = N/A<br>1 = Never<br>2 = Occasional<br>3 = Often<br>4 = Very Often | 2 | Count | 2 |
| | | % within COB Major | 28.6% |
| | 3 | Count | 3 |
| | | % within COB Major | 42.9% |
| | 4 | Count | 2 |
| | | % within COB Major | 28.6% |
| | 7 | Count | 0 |
| | | % within COB Major | .0% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

| **Student Involvement: See How Different Facts/Ideas Fit Together** | | | Total |
|---|---|---|---|
| | | | Marketing |
| Student Involvement: See How Different Facts/Ideas Fit Together<br><br>0 = N/A<br>1 = Never<br>2 = Occasional<br>3 = Often<br>4 = Very Often | 2 | Count | 0 |
| | | % within COB Major | .0% |
| | 3 | Count | 6 |
| | | % within COB Major | 85.7% |
| | 4 | Count | 1 |
| | | % within COB Major | 14.3% |
| | 7 | Count | 0 |
| | | % within COB Major | .0% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

| **Student Involvement: Thought About Material's Practical Applications** | | | Total |
|---|---|---|---|
| | | | Marketing |
| Student Involvement: Thought About Material's Practical Applications<br><br>0 = N/A<br>1 = Never<br>2 = Occasional<br>3 = Often<br>4 = Very Often | 1 | Count | 0 |
| | | % within COB Major | .0% |
| | 2 | Count | 1 |
| | | % within COB Major | 14.3% |
| | 3 | Count | 5 |
| | | % within COB Major | 71.4% |
| | 4 | Count | 1 |
| | | % within COB Major | 14.3% |
| | 7 | Count | 0 |
| | | % within COB Major | .0% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

| **Student Involvement: Worked on Projects to Integrate ideas from different Sources** | | | Total |
|---|---|---|---|
| | | | Marketing |
| Student Involvement: Worked on Projects to Integrate ideas from different Sources<br><br>0 = N/A<br>1 = Never<br>2 = Occasional<br>3 = Often<br>4 = Very Often | 2 | Count | 1 |
| | | % within COB Major | 14.3% |
| | 3 | Count | 5 |
| | | % within COB Major | 71.4% |
| | 4 | Count | 1 |
| | | % within COB Major | 14.3% |
| | 7 | Count | 0 |
| | | % within COB Major | .0% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

| **Student Involvement: Summarized Major Points & Information from Readings** | | | Total |
|---|---|---|---|
| | | | Marketing |
| Student Involvement: Summarized Major Points & Information from Readings<br><br>0 = N/A<br>1 = Never<br>2 = Occasional<br>3 = Often<br>4 = Very Often | 2 | Count | 2 |
| | | % within COB Major | 28.6% |
| | 3 | Count | 2 |
| | | % within COB Major | 28.6% |
| | 4 | Count | 3 |
| | | % within COB Major | 42.9% |
| | 7 | Count | 0 |
| | | % within COB Major | .0% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

| **Student Involvement: Tried to Explain Material to Other Students** | | | Total |
|---|---|---|---|
| | | | Marketing |
| Student Involvement: Tried to Explain Material to Other Students<br><br>0 = N/A<br>1 = Never<br>2 = Occasional<br>3 = Often<br>4 = Very Often | 0 | Count | 0 |
| | | % within COB Major | .0% |
| | 1 | Count | 0 |
| | | % within COB Major | .0% |
| | 2 | Count | 1 |
| | | % within COB Major | 14.3% |
| | 3 | Count | 2 |
| | | % within COB Major | 28.6% |
| | 4 | Count | 4 |
| | | % within COB Major | 57.1% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

| **Student Clubs: Attended Student Clubs/Organization Meetings** | | | Total |
|---|---|---|---|
| | | | Marketing |
| **Student Involvement: Did Additional Readings on Class Topics**<br><br>0 = N/A<br>1 = Never<br>2 = Occasional<br>3 = Often<br>4 = Very Often | 1 | Count | 0 |
| | | % within COB Major | .0% |
| | 2 | Count | 3 |
| | | % within COB Major | 42.9% |
| | 3 | Count | 1 |
| | | % within COB Major | 14.3% |
| | 4 | Count | 3 |
| | | % within COB Major | 42.9% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

## 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** | | | Total |
|---|---|---|---|
| | | | Marketing |
| Student Clubs: Met Advisor to Discuss Student Clubs/Organizations<br><br>0 = N/A<br>1 = Never<br>2 = Occasional<br>3 = Often<br>4 = Very Often | 0 | Count | 0 |
| | | % within COB Major | .0% |
| | 1 | Count | 3 |
| | | % within COB Major | 42.9% |
| | 2 | Count | 2 |
| | | % within COB Major | 28.6% |
| | 3 | Count | 1 |
| | | % within COB Major | 14.3% |
| | 4 | Count | 1 |
| | | % within COB Major | 14.3% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

| **Student Clubs: Attended Student Clubs/Organization Meetings** | | | Total |
|---|---|---|---|
| | | | Marketing |
| Student Clubs: Attended Student Clubs/Organization Meetings<br><br>0 = N/A<br>1 = Never<br>2 = Occasional<br>3 = Often<br>4 = Very Often | 0 | Count | 0 |
| | | % within COB Major | .0% |
| | 1 | Count | 3 |
| | | % within COB Major | 42.9% |
| | 2 | Count | 2 |
| | | % within COB Major | 28.6% |
| | 3 | Count | 0 |
| | | % within COB Major | .0% |
| | 4 | Count | 2 |
| | | % within COB Major | 28.6% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

| **Student Clubs: Voted in a Student Election** | | | Total |
|---|---|---|---|
| | | | Marketing |
| Student Clubs: Voted in a Student Election<br><br>0 = N/A<br>1 = Never<br>2 = Occasional<br>3 = Often<br>4 = Very Often | 0 | Count | 0 |
| | | % within COB Major | .0% |
| | 1 | Count | 4 |
| | | % within COB Major | 57.1% |
| | 2 | Count | 0 |
| | | % within COB Major | .0% |
| | 3 | Count | 1 |
| | | % within COB Major | 14.3% |
| | 4 | Count | 2 |
| | | % within COB Major | 28.6% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

## 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 rating scale:

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

| **Time Value of Money** | | | Total |
|---|---|---|---|
| | | | Marketing |
| COREFINTIME | 0 | Count | 0 |
| | | % within COB Major | .0% |
| 0 = N/A | 1 | Count | 0 |
| 1 = Poor | | % within COB Major | .0% |
| 2 = Adequate | 2 | Count | 2 |
| 3 = Good | | % within COB Major | 33.3% |
| 4 = Excellent | 3 | Count | 3 |
| | | % within COB Major | 50.0% |
| | 4 | Count | 1 |
| | | % within COB Major | 16.7% |
| Total | | Count | 6 |
| | | % within COB Major | 100.0% |

| **Rates of Return & Risk** | | | Total |
|---|---|---|---|
| | | | Marketing |
| COREFINRATES | 0 | Count | 0 |
| | | % within COB Major | .0% |
| 0 = N/A | 1 | Count | 0 |
| 1 = Poor | | % within COB Major | .0% |
| 2 = Adequate | 2 | Count | 3 |
| 3 = Good | | % within COB Major | 50.0% |
| 4 = Excellent | 3 | Count | 3 |
| | | % within COB Major | 50.0% |
| | 4 | Count | 0 |
| | | % within COB Major | .0% |
| Total | | Count | 6 |
| | | % within COB Major | 100.0% |

| **Accounting Cycle** | | | Total |
|---|---|---|---|
| | | | Marketing |
| COREACCCYCLES<br><br>0 = N/A<br>1 = Poor<br>2 = Adequate<br>3 = Good<br>4 = Excellent | 0 | Count | 0 |
| | | % within COB Major | .0% |
| | 1 | Count | 1 |
| | | % within COB Major | 16.7% |
| | 2 | Count | 2 |
| | | % within COB Major | 33.3% |
| | 3 | Count | 1 |
| | | % within COB Major | 16.7% |
| | 4 | Count | 2 |
| | | % within COB Major | 33.3% |
| Total | | Count | 6 |
| | | % within COB Major | 100.0% |

| **Financial Statements** | | | Total |
|---|---|---|---|
| | | | Marketing |
| COREACCFINSTATEMENTS<br><br>0 = N/A<br>1 = Poor<br>2 = Adequate<br>3 = Good<br>4 = Excellent | 0 | Count | 0 |
| | | % within COB Major | .0% |
| | 2 | Count | 1 |
| | | % within COB Major | 16.7% |
| | 3 | Count | 5 |
| | | % within COB Major | 83.3% |
| | 4 | Count | 0 |
| | | % within COB Major | .0% |
| Total | | Count | 6 |
| | | % within COB Major | 100.0% |

| **Contract Law** | | | Total |
|---|---|---|---|
| | | | Marketing |
| COREACCCNTRACTLAW<br><br>0 = N/A<br>1 = Poor<br>2 = Adequate<br>3 = Good<br>4 = Excellent | 0 | Count | 0 |
| | | % within COB Major | .0% |
| | 1 | Count | 1 |
| | | % within COB Major | 16.7% |
| | 2 | Count | 1 |
| | | % within COB Major | 16.7% |
| | 3 | Count | 3 |
| | | % within COB Major | 50.0% |
| | 4 | Count | 1 |
| | | % within COB Major | 16.7% |
| Total | | Count | 6 |
| | | % within COB Major | 100.0% |

| **Microsoft Office Applications** | | | Total |
|---|---|---|---|
| | | | Marketing |
| COREMISMSOFFICEAPPS<br><br>0 = N/A<br>1 = Poor<br>2 = Adequate<br>3 = Good<br>4 = Excellent | 0 | Count | 0 |
| | | % within COB Major | .0% |
| | 1 | Count | 0 |
| | | % within COB Major | .0% |
| | 2 | Count | 1 |
| | | % within COB Major | 20.0% |
| | 3 | Count | 1 |
| | | % within COB Major | 20.0% |
| | 4 | Count | 3 |
| | | % within COB Major | 60.0% |
| Total | | Count | 5 |
| | | % within COB Major | 100.0% |

| **Total Quality Management** | | | Total |
|---|---|---|---|
| | | | Marketing |
| COREMISTQM<br><br>0 = N/A<br>1 = Poor<br>2 = Adequate<br>3 = Good<br>4 = Excellent | 0 | Count | 0 |
| | | % within COB Major | .0% |
| | 1 | Count | 0 |
| | | % within COB Major | .0% |
| | 2 | Count | 2 |
| | | % within COB Major | 40.0% |
| | 3 | Count | 2 |
| | | % within COB Major | 40.0% |
| | 4 | Count | 1 |
| | | % within COB Major | 20.0% |
| Total | | Count | 5 |
| | | % within COB Major | 100.0% |

| **Decision Models - Certainty** | | | Total |
|---|---|---|---|
| | | | Marketing |
| COREMISMODELS1<br><br>0 = N/A<br>1 = Poor<br>2 = Adequate<br>3 = Good<br>4 = Excellent | 0 | Count | 0 |
| | | % within COB Major | .0% |
| | 1 | Count | 1 |
| | | % within COB Major | 20.0% |
| | 2 | Count | 3 |
| | | % within COB Major | 60.0% |
| | 3 | Count | 0 |
| | | % within COB Major | .0% |
| | 4 | Count | 1 |
| | | % within COB Major | 20.0% |
| Total | | Count | 5 |
| | | % within COB Major | 100.0% |

| Decision Models - Uncertainty | | | Total |
|---|---|---|---|
| | | | Marketing |
| COREMISMODELS2<br><br>0 = N/A<br>1 = Poor<br>2 = Adequate<br>3 = Good<br>4 = Excellent | 0 | Count | 0 |
| | | % within COB Major | .0% |
| | 1 | Count | 0 |
| | | % within COB Major | .0% |
| | 2 | Count | 3 |
| | | % within COB Major | 60.0% |
| | 3 | Count | 2 |
| | | % within COB Major | 40.0% |
| | 4 | Count | 0 |
| | | % within COB Major | .0% |
| Total | | Count | 5 |
| | | % within COB Major | 100.0% |

| Decision Models - Business | | | Total |
|---|---|---|---|
| | | | Marketing |
| COREMISMODELS12<br><br>0 = N/A<br>1 = Poor<br>2 = Adequate<br>3 = Good<br>4 = Excellent | 0 | Count | 0 |
| | | % within COB Major | .0% |
| | 1 | Count | 0 |
| | | % within COB Major | .0% |
| | 2 | Count | 4 |
| | | % within COB Major | 80.0% |
| | 3 | Count | 1 |
| | | % within COB Major | 20.0% |
| | 4 | Count | 0 |
| | | % within COB Major | .0% |
| Total | | Count | 5 |
| | | % within COB Major | 100.0% |

| Probability Distributions | | | Total |
|---|---|---|---|
| | | | Marketing |
| COREMISPROBABILITY<br><br>0 = N/A<br>1 = Poor<br>2 = Adequate<br>3 = Good<br>4 = Excellent | 0 | Count | 0 |
| | | % within COB Major | .0% |
| | 1 | Count | 0 |
| | | % within COB Major | .0% |
| | 2 | Count | 3 |
| | | % within COB Major | 60.0% |
| | 3 | Count | 2 |
| | | % within COB Major | 40.0% |
| | 4 | Count | 0 |
| | | % within COB Major | .0% |
| Total | | Count | 5 |
| | | % within COB Major | 100.0% |

| **Hypothesis Testing** | | | Total |
|---|---|---|---|
| | | | Marketing |
| COREMISHYPOTHESIS<br><br>0 = N/A<br>1 = Poor<br>2 = Adequate<br>3 = Good<br>4 = Excellent | 0 | Count | 0 |
| | | % within COB Major | .0% |
| | 2 | Count | 2 |
| | | % within COB Major | 40.0% |
| | 3 | Count | 1 |
| | | % within COB Major | 20.0% |
| | 4 | Count | 2 |
| | | % within COB Major | 40.0% |
| Total | | Count | 5 |
| | | % within COB Major | 100.0% |

| **Managerial Skills** | | | Total |
|---|---|---|---|
| | | | Marketing |
| COREMGMTSKILLS<br><br>0 = N/A<br>1 = Poor<br>2 = Adequate<br>3 = Good<br>4 = Excellent | 2 | Count | 0 |
| | | % within COB Major | .0% |
| | 3 | Count | 4 |
| | | % within COB Major | 66.7% |
| | 4 | Count | 2 |
| | | % within COB Major | 33.3% |
| Total | | Count | 6 |
| | | % within COB Major | 100.0% |

| **Leadership Styles** | | | Total |
|---|---|---|---|
| | | | Marketing |
| COREMGMTLEADERSHIP<br><br>0 = N/A<br>1 = Poor<br>2 = Adequate<br>3 = Good<br>4 = Excellent | 2 | Count | 0 |
| | | % within COB Major | .0% |
| | 3 | Count | 2 |
| | | % within COB Major | 33.3% |
| | 4 | Count | 4 |
| | | % within COB Major | 66.7% |
| Total | | Count | 6 |
| | | % within COB Major | 100.0% |

| **Organizational Behavior** | | | Total |
|---|---|---|---|
| | | | Marketing |
| COREMGMTOB<br><br>0 = N/A<br>1 = Poor<br>2 = Adequate<br>3 = Good<br>4 = Excellent | 3 | Count | 3 |
| | | % within COB Major | 50.0% |
| | 4 | Count | 3 |
| | | % within COB Major | 50.0% |
| Total | | Count | 6 |
| | | % within COB Major | 100.0% |

| **Presentations** | | | Total |
|---|---|---|---|
| | | | Marketing |
| COREMGMTPRESENTATIONS<br><br>0 = N/A<br>1 = Poor<br>2 = Adequate<br>3 = Good<br>4 = Excellent | 3 | Count | 5 |
| | | % within COB Major | 83.3% |
| | 4 | Count | 1 |
| | | % within COB Major | 16.7% |
| Total | | Count | 6 |
| | | % within COB Major | 100.0% |

| **Human Relations** | | | Total |
|---|---|---|---|
| | | | Marketing |
| COREMGMTHUMANRELATIONS<br><br>0 = N/A<br>1 = Poor<br>2 = Adequate<br>3 = Good<br>4 = Excellent | 2 | Count | 1 |
| | | % within COB Major | 16.7% |
| | 3 | Count | 4 |
| | | % within COB Major | 66.7% |
| | 4 | Count | 1 |
| | | % within COB Major | 16.7% |
| Total | | Count | 6 |
| | | % within COB Major | 100.0% |

| **Management** | | | Total |
|---|---|---|---|
| | | | Marketing |
| COREMGMTMGMT<br><br>0 = N/A<br>1 = Poor<br>2 = Adequate<br>3 = Good<br>4 = Excellent | 2 | Count | 1 |
| | | % within COB Major | 16.7% |
| | 3 | Count | 4 |
| | | % within COB Major | 66.7% |
| | 4 | Count | 1 |
| | | % within COB Major | 16.7% |
| Total | | Count | 6 |
| | | % within COB Major | 100.0% |

| **International & Domestic Business** | | | Total |
|---|---|---|---|
| | | | Marketing |
| COREMGMTCONTRASTS<br><br>0 = N/A<br>1 = Poor<br>2 = Adequate<br>3 = Good<br>4 = Excellent | 2 | Count | 0 |
| | | % within COB Major | .0% |
| | 3 | Count | 4 |
| | | % within COB Major | 66.7% |
| | 4 | Count | 2 |
| | | % within COB Major | 33.3% |
| Total | | Count | 6 |
| | | % within COB Major | 100.0% |

| **Trade Deficits** | | | Total |
|---|---|---|---|
| | | | Marketing |
| COREMGMTTRADEDEFICITS | 2 | Count | 2 |
| | | % within COB Major | 33.3% |
| 0 = N/A | 3 | Count | 4 |
| 1 = Poor | | % within COB Major | 66.7% |
| 2 = Adequate | 4 | Count | 0 |
| 3 = Good | | % within COB Major | .0% |
| 4 = Excellent | | | |
| Total | | Count | 6 |
| | | % within COB Major | 100.0% |

| **Personality Processes** | | | Total |
|---|---|---|---|
| | | | Marketing |
| COREMGMTPERSONALITY | 1 | Count | 0 |
| | | % within COB Major | .0% |
| 0 = N/A | 2 | Count | 0 |
| 1 = Poor | | % within COB Major | .0% |
| 2 = Adequate | 3 | Count | 5 |
| 3 = Good | | % within COB Major | 83.3% |
| 4 = Excellent | 4 | Count | 1 |
| | | % within COB Major | 16.7% |
| Total | | Count | 6 |
| | | % within COB Major | 100.0% |

| **Marketing Vocabulary** | | | Total |
|---|---|---|---|
| | | | Marketing |
| COREMKTGVOCABULARY | 0 | Count | 0 |
| | | % within COB Major | .0% |
| 0 = N/A | 2 | Count | 0 |
| 1 = Poor | | % within COB Major | .0% |
| 2 = Adequate | 3 | Count | 3 |
| 3 = Good | | % within COB Major | 50.0% |
| 4 = Excellent | 4 | Count | 3 |
| | | % within COB Major | 50.0% |
| Total | | Count | 6 |
| | | % within COB Major | 100.0% |

| **Developing Marketing Plan** | | | Total |
|---|---|---|---|
| | | | Marketing |
| COREMKTGPLAN | 0 | Count | 0 |
| | | % within COB Major | .0% |
| 0 = N/A | 2 | Count | 0 |
| 1 = Poor | | % within COB Major | .0% |
| 2 = Adequate | 3 | Count | 4 |
| 3 = Good | | % within COB Major | 57.1% |
| 4 = Excellent | 4 | Count | 3 |
| | | % within COB Major | 42.9% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

| **Developing Media Plan** | | | Total |
|---|---|---|---|
| | | | Marketing |
| COREMKTGMEDIAPLAN<br><br>0 = N/A<br>1 = Poor<br>2 = Adequate<br>3 = Good<br>4 = Excellent | 0 | Count | 0 |
| | | % within COB Major | .0% |
| | 2 | Count | 0 |
| | | % within COB Major | .0% |
| | 3 | Count | 4 |
| | | % within COB Major | 57.1% |
| | 4 | Count | 3 |
| | | % within COB Major | 42.9% |
| Total | | Count | 7 |
| | | % within COB Major | 100.0% |

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

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

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

| **Basic Business Principles & Concepts** | | | COB Major | Total |
|---|---|---|---|---|
| | | | Marketing | |
| MKTG1<br>0 = N/A<br>1 = Poor<br>2 = Adequate<br>3 = Good<br>4 = Excellent | 3 | Count | 2 | 2 |
| | | % within COB Major | 33.3% | 33.3 % |
| | 4 | Count | 4 | 4 |
| | | % within COB Major | 66.7% | 66.7 % |
| Total | | Count | 6 | 6 |
| | | % within COB Major | 100.0% | 100. 0% |

| **Marketing Concepts** | | | COB Major | Total |
|---|---|---|---|---|
| | | | Marketing | |
| MKTG1a<br>0 = N/A<br>1 = Poor<br>2 = Adequate<br>3 = Good<br>4 = Excellent | 3 | Count | 5 | 5 |
| | | % within COB Major | 71.4% | 71.4% |
| | 4 | Count | 2 | 2 |
| | | % within COB Major | 28.6% | 28.6% |
| Total | | Count | 7 | 7 |
| | | % within COB Major | 100.0% | 100.0 % |

| **Advertising Principles** | | | COB Major | Total |
|---|---|---|---|---|
| | | | Marketing | |
| MKTG1b<br><br>0 = N/A<br>1 = Poor<br>2 = Adequate<br>3 = Good<br>4 = Excellent | 2 | Count | 1 | 1 |
| | | % within COB Major | 14.3% | 14.3% |
| | 3 | Count | 4 | 4 |
| | | % within COB Major | 57.1% | 57.1% |
| | 4 | Count | 2 | 2 |
| | | % within COB Major | 28.6% | 28.6% |
| Total | | Count | 7 | 7 |
| | | % within COB Major | 100.0% | 100.0 % |

| **Consumer Behavior** | | | COB Major Marketing | Total |
|---|---|---|---|---|
| MKTG1c<br><br>0 = N/A<br>1 = Poor<br>2 = Adequate<br>3 = Good<br>4 = Excellent | 3 | Count | 3 | 3 |
| | | % within COB Major | 42.9% | 42.9% |
| | 4 | Count | 4 | 4 |
| | | % within COB Major | 57.1% | 57.1% |
| Total | | Count | 7 | 7 |
| | | % within COB Major | 100.0% | 100.0 % |

| **Channels of Distribution** | | | COB Major Marketing | Total |
|---|---|---|---|---|
| MKTG1d<br><br>0 = N/A<br>1 = Poor<br>2 = Adequate<br>3 = Good<br>4 = Excellent | 2 | Count | 1 | 1 |
| | | % within COB Major | 14.3% | 14.3% |
| | 3 | Count | 4 | 4 |
| | | % within COB Major | 57.1% | 57.1% |
| | 4 | Count | 2 | 2 |
| | | % within COB Major | 28.6% | 28.6% |
| Total | | Count | 7 | 7 |
| | | % within COB Major | 100.0% | 100.0 % |

| **Sales Process** | | | COB Major Marketing | Total |
|---|---|---|---|---|
| MKTG1e<br><br>0 = N/A<br>1 = Poor<br>2 = Adequate<br>3 = Good<br>4 = Excellent | 2 | Count | 1 | 1 |
| | | % within COB Major | 14.3% | 14.3% |
| | 3 | Count | 4 | 4 |
| | | % within COB Major | 57.1% | 57.1% |
| | 4 | Count | 2 | 2 |
| | | % within COB Major | 28.6% | 28.6% |
| Total | | Count | 7 | 7 |
| | | % within COB Major | 100.0% | 100.0 % |

| **Promotion** | | | COB Major Marketing | Total |
|---|---|---|---|---|
| MKTG1f<br><br>0 = N/A<br>1 = Poor<br>2 = Adequate<br>3 = Good<br>4 = Excellent | 3 | Count | 4 | 4 |
| | | % within COB Major | 57.1% | 57.1% |
| | 4 | Count | 3 | 3 |
| | | % within COB Major | 42.9% | 42.9% |
| Total | | Count | 7 | 7 |
| | | % within COB | 100.0% | 100.0% |

| | Major | | | |
|---|---|---|---|---|
| **Marketing Segmentation** | | | COB Major | Total |
| | | | Marketing | |
| MKTG1g | 3 | Count | 3 | 3 |
| | | % within COB Major | 42.9% | 42.9% |
| 0 = N/A | 4 | Count | 4 | 4 |
| 1 = Poor | | % within COB Major | 57.1% | 57.1% |
| 2 = Adequate | | | | |
| 3 = Good | | | | |
| 4 = Excellent | | | | |
| Total | | Count | 7 | 7 |
| | | % within COB Major | 100.0% | 100.0 % |

| **Analyze Numerical Data** | | | COB Major | Total |
|---|---|---|---|---|
| | | | Marketing | |
| MKTG2 | 3 | Count | 7 | 7 |
| 0 = N/A | | % within COB Major | 100.0% | 100.0 % |
| 1 = Poor | | | | |
| 2 = Adequate | | | | |
| 3 = Good | | | | |
| 4 = Excellent | | | | |
| Total | | Count | 7 | 7 |
| | | % within COB Major | 100.0% | 100.0 % |

| **Marketing Trends** | | | COB Major | Total |
|---|---|---|---|---|
| | | | Marketing | |
| MKTG3 | 3 | Count | 4 | 4 |
| 0 = N/A | | % within COB Major | 57.1% | 57.1% |
| 1 = Poor | 4 | Count | 3 | 3 |
| 2 = Adequate | | % within COB Major | 42.9% | 42.9% |
| 3 = Good | | | | |
| 4 = Excellent | | | | |
| Total | | Count | 7 | 7 |
| | | % within COB Major | 100.0% | 100.0 % |

| **Business Activities** | | | **COB Major** | **Total** |
|---|---|---|---|---|
| | | | Marketing | |
| MKTG4 | 3 | Count | 5 | 5 |
| 0 = N/A | | % within COB Major | 83.3% | 83.3% |
| 1 = Poor | 4 | Count | 1 | 1 |
| 2 = Adequate | | % within COB Major | 16.7% | 16.7% |
| 3 = Good | | | | |
| 4 = Excellent | | | | |
| Total | | Count | 6 | 6 |
| | | % within COB Major | 100.0% | 100.0 |

| | | | |
|---|---|---|---|
| | | | % |

| **For Profit Organizations** | | | COB Major | Total |
|---|---|---|---|---|
| | | | Marketing | |
| MKTG4a | 2 | Count | 1 | 1 |
| | | % within COB Major | 14.3% | 14.3% |
| 0 = N/A | 3 | Count | 5 | 5 |
| 1 = Poor | | % within COB Major | 71.4% | 71.4% |
| 2 = Adequate | 4 | Count | 1 | 1 |
| 3 = Good | | % within COB Major | 14.3% | 14.3% |
| 4 = Excellent | | | | |
| Total | | Count | 7 | 7 |
| | | % within COB Major | 100.0% | 100.0 % |

| **Not-For-Profit Organizations** | | | COB Major | Total |
|---|---|---|---|---|
| | | | Marketing | |
| MKTG4b | 2 | Count | 2 | 2 |
| | | % within COB Major | 28.6% | 28.6% |
| 0 = N/A | 3 | Count | 3 | 3 |
| 1 = Poor | | % within COB Major | 42.9% | 42.9% |
| 2 = Adequate | 4 | Count | 2 | 2 |
| 3 = Good | | % within COB Major | 28.6% | 28.6% |
| 4 = Excellent | | | | |
| Total | | Count | 7 | 7 |
| | | % within COB Major | 100.0% | 100.0% |

| **General Environment** | | | COB Major | Total |
|---|---|---|---|---|
| | | | Marketing | |
| MKTG5 | 3 | Count | 6 | 6 |
| | | % within COB Major | 100.0% | 100.0% |
| 0 = N/A | | | | |
| 1 = Poor | | | | |
| 2 = Adequate | | | | |
| 3 = Good | | | | |
| 4 = Excellent | | | | |
| Total | | Count | 6 | 6 |
| | | % within COB Major | 100.0% | 100.0% |

| **Legal Environment** | | | COB Major | Total |
|---|---|---|---|---|
| | | | Marketing | |
| MKTG5a | 3 | Count | 5 | 5 |
| | | % within COB Major | 71.4% | 71.4% |
| 0 = N/A<br>1 = Poor<br>2 = Adequate<br>3 = Good<br>4 = Excellent | 4 | Count | 2 | 2 |
| | | % within COB Major | 28.6% | 28.6% |
| Total | | Count | 7 | 7 |
| | | % within COB Major | 100.0% | 100.0% |

| **Political Environment** | | | COB Major | Total |
|---|---|---|---|---|
| | | | Marketing | |
| MKTG5b | 2 | Count | 1 | 1 |
| | | % within COB Major | 14.3% | 14.3% |
| 0 = N/A<br>1 = Poor<br>2 = Adequate<br>3 = Good<br>4 = Excellent | 3 | Count | 4 | 4 |
| | | % within COB Major | 57.1% | 57.1% |
| | 4 | Count | 2 | 2 |
| | | % within COB Major | 28.6% | 28.6% |
| Total | | Count | 7 | 7 |
| | | % within COB Major | 100.0% | 100.0% |

| **Social Environment** | | | COB Major | Total |
|---|---|---|---|---|
| | | | Marketing | |
| MKTG5c | 3 | Count | 3 | 3 |
| | | % within COB Major | 42.9% | 42.9% |
| 0 = N/A<br>1 = Poor<br>2 = Adequate<br>3 = Good<br>4 = Excellent | 4 | Count | 4 | 4 |
| | | % within COB Major | 57.1% | 57.1% |
| Total | | Count | 7 | 7 |
| | | % within COB Major | 100.0% | 100.0% |

| **Cultural Environment** | | | COB Major | Total |
|---|---|---|---|---|
| | | | Marketing | |
| MKTG5d | 3 | Count | 3 | 3 |
| | | % within COB Major | 42.9% | 42.9% |
| 0 = N/A<br>1 = Poor<br>2 = Adequate<br>3 = Good<br>4 = Excellent | 4 | Count | 4 | 4 |
| | | % within COB Major | 57.1% | 57.1% |
| Total | | Count | 7 | 7 |
| | | % within COB Major | 100.0% | 100.0% |

| **Economic Environment** | | | COB Major | Total |
|---|---|---|---|---|
| | | | Marketing | |
| MKTG5e | 3 | Count | 6 | 6 |
| | | % within COB Major | 85.7% | 85.7% |
| 0 = N/A<br>1 = Poor<br>2 = Adequate<br>3 = Good<br>4 = Excellent | 4 | Count | 1 | 1 |
| | | % within COB Major | 14.3% | 14.3% |
| Total | | Count | 7 | 7 |
| | | % within COB Major | 100.0% | 100.0% |

| **International Environment** | | | COB Major | Total |
|---|---|---|---|---|
| | | | Marketing | |
| MKTG5f | 2 | Count | 1 | 1 |
| | | % within COB Major | 14.3% | 14.3% |
| 0 = N/A<br>1 = Poor<br>2 = Adequate<br>3 = Good<br>4 = Excellent | 3 | Count | 5 | 5 |
| | | % within COB Major | 71.4% | 71.4% |
| | 4 | Count | 1 | 1 |
| | | % within COB Major | 14.3% | 14.3% |
| Total | | Count | 7 | 7 |
| | | % within COB Major | 100.0% | 100.0% |

| **Problems in Unfamiliar Settings** | | | COB Major | Total |
|---|---|---|---|---|
| | | | Marketing | |
| MKTG6 | 2 | Count | 1 | 1 |
| | | % within COB Major | 14.3% | 14.3% |
| 0 = N/A<br>1 = Poor<br>2 = Adequate<br>3 = Good<br>4 = Excellent | 3 | Count | 6 | 6 |
| | | % within COB Major | 85.7% | 85.7% |
| Total | | Count | 7 | 7 |
| | | % within COB Major | 100.0% | 100.0% |

| **Solving Non-Routine Problems** | | | COB Major | Total |
|---|---|---|---|---|
| | | | Marketing | |
| MKTG7 | 2 | Count | 2 | 2 |
| | | % within COB Major | 28.6% | 28.6% |
| 0 = N/A<br>1 = Poor<br>2 = Adequate<br>3 = Good<br>4 = Excellent | 3 | Count | 4 | 4 |
| | | % within COB Major | 57.1% | 57.1% |
| | 4 | Count | 1 | 1 |
| | | % within COB Major | 14.3% | 14.3% |
| Total | | Count | 7 | 7 |
| | | % within COB Major | 100.0% | 100.0% |

| **Business Ethics** | | | COB Major | Total |
|---|---|---|---|---|
| | | | Marketing | |
| MKTG8 | 3 | Count | 3 | 3 |
| | | % within COB Major | 42.9% | 42.9% |
| 0 = N/A<br>1 = Poor<br>2 = Adequate<br>3 = Good<br>4 = Excellent | 4 | Count | 4 | 4 |
| | | % within COB Major | 57.1% | 57.1% |
| Total | | Count | 7 | 7 |
| | | % within COB Major | 100.0% | 100.0% |

| **MKTG9 * COB Major Cross tabulation** | | | | |
|---|---|---|---|---|
| **Personality Processes** | | | COB Major | Total |
| | | | Marketing | |
| MKTG9 | 3 | Count | 6 | 6 |
| | | % within COB Major | 85.7% | 85.7% |
| 0 = N/A<br>1 = Poor<br>2 = Adequate<br>3 = Good<br>4 = Excellent | 4 | Count | 1 | 1 |
| | | % within COB Major | 14.3% | 14.3% |
| Total | | Count | 7 | 7 |
| | | % within COB Major | 100.0% | 100.0% |

## 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 marketing and business students should know upon graduation. Minimum competency is determined by students scoring at or above 50$^{th}$ 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 marketing 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:** Marketing student performance in the capstone course is captured in the three tables below - marketing 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. Assessment indicators presented in the subsequent table shows an 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 | 3 | 68.8 | 69.6 | 0 | 0 | Marketing | Identifying attractive markets | Scanning the marketing environment | A6 | -- |
| 1 | 15 | 56.2 | 58.5 | 0 | 0 | Marketing | Serving Selected Markets | Marketing mix | A6 | -- |
| 1 | 21 | 37.5 | 52.1 | 0 | 0 | Marketing | Identifying attractive markets | Consumer and organizational buyer behavior | A6 | -- |
| 1 | 25 | 34.4 | 44.8 | 0 | 0 | Marketing | Serving Selected Markets | Marketing services | A6 | -- |
| 1 | 33 | 28.1 | 51.2 | 0 | 0 | Marketing | Identifying attractive markets | Marketing research and information technology tools | A6 | -- |
| 1 | 38 | 37.5 | 43.7 | 0 | 0 | Marketing | Serving Selected Markets | Marketing services | A6 | -- |
| 1 | 45 | 37.5 | 54.2 | 0 | 0 | Marketing | Serving Selected Markets | Marketing mix | A6 | -- |
| 1 | 55 | 19.4 | 33.6 | 0 | 3.1 | Marketing | International Marketing | -- | A6 A9 | -- |
| 2 | 3 | 78.1 | 78.9 | 0 | 0 | Marketing | Identifying attractive markets | Marketing research and information technology tools | A6 | -- |
| 2 | 13 | 65.6 | 76.8 | 0 | 0 | Marketing | Identifying attractive markets | Strategic marketing planning | A6 | -- |
| 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 | 32 | 31.2 | 51.7 | 0 | 0 | Marketing | International Marketing | -- | A6 A9 | -- |
| 2 | 56 | 37.5 | 40.5 | 0 | 0 | Marketing | Serving Selected Markets | Marketing mix | A6 | -- |

# 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 | Marketing | A6 | -- |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Markets | services | | |
| 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 | Accounting | Financial Accounting | Balance Sheet | A1 | -- |
| 1 | 42 | 37.5 | 49.3 | 0 | 0 | Economics | Microeconomics | Supply and demand | A2 | -- |
| 1 | 43 | 34.4 | 48.8 | 0 | 0 | Information Systems | Business Information Systems | Management information systems | A8 | -- |
| 1 | 44 | 71.9 | 78.1 | 0 | 0 | Information Systems | Information Systems in Business and Society | Security/ privacy/ and ethical issues | A8 | -- |
| 1 | 45 | 37.5 | 54.2 | 0 | 0 | Marketing | Serving Selected Markets | Marketing mix | A6 | -- |
| 1 | 46 | 15.6 | 34.6 | 0 | 0 | Quantitative Business Analysis | Quantitative Operations and Management Techniques | Statistical process control | A4 | -- |
| 1 | 47 | 34.4 | 46.6 | 0 | 0 | Management | Organizational Behavior | Human resource management | A3 | -- |
| 1 | 49 | 40.6 | 62.3 | 0 | 0 | Economics | Microeconomics | Product market structures | A2 | -- |
| 1 | 50 | 59.4 | 69.2 | 0 | 0 | Management | International and Cross Cultural Management | -- | A3, A9 | -- |
| 1 | 51 | 12.5 | 17.4 | 0 | 0 | Quantitative Business Analysis | Probability and Statistics | Hypothesis testing | A4 | -- |
| 1 | 52 | 18.8 | 15.1 | 0 | 0 | Accounting | Managerial Accounting | Product costing systems | A1 | -- |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 53 | 31.2 | 30.1 | 0 | 0 | Information Systems | Business Information Systems | Decision support & expert systems | A8 | -- |
| 1 | 54 | 59.4 | 70.6 | 0 | 0 | Accounting | Managerial Accounting | Non-routine decision making | A1 | -- |
| 1 | 55 | 19.4 | 33.6 | 0 | 3.1 | Marketing | International Marketing | -- | A6, A9 | -- |
| 1 | 56 | 32.3 | 50.7 | 0 | 3.1 | Quantitative Business Analysis | Quantitative Operations and Management Techniques | Inventory modeling | A4 | -- |
| 1 | 57 | 38.7 | 45.5 | 0 | 3.1 | Finance | Investments | Risk and return | A5 | -- |
| 1 | 58 | 29.0 | 36.3 | 0 | 3.1 | Accounting | Managerial Accounting | Product costing systems | A1 | -- |
| 1 | 59 | 51.6 | 67.8 | 0 | 3.1 | Legal and Social Environment | Business Relationships | Business Organizations | A7 | -- |
| 1 | 60 | 19.4 | 34.4 | 0 | 3.1 | Finance | Investments | Valuation of securities | A5 | -- |
| 2 | 1 | 50.0 | 67.5 | 0 | 0 | Finance | Investments | Financial markets and environment | A5 | -- |
| 2 | 2 | 21.9 | 16.5 | 0 | 0 | Management | Management Principles | History and theory | A3 | -- |
| 2 | 3 | 78.1 | 78.9 | 0 | 0 | Marketing | Identifying attractive markets | Marketing research and information technology tools | A6 | -- |
| 2 | 4 | 84.4 | 90.7 | 0 | 0 | Accounting | Managerial Accounting | Cost concepts | A1 | -- |
| 2 | 5 | 68.8 | 81.5 | 0 | 0 | Economics | Microeconomics | Production & costs | A2 | -- |
| 2 | 6 | 84.4 | 79.2 | 0 | 0 | Legal and Social Environment | Legal Environment | Courts and legal systems | A7 | -- |
| 2 | 7 | 28.1 | 59.0 | 0 | 0 | Quantitative Business Analysis | Probability and Statistics | Time series forecasting | A4 | -- |
| 2 | 8 | 12.5 | 34.9 | 0 | 0 | Accounting | Financial Accounting | Income Statement and Statement of Retained Earnings | A1 | -- |
| 2 | 9 | 81.2 | 80.0 | 0 | 0 | Management | Management Principles | Functions | A3 | -- |
| 2 | 10 | 56.2 | 61.8 | 0 | 0 | Information Systems | Business Information Systems | Transaction processing Systems | A8 | -- |
| 2 | 11 | 62.5 | 72.9 | 0 | 0 | Economics | Microeconomics | Models of consumer choice | A2 | -- |
| 2 | 12 | 40.6 | 41.6 | 0 | 0 | Finance | Corporate Finance | Financial statement analysis | A5 | -- |
| 2 | 13 | 65.6 | 76.8 | 0 | 0 | Marketing | Identifying attractive markets | Strategic marketing planning | A6 | -- |
| 2 | 14 | 25.0 | 58.5 | 0 | 0 | Accounting | Managerial Accounting | Cost/volume/profit analysis | A1 | -- |
| 2 | 15 | 25.0 | 46.2 | 0 | 0 | Legal and Social Environment | Ethical/Social | Social responsibility | A7 | -- |
| 2 | 16 | 62.5 | 79.0 | 0 | 0 | Information Systems | Systems Development | Systems planning development | A8 | -- |
| 2 | 18 | 56.2 | 75.2 | 0 | 0 | Management | Operations Management | Operations execution | A3 | -- |
| 2 | 19 | 37.5 | 43.1 | 0 | 0 | Quantitative Business Analysis | Probability and Statistics | Correlation and regression | A4 | -- |
| 2 | 20 | 37.5 | 29.2 | 0 | 0 | Accounting | Financial | Conceptual | A1 | -- |

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

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Social Environment | Environment | | | |
| 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

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## 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

**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. 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 marketing directly, with a minimum of C grade:

- Plan and implement a complex project within a finite time period.
- Apply marketing theory to organizational cultural environments.
- Coordinate financial resources, materials, and machines to solve marketing problems.
- Employ people skills to solve marketing 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 Marketing 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 Marketing 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 Marketing 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/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 Objectives**

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 Outcomes**

a. Critically evaluate marketing functions performed by channel members in the industry.
b. Organize thoughts to effectively communicate in any business environment.
c. Integrate technology to provide solutions to marketing problems.
d. Evaluate entrepreneurial opportunities.
e. Integrate marketing concepts in a global business environment.
f. Recognize the importance and contribution of organizational diversity in a business environment.
g. Determine ethical issues and select appropriate actions.

# Curriculum Map: MARKETING

| K= Knowledge/Comprehension; A= Application/Analysis; S= Synthesis/Evaluation | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Student Learning Outcomes (SLO)** | ***MKTG 3110*** | ***MKTG 3620*** | ***MKTG 3630*** | ***MKTG 3750*** | ***MKTG 3770*** | ***MKTG 3780*** | ***MKTG 3790*** | ***MKTG 3840*** | ***MKTG 4820*** | ***MKTG 4830*** | ***MKTG 4880*** | ***BLP 3207*** | ***MGMT 4890 Capstone*** |
| **1**: Demonstrate application of marketing concepts in any business environment.<br>• **a**: Critically evaluate marketing functions performed by channel members in the industry. | **K** | | | | | | | **A** | | | **S** | **S** | **KSA** |
| **2**: Analyze marketing functions in the flow of goods and services in the marketplace.<br>• **b**: Organize thoughts to effectively communicate in any business environment. | | | | **K** | | **A** | | **A** | **S** | | | | |
| **3**: Prepare, and present cases and recommend solutions based on identified problems.<br>• **c**: Integrate technology to provide solutions to marketing problems. | | **K** | **A** | | | | | | | **A** | | **S** | **S** |
| **4**: Evaluate and choose business opportunities based on sound business or marketing plan.<br>• **d**: Evaluate entrepreneurial opportunities. | | | **K** | | | | | | | | **S** | | |
| **5**: Prepare coherent steps required in conducting global business.<br>• **e**: Integrate marketing concepts in a global business environment. | **K** | | | | | **A** | | | **S** | | | | **KSA** |
| **6**: Recognize the importance of diverse workplace and its contribution to organizational performance.<br>• **f**: Recognize the importance and contribution of organizational diversity in a business environment. | | | | | | | **S** | | **S** | | | | **EXIT SURVEY** |
| **7**: Resolve ethical issue when confronted with a dilemma.<br>• **g**: Determine ethical issues and select appropriate actions. | **A** | | | | | | | | | | **S** | **S** | **S** |

# Assessment Plan Detail

| Program Objectives | Student Outcomes | Assessment Instruments | Criteria |
|---|---|---|---|
| **1**: Demonstrate application of marketing concepts in any business environment. | **a**: Critically evaluate marketing functions performed by channel members in the industry. | a. Direct Assessment Instrument<br><br>ETS Capstone Exam (MFT-Business) | 50th percentile of national norms |
| **2**: Analyze marketing functions in the flow of goods and services in the marketplace. | **b**: Organize thoughts to effectively communicate in any business environment. | b. Direct Assessment Instrument<br><br>ETS Capstone Exam (MFT-Business) | 50th percentile of national norms |
| **3**: Prepare, and present cases and recommend solutions based on identified problems. | **c**: Integrate technology to provide solutions to marketing problems. | c. Direct Assessment Instrument<br><br>ETS Capstone Exam (MFT-Business) | 50th percentile of national norms |
| **4**: Evaluate and choose business opportunities based on sound business or marketing plan. | **d**: Evaluate entrepreneurial opportunities. | d. Direct Assessment Instrument<br><br>ETS Capstone Exam (MFT-Business) | 50th percentile of national norms |
| **5**: Prepare coherent steps required in conducting global business. | **e**: Integrate marketing concepts in a global business environment. | e. Direct Assessment Instrument<br><br>ETS Capstone Exam (MFT-Business) | 50th percentile of national norms |
| **6**: Recognize the importance of diverse workplace and its contribution to organizational performance. | **f**: Recognize the importance and contribution of organizational diversity in a business environment. | f. Direct Assessment Instrument<br><br>ETS Capstone Exam (MFT-Business) | 50th percentile of national norms<br><br>Senior Exit Survey Index |
| **7**: Resolve ethical issue when confronted with a dilemma. | **g**: Determine ethical issues and select appropriate actions. | g. Direct Assessment Instrument<br><br>ETS Capstone Exam (MFT-Business) | 50th percentile of national norms |