

ASSESSMENT REPORT

The College of Business performs numerous activities to ensure continuous improvement including revisions to the mission as well as identification and assessment of learning goals.

The College has continuously assessed its academic programs since 2008 using course embedded assessments as well as feedback from students, faculty, and other stakeholders.

External and comparative assessing of College of Business programs began in Fall 2015 following the ACBSP accreditation process and has been an integral part of the continuous improvement process.

The College of Business revised and implemented a new mission and vision statement during 2016 – 2017 academic year to align with the new Central State University Institutional initiatives.



Central State University College of Business

AY 2016-17



Assessment Committee

The Assessment Committee is responsible for assuring that measureable student learning is occurring in all College of Business programs. This is accomplished by working to assure that the assessment process for each program is described, student learning outcomes align with program and university goals, assessment information and data is gathered and analyzed. The committee will also identify and report assessment data trends and systematically make assessment results available to faculty, administration, students, or other stakeholders in a manner that yields comparative data. An emphasis is placed on continuously improving learning outcomes.

Assessment Committee

Name	Title
Mrs. Santhi Harvey	Assessment Committee Chair
Dr. Fred Aikens	Department Chair
Ms. Rachele McCleskey	Assessment Coordinator
Mr. Kenyal McGee	Faculty
Dr. Alberta Thrash	Faculty
Dr. Jeng-Hong Chen	Faculty

College of Business FACTS

College established: 1951

Mission Statement:

The College of Business (COB) is committed to providing students with a nurturing educational environment in their personal and professional endeavors. We emphasize academic excellence in teaching, research and outreach in a dynamic global business environment.



Vision Statement: The College of Business aspires to be globally recognized by its stakeholders for preparing graduates for success in business and society.

Programs: Business Administration (Agribusiness, Entrepreneurship, Finance, Hospitality Management, International Business, Management, Management Information Systems, and Marketing), Accounting, & Economics

Accreditation: Accreditation Council for Business Schools and Programs (ACBSP)

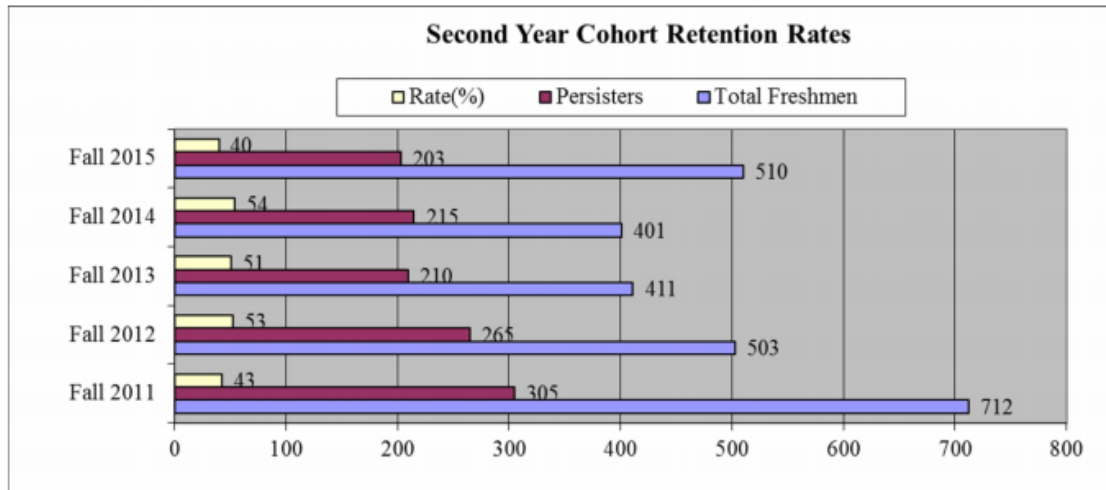
Degree Offerings: **B.S. Accounting; B.S. Business Administration** (Concentrations in: Agribusiness, Entrepreneurship, Finance, Hospitality Management, Management, Management Information Systems, and Marketing); **B.S. Economics**

Total Degrees Conferred

2017 Conferred Degrees			
		NUMBER OF GRADUATES	NUMBER OF ENROLLED STUDENTS
ACCOUNTING		8	40
BUSINESS ADMINISTRATION	ENTREPRENEURSHIP	5	25
	FINANCE	4	13
	HOSPITALITY MANAGEMENT	1	4
	INTERNATIONAL BUSINESS	3	5
	MANAGEMENT	24	68
	MANAGEMENT INFORMATION SYSTEMS	2	5
	MARKETING	6	19
ECONOMICS		0	2
UNDECLARED		0	166
TOTALS		53	381

Retention

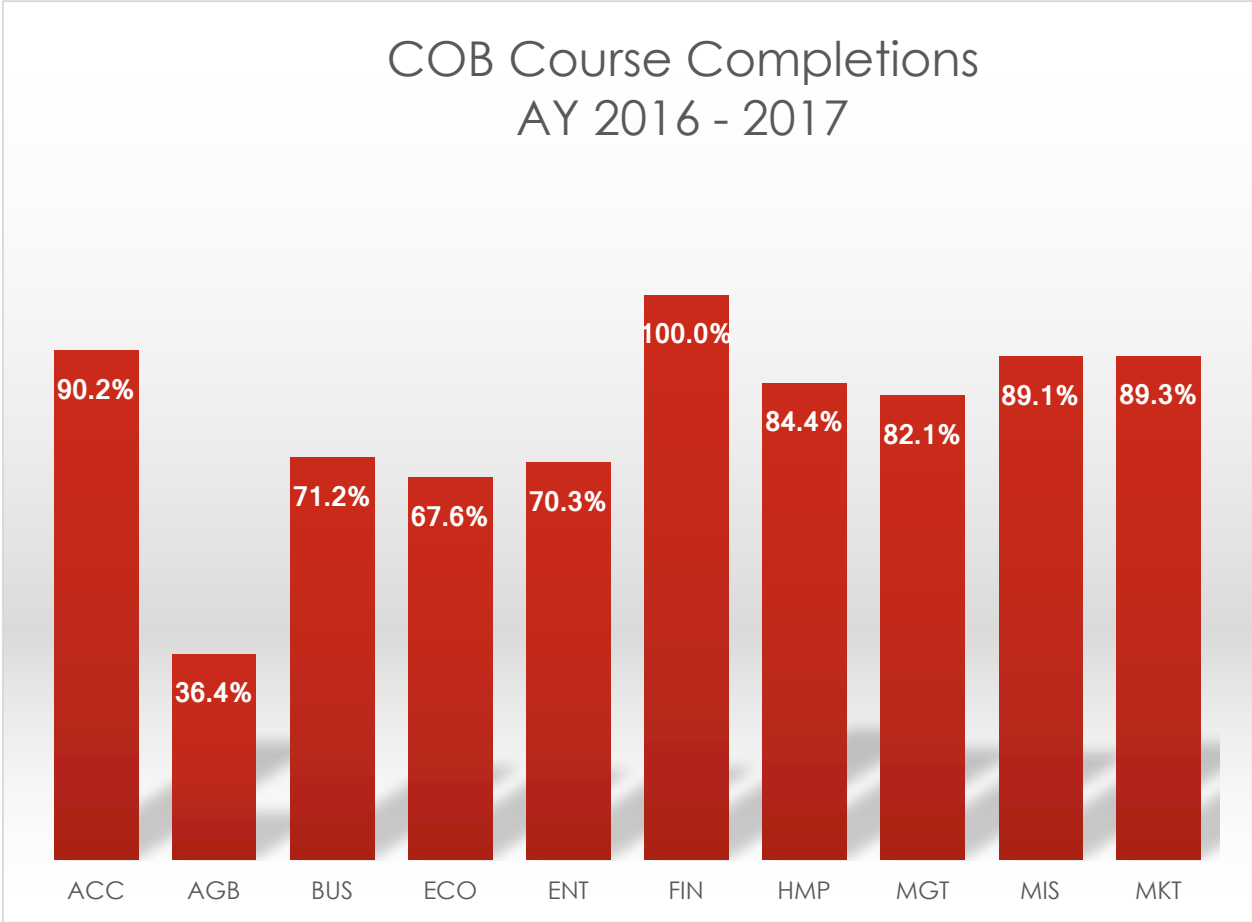
Student Retention Rates - Entering Full-time Freshmen Fall Term				
Year (Fall)	Cohort Total	Still Enrolled	Non-Persisters	Retention Rate
2011	712	305	407	43%
2012	503	265	238	53%
2013	411	210	201	51%
2014	401	215	186	54%
2015	510	203	307	40%



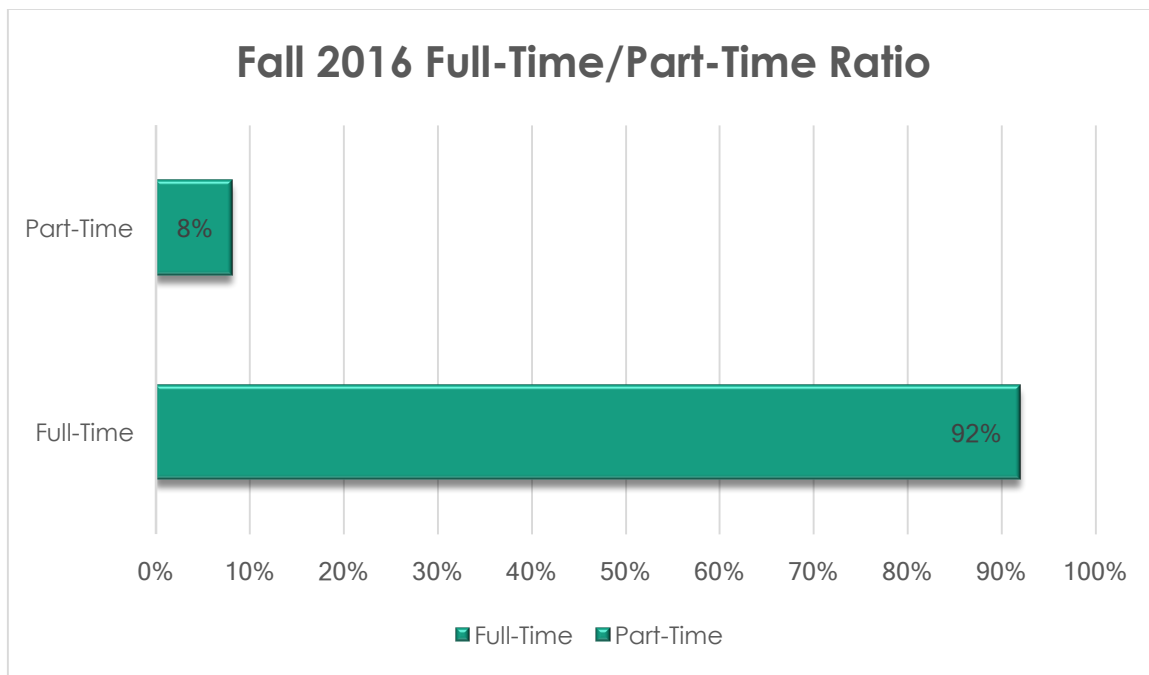
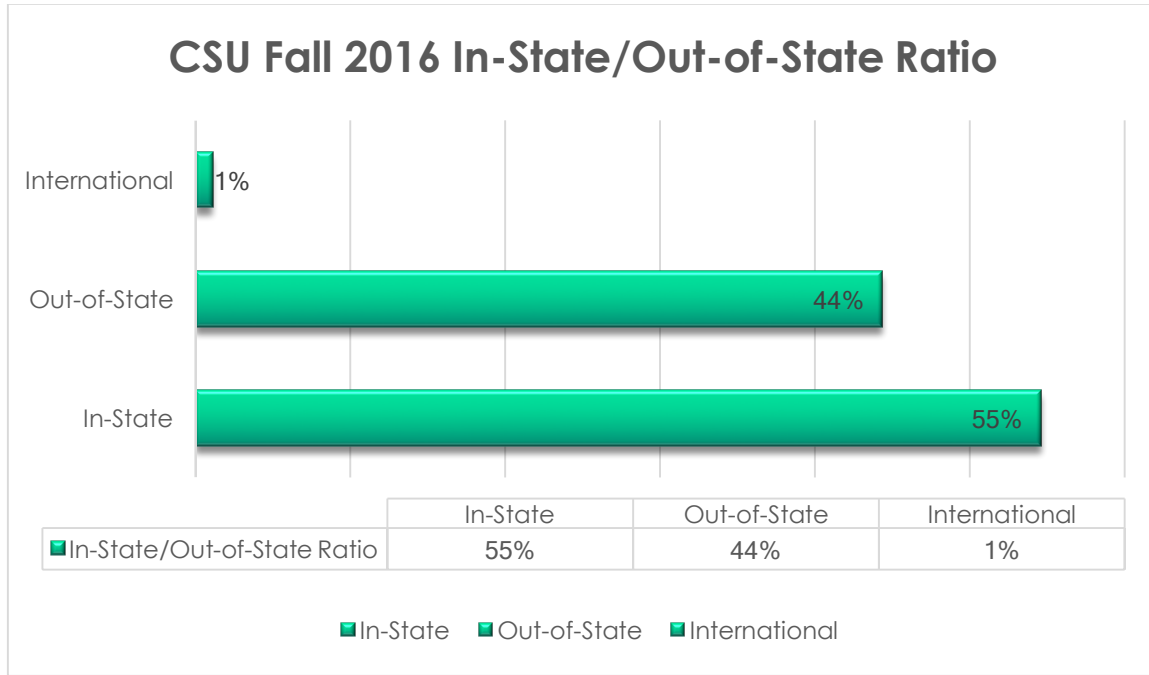
****As of the reporting period, AY16-17 results were not available.***

Prepared by the Office of Institutional Research

Course Completions

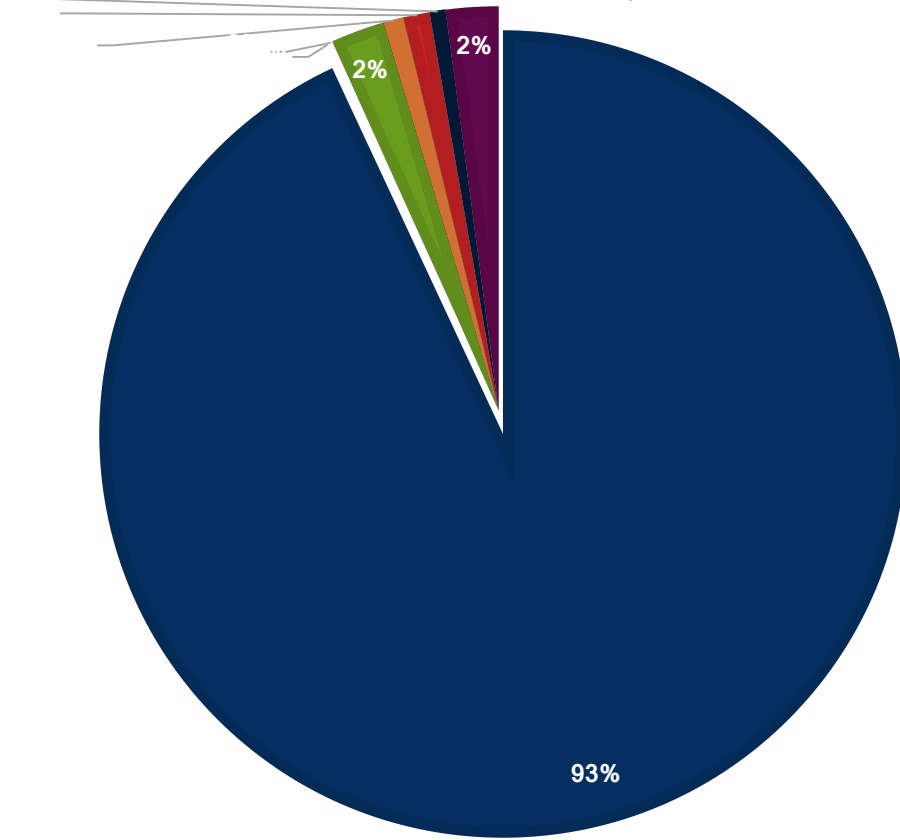


Enrollment Reports

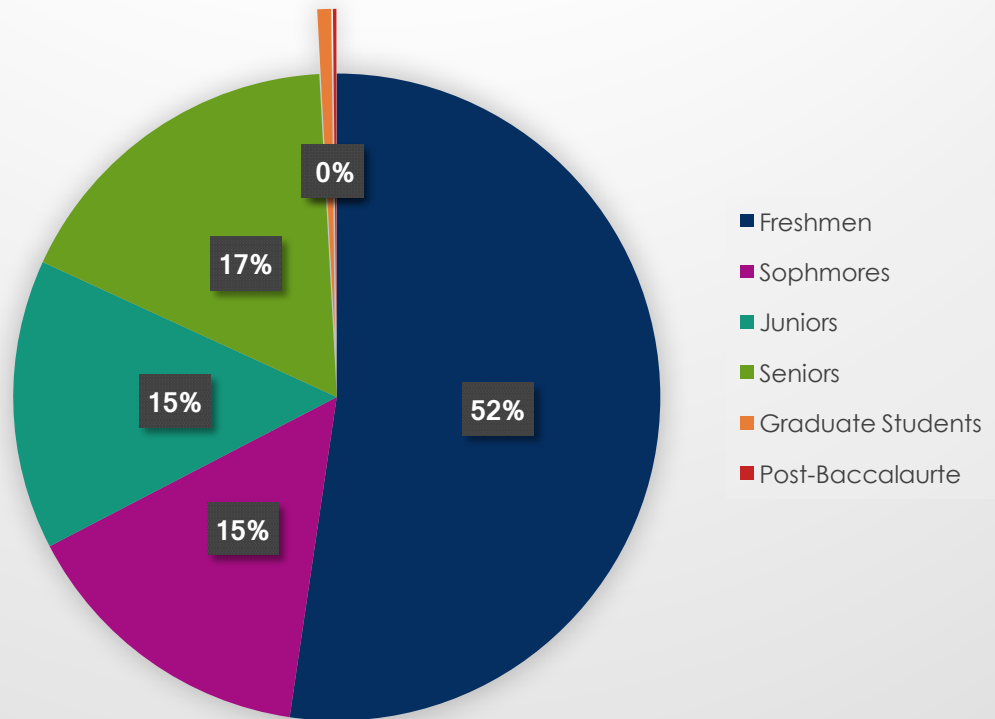


FALL 2016 RACE & ETHNICITY

- African American - 93%
- American Indian or Alaskan - <1%
- Asian Am. or Pacific Is. - <1%
- Caucasian American - 2%
- Hispanic American - 1%
- Multi-racial - 1%
- International Students - 1%
- Not Reported - 1%



Fall 2016 Enrollment by Classification



College of Business Faculty/Staff

Dean: Dr. Fidelis Ikem

Accounting:

Mr. Kenyal McGee (Associate Professor)
Mr. Kevin Tennon (Assistant Professor)

Business Administration

Mrs. Santhi Harvey (Assistant Professor)

Business Administration – AgriBusiness

Dr. Saima Bashir (Associate Professor)

Business Administration – Entrepreneurship

Dr. Nnamdi Osakwe (Associate Professor)

Business Administration – Finance

Dr. Jeng-Hong Chen (Associate Professor)
Mr. Stephen Washington (Assistant Professor)

Business Administration – Hospitality Management

Dr. Alberta Thrash (Associate Professor)
Dr. Andrew Raschid (Associate Professor)

Business Administration – Management

Dr. Fred Aikens (Associate Professor)

Business Administration – Management Information Systems

Mr. Lonny Gilbert (Assistant Professor)

Business Administration - Marketing

Mrs. Wendy Berry-West (Assistant Professor)
Dr. Edith Davidson (Associate Professor)

Economics

Dr. Erick Kitenge (Assistant Professor)

Staff

Mrs. JoAnn Danik (Administrative Assistant)
Ms. Rachele McCleskey (Assessment Coordinator)

Demographics:

F/T Faculty: 14

F/T Staff: 2

Female Faculty: 5

Male Faculty: 9

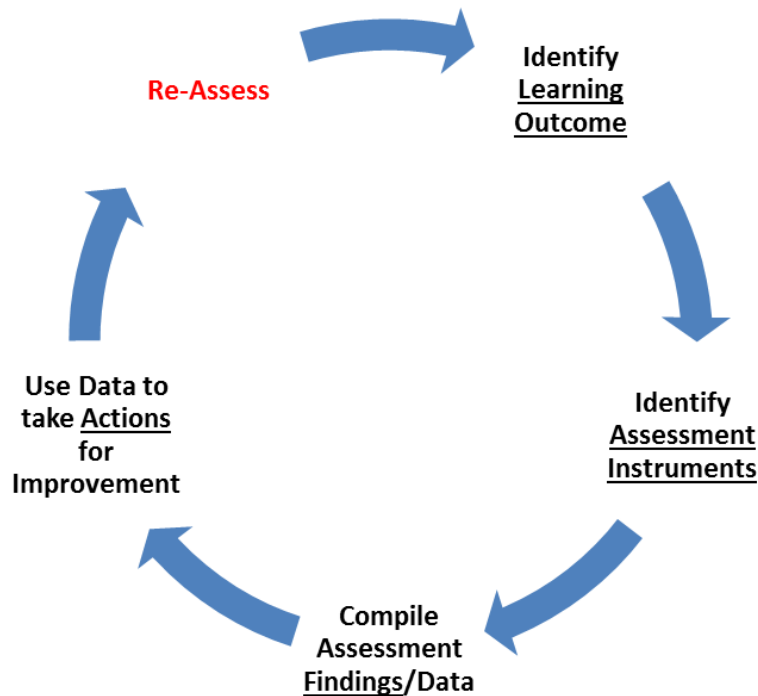
Female Staff: 2

Male Staff: 0

COB Assessment Process

The COB developed learning outcomes and an assessment process for all its degree programs since 2008. Currently, there are three baccalaureate degree programs with eight concentrations within the Business Administration Program.

All programs in the College of Business use the assessment process developed by the University Senate Committee on Assessment of Teaching and Learning. The five steps in the Central State University assessment process include (1) Identifying Outcomes, (2) Identifying Assessment Instrument(s) and methods, (3) Compiling Assessments Findings or Results (4) Using Assessment Data to take Actions for Improvement, and (5) Re-assessing, if needed. The process allows faculty to analyze results to determine course and program effectiveness and make indicated improvements. This diagram represents the assessment process in the College of Business.



Data Collection

Course-embedded assessment is aligned with selected courses identified for program evaluation. Currently, faculty evaluate performance level attainment by collecting data from courses mapped to program goals and objectives designated throughout the curriculum. Goal/objective assessing provides a quantitative approach of assessment and is integrated in the curriculum by faculty identifying assignments associated with applicable student learning outcomes (SLOs) in specific courses, and aligning the SLOs to Institutional Goals as well as COB Goals and Objectives. Using a standardized rubric, faculty evaluate student achievement of learning outcomes. Data is evaluated to determine to what degree benchmarks for achievement of learning outcomes have been met. Where shortfalls occur, necessary modifications are made.

Goals/Program Outcomes	Core Business Courses									
	ACC 2220	BUS 1500	BUS 2203	BUS 2260	BUS 2343	BUS 2353	BUS 2902	BUS 3331	BUS 3370	BUS 4785
Goal 1: Effective Communication										
Objective #1: Oral Communication, create and deliver professional presentations			G1/Obj1	G1/Obj1						
Objective #2: Written Communication, prepare professional business documents				G1/O2 BUS 2260						
Goal 2: Analytical Business Problem Solvers										
Objective #1: Students will apply decision-making models to identify business problems, generate and evaluate solutions										G2 O1 BUS 4785.docx
Objective #2: Students will apply relevant principles of critical thinking to problems and propose appropriate solutions	G2/O2 ACC 2220						G2/O2 BUS 2902			
Goal #3: Globally and Environmentally Aware										
Objective #1: Students will demonstrate knowledge of global business concepts and best practices									G3/O1 BUS 3370	
Objective #2: Students will analyze global potential through country analyses, including : political, cultural, economic, legal, and strategic approaches									G3/O2 BUS 3370	
Goal #4: Technical Competence										
Objective #1: Students will demonstrate proficiency in business productivity tools		G4/O1 BUS 1500						G4/O1 BUS 3331		
Goal #5: Business Professionals										
Objective #1: Students will demonstrate effective team behavior					G5/O1 BUS 2343					
Objective #2: Students will demonstrate foundational knowledge in the core business discipline	G5/O2 ACC 2220				G5/O2 BUS 2343	G5/O2 BUS 2353		G5/O2 BUS 3331		

Data Collection (Internal/Direct)

Student Learning Outcomes – BUS 4785-02 (Mastered Level)

Learning Goal 2: Analytical Business Problem Solvers

Objective 1: Students will apply decision-making models to identify business problems, generate and evaluate solutions..

		Analysis of Results			Graphs of Resulting Trends Percent of Students who meet Expectations												
Performance Measure (Competency)	Measurement instrument	Current Results	Analysis of Results	Action Taken													
70% of the students will meet the acceptable performance level.	Analytical Productivity Problem Direct Formative Internal Students' assignments will be scored using the departmental approved rubric.	No data point for Fall 2016. Course will be assessed Spring 2017.	While trend analysis shows a decline in student performance, students have met performance level expectations for the three data periods assessed.	Continue to monitor students' performance levels. Any necessary actions will be taken pending further data collection and results.	<table border="1"> <caption>Goal 2 - O1 Data</caption> <thead> <tr> <th>Term</th> <th>Percent of Students who meet Expectations</th> </tr> </thead> <tbody> <tr> <td>Fall 2014</td> <td>51%</td> </tr> <tr> <td>Spring 2015</td> <td>70%</td> </tr> <tr> <td>Fall 2015</td> <td>74%</td> </tr> <tr> <td>Spring 2016</td> <td>71%</td> </tr> <tr> <td>Fall 2016</td> <td>0%</td> </tr> </tbody> </table>	Term	Percent of Students who meet Expectations	Fall 2014	51%	Spring 2015	70%	Fall 2015	74%	Spring 2016	71%	Fall 2016	0%
Term	Percent of Students who meet Expectations																
Fall 2014	51%																
Spring 2015	70%																
Fall 2015	74%																
Spring 2016	71%																
Fall 2016	0%																

Program Outcomes/Goal 2: Analytical Business Problem Solvers ACC 2220-Aggregate (Introductory Level)

Student Learning Outcomes																	
Learning Goal 2: Analytical Business Problem Solvers																	
Objective 2: Students will apply relevant principles of critical thinking to problems and propose appropriate solutions.																	
		Analysis of Results			Graphs of Resulting Trends Percent of Students who meet Expectations												
Performance Measure (Competency)	Measurement instrument	Current Results	Analysis of Results	Action Taken													
70% of the students will score 70% or above.	Quail Company Case Study Direct Formative Internal	63% of students were able to apply relevant principles of critical thinking to problems and propose appropriate solutions.	Trend analysis shows a significant decline in students performance levels over the past three semesters.	1. Deeper observation is required. Course sections will be individually monitored to ensure appropriate content coverage.	<table border="1"> <caption>Goal 2 - O2 Data</caption> <thead> <tr> <th>Semester</th> <th>Percent of Students Meeting Expectations</th> </tr> </thead> <tbody> <tr> <td>Fall 2014</td> <td>84%</td> </tr> <tr> <td>Spring 2015</td> <td>85%</td> </tr> <tr> <td>Fall 2015</td> <td>21%</td> </tr> <tr> <td>Spring 2016</td> <td>64%</td> </tr> <tr> <td>Fall 2016</td> <td>63%</td> </tr> </tbody> </table>	Semester	Percent of Students Meeting Expectations	Fall 2014	84%	Spring 2015	85%	Fall 2015	21%	Spring 2016	64%	Fall 2016	63%
Semester	Percent of Students Meeting Expectations																
Fall 2014	84%																
Spring 2015	85%																
Fall 2015	21%																
Spring 2016	64%																
Fall 2016	63%																

Program Outcomes/Goal 2: Analytical Business Problem Solvers BUS 2902-Aggregate (Reinforced Level)

Student Learning Outcomes																	
Learning Goal 2: Analytical Business Problem Solvers																	
Objective 2: Students will apply relevant principles of critical thinking to problems and propose appropriate solutions.																	
		Analysis of Results			Graphs of Resulting Trends												
Performance Measure (Competency)	Measurement instrument	Current Results	Analysis of Results	Action Taken	Percent of Students who meet Expectations												
70% of the students will score 70% or above.	Confidence Interval Analytical Case Study Direct Formative Internal	No data point collected for Fall 2016	Trend analysis shows severe decline in students' performance, as well as inconsistencies in results.	More observation is required to identify inconsistencies in order to provide more relevant results.	<table border="1"> <caption>Goal 2 - O2 Data</caption> <thead> <tr> <th>Term</th> <th>Percent of Students who meet Expectations</th> </tr> </thead> <tbody> <tr> <td>Fall 2014</td> <td>62%</td> </tr> <tr> <td>Spring 2015</td> <td>94%</td> </tr> <tr> <td>Fall 2015</td> <td>81%</td> </tr> <tr> <td>Spring 2016</td> <td>57%</td> </tr> <tr> <td>Fall 2016</td> <td>0%</td> </tr> </tbody> </table>	Term	Percent of Students who meet Expectations	Fall 2014	62%	Spring 2015	94%	Fall 2015	81%	Spring 2016	57%	Fall 2016	0%
Term	Percent of Students who meet Expectations																
Fall 2014	62%																
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Fall 2015	81%																
Spring 2016	57%																
Fall 2016	0%																

Program Outcomes/Goal 3: Globally and Environmentally Aware BUS 1100-Aggregate (Introductory)

Student Learning Outcomes																	
Learning Goal 3																	
Objective 1: Students will demonstrate knowledge of global business concepts and best practices.																	
		Analysis of Results			Graphs of Resulting Trends												
Performance Measure (Competency)	Measurement instrument	Current Results	Analysis of Results	Action Taken	Percent of Students who meet Expectations												
70% of the students will score 70% or above	<p>New Assessment Instrument Fall 2016: Comparison/Contrast Essay</p> <p>This instrument requires students to complete an essay that compares and contrasts global environments at the introductory level (capitalism, socialism, and communism)</p> <p>Direct Formative Internal</p>	19% of the students were able to demonstrate knowledge of global business concepts and best practices.	TBD – Not enough data points to determine any trend or pattern at this time.	Any necessary actions will be taken pending further data collection and results.	<table border="1"> <caption>Goal 3 - O1 Data</caption> <thead> <tr> <th>Term</th> <th>Percent of Students who meet Expectations</th> </tr> </thead> <tbody> <tr> <td>Fall 2016</td> <td>90%</td> </tr> <tr> <td>Spring 2017</td> <td>0%</td> </tr> <tr> <td>Fall 2017</td> <td>0%</td> </tr> <tr> <td>Spring 2018</td> <td>0%</td> </tr> <tr> <td>Fall 2018</td> <td>0%</td> </tr> </tbody> </table>	Term	Percent of Students who meet Expectations	Fall 2016	90%	Spring 2017	0%	Fall 2017	0%	Spring 2018	0%	Fall 2018	0%
Term	Percent of Students who meet Expectations																
Fall 2016	90%																
Spring 2017	0%																
Fall 2017	0%																
Spring 2018	0%																
Fall 2018	0%																

Program Outcomes/Goal 3: Globally and Environmentally Aware BUS 2343-Aggregate (Reinforced)

Student Learning Outcomes																	
Learning Goal 3																	
Objective 1: Students will demonstrate knowledge of global business concepts and best practices.																	
		Analysis of Results															
Performance Measure (Competency)	Measurement instrument	Current Results	Analysis of Results	Action Taken	Graphs of Resulting Trends Percent of Students who meet Expectations												
70% of the students will score 70% or above on the WAC.	<p>New instrument used Fall 2016: International Business & Functions Essay</p> <p>This instrument was introduced to measures students performance at the reinforced learning difficulty level.</p> <p>Direct, Formative Internal</p>	23% of the students were able to demonstrate knowledge of global business concepts and best practices.	TBD – Not enough data points to identify a trend or pattern at this time.	TBD - Any necessary actions will be taken pending further data collection and results.	<p>Goal 3 - O1</p> <table border="1"> <caption>Goal 3 - O1 Data</caption> <thead> <tr> <th>Term</th> <th>Percent of Students who meet Expectations</th> </tr> </thead> <tbody> <tr> <td>Fall 2016</td> <td>46%</td> </tr> <tr> <td>Spring 2017</td> <td>0%</td> </tr> <tr> <td>Fall 2017</td> <td>0%</td> </tr> <tr> <td>Spring 2018</td> <td>0%</td> </tr> <tr> <td>Fall 2018</td> <td>0%</td> </tr> </tbody> </table>	Term	Percent of Students who meet Expectations	Fall 2016	46%	Spring 2017	0%	Fall 2017	0%	Spring 2018	0%	Fall 2018	0%
Term	Percent of Students who meet Expectations																
Fall 2016	46%																
Spring 2017	0%																
Fall 2017	0%																
Spring 2018	0%																
Fall 2018	0%																

Program Outcomes/Goal 3: Globally and Environmentally Aware BUS 3370-Aggregate (Reinforced to Mastered)

Student Learning Outcomes																	
Learning Goal 3																	
Objective 1: Students will demonstrate knowledge of global business concepts and best practices.																	
		Analysis of Results			Graphs of Resulting Trends												
Performance Measure (Competency)	Measurement instrument	Current Results	Analysis of Results	Action Taken	Percent of Students who meet Expectations												
70% of the students will score 70% or above	<p>New instrument beginning Fall 2016. International Comparison/Contrast Research Paper.</p> <p>This instrument requires students to write a research paper on two countries. The paper will contrast and compare each countries' economic environments, foreign currency, and business industries. The new instrument was developed as an all-in-one assessment instrument due to the course being assessment heavy.</p> <p>Direct, Formative, Internal</p>	90% of students exceeded the targeted performance levels of 70%. There is only one data point for the new instrument.	<p>TBD - Analysis is still under review until further data points have been collected. As shown in the graph, targeted goal was exceeded. While students consistently exceeded expectations, past results show a slight decline in students' performance (see Assessment Report for AY2015-16)</p>	TBD – Analysis is currently under review. Further action will be taken once sufficient data points have been collected.	<p>Goal 3 - O1</p> <table border="1"> <caption>Goal 3 - O1 Data</caption> <thead> <tr> <th>Semester</th> <th>Percent of Students Meeting Expectations</th> </tr> </thead> <tbody> <tr> <td>Fall 2016</td> <td>90%</td> </tr> <tr> <td>Spring 2017</td> <td>-</td> </tr> <tr> <td>Fall 2017</td> <td>-</td> </tr> <tr> <td>Spring 2018</td> <td>-</td> </tr> <tr> <td>Fall 2018</td> <td>-</td> </tr> </tbody> </table>	Semester	Percent of Students Meeting Expectations	Fall 2016	90%	Spring 2017	-	Fall 2017	-	Spring 2018	-	Fall 2018	-
Semester	Percent of Students Meeting Expectations																
Fall 2016	90%																
Spring 2017	-																
Fall 2017	-																
Spring 2018	-																
Fall 2018	-																

Program Outcomes/Goal 3: Globally and Environmentally Aware – BUS 1100-Aggregate (Introductory)

Student Learning Outcomes																	
Learning Goal 3																	
Objective 2: Students will analyze global potential through country analyses, including: political, cultural, economic, legal, and strategic approaches.																	
		Analysis of Results			Graphs of Resulting Trends												
Performance Measure (Competency)	Measurement instrument	Current Results	Analysis of Results	Action Taken	Percent of Students who meet Expectations												
70% of the students will score 70% or above.	<p>New Instrument Fall 2016: Ethical/Legal Issues Essay</p> <p>Instrument requires students to complete an essay on current ethical and legal business issues at the introductory learning difficulty level.</p> <p>Direct Formative Internal</p>	44% of the students were performed at expected performance levels.	TBD - New assessment phased in to meet introductory level assessing.	TBD - Any necessary actions will be taken pending further data collection and results.	<p>Goal 3 - O2</p> <table border="1"> <caption>Goal 3 - O2 Data</caption> <thead> <tr> <th>Semester</th> <th>Percent of Students who meet Expectations</th> </tr> </thead> <tbody> <tr> <td>Fall 2016</td> <td>59%</td> </tr> <tr> <td>Spring 2017</td> <td>-</td> </tr> <tr> <td>Fall 2017</td> <td>-</td> </tr> <tr> <td>Spring 2018</td> <td>-</td> </tr> <tr> <td>Fall 2018</td> <td>-</td> </tr> </tbody> </table>	Semester	Percent of Students who meet Expectations	Fall 2016	59%	Spring 2017	-	Fall 2017	-	Spring 2018	-	Fall 2018	-
Semester	Percent of Students who meet Expectations																
Fall 2016	59%																
Spring 2017	-																
Fall 2017	-																
Spring 2018	-																
Fall 2018	-																

Program Outcomes/Goal 3: Globally and Environmentally Aware – BUS 2353-02 (Reinforced)

Student Learning Outcomes																	
Learning Goal 3																	
Objective 2: Students will analyze global potential through country analyses, including: political, cultural, economic, legal, and strategic approaches.																	
		Analysis of Results			Graphs of Resulting Trends												
Performance Measure (Competency)	Measurement instrument	Current Results	Analysis of Results	Action Taken	Percent of Students who meet Expectations												
70% of the students will score 70% or above.	<p>New Instrument Fall 2016:</p> <p>Global E-Marketing Awareness Report</p> <p>This instrument requires students to complete a report on the political, cultural, and economic challenges of global internet marketing</p> <p>Direct Formative Internal</p>	57% of the students were performed at expected performance levels.	TBD - New assessment phased in to meet reinforce level assessing.	TBD – Any necessary actions will be taken pending further data collection and results.	<table border="1"> <caption>Goal 3 - O2 Data</caption> <thead> <tr> <th>Semester</th> <th>Percent of Students who meet Expectations</th> </tr> </thead> <tbody> <tr> <td>Fall 2016</td> <td>57%</td> </tr> <tr> <td>Spring 2017</td> <td>0%</td> </tr> <tr> <td>Fall 2017</td> <td>0%</td> </tr> <tr> <td>Spring 2018</td> <td>0%</td> </tr> <tr> <td>Fall 2018</td> <td>0%</td> </tr> </tbody> </table>	Semester	Percent of Students who meet Expectations	Fall 2016	57%	Spring 2017	0%	Fall 2017	0%	Spring 2018	0%	Fall 2018	0%
Semester	Percent of Students who meet Expectations																
Fall 2016	57%																
Spring 2017	0%																
Fall 2017	0%																
Spring 2018	0%																
Fall 2018	0%																

Program Outcomes/Goal 4: Technical Competence BUS 1500 - Introductory (Aggregate)

Student Learning Outcomes																	
Learning Goal 4: Technical Competence																	
Objective 1: Students will demonstrate proficiency in business productivity tools..																	
		Analysis of Results															
Performance Measure (Competency)	Measurement instrument	Current Results	Analysis of Results	Action Taken	Graphs of Resulting Trends Percent of Students who meet Expectations												
70% of the students will score 70% or above..	<p>Introductory Level Microsoft Office Suite Productivity Skills Assessment</p> <p>Direct Formative Internal</p> <p>Students' assignments will be scored using the departmental approved grading scale.</p>	43% of the students were able to demonstrate proficiency in the business productivity tools.	Trend analysis shows a decline in students performance over the last three data periods. Furthermore, analysis shows significant declines during the fall terms in comparison to spring terms.	<ol style="list-style-type: none"> 1. Require additional observation to determine course delivery methods (traditional classroom, online, or hybrid courses) 2. Require additional observation to determine whether courses are being taught by full time faculty or adjuncts and to ensure material coverage. 	<table border="1"> <caption>Goal 4 - O1 Data</caption> <thead> <tr> <th>Term</th> <th>Percent of Students who meet Expectations</th> </tr> </thead> <tbody> <tr> <td>Spring 2015</td> <td>90%</td> </tr> <tr> <td>Summer 2015</td> <td>93%</td> </tr> <tr> <td>Fall 2015</td> <td>58%</td> </tr> <tr> <td>Spring 2016</td> <td>76%</td> </tr> <tr> <td>Fall 2016</td> <td>43%</td> </tr> </tbody> </table>	Term	Percent of Students who meet Expectations	Spring 2015	90%	Summer 2015	93%	Fall 2015	58%	Spring 2016	76%	Fall 2016	43%
Term	Percent of Students who meet Expectations																
Spring 2015	90%																
Summer 2015	93%																
Fall 2015	58%																
Spring 2016	76%																
Fall 2016	43%																

Program Outcomes/Goal 4: Technical Competence BUS 1500 - Introductory (Aggregate)

Student Learning Outcomes																	
Learning Goal 4: Technical Competence																	
Objective 1: Students will demonstrate proficiency in business productivity tools..																	
		Analysis of Results			Graphs of Resulting Trends												
Performance Measure (Competency)	Measurement instrument	Current Results	Analysis of Results	Action Taken	Percent of Students who meet Expectations												
70% of the students will score 70% or above..	<p>New Measuring Instrument Fall 2016</p> <p>Formatted Word Business Letter</p> <p>Direct Formative Internal</p>	73% of the students were able to demonstrate proficiency in using Microsoft word to create a business letter.	TBD – Insufficient amount of data points to determine a trend or pattern in students’ performance. In addition, new instrument is not comprehensive and lacks rigor.	1. Develop measuring instrument that spans Microsoft Word, Excel, PowerPoint, and Access.	<p>Goal 4 - O1</p> <table border="1"> <caption>Goal 4 - O1 Data</caption> <thead> <tr> <th>Semester</th> <th>Percent of Students who meet Expectations</th> </tr> </thead> <tbody> <tr> <td>Fall 2016</td> <td>73%</td> </tr> <tr> <td>Spring 2017</td> <td>0%</td> </tr> <tr> <td>Fall 2017</td> <td>0%</td> </tr> <tr> <td>Spring 2018</td> <td>0%</td> </tr> <tr> <td>Fall 2018</td> <td>0%</td> </tr> </tbody> </table>	Semester	Percent of Students who meet Expectations	Fall 2016	73%	Spring 2017	0%	Fall 2017	0%	Spring 2018	0%	Fall 2018	0%
Semester	Percent of Students who meet Expectations																
Fall 2016	73%																
Spring 2017	0%																
Fall 2017	0%																
Spring 2018	0%																
Fall 2018	0%																

Program Outcomes/Goal 4: Technical Competence BUS 3331-Aggregate (Mastered Level)

Student Learning Outcomes					
Learning Goal 4: Technical Competence					
Objective 1: Students will demonstrate proficiency in business productivity tools..					
		Analysis of Results			Graphs of Resulting Trends
Performance Measure (Competency)	Measurement instrument	Current Results	Analysis of Results	Action Taken	Percent of Students who meet Expectations
70% of the students will score 70% or above.	<p>New measuring instrument Fall 2016</p> <p>Excel Assignment</p> <p>Direct Formative Internal</p>	100% of the students were able to demonstrate proficiency creating graphs, charts, pivot tables in Microsoft Excel.	TBD – Insufficient amount of data points to determine a trend or pattern in students’ performance. At the “mastered” level, the instrument is acceptable, but not comprehensive.	1. Develop measuring instrument that spans Microsoft Word, Excel, PowerPoint, and Access.	<p>100%</p> <p>Goal 4 - O1</p> <p>100%</p> <p>80%</p> <p>60%</p> <p>40%</p> <p>20%</p> <p>Fall 2016</p> <p>Spring 2017</p> <p>Fall 2017</p> <p>Spring 2018</p> <p>Fall 2018</p>

Program Outcomes/Goal 5: Business Professionals – BUS 2343 Aggregated (Reinforced Level)

Student Learning Outcomes																	
Business Professionals																	
Learning Goal 5 – O1: Students will demonstrate effective team behavior.																	
		Analysis of Results			Graphs of Resulting Trends												
Performance Measure (Competency)	Measurement instrument	Current Results	Analysis of Results	Action Taken	Percent of Students who meet Expectations												
70% of the students will score 70% or above.	Team Behavior Paper & Presentation Direct Formative Internal Students' assignments will be scored using the departmental approved rubric.	75% of the students were able to demonstrate effective team behavior.	While the trend analysis shows a slight decline in students't performance, performance levels have improved over the last two data periods and indicate that students are performing at expected target levels.	1. Continue to observe trend pattern for improvement.	<table border="1"> <caption>Goal 5 - O1 Data</caption> <thead> <tr> <th>Term</th> <th>Percent of Students who meet Expectations</th> </tr> </thead> <tbody> <tr> <td>Fall 2014</td> <td>91%</td> </tr> <tr> <td>Spring 2015</td> <td>63%</td> </tr> <tr> <td>Fall 2015</td> <td>35%</td> </tr> <tr> <td>Spring 2016</td> <td>72%</td> </tr> <tr> <td>Fall 2016</td> <td>75%</td> </tr> </tbody> </table>	Term	Percent of Students who meet Expectations	Fall 2014	91%	Spring 2015	63%	Fall 2015	35%	Spring 2016	72%	Fall 2016	75%
Term	Percent of Students who meet Expectations																
Fall 2014	91%																
Spring 2015	63%																
Fall 2015	35%																
Spring 2016	72%																
Fall 2016	75%																

Program Outcomes/Goal 5: Business Professionals – BUS 4785-80 (Reinforced)

Student Learning Outcomes																	
Business Professionals																	
Learning Goal 5 – O1: Students will demonstrate effective team behavior.																	
		Analysis of Results															
Performance Measure (Competency)	Measurement Instrument	Current Results	Analysis of Results	Action Taken	Graphs of Resulting Trends Percent of Students who meet Expectations												
70% of the students will score 70% or above on the TBP.	<p>New Assessment Instrument Fall 2016</p> <p>Team Behavior Paper & Presentation</p> <p>Students will complete a research project and presentation as a team at the mastered learning difficulty level.</p> <p>Direct Formative Internal</p>	100% of the students were able to demonstrate effective team behavior.	TBD – Not enough data points to determine a trend.	TBD - Any necessary actions will be taken pending further data collection and results.	<p>The chart displays a single bar for Fall 2016 reaching 100%. A red horizontal line is positioned at the 70% mark. The y-axis ranges from 0% to 100% in 20% increments. The x-axis lists Fall 2016, Spring 2017, Fall 2017, Spring 2018, and Fall 2018.</p> <table border="1"> <caption>Goal 5 - O1 Data</caption> <thead> <tr> <th>Term</th> <th>Percent of Students Meeting Expectations</th> </tr> </thead> <tbody> <tr> <td>Fall 2016</td> <td>100%</td> </tr> <tr> <td>Spring 2017</td> <td>0%</td> </tr> <tr> <td>Fall 2017</td> <td>0%</td> </tr> <tr> <td>Spring 2018</td> <td>0%</td> </tr> <tr> <td>Fall 2018</td> <td>0%</td> </tr> </tbody> </table>	Term	Percent of Students Meeting Expectations	Fall 2016	100%	Spring 2017	0%	Fall 2017	0%	Spring 2018	0%	Fall 2018	0%
Term	Percent of Students Meeting Expectations																
Fall 2016	100%																
Spring 2017	0%																
Fall 2017	0%																
Spring 2018	0%																
Fall 2018	0%																

Program Outcomes/Goal 5: Business Professionals ACC 2220-Aggregate (Reinforced Level)

Student Learning Outcomes															
Goal 5 – Business Professionals															
Objective 2 – Students will demonstrate foundational knowledge in the core business discipline. ACCOUNTING															
Performance Measure (Competency)	Measurement instrument	Analysis of Results			Graphs of Resulting Trends Percent of Students who meet Expectations										
		Current Results	Analysis of Results	Action Taken											
70% of the students will score 70% or above.	Budget & Planning Exercise Direct Formative Internal	79% of students were able to demonstrate foundational knowledge in the core business discipline (accounting).	While the trend analysis shows an improvement trend in students' performance, the data periods appear to have inconsistent results. In addition, Summer 2015 results could have a smaller sample size than regular semesters.	Further observation is necessary. Course sections will be individually reviewed to identify issues leading to inconsistent results.	<table border="1"> <caption>Goal 5- O2 Data</caption> <thead> <tr> <th>Semester</th> <th>Percent of Students who meet Expectations</th> </tr> </thead> <tbody> <tr> <td>Sum 2015</td> <td>29%</td> </tr> <tr> <td>Fall 2015</td> <td>63%</td> </tr> <tr> <td>Spring 2016</td> <td>50%</td> </tr> <tr> <td>Fall 2016</td> <td>79%</td> </tr> </tbody> </table>	Semester	Percent of Students who meet Expectations	Sum 2015	29%	Fall 2015	63%	Spring 2016	50%	Fall 2016	79%
Semester	Percent of Students who meet Expectations														
Sum 2015	29%														
Fall 2015	63%														
Spring 2016	50%														
Fall 2016	79%														

Program Outcomes/Goal 5: Business Professionals BUS 2343-Aggregated Sections (Reinforced Level)

Student Learning Outcomes																	
Goal 5 – Business Professionals																	
Objective 2 – Students will demonstrate foundational knowledge in the core business discipline. MANAGEMENT																	
		Analysis of Results															
Performance Measure (Competency)	Measurement instrument	Current Results	Analysis of Results	Action Taken	Graphs of Resulting Trends Percent of Students who meet Expectations												
70% of the students will score 70% or above.	Management Essay Paper Direct Formative Internal	81% of the students were able to demonstrate a foundational knowledge in the core business discipline of management.	While the trend analysis shows a decline in students' performance, there seems to be inconsistencies in students' performance between various course sections offered. Standardized scoring rubrics were not used across all course sections.	1. Develop a standardized scoring rubric for this specific assignment and require the rubric to be used throughout all course sections.	<table border="1"> <caption>Goal 5 O2 Data</caption> <thead> <tr> <th>Term</th> <th>Percent of Students Meeting Expectations</th> </tr> </thead> <tbody> <tr> <td>Fall 2014</td> <td>80%</td> </tr> <tr> <td>Spring...</td> <td>61%</td> </tr> <tr> <td>Fall 2015</td> <td>100%</td> </tr> <tr> <td>Spring...</td> <td>30%</td> </tr> <tr> <td>Fall 2016</td> <td>81%</td> </tr> </tbody> </table>	Term	Percent of Students Meeting Expectations	Fall 2014	80%	Spring...	61%	Fall 2015	100%	Spring...	30%	Fall 2016	81%
Term	Percent of Students Meeting Expectations																
Fall 2014	80%																
Spring...	61%																
Fall 2015	100%																
Spring...	30%																
Fall 2016	81%																

Program Outcomes – BUS 2353-Aggregate (Reinforced Level)

Learning Goal 5: Business Professionals

Objective 2: Students will demonstrate foundational knowledge in the core business discipline. **MARKETING**

		Analysis of Results			Graphs of Resulting Trends Percent of Students who meet Expectations												
Performance Measure (Competency)	Measurement instrument	Current Results	Analysis of Results	Action Taken													
70% of the students will meet the acceptable performance level.	Marketing Key Concept Case Analysis Direct Formative Internal Students' assignments will be scored using the departmental approved rubric.	43% performed at an acceptable level.	While students are performing at significantly lower levels in this area, the trend analysis shows improvement in students' performance over the last data period. Further analysis indicates that most students lacked expected performance levels in specific content areas, which deteriorated overall performance.	<ol style="list-style-type: none"> 1. Require all content areas be covered based on CPC mandate. 2. Require deeper observation to determine whether courses are taught by full time faculty or adjuncts. 	<table border="1"> <caption>Goal 5 - O2 Data</caption> <thead> <tr> <th>Term</th> <th>Percent of Students Meeting Expectations</th> </tr> </thead> <tbody> <tr> <td>Fall 2015</td> <td>33%</td> </tr> <tr> <td>Spring 2016</td> <td>20%</td> </tr> <tr> <td>Fall 2016</td> <td>43%</td> </tr> <tr> <td>Spring 2017</td> <td>-</td> </tr> <tr> <td>Fall 2017</td> <td>-</td> </tr> </tbody> </table>	Term	Percent of Students Meeting Expectations	Fall 2015	33%	Spring 2016	20%	Fall 2016	43%	Spring 2017	-	Fall 2017	-
Term	Percent of Students Meeting Expectations																
Fall 2015	33%																
Spring 2016	20%																
Fall 2016	43%																
Spring 2017	-																
Fall 2017	-																

Program Outcomes/Goal 5: Business Professionals BUS 3331-Aggregate (Reinforced)

Student Learning Outcomes																	
Goal 5 – Business Professionals																	
Objective 2 – Students will demonstrate foundational knowledge in the core business discipline. FINANCE																	
		Analysis of Results															
Performance Measure (Competency)	Measurement instrument	Current Results	Analysis of Results	Action Taken	Graphs of Resulting Trends Percent of Students who meet Expectations												
70% of the students will score 70% or above.	New Instrument Used Fall 2016 TVM Assignment Direct Formative Internal	72% of the students were able to demonstrate a foundational knowledge in the core business discipline of finance.	TBD – Not enough data point to determine trend. New instrument found to be time-consuming with redundant questions.	TBD - Any necessary actions will be taken pending further data collection and results.	<table border="1"> <caption>Goal 5-O2 Data</caption> <thead> <tr> <th>Semester</th> <th>Percent of Students Meeting Expectations</th> </tr> </thead> <tbody> <tr> <td>Fall 2016</td> <td>72%</td> </tr> <tr> <td>Spring 2017</td> <td>-</td> </tr> <tr> <td>Fall 2017</td> <td>-</td> </tr> <tr> <td>Spring 2018</td> <td>-</td> </tr> <tr> <td>Fall 2018</td> <td>-</td> </tr> </tbody> </table>	Semester	Percent of Students Meeting Expectations	Fall 2016	72%	Spring 2017	-	Fall 2017	-	Spring 2018	-	Fall 2018	-
Semester	Percent of Students Meeting Expectations																
Fall 2016	72%																
Spring 2017	-																
Fall 2017	-																
Spring 2018	-																
Fall 2018	-																

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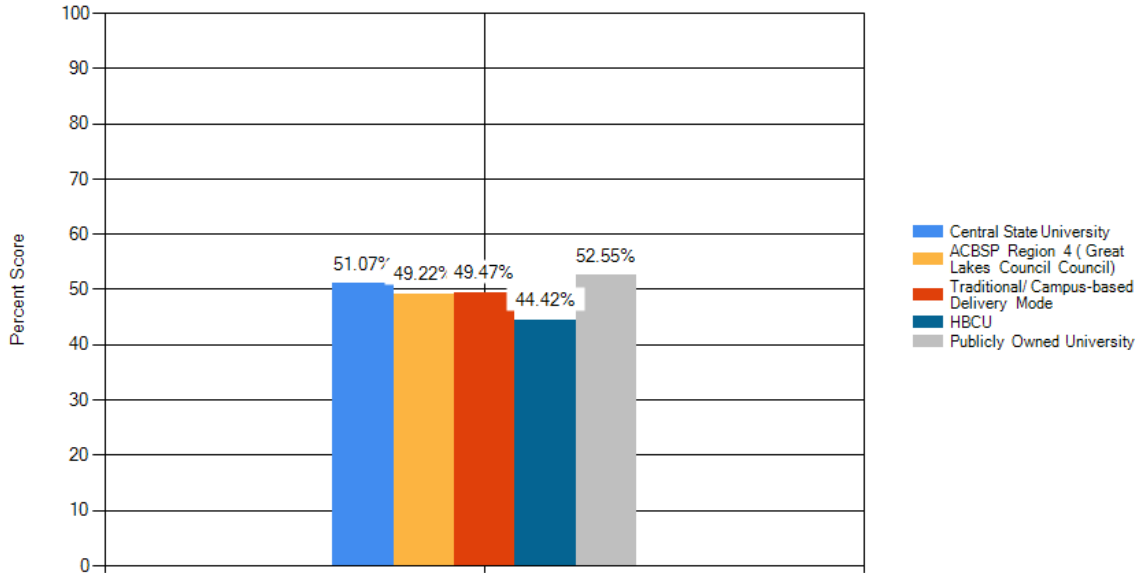
External Comparative Reports

As of Fall 2015 Semester, CSU College of Business graduating seniors are required to complete the Peregrine Academic Services Exam for either the COB Business Administration Program or Accounting Program. The Peregrine exam is comprehensive and covers the following Common Professional Components that align with both COB programs: marketing, business finance, accounting, management, legal environment of business, economics (macro & micro), business ethics, global dimensions of business, information management systems, quantitative techniques/statistics, business leadership, and strategic management.

Peregrine Academic Services use the below table for assessment evaluation purposes. The table shows an approximate relationship between the exam results and relative student performance based upon competency level. CSU College of Business students are expected to perform at a targeted level above 40%. This target goal is based on 40 – 59% being the average competency level as shown in the below exam scores.

Exam Score	Peregrine Academic Services Relative Interpretation of Student Competency
80 – 100%	Very High
70 – 79%	High
60 – 69%	Above Average
40 – 59%	Average
30 – 39%	Below Average
20 – 29%	Low
0 – 19%	Very Low

Fall Semester – 2016
 Business Administration Program
 Peregrine Outbound Exam Total Results Compared to the Different Aggregate Pools



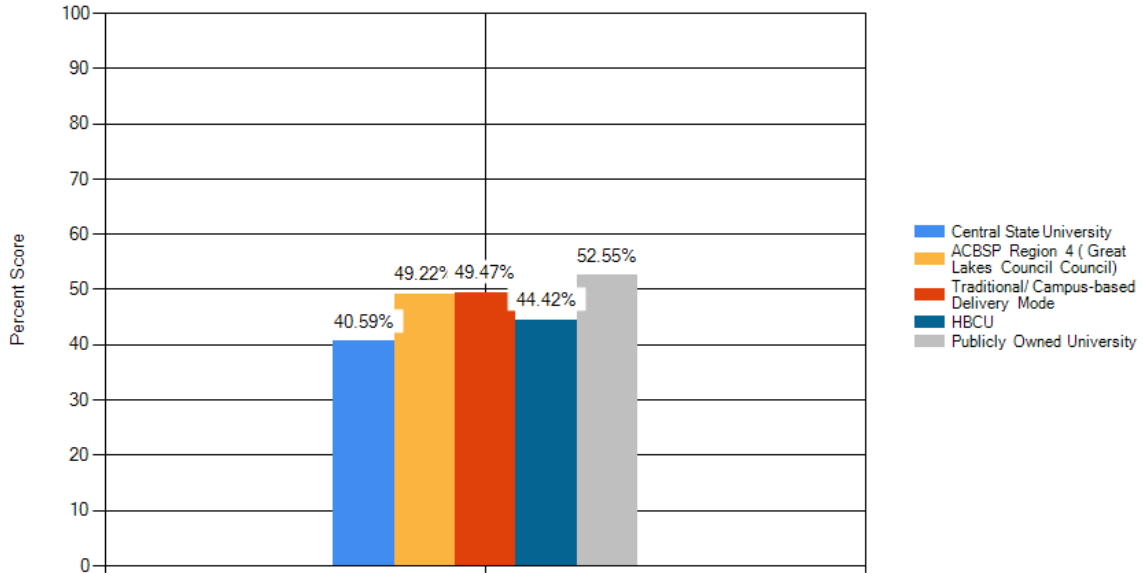
1.85% Difference with the ACBSP Region 4 (Great Lakes Council Council) Aggregate

1.61% Difference with the Traditional/ Campus-based Delivery Mode Aggregate

6.65% Difference with the HBCU Aggregate

-1.48% Difference with the Publicly Owned University Aggregate

Spring Semester – 2017
 Business Administration Program
 Peregrine Outbound Exam Total Results Compared to the Different Aggregate Pools



-8.63% Difference with the ACBSP Region 4 (Great Lakes Council Council) Aggregate

-8.88% Difference with the Traditional/ Campus-based Delivery Mode Aggregate

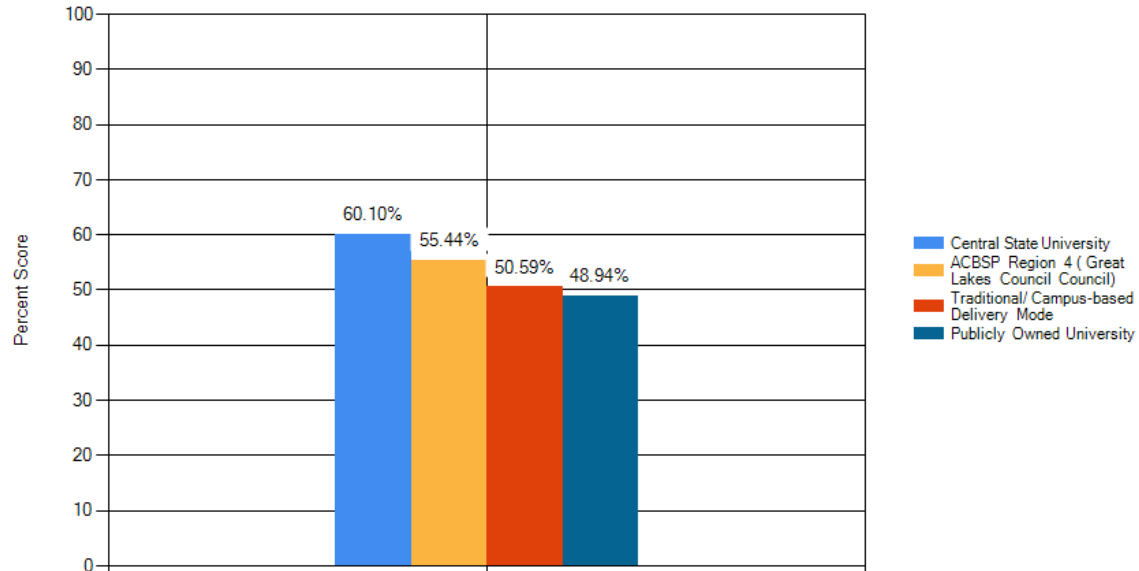
-3.83% Difference with the HBCU Aggregate

-11.96% Difference with the Publicly Owned University Aggregate

Spring Semester – 2017

Accounting Program

Peregrine Outbound Exam Total Results Compared to the Different Aggregate Pools

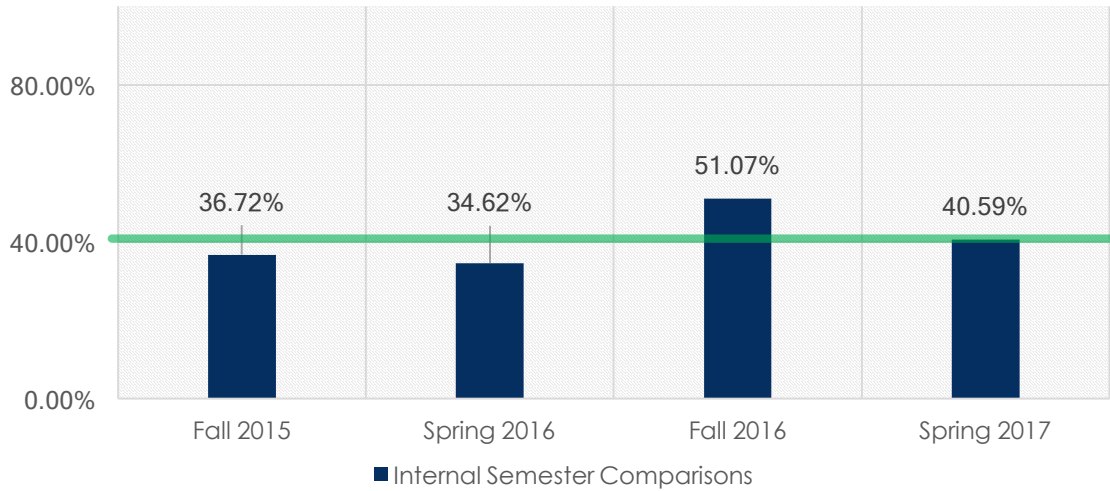


4.66% Difference with the ACBSP Region 4 (Great Lakes Council Council) Aggregate

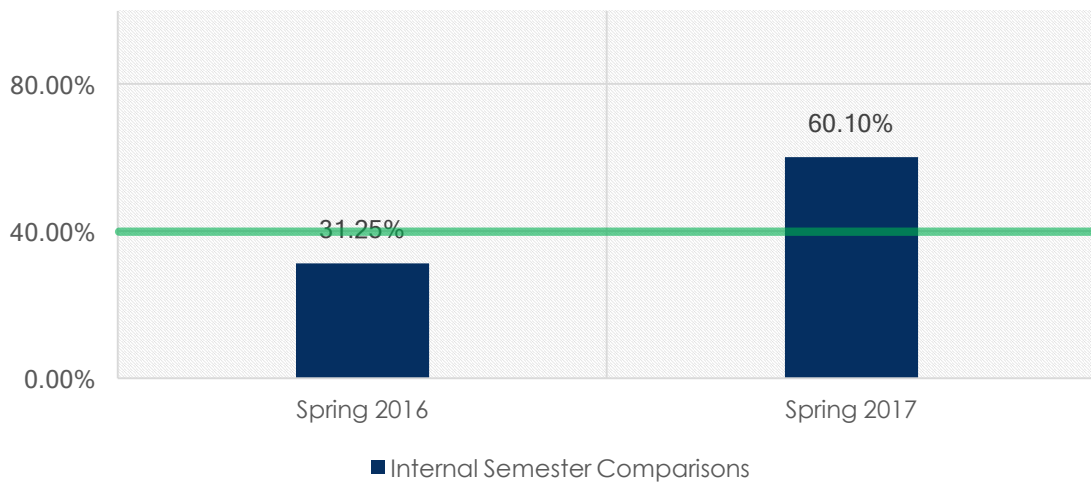
9.51% Difference with the Traditional/ Campus-based Delivery Mode Aggregate

11.17% Difference with the Publicly Owned University Aggregate

Internal Semester Comparisons Business Administration Program

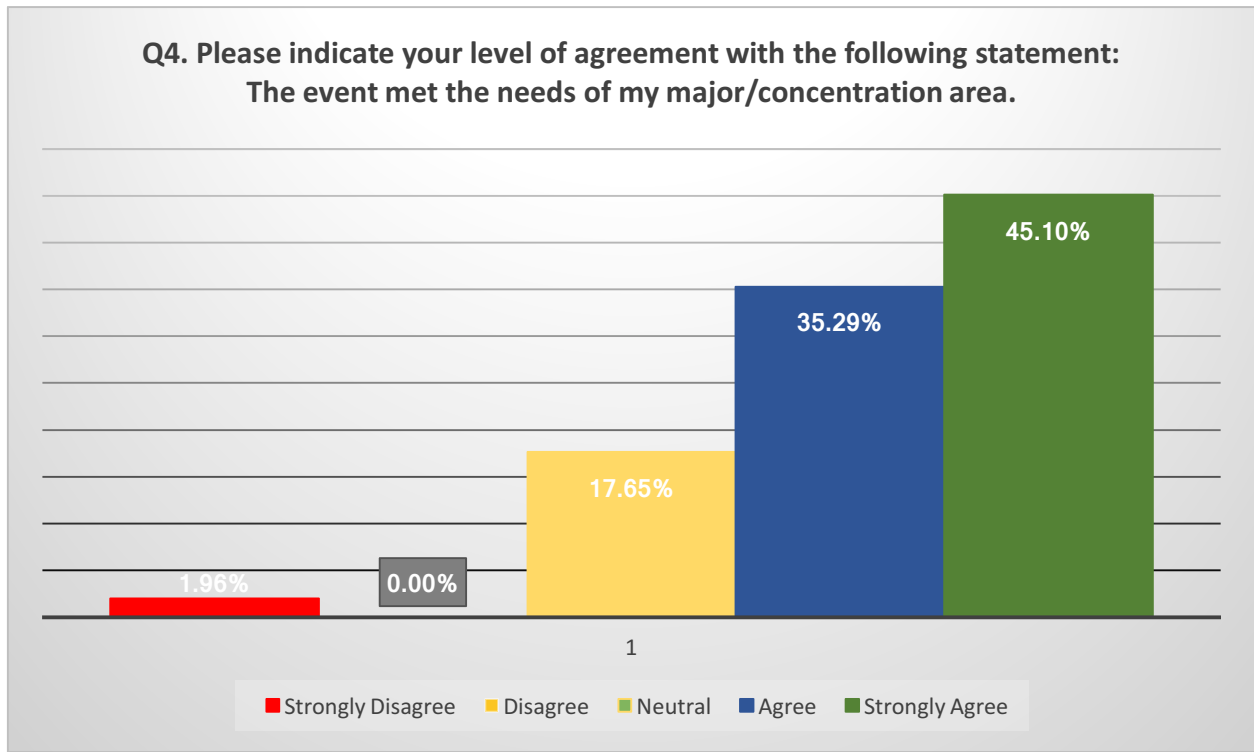


Internal Semester Comparisons Accounting Program

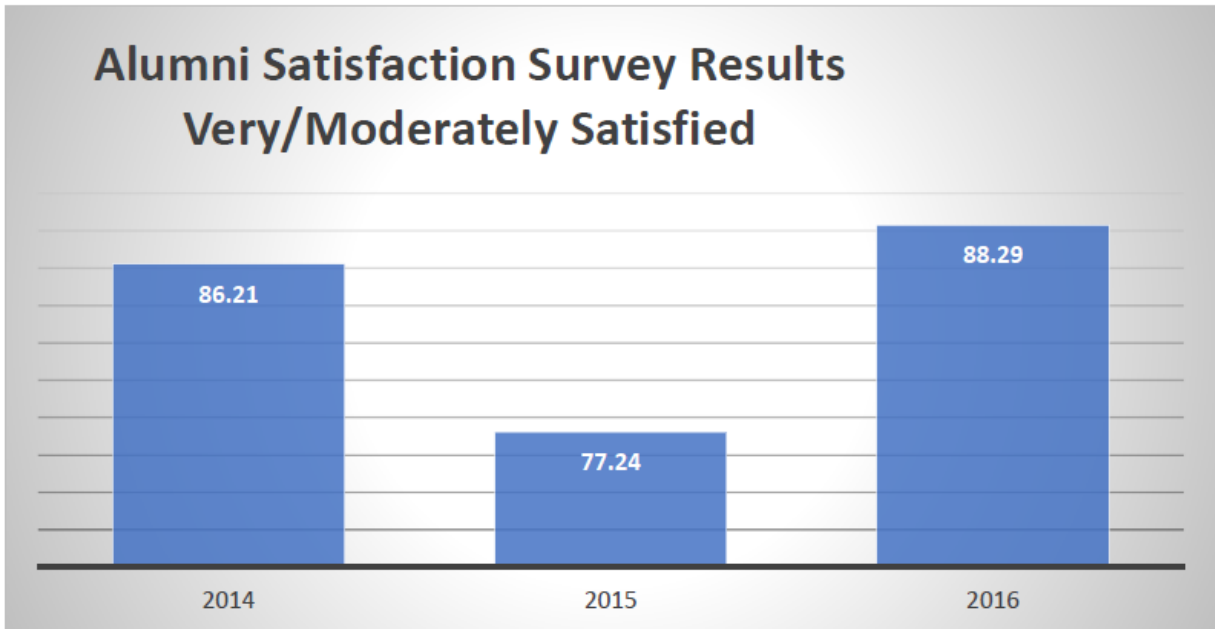


Data Collection (External/Indirect)

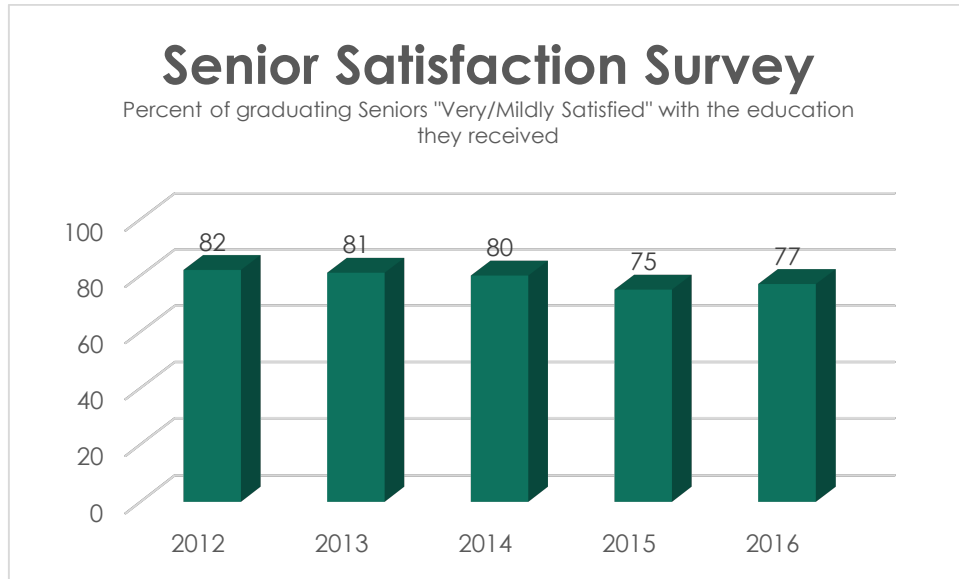
Student Event & Club Satisfaction Survey Results



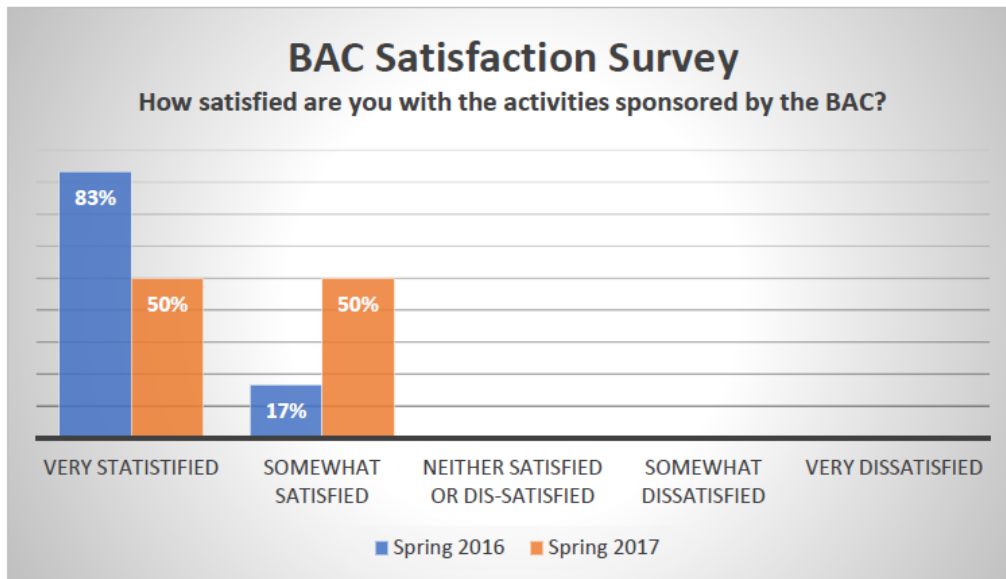
Alumni Satisfaction Survey Results



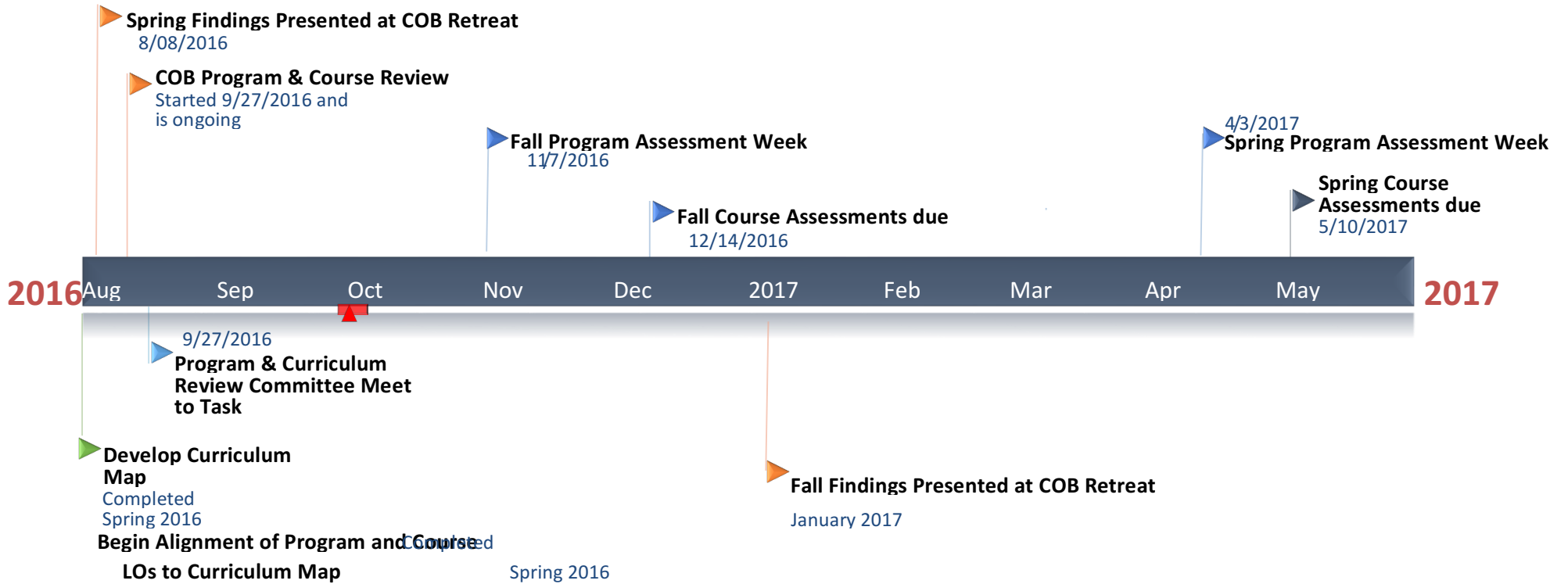
Senior Satisfaction Survey Results



Business Advisory Council Satisfaction Survey



COB Assessment Plan AY2016-17



College of Business Timeline for Program and Program Goals Assessments

- Program assessment modifications (data results analysis conducted annually during the 'Closing the Loop' session of COB Faculty Retreats.
- Syllabi Revision Review (Every Other Year – Committee will be assigned)
- SLO Review (Every Other Year in conjunction with ACBSP Quality Reviews – COB Program & Curriculum Review Committee)
- Curriculum Mapping – As necessary to accommodate changes due to re-alignment of program and course SLOs.

