

# 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.



**Central State University College of Business**

**AY 2015-16**



## **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**

<b>Name</b>	<b>Title</b>
Mrs. Santhi Harvey	Assessment Committee Chair
Dr. Fred A. Aikens	Department Chair
Ms. Rachele McCleskey	Assessment Coordinator
Mr. Kenyal McGee	Faculty
Dr. Alberta Thrash	Faculty

## **College of Business FACTS**

**College established:** 1951

### **Mission Statement:**

The College of Business (COB) is committed to providing students with an educational environment that will enable them to succeed in their personal and professional endeavors. This will be achieved by ensuring that all students have access to innovative curricula;

leading edge technologies; and committed, highly qualified faculty and staff, while fostering an understanding of cultural diversity.

**Vision Statement:** The College of Business will be recognized as top - rated among quality business schools by students, parents, employers, alumni and others throughout the world.

**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



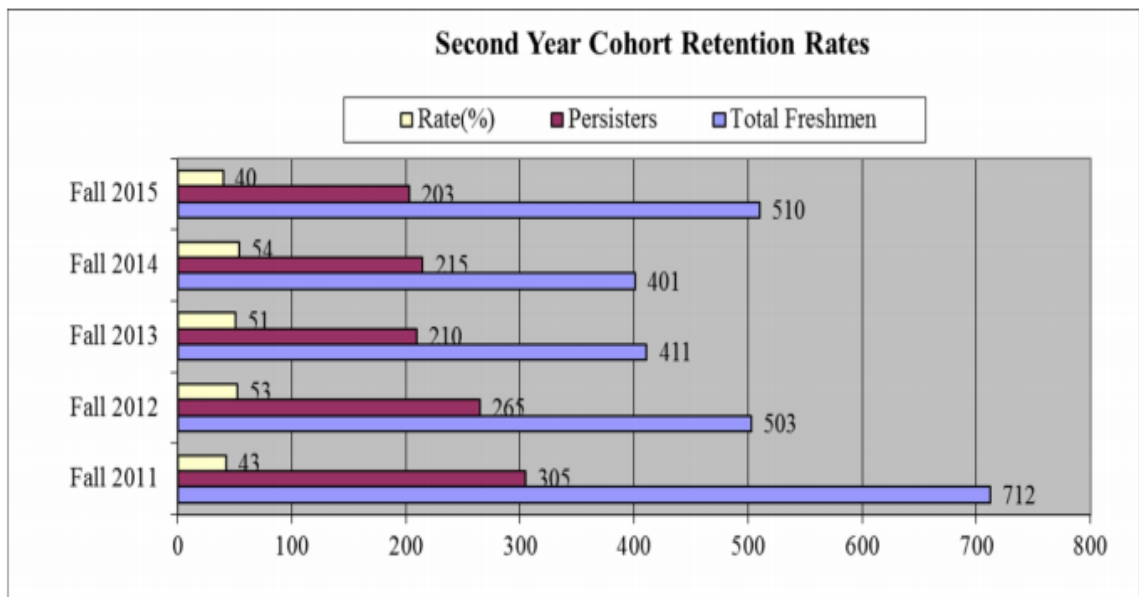
**Total Degrees Conferred**

		<b>NUMBER OF GRADUATES</b>	<b>NUMBER OF ENROLLED STUDENTS</b>
<b>ACCOUNTING</b>		4	53
<b>BUSINESS ADMINISTRATION</b>	ENTREPRENEURSHIP	4	26
	FINANCE	3	15
	HOSPITALITY MANAGEMENT	8	12
	INTERNATIONAL BUSINESS	3	10
	MANAGEMENT	23	95
	MANAGEMENT INFORMATION SYSTEMS	4	8
	MARKETING	9	27
<b>ECONOMICS</b>		0	2
<b>UNDECLARED</b>		0	136
<b>TOTALS</b>		58	381

**Retention**

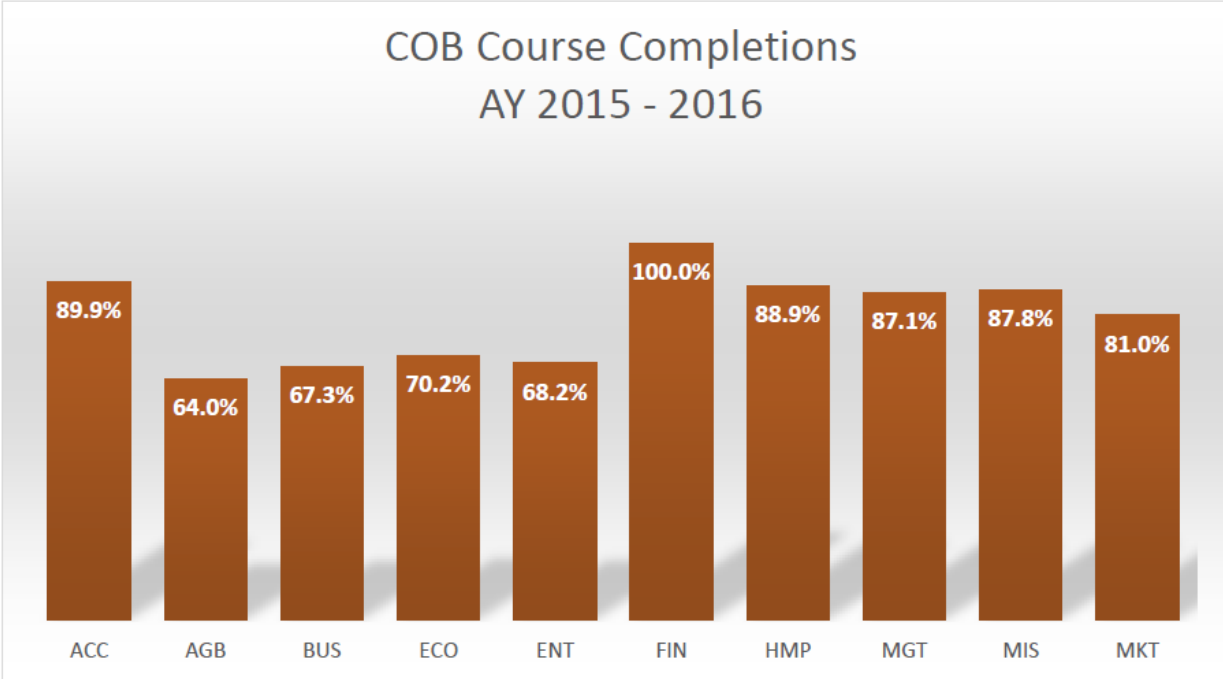
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<b>Student Retention Rates - Entering Full-time Freshmen Fall Term</b>				
<b>Year (Fall)</b>	<b>Cohort Total</b>	<b>Still Enrolled</b>	<b>Non-Persisters</b>	<b>Retention Rate</b>
2011	712	305	407	43%
2012	503	265	238	53%
2013	411	210	201	51%
2014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

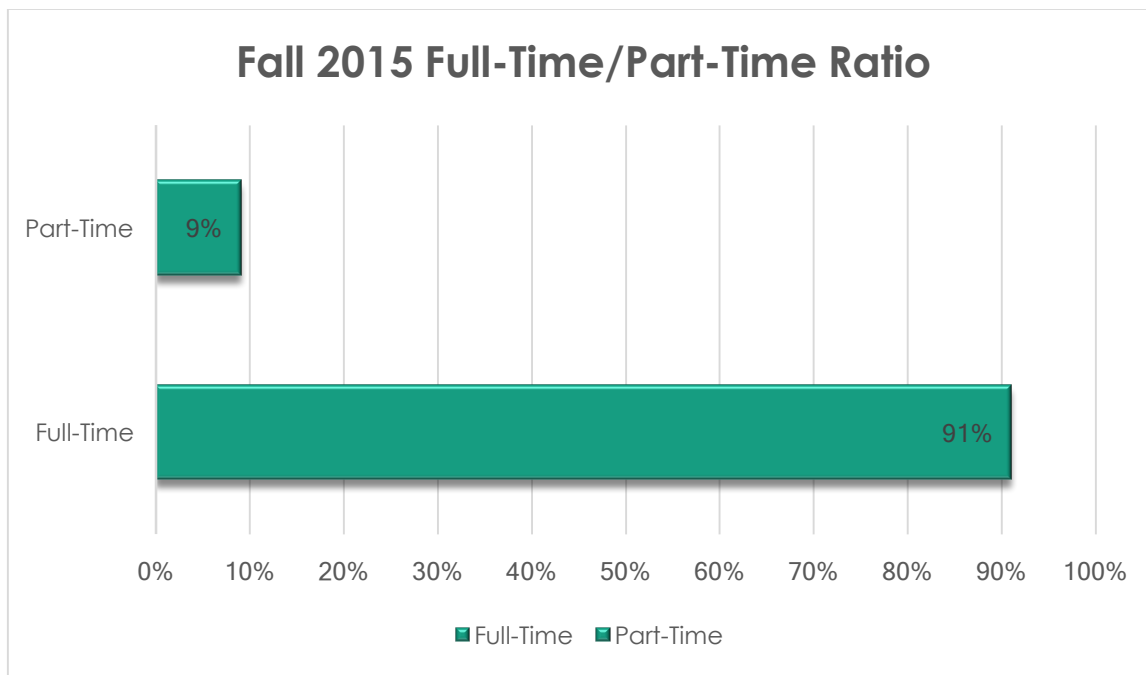
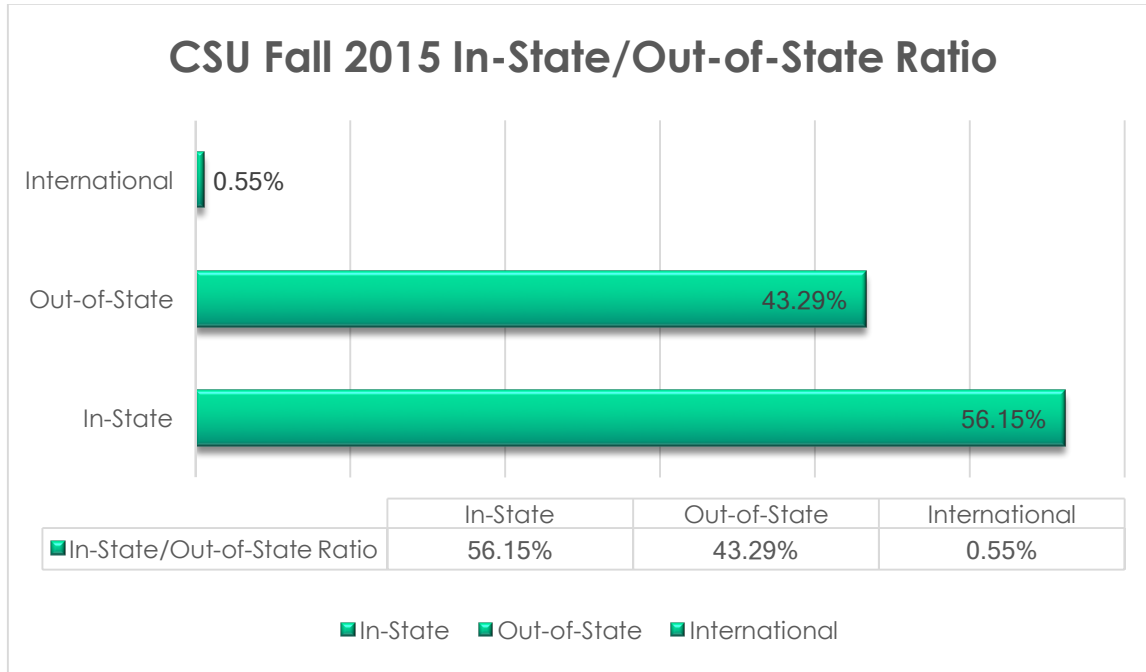


Prepared by the Office of Institutional Research

Course Completions

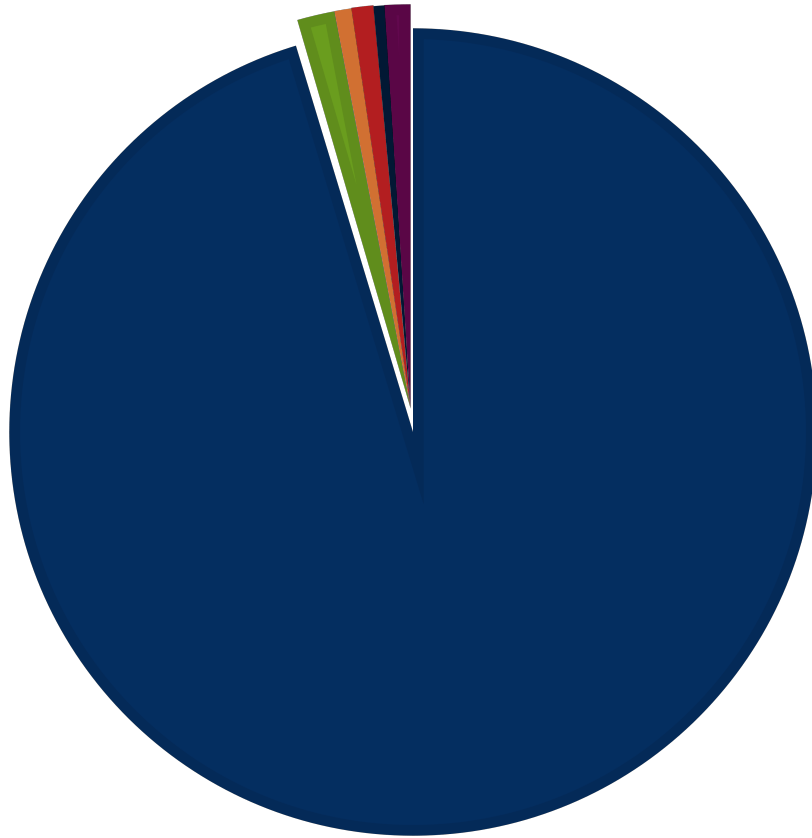


**Enrollment Reports**



## FALL 2015 RACE & ETHNICITY

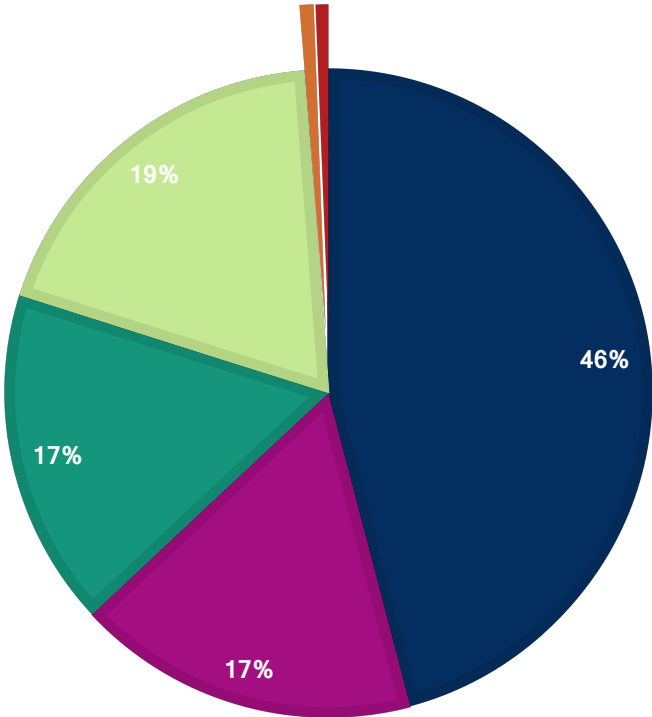
- African American - 95%
- American Indian or Alaskan - <1%
- Asian Am. or Pacific Is. - <1%
- Caucasian American - 2%
- Hispanic American - <1%
- Multi-racial - <1%
- International Students - <1%
- Not Reported - 1%





# FALL 2015 ENROLLMENT BY CLASSIFICATION

■ Freshmen ■ Sophmores ■ Juniors ■ Seniors ■ Graduate Students ■ Post-Baccalaurte



## **College of Business Faculty/Staff**

**Dean:** Dr. Fidelis Ikem

### **Accounting:**

Mr. Kenyal McGee (Assistant 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. George Owusu-Antwi (Assistant 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. Chali Nondo (Associate 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

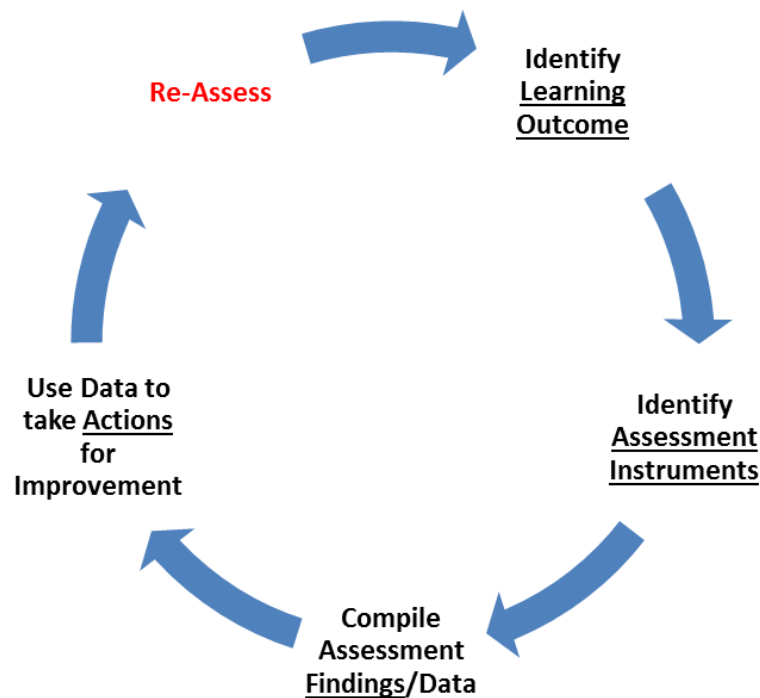
Female Staff: 2

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

**Data Collection (Internal/Direct)**

Program Outcome/Goal 1 – Effective Communication BUS 2203-Aggregated (Introductory Level)

<b>Student Learning Outcomes</b>																	
<b>Learning Goal 1</b>																	
<b>Objective 1: Oral Communication, create and deliver professional presentations.</b>																	
		<b>Analysis of Results</b>			<b>Graphs of Resulting Trends</b>												
<b>Performance Measure (Competency)</b>	<b>Measurement instrument</b>	<b>Current Results</b>	<b>Analysis of Results</b>	<b>Action Taken</b>	<b>Percent of Students who meet Expectations</b>												
70% of the students will score 70% or above on presentations.	Business Communication Presentation  Direct Formative Internal	50% of the students were able to demonstrate the ability to create and deliver a presentation with effective oral communication techniques. Did not meet the benchmark.	While the analysis displays an incline in the trend pattern, current results show a drop in performance over the last 3 data periods.	<ol style="list-style-type: none"> <li>1. Require practice rounds of presentation delivery.</li> <li>2. Include third party observer for evaluative purposes.</li> <li>3. Provide a demonstration on presentaion skills.</li> </ol>	<p style="text-align: center;"><b>Goal 1 - O1</b></p> <table border="1"> <caption>Goal 1 - 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>29%</td> </tr> <tr> <td>Spring 2015</td> <td>100%</td> </tr> <tr> <td>Sum 2015</td> <td>100%</td> </tr> <tr> <td>Fall 2015</td> <td>89%</td> </tr> <tr> <td>Spring 2016</td> <td>50%</td> </tr> </tbody> </table>	Term	Percent of Students who meet Expectations	Fall 2014	29%	Spring 2015	100%	Sum 2015	100%	Fall 2015	89%	Spring 2016	50%
Term	Percent of Students who meet Expectations																
Fall 2014	29%																
Spring 2015	100%																
Sum 2015	100%																
Fall 2015	89%																
Spring 2016	50%																

Program Outcome/Goal 1 – Effective Communication BUS 2260 -Aggregated (Reinforced Level)

Student Learning Outcomes																	
Learning Goal 1																	
Objective 1: Oral Communication, create and deliver professional presentations.																	
Performance Measure (Competency)	Measurement instrument	Current Results	Analysis of Results		Graphs of Resulting Trends Percent of Students who meet Expectations												
			Analysis of Results	Action Taken													
70% of the students will score 70% or above on presentations.	Personal Narrative Presentation  Direct Formative Internal	100% of the students were able to demonstrate the ability to create and deliver a presentation with effective oral communication techniques.	Trend analysis shows a significant incline in students' performance.	Assessment instruments will be reviewed and modified to make sure the instruments meet the technical and business components of effective business communication.	<table border="1"> <caption>Goal 1 - 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>29%</td> </tr> <tr> <td>Spring 2015</td> <td>100%</td> </tr> <tr> <td>Summer 2015</td> <td>100%</td> </tr> <tr> <td>Fall 2015</td> <td>76%</td> </tr> <tr> <td>Spring 2016</td> <td>100%</td> </tr> </tbody> </table>	Term	Percent of Students who meet Expectations	Fall 2014	29%	Spring 2015	100%	Summer 2015	100%	Fall 2015	76%	Spring 2016	100%
Term	Percent of Students who meet Expectations																
Fall 2014	29%																
Spring 2015	100%																
Summer 2015	100%																
Fall 2015	76%																
Spring 2016	100%																

Program Outcome/Goal 1 – Effective Communication BUS 2260-01 (Reinforced Level)

Student Learning Outcomes																	
Learning Goal 1: Effective Communication																	
Objective 2: Written Communication, prepare professional business documents.																	
		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.	Personal Narrative Paper  Direct Formative Internal  Students' assignments will be scored using the departmental approved rubric.	44.44% of the students were able to demonstrate effective communication in the written report.  Grades were reduced by 10pts if turned in late.	Trend analysis shows no significant decline or incline in students' performance over the assessment periods. However, students performance has dropped over the last two semesters.	Assessment instruments will be reviewed and modified to make sure the instruments meet the technical and business components of effective business communication.	<table border="1"> <caption>Goal 1 - 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>38%</td> </tr> <tr> <td>Spring 2015</td> <td>100%</td> </tr> <tr> <td>Summer 2015</td> <td>100%</td> </tr> <tr> <td>Fall 2015</td> <td>44%</td> </tr> <tr> <td>Spring 2016</td> <td>65%</td> </tr> </tbody> </table>	Term	Percent of Students who meet Expectations	Fall 2014	38%	Spring 2015	100%	Summer 2015	100%	Fall 2015	44%	Spring 2016	65%
Term	Percent of Students who meet Expectations																
Fall 2014	38%																
Spring 2015	100%																
Summer 2015	100%																
Fall 2015	44%																
Spring 2016	65%																

Program Outcome/Goal 2 – Analytical Business Problem Solvers BUS 4785 - Aggregate (Mastered Level)

Student Learning Outcomes																	
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												
Performance Measure (Competency)	Measurement instrument	Current Results	Analysis of Results	Action Taken	Percent of Students who meet Expectations												
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.	71% performed at an acceptable level.	Trend analysis shows improvements in students' performance levels over the last two data periods, with an extreme low period during Summer 2015. This could be due to smaller sample sizes during summer terms.	Since students' performance levels met targeted expectations, no changes are necessary at this time. We will continue to monitor the performance levels for any significant changes.	<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>Summer 2015</td> <td>17%</td> </tr> <tr> <td>Fall 2015</td> <td>74%</td> </tr> <tr> <td>Spring 2016</td> <td>71%</td> </tr> </tbody> </table>	Term	Percent of Students who meet Expectations	Fall 2014	51%	Spring 2015	70%	Summer 2015	17%	Fall 2015	74%	Spring 2016	71%
Term	Percent of Students who meet Expectations																
Fall 2014	51%																
Spring 2015	70%																
Summer 2015	17%																
Fall 2015	74%																
Spring 2016	71%																



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	64% 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 last three semesters.	Closer monitoring of courses is necessary to identify problem areas.	<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>Sum 2015</td> <td>29%</td> </tr> <tr> <td>Fall 2015</td> <td>21%</td> </tr> <tr> <td>Spring 2016</td> <td>64%</td> </tr> </tbody> </table>	Semester	Percent of Students Meeting Expectations	Fall 2014	84%	Spring 2015	85%	Sum 2015	29%	Fall 2015	21%	Spring 2016	64%
Semester	Percent of Students Meeting Expectations																
Fall 2014	84%																
Spring 2015	85%																
Sum 2015	29%																
Fall 2015	21%																
Spring 2016	64%																

Program Outcomes/Goal 2: Analytical Business Problem Solvers BUS 2902-90 (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 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.	Confidence Interval Analytical Case Study  Direct Formative Internal	57% of students were able to apply relevant principles of critical thinking to problems and propose appropriate solutions.	Trend analysis indicates a decline in performance levels during Summer 2015 and Spring 2016.	Further monitoring is required to identify inconsistencies and problem areas.	<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>62%</td> </tr> <tr> <td>Spring 2015</td> <td>94%</td> </tr> <tr> <td>Sum 2015</td> <td>29%</td> </tr> <tr> <td>Fall 2015</td> <td>81%</td> </tr> <tr> <td>Spring 2016</td> <td>57%</td> </tr> </tbody> </table>	Semester	Percent of Students Meeting Expectations	Fall 2014	62%	Spring 2015	94%	Sum 2015	29%	Fall 2015	81%	Spring 2016	57%
Semester	Percent of Students Meeting Expectations																
Fall 2014	62%																
Spring 2015	94%																
Sum 2015	29%																
Fall 2015	81%																
Spring 2016	57%																

Program Outcomes/Goal 3: Globally and Environmentally Aware BUS 3370-90 (Reinforced to Mastered)

Student Learning Outcomes																	
Learning Goal 3																	
Objective 1: Students will demonstrate knowledge of global business concepts and best practices.																	
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 on the PNP.	Global Currency Paper  Direct Formative Internal	82% of students were able to demonstrate knowledge of global business concepts and best practices.	Trend analysis indicates consistent improvement in performance levels over a period of time.	Since targeted performance levels were met, no changes are necessary at this time. We will continue to monitor for any significant changes.	<table border="1"> <caption>Goal 3 - O1 Data</caption> <thead> <tr> <th>Term</th> <th>Percent of Students Meeting Expectations</th> </tr> </thead> <tbody> <tr> <td>Fall 2014</td> <td>89%</td> </tr> <tr> <td>Spring 2015</td> <td>67%</td> </tr> <tr> <td>Sum 2015</td> <td>75%</td> </tr> <tr> <td>Fall 2015</td> <td>100%</td> </tr> <tr> <td>Spring 2016</td> <td>82%</td> </tr> </tbody> </table>	Term	Percent of Students Meeting Expectations	Fall 2014	89%	Spring 2015	67%	Sum 2015	75%	Fall 2015	100%	Spring 2016	82%
Term	Percent of Students Meeting Expectations																
Fall 2014	89%																
Spring 2015	67%																
Sum 2015	75%																
Fall 2015	100%																
Spring 2016	82%																

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

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.	Regional/Country Analysis Activity  Direct Formative Internal	85% of the students were performed at expected performance levels.	While the trend analysis indicates a decline in performance levels over the last two semesters, students have met expected performance goals.	Since students' performance levels met targeted expectations, no changes are necessary at this time. We will continue to monitor the performance levels for any significant changes.	<table border="1"> <caption>Goal 3 - 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>100%</td> </tr> <tr> <td>Spring 2015</td> <td>67%</td> </tr> <tr> <td>Summer 2015</td> <td>100%</td> </tr> <tr> <td>Fall 2015</td> <td>81%</td> </tr> <tr> <td>Spring 2016</td> <td>85%</td> </tr> </tbody> </table>	Term	Percent of Students who meet Expectations	Fall 2014	100%	Spring 2015	67%	Summer 2015	100%	Fall 2015	81%	Spring 2016	85%
Term	Percent of Students who meet Expectations																
Fall 2014	100%																
Spring 2015	67%																
Summer 2015	100%																
Fall 2015	81%																
Spring 2016	85%																

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

<b>Student Learning Outcomes</b>																	
<b>Learning Goal 4: Technical Competence</b>																	
<b>Objective 1: Students will demonstrate proficiency in business productivity tools..</b>																	
		<b>Analysis of Results</b>			<b>Graphs of Resulting Trends</b>												
<b>Performance Measure (Competency)</b>	<b>Measurement instrument</b>	<b>Current Results</b>	<b>Analysis of Results</b>	<b>Action Taken</b>	<b>Percent of Students who meet Expectations</b>												
70% of the students will score 70% or above..	Productivity Skills Assessment;  Direct Formative Internal  Students' assignments will be scored using the departmental approved grading scale.	76% of the students were able to demonstrate proficiency in the business productivity tools.	While students exceeded expected performance level for majority of the data periods, the trend analysis indicates a decline in performance levels over the last two semesters. Summer 2015 could have a smaller sample size than other data periods.	Since students' performance levels met targeted expectations, no changes are necessary at this time. We will continue to monitor the performance levels for any significant changes.	<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>Fall 2014</td> <td>85%</td> </tr> <tr> <td>Spring 2015</td> <td>90%</td> </tr> <tr> <td>Sum 2015</td> <td>93%</td> </tr> <tr> <td>Fall 2015</td> <td>58%</td> </tr> <tr> <td>Spring 2016</td> <td>76%</td> </tr> </tbody> </table>	Term	Percent of Students who meet Expectations	Fall 2014	85%	Spring 2015	90%	Sum 2015	93%	Fall 2015	58%	Spring 2016	76%
Term	Percent of Students who meet Expectations																
Fall 2014	85%																
Spring 2015	90%																
Sum 2015	93%																
Fall 2015	58%																
Spring 2016	76%																

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 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.	Team Behavior Presentation  Direct Formative Internal  Students' assignments will be scored using the departmental approved rubric.	72% of the students were able to demonstrate effective team behavior.	While students performance levels exceeded the target goal for majority of the data periods, the trend analysis indicates a decline in students' performance levels.	Since students' performance levels met targeted expectations, no changes are necessary at this time. We will continue to monitor the performance levels for any significant changes.	<p>The chart displays the percentage of students meeting expectations for Goal 5 - O1 over five semesters. The y-axis ranges from 0% to 100%. A red horizontal line is drawn at the 70% mark, representing the target. The data points are: Fall 2014 (91%), Spring 2014 (63%), Summer 2015 (100%), Fall 2015 (35%), and Spring 2015 (72%). A dashed blue line connects the top of each bar, showing a downward trend from 91% to 52%.</p> <table border="1"> <caption>Goal 5 - O1 Data</caption> <thead> <tr> <th>Semester</th> <th>Percent of Students Meeting Expectations</th> </tr> </thead> <tbody> <tr> <td>Fall 2014</td> <td>91%</td> </tr> <tr> <td>Spring 2014</td> <td>63%</td> </tr> <tr> <td>Summer 2015</td> <td>100%</td> </tr> <tr> <td>Fall 2015</td> <td>35%</td> </tr> <tr> <td>Spring 2015</td> <td>72%</td> </tr> </tbody> </table>	Semester	Percent of Students Meeting Expectations	Fall 2014	91%	Spring 2014	63%	Summer 2015	100%	Fall 2015	35%	Spring 2015	72%
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Fall 2014	91%																
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Program Outcomes/Goal 5: Business Professionals (Reinforced Level)

**Student Learning Outcomes**

**Learning Goal 5 – Business Professionals**

**Objective 2** – Students will demonstrate foundational knowledge in the core business discipline. **ACCOUNTING**

		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.	Budget & Planning Exercise  Direct Formative Internal	50% of students were able to demonstrate foundational knowledge in the core business discipline (accounting).	While students did not meet expected performance levels, the trend analysis indicates improvement over time.	We will monitor this area closely for continued improvement. Changes and modifications will be made as necessary.	<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>Summer 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>-</td> </tr> <tr> <td>Spring 2017</td> <td>-</td> </tr> </tbody> </table>	Term	Percent of Students Meeting Expectations	Summer 2015	29%	Fall 2015	63%	Spring 2016	50%	Fall 2016	-	Spring 2017	-
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Spring 2017	-																

Program Outcomes/Goal 5: Business Professionals (Reinforced Level)

Student Learning Outcomes																	
Learning Goal 5 – Business Professionals																	
Objective 2 – Students will demonstrate foundational knowledge in the core business discipline. <b>MANAGEMENT</b>																	
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.	Management Essay Paper  Direct Formative Internal	30% of the students were able to demonstrate a foundational knowledge in the core business discipline of finance.	While performance levels exceeded expectations during majority of the data periods, the trend analysis indicates decline in performance levels.	Since students' performance levels met targeted expectations, no changes are necessary at this time. We will continue to monitor the performance levels for any significant changes.	<table border="1"> <caption>Goal 5- 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>80%</td> </tr> <tr> <td>Spring 2015</td> <td>64%</td> </tr> <tr> <td>Sum 2015</td> <td>100%</td> </tr> <tr> <td>Fall 2015</td> <td>100%</td> </tr> <tr> <td>Spring 2016</td> <td>30%</td> </tr> </tbody> </table>	Term	Percent of Students who meet Expectations	Fall 2014	80%	Spring 2015	64%	Sum 2015	100%	Fall 2015	100%	Spring 2016	30%
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Program Outcomes/Goal 5: Business Professionals (Reinforced Level)

Student Learning Outcomes																	
Learning Goal 5: Business Professionals																	
Objective 2: Students will demonstrate foundational knowledge in the core business discipline. <b>MARKETING</b>																	
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 meet the acceptable performance level.	<p><b>New Instrument Fall 2015 (replaces E-marketing exam)</b></p> <p>Marketing Key Concept Case Analysis</p> <p>Direct Formative Internal</p>	33% performed at an acceptable level.	TBD – While students performance levels are significantly lower than expected performance levels, there are not enough data points to determine trend or pattern. New Instrument phased into assessment process.	TBD – Close monitoring is required in this area. All necessary actions will be taken pending further data collection and results.	<p>Goal 5 - O2</p> <table border="1"> <caption>Goal 5 - O2 Data</caption> <thead> <tr> <th>Term</th> <th>Percent of Students who meet 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>0%</td> </tr> <tr> <td>Spring 2017</td> <td>0%</td> </tr> <tr> <td>Fall 2017</td> <td>0%</td> </tr> </tbody> </table>	Term	Percent of Students who meet Expectations	Fall 2015	33%	Spring 2016	20%	Fall 2016	0%	Spring 2017	0%	Fall 2017	0%
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Program Outcomes/Goal 5: Business Professionals BUS 3331-Aggregated (Reinforced Level)

**Student Learning Outcomes**

**Learning Goal 5 – Business Professionals**

**Objective 2** – Students will demonstrate foundational knowledge in the core business discipline. **FINANCE**

		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.	NPV Assignment (Exam)  Direct Formative Internal	64% of the students were able to demonstrate a foundational knowledge in the core business discipline of finance.	It appears that performance levels are slightly missing expected target levels. In addition, the trend analysis shows a steady decline in the performance levels.	More observation is required. Assessment instrument will be reviewed to ensure that all core components are captured. Course sections will be individually evaluated to ensure CPC are covered accordingly.	<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 2015</td> <td>64%</td> </tr> <tr> <td>Summer 2015</td> <td>100%</td> </tr> <tr> <td>Fall 2015</td> <td>67%</td> </tr> <tr> <td>Spring 2016</td> <td>64%</td> </tr> </tbody> </table>	Term	Percent of Students Meeting Expectations	Fall 2014	80%	Spring 2015	64%	Summer 2015	100%	Fall 2015	67%	Spring 2016	64%
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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.

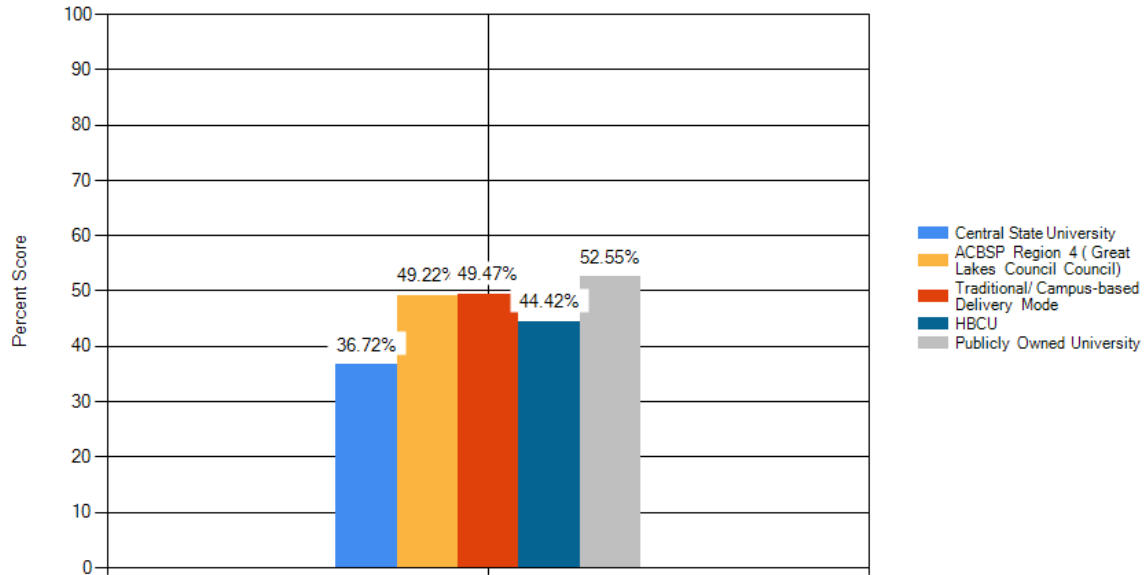
Peregrine Academic Services use the below table for assessment evaluation purposes. The table shows an approximate relationship between the exam results and relative student performance based upon competency level. CSU College of Business students are expected to perform at a targeted level above 40%.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

<b>Exam Score</b>	<b>Peregrine Academic Services Relative Interpretation of Student Competency</b>
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 – 2015

Business Administration Program

Peregrine Outbound Exam Total Results Compared to the Different Aggregate Pools



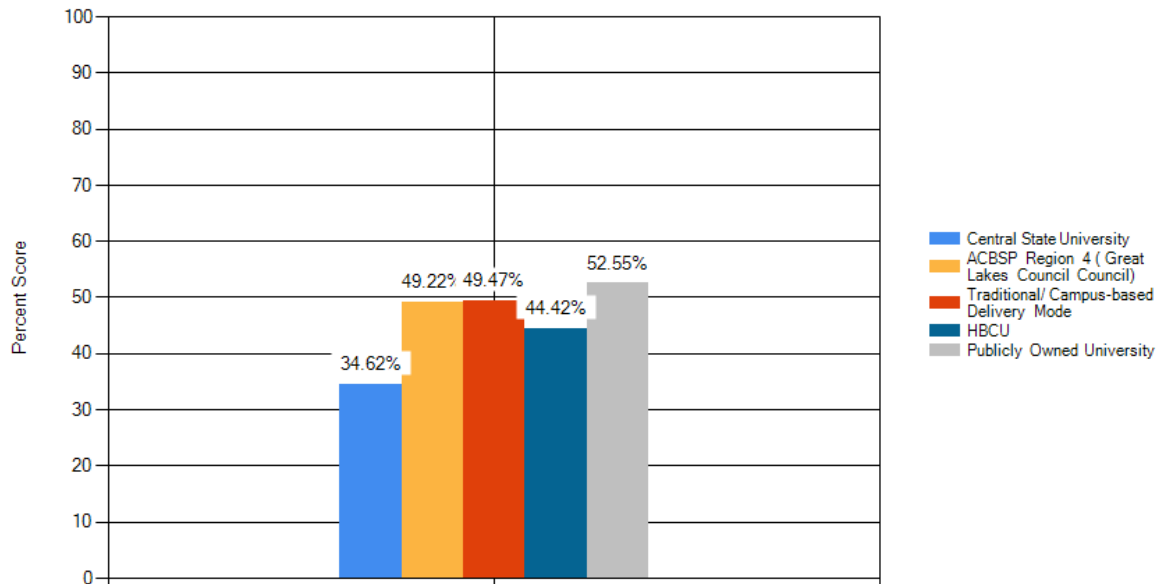
-12.50% Difference with the ACBSP Region 4 (Great Lakes Council Council) Aggregate

-12.75% Difference with the Traditional/Campus-based Delivery Mode Aggregate

-7.70% Difference with the HBCU Aggregate

-15.83% Difference with the Publicly Owned University Aggregate

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



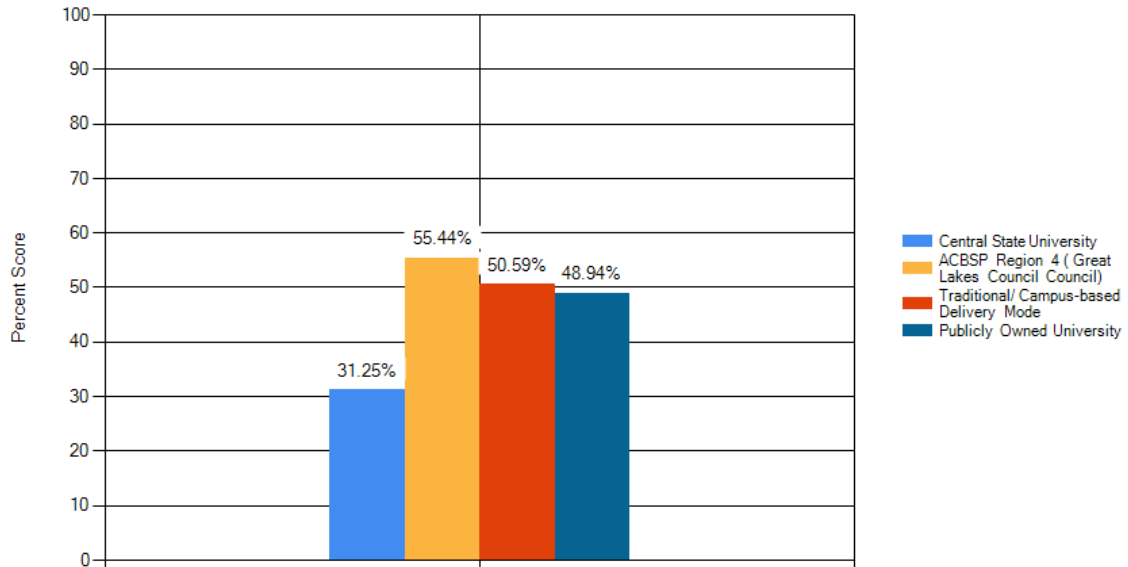
-14.60% Difference with the ACBSP Region 4 ( Great Lakes Council Council) Aggregate

-14.85% Difference with the Traditional/ Campus-based Delivery Mode Aggregate

-9.80% Difference with the HBCU Aggregate

-17.93% Difference with the Publicly Owned University Aggregate

Spring Semester – 2016  
Accounting Program  
Peregrine Outbound Exam Total Results Compared to the Different Aggregate Pools

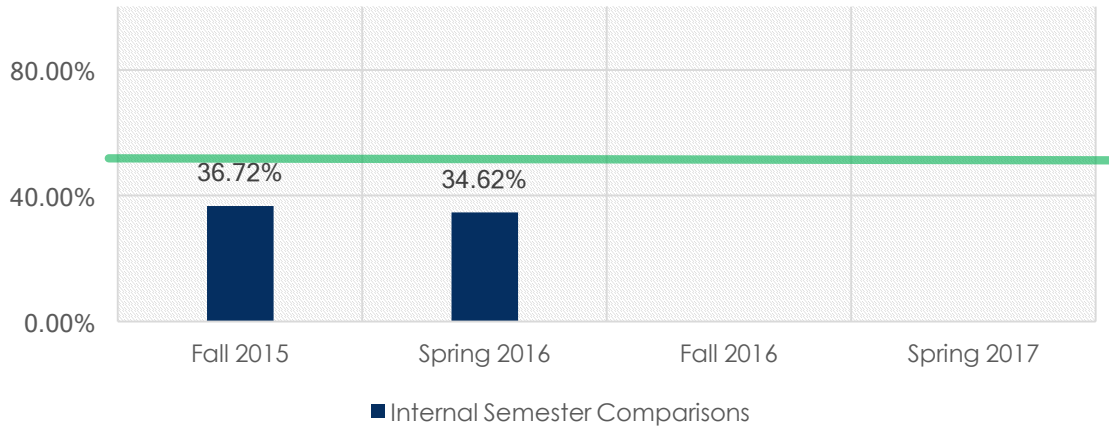


-24.19% Difference with the ACBSP Region 4 ( Great Lakes Council Council) Aggregate

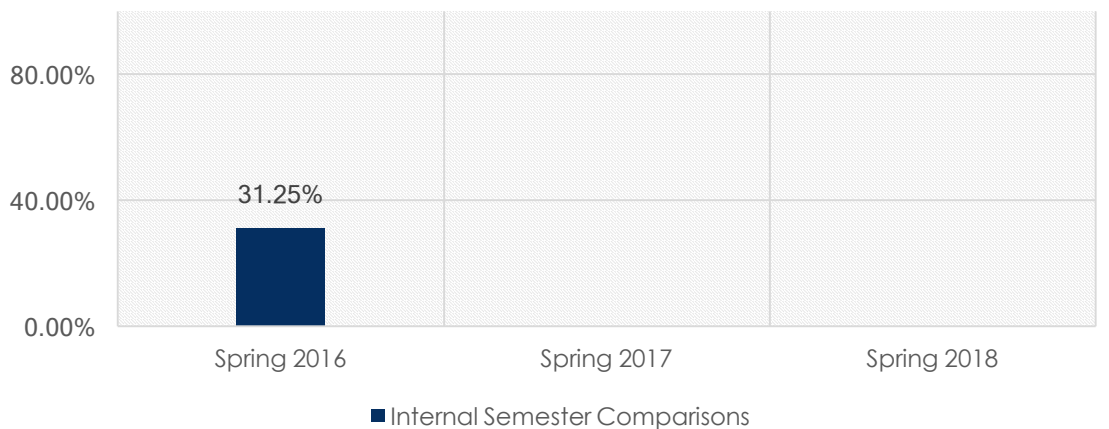
-19.34% Difference with the Traditional/ Campus-based Delivery Mode Aggregate

-17.69% Difference with the Publicly Owned University Aggregate

## Internal Semester Comparisons Business Administration Program



## Internal Semester Comparisons Accounting Program

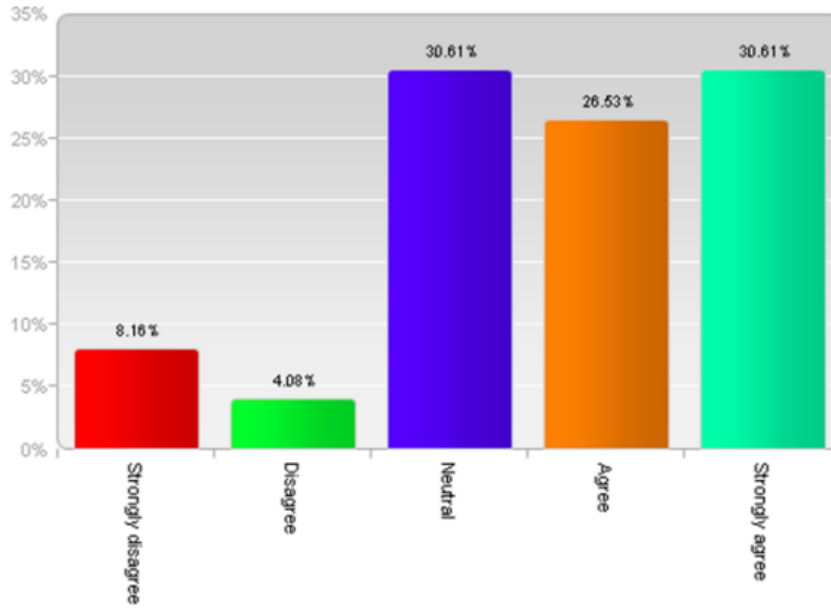




## Data Collection (External/Indirect)

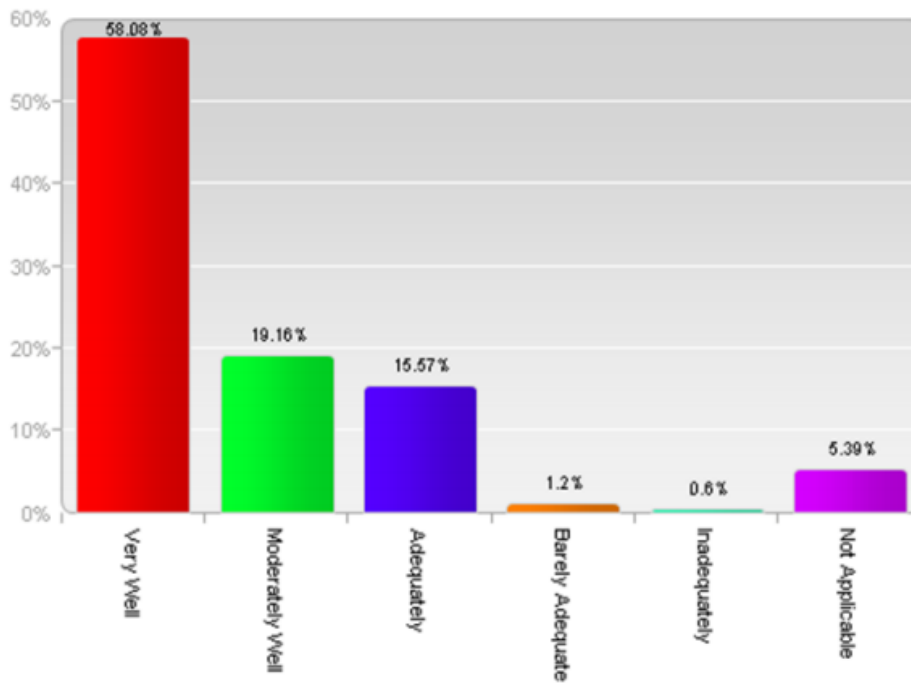
### Student Event & Club Satisfaction Survey Results

Q4. Please indicate your level of agreement with the following statement: The events met the needs of my major/concentration.



### Alumni Satisfaction Survey Results

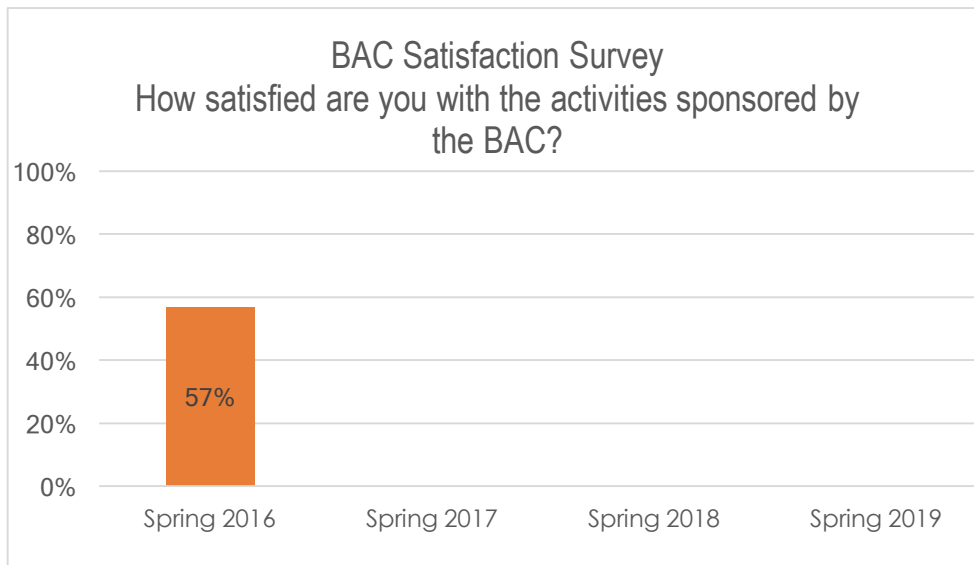
Q15. How well did your CSU degree program prepare you for your occupation?



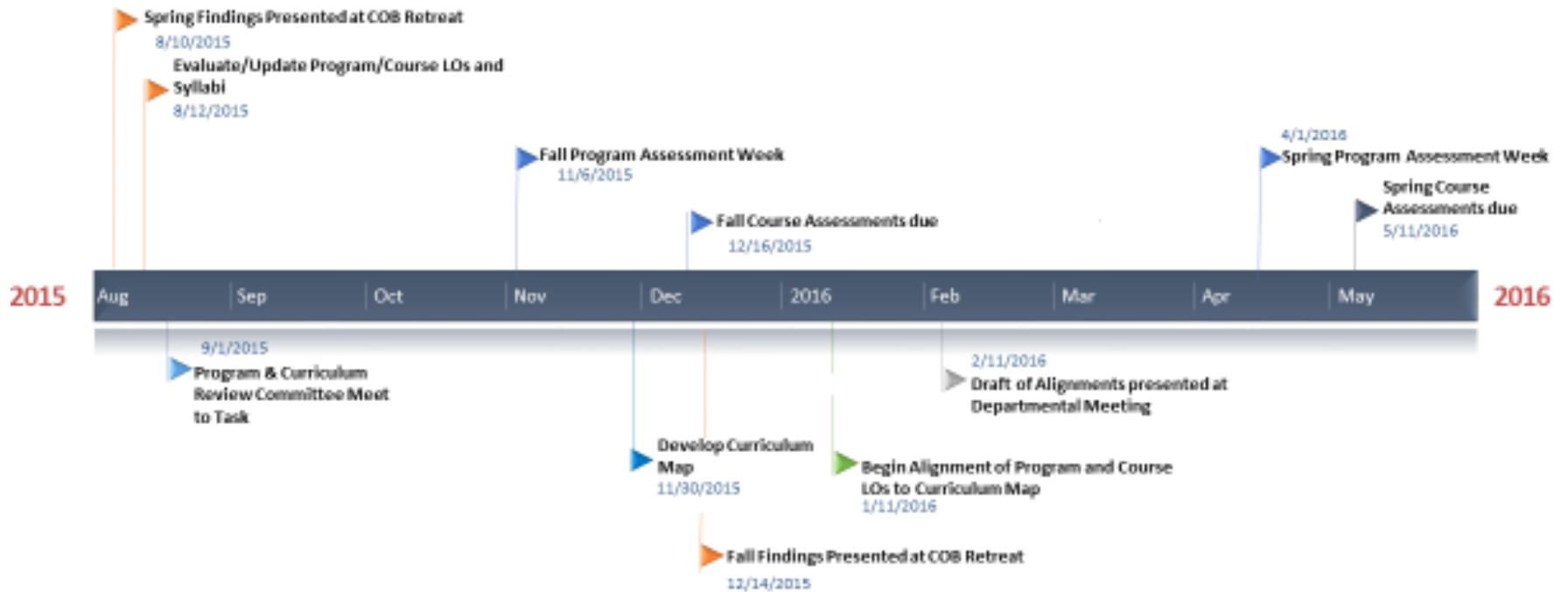
## Senior Satisfaction Survey Results

Graduating seniors were asked to rate the level of satisfaction with the education they received at CSU. A four point scale is used: Very/Mildly satisfied; Neutral; Very/Mildly unsatisfied; and No Response. The result of the survey is reported in the University Fact Book of the following year. Below is a summary of the graduating seniors' survey results for 2011, 2012, 2013, 2014, and 2015.																	
Analysis of Results																	
Performance Measure	Measurement Instrument (Annual survey)	Current Results	Analysis of Results	Action Taken For 2013	Graphs of Resulting Trends												
Level of Satisfaction with the education they received. Satisfaction will be at or above 70%	Summative, Indirect assessment.  Graduating Senior Survey	Five years of positive trend data exceeding goal of 70%.	Although the goal was met, there is a slight decline in the percentage of graduating seniors satisfied with the education received.	No action taken at this time. We will continue to monitor closely for any changes	<p style="text-align: center;">Percent of graduating Seniors "Very/Mildly Satisfied" with the education they received</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Percent of graduating Seniors "Very/Mildly Satisfied" with the education they received</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>81</td> </tr> <tr> <td>2012</td> <td>82</td> </tr> <tr> <td>2013</td> <td>86</td> </tr> <tr> <td>2014</td> <td>80</td> </tr> <tr> <td>2015</td> <td>75</td> </tr> </tbody> </table>	Year	Percentage	2011	81	2012	82	2013	86	2014	80	2015	75
Year	Percentage																
2011	81																
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## Business Advisory Council Satisfaction Survey Results



COB Assessment Plan AY2015-16



College of Business Timeline for Program Goals Assessment and Program Revision