BI-ANNUAL ASSESSMENT REPORT

The College of Business performs numerous activities to ensure continuous improvement including revisions to the mission and identification and assessment of learning goals. The College has continuously assessed its academic programs since 2013 using course embedded assessment as well as feedback from students, faculty, and other stakeholders. The external assessment of programs is carried out during the MSCHE and ACBSP accreditation process and through the preparation of various reports which are submitted to the University, USM, and MHEC.

Table of Contents

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 learning outcomes assessment process for each program is described, learning outcomes assessment information and data is gathered and analyzed, and formative and summative learning outcome 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

Contact Name	Phone Extension	Email
Dr. Mushonga, Chair	6454	SMushonga@coppin.edu
Dr. Baryeh, Member	6527	lbaryeh@coppin.edu
Dr. Ha, Member	4222	LHa@coppin.edu
Dr. Mills, Member	3380	cmills@coppin.edu
Dr. Newman, Member	3453	jnewman@coppin.edu
Dr. Baidwan, Member	6449	sbaidwan@coppin.edu

Contact Name	Phone Extension	Email

ACBSP Standards and Criteria
Standard 4: Measurement and Analysis (ACBSP PDF Manual Page 27)

Criterion 4.2. To identify trends, the business programs should report, at a minimum, three successive sets of periodic assessment results.

To demonstrate compliance with this criterion:

> In tables and graphs using Figure 4.2, provide three to five consecutive sets of assessment results for almost all of your programs as defined in the note below. Do not use course grades or grade point averages.

Note: You must have learning outcome competencies that are measurable in each core business program, as well as competencies in each concentration (12 or more credit hours) associated with the core. Describe how these assessment results are made systematically available to the faculty, administration, students, or other stakeholders, as appropriate.

Note: Ideally, report three to five years of trend data, but at a minimum, ACBSP requires three cycles of learning outcomes measurement data.

Measurement and Analysis Report

College of Business By the Numbers

College Established: 2008

1st Degree Awarded: 1988
BS Management Science

Mission/Vision: Mission
Statement
CSU College of Business
provides quality business
education, inspires learners,
and launches business careers
as a path to lifelong success.

Vision Statement
A leader in addressing the
needs of the community, CSU
COB will be the first choice
for high quality student-
centered business education.

Schools/Departments:
1. Dept. of Accounting and Information Systems
2. Dept. of Management and Marketing
3. Dept. of Sport and Entertainment Management

Centers: N/A

Accreditation(s): Accreditation Council for Business Schools and Programs (ACBSP) Accredited Status

Degree Offerings & Type:

- Undergraduate: BS in Accounting, BS in Management, BS in Marketing, BS in Management Information Systems, BS in Entertainment Management, BS in Sport Management
- Graduate: N/A
- Certificates: N/A

Total Degrees conferred last 5 years

	2012	2013	2014	2015	2016	Spring 2017
BS in Accounting (ACCTBS)		11	9	3	8	7
BS in Entertainment Management (ENTMGTBS)	1	6	5	2	2	2
BS in Management (MGMTBS)		2	14	13	22	13
BS in Management Science (MNSCBS)	28	24	4	8	0	1
BS in Marketing (MKTGBS)			1	3	6	0
BS in Sports Management (SPMTBS)	21	23	16	18	26	9
BS in Management Info Systems (MISYBS			2	2	7	3
Grand Total	**50**	**66**	**51**	**49**	**71**	**35**

College of Business Reports: Enrollment Information

Current Enrollment Totals as of September, 2017: <u>350</u>

AY 2016-2017, Undergraduate (Major)

	Fall 2016		Spring 2017	
	Student Term Count	Avg Credits Attempted	Student Term Count	Avg Credits Attempted
BS in Accounting (ACCTBS)	54	14.2	51	13.84
BS in Entertainment Management (ENTMGTBS)	21	14.81	20	14.55
BS in Management (MGMTBS)	161	12.91	140	12.75
BS in Management Info Systems (MISYBS)	25	14.08	22	12.32
BS in Management Science (MNSCBS)	8	10.5	8	8.38
BS in Marketing (MKTGBS)	34	14.85	33	14.7
BS in Sports Management (SPMTBS)	94	14.8	83	14.08
	397	**13.82**	**357**	**13.37**

AY 2015-2016, Undergraduate (Major)

	Fall 2015		Spring 2016	
	Student Term Count	Avg Credits Attempted	Student Term Count	Avg Credits Attempted
BS in Accounting (ACCTBS)	49	15.14	56	12.96
BS in Entertainment Management (ENTMGTBS)	25	14.68	23	13.65
BS in Management (MGMTBS)	161	12.2	162	12.18
BS in Management Info Systems (MISYBS)	22	14.36	20	14.6
BS in Management Science (MNSCBS)	13	10.15	7	12
BS in Marketing (MKTGBS)	41	14.41	31	14.35
BS in Sports Management (SPMTBS)	134	14.54	120	14.03
Grand Total	**445**	**13.42**	**419**	**13.17**

Graduation and Retention Data

2nd Year Retention Rate
Based on 6 year Cohort Management Framework

	2011	2012
CSU Cohort	0.64	0.74
CoB Cohort	0.58	0.60
CoB 5 Year Average (2010 to 2014)	0.66	
CoB Benchmark	0.80	

Legend: 2011, 2012, Linear (2012)
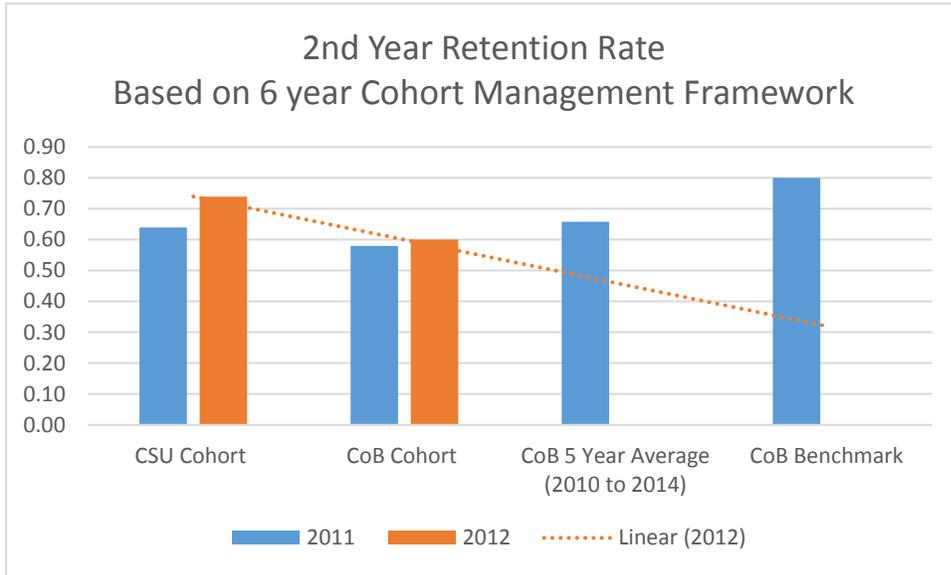
See the Office of Institutional Research for more information or visit here to receive the institutional retention and graduation data.

College of Business

Accounting

Entertainment Management

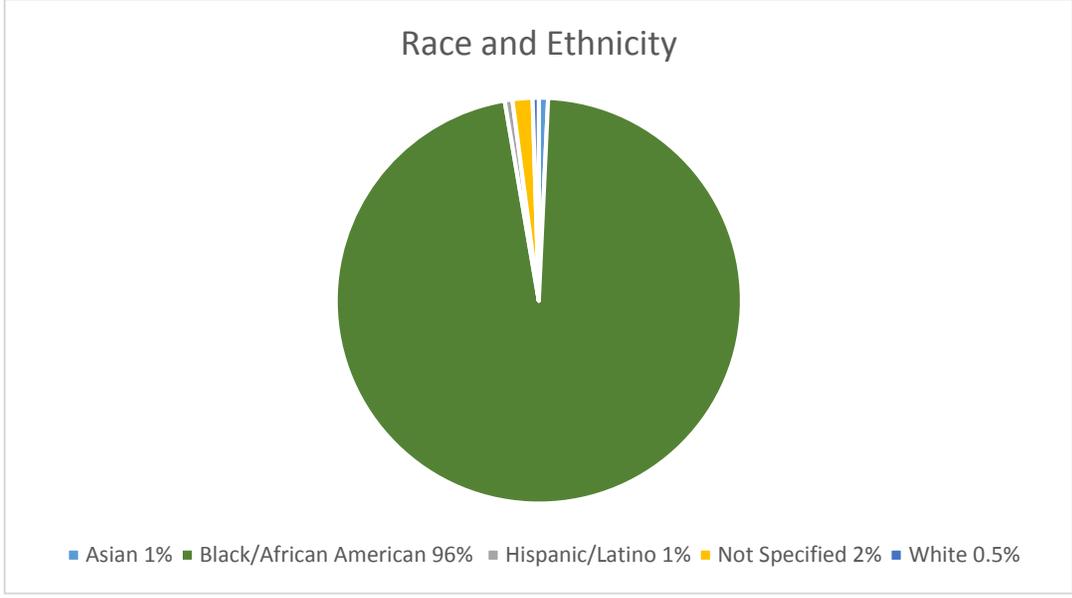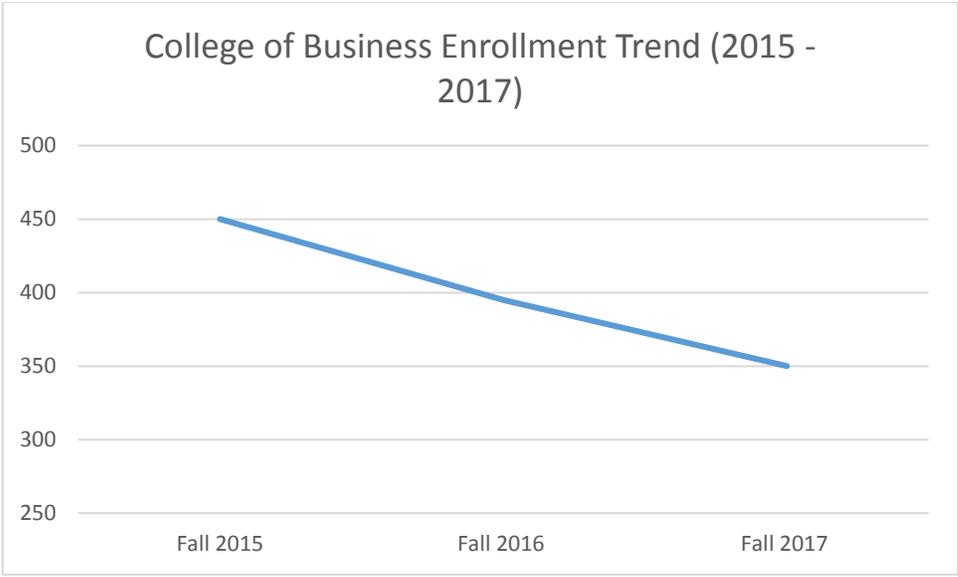**Management**

Management Information Systems

Management Science

Marketing

Sport Management

College of Business Enrollment Trend (2015 - 2017)

[Line chart showing enrollment declining from 450 in Fall 2015 to about 395 in Fall 2016 to 350 in Fall 2017. Y-axis ranges from 250 to 500 in increments of 50. X-axis labels: Fall 2015, Fall 2016, Fall 2017.]

Race and Ethnicity

[Pie chart]

■ Asian 1% ■ Black/African American 96% ■ Hispanic/Latino 1% ■ Not Specified 2% ■ White 0.5%

Fall 2017 In-State Out-of-State Ratio
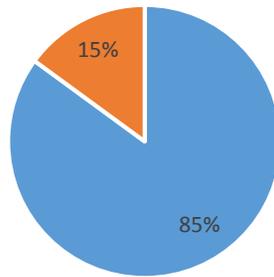
■ In-state ■ Out-of-State

College of Business Faculty and Personnel

Interim Dean: Dr. Emmanuel Anoruo

Department of Accounting and Information Systems
Dr. Loretta Baryeh (Assistant Professor)
Prof. Hyacinth Ezeka (Assistant Professor)
Dr. Sadie Gregory (Professor)
Dr. Lidan Ha (Associate Professor)
Dr. John Newman (Associate Professor)
Dr. Yangsoon Song (Assistant Professor)
Dr. Liangyun You (Associate Professor)

Department of Management and Marketing
Dr. Victoria Miller (Assistant Professor)
Dr. Felix Abeson (Professor)
Dr. Shingirayi Mushonga (Assistant Professor)
Dr. Ericka Covington (Assistant Professor)
Dr. Ronald C. Williams (Assistant Professor)

Department of Sport and Entertainment Management
Dr. Surjeet Baidwan (Assistant Professor)
Dr. Clarence Mills (F/T Contractual)

Staff:
Ms. Sandra Battle
Ms. Ikeshia Smith
Ms. Malqueen Taylor

Demographics:
14 F/T Faculty
3 F/T Staff
5 Female Faculty
9 Male Faculty
3 Female Staff
9 Black Faculty
4 Asian Faculty
1 Caucasian Faculty
3 Black Staff

Total Number of Employees: by Type (Faculty, Staff, FT/PT, Contractual, Student Workers)
14 Faculty
20 Adjunct Faculty
3 Staff (3 Contractual)

List of Achievements: 75%+ Faculty awarded Sloan C-Certification
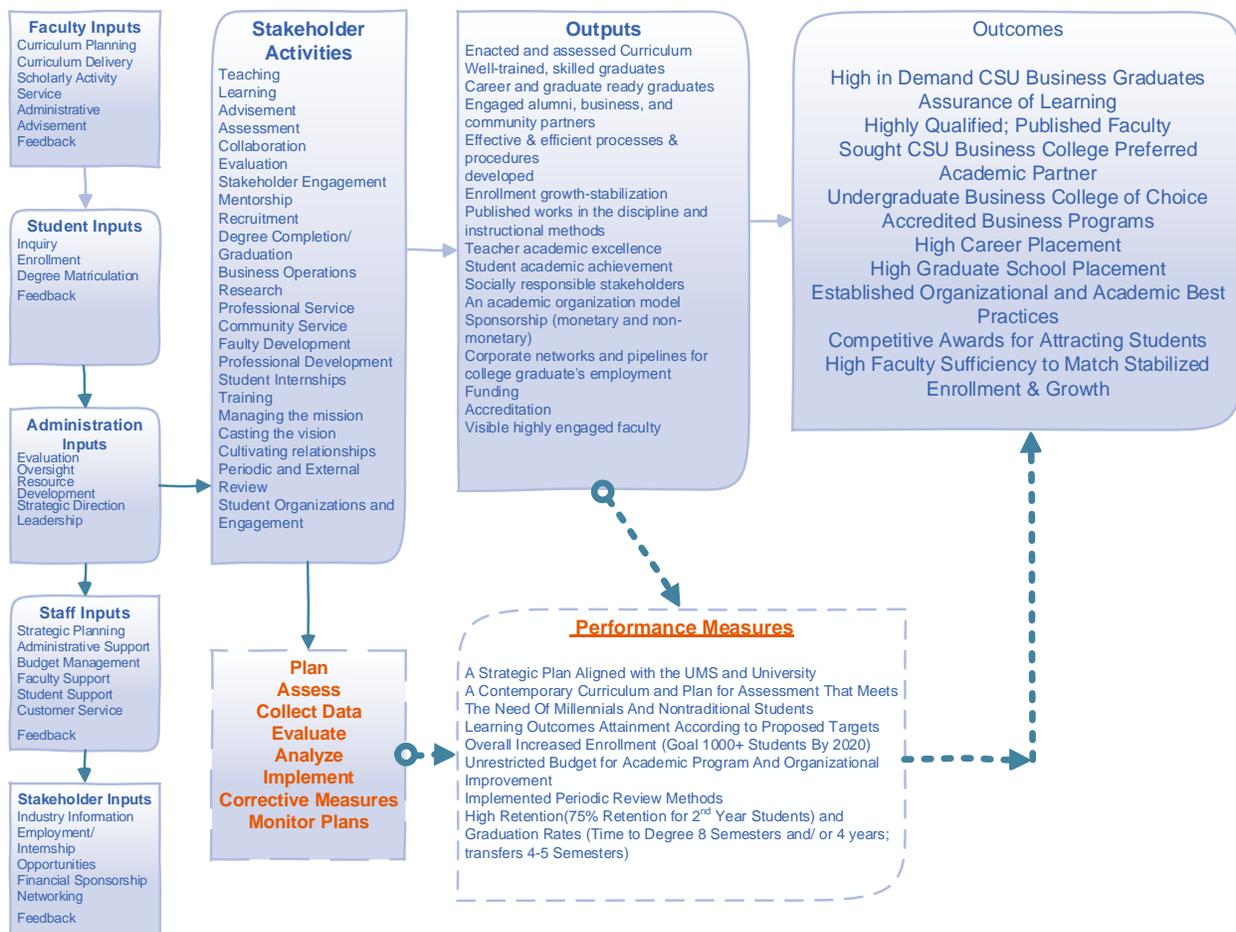
Key Areas of Research:

Corporate Governance

Decision Sciences

Decision Sciences and Project Management

E-Business Strategies and Models

E-marketplace business models

Gender Differences

International Investments

International Marketing

Monetary Policy

Data Mining

Leadership

Organizational Justice

Evolution of Assessment Activities

2012   Worked With Consultant To Develop Curriculum Maps And Program Goals.

2013   Began Strategic Planning And Continued Curriculum Mapping And Rubric Development; Implemented 1st Pilot Spring 2013.

2014   Continued Defining Key Processes. Developed Self Study. Continued Collecting Data In Outcomes.

2015   Integrated Continuous Quality Improvement (CQI) Into Assessment Process. Began Corrective Action Measure Planning And Setting Implementation Goals.

2015   Awarded ACBSP Accreditation

        See CoB Assessment Plan here.

CoB Assessment Logic Framework

Faculty Inputs
Curriculum Planning
Curriculum Delivery
Scholarly Activity
Service
Administrative
Advisement
Feedback

Student Inputs
Inquiry
Enrollment
Degree Matriculation
Feedback

Administration Inputs
Evaluation
Oversight
Resource Development
Strategic Direction
Leadership

Staff Inputs
Strategic Planning
Administrative Support
Budget Management
Faculty Support
Student Support
Customer Service
Feedback

Stakeholder Inputs
Industry Information
Employment/ Internship Opportunities
Financial Sponsorship
Networking
Feedback

Stakeholder Activities
Teaching
Learning
Advisement
Assessment
Collaboration
Evaluation
Stakeholder Engagement
Mentorship
Recruitment
Degree Completion/ Graduation
Business Operations
Research
Professional Service
Community Service
Faulty Development
Professional Development
Student Internships
Training
Managing the mission
Casting the vision
Cultivating relationships
Periodic and External Review
Student Organizations and Engagement

Outputs
Enacted and assessed Curriculum
Well-trained, skilled graduates
Career and graduate ready graduates
Engaged alumni, business, and community partners
Effective & efficient processes & procedures developed
Enrollment growth-stabilization
Published works in the discipline and instructional methods
Teacher academic excellence
Student academic achievement
Socially responsible stakeholders
An academic organization model
Sponsorship (monetary and non-monetary)
Corporate networks and pipelines for college graduate's employment
Funding
Accreditation
Visible highly engaged faculty

Outcomes

High in Demand CSU Business Graduates
Assurance of Learning
Highly Qualified; Published Faculty
Sought CSU Business College Preferred Academic Partner
Undergraduate Business College of Choice
Accredited Business Programs
High Career Placement
High Graduate School Placement
Established Organizational and Academic Best Practices
Competitive Awards for Attracting Students
High Faculty Sufficiency to Match Stabilized Enrollment & Growth

**Plan
Assess
Collect Data
Evaluate
Analyze
Implement
Corrective Measures
Monitor Plans**

Performance Measures

A Strategic Plan Aligned with the UMS and University
A Contemporary Curriculum and Plan for Assessment That Meets The Need Of Millennials And Nontraditional Students
Learning Outcomes Attainment According to Proposed Targets
Overall Increased Enrollment (Goal 1000+ Students By 2020)
Unrestricted Budget for Academic Program And Organizational Improvement
Implemented Periodic Review Methods
High Retention(75% Retention for 2nd Year Students) and Graduation Rates (Time to Degree 8 Semesters and/ or 4 years; transfers 4-5 Semesters)

Data Collection & Evaluation Methods

Assessment Administration

Description of Outcomes Management Process

Course-embedded assessment is assessment aligned with selected courses identified for program evaluation. Currently, faculty evaluate learning goal attainment by collecting data from courses mapped to outcomes designated throughout the curriculum. Recommendations for courses and programs are based on student performance. Learning Outcomes Management (LOM), provides a quantitative approach of assessment and is integrated in the curriculum by faculty identifying applicable learning outcomes in each course, and tying the outcomes to an assignment or assignments. Using a standardized rubric, faculty evaluate student achievement of learning outcomes. Data is evaluated to determine if benchmarks for achievement of learning outcomes have been met. Program and course changes are made when benchmarks are not met.

Learning Outcomes Management Administration Cycle

Timeframe	Assess	Analyze	Action
Spring 2018*	ALL	ALL	TBD
Fall 2017*	ALL	-----------------------------	1. Bb Outcomes Goal Alignment 2. Monitoring of Faculty Processes related to Assessment Administration 3. Review of Evidence of Assessment Assignments Validity
Spring 2017	ALL	ALL	Modification of Assessment Administration Process
Fall 2016	ALL	-----------------------------	Modification of Assessment Administration Process
Spring 2016	ALL	WC, OC, CT, GA, L	WC, OC, CT, QR, IL
Fall 2015	WC, OC, CT, GA, L	WC, OC, CT, QR, IL	WC, OC, CT

College of Business Stakeholder and Course Evaluations

Evaluation/ Forum	Deployed	Last Administration	Scheduled Administration	Administered By
Course Evaluation	Y	Spring 2017	Every Semester	IR
Graduating Senior Survey Report	Y	Spring 2017	Annual	IR
CoB Senior Exit Survey	Y	Spring 2015*	Every Semester	CoB
Faculty Survey	Y	Fall 2017	Bi-Annual	CoB
Staff Survey	Y	Fall 2017	Bi-Annual	CoB
Employer Evaluation	N	Spring 2018	Every Semester	CoB
Part Time Faculty	N	Spring 2018	Bi-Annual	CoB
External Stakeholder Survey	N	Spring 2018	Bi-Annual	CoB

2017 Results Update

Data New Release August 2017

College of Business Direct Assessment

		Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	2015-2016	2016-2017
Institutional Learning Outcomes	Written Communication	18.85 numeric points out of 28 average rubric performance	20.82 numeric points out of 28 average rubric performance	21.26 numeric points out of 28 average rubric performance	19.6 numeric points out of 28 average rubric performance	Fall 2015 Pending Evaluation	20.61 numeric points out of 28.00 average rubric performance	21.38 numeric points out of 28.00 average rubric performance
	Oral Communication	14.4 numeric points out of 20 average rubric performance	No Data	Not Scheduled For Collection	12.42 numeric points out of 20 average rubric performance	16.5 numeric points out of 20 average rubric performance	No Data	No Data
	Information Literacy	Not Scheduled For Collection	No Data	Not Scheduled For Collection	16.55 numeric points out of 20 average rubric performance	Fall 2015 Pending Evaluation	No Data	No Data
College Learning Outcomes	Critical Thinking	16.49 numeric points out of 24 average rubric performance	11.58 numeric points out of 24 average rubric performance	14.41 numeric points out of 24 average rubric performance	16.6 numeric points out of 24 average rubric performance	Fall 2015 Pending Evaluation	18.17 numeric points out of 24.00 average rubric performance	No Data
	Quantitative Reasoning	Not Scheduled For Collection	16.49 numeric points out of 24 average rubric performance	Not Scheduled For Collection	11.0 numeric points out of 24 average rubric performance	Fall 2015 Pending Evaluation	No Data	No Data
	Global Awareness	Not Scheduled For Collection	Not Scheduled For Collection	17.86 numeric points out of 24 average rubric performance	18.8 numeric points out of 24 average rubric performance	Fall 2015 Pending Evaluation	19.09 numeric points out of 24.00 average rubric performance	15.38 numeric points out of 20.00 average rubric performance
	Ethical Reasoning				***Not Adopted.	Not Scheduled For Collection	15.43 out of 20.00 average rubric performance	15.38 out of 20.00 average rubric performance
	Leadership	Not Scheduled For Collection	Not Scheduled For Collection	41.35 numeric points out of 64 average rubric performance	Not Scheduled For Collection	Fall 2015 Suspended Data Collection	Fall 2015 Suspended Data Collection	Fall 2015 Suspended Data Collection
	Team Building	Not Scheduled For Collection	Not Scheduled For Collection	Not Scheduled For Collection	Not Scheduled For Collection	Fall 2015 Suspended Data Collection	Fall 2015 Suspended Data Collection	Fall 2015 Suspended Data Collection
Program Learning/ Disciplinary Outcomes	Reflective Practice	Not Scheduled For Collection	Not Scheduled For Collection	Not Scheduled For Collection	Not Scheduled For Collection	Fall 2015 Suspended Data Collection	Bb Outcome Piloted Project Administered	Bb Outcome Piloted Project Administered; Pending Data Collection

College of Business Indirect Assessment

		Survey Link to Full Report
Program Data	Senior Exit Survey	Senior Exit Report AY 2013-14 Senior Exit Report AY 2014-15
	Faculty Survey	Faculty Survey Report AY 2013-14 Faculty Survey Report AY 2014-15 Faculty Survey 2016-2017
	Staff Survey	Fall 2017
	VITA Tax Program	VITA Tax Report AY 2013-14 VITA Tax Report 2015 VITA Tax Report 2016 VITA Tax Report 2017
Student Support Services	Advisement Center	Advisement Report AY 2013-14

College of Business Outbound Data

		AY 2009-10	AY 2010-11	AY 2011-12	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17
College Outbound/ Exit Exam	Major Fields Test: *(MFT Score Band is 120-200)*	**135.87**	**136.39**	**139.16**	**137.3256**	**137.11**	**136.70**	**138.7**	**133**
Major Fields Comparative Data National Report 2016 Major Fields Comparative Data Peer Institution Individual Score Mean Report 2016 Major Fields Comparative Data Peer Institution Sub Score Mean Report 2016 Major Fields Comparative Data Peer Institution Full Report 2017		80% of All Test Takers From the Peer Institutions Scored Higher Than the Coppin State University Individual Mean. The National Mean for 2013 through 2016 was 152.							

University Assessment

Graduating Senior Survey Results 2014
Graduating Senior Survey Results 2015
Graduating Senior Survey Results 2016: Small sample size
Graduating Senior Survey Results 2017: Small sample size

Analysis

Collected Data Analysis

Outcomes Data

Description of Measurement Instrument			Areas of Success (results)	Analysis and Action Taken (improvement)	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
CoB Learning Outcomes	Graduating students will demonstrate good communication and interpersonal skills and professionalism in a global environment	Written Communication Value Rubric	Spring 2014 Data scores demonstrate a positive trend for learning outcome, written communication.	The information for AY 13-14 serves as an internal benchmark for the data analysis. Data will continue to be collected annually with no modifications at this time.	During the Summer 2015 Assessment Session, CoB Faculty reviewed the data again for F-14 and made the following recommendations: The COB will meet with the English department to discuss how the deficiencies can be resolved. Faculty need to focus more on the following categories of the rubric:	
Institutional Learning Outcome	Institutional Learning Outcome Direct Alignment		The benchmark for the college is 70% or 19.6 rubric assessment score. Spring 14 a preliminary review was completed and written communication maintained a positive trend.		• Conclusion • Voice • Sentence Fluency • Word choice The COB will conduct a workshop for the students highlighting the deficient areas, encouraging students to use the writing lab available on campus. The COB will provide students with an exemplar to provide them with necessary resources to improve their writing skills.	

| Description of Measurement Instrument			Areas of Success (results)	Analysis and Action Taken (improvement)	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
CoB Goals Institutional Learning Outcome Alignment	Graduating students will demonstrate critical thinking using relevant technical skills in a business environment Institutional Learning Outcomes Complement to Analytical Reasoning	Critical Thinking Value Rubric	Data scores demonstrate a negative trend for learning outcome, critical thinking. The benchmark for the college is 70% or 16.8 rubric assessment score.	The faculty will increase opportunities within course assignments to demonstrate *Evaluate Assumptions, Evaluate Evidence, and Evaluate Implications* (the lowest sub-criteria scores for critical thinking) using self-assessment, peer assessment, and teacher feedback methods to strengthen critical thinking.	During the 2014-15 academic year, a faculty awareness was achieved on the following categories of the rubric: • Evaluate assumptions • Evaluate evidence • Evaluate implications Results improved; but there emphasis to continue to monitor sub criteria of the rubric to ensure the teaching and curriculum are supporting development in weaker areas across the business curriculum. Faculty are encouraged to continue to give more relevant critical thinking assignments in class.	

11

Description of Measurement Instrument			Areas of Success (results)	Analysis and Action Taken (improvement)	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
CoB Goal Alignment and Adopted Learning Outcome	Graduating students will demonstrate good communication and interpersonal skills and professionalism in a global environment Graduating students will demonstrate awareness of social responsibility, ethical judgment and values Institutional Learning Outcomes Complement to Social Self Awareness	Global Awareness Value Rubric	Reported are rubric assessment results. The benchmark for the college is 70% or 16.8 rubric assessment score.	The information for AY 15-16 and 16-17 serves as an internal benchmark for the data analysis. Data will continue to be collected annually with no modifications at this time. The trend data remains positive and above the threshold or benchmark set by the faculty.	2015 evaluation of the outcomes data and senior exit survey presented a few concerns regarding the question constructs and clarity of the senior exit survey. The outcomes data obtained to date remains favorable and is above the 70% threshold designated by the college for learning outcomes. Faculty determined in the courses that were evaluated (BUSI 495) to continue to monitor in the areas of reflective capacity and developmental capacity to determine ways in which to enhance assignments and rubrics for deeper understanding in these areas so that scores improve. Fall 2015, faculty did revisit all questions related to global awareness or taking a global perspective to determine that as a part of the senior exit survey, all survey questions would be suspended until further updating. Fall 2017, the senior exit survey will be re-activated to collect multiple measures for global awareness outside of outcomes data collected in the course BUSI 495.	
Institutional Learning Outcome Alignment						

Description of Measurement Instrument			Areas of Success (results)	Analysis and Action Taken (improvement)	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
CoB Goal Alignment and Adopted Learning Outcome Institutional Learning Outcome Alignment	Graduating students will demonstrate awareness of social responsibility, ethical judgment and values Institutional Learning Outcomes Complement _Reflective Practice & Social Self Awareness	Ethical Reasoning Value Rubric	Reported are rubric assessment results. The benchmark for the college is 70% or 14 rubric assessment score.	The information for AY 15-16 and 16-17 serves as an internal baseline for ongoing outcomes review of ethical reasoning in the college and across programs. Data will continue to be collected annually with no modifications at this time. The trend data so far is positive and above the threshold or benchmark set by the faculty.	At this time there will be no action taken until we successfully review a data series containing a minimum of 3 consecutive data points within a data series.	

Description of Measurement Instrument			Areas of Success (results)	Analysis and Action Taken (improvement)	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
CoB Goal	Graduating students will demonstrate fundamental knowledge of the functional areas of business	BSG Simulation BUSI 495	Reported are Simulation results. The benchmark for the college is 70% or 70 quality points. The individual areas assessed are in alignment with the College's foundational goals, student learning outcomes and ACBSP CPC requirements. BUSI 495 is the strategy course for all Business UG programs. The simulation covers the following topics: – Leadership Skills – Collaboration & Teamwork – Financial Analysis – Financial Management – Operations Management – Marketing Management – Human Resources Management – Corporate Social Responsibility	The information for AY 16-17 serves as an internal baseline for ongoing outcomes review of the BUSI 495 Strategy. Data will continue to be collected annually with no modifications at this time. The trend data so far is inconclusive and requires further faculty evaluation of the simulation and the forthcoming data in AY 17-18.	At this time there will be no action taken until we successfully review a data series containing a minimum of 3 consecutive data points within a data series.	

Employer feedback data was analyzed in the Sport Management Program on the following:

Performance Area 1   *Ability to organize and carry out task*

Performance Area 2   *Quality of assigned work*

Performance Area 3   *Time management*

Performance Area 4   *Ability to communicate orally*

Performance Area 5   *Ability to communicate in writing*

Performance Area 6   *Dependability and responsibility*

Performance Area 7   *Initiative and enthusiasm*

Performance Area 8   *Ability to work with others in the organization*

Performance Area 9   *Professional appearance and behavior*

Performance Area 10   *Ability to accept and utilize suggestions to improve performance*

The graph below illustrates the key performance areas and results from employer's regarding student proficiencies according to the 10 abilities listed above. The student's performance is above the 70% benchmark. The college and sport management program will continue to develop best practices related to the internship program.

Employer Evaluation
Sport Management Internship Program
2014-2016
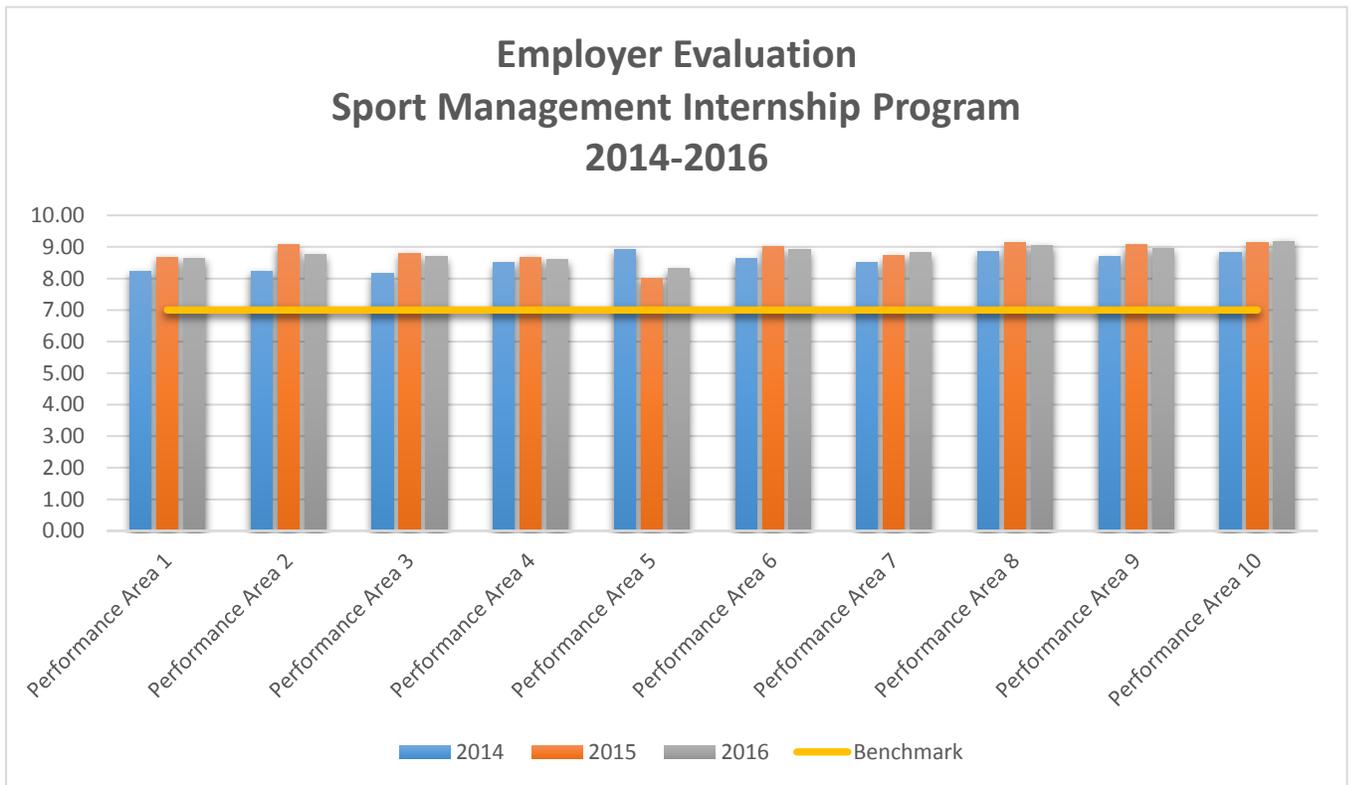
Comparative Data

Outbound Assessment MFT Peer Institutions Analysis of Students Taking the Exam

School Name	Number of Test Takers			
	2013-2014	2014-2015	2015-2016	2016-2017*
Arcadia University, PA	51	98	98	66
Bowie State University, MD				30
Coppin State University, MD	36	59	93	44
Gallaudet University, DC	16	34	50	11
Goucher College, MD	18	32	42	----
Morgan State University, MD	126	267	380	109
Philadelphia University, PA	76	76	76	----
Salisbury University, MD	163	371	629	266
Towson University, MD	35	124	223	107
University of Baltimore, MD	100	100	234	----
University of District Columbia, DC				62
Wilkes University, PA				57
York College of Pennsylvania, PA	115	235	36	140
	736	1396	1548	892
*aggregate pool changed indicated the comparative data for selected peer institutions changed from the initial self-study year 2013-2014 (*Newly Added Peer institutions include Bowie State University. University of District Columbia, and Wilkes University)* Note: Selection for peer institution includes (a) ACBSP Region 2 and (b) University of Maryland System Schools.				

Outbound Assessment MFT Peer Institutions Analysis of Mean Scores

MFT Comparative Data Report										
Mean Total Score Range (120-200)	**2014**		**2015**		**2016**			**2017** * new form 4mmf		
Institution Comparisons	Coppin	Peer Instituti ons	Coppin	Peer Instituti ons	Coppin	Peer Instituti ons	National	Coppin	Peer Institutio ns	National
Mean	137.1	147.9	136.7	148.2	138.7	151.6	152.0	133.4	144.5	n/a
Median	n/a	147	n/a	149.0	n/a	151.0	152.0	n/a	141.5	n/a
Standard Deviation	n/a	7.2	n/a	7.5	n/a	13.5	13.8	n/a	8.5	n/a

Description of Measurement Instrument			Areas of Success (results)	Analysis and Action Taken (improvement)	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
CoB Goals	Graduating students will demonstrate fundamental knowledge of the functional areas of business	MFT Exam	Individual Mean 2016 Score: 138.7 Individual Mean 2017 Score: 133.4 National Mean Score (Sept, 2013 thru June, 2016): 152	The information for serves as an internal benchmark for data analysis. Data will continue to be collected annually with the following modifications under review: ▪ Sub scores will be tracked more closely by faculty as they become more familiar with exam. ▪ Test prep will be offered and facilitated by faculty in AY 15-16. ▪ Test takers must be enrolled in BUSI 495, the college capstone to take the test.	Sub-scores were tracked and 4 areas for improvement were found: Management Marketing Economics Legal Social Environment A virtual learning community plan has been developed, along with content for launching on a Bb Learn Community Site for virtual and self-directed support Process reformed for eligibility to take the test to include specific test dates and enrollment in BUSI 495 to ensure only students at the end of their program are taking the test.	

Outbound Assessment MFT National -Peer Institutions Analysis Of Sub Mean Scores

MFT in Business (form: 4JMF, 4MMF)									
Data Includes Seniors From Institution - September 2013 to June 2017 *National mean is used as benchmark*									
	A1	**A2**	**A3**	**A4**	**A5**	**A6**	**A7**	**A8**	**A9**
	Accounting	Economics	Management	Quantitative Business Analysis	Finance	Marketing	Legal and Social Environment	Information Systems	International Issues
Institutional Mean Score Baseline *(AY 2013-14)*	27.26	25.58	39.04	27.34	30.97	42.06	45.63	40.73	29.45
Institutional Mean Scores (Cohort Fall 14)	34	30	55	30	37	54	61	48	41
Institutional Mean Scores (Cohort Fall 15 Spring 16)	30	26	47	27	31	46	51	43	31
Institutional Mean Scores (Cohort Fall 16 Spring 17)	32	29	42	28	32	36	36	40	31
National Mean Score *(September 2013 and June 2016)*	41	40	54	36	42	55	59	50	40
Peer Institution's Mean Scores *(September 2015 and September 2016)*	37.5	37.7	52.8	34.6	39.5	53.9	56.9	49.2	39.3

MFT in Business (form: 4JMF, 4MMF)

Data Includes Seniors From Institution - September 2013 to June 2017
National mean is used as benchmark

	A1	A2	A3	A4	A5	A6	A7	A8	A9
	Accounting	Economics	Management	Quantitative Business Analysis	Finance	Marketing	Legal and Social Environment	Information Systems	International Issues
Peer Institution's Median Score (September 2015 and September 2016)	36.5	40.0	56.0	34.5	39.0	55.5	59.0	51.5	40.0
Peer Institution's Standard Deviation (September 2015 and September 2016)	6.7	5.8	7.2	6.7	6.7	7.6	5.4	7.5	4.8
Peer Institution's Mean Scores *(September 2016 and September 2017)*	38.7	36.2	55.9	32.3	39.4	45.5	43.8	48.8	36.2
Peer Institution's Median Score (September 2016 and September 2017)	37.5	36.5	53.5	30.0	37.5	43.5	44.0	49.5	36.0
Peer Institution's Standard Deviation (September 2016 and September 2017)	6.0	6.6	9.4	6.3	6.4	8.1	4.4	5.4	6.7

Summary

Based on the analysis, the following items need to be addressed:

1. Redeployment of graduating senior survey due to low response rates.
2. Rigorously populate MFT learning resources/projects with a narrower focus on Management, Marketing and Legal & Social Environment.
3. Deploy stakeholder surveys in Spring 2018.
4. Continue to monitor the BSG results and new student learning outcomes (SLOs), especially those below the benchmark.