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.

Coppin State University
College of Business
AY 2014-15

Table of Contents

Assessment Committee 1
College of Business By the Numbers 2
Evolution of Assessment Activities 4
Data Collection & Evaluation Methods 5
2015 Results Update 7
College of Business Direct Assessment 7
College of Business Indirect Assessment 9
College of Business Outbound Data 10
University Assessment 10
Analysis 10
Comparative Data 24
Assessment Committee And Faculty Recommendations 27
Continuous Improvement Projects 34

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. Anoruo, Member	3446	EAnoruo@coppin.edu
Dr. Ha, Member	4222	LHa@coppin.edu
Dr. Miller, Member	3950	Vmiller@coppin.edu
Dr. Song, Member	3451	YSong@coppin.edu
Dr. You, Member	3459	LYou@coppin.edu

Accreditation Coordinator

Contact Name	Phone Extension	Email
Clarice Tate	3449	CTate@coppin.edu

ACBSP Standards and Criteria

Standard 4: Measurement and Analysis (ABSP PDF Manual Page 25)

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

To demonstrate compliance with this criterion:
In tables and graphs, provide three to five consecutive sets of assessment results. 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. As an example, you will have measurable competencies for the MBA program and, if the MBA program has a concentration in International Business (12 or more credit hours) and you have an MBA with a concentration in Finance (12 or more credit hours), then you must have a measurable competency in both concentrations, as well as 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) Candidacy Status

Degree Offerings & Type:

- Undergraduate 1. BS in Accounting, 2. BS in Management, 3. BS in Marketing, 4. BS in Management Information Systems, 5. BS in Entertainment Management, 6. BS in Sport Management
- Graduate: N/A
- Certificates: N/A

Total Degrees conferred last 7 years

	2009	2010	2011	2012	2013	2014	Spring 2015
BS in Accounting (ACCTBS)					11	9	3
BS in Entertainment Management (ENTMGTBS)			1	1	6	5	2
BS in Management (MGMTBS)					2	14	13
BS in Management Science (MNSCBS)	42	48	44	28	24	4	8
BS in Marketing (MKTGBS)						1	3
BS in Sports Management (SPMTBS)	21	14	19	21	23	16	18
BS in Management Info Systems (MISYBS						2	2
Grand Total	**63**	**62**	**64**	**50**	**66**	**51**	**49**

School of Business Reports: Enrollment by Primary Major

Current Enrollment Totals as of August, 2015: 452

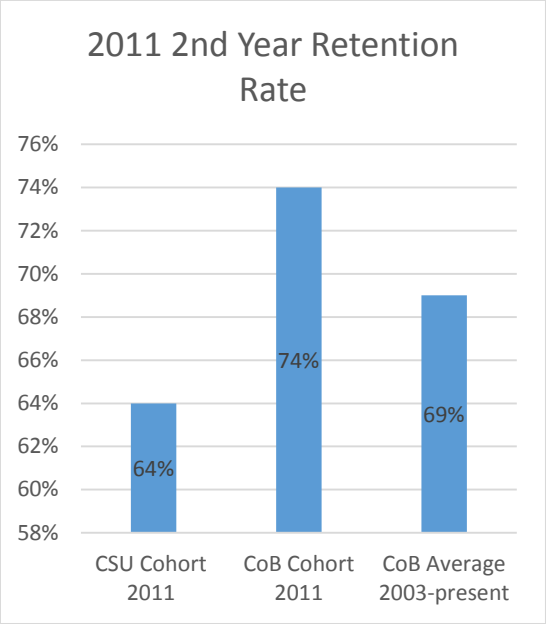
Spring 2015, Undergraduate (Major)

	Student Term Count	Avg Credits Attempted
BS in Accounting (ACCTBS)	59	14.07
BS in Entertainment Management (ENTMGTBS)	29	13.66
BS in Management (MGMTBS)	164	12.26
BS in Management Info Systems (MISYBS)	21	13.48
BS in Management Science (MNSCBS)	8	9.63
BS in Marketing (MKTGBS)	28	14.79
BS in Sports Management (SPMTBS)	148	14.61
	457	**13.51**

Fall 2014, Undergraduate (Major)

	Student Term Count	Avg Credits Attempted
BS in Accounting (ACCTBS)	60	13.88
BS in Entertainment Management (ENTMGTBS)	33	14.42
BS in Management (MGMTBS)	158	12.75
BS in Management Info Systems (MISYBS)	19	14.58
BS in Management Science (MNSCBS)	15	9.6
BS in Marketing (MKTGBS)	24	14.08
BS in Sports Management (SPMTBS)	154	14.6
Grand Total	**463**	**13.67**

Graduation and Retention Data



See the Office of Planning and Assessment for more information or visit here.

College of Business

Accounting

Entertainment Management

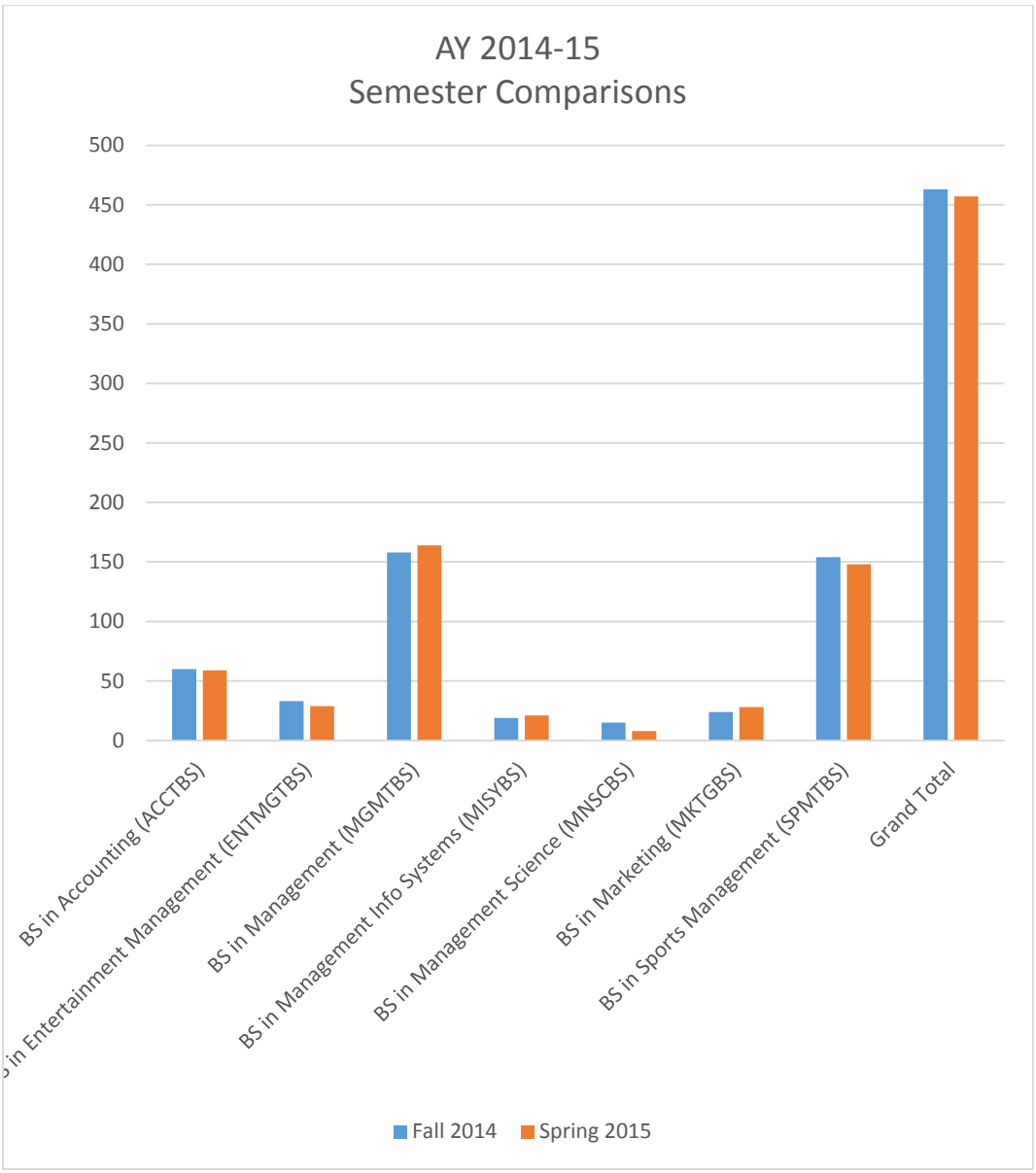
Management

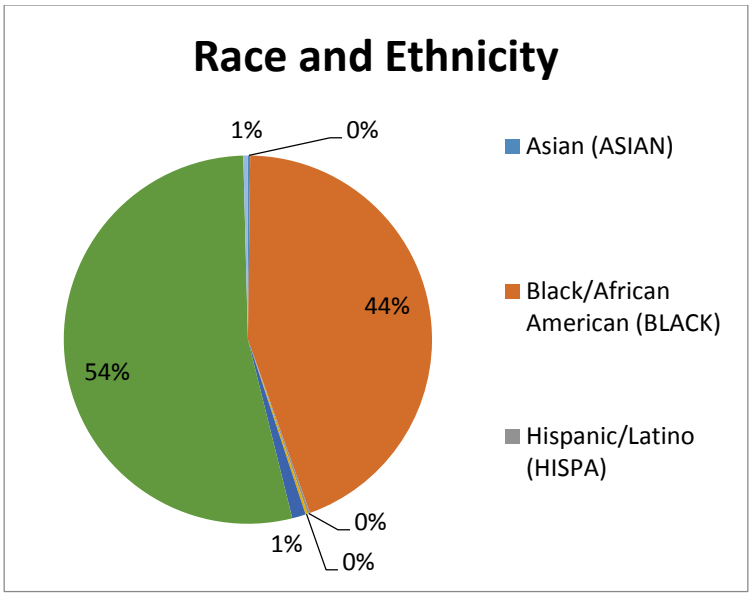
Management Information Systems

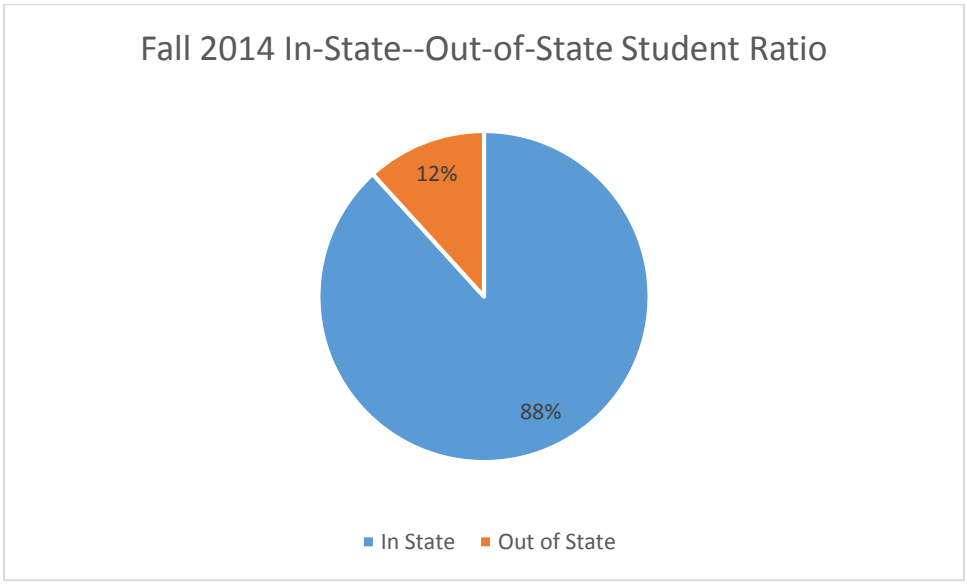
Management Science

Marketing

Sport Management


AY 2014-15
Semester Comparisons
500
450
400
350
300
250
200
150
100
50
0
BS in Accounting (ACCTBS)
BS in Entertainment Management (ENTMGTBS)
BS in Management (MGMTBS)
BS in Management Info Systems (MISYBS)
BS in Management Science (MNSCBS)
BS in Marketing (MKTGBS)
BS in Sports Management (SPMTBS)
Grand Total
Fall 2014
Spring 2015


Race and Ethnicity
1%
0%
44%
54%
1%
0%
0%
Asian (ASIAN)
Black/African American (BLACK)
Hispanic/Latino (HISPA)


Fall 2014 In-State--Out-of-State Student Ratio
12%
88%
In State
Out of State

Interim Dean: Dr. Ronald C. Williams

Department of Accounting and Information Systems
Dr. Emmanuel Anoruo (Professor)
Dr. Loretta Baryeh (Assistant Professor)
Prof. Hyacinth Ezeka (Assistant Professor)
Dr. Lidan Ha (Associate Professor)
Dr. John Newman (Assistant Professor)
Dr. Yangsoon Song (Assistant Professor)
Dr. Kenneth Stanton (Associate 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 Smith (Assistant Professor)

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

Staff:
Ms. Sandra Battle
Ms. Sandra Green
Mr. James Hamilton
Ms. Tammira Lucas
Ms. Ikeshia Smith
Ms. Clarice Tate
Ms. Malqueen Taylor

Demographics:
14 F/T Faculty
7 F/T Staff
4 Female Faculty
10 Male Faculty
6 Female Staff
1 Male Staff
7 Black Faculty
4 Asian Faculty
2 Caucasian Faculty
1 Indian Faculty
7 Black Staff

Total Number of Employees: by Type (Faculty, Staff, FT/PT, Contractual, Student Workers)
14 Faculty
13 Adjunct Faculty
7 Staff (4 Contractual)

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

Key Areas of Research:

Banking
Decision Sciences
Decision Sciences and Project Management
E-Business Strategies and Models
E-marketplace business models
Gender Differences and Organizational Management
International Investments
International Marketing
Monetary Policy
Public Policy on Obesity
World Economies

Evolution of Assessment Activities

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

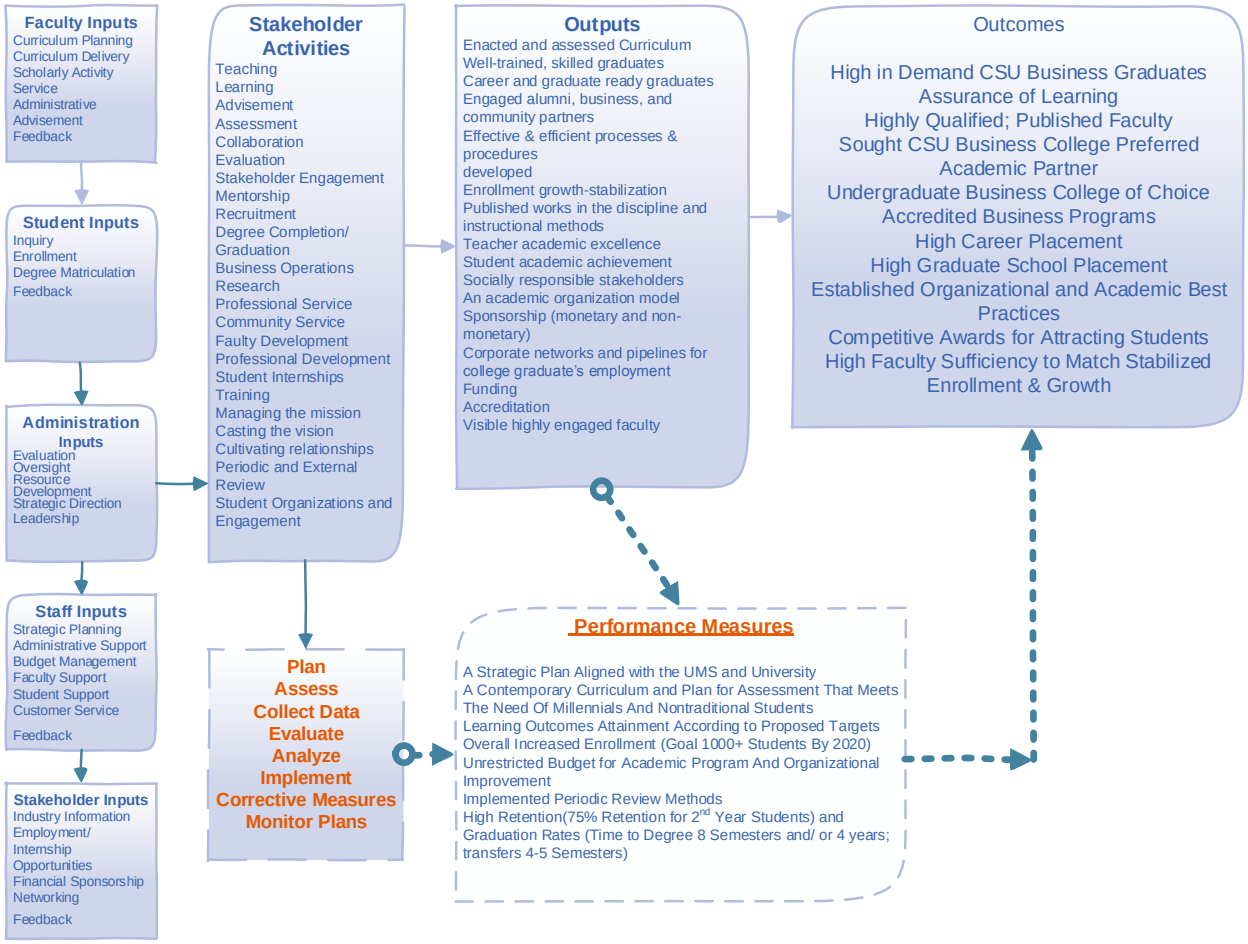
2013 Began Strategic Planning And Continued Curriculum Mapping And Rubric Development; Implemented 1st Pilot Spring 2013.

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.

See CoB Assessment Plan here.

CoB Assessment Logic Framework



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 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
Spring 2015	WC, OC, CT, QR, IL	WC, OC, CT	WC, OC, CT, GA, L
Fall 2014	WC, OC, CT	WC, OC, CT, GA, L	WC, OC, CT, QR, IL
Spring 2014	WC, OC, CT, GA, L	WC, OC, CT, QR, IL	WC, OC, CT
Fall 2013	WC, OC, CT, QR, IL	WC, OC, CT	
Spring 2013	WC, OC, CT		

College of Business Stakeholder and Course Evaluations

Evaluation/ Forum	Created/ Adopted	Deployed	Initial Administration	Administered
Course Evaluation	Unknown	Y	Unknown	Every Semester
Current Student Satisfaction	Fall 13	N	Fall 2015	Every Semester
Community of Inquiry	Fall 13	N	Fall 2015	Every Semester
Senior Exit Survey	Fall 12	Y	Fall 2012	Every Semester
Faculty Survey	Fall 13	Y	Spring 2014	Annual
Staff Survey	Spring 13	N	Spring 2016	Annual
Alumni Survey	Spring 15	N	Fall 2015	Annual
Employer Survey	Spring 15	N	Fall 2015	Every Semester

2015 Results Update

Data New Release August 2015

College of Business Direct Assessment

		Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
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
	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
	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
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
	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
	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

	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 Pending Data Collection
	Team Building	Not Scheduled For Collection	Not Scheduled For Collection	Not Scheduled For Collection	Not Scheduled For Collection	Not Scheduled For Collection
Program Learning/ Disciplinary	Reflective Practice	Not Scheduled For Collection	Not Scheduled For Collection	Not Scheduled For Collection	Not Scheduled For Collection	Fall 2015 Pending Data Collection

College of Business Indirect Assessment

		Survey Link to Full Report
Stakeholder Surveys	Student Satisfaction	Deployment Fall 2015
	Community of Inquiry	Not available
	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
	Staff Survey	Survey Deployment Fall 2015
	Employer Survey	Survey Deployment Fall 2015
	Alumni Survey	Not available
Program Data	VITA Tax Program	VITA Tax Report AY 2013-14 VITA Tax Report 2015
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
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**
Major Fields Comparative Data National Report Major Fields Comparative Data Peer Institution Report		**99% of Test Takers From Peer Institutions Scored Higher Than Coppin State University**					

University Assessment

Graduating Senior Survey Results 2014
Graduating Senior Survey Results 2015

Analysis

Collected Data Analysis

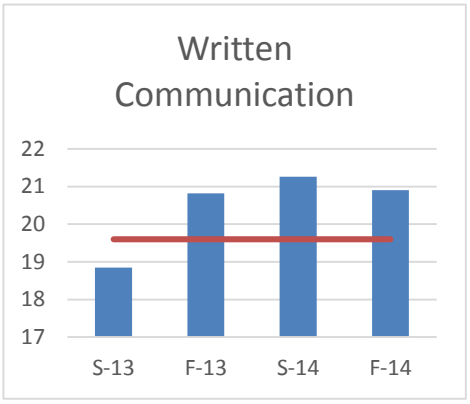
Stakeholder Data

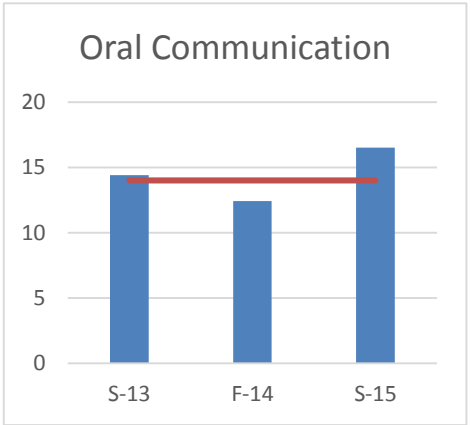
Graduating Senior Exit Results
Employer Survey Data (Sport Management Program)

The senior exit survey is an internal college survey providing insight on graduating seniors' perceptions of the following:

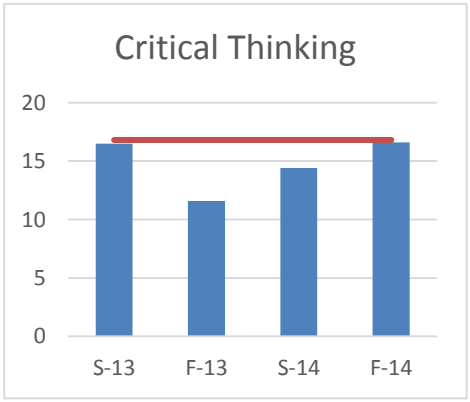
- *Business Program(s)*
- *Business Faculty*
- *Time To Degree*

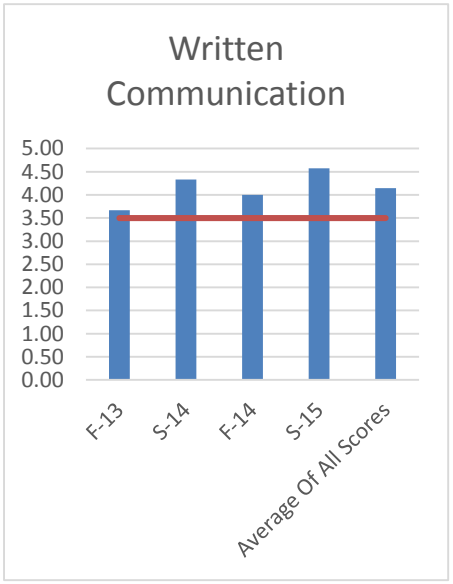
Outcomes Data

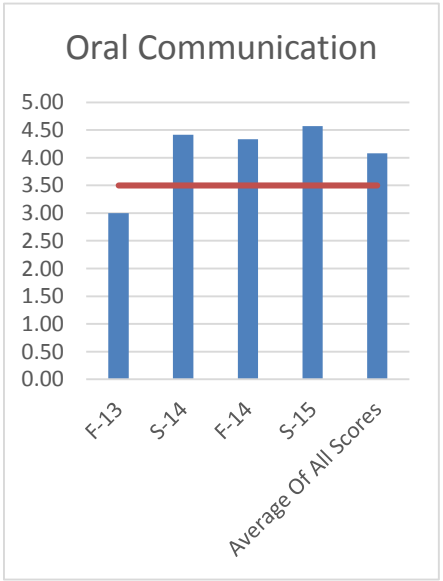
Description of Measurement Instrument			Areas of Success (results)	Analysis and Action Taken (improvement)	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
CoB Learning Outcomes	Rubric Assessment	Written Communication	Spring 2014 Data scores demonstrate a positive trend for learning outcome, written communication. The benchmark for the college is 70% or 19.6 rubric assessment score.	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. Spring 14 a preliminary review was completed and written communication maintained a positive trend.	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: • 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 Learning Outcomes	Rubric Assessment	Oral Communication	Data scores demonstrate a positive trend for learning outcome, oral communication. The benchmark for the college is 70% or 14.4 rubric assessment score.	The faculty will increase opportunities within course assignments to demonstrate *S-13 analysis Eye contact and oral delivery categories were low* *We will continue to monitor and introduce more assignments that focus on the two deficient categories* *In addition, we will conduct professional presentation workshops for students* *F-14 analysis*	From fall 2014, results have improved, this could be due to the resources that were provided to students e.g. introduction videos, speaker series, etc. We will continue to monitor the results and proactively introduce co-curricular activities that can be evaluated in the future.	

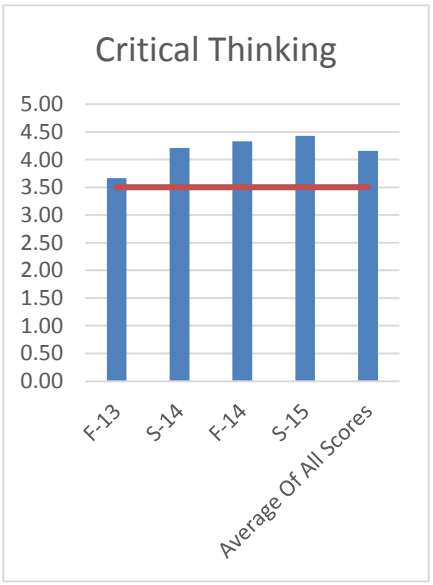
				All categories were low, this could've been due to the technical difficulties we experienced in collecting data *Introduction videos will be initiated to help students get more comfortable with presenting* *Peer assessments will also be initiated to help students get more acclimated with the oral communication rubric.* *In addition, the COB speaker series will be introduced to help expose students to professional oral communication*		

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 CoB Learning Outcomes	Graduating students will demonstrate critical thinking using relevant technical skills in a business environment Rubric Assessment	Critical Thinking	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 are still slightly below the benchmark. As a result, of the spring and summer assessment sessions, the COB will now form an ad hoc committee in Fall 2015 to draft an appropriate critical thinking assignment to be used across the college. Faculty will be encouraged to give more relevant critical thinking assignments in class	

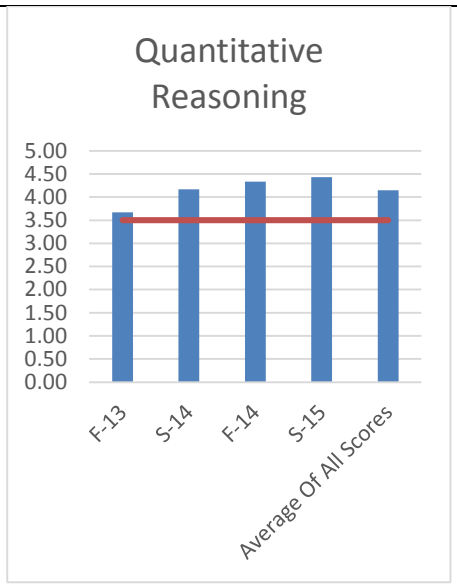
Description of Measurement Instrument			**Areas of Success (results)**	**Analysis and Action Taken (improvement)**	**Results of Action Taken (occurs in the following year)**	**Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)**
CoB Learning Outcomes	Senior Exit Survey: To what extent did your major contribute to your competence in the following areas:	Written Communication	The Senior Exit Survey demonstrates the following student perceptions for learning outcome, written communication: The benchmark for the college is 70% or 3.5 on a Likert Scale.	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 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: • 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.	

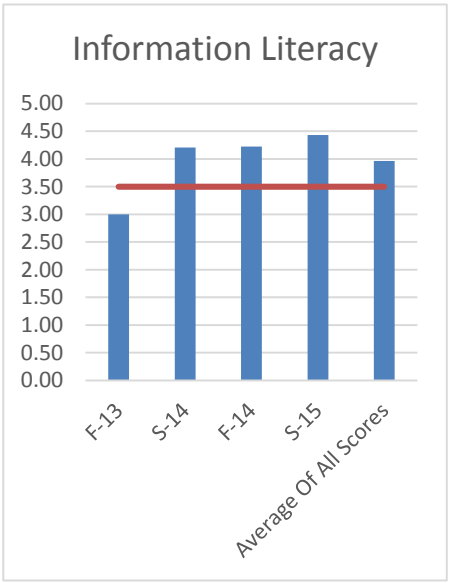
Description of Measurement Instrument			**Areas of Success (results)**	**Analysis and Action Taken (improvement)**	**Results of Action Taken (occurs in the following year)**	**Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)**
CoB Learning Outcomes	Senior Exit Survey: To what extent did your major contribute to your competence in the following areas:	Oral Communication	The Senior Exit Survey scores demonstrate a positive trend for the following student perceptions regarding learning outcome, oral communication. The benchmark for the college is 70% or 3.5 on a Likert Scale.	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. The trend data remains positive. Specific actions were taken to develop oral communication in the classroom. Such actions are summarized as follows: We will continue to monitor and introduce more assignments that focus on the two deficient	From fall 2013, results have improved, this could be due to the resources that were provided to students e.g. introduction videos, speaker series, etc. We will continue to monitor the results and proactively introduce co-curricular activities that can be evaluated in the future. Employer data for one program indicated the students assessed were meeting the benchmark; however of the 10 performance areas reviewed, oral communication was amongst the	

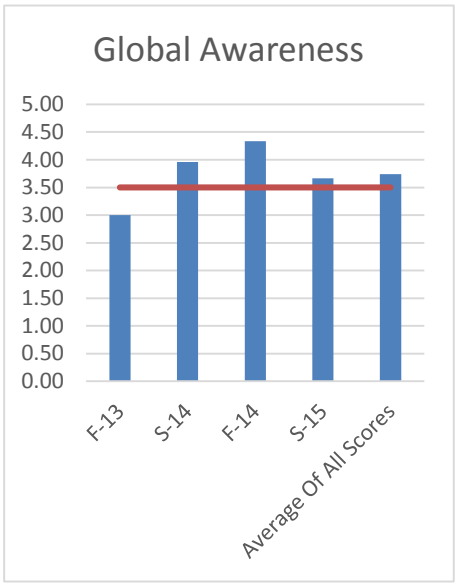
				categories (spring 2013) In addition, we will conduct professional presentation workshops for students (fall 2014) Introduction videos will be initiated to help students get more comfortable with presenting. (fall 2014)	lowest in performance. The CoB sees this as an opportunity for improvement and will continue to monitor this and revisit the stated benchmark to determine if it should be raised to 70% or more.	

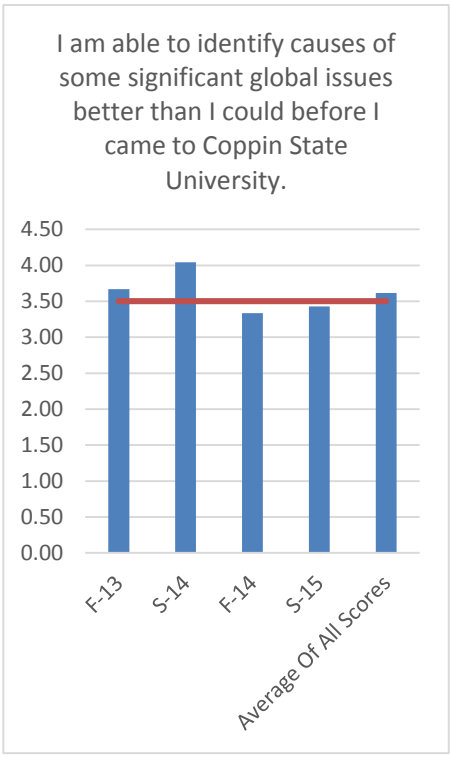
Description of Measurement Instrument			**Areas of Success (results)**	**Analysis and Action Taken (improvement)**	**Results of Action Taken (occurs in the following year)**	**Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)**
CoB Goals CoB Learning Outcomes	Graduating students will demonstrate critical thinking using relevant technical skills in a business environment Senior Exit Survey: To what extent did your major contribute to your competence in the following areas:	Critical Thinking	The Senior Exit Survey scores demonstrate a positive trend for the following student perceptions regarding learning outcome, critical thinking. The benchmark for the college is 70% or 3.5 on a Likert Scale.	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. The trend data remains positive.	Although student perceptions indicate their confidence in their competence levels are high, the outcomes data indicates students are performing below target levels. A faculty awareness was achieved on the following categories of the rubric: • Evaluate assumptions • Evaluate evidence • Evaluate implications The COB will form an ad hoc committee in Fall 2015 to draft an appropriate critical thinking assignment to be used across the college. Faculty will be encouraged to give more relevant critical thinking assignments in class.	

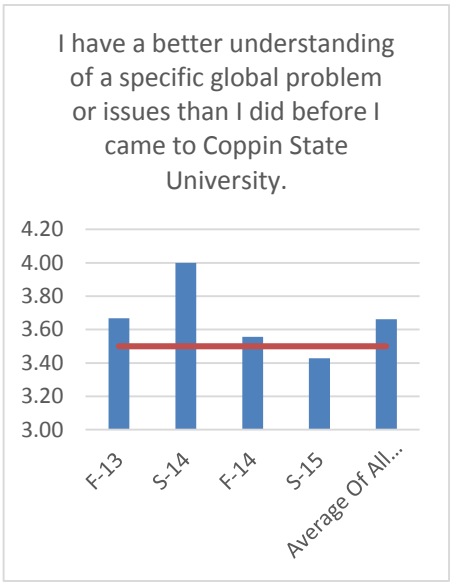
Description of Measurement Instrument			**Areas of Success (results)**	**Analysis and Action Taken (improvement)**	**Results of Action Taken (occurs in the following year)**	**Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)**
CoB Learning Outcomes	Senior Exit Survey: To what extent did your major contribute to your competence in the	Quantitative Reasoning	The Senior Exit Survey scores demonstrate a positive trend for the following student perceptions regarding	The information for AY 13-14 serves as an internal benchmark for the data analysis. Data will continue to be collected annually with no	No Action taken at this time; awaiting the 3rd cycle of learning outcomes data to determine aspects of quantitative reasoning that	

	following areas:		learning outcome, quantitative reasoning. The benchmark for the college is 70% or 3.5 on a Likert Scale.	modifications at this time. The trend data remains positive. The CoB is awaiting to obtain more data from its rubric assessment. To date, the college has collected data on this outcome in the Fall and only has 2 cycles of data under review.	could be designated for improvement.	

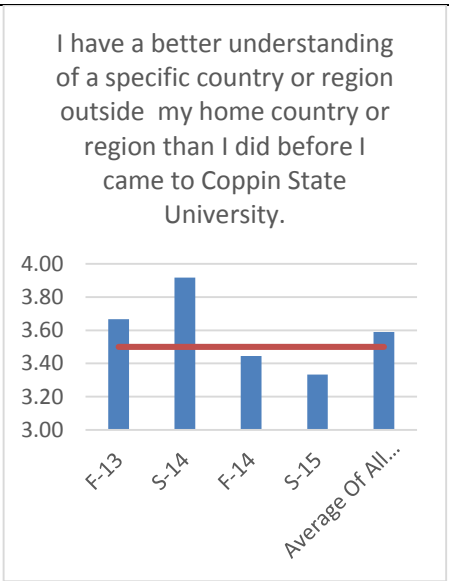
Description of Measurement Instrument			**Areas of Success (results)**	**Analysis and Action Taken (improvement)**	**Results of Action Taken (occurs in the following year)**	**Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)**
CoB Learning Outcomes	Senior Exit Survey: To what extent did your major contribute to your competence in the following areas:	Information Literacy	The Senior Exit Survey scores demonstrate a positive trend for the following student perceptions regarding learning outcome, information literacy. The benchmark for the college is 70% or 3.5 on a Likert Scale.	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. The trend data remains positive.	The college is satisfied with the results and the first cycle of outcomes date were students are performing at 82%; 12% higher than the benchmark.	

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	Senior Exit Survey: To what extent did your major contribute to your competence in the following areas:	Global Awareness	The Senior Exit Survey demonstrate the following student perceptions regarding learning outcome, global awareness. The benchmark for the college is 70% or 3.5 on a Likert Scale.	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. The trend data remains positive.	Recent 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. Faculty determined In the courses that were evaluated (MGMT305, MGMT 320, BUS495) continue to be monitored 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 will revisit all question related to global awareness or taking a global perspective to determine if a survey question requires updating.	

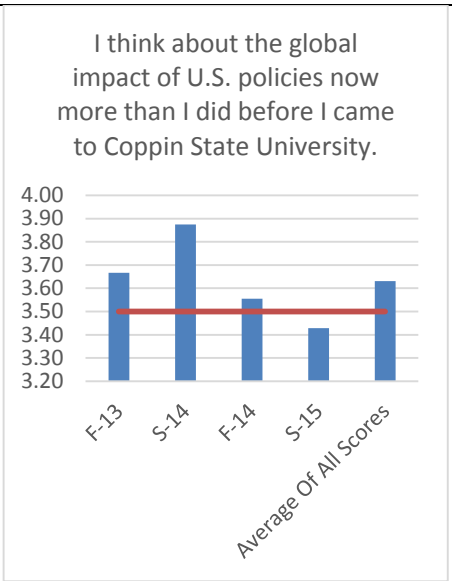
Description of Measurement Instrument			Areas of Success (results)	Analysis and Action Taken (improvement)	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
CoB Learning Outcomes	Senior Exit Survey: Indicate your level of agreement with the following statements:	I am able to identify causes of some significant global issues better than I could before I came to Coppin State University.	The Senior Exit Survey demonstrate the following student perceptions regarding learning outcome, global awareness. The benchmark for the college is 70% or 3.5 on a Likert Scale.	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. As of Summer 2015, the college has identified a need to monitor global awareness and related more closely. Recent data illustrates some inconsistencies.	Recent 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. Faculty determined In the courses that were evaluated (MGMT305, MGMT 320, BUS495) continue to be monitored 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 will revisit all question related to global awareness or taking a global perspective to determine if a survey question requires updating.	

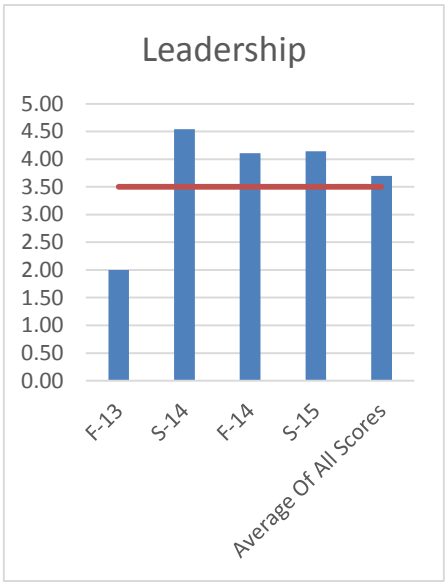
Description of Measurement Instrument			Areas of Success (results)	Analysis and Action Taken (improvement)	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
CoB Learning Outcomes	Senior Exit Survey: Indicate your level of agreement with the following statements:	I have a better understanding of a specific global problem or issues than I did before I came to Coppin State University.	The Senior Exit Survey scores demonstrate a positive trend for the following student perceptions regarding learning outcome, information literacy. The benchmark for the college is 70% or 3.5 on a Likert Scale.	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. As of Summer 2015, the college has identified a need to monitor global awareness and related more closely. Recent data illustrates some inconsistencies.	Recent 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. Faculty determined In the courses that were evaluated (MGMT305, MGMT 320, BUS495) continue to be monitored 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 will revisit all question related to global awareness or taking a global perspective to determine if a survey question requires updating.	

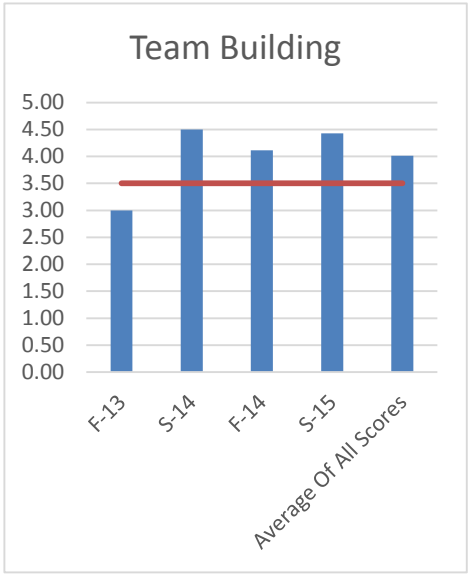
Description of Measurement Instrument			Areas of Success (results)	Analysis and Action Taken (improvement)	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
CoB Learning Outcomes	Senior Exit Survey: Indicate your level of agreement with the following statements:	I have a better understanding of a specific country or region outside my home country or region than I	The Senior Exit Survey scores demonstrate a positive trend for the following student	The information for AY 13-14 serves as an internal benchmark for the data analysis. Data will continue to be	Recent evaluation of the outcomes data and senior exit survey presented a few concerns regarding the	

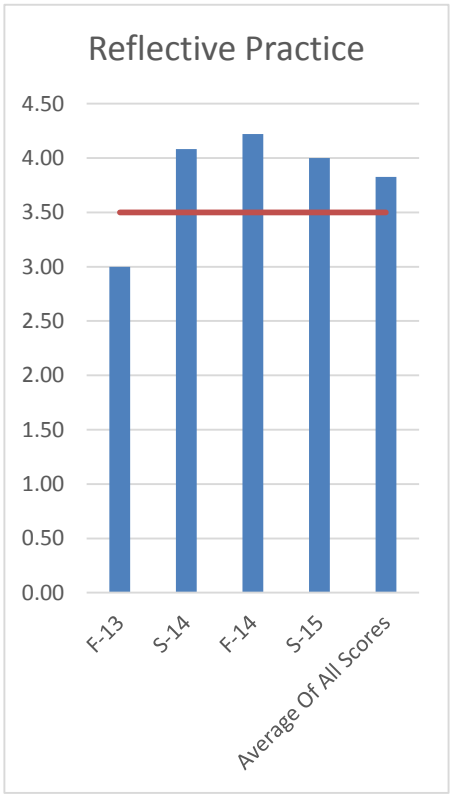
		did before I came to Coppin State University.	perceptions regarding learning outcome, information literacy. The benchmark for the college is 70% or 3.5 on a Likert Scale.	collected annually with no modifications at this time. As of Summer 2015, the college has identified a need to monitor global awareness and related more closely. Recent data illustrates some inconsistencies.	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. Faculty determined In the courses that were evaluated (MGMT305, MGMT 320, BUS495) continue to be monitored 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 will revisit all question related to global awareness or taking a global perspective to determine if a survey question requires updating.	

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	Senior Exit Survey: Indicate your level of agreement with the following statements:	I think about the global impact of U.S. policies now more than I did before I came to Coppin State University.	The Senior Exit Survey demonstrate the following student perceptions regarding learning outcome, global awareness. The benchmark for the college is 70% or 3.5 on a Likert Scale.	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. As of Summer 2015, the college has identified a need to monitor global awareness and related more closely. Recent	Recent 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	

				data illustrates some inconsistencies.	designated by the college. Faculty determined In the courses that were evaluated (MGMT305, MGMT 320, BUS495) continue to be monitored 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 will revisit all question related to global awareness or taking a global perspective to determine if a survey question requires updating.	

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	Senior Exit Survey: To what extent did your major contribute to your competence in the following areas:	Leadership	The Senior Exit Survey scores demonstrate a positive trend for the following student perceptions regarding learning outcome, information literacy. The benchmark for the college is 70% or 3.5 on a Likert Scale.	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. The trend data remains positive. To date the college has only one cycle of outcomes data collected and analyzed. This data comes from cycle spring 2014 and produced below target results. The CoB during the analysis period determined the assignment developed could not be measured by the rubric criteria. The assessment committee was charged with re-evaluating and creating a modified rubric for further assessment.	The CoB has modified the outcomes rubric for leadership and will proceed to collect more data regarding students' leadership competencies academic year 2015-16.	

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	Senior Exit Survey: To what extent did your major contribute to your competence in the following areas:	Team Building	The Senior Exit Survey demonstrate the following student perceptions regarding learning outcome, teambuilding. The benchmark for the college is 70% or 3.5 on a Likert Scale.	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. The trend data remains positive.	No action has been taken. The college is evaluating how to further assess this ability to arrive at multiple measures related to team building.	

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	Senior Exit Survey: To what extent did your major contribute to your competence in the following areas:	Reflective Practice	The Senior Exit Survey scores demonstrate a positive trend for the following student perceptions regarding learning outcome, information literacy. The benchmark for the college is 70% or 3.5 on a Likert Scale.	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. The trend data remains positive. During AY 14-15, the college began working on program assessment plans to assess disciplinary specific outcomes related to the majors. The implementation of the strategies, including engagement and experiential opportunities will provide multiple measures to strengthen student perceptions and enhance their competency levels within the discipline.	The program assessment plans are near completion, awaiting approval by the Dean and implementation during AY 15-16.	

Outbound Assessment

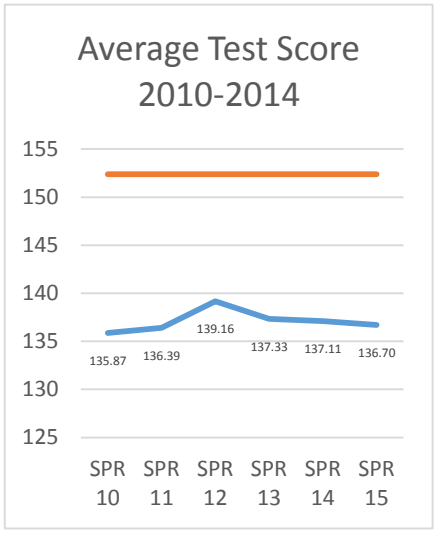
Comparative Data

Outbound Assessment MFT Peer Institutions Analysis Of Students Taking the Exam

School Name	Number of Test Takers	
	2013-2014	2014-2015
Arcadia University, PA	51	98
Coppin State University, MD	36	59
Gallaudet University, DC	16	34
Goucher College, MD	18	32
Morgan State University, MD	126	267
Philadelphia University, PA	76	76
Salisbury University, MD	163	371
Towson University, MD	35	124
University of Baltimore, MD	100	100
York College of Pennsylvania, PA	115	235
	736	**1396**

Outbound Assessment MFT Peer Institutions Analysis Of Mean Scores

MFT Comparative Data Report				
Mean Total Score Range (120-200)	**2014**		**2015**	
Institution Comparisons	**Coppin**	**Peer Institutions**	**Coppin**	**Peer Institutions**
Mean	137.1	147.9	136.7	148.2
Median	n/a	147	n/a	149.0
Standard Deviation	n/a	7.2	n/a	7.5

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 Score: 137 National Mean Score (Sept, 2010 thru June, 2013): 152.4	The information for serves as an internal benchmark for data analysis. Data will continue to be collected annually with the following modifications: ▪ 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 Accounting 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)									
Data Includes Seniors From Institutions - September 2013 to September 2015									
	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 Scores *(Previous Academic Year)*	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
National Mean Score *(September 2013 and June 2015)*	41.5	39.8	54.3	36.4	42.4	55	59.5	50.1	40.3
Peer Institution's Mean Scores *(September 2013 and June 2015)*	37.8	37.9	52.9	34.9	39.6	54.4	57.2	49.6	39.9
Median	36.5	40.0	56.5	35.0	39.0	55.5	59.0	51.5	40.0
Standard Deviation	6.8	5.4	7.2	7.0	6.5	6.3	5.1	7.7	4.3

Assessment Committee And Faculty Recommendations

Updated July 16, 2015

Analysis & Intervention			Continuous Improvement	Implementation Level		
Decision Year	**Type of Intervention**		**Corrective Action**	**Institutional Level**	**College Level**	**Program Level**
Fall 2014	Instructional	General	1. Work on improving assessment assignments. Instructors should explicitly state all the requirements of the assignments.		✓	✓
Fall 2014	Instructional	General	2. Conduct self and peer evaluation in introductory courses.		✓	✓
Fall 2014	Instructional	General	3. Provide students with exemplars of 'A' work.		✓	✓
Fall 2014	Instructional	General	4. Provide faculty with model assignments exemplars.		✓	✓
Fall 2014	Faculty Collaboration	General	5. Work with the English department on improving written communication.	✓		
Fall 2014	Instructional	General	6. Implement a Blackboard community site, where students submit their final papers for feedback on plagiarism, written communication rubric categories, etc.		✓	
Fall 2014	Instructional	General	7. Instructors should emphasize evaluation of evidence and evaluation of assumptions categories of the critical thinking rubric.		✓	✓
Fall 2014	Instructional	General	8. Implement the senior seminar to help students prepare for the peregrine exam.		✓	

Analysis & Intervention			Continuous Improvement	Implementation Level		
Decision Year	**Type of Intervention**		**Corrective Action**	**Institutional Level**	**College Level**	**Program Level**
Fall 2014	Process		9. Draft a process document that lists all assessment activities (i.e. action plans, deadlines, etc).		✓	
Summer 2015	Faculty Collaboration	Written Communication	1. The COB will meet with the English department to discuss how the deficiencies can be resolved.	✓		
Summer 2015	Instructional	Written Communication	2. Faculty need to focus more on the following categories of the rubric:			
Summer 2015	Instructional	Written Communication	a. Conclusion		✓	✓
Summer 2015	Instructional	Written Communication	b. Voice		✓	✓
Summer 2015	Instructional	Written Communication	c. Sentence Fluency		✓	✓
Summer 2015	Instructional	Written Communication	d. Word choice		✓	✓
Summer 2015	Tutorial Support	Written Communication	3. The COB will conduct a workshop for the students highlighting the deficient areas, encouraging students to use the writing lab available on campus.	✓		
Summer 2015	Instructional	Written Communication	4. The COB will provide students with an exemplar to provide them with necessary resources to improve their writing skills.		✓	
Summer 2015		Critical Thinking	1. Faculty need to focus more on the following categories of the rubric:			

Analysis & Intervention			Continuous Improvement	Implementation Level		
Decision Year	**Type of Intervention**		**Corrective Action**	**Institutional Level**	**College Level**	**Program Level**
Summer 2015		Critical Thinking	a. Evaluate assumptions		✓	✓
Summer 2015		Critical Thinking	b. Evaluate evidence		✓	✓
Summer 2015		Critical Thinking	c. Evaluate implications			
Summer 2015		Critical Thinking	2. The COB will form an ad hoc committee to draft an appropriate critical thinking assignment.		✓	
Summer 2015		Critical Thinking	3. Faculty will be encouraged to give more relevant critical thinking assignments in class.		✓	✓
Summer 2015		Critical Thinking	4. The COB will conduct a workshop for the students highlighting the deficient areas, encouraging students to use the writing lab available on campus.		✓	
Summer 2015		Quantitative Reasoning/Literacy	1. Faculty need to focus more on the following categories of the rubric:			
Summer 2015		Quantitative Reasoning/Literacy	a. Interpretation		✓	✓
Summer 2015		Quantitative Reasoning/Literacy	b. Communication		✓	✓
Summer 2015		Information Literacy	We have met our target but we will continue to monitor.		✓	✓
Summer 2015		Global Awareness	We have met our target but we will continue to monitor.		✓	✓

Analysis & Intervention			Continuous Improvement	Implementation Level		
Decision Year	**Type of Intervention**		**Corrective Action**	**Institutional Level**	**College Level**	**Program Level**
Summer 2015		Stakeholder Satisfaction	Faculty Survey			
Summer 2015		Stakeholder Satisfaction	1. Encourage the COB leadership to involve faculty in making decisions that affect the college.		✓	
Summer 2015		Stakeholder Satisfaction	2. The COB professional development committee will be encouraged to offer more workshops/brown bag sessions on tenure/post tenure review and promotions requirements.		✓	
Summer 2015		Stakeholder Satisfaction	3. Encourage the COB leadership to ensure that the policies and procedures are clearly articulated and adhered to.		✓	
Summer 2015		Stakeholder Satisfaction	4. New hires are assigned to mentors in the COB.		✓	✓

Analysis & Intervention			Continuous Improvement	Implementation Level		
Decision Year	**Type of Intervention**		**Corrective Action**	**Institutional Level**	**College Level**	**Program Level**
Summer 2015		MFT	MFT score achievement- Using the 2014 sub mean scores, emphasizing performance scores farthest from the national mean, such as, Management (-15.56), Accounting (-14.43), Economics (-14.41), and Legal Social Environment (-14.37), the college seeks to continue current corrective action measures and fully implement the following as described below:			
Summer 2015		MFT	Virtual tutorial lab for reinforcing core business concepts, vocabulary, and facts.		✓	✓

Analysis & Intervention			Continuous Improvement	Implementation Level		
Decision Year	**Type of Intervention**		**Corrective Action**	**Institutional Level**	**College Level**	**Program Level**
Summer 2015		MFT	The most significant outcome of the analysis resulted in changing the benchmark from 70% goal attainment regarding the means scores to evaluating marginal increases of our mean scores from (137) to reaching the current national average of (152) in the next two years.		✓	✓
Summer 2015		MFT	Closing the gap by 50% in areas where we currently offer a degree such as management and accounting in the next two years.		✓	✓
Summer 2015		MFT	The MFT full analysis seeks to answer the following questions posed by faculty			
Summer 2015		MFT	o How do the content areas of the test relate to our degree's learning outcomes? Should test items be added?		✓	✓
Summer 2015		MFT	o Are there any areas of the curriculum that could/should be emphasized more strongly? [curriculum mapping]		✓	✓
Summer 2015		MFT	o Do the results have face validity? How do the results compare to our findings from course-based assessments and our program/degree assessments?		✓	✓

Analysis & Intervention			Continuous Improvement	Implementation Level		
Decision Year	**Type of Intervention**		**Corrective Action**	**Institutional Level**	**College Level**	**Program Level**
Summer 2015		MFT	o How did different student groups/demographics score on the test? Should more sub-groups for analysis be created?		✓	✓
Summer 2015		MFT	o What are other ways that the college could address/assess the areas that were lower? Should we develop our own test?		✓	✓
Summer 2015		MFT	o What trends do the scores show longitudinally?		✓	✓
Summer 2015		MFT	o How could we increase student motivation for the test?		✓	✓

Continuous Improvement Projects

AY 2014-15	Action	Status
1. Spring 2015 complete mini-assessment plans for each academic program. See program assessment template.	Program assessments were developed; pending final approval and minor modifications and updates for implementation.	70% Complete
2. Implement assessment committee recommendations appropriately into the college's program assessment plan.	The corrective action based on the analysis of results is being reviewed and integrated into each program assessment plan for tracking and monitoring.	50% Complete
3. Update assessment process documents.	The CoB Assessment Plan was drafted.	80% Complete
4. Revise Leadership Rubric	Assessment committee deliberated and revised rubric	100% Complete
5. Integrate the Peregrine comprehensive assessment into the college's assessment plan.	Programs met with Peregrine again in 2014-15 to address implementation concerns. Next Steps: Programs adopting Peregrine should complete discipline questions for program version test bank(s).	50% Complete