Accreditation Council for Business Schools and Programs (ACBSP)
Quality Assurance (QA) Report
for
Baccalaureate/Graduate Degree Programs

Overview (O)1. Complete all information requested.

Submit your report as an attachment to reports@acbsp.org on or before February 27th or September 30th.

This report should be limited to maximum of 50 pages. The average length of most good reports is 30 pages. To help reduce the page numbers you can remove the ACBSP examples used in this report template to help you complete the report.

O2. Institution Name: Chicago State University Date 4 November 2011
Address: 9501 S. King Drive, Chicago, IL 60628

O3. Year Accredited/Reaffirmed: 2006 / N/A This Report Covers Years: Academic Years 2009 - 2010

O4. List All Accredited Programs (as they appear in your catalog):

B.S. Business Administration

O5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

N/A

O6. List all campuses that a student can earn a business degree from your institution:
Chicago Campus: 9501 S. King Drive, Chicago, IL 60628

O7. Person completing report Name: Derrick Collins
Phone: 773-995-3976
E-mail address: dkcollins@csu.edu
ACBSP Champion name: Roosevelt Martin, Jr.
ACBSP Co-Champion name: Derrick Collins

O8. Conditions/Notes/Opportunity for Improvement (OFI) to be Addressed

Please explain and provide the necessary documentation/evidence for addressing each condition/note/OFI since your last report.

Are you requesting the Board of Commissioners to remove notes or conditions (attach appendix to QA report to justify the removal):
Remove Note:
Remove Condition:
Do not remove note or condition. Explain the progress made in removing the note or condition: N/A

O9. The business unit must routinely provide reliable information to the public on their performance, including student achievement. Describe how you routinely provide reliable information to the public on your performance, including student achievement. Note: This requirement can be addressed in Standard #4, Criterion 4.5 and Standard #6, Criterion in 6.2.2.

The College of Business provides information to the public regarding performance via its website (http://www.csu.edu/CollegeOfBusiness/mmmis/assessment.htm) where program assessment reports are posted. Additionally, college-specific performance results are included in the University's self-study and assessment reports that are provided via the institutional website.

Standard #1 Leadership

Organization

a. List any organizational or administrative personnel changes within the business unit since your last report.

- Appointed Derrick Collins, Dean
- Appointed Dr. Ernst Coupet, Chair of Accounting & Finance Department
- Appointed Prof. Roosevelt Martin, Assistant to the Dean
- Appointed Prof. Yvette Clayton, Director of Experiential Learning
- Reassigned Dr. Farhad Simyar to faculty
- Reassigned Dr. Bijesh Tolia to faculty
- Reassigned Dr. Atha Hunt to faculty
- Reassigned Dr. Zafar Bokhari to faculty

b. List all new sites where students can earn an accredited business degree (international campus, off-campus or on campus, on-line) that have been added since your last report?

N/A

Standard #2 Strategic Planning (this standard not typically addressed in the QA report) This is used as a place holder to allow all the other standards to be addressed in the QA report and keep the numbering system consistent with self-studies and QA reports.

N/A

Standard #3 Student and Stakeholder Focus

Complete the following table. Use a maximum of three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Standard 3 - Student and Stakeholder-Focused Results

<table>
<tr><td colspan="2">Student- and Stakeholder-Focused Results</td><td colspan="4">Senior Exit Questionnaires are utilized to determine students' satisfaction with the various concentrations in the Business program. Key findings by program concentration are detailed below.

A new survey of students' assessment of academic advisement services provides an indication of the college's performance regarding a key operational process. Given that this is a new survey, the results provide a baseline performance only. Additional data will be collected to demonstrate performance trends, as well as ensure appropriate weighting of all personnel involved in the advising process. This survey was compiled by the University's assessment coordinator, thus providing the benefit of independent analysis.

Two new surveys to assess stakeholder perceptions were introduced: i) A survey of finance alumni was taken to assess satisfaction with the preparation for their intended career path; and ii) a survey of the College of Business Advisory Board regarding the desired skills of new hires. Given that these are new surveys, the results provide a baseline performance only. Additional data will be collected in the future to included all other programs, as well as demonstrate performance trends.</td></tr>
<tr><td colspan="2"></td><td colspan="3">Analysis of Results</td><td></td></tr>
<tr><td>Performance Measure (Competency)</td><td>Description of Measurement Instrument</td><td>Areas of Success (results)</td><td>Analysis and Action Taken (improvement)</td><td>Results of Action Taken (occurs in the following year)</td><td>Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)</td></tr>
<tr><td>Accounting students that feel well prepared for career exceeds 80%.</td><td>Senior Exit Accounting Questionnaire</td><td>Accounting students preparedness index meets 80% threshold; from 69% in prior year.</td><td>Increased use of tutorial sessions to assist students with advanced accounting classes.</td><td>Increase use of computer technology in accounting class assignments.</td><td><table><tr><th colspan="2">Accounting Students' Career Preparedness Index</th></tr><tr><td>AY 10/11</td><td>80%</td></tr><tr><td>AY 09/10</td><td>69%</td></tr><tr><td>AY 08/09</td><td>68%</td></tr></table></td></tr>
<tr><td>Finance students' expectations</td><td>Senior Exit Finance Questionnaire</td><td>Students satisfied that finance</td><td></td><td></td><td></td></tr>
</table>

<table>
<tr><td>met by program exceeds 80%.</td><td></td><td>program met their expectations achieves 94%.</td><td></td><td></td><td></td></tr>
<tr><td>Management students' satisfaction with program exceeds 80%.</td><td>Senior Exit Management Questionnaire</td><td>Student satisfaction with management program achieves 95% satisfaction rate.</td><td>Study groups formed and tutorial classes added to provide enhanced academic support.
Minor in entrepreneurship introduced.</td><td>Formation of student leadership group in formation to augment student engagement and experiential opportunities for management students.</td><td><table><tr><th colspan="2">Management Students' Satisfaction Index</th></tr><tr><td>AY 10/11</td><td>95%</td></tr><tr><td>AY 09/10</td><td>90%</td></tr><tr><td>AY 08/09</td><td>85%</td></tr></table></td></tr>
<tr><td>Management Information Systems (MIS) students' satisfaction with program exceeds 80%.</td><td>Senior Exit Management Information Systems (MIS) Questionnaire</td><td>Student satisfaction with management program achieves 83% satisfaction rate.</td><td>MIS Club formed to build program student community and expose students to a variety of career options related to MIS.</td><td>New course "Information Security Management" and "Digital Entrepreneurship" created and taught.</td><td><table><tr><th colspan="2">MIS Students' Satisfaction Index</th></tr><tr><td>AY 10/11</td><td>83%</td></tr><tr><td>AY 09/10</td><td>81%</td></tr><tr><td>AY 08/09</td><td>85%</td></tr></table></td></tr>
<tr><td>Marketing students' satisfaction with program exceeds 80%.</td><td>Senior Exit Marketing Questionnaire
(Begun for marketing students in AY 10/11)</td><td>Student satisfaction with marketing program achieves 95% satisfaction rate.</td><td>Minor in Sales & Sales Management introduced.</td><td>Expanded course offerings in day, evening, and on-line planned to accommodate student demand.</td><td><table><tr><th colspan="2">Marketing Students' Satisfaction Index</th></tr><tr><td>AY 10/11</td><td>95%</td></tr></table></td></tr>
<tr><td>NEW: Student satisfaction with advisement process exceeds 80%.</td><td>College of Business Student Advisement Survey</td><td>Student satisfaction with advisement achieves 94% approval rate.</td><td>N/A
(first year of survey)</td><td>N/A
(first year of survey)</td><td>See Appendix A</td></tr>
</table>

NEW: Alumni satisfaction with preparation for career path exceeds 70%.	Survey of Finance Alumni	Alumni satisfaction, achieves 80% approval rate.	N/A (first year of survey)	N/A (first year of survey)	See Appendix B
NEW: College Advisory Board Survey (See Appendix C2 for listing of Advisory Board members)	Survey of Advisory Board members regarding desired skills of new hires.	Survey confirmed anecdotal evidence of strong demand for written, verbal, and presentation skills.	N/A (first year of survey)	N/A (first year of survey)	See Appendix C1

Standard #4 Measurement and Analysis of Student Learning and Performance

a. Program Outcomes

List outcomes, by accredited program. Many of the program outcomes should be used as part of a student learning assessment plan and be measurable.

The accredited program is a **B.S. Business Administration**; specific program concentrations, and their related outcomes, are as follows:

Accounting

1. Define basic accounting principles and concepts
2. Identify the activities of business, for profit and nonprofit organizations, and of the environment in which they operate including the major economic, legal, political, social and cultural forces and their influences.
3. Identify business ethic issues and to resolve the conflicts by applying a value-based reasoning system to ethical situations.
4. Present, discuss, and defend organizational views effectively, through written and spoken language.
5. Understand the process of identifying, gathering, measuring, summarizing, and analyzing financial data in business organizations.
6. Identify concepts, methods, and processes of control that ensures the accuracy of and integrity of financial data and the safeguarding of business assets.
7. Prepare financial statements – Income Statement, Balance Sheet, Statement of Retained Earnings, Statement of Cash Flows, and Statement of Comprehensive Income.
8. Prepare bank reconciliation in good form.
9. Ability to use a computer. Technical knowledge in general ledger software packages, electronic spreadsheets and word processing software.

Finance

1. Identify the activities of business, for profit and non-profit organizations, and the environment in which they operate including the major economic, legal, political, social and cultural forces and their influences.
2. Effectively present, discuss and defend organizational views through written and spoken English language.

3. Identify business ethic issues and resolve the conflicts by applying a value-based reasoning system to ethical issues.
4. Utilize contemporary finance theory and practical strategies to maximize firm value.
5. Analyze financial statements and qualitative data of profit maximizing firms for corporate decision-making.
6. Apply quantitative techniques to complex financial problems.
7. Apply the concept of risk and return and their trade-off to investments and portfolio management.
8. Manage a firm's financial and operational risk with appropriate financial derivatives.
9. Utilize standard technologies to provide solutions to financial problems.
10. Identify key players in, interpret conditions of, and explore and design instruments in an efficient capital market.

Management

1. To prepare students for entry level positions in industry, government, and other organizations.
2. To prepare graduates in the skills of planning, leading, and controlling various business activities, with a view to moving up to middle and top management positions.
3. To prepare business majors as future entrepreneurs.
4. To prepare business students for the graduate school.

Management Information Systems

1. Demonstrate an understanding of business terminology, an ability to use basic quantitative skills and basic knowledge of the five functional fields of business: accounting, finance, management, marketing, QBA and management information systems
2. Develop technical and managerial skills in management information systems.
3. Understand ethical issues related to the use of information technology.
4. Ability to select and use appropriate computer technology and programs to enhance personal abilities to perform in the business arena.
5. To develop competencies in business applications development, including tools selection, systems analysis and design, database management, and project management
6. To develop interpersonal and team competencies, including leadership, negotiation, and change management skills

7. Understand and plan for the use of current and emerging information technologies.
8. Develop a broad perspective of the integration of information technology in all functional areas of business.

Marketing

1. To prepare marketing students for careers and managerial positions in business, industry, government and non-government establishments.
2. To prepare marketing majors for entry level and management positions in the advertising and other related occupations in business.
3. To prepare marketing majors to be future owners and managers of their own business.
4. To prepare and encourage majors for graduate school.

b. Performance Results

Complete the following table. Use a maximum of three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Student Learning Results (Required for each accredited program, doctorate, masters, and baccalaureate)

(Chart begins on following page.)

<table>
<tr><td colspan="2">1. Student Learning Results

(Required for each accredited program)</td><td colspan="4">The course, Business Policy and Strategies, serves as a college, as well as a management concentration, capstone course that utilizes all of the key business program fundamentals across the concentrations of accounting, finance, management, marketing, and management information systems. Additionally, this is a course that emphasizes writing and presentation skills. Student learning and performance trends are encouraging in that passage rates were 94% and 87%, respectively in 2009-10. However, improvement is desired to have a higher percentage of students score in the “A” and “B” range – strategies will focus on this goal.

Each of the business concentrations (other than management, referenced above) utilizes either a capstone course or comprehensive exam to measure specific student learning results. Accounting uses a comprehensive exam in the course, Intermediate Accounting I; finance uses a comprehensive exam in the course Corporate Finance Seminar; management information systems (MIS) students are evaluated via the passage rate of the MIS capstone course, Advanced Management Information Systems; and marketing students are assessed via the learning improvement between two tests at the beginning and end of the class, Principles of Marketing.

Research papers of students in the course, Financial Institutions are used to assess student written communication skills. Given the importance of this skill set to student’s academic and career success, it has received a renewed focus and emphasis. The performance indicators are acceptable, but excellence remains elusive. This initial assessment establishes a baseline performance and several strategies are being implemented – including curriculum realignment – to improve these results further.</td></tr>
<tr><td colspan="2"></td><td colspan="2">Analysis of Results</td><td colspan="2"></td></tr>
<tr><td>Performance Measure (Competency)</td><td>Description of Measurement Instrument

Formative, summative, internal, external, or comparative</td><td>Areas of Success</td><td>Analysis and Action Taken</td><td>Results of Action Taken (occurs in the following year)</td><td>Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)</td></tr>
</table>

<table>
<tr>
<td>Student passage rate greater than 70%.</td>
<td>College Capstone Course
- Direct
- Summative
- Internal</td>
<td>Student passage rates were 94% and 87%, respectively in 2009 and 2010.</td>
<td>Percentage of grades of “A” and “B” totaled 66% and 51% -- although adequate, improvement being sought and strategies developed.</td>
<td>N/A</td>
<td>See Appendix D</td>
</tr>
<tr>
<td>Accounting student passage rate of 70% or better.</td>
<td>Accounting Comprehensive Exam
- Direct
- Summative
- Internal</td>
<td>Student passage rates of 64%; down from previous 77% attainment level. Exam assessment tool begun AY 09/10.</td>
<td>Embedded more problem solving questions in quizzes and exams.</td>
<td>Curriculum undergoing comprehensive redesign.</td>
<td>
<table>
<tr><th colspan="2">Accounting Students’ Passage of Capstone Course</th></tr>
<tr><td>AY 10/11</td><td>64%</td></tr>
<tr><td>AY 09/10</td><td>77%</td></tr>
</table>
</td>
</tr>
<tr>
<td>Finance student passage rate of 70% or better.</td>
<td>Finance Comprehensive Exam
- Direct
- Summative
- Internal</td>
<td>Average student sampled scored 54%, which is a cause for concern.</td>
<td>- Construct master course outline for each finance course.
- Established new course “Introduction to Business Analysis” to raise students’ analytical quotient earlier in program matriculation.</td>
<td>N/A – actions recently established; data to be collected to determine efficacy.</td>
<td>
<table>
<tr><th colspan="2">Finance Students’ Average Score in Capstone Course</th></tr>
<tr><td>AY 10/11</td><td>54%</td></tr>
<tr><td>AY 09/10</td><td>54%</td></tr>
<tr><td>AY 08/09</td><td>41%</td></tr>
</table>
</td>
</tr>
</table>

<table>
<tr><td></td><td></td><td></td><td>- Established new course “Financial Modeling” to aid in analytical proficiency.
- Utilize more financial case studies to aid analytical proficiency.</td><td></td><td></td></tr>
<tr><td>Marketing student positive improvement quotient, which results in passage rate of 70% or better.</td><td>Marketing Pre-Test / Post-Test
- Direct
- Summative
- Internal</td><td>Improvement quotient increased to 42% from 24% and 28% in prior years.</td><td>Provide strong conceptual foundation at beginning of course using illustrations.
Use of case studies to enhance students’ analytical and communication skills.</td><td>Group assignments increased to encourage discourse of marketing concepts beyond classroom.</td><td><table><tr><th colspan="2">Marketing Students’ Pre-Test / Post-Test Quotient</th></tr><tr><td>AY 10/11</td><td>42%</td></tr><tr><td>AY 09/10</td><td>24%</td></tr><tr><td>AY 08/09</td><td>28%</td></tr></table></td></tr>
<tr><td>MIS student passage rate of 70% or better.</td><td>MIS Capstone Course
- Direct
- Summative
- Internal</td><td>Student passage rate improved to 87%</td><td>Hiring of lab assistants to provide more focused assistance in a tutorial setting.
Upgrades of software tools to better utilize and integrate current features.</td><td>Much of the improvement is attributed to the use of a common repository for the group work associated with the class, which has allowed for better instructor</td><td><table><tr><th colspan="2">MIS Students’ Passage of Capstone Course</th></tr><tr><td>AY 10/11</td><td>87%</td></tr><tr><td>AY 09/10</td><td>83%</td></tr><tr><td>AY 08/09</td><td>84%</td></tr></table></td></tr>
</table>

				oversight and quicker feedback to students.	
Student passage rate greater than 70%.	Research Paper / Writing Sample in FIN 3660. - Direct - Formative - Internal	Majority of students (94%) demonstrate competency via passing grades.	No grades of “A” were awarded. Written communication curriculum currently being realigned.	N/A	See Appendix E

Standard #5 Faculty and Staff Focus

Complete the following table. Use a maximum of three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Standard 5 - Faculty- and Staff-Focused Results

Faculty and Staff Focused Results		The response to documented faculty requests and concerns demonstrate the College's commitment to maintaining a positive work environment for its employees. The results below illustrate specific complaints and the actions taken to address the faculty and staff issues.			
		Analysis of Results			
Performance Measure (Competency)	**Description of Measurement Instrument**	**Areas of Success**	**Analysis and Action Taken**	**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)**
Printing unavailable to staff due to excessive prints of marketing materials and student usage.	Staff request.	Printer resources more accessible to faculty and staff.	Install TV monitor to broadcast information in lieu of printing. Issued print cards to students to limit printing to reasonable levels.	Request addressed.	N/A
Students not receiving books in timely fashion – impacts class preparation.	Faculty request.	Broader array of books available for interim usage and students with delayed book access.	Partner with bookstore and library to acquire broader list of books on reserve in the library where students can utilize for free for an interim period.	Request addressed.	N/A

Accessibility of classroom technology not evenly distributed	Faculty request.	All technologies available to faculty regardless of classroom.	Acquired portable classroom technology (laptops, projectors, media players, monitors) to supplement classroom installations to faculty upon request.	Request addressed.	N/A
To be developed: Faculty Satisfaction Survey.	Internal faculty and staff survey to be developed.	N/A	Faculty and staff satisfaction survey to be developed with input from Human Resources, as well as faculty and staff.	N/A	N/A

Faculty Qualifications

Complete the next two tables for new full-time and part-time faculty members since last self-study or QA report. Do not include faculty members previously reported.

Standard 5 - NEW FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS

NAME (List alphabetically by Last Name)	MAJOR TEACHING FIELD	COURSES TAUGHT (List the Courses Taught During the Reporting Period, Do Not Duplicate Listing)	LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, Must Include Major Field)	DOCUMENT OTHER PROFESSIONAL CERTIFICATION CRITIERA • Five Years Work Experience • Teaching Excellence • Professional Certifications	ACBSP QUALIFICATION 1. Doctorate 2. Professional 3. Exception
Boddie, Tonya	Management, Marketing	▪ HR Management ▪ Principles of Marketing	▪ BA Corporate Communications ▪ MSIM Marketing ▪ MBA	20 years work experience	Professional
Collins, Derrick	Finance	Entrepreneurial Finance	▪ BS Electrical Engineering ▪ MBA	▪ 20 years work experience ▪ 15 years teaching in top MBA program	Professional
Fenton, Ernest	Business Law	▪ Legal Environment and Ethics of Business ▪ Personal	▪ BS Management ▪ JD	20 years work experience	Doctorate

		Decisions in Finance			
Jackson, Jonathan	Management	▪ Management Process for Non-Profits ▪ Small Business Management	▪ BS Finance & Accounting ▪ MBA	20 years work experience	Professional
Mhoon, W. Jun	Entrepreneurship	Digital Entrepreneurship	▪ BA Performing Arts	20 years entrepreneurial experience	Exception
Speese, Dwain	Finance	Principles of Finance	▪ BSBA Banking & Finance ▪ MBA	20 years work experience	Professional

Standard 5, Criterion 5.8
Scholarly and Professional Activities

Faculty Member	Highest Degree Earned	Professional Certification	Scholarly Activities				Professional Activities				Other
			Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	
Boddie, Tonya	MBA	-	-	-	-	-	1	-	-	4	-
Collins, Derrick	MBA	-	-	A=3	-	D=1	4	5	1	1	1
Fenton, Ernest	JD	Law License (Illinois)	-	A=4	-	-	-	-	-	-	-
Jackson, Jonathan	MBA	-	-	-	-	-	1	-	-	-	-
Mhoon, Jun	BA	-	-	-	-	D=3	1	3	-	3	-
Speese, Dwain	MBA	-	-	-	-	D=3	-	1	-	-	-

Codes to Use for Scholarly Activities:

A = Scholarship of Teaching
B = Scholarship of Discovery
C = Scholarship of Integration
D = Scholarship of Application

Standard #6 Educational and Business Process Management

a. **Describe how you routinely provide reliable information to the public on your performance, including student achievement.**

b. **Curriculum**

1. List any existing accredited degree programs/curricula that have been **substantially revised** since your last report and attach a Table - Standard 6, Criterion 6.1.3 – Undergraduate CPC Coverage for each program.

   NO SUBSTANTIAL REVISIONS. However, the business program is *currently* undergoing substantial revisions to address skill sets and student outcomes required for career success in an evolving, global business environment.

2. List any **new** degree programs that have been developed and attach a Table - Standard 6, Criterion 6.1.3 – Undergraduate CPC Coverage for each new program since your last report.

   N/A

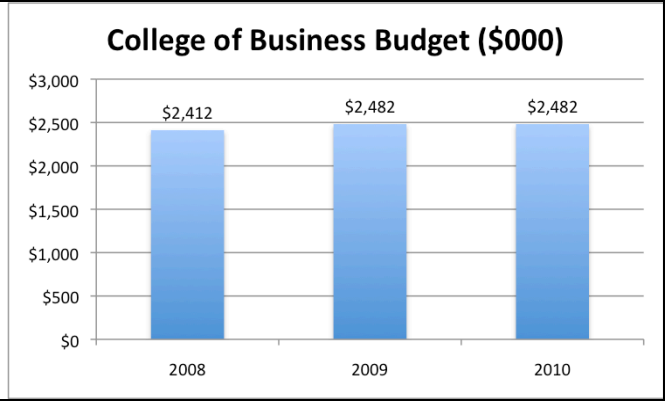
3. List any accredited programs that have been terminated since your last report.

   N/A

Complete the following tables. Use a maximum of three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

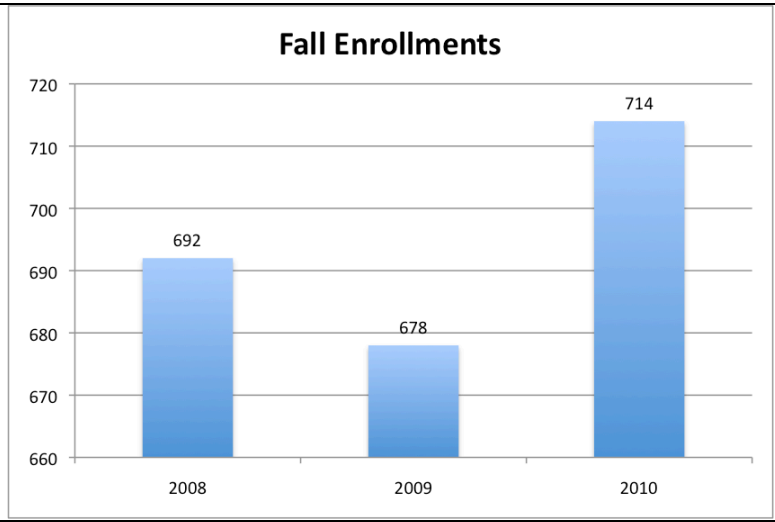
Standard 6 - Budgetary, Financial, and Market Results

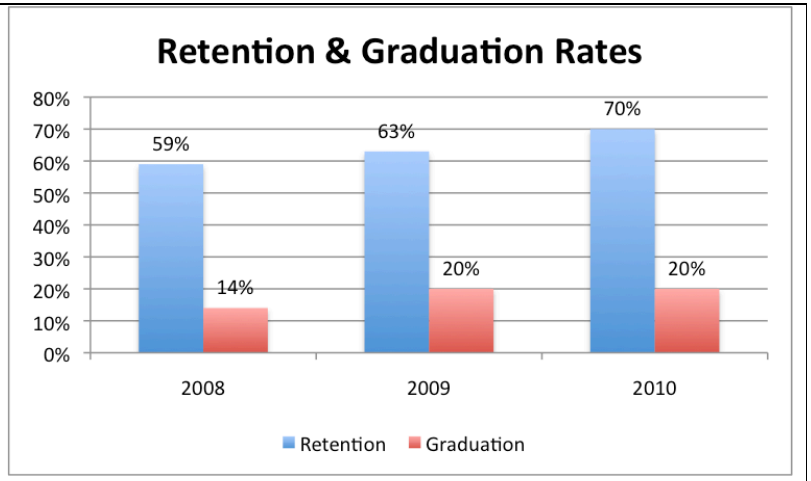
Budgetary, Financial, and Market Performance Results	The University, and thereby the College, has been forced to execute its mission without the aid of an increasing budget. Higher education institutions in the State of Illinois have experienced extreme challenges with respect to budgetary resources, but have remained committed to delivering value and a quality learning experience to their students. Although the budget has remained flat, retention and graduation rates have increased (see *Organizational Performance Results* below) as faculty and staff have responded positively to the challenge of delivering more with fewer resources.

		Analysis of Results			
Performance Measure (Competency)	**Description of Measurement Instrument**	**Areas of Success**	**Analysis and Action Taken**	**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)**
(Example) Increase budget 2% each year	Approved budget	The budget has remained flat.	Budget increased but still not at the planned level	N/A	

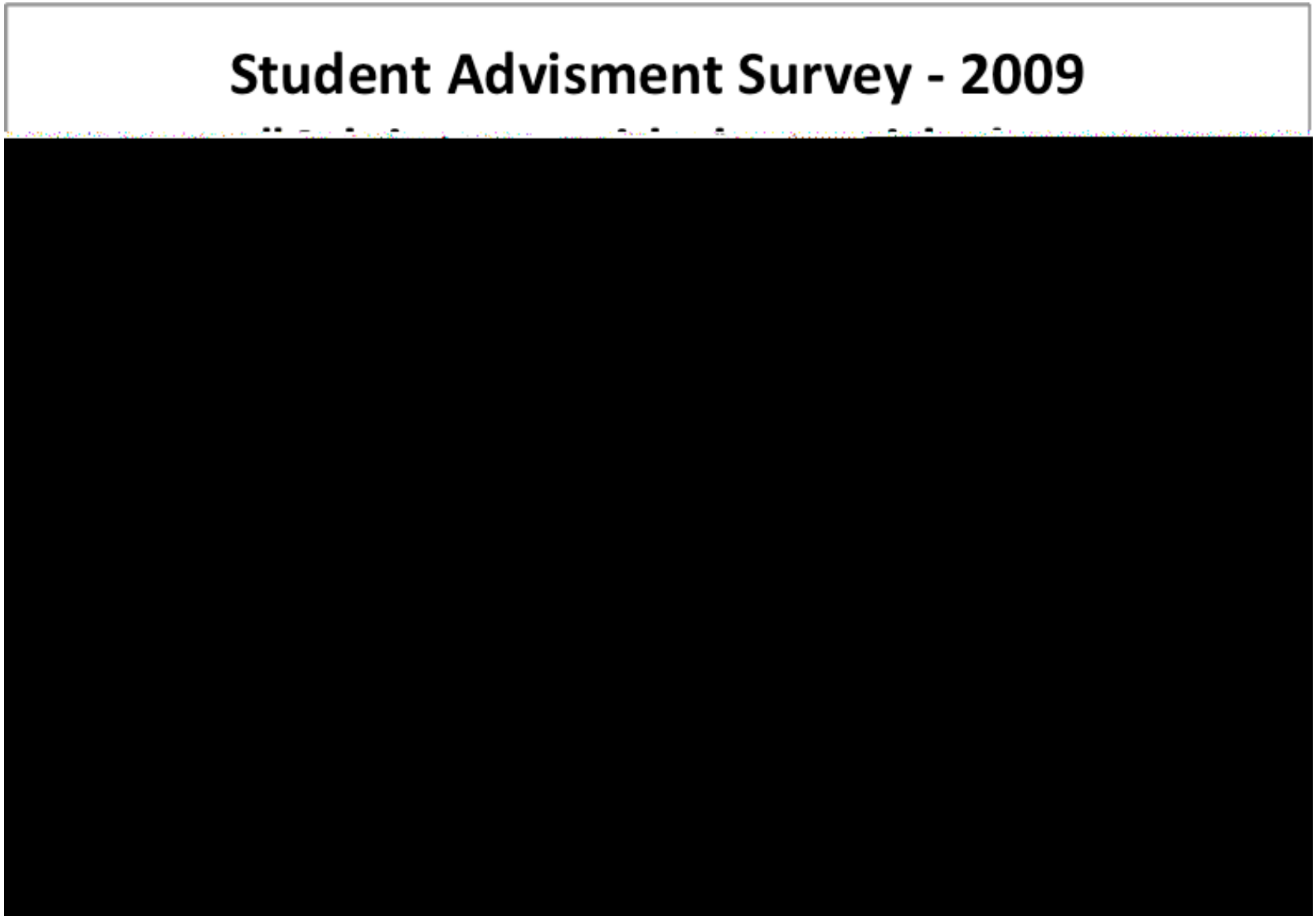
Standard 6 - Organizational Performance Results

5. Organizational Effectiveness Results	The College of Business seeks to increase its organizational effectiveness, as measured by its enrollment, retention, and graduation of students. The enrollment trends for the measurement period demonstrate a recent improvement, which is laudable given that the majority of the student body falls into the lower socio-economic strata and, therefore, has experienced extraordinary economic difficulty due to the sluggish economy. However, the increase remains short of our internal goals. A redesign of the recruitment strategy has been undertaken to address this enrollment issue and improve results in spite of these challenges. An increase in retention and graduation rates illustrates a positive focus on student performance and advancement on those students that matriculate into the College.

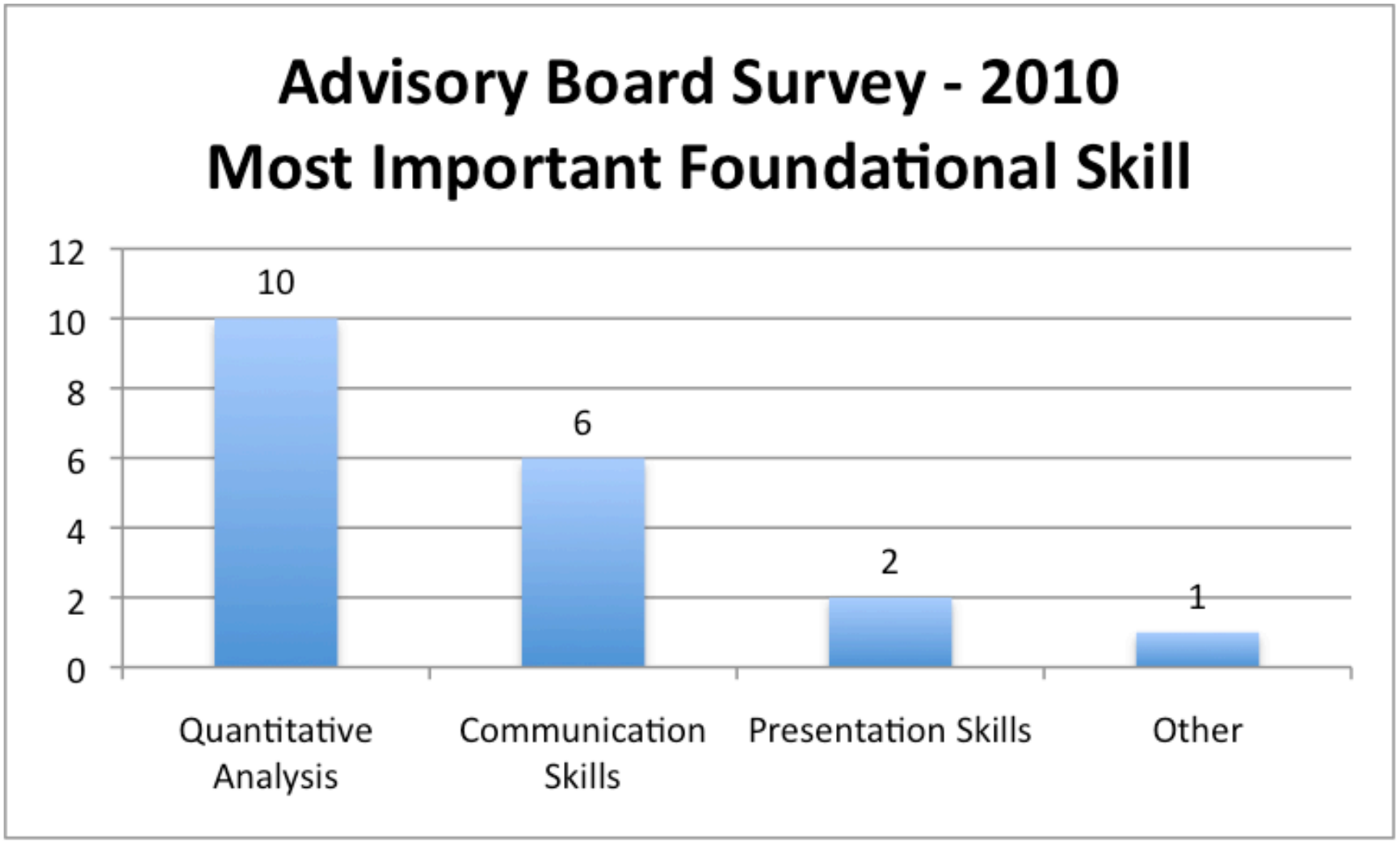
		Analysis of Results			
Performance Measure (Competency)	**Description of Measurement Instrument**	**Areas of Success**	**Analysis and Action Taken**	**Results of Action Taken (occurs in following year)**	**Insert Graphs or Tales of Resulting Trends for 3-5 Years (please graph all available data up to five years))**
Increase enrollment of first-time, full-time freshmen, as well as transfer students; goal of 12% increase.	Enrollment of first-time, full-time freshmen and transfer students.	Enrollment trend falls short of goals.	A redesign of the recruitment strategy and process to improve enrollment, in spite of problematic economy.	Developing comprehensive scholarship strategy to attract promising students.	

Increase in retention and graduation rates	One-year retention rates as measured by Fall to Fall enrollments.	Retention and graduation rates continue to improve.	University establishment of Dean of Freshmen Experience in 2009 to focus on entering students and retention improvement.	Comprehensive scholarship strategy will include student performance requirements to retain scholarship and, thereby, provide incentive (indirect) for positive retention.	

APPENDIX A



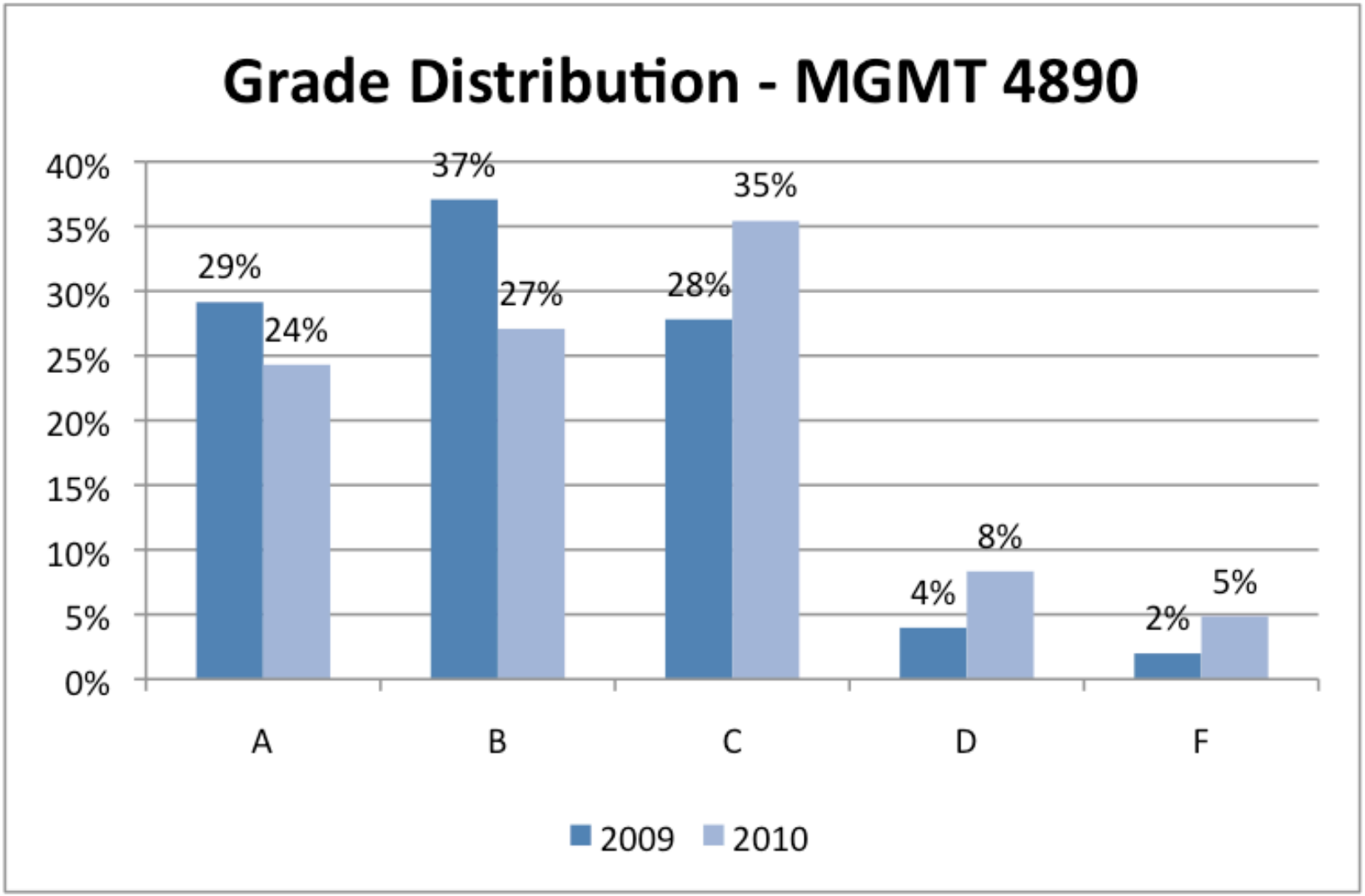
APPENDIX C1


Advisory Board Survey - 2010
Most Important Foundational Skill
12
10
8
6
4
2
0
10
6
2
1
Quantitative Analysis
Communication Skills
Presentation Skills
Other

APPENDIX C2

Chicago State University College of Business Advisory Board (Outside Members)	
Company	**Job Title**
JP Morgan Chase Bank, N.A.	Vice President
Blue Cross-Blue Shield	Sr. VP & First Chief Diversity Officer
Chartis Insurance	Vice President, Central U.S.
Grant Thornton LLP	Director of Diversity Recruiting
Mitchell Titus	Managing Partner
Loyola University	Dean, College of Business
FXA World, Inc.	USA General Manager
Seaway Bank & Trust Company	Senior Vice President/Cashier
Hyatt Hotels Corporation	Vice President of Diversity
Capri Capital Partners LLC	Vice President, Public Affairs
Chicago Dept. of Public Health	Deputy Commissioner, Community Relations
American International Radio, Inc.	President & CEO
Needles & Powers, Inc.	Principal
Chicago Tribune	Director of Operations
Needles & Powers, Inc.	President
Northern Trust	Vice President
Accenture	Chief Human Resources Officer
Ernst & Young LLP	Director, HR, Midwest Area
Deloitte Tax LLP	Partner
Infrastructure Engineering, Inc.	President
KPMG LLP	Midwest Director Campus Recruiting
Boeing	VP - Global Diversity
Exelon Corporation	VP, Customer Financial Operations
CM Packaging Group, Inc.	Vice President, HR
Allstate Insurance Company	Director, Operational Accounting

APPENDIX D


Grade Distribution - MGMT 4890
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