College or Unit Name: **College of Business**
Report Year: 2014-15
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Submitted on (date): 21 July 2015

COB Assessment Report 2015

I Assurance of Learning Overview

Introduction

The Eastern Michigan University College of Business faculty and administrators have been steadfast in their commitment to the continuous improvement of student learning. As our mission suggests, we use our assurance of learning (AoL) processes to ensure that we are developing outstanding business professionals through rigorous, applied educational experiences. Responsibility for AoL resides in either college-wide or program-specific faculty committees. These committees create each program's learning goals and objectives and administer assessment.

The COB created the data analyst position in 2007 to help committees collect and analyze materials related to the learning objectives. The data analyst then compiles all data, analyses it and shares the data/findings with each program's committee. After reviewing assessment results, the program committee, in consultation with the relevant faculty, outlines actions for "closing the loop" and beginning the next assessment cycle. These committees play a central role in the continuous improvement of College programs, as well as in the creation of new curricular initiatives. The Dean's Office provides staffing, resources, and expertise, to each curriculum committee.

History of AoL and Current Processes

The COB has used a competency-based assessment system dating as far back as 2002; predating the 2003 AACSB AoL Standards. Every program and major maintained a list of competencies. Assessment involved the application of a variety of direct and indirect methods to gauge whether students achieved these competencies. For example, when the faculty developed the undergraduate Supply Chain Management major and minor, they formulated a list of competencies that they thought would be appropriate. The competencies were then shared with the Supply Chain Management advisory board members. Based on the board's input, faculty established a final list of competencies which were then grouped to determine the courses to be included in the major and minor. Advisory board members were again solicited for input, and the final major and minor proposals were submitted for university approval. As this example shows, assessment has had a long history in the COB and has been used to develop new programs and to subsequently undergo a process for establishing new learning goals. Like in years past, our present-day AoL is still faculty-led and is guided by the following established processes:

Processes used to Conduct Assurance of Learning
- Process used to develop program goals
  - Step 1   Appropriate faculty curriculum committee meets to discuss program mission.
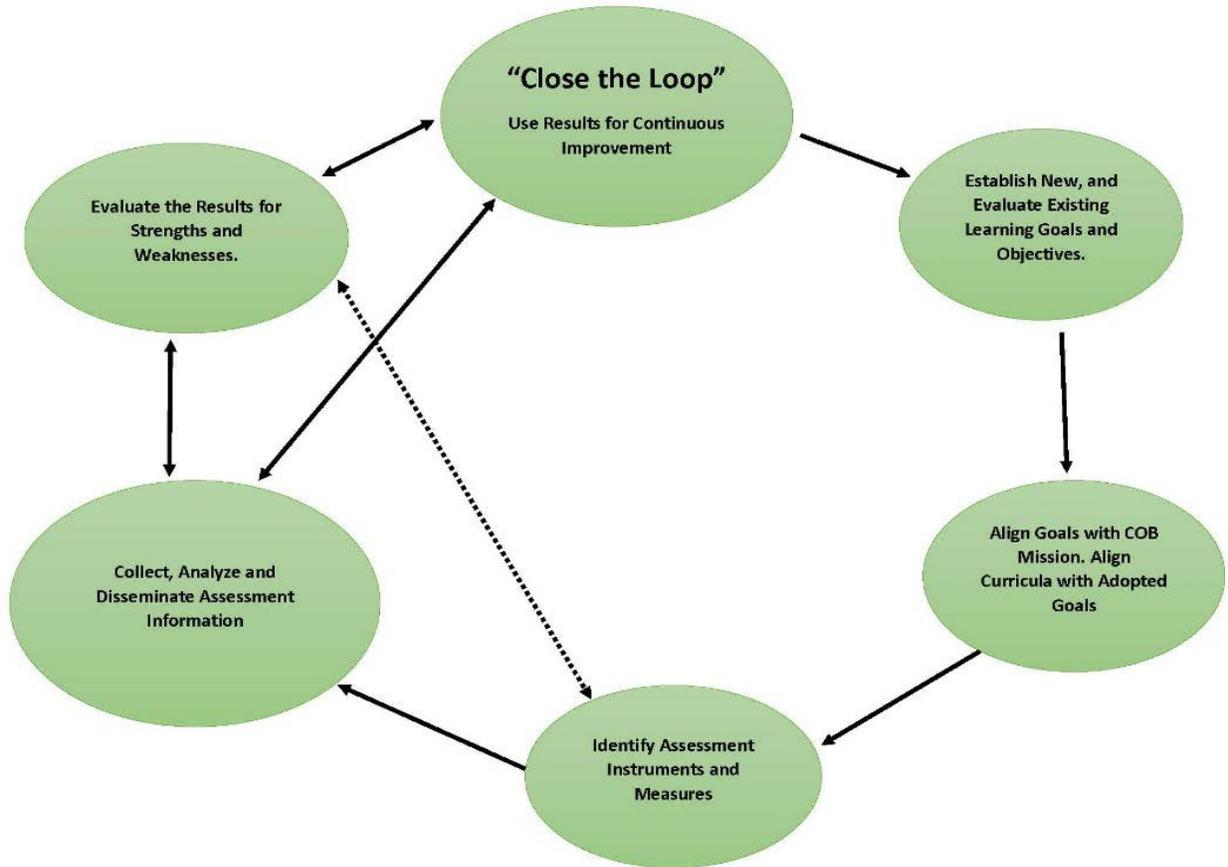
Step 2   Faculty curriculum committee defines specific program goals (with faculty input), from which learning goals and learning objectives are derived.

Step 3   A curriculum map is developed to guide the assessment process over time.

- Process used to develop direct measures for each objective

    Step 1   Faculty curriculum committee for each program identifies methods of assessment via faculty input.

    Step 2   In consultation with course faculty member, faculty curriculum committee determines methodology for assessment of each objective.

- Process used to select courses where direct measures are to be placed

    Step 1   In consultation with program faculty and according to the curriculum map, the curriculum committee identifies courses in which assessment will occur.

    Step 2   A sample of course sections are used to collect data, including day and evening classes, with different instructors.

    Step 3   Instructors are notified at the beginning of the semester about upcoming assessment activity.

- Process used to develop and implement measurement criteria

    Step 1   Rubrics/evaluative criteria are developed by curriculum committee in consultation with faculty and based on assessment methodology.

    Step 2   Assessment data are collected.

    Step 3   Assessment is conducted by internal and/or external evaluators and submitted to the COB data analyst.

- Process used to put results from loop 1 into loop 2

    Step 1   Results of assessment activity are reviewed by the curriculum committee.

    Step 2   Results are shared with faculty in respective courses.

    Step 3   Faculty revise syllabus/pedagogy/course design/assessment processes and procedures in accordance with results, if warranted.

The College capitalizes on every program's best practices by coordinating efforts via the College-wide Assurance of Learning (AoL) Committee. This AoL Committee is charged with developing a strategy for enhancing communications regarding AoL and ensuring that best practices are shared across the College. This group is composed of the leadership from all program committees, our data analyst, associate dean, and special assistant to the dean.

Assessment is required in all degree programs in the COB. Goals and objectives have been assessed in each program and the feedback loop has been closed for the goals assessed in the seven programs established prior to fall 2014. Assessment for the Master of Science in Taxation (MST) program, which admitted its first students in fall 2014, will begin this

academic year. Assessments are primarily course embedded using direct assessment methods. The College's data flow during the AoL process is illustrated in the diagram below.

Data Flow of the AoL Process

"Close the Loop"
Use Results for Continuous Improvement

Evaluate the Results for Strengths and Weaknesses.

Establish New, and Evaluate Existing Learning Goals and Objectives.

Collect, Analyze and Disseminate Assessment Information

Align Goals with COB Mission. Align Curricula with Adopted Goals

Identify Assessment Instruments and Measures

II FY2015 Assessment Activity By Program

Bachelor of Business Administration Program Assurance of Learning: Narrative

The Bachelor of Business Administration program (BBA) is a secondary admission program which enrolls students either full-time or part-time. Approximately half of all students are transfers from other institutions, including community colleges with which we have articulation agreements. Students therefore often complete the business foundation courses (e.g., ACC 240, ACC 240, COB 200, DS 265, IS 215, LAW 293, and MGMT 202) prior to their admission to the BBA program. The business core coursework (e.g., FIN 350, MGMT 386, MKTG 360, OM 374, MGMT 490) is available only to admitted students.

After reviewing the assurance of learning program developed for the MBA program, our undergraduate program committee adopted their initial student learning goals and objectives which were approved in April 2009. Assessment was scheduled to occur in business core courses only. However, in 2010-2011 assessment was added to each major's University-required writing course. The program assessment process utilized includes a spectrum of methodologies, from standardized tests to case analyses to student presentations to written projects to surveys. All BBA learning objectives are scheduled for assessment at least twice in a five-year cycle.

Examples of the curricula and co-curricular actions taken during the 2010-2014 cycle include:

- Extension of assessment of written communication skills into major intensive writing courses.
- Development of a new assessment instrument for group skills objective.
- Refinement of the minimum requirements for admission to the College.
- Adoption of a professionalism goal, with master syllabi language.
- Development of a two course equivalent for the required statistics course for the BBA program.
- Establishment of a satellite office of the University Writing Center within the College, to provide assistance to students on communication skills.
- Added a new program goal focused on Professionalism to account for changes to the College's new strategic plan and new AACSB standards.

BBA Program Goal Matrix

Program Goal	Where Measured	Knowledge Gained in	When Measured	Who assessed	Method of Assessment	Standard of Mastery (70%)	No. of Closing the Loop Actions	Major changes between cycle 1-2
Analytical Thinking and Problem Solving	OM 374	ACC 240, ACC 241, DS 265, IS 215, LAW 293, FIN 350	2009-2010, 2010-2011	COBACC, OM Faculty	Direct Measure (Case and Exam)	74.24% met or exceeded objective 72.55% met or exceeded	3	Designed new case-based exam for assessment; the exam required both calculations as well as written analyses. Evaluation of DS 265, resulted in creation of alternate 2-course sequence.
Interdisciplinary Business Knowledge	MGMT 490	COB 200L, DS 265, IS 215, LAW 293, OM 374	2013-2014 (Twice)	COBACC, MGMT 490 Coordinator	Direct Measure (Exam)	75% met or exceeded objective 80% met or exceeded objective	2	Re-evaluated exam material for assessment. Adopted multiple choice questions to be used by all MGMT 490 faculty.
Communication Ability: Oral and Written	ACC 496W MGMT 480W MKTG 368W MGMT 490	MGMT 202	2010-2011, 2013-2014	COBACC	Direct Measure (Written assignment) Direct Measure (Oral Report)	65% met or exceeded object for written communication. 74% met or exceeded objective	5	Revision of rubric for written communication. Established Writing Center within the College. Assessed writing standards given to students in each discipline for commonality. Added writing center information to all COB course syllabi. Evaluated oral communication assessment items, especially 'cultural' influences/biases in rubric

Master in Business Administration Program Assurance of Learning: Narrative

The Master in Business Administration (MBA) program is an evening and weekend program in which most students attend part-time. In 2005, the Continuous Improvement MBA Committee (CIMBAC) was the first faculty group to develop an assurance of learning program consistent with AACSB's 2003 standards. The student learning goals and objectives approved by the faculty in 2006 are still in place. However, modifications have been made to the rubrics, and multiple methodologies have been used during the last five years. In addition, CIMBAC has sought faculty input for its deliberations on alternative program design and delivery.

The MBA assessment process was designed to rely on course-embedded measures, for five of the program's six goals. Standardized rubrics were developed for these direct measure assessments. For the interdisciplinary knowledge goal, an indirect measure, the ETS exam, was utilized. However, the use of the ETS exam was abandoned in Fall 2011. This decision was based on analysis on the ETS exam content and our MBA program core coursework; this analysis determined that these were not fully aligned.

Examples of the actions taken during the 2010-2014 cycle are:

- Replacement of ETS for assessment of interdisciplinary knowledge and skills goal with direct measurement through exam questions.
- Re-evaluate rubric and mechanism for assessment of global awareness goal.
- Address inter-rater reliability concerns.
- Expand the number of courses in which communications goal assessment occur.

MBA Program Goal Matrix

Program Goal	Where Measured	Knowledge Gained in	When Measured	Who assessed	Method of Assessment	Standard of Mastery (80%)	No. of Close the Loop Actions	Major changes between cycle 1-2
Communication	FIN 620 MGMT 604	Same Course	2012-2013 2013-2014	CIMBAC	Direct measure (Oral Presentation) Direct measure (Case Paper)	100% met or exceeded 50% met or exceeded	1 3	New rubric(s) for Individual presentation skills used to provide specific feedback to students. Assessed Communication in additional courses.
Critical Thinking / Analytical Skills	ACC 642 DS 605 DS 602	ACC 605, FIN 620, IB 610, MKTG 610	2011-2012 2013-2014	CIMBAC, DS Faculty, ACC Faculty,	Direct measure in all courses (Case Paper)	89% met or exceeded 85% met or exceeded 80% met or exceeded	1 for each standard	Reviewed assessment tools prior to next cycle (assessment criteria, rubrics, rating scales). .
Ethical Reasoning and Behavior	MGMT 604	ACC 605, IB 610	2012-2013	CIMBAC, DS Faculty, ACC Faculty	Direct measure (Case Response)	60% met or exceeded	2	Added a new business case to MGMT 604 course syllabus that highlights ethical issues in business.
Global Awareness	IB 610	ACC 605, FIN 620, MGMT 604	2009-2010 2013-2014 (Twice)	CIMBAC, IB Faculty	Direct measure (Case Paper)	65% met or exceeded 89% (Second Assessment)	2	Addressed issues of intra-rater reliability. Created new assessment learning objective to insure consistency.
Interdisciplinary Knowledge and Skills	ETS (Exam) MGMT 696	ACC 605, FIN 620, MGMT 604, MKTG 610	2009-2010 2010-2011 2013-2014	CIMBAC, MGMT 696 Faculty	Indirect measure Direct measure (Standardized Testing)	65% met or exceeded during both assessments	3	ETS exam was discontinued, since it was inconsistent with MBA core. Both an online and an in-class standardized test were explored. Modified class assignment.
Strategic / Innovative Thinking	MKTG 655 SCM 611	ACC 605, FIN 620	2009-2010 2013-2014	CIMBAC	Direct measure (Case Paper)	79% met or exceeded 100% met or exceeded	2	Re-evaluated rubric. Satisfied with results, assess again with same procedure.

<u>Master of Science in Accounting Assurance of Learning: Narrative</u>

The Master of Science in Accounting (MSA) is an afternoon and weekend evening format in which students are enrolled either on a part-time or full-time basis. Students are admitted to this program as part of their 150-Accounting combined bachelor/master degree or as graduate students who have completed an undergraduate degree prior to application to the MSA program.

Four student learning goals were developed and approved by the Accounting faculty in 2009. The Accounting Assessment Committee was charged to oversee the assessment process for this program. Direct measures are used for this program's assessment. At least two assessment cycles were completed during the last five years for each MSA learning goal and objective.

Examples of the curricular and co-curricular actions taken during the 2010-2014 cycle are:

- Revisited choice of course and assignment for written communication objective assessment.
- Met with Advisory Board to review global awareness goal for relevance since the US has not implemented IFRS.
- Continue to evaluate student pass rate on CPA exam.
- Revision of global awareness AoL assignment instructions to eliminate ambiguity.

MSA Program Goal Matrix

Program Goal	Where Measured	Knowledge Gained in	When Measured	Who assessed	Method of Assessment	Standard of Mastery (80%)	No. of Close the Loop Actions	Major changes between cycle 1-2
Critical & Adaptive Thinking/Analytic Skills	ACC 696	ACC 540, ACC 544, ACC 567	2011-2012 2013-2014 2014-2015	Accounting Assessment Committee	Direct Measure (Case Paper)	82.6% met or exceeded objective 97% met or exceeded objectives	2	Created a new assessment. Satisfied with results, assess again with same procedure for second cycle.
Communication Skill	ACC 696	ACC 540, ACC 544, ACC 567	2011-2012 2013-2014 2014-2015	Accounting Assessment Committee	Direct Measure (Presentation)	86.7% met or exceeded objective (Oral) 83% (Written communication skills) 94% (Oral communication Skills) 50% (Written Communication Skills)	2	Satisfied with results, assess again with same procedure. Fall 2014 - Present assignment judged inadequate; will revisit choice of course and/or assignment for this assessment.
Ethical Knowledge and Responsibilities	ACC 567	ACC 540	2010-2011 2013-2014	Accounting Assessment Committee	Direct Measure (Exam)	81.5% met or exceeded objective	1	Satisfied with results & student pass rate on CPA exam. Continue to evaluate.
Global Awareness	ACC 540	ACC 544	2012-2013 2013-2014	Accounting Assessment Committee	Direct Measure (Report)	67% met or exceeded objective 84.64% met or exceeded objective	2	Met with Advisory Board in 2013 to review assessment plan. Modification made to assignment.

Master of Science in Human Resources and Organizational Development Domestic Program Assurance of Learning: Narrative

The College's domestic Master of Science in Human Resources and Organizational Development (MSHROD) is an evening and weekend program in which most students attend part-time. Assessment for this program dates back more than two decades and has its roots in the Society for Human Resource Management's competency model.

A portfolio process is the assessment measurement used for this program. Materials in each student portfolio are accumulated throughout the program. Review and evaluation of portfolio materials occurs in MGMT 688, which is the capstone course for this program. Multiple evaluators assess each portfolio.

Examples of the actions taken during the 2010-2014 cycle include:

- Reinforced change management and processes in MGMT 602, MGMT 600, MGMT 611, MGMT 615 and MGMT 648.
- Developed a new project for use in MGMT 602.
- Created a new course MGMT 548, International Human Resources, to enhance human resource management knowledge and skills goal.
- Implemented a student development feedback mechanism for use by faculty.
- Increased quantitative analysis component in MGMT 610.

MSHROD (Domestic) **Program Goal Matrix**

Program Goal	Where Measured	Knowledge Gained in	When Measured	Who assessed	Method of Assessment	Standard of Mastery (80%)	No. of Close the Loop Actions	Major changes between cycle 1-2
Change Management Knowledge and Skills	MGMT 688	MGMT 602, MGMT 610, MGMT 628	Every Semester	MSHROD Curriculum Committee	Direct Measure (Portfolio)	98% met or exceeded objective 98.6% met or exceeded objective	3	Reinforced change management and processes in the following: MGMT 602, 600, 611, 615, 648. New project in MGMT 602. Satisfied with results, assess again with same procedure.
Human Resource Management Knowledge and Skills	MGMT 688	MGMT 602, MGMT 610, MGMT 628	Every Semester	MSHROD Curriculum Committee	Direct Measure (Portfolio)	98% met or exceeded objective 98.5% met or exceeded objective	1	Faculty developed a new course MGMT 548 (International Human Resources).
Organizational Development Knowledge and Skills	MGMT 688	MGMT 602, MGMT 610, MGMT 628	Every Semester	MSHROD Curriculum Committee	Direct Measure (Portfolio)	81% met or exceeded objective 81.16% met or exceeded objective	1	New assignment developed to update content in MGMT 602.
Critical Thinking / Analytic Skills	MGMT 688	MGMT 602, MGMT 610, MGMT 628	Every Semester	MSHROD Curriculum Committee	Direct Measure (Portfolio)	87% met or exceeded objective 86.96% met or exceeded objective	1	Reinforced quantitative analysis MGMT 610, using both SSPS and Excel.
Communication Skills	MGMT 688	MGMT 602, MGMT 610, MGMT 628	Every Semester	MSHROD Curriculum Committee	Direct Measure (Portfolio)	93% met or exceeded objective 93.5% met or exceeded objective	1	Faculty approved a methodology to improve feedback to students for developmental purposes.
Ethics	MGMT 688	MGMT 602, MGMT 610, MGMT 628	Every Semester	MSHROD Curriculum Committee	Direct Measure (Portfolio)	100% met or exceeded objective	1	Reinforce professional codes of ethics, especially SHRM Code of Ethics.

Master of Science in Human Resources and Organizational Development - China
Program Assurance of Learning: Narrative

The Master of Science in Human Resources and Organizational Development-International (MSHROD-China) is offered in a cohort model on the campus of Tianjin University of Commerce, Tianjin, PRC. Eight of the twelve courses in this graduate program are taught by full-time tenured COB faculty who travel to China for the on-site portion of instruction of the eight hybrid courses. For the MSHROD-China program, the assessment cycle is completed for each cohort. Each cohort completes the program in 21 months.

The learning goals adopted by the faculty for this program are identical to those for the domestic MSHROD program, as is the assessment methodology. A portfolio process is the assessment measurement used in this program. Materials in each student portfolio are accumulated throughout the program. Review and evaluation of portfolio materials occurs in MGMT 688, which is the capstone course for this program. Multiple evaluators assess each portfolio.

Examples of the actions taken during the 2010-2014 cycle include:

- Increased emphasis on strategic planning as well as change management and evaluation in MGMT 602.
- Expanded in MGMT628 the emphasis on organizational needs assessment, change policies, and alignment activities to increase HRM efforts.
- Identified a new text with increased focus on literature review and analysis techniques for use in MGMT 610 (for next cohort).

MSHROD (China) Program Goal Matrix

Program Goal	Where Measured	Knowledge Gained in	When Measured	Who assessed	Method of Assessment	Standard of Mastery (80%)	No. of Close the Loop Actions	Major changes between cycle 1-2 (
Change Management Knowledge and Skills	MGMT 688	MGMT 602, MGMT 610, MGMT 628	Final Semester for each cohort	MSHROD-China Curriculum Committee	Direct Measure (Portfolio)	92% met or exceeded objective	3	Reinforced strategic planning, change management and evaluations in MGMT 602 & MGMT 628. Satisfied with results, assess again with same procedure.
Human Resource Management Knowledge and Skills	MGMT 688	MGMT 602, MGMT 610, MGMT 628	Final Semester for each cohort	MSHROD-China Curriculum Committee	Direct Measure (Portfolio)	92% met or exceeded objective	2	Emphasize organization needs assessment and HR needs in 628. Focus on polices/procedures/ systems alignment to increase HR efforts.
Organizational Development Knowledge and Skills	MGMT 688	MGMT 602, MGMT 610, MGMT 628	Final Semester for each cohort	MSHROD-China Curriculum Committee	Direct Measure (Portfolio)	90% met or exceeded objective	1	Syllabi and course activity changed to reinforce HR and OD to increase organizational effectiveness.
Critical Thinking / Analytic Skills	MGMT 688	MGMT 602, MGMT 610, MGMT 628	Final Semester for each cohort	MSHROD-China Curriculum Committee	Direct Measure (Portfolio)	92% met or exceeded objective	2	Worked with students in MGMT 610 & 688 on literature review and analysis techniques. Selected a new text.
Communication Skills	MGMT 688	MGMT 602, MGMT 610, MGMT 628	Final Semester for each cohort	MSHROD-China Curriculum Committee	Direct Measure (Portfolio)	96% met or exceeded objective	1	Satisfied with results; assess again.
Global HROD	MGMT 688	MGMT 602, MGMT 610, MGMT 628	Final Semester for each cohort	MSHROD-China Curriculum Committee	Direct Measure (Portfolio)	96% met or exceeded objective	1	Increased emphasis on application.

Master of Science in Integrated Marketing Communication Program Assurance of Learning: Narrative

The Master of Science in Integrated Marketing Communication (MSIMC) program is a fully online cohort program which requires professional experience for enrollees. Four learning goals and objectives were developed and adopted by the faculty who teach in this program. Rubrics and methodology for assessment were also developed by this same faculty group.

The assessment measurement process for this program employs analysis of several cases. Student cases are accumulated and evaluated by professionals in the field, often members of the program's advisory board. Review and evaluation of case analyses occurs in IMC 601, IMC 602, IMC 615 and IMC 631.

Examples of the actions taken during the 2010-2014 cycle follow.

- IMC Plan Pro Model software and accompanying text replaced with a new IMC Planning Model develop by IMC faculty.
- Updated case projects.
- Revision of IMC program, including elective options.
- Development and launch of additional IMC elective courses.

MSIMC Program Goal Matrix

Program Goal	Where Measured	Knowledge Gained in	When Measured	Who assessed	Method of Assessment	Standard of Mastery (80%)	No. of Close the Loop Actions	Major changes between cycle 1-2
Brand-Building Skills	IMC 602	Same Course	2010-2011, 2013-2014	IMC Faculty, IMC Advisory professionals	Direct Measure (Case Paper)	100% met or exceeded objective Data review ongoing	1	Find additional external assessors and complete review.
Research and Critical Thinking Skills	IMC 631 IMC 604	Same Course	2010-2011, 2013-2014	IMC Faculty, IMC Advisory professionals	Direct Measure (Case Paper)	86% met or exceeded objective 100% met or exceeded objective	2	New campaign projects are to be chosen each semester and must include complex IMC topics. Plan Pro Model software has been replaced by new IMC Planning Model, unique to EMU Program.
Regulatory and Ethical Principles	IMC 615	Same Course	2013-2014	IMC faculty, IMC Advisory professionals	Direct Measure (Case Paper)	100% met or exceeded objective	1	Satisfied with results, assess again with same procedure. Recruit additional assessors.
Effective Communication Abilities	IMC 631	IMC 603, 605, 606, 607, 608, 609, 612 (IMC functional area courses)	2010-2011, 2013-2014	IMC Faculty, IMC Advisory professionals	Direct Measure (Case Paper)	86% met or exceeded objective 100% met or exceeded objective	2	Complex IMC topics are recommended for students to demonstrate communication skills in a sophisticated manner. Adopted new IMC Planning Model.

Master of Science in Information Systems Program Assurance of Learning: Narrative

The Master of Science in Information Systems (MSIS) is an evening program in which students enroll on both a full-time and a part-time basis. The Computer Information Systems Curriculum Committee oversees program content and assessment.

Direct measure assessment occurs primarily in the program capstone course, IC 696. Student projects are evaluated. The results of this AoL process have reflected unusually high student performance. Therefore, the CIS Curriculum Committee has undertaken an evaluation of the programs' goals, objectives, rubrics and methodology. Upon completion, the outcome of their deliberations and any recommendations will be presented to the Information Systems faculty.

MSIS Program Goal Matrix

Program Goal	Where Measured	Knowledge Gained in	When Measured	Who assessed	Method of Assessment	Standard of Mastery (90%)	No. of Close the Loop Actions	Major changes between cycle 1-2
System Analysis	IS 696	IS 606, IS 614, IS 620, IS 625, IS 645	2011-2012 2012-2013	IS Curriculum Committee	Direct Measure (Case Paper)	100% met or exceeded objective	1	
Design of Systems	IS 696	IS 606, IS 614, IS 620, IS 625, IS 645	2011-2012	IS Curriculum Committee	Direct Measure (Case Paper)	100% met or exceeded objective	1	Appropriateness of the program goals as well as rubric and method of assessment re-evaluated.
System Development and Implementation	IS 696	IS 606, IS 614, IS 620, IS 625, IS 645	2011-2012	IS Curriculum Committee	Direct Measure (Case Paper)	100% met or exceeded objective	1	
System Integration	IS 696	IS 606, IS 614, IS 620, IS 625, IS 645	2011-2012	IS Curriculum Committee	Direct Measure (Case Paper)	100% met or exceeded objective	1	

Five-Year AoL Plan: 2015-2020

The COB will continue to pursue efforts to enhance the quality of the Assurance of Learning program. Major parts of this process include new program goals, and new programs, including the BBA Learning Goal in Professionalism and the Master of Science in Taxation.

Going forward, the COB will endeavor to incorporate new processes including the implementation of CANVAS, a new university-wide online learning management software which will improve the quality and timeliness of assessments. Properly implemented, it will relieve faculty members teaching the online courses the need to handle the assessment materials even as it increases the time to provide materials to assessors. The online format will also provide an efficient database for storing materials.

An additional benefit is that the online format will permit faculty to create and store all rubrics for assessment. Comparison across sections is possible since the storage will establish a standardized process for creating outcomes reports for assessment review since the program can integrate and standardize the data storage and presentation of all material stored online.

The COB's commitment to assessment is underscored by the newly formed (fall 2014) COB Assurance of Learning Committee. It is charged with meeting each semester to review assessment documentation, course changes, program goals, and knowledge-sharing between individual program assessment committee as well as reviewing the COB mission statement, and updating AoL program goals. The committee will sponsor a college-wide assessment retreat in the fall and winter semesters to gather and share information. In addition, it is charged with mapping the entire AoL Plan to generate two complete assessment cycles for 2015–2020. The college will emphasize continuous improvement in the faculty culture of assessment that recognizes that AoL is not driven by accreditation but by a desire to continuously improve student learning and the college total learning environment. The new AoL Plan and Program Goals will be managed by the college's AoL committees with supervision from Associate Dean Higgins, and Data Analyst Hammond, who also serves on the University Assessment Committee.

The COB has three Centers of Excellence in the COB (CASE, Center for Professional Development, and Graduate Programs) in accordance with the mission and COB strategic plan in mind. The COB's new programs and enhanced services to students will continue to be based on data analysis of industry and professional trends, and feedback from student outcomes, stakeholder surveys, advisory boards, internal committee recommendations, and best practices. Assessment of the impact of these centers as well as assessment of COB Academic Services will be a major focus in the upcoming year. One driving force behind these initiatives are the 2013 AACSB standards which address assurance of learning in these areas as well as traditional course delivery arenas.