College or Unit Name: **College of Business**
Report Year: 2016-17
Authors: Natalie Taliaferro and Toni Jones
Submitted on (date):   15 June 2017

I.   Introduction

The Eastern Michigan University College of Business (COB) 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.

1.   *Description of Council/Committee*

Responsibility for AoL resides in either college-wide or program-specific faculty committees. The committees play a central role in the continuous improvement of College programs, as well as in the creation of new curricular initiatives. These committees create each program's learning goals and objectives and administer assessment. 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. The Dean's Office provides staffing, resources, and expertise to each curriculum committee.

Our AoL administrative responsibilities are assigned as follows:

BBA	MBA	MSA	MST	MSHROD	MSHROD (China):	MSIMC	MSIS	Assoc. Dean	Data Analyst
Megan Endres	Sanjib Chowdhury	Elizabeth Devos	Elizabeth Devos	Mary Vielhaber	Linda Isenhour	Judy Davis	David Chou	Toni Jones	Natalie Taliaferro

2. Assessment Goals

Assurance of Learning Overview

The COB maintains a strong reputation for quality assessment, arising from faculty involvement, and administrative support. Faculty and administrators have been steadfast in their commitment to continuously improve the education progress at the COB and to develop outstanding business professionals through the rigorous, applied educational experience detailed in the COB mission. The COB faculty and administration created the College of Business Assurance of Learning Plan (AoL) to assess *and* improve the College's education process on a continuing basis.

Assessment is required in six degree programs in the COB: the BBA, MBA, MSA, MSIS, MSHROD and MSIMC. Goals have been assessed in each program and the feedback loop has been closed for the goals assessed. Figure 2 below is a pictorial representation of the relationship between each program's learning goals (highlighted) and the college's mission.

Figure 2

Relationship between Program Goals and the COB Mission

MSA:
- Critical & Adaptive Thinking/ Analytic Skills
- Communication Skills
- Ethical Knowledge and Responsibilities
- Global Awareness

BBA:
- Analytical Thinking and Problem Solving
- Interdisciplinary Business Knowledge
- Communication Ability: Oral and Written
- Global Knowledge in Business
- Legal and Ethical Knowledge in Business
- Group & Leadership Skills

MBA:
- Communication Ability: Oral and Written
- Ethical Reasoning and Behavior
- Global Awareness
- Interdisciplinary Knowledge / Skills
- Strategic Thinking / Innovative Thinking

To support the economic development of southeastern Michigan by preparing graduates to perform effectively in the global business community. We develop outstanding business professionals through a rigorous, applied educational experience.

MSIS
- Analyze Systems
- Design Systems
- Develop and Implement Systems
- Intergrade Systems

MSHROD & MSHROD-China
- Change Management Knowledge & Skills
- Human Resource Management Knowledge & Skills
- Critical Thinking/Analytical Skills
- Organizational Development Knowledge & Skills
- Communication Skills

MSIMC
- Brand-building skills
- Research and Critical Thinking Skills
- Observance of Regulations and Ethical Principles
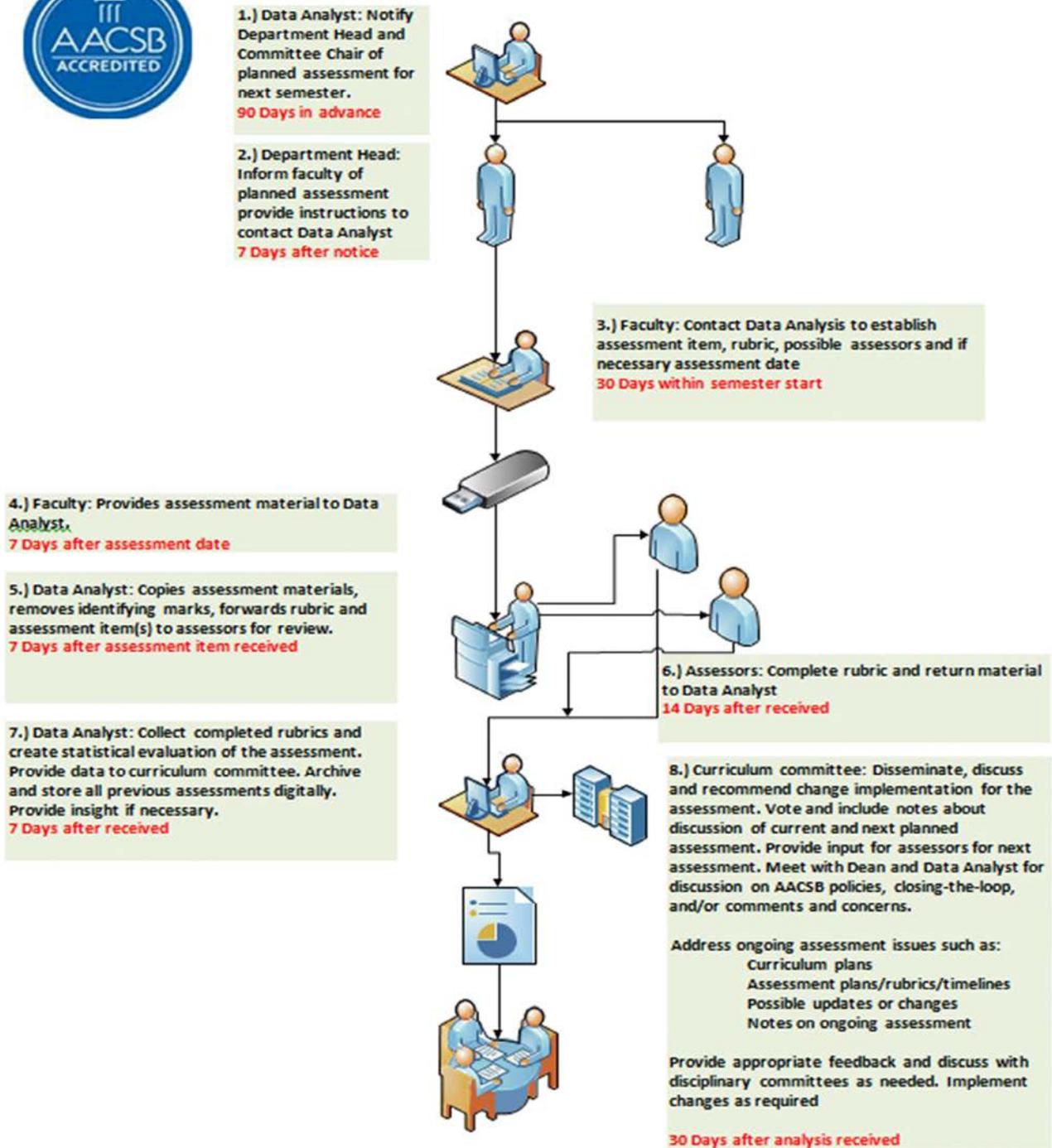- Effective communication skills across IMC functional areas

Responsibility for assessment resides in either college-wide faculty committees or specific departmental faculty committees. The assessments conducted are primarily course embedded using direct assessment methods. To accumulate and organize assessment data, the COB hired a full-time data analyst in 2007.

Prior to adopting the AACSB changes requiring the establishment and assessment of learning goals, the COB already had a competency model based assessment system. Every program and major had a list of competencies. Assessment involved the application of a variety of direct and indirect methods to assess 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 not only to develop new programs, but to subsequently undergo a rigorous process of establishing learning goals and assessment scheduling.

The Continuous Improvement MBA Committee (CIMBAC) was the first faculty group to develop an assurance of learning program consistent with AACSB's 2003 standards. CIMBAC's efforts became the prototype first for their undergraduate equivalent, College of Business Assessment and Curriculum Committee (COBACC), and then for several specialized master's degree program committees. On the other hand, assessment for the MSHROD program dates back more than two decades and has its roots in the Society for Human Resource Management's competency model. Over time, these approaches have crystalized into the general timeline for the College's AoL process which appears as Figure 3.

Figure 3

COB Assessment Timeline

1.) Data Analyst: Notify Department Head and Committee Chair of planned assessment for next semester.
90 Days in advance

2.) Department Head: Inform faculty of planned assessment provide instructions to contact Data Analyst
7 Days after notice

3.) Faculty: Contact Data Analysis to establish assessment item, rubric, possible assessors and if necessary assessment date
30 Days within semester start

4.) Faculty: Provides assessment material to Data Analyst.
7 Days after assessment date

5.) Data Analyst: Copies assessment materials, removes identifying marks, forwards rubric and assessment item(s) to assessors for review.
7 Days after assessment item received

6.) Assessors: Complete rubric and return material to Data Analyst
14 Days after received

7.) Data Analyst: Collect completed rubrics and create statistical evaluation of the assessment. Provide data to curriculum committee. Archive and store all previous assessments digitally. Provide insight if necessary.
7 Days after received

8.) Curriculum committee: Disseminate, discuss and recommend change implementation for the assessment. Vote and include notes about discussion of current and next planned assessment. Provide input for assessors for next assessment. Meet with Dean and Data Analyst for discussion on AACSB policies, closing-the-loop, and/or comments and concerns.

Address ongoing assessment issues such as:
Curriculum plans
Assessment plans/rubrics/timelines
Possible updates or changes
Notes on ongoing assessment

Provide appropriate feedback and discuss with disciplinary committees as needed. Implement changes as required

30 Days after analysis received

A key component of this timetable's operationalization is detailed in the data flow of the AoL process graphically presented in Figure 4. The first step occurs when the data analyst, along with the Department Head/committee chair, notifies faculty of planned assessment. Faculty members who are to conduct the assessment are expected to have a departmental process in place for conducting closing the loop meetings and plans for change. This process involves the department curriculum committee or the faculty involved in the assessment process and the department chair. Once the data collection is completed, results are sent to the AoL Committee, which then reviews the results and, if needed, the data may be collected again. The AoL Committee, in consultation with the faculty involved, may make further recommendations for closing the loop activities.

Figure 4

Data Flow of the AoL Process
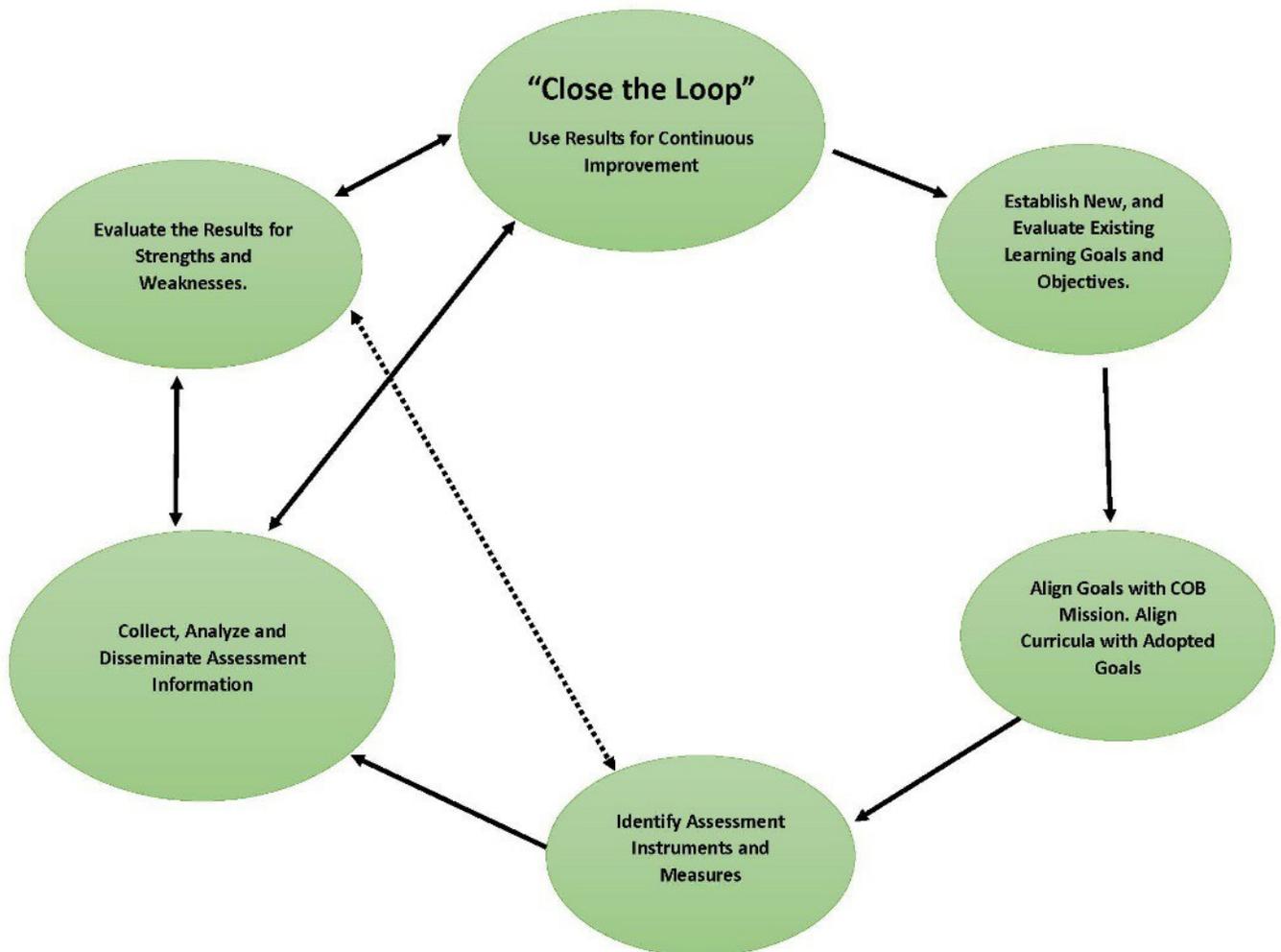
The College of Business has always proactively addressed its strategic planning and has recently made significant progress. Mission and vision statements and a set of core values guided curriculum development through core competencies, and into the learning goals and assessment process. The COB's continuous improvement committees were tasked with implementing the curriculum review process, overseeing the outcomes assessment, and monitoring the resulting changes. During the process, curricular modifications and new programs were researched, proposed, debated, refined, and approved during departmental and college-level committee meetings/retreats. The results were then chronicled in annual reports, the program review process, and AACSB continuing reviews. With the arrival of a new Dean in 2012, the COB conducted a college-wide exercise to re-visit our purpose and to familiarize the Dean with our history and organizational culture. In order to move forward, the COB reflected on its purpose.

In the fall of 2012, the Dean formed a Strategic Planning Committee which then convened an all-college retreat to discuss the COB's direction and its brand. Next, the COB held a series of workshops in October and November 2012 to gather faculty input. The COB's mission and vision statements (last updated in 2008) were deconstructed and redrafted with new, more relevant and concise language. The final versions of these statements were approved in 2013.   Another objective of the all-college meetings was to vet ideas for Centers of Excellence, which led to the development of CASE (the Center for Advancing Social Enterprise), the strengthening of our graduate programs, and further planning for a Center for Professional Development.

The Strategic Planning Committee continues to meet and address the status of strategic objectives, the resources required for implementation, and the ways in which the programs and Centers of Excellence contribute to the mission and vision of the COB. In October, 2014, the College's Assurance of Learning Committee (comprised of the chairs of all curriculum and assessment committees) met to coordinate assessment efforts, communicate best practices, participate in a University Assessment Committee forum, and re-familiarize the COB staff and faculty with AACSB standards. While the current assurance of learning process is based on the learning goals developed based on the 2003 AACSB standards and prior the newest COB mission statement, all college curriculum and assessment committees are in the process of revisiting their learning goals for consistency with the college's new mission and the new 2013 AACSB standards and best practices.

Our recent AACSB reaffirmation visit was in early 2015 so the College of Business used the 2015-2016 school year to make several major strides that are discussed in later sections of this report.

Nevertheless, our most recent full assessment data of all learning outcomes can be found below:

BBA Program Goal Matrix

Program Goal	Where Measured	Knowledge Gained in	When Measured	Who assessed	Method of Assessment	Standard of Mastery (70%)	Number of Close the Loop Suggestions	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, 2016	COBACC, OM Faculty	Direct Measure (Exam)	92% met or exceeded objective	3	More emphasis should be on the course of action after analyzing the data. Attempt to put the information in the perspective of managers and decision makers. Re-evaluate the assessment tool.
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	Review exam material for assessment. Adopted multiple choice questions to be used by all MGMT 490 faculty.
Communication Ability: Oral and Written	MGMT 202	ENGL 121 & CTAC 124	2010-2011, 2013-2014, 2016	COBACC	Direct Measure (Written assignment) Direct Measure (Oral Report)	90% met or exceeded object for written communication. 80% met or exceeded objective	5	Consider rotating the assessors in 201 & updating the rubric each time. Consider rotating assessment sections if available & varying topics of assignments.
Global Knowledge in Business	MGMT 386	ACC 240,LAW 293, FIN 350, MGMT 202, MGMT 386, MKTG 360, OM 374	2017	COBACC, MGMT Faculty	Direct Measure (Case Report) Direct Measure (Exam)	66.43% met or exceeded objective 70% met or exceeded objective	1	After first cycle, assessment tool (case report) re-evaluated and test questions were employed. Maintenance of goal will be monitored.
Legal and Ethical Knowledge in Business	LAW 293	ACC 240, ACC 241, COB 200L, FIN 350, MGMT 202, MGMT 386, MKTG 360	2009-2010, 2010-2011, 2011-2012, 2016	COBACC, Law Faculty	Direct Measure (Embedded into multiple exams)	74.77% met or exceeded objective	3	Review test bank assessment tool & syllabus for updating, & other texts for context. Evaluating pre and post-test modifications.

| Group & Leadership Skills | MGMT 386 | COB 200L, MGMT 202, MGMT 386 | 2017 | COBACC, MGMT Faculty | Indirect Measure (Student Surveys) | 82% met or exceeded objective (Team Questions)

90% met or exceeded objective (Skills Questions) | 1 | Ongoing assessment of technology to enhance instruction and student learning.

Topical updating of cases on contracts to enhance delivery for continued improved student

Review group evaluation form due to mixed results across survey items. |

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
Professional Communication	MGMT 604	Same course	2016	CIMBAC	Direct measure (Oral Presentation)	100% met or exceeded	1	New rubric(s) for Individual presentation skills used to provide specific feedback to students.
					Direct measure (Case Paper)	50% met or exceeded	3	Assessed Communication in additional courses.
Quantitative Skills	ETS (Exam) MGMT 696	ACC 605, FIN 620, IB 610, MKTG 610	2016	CIMBAC	Direct measure (Standardized Testing)	47% met or exceeded	1	Further assessment into various subsets is on-going to complete assessment and evaluate how to best close the loop
Leadership	ETS (Exam) MGMT 696	ACC 605, FIN 620, IB 610, MKTG 610	2016	CIMBAC	Direct measure (Standardized Testing)	60% met or exceeded	2	Further assessment into various subsets is on-going to complete assessment and evaluate how to best close the loop
Business Knowledge	ETS (Exam) MGMT 696	ACC 605, FIN 620, MGMT 604, MKTG 610	2016	CIMBAC	Direct measure (Standardized Testing)	59% met or exceeded	3	Further assessment into various subsets is on-going to complete assessment and evaluate how to best close the loop
Strategic Integration	ETS (Exam) MGMT 696	ACC 605, FIN 620, MGMT 604, MKTG 610	2016	CIMBAC	Direct measure (Standardized Testing)	52% met or exceeded	2	Further assessment into various subsets is on-going to complete assessment and evaluate how to best close the loop

MSA/MST 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 (MSA) ACC 687 (MST)	ACC 540, ACC 544, ACC 567	2011-2012 2013-2014 2014-2015, 2017	Accounting Assessment Committee	Direct Measure (Case Paper)	Assessment results are still being tabulated	2	Assessment results are still being tabulated
Communication Skill	ACC 696 (MSA) ACC 687 (MST)	ACC 540, ACC 544, ACC 567	2011-2012 2013-2014 2014-2015, 2017	Accounting Assessment Committee	Direct Measure (Presentation) Direct Measure (Case Paper)	Assessment results are still being tabulated	2	Assessment results are still being tabulated
Ethical Knowledge and Responsibilities	ACC 567 (MSA) ACC 584 (MST)	ACC 540	2010-2011 2013-2014 2016	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 (MSA)	ACC 544	2012-2013 2013-2014 2016	Accounting Assessment Committee	Direct Measure (Written assignment)	95.8% met or exceeded objective	2	Worked with professor of class to re-word the assignment to better capture what we were trying to measure. Solicit feedback from teaching faculty member to ask for input on what should be asked to improve assessment of global awareness.
Technical (tax) Competencies	ACC 684 (MST)	ACC 344, ACC 544, ACC 585	2017	Accounting Assessment Committee	Assessment has not yet taken place	Assessment has not yet taken place	Assessment has not yet taken place	Assessment has not yet taken place

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)	93.75% met or exceeded objective	3	Reinforced strategies for planning, implementing, & change management & processes in the following: MGMT 602, 600, 611, 615, 648.
Human Resource Management Knowledge and Skills	MGMT 688	MGMT 602, MGMT 610, MGMT 628	Every semester	MSHROD Curriculum Committee	Direct Measure (Portfolio)	96.88% met or exceeded objective	1	Faculty will modify this goal.
Organizational Development Knowledge and Skills	MGMT 688	MGMT 602, MGMT 610, MGMT 628	Every semester	MSHROD Curriculum Committee	Direct Measure (Portfolio)	84.38% met or exceeded objective	1	Reinforced importance of organizational effectiveness as the end result of HRMOD & interrelationship of HRMOD
Critical Thinking / Analytic Skills	MGMT 688	MGMT 602, MGMT 610, MGMT 628	Every semester	MSHROD Curriculum Committee	Direct Measure (Portfolio)	75% 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)	98.44% met or exceeded objective	1	Create more opportunities for students to practice oral & written communication especially in online courses & refer students to Writing Center for developmental instruction early in the program.
Ethics	MGMT 688	MGMT 602, MGMT 610, MGMT 628	Every semester	MSHROD Curriculum Committee	Direct Measure (Portfolio)	96.88% met or exceeded objective	1	Faculty are satisfied with results & will continue to use the current assessment process to measure knowledge & application of professional codes of ethics.

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.

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.

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	Appropriateness of the program goals as well as rubric and method of assessment re-evaluated.
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	
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	

3. Summary of Accomplishments

As noted above, after successful AACSB review and the extension of a new five-year reaffirmation, the COB used 2016-17 to make the following revisions to its assessment processes based on new AACSB standards and the Continuous Improvement Report:

a. continue to revise our assessment processes and procedures
b. continue to assess the learning outcome, and provide professional development for faculty and students
c. All COB curriculum committees reviewed learning outcomes, rubrics, and methodologies to ensure they aligned with new AACSB standards, expectations, best practices, and to close the loop.
d. Canvas, the university-wide online learning management software, was implemented in the collection of COB assessments to improve quality and timeliness of submission.
e. In 2016-17, the COB continues to receive the assistance and expertise of the Data Analyst in supporting faculty throughout the assessment process. The Data Analyst provided group tutorials, one-on-one trainings, and created detailed handouts to assist the faculty in submitting their assessment findings through the newly implemented online tools.
f. After reexamining the use of the ETS test for assessment purposes, we conducted an assessment using ETS in the fall of 2016.

The assessment data for the Professional Development Initiative can be found below:

Professional Development Program Matrix

Program Goal	Where Measured	Who Assessed	Method of Assessment	Standard of Mastery (90%)	Major upcoming changes for cycle 2
Understand Career Management	Alumni Business Conference	Professional Development Committee	Direct Measure	92%	Adjusting alumni speaker topics and content.
Understand Current Conditions Professional Field	Executive Mentoring Program	Professional Development Committee	Indirect Measure	72%	Asking mentors to address a more diverse set of topics during sessions.
Understand Different Career Options	Alumni Business Conference	Professional Development Committee	Direct Measure	87%	Asking speakers to share more with regards to career options in business.
Understand What it Means to be a Professional	Futures Now	Professional Development Committee	Direct Measure	88%	Fellow will conduct more practical consultation sessions.

4. Examples

a.
  1. For OM 374, student learning was assessed using a case-based multiple-choice exam requiring computations and detailed explanations. A rubric was then used to assess student learning. To maintain the objectivity and integrity of the assessment, a faculty colleague excluding the teaching professor in OM performed the assessment.
  2. In a recent COBACC meeting, the committee reviewed the assessment process for OM 374 including student results and then identified strategies for modifying the process to make it more

efficient. Based on the results of this assessment, the following are some recommendations on improving the results: 1. More emphasis should be on the course of action after analyzing the data. 2. Attempt to put the information in the perspective of managers and decision makers. 3. Reevaluate the assessment tool. COBACC members discussed the outcomes and gave suggestions. Randall H. (Marketing) questioned if students had enough time to complete the assessment since the last question had such low performance compared to the others – it wasn't clear if they were incorrectly done or rushed. Members also discussed that since the scores are so high (for the first 4 questions), are we sure the assessment is assessing the right level of skills? Typically, we would expect to see a wider range of ability.

b.
1. For MSHROD, essay portfolios based on real client consultations are used for student assessment. A rubric was then used to assess student learning. To maintain the objectivity and integrity of the assessment, a faculty committee excluding the teaching professor in MSHROD performed the assessments.
2. In the most recent assessment of the MSHROD program, recommendations were made to close the loop and improve the program. The recommendations included but were not limited to:
   - Using a pre-assessment as people come into the program
   - Giving students goals and having students write essays as they take the classes
   - Encouraging students to get involved in job shadowing
   - Standardizing core courses because students who graduate have such different programs/courses
   - Implementing more sessions for clients with Ethics emphasized in Practicum course
   - Providing an orientation for securing a client, especially for the Practicum
   - Implementing core courses such as Staffing, Comp, and Benefits

5. Closing the Loop

See right-hand column labeled "closing the loop" in the matrices under Assessment Goals (#2 and #3 above). Additionally, we created and used a standardized Assessment and Closing the Loop Report (ACLR) including the assessment instrument, input from the department and assessment committee, and specific goals, results, and recommendations for improvement.

6. Next Year's Goals

For the 2017-18 academic year and forward, the COB will continue to pursue efforts to enhance the quality of the Assurance of Learning program based on new AACSB standards. Major parts of this process include new program goals, and continuing to enhance recently implemented programs, including the BBA Learning Goal in Professionalism, the Master of Science in Taxation, and the interdisciplinary bachelor's degree in Data Science and Analytics.

The COB will continue incorporating the implementation of CANVAS. This university-wide online learning management software will improve the quality and timeliness of assessments. Properly implemented, it will relieve the need to handle the assessment materials for faculty teaching online courses 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 outcome reports for assessment review since the program

can integrate and standardize the data storage and presentation of all material stored online. The COB will continue to explore new ways to utilize Canvas for operational efficiency in regards to student assessment.

The COB's commitment to assessment will continue through leadership by the 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 committees 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 by recognizing 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 the Associate Dean and Data Analyst, who also serves on the University Assessment Committee.

7. Reporting Template

See matrices under Assessment Goals (#2 above)