



**WILLIAM
PATERSON
UNIVERSITY**

OFFICE OF THE DEAN
CHRISTOS M. COTSAKOS COLLEGE OF BUSINESS
1600 VALLEY ROAD • P.O. BOX 920 • WAYNE, NEW JERSEY 07474-0920
973.720.2964 FAX 973.720.2809 • WWW.WPUNJ.EDU



**OVERVIEW OF ASSESSMENT OF STUDENT LEARNING
IN THE
COTSAKOS COLLEGE OF BUSINESS
AT
WILLIAM PATERSON UNIVERSITY**

**PREPARED AS SUPPORTING DOCUMENTATION FOR THE UNIVERSITY'S
MIDDLE STATES SELF-STUDY REPORT
JANUARY 2011**

ASSESSMENT TOOLS AND PROCEDURES

The Cotsakos College of Business (CCOB) is committed to the assessment of student outcomes in order to effect continuous improvement. Outcomes assessment takes place within the context of the University which employs comprehensive assessment measures for its existing programs in order to meet the expectations of the University's accrediting body (Middle States Commission on Higher Education). The University has also recently begun to participate in the Voluntary System of Accountability and in the National Survey of Student Engagement. While these are useful processes to obtain information about the institution's relative standing along numerous dimensions, the Cotsakos College of Business employs its own set of assurance of learning practices to measure our students' performance relative to the faculty-established program learning goals. Described below are the various input factors in the assurance of learning process and the results from the various activities. Special attention is given to "closing the loop" with specific examples for the various assessment practices.

Overview

The Cotsakos College of Business received initial accreditation from AACSB International – The Association to Advance Collegiate Schools of Business in January 2005 and was reaccredited for a six-year period without any qualifications in January 2010. Successful assurance of learning practices have been maintained and additional processes have been implemented to ensure a comprehensive monitoring of both potential opportunities and possible weaknesses in student learning outcomes. The established process allows a timely response to the results of such monitoring. The assurance of learning process in its entirety is shown in Figure 5.

As can be seen from Figure 5, there are two broad categories to the assurance of learning process: Strategic Curriculum Management and Operational/Tactical Curriculum Management. The former refers to the process that involves the development of new programs whereas the latter is defined as the process that involves smaller changes to the CCOB's curriculum such as the development of new courses, the modification of existing courses, and changes in prerequisites or course content. Each of the two categories has its own set of inputs, sometimes overlapping, that drive the process. The remainder of this section provides a brief description of the inputs that are depicted in the graph. An extensive list of examples of how these inputs have effected continuous improvement through the curriculum management process is provided in another section.

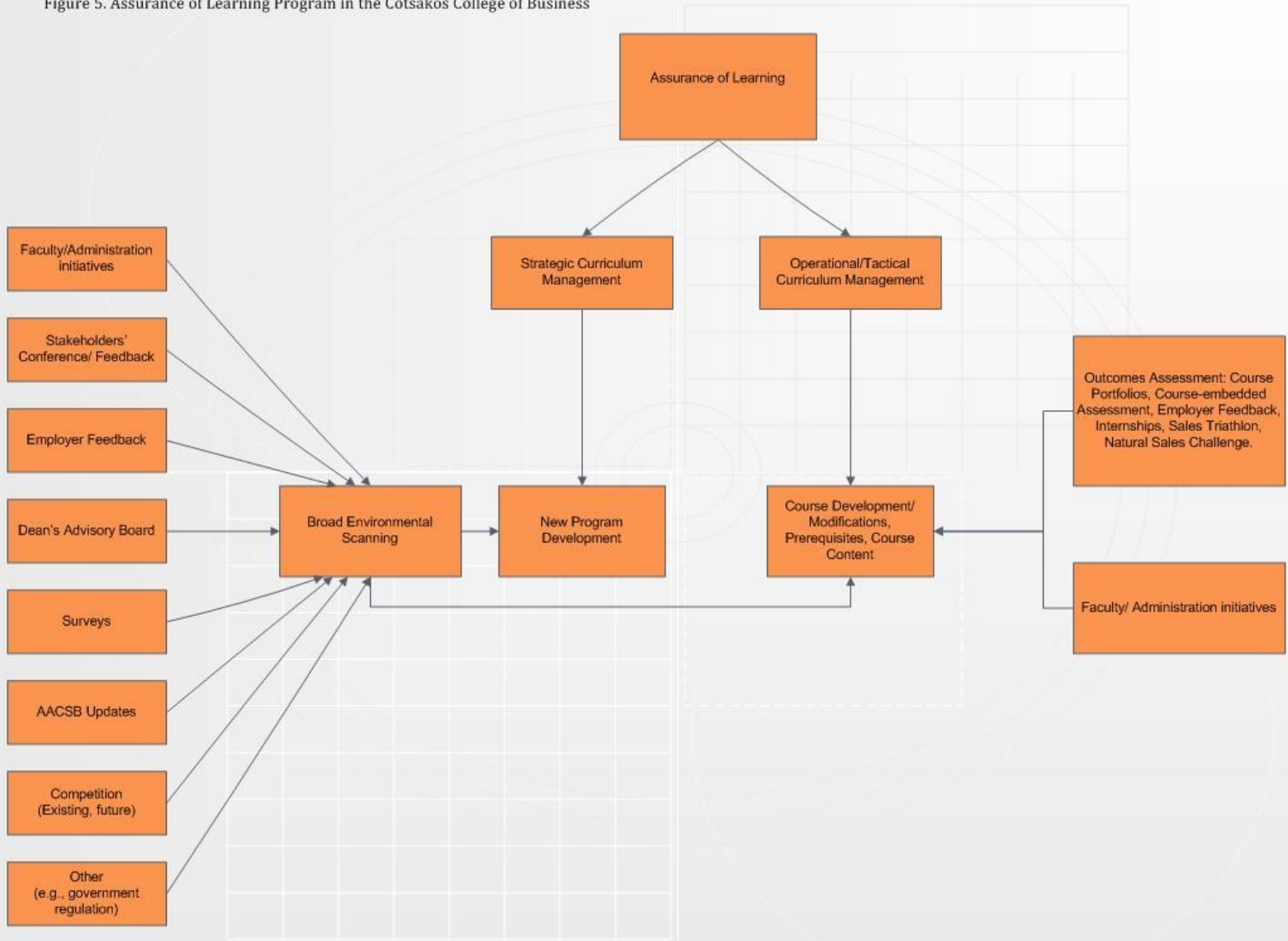
Strategic Curriculum Management

Faculty/Administration Initiatives as Input into the Strategic Curriculum Management Process

Since faculty members and administrators are in close and frequent contact with numerous stakeholders such as current students, alumni, and employers, they are often in a position to recognize opportunities for improvements to or expansion of the College's offerings.

An illustrative example of this type of input that has resulted in the development of a new program is shown in Figure 6:

Figure 5. Assurance of Learning Program in the Cotsakos College of Business



Stakeholders Conference/Feedback

The CCOB has held a number of Stakeholders Conferences over the past decade that involves the following participant groups: business leaders, the university community (faculty and staff from outside the Cotsakos College of Business), current undergraduate students, current graduate students, undergraduate alumni, and graduate alumni. A focus group selects up to four areas of interest prior to the conference. During the conference, the six individual groups provide the College with feedback on those areas of interest. Beyond the formal setting of the annual conference for which records are maintained, CCOB faculty and administrators are in touch with our stakeholders on a more informal basis throughout the year.

Employer / Business Community Feedback

The CCOB's administration and faculty have established numerous ongoing relationships with companies (e.g., Unilever, Hess, EMC, Valupak, Summit Financial, ADP, and McKesson). In recent years, their input has contributed in a meaningful way to the CCOB's strategic curriculum management process.

Dean's Advisory Board

The Dean's Advisory Board was formally established in November 2007 and includes several well-known successful businesspeople covering a wide spectrum and types of companies from large publicly traded corporations to smaller, family-owned companies. The Board provides the Dean with useful input across many fronts including curricular matters, both at the regularly scheduled meetings and on a more informal basis between meetings.

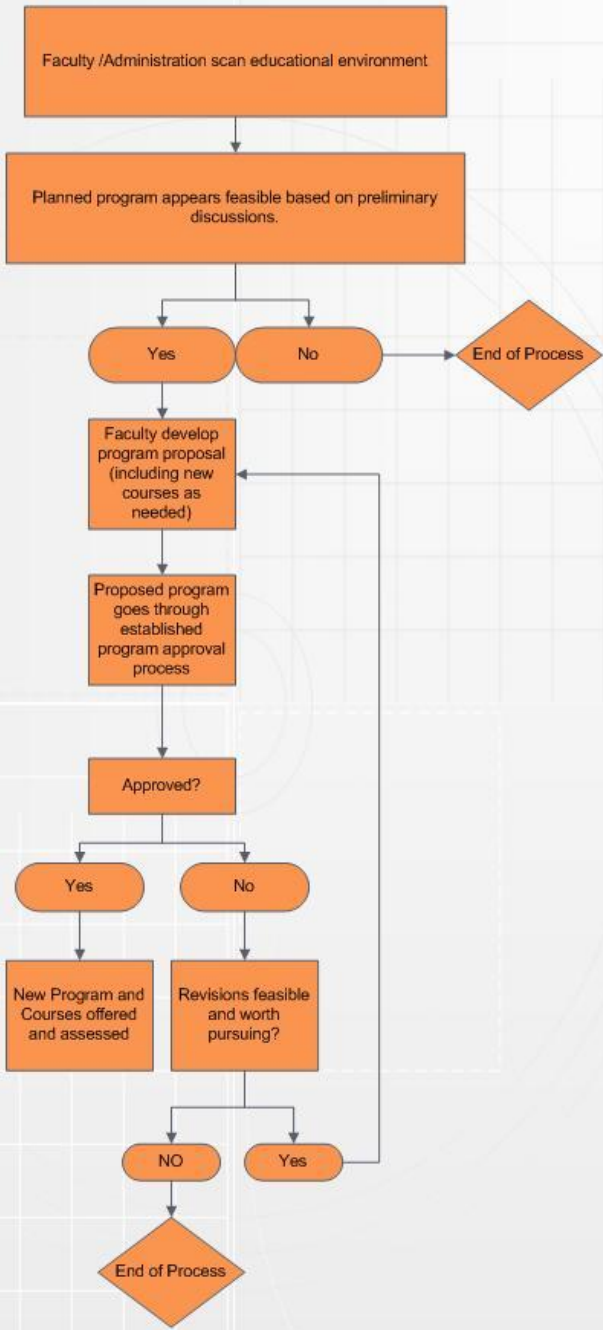
Surveys

Students who graduate from William Paterson University with an undergraduate degree are usually surveyed by the Office of Institutional Research and Assessment approximately one year after graduation (*Alumni Survey One Year After Graduation*). On this survey, students are asked about their employment and educational activities since graduation as well as their views of the education they had received in their major(s) and, if applicable, certification program. Results of such surveys provide the College with valuable feedback about the need for changes in the curriculum. Additionally, the CCOB carries out several internal surveys on issues such as students' opinion on technology resources, academic advising, and overall experience during students' career at WPU. This last survey is administered in the mandatory capstone course.

AACSB Updates

The college leadership participates in AACSB functions and closely follows new developments in order to identify promising avenues of new program development. Faculty members of the CCOB have attended both AACSB conferences and seminars to ensure currency of key individuals in the relevant areas.

Figure 6. Closing the Loop: Example of Strategic Curriculum Management



Closing the Loop Based on Faculty/Administration Initiatives:
Illustrative Example of New Program Development

Competition (existing, future)

Northern New Jersey is a highly competitive marketplace for institutions of higher learning. The College monitors offerings of our direct competitors to identify areas in which the CCOB may have competitive advantages or disadvantages. Once such an opportunity—or threat—has been identified, administration and faculty examine more closely how the CCOB can capitalize on the opportunity or neutralize the threat by developing appropriate programs.

Other (e.g., government regulation)

While the above list covers a wide range of inputs into the broad environmental scanning process, it is not exhaustive by any means. One example of an additional input is the effect that government regulation has on the College's programs. In 2007, the New Jersey state legislature passed the Statewide Transfer Agreement whose purpose is the "seamless transition from public associate to public baccalaureate degree programs and supporting the successful acquisition of baccalaureate degrees by transfer students."

Operational / Tactical Curriculum Management

The major approaches utilized for the purpose of operational/tactical curriculum management involve direct outcomes assessment. The College's faculty developed common program learning goals as well as discipline-specific goals for both our undergraduate and MBA programs that are described in the following section. In addition, course leaders are required to define learning goals and objectives for every course taught, which are summarized in course outlines that are available in WPconnect. Faculty members devise appropriate approaches and measures to assess whether or not students have mastered those goals and objectives. A variety of other feedback mechanisms are described below.

Course-Embedded Assessment

Over the past several semesters, the CCOB's main direct assessment tool has been course-embedded assessment. This process utilizes rubrics that were developed by faculty familiar with the courses to assess student learning. The assessment is carried out via course-embedded assignments, i.e., assignments that are evaluated as part of the course grade are additionally assessed in order to see how well students perform when measured against faculty-established standards. The rubrics are used to determine the extent to which our students meet our program learning goals by placing each student in one of the three developed categories "exceeds expectations," "meets expectations," or "does not meet expectations." Faculty committees developed benchmarks of what percentage of students meeting or exceeding our expectations constitutes a satisfactory result. The values of the benchmarks are 70 percent at the 200-course level, 75 percent at the 300-level, and 80 percent at the 400-level. The benchmark for MBA students is 85 percent. At the undergraduate level, this direct assessment is carried out in the common business core courses (on a rotating basis), the directed electives specifically devoted to ethics and diversity, and the discipline-specific "capstone" courses. At the graduate level, students are assessed in all of the Upper Core courses which are mandatory for all students. If sampling of course sections is used, it is carried out so that both day and night courses are included in the assessment since the student population conceivably varies by class time. Additionally, both courses taught by full-time and by part-time faculty members are included in the selection of courses. All instructors whose courses were selected for inclusion in

a semester's course-embedded assessment submit their assessment data to the CCOB Assessment Coordinator at the conclusion of the semester who reviews, summarizes and analyzes the data and disseminates the information to the Dean and Associate Dean, the College assessment committee, and the College faculty as a whole. If weaknesses are identified, the College Assessment Coordinator works with the course leader, the department chair(s), and other departmental and/or College faculty as appropriate to address the identified weakness.

Course Portfolios

Before course-embedded assessment became the main direct assessment tool in the CCOB, course portfolios played a major role in the assessment of student learning. Course portfolios were collected for every course taught within the College each semester and include the course syllabus and assignments as well as examples of student work. Designated course leaders (individual faculty members who have expertise in the respective area) are responsible for checking that portfolios (a) are uniform with regard to course coverage, and (b) satisfy the learning objectives.

Employer Feedback

While employer feedback oftentimes plays a more relevant role in the shaping of degree programs, it can also impact the part of the curriculum management process that is considered operational or tactical in nature. This type of feedback is often received in a less formal setting as part of the ongoing relationships that the CCOB has with numerous employers in the region.

Internships

Both the number and the quality of internships in which CCOB students participate have increased substantially in recent years. As part of the internship process, participating students (and the College) receive detailed feedback on student performance via a standardized process in which the internship sponsor at the company provides feedback on student performance along a variety of dimensions.

Sales Triathlon

William Paterson students compete on different aspects of sales in this annual event and their performances are evaluated by leading sales professionals from the sponsoring organizations. Several of the performance measures are related to the program learning outcomes. The outside evaluators are typically senior-level executives who assess participating students on clearly identified criteria such as communication skills in a sales role play.

National Sales Challenge

The College's most successful Sales Triathlon participants represent the University in the National Sales Challenge, held annually on the William Paterson University campus. They compete against some of the best programs in the nation (and some from abroad) in the sales area and again receive feedback on their performances from expert sales people from the supporting corporations.

Faculty/Administration Initiatives as Input into Operational/Tactical Curriculum Management

Faculty and administrators, due to their almost daily exposure to the educational processes in the College, are often in the best position to make observations about perceived weaknesses in

student learning and to make recommendations to address such weaknesses. Over the years, numerous such instances have occurred, and examples are listed below.

Surveys

The various surveys at the University and College level that are mentioned in the section above as inputs for Strategic Curriculum Management may also yield feedback that is used to develop new courses or make changes to existing ones. As such, they are part of the Tactical/Operational Curriculum Management process.

Examples of “Closing the Loop”

This section provides specific examples of how the various inputs in the assurance of learning process have contributed to curricular and related changes to address identified opportunities in our offerings or weaknesses in our student learning outcomes.

1. Strategic Curriculum Management

As can be seen from the graph above, a variety of sources provide input into the strategic curriculum management process. This section provides additional information for each of these sources.

Faculty/Administration Initiatives

The creation of the College’s Certified Financial Planning program was initiated by Dr. Haiyang Chen, Managing Director of the Global Financial Services Institute (GFSI), who simultaneously holds a faculty position in the Department of Economics, Finance, and Global Business. A strong need for the CFP program was also consistently expressed by the GFSI’s Advisory Board, CCOB’s business partners and Dean Basu. Dr. Chen’s motivation and expertise in the area of financial planning along with external inputs have been instrumental in the development of the program and the requisite course offerings.

Stakeholders’ Conference/Feedback

The information provided by conference participants has been incorporated into the College’s programs in a variety of ways. This annual event has resulted in numerous programmatic changes over the past few years. For example, the following suggestions were made at the 2006 conference: The suggestion to create honors track for business students was realized when Honors tracks in marketing and management were introduced in Fall 2008. Conference participants also suggested the creation of concentrations in our MBA program. In Fall 2007, concentrations in accounting, finance, and music management were introduced. Marketing followed in Fall 2008. The suggestion at the 2006 Conference to create a graduate-level program in entrepreneurship was realized by the development of the Shier Entrepreneurship Program aided by a \$1 million pledge from an alumnus. Courses have commenced in Fall 2009. An important common thread among several of the participant groups at earlier Stakeholders’ Conferences that also emerged from conversations with individual employers was the need to strengthen our students’ “soft skills.” That stakeholder input played a crucial role in the development of the Professional Enrichment program which exposes students to topics such as

resume writing, interviewing skills, business etiquette, presentation skills, and time management. This College-wide program offers dozens of events every semester and directly supports the professional development of our students as per the CCOB's mission.

Employer Feedback

The CCOB has developed new academic programs suitable for our mission, student body and marketplace based on close interaction with and input from employers. An example of an academic program that was developed that has been influenced significantly by this feedback process is an entirely new and innovative Master's program (Executive Master of Science in Sales Leadership, EMSSL). The program was developed largely based on the feedback received from our corporate sponsors and other executives during the training programs conducted by the Russ Berrie Institute of Professional Sales. The program responded to market needs to have a program to improve skills, expertise and knowledge of sales management professionals. It is held in abeyance at this time pending recruitment of additional faculty in professional sales.

Another example of this feedback process is the concentration in Music Management in our MBA program. William Paterson University's vicinity to New York City, arguably the most important location for today's music industry, provided an opportunity to develop a program that prepares future managers in that industry for their tasks. The program was conceived and developed with substantial input from industry insiders. It combines the strengths of the University's accredited (by the National Association for Schools of Music) music department and the AACSB-accredited Cotsakos College of Business. Prior to the collaboration, the NASM accredited music program offered the M.M. in Music Business.

Dean's Advisory Board

The MBA concentration in Entrepreneurship was developed in response to direct input and close collaboration with Barry Shier, a member of the Dean's Advisory Board, who pledged \$1 million to establish the program. In addition to contributing money, Barry Shier was involved in the program concept and design from the very beginning. The Dean arranged for a trip with Mr. Shier to Babson College, arguably the leading institution for entrepreneurship education in the country. Detailed discussions with the Graduate Dean of Babson College and other leading officials and faculty and students helped the team formulate the concept of a graduate concentration in entrepreneurship in the WPU context.

Surveys

Results of surveys of current students and alumni have effected continuous improvement in several ways over the past few years. Two specific examples follow.

1. Alumni Survey One Year After Graduation: This survey assesses our graduates' job placement, salaries, satisfaction with their jobs as well as their experience at WPU and how well their studies in the Cotsakos College of Business have prepared them for the time after graduation. Partially in response to recommendations from the alumni survey, concentrations in the MBA program were developed. Respondents also indicated the importance of internships, which contributed to the creation of the position of Director of Experiential Learning in the Cotsakos College of Business. Doing so has resulted in a substantial increase of the quantity as well as quality of internships for CCOB students.

2. The Advising Survey: This survey is utilized specifically for the purpose of assessing student retention, personalized guidance in planning and implementing academic action plans, and career advising. Items assessed include quality and accuracy of information received from advisors and the availability of advisors. Findings from the survey have resulted in the offering of additional advisement hours by adjunct faculty trained in advisement procedures on a walk-in basis for students who were unable to set up an appointment with their assigned advisor. Additionally, the Assistant to the Dean organizes four workshops per year (coinciding with the beginning of the registration period) to provide updates and to recap important advising information to the College's academic advisors.

AACSB Updates

Ethics, diversity, globalization, and technology related themes have pervaded AACSB communications and discussions on numerous occasions. While early steps were taken to incorporate these content areas into the curriculum in the previous accreditation cycle, they have been more organically integrated into the curriculum through programs focused on students' professional development, as described earlier in the section describing enhancements to student offerings.

Competition (existing, future)

An environmental scan of our direct competitors resulted in the identification of opportunities for the development of a CFP program. A creatively designed curriculum allows individuals to take the required preparatory coursework for the CFP exam while earning a B.S. degree. Another initiative added as a result of environmental scanning is the hands-on financial training program for Chinese students. The GFSI has developed a highly innovative certificate program directed at the China market called "Young Leaders program," which focuses on the specific needs of students from China as they attempt to cope with the complex and diverse needs of the American education system. The program's specifics were based on formal and close informal feedback received from visiting students, faculty and administrators from China and is tailored to the William Paterson environment.

Other (e.g., government regulation)

The passing of the Statewide Transfer Agreement in 2007 gave two-year institutions a competitive advantage since it made it more beneficial for in-state students to complete an Associate's degree before transferring to a four-year institution. Partially in response to this legislation, the College strengthened its efforts to attract high-quality transfer students. The introduction of a Community College Day (during which community college representatives are given an update on our programs and a tour of our facilities) and the drafting and/or updating of articulation agreements are part of this initiative.

2. Operational/Tactical Curriculum Management

Just like a number of sources provide input for the strategic curriculum management, a variety of inputs exists for the operational/tactical curriculum management. Outcomes assessment in particular consists of a number of formalized processes that have led to substantial curricular changes.

Course-Embedded Assessment

As mentioned above, course-embedded assessment has become the CCOB's main direct assessment tool. Both the undergraduate and the graduate level, students for the most part have performed such that their work was deemed to be meeting or exceeding expectations in sufficient numbers to meet the faculty-established benchmarks. In some cases, however that was not the case. The following section describes the findings and the College's response.

- In Fall 2008, 64 percent of students at the 300-level were judged to be meeting or exceeding expectations for the Decision Making goal, which was lower than the established benchmark of 75 percent. It should be noted that this result was greatly influenced by two of the five courses at this level. These two sections were taught and assessed by the same instructor (who was not a good fit with our student population and is no longer employed by William Paterson University) who deemed 90% and 52% of students, respectively, to be below expectations. This is in stark contrast to all the other courses assessed in Fall 2008, including the third section of this course which was taught by an experienced adjunct instructor. Moreover, the comparable figure when the same learning goal was assessed the next time in the rotation, the comparable figure was 82 percent which closely matches the figure if the two sections in question were to be excluded from the calculations (79 percent).
- The assessment of the discipline-specific goal in accounting resulted in 68 percent of students to be classified as meeting or exceeding expectations, which does not meet the faculty-established standard. In response to the result, the instructor provided detailed information as to the factors that contributed to the result. With that information as the starting point, department faculty discussed options to address this issue. It was felt that a substantial number of students often lack the foundations for this capstone course for accounting majors and that they should be better prepared from early on. These discussions led to further conversations on different teaching approaches in the introductory accounting courses. More formally, a new prerequisite, MATH 140 (Quantitative Math I) was implemented for the financial accounting course.
- In Spring 2009, 83 percent of MBA students were judged to be meeting or exceeding expectations the area of "Leadership and Collaboration," which is slightly below the benchmark of 85 percent. It should be pointed out that because of the size of the MBA program, the results are based on a small number of students. If one more student had been assessed as "meeting expectations" rather than "below expectations," the percentage would increase from 83 percent to 86 percent. The most recent figure for that goal (from Spring 2010) at the MBA level shows that 93 percent of students now meet or exceed expectations.
- The results on the "Communication" program learning goal in Fall 2009 was such that 66 percent of students at the 300-level were deemed to be meeting or exceeding expectations. The benchmark is 75 percent. That finding formally confirmed anecdotal evidence from instructors. In response, the College implemented a pilot in which a trained professional writing coach works with a number of classes every semester. The initiative is set up so that the assigned course instructor is responsible for grading

assignments with respect to content, but only after students have received feedback from the writing coach on the technical aspects of earlier drafts of written assignments. There are multiple iterations of this review process which is intended to improve the quality of the writing before the assignment is turned in for grading. The College is carefully monitoring the impact of this pilot program and, if successful, intends to expand the program to more courses every semester. Also, writing requirements have been strengthened for all William Paterson University students as of Fall 2011. All new students are required to take a minimum of four Writing Intensive (WI) courses as part of the new University Core Curriculum (UCC). In addition, the CCOB undergraduate curriculum taskforce is currently considering the recommendation of a professional writing course that would be required for all CCOB majors.

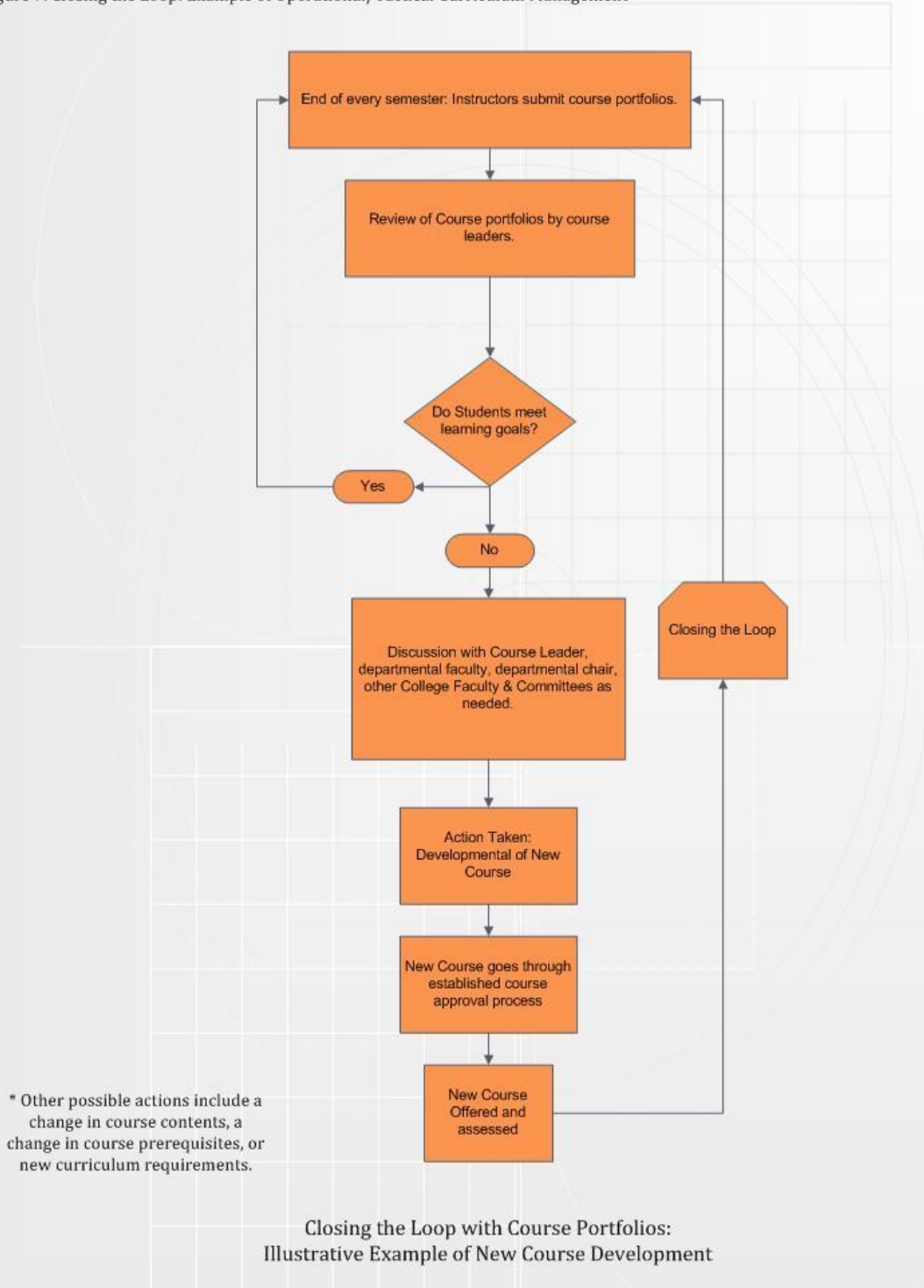
Course Portfolios

Below are some examples of programmatic changes that resulted from course portfolio reviews.

- In ACCT 320 (Accounting Information Systems), insufficient utilization of accounting software such as QuickBooks was noted. As a result of the portfolio review, instruction in and student work using QuickBooks software are now an important course component.
- In ECON 210 (Business Statistics I), a review of course portfolios revealed that students have difficulty to gain an intuitive understanding of probability. In order to address this issue, additional readings on probability besides the textbook are assigned.
- As a result of a review of course portfolios of MGT 306 (Organizational Behavior) and MGT 308 (Organizational Theory and Design), a substantial portion of topics was eliminated in MGT 306 because it was also covered in MGT 308.
- A review of MBA 690 (Business Policy Seminar) by the course leader showed a lack in both coverage and students' knowledge of technology issues. A review of additional MBA course portfolios, along with student feedback, confirmed that assessment. As a result, a new course (MGT 799-60 - Strategic Technology Management) was developed and subsequently offered.

This last type of result from the course portfolio review process that has resulted in the creation of a new course is shown in Figure 7.

Figure 7. Closing the Loop: Example of Operational/Tactical Curriculum Management



Employer Feedback

Based upon specific feedback from employers, the Professional Enrichment program was redesigned to provide co-curricular and extra-curricular activities that increase student awareness of the specific professional demands in the workplace. Also, based on feedback received from a number of employers in the financial services area, the CCOB expanded the financial planning curriculum to include a new course in financial services selling course, a critically needed but seldom found skill offered in an academic setting. The “Speed Selling” concept that entails a two minute oral presentation (“elevator speech”) by students seeking to market themselves to potential employers has become a standard requirement of the sales triathlon. This arose directly from feedback received from sales executives who were asked to judge the National Sales Challenge. Several of the College’s students have recently been successful in high-profile events such as a team of financial planning students won a national competition (see <http://www.wpunj.edu/news/detail.dot?id=236013> for details).

Internships

Feedback from employers where the College’s students had been placed for internships about insufficient written communication skills was an additional factor (in addition to the results from course-embedded assessment described above) for the undertaking of the Professional Writing initiative. As previously mentioned, early results of the program loom promising and there are plans to expand the program. Other ways to address weaknesses in written communication include changes in the curriculum, both at the University and the College level.

AACSB Updates

AACSB’s recent emphasis on technology is illustrated by the role played by the GFSI, where specific technological enhancements obtained through the Learning Center are incorporated in a number of finance courses. Also, following the recent focus on globalization, the CCOB has created a study abroad program for domestic students to visit China. By immersing themselves in a foreign environment, students are exposed to all characteristics of culture, politics, and social and economic systems. They interact with their Chinese counterparts at academic institutions, visit local businesses, experience local customs and conduct first hand academic research. This program complements the CCOB’s strategy to recruit matriculated and non-matriculated students from China, thereby creating a truly global learning community at the College.

Sales Triathlon

The College and the participating students receive valuable feedback from outside experts on a variety of dimensions that are related to student learning outcomes. The outside evaluators are typically senior-level executives who assess participating students on clearly identified criteria such as communication skills in a sales role play. Generally speaking, the outside assessors are very impressed with the skills of our students.

National Sales Challenge

The CCOB’s most successful participants in the annual Sales Triathlon are eligible to compete in the National Sales Challenge. While this group of students is not a representative sample of our

entire student body, the successful performances of our students confirm the overall good results from the Sales Triathlon.

Faculty/Administration Initiatives as Input into Operational/Tactical Curriculum Management

Over the past few years, the CCOB's faculty and administration have developed and implemented several initiatives to enhance student learning outcomes. For example, a course in new venture capitalism was developed in support of the new entrepreneurship program. This course development was the direct result of the input from Dean Basu who is also teaching in the Department of Economics, Finance, and Global Business and builds on his extensive corporate and entrepreneurial experience. A faculty member in the Department of Marketing and Management Sciences has developed a partially computer-based, student-guided course that aims to address identified weaknesses in our students' math foundational knowledge. The course has been offered for the past two semesters on an experimental basis. An UG course in economics was developed in support of the University's General Education curriculum in order to address what was perceived as a lack of general economic knowledge among our student population.

How information gathered in the assurance of learning process was used to effect continuous improvement is summarized in the following Table.

Examples of Closing the Loop

Source of Input	Outcome
<i>Strategic Curriculum Management</i>	
Faculty/ Administrative Initiative	Financial Planning Concentration in BSBA, CFP (Certificate)
Stakeholder Conference feedback	Creation of Honors Track, Entrepreneurship Program, PE Program
Employer Feedback	Developing EMSSL, MBA Concentration in Music
DAB	Entrepreneurship Concentration in MBA
Annual Advising Survey	Improve Curricular Advising; Better Integrate Adjunct Faculty in Advising
Annual Alumni Survey	Creation of the position of Director of Experiential Learning/ Internship
AACSB Updates	Organic blending of topics such as Ethics, Globalization and others
Competition	Financial Planning Concentration, Hands- On Financial Training Program
Other (Government Regulation)	Statewide Transfer program supported our community college recruitment Strategy
<i>Operational/ Tactical Curriculum Management</i>	
Course-Embedded Assessment	Changes in prerequisites Development of professional writing initiative involving a writing coach
Course Portfolios	Changes made in ACCT 320, ECON 210, MGT 306, MGT 350, MBA 690/MGT 799
Employer Feedback	Sales Course in Financial Services and other Changes
Internship	Development of the professional writing Initiative
AACSB Updates	Application of technology to the Curriculum, Study Abroad Program
National Sales Challenge/ Sales Triathlon	A variety of sales related skills incorporated in the program
Faculty/Administrator Initiatives	New Venture Financing course, Financial Services Sales Course
Surveys	Increased technology coverage

Summary

The Cotsakos College of Business has a number of well-established assurance of learning processes. For strategic curriculum management, a host of input factors exist and these have resulted in significant additions to and changes of our program offerings. For the operational/tactical curriculum management, the internal assessment procedures, in conjunction with appropriate other input, have resulted in numerous curricular changes to effect continuous improvement over time as demonstrated above.