

Introduction

The Management Department offers 11 undergraduate programs all of which are built around a “tech-infused” business degree. These degree programs prepare graduates for a variety of career paths ranging from the more traditional areas of business such as accounting, marketing, and healthcare management to the more high-tech areas of business including information technology, cybersecurity, and health informatics. Each of these programs shares a strong business core that is infused with a variety of technology skills. This approach gives graduates an edge in today’s data-driven global marketplace. While developing analytical, critical thinking, technology, collaboration, and communication skills, our business degrees also give students the unique flexibility to customize their program to best meet their professional goals. Each of the Department’s intended student learning outcomes (ISLOs) was written to support this educational philosophy, as well as to align with the key learning outcomes of the department’s specialized accrediting body, the International Accreditation Council for Business Education (IACBE).

The following Management Department programs are accredited by IACBE; the department was awarded reaffirmation of accreditation in July of 2022. This report covers all Management Department programs based on their common assessment standards:

Management Department Programs	
Bachelor of Science in Accounting	Bachelor of Science in Health Care Management – Radiologic Science Management Option
Bachelor of Science in Business – Management Option	Bachelor of Science in Health Informatics
Bachelor of Science in Business – Marketing Option	Bachelor of Science in Information Technology
Bachelor of Science in Cybersecurity	Bachelor of Science in Operations Management
Bachelor of Science in Health Care Management – Administration Option	Bachelor of Applied Science in Technology and Management
Bachelor of Science in Health Care Management – Clinical Option	

Section 1 – Program Mission and Educational Objectives

NWCCU’s standards for accreditation require that institutions offer “programs with appropriate content and rigor that are consistent with its mission” (1.C.1.)

- **Oregon Tech Mission Statement:**

Oregon Institute of Technology, Oregon’s polytechnic university, offers innovative, professionally-focused undergraduate and graduate degree programs in the areas of engineering, health, business, technology, and applied arts and sciences. To foster student and graduate success, the university provides a hands-on, project-based learning environment and emphasizes innovation, scholarship, and applied research. With a commitment to diversity and leadership development, Oregon Tech offers statewide, public educational opportunities and technical expertise to meet current and emerging needs of Oregonians as well as other national and international constituents.

- **Management Department Mission:**

We partner with students to deliver industry-aligned programs enabling them to lead in tomorrow’s world. Through practical application and hands-on training, our tech-infused curriculum builds the skills vital for society and the global workplace.

- **Mission Alignment:**

The Management Department’s industry-aligned programs and tech-infused curriculum directly align with and contribute to Oregon Tech’s polytechnic mission. The university’s mission-based strategic commitments inform departmental goals and outcomes, direct initiatives and action plans, and ensure that resources connect to activities that support mission fulfillment across the institution.

Section 2 – Program Student Learning Outcomes

NWCCU’s standards for accreditation require that programs must “culminate in achievement of clearly identified student learning outcomes.” (1.C.1.)

All degrees within the Management Department have adopted six intended student learning outcomes focused on the core concepts of business. In addition, each program has additional program-specific student learning outcomes, located in Appendix A.

- **Management Department Intended Student Learning Outcomes (ISLOs):**

Upon completion of the program, Management graduates will be able to:

1. Apply core concepts in a business environment.
2. Apply the legal, ethical, social, and economic environments of business in a global context.
3. Contribute to the development of a team-oriented and collaborative environment.
4. Solve business problems using decision-support tools and /or research skills.
5. Demonstrate professional communication skills using a variety of delivery methods.
6. Analyze business concepts and apply strategic planning skills to effect change in an integrated manner.

Section 3 – Curriculum Map

NWCCU’s standards for accreditation require that programs demonstrate “an appropriate breadth, depth, sequencing, and synthesis of learning” of student learning outcomes. (1.C.2)

The following table presents the business technical knowledge (BTK) required by IACBE, which supports the Department’s ISLOs and forms the basis of the business core present in all Management degree programs. This table includes each BTK area and where each is introduced, reinforced, and synthesized within the curriculum. In addition, the Institution’s ISLOs have been incorporated in red at the foundational, practice and capstone level.

Table Key		
Business Technical Knowledge (BTK): I: BTK Area Introduced R: BTK Area Reinforced S: BTK Area Synthesized	BTK Areas: Function Business Areas: Accounting, Marketing, Finance, Management LSE: Legal, social, and economic environments of business GLOB: Global environment of business ETH: Ethical obligations and responsibilities of business DST: Decision-support tools in business decision making COM: Effective oral and written forms of professional communication CT: Analytic/critical thinking to solve business problems INT: Integrative Experience	Institutional ISLOs: COM: Communication I&A: Inquiry & Analysis E: Ethical Reasoning QL: Quantitative Literacy T: Teamwork DP: Diverse Perspectives (F) Foundations, (P) Practice, (C) Capstone

Business Technical Areas & Institutional ISLOs												
BTK AREAS	A FUNCT				B	C	D	E	F	G	H	
	Acct	Mkt	Fin	Mgt								LSE
COURSE NAME												
WRI 121 English Comp (COM-F) WRI 227 Technical Writing (COM-P)												
MATH111 College Algebra (QL-F) MATH243 or Math 361 Statistics (QL-F)												
Humanities/Science (I&E-F, P)												
SPE 111 Public Speaking (COM-F) SPE 321 Small Group & Team (T-F)												
ACC 201 Principles of Accounting I	I, R, S	-	I, R	-	I	I	I	I, R	-	I, R	-	
ACC 203 Managerial Accounting	I, R, S	-	I, R	I	I	I	I	I, R	-	I, R	-	

ACC 325 Finance (QL-P)	I, R	-	I, R, S	I	I	I	-	I, R		I, R	-
MIS 102 Excel Spreadsheet Lab	R	-	-	-	-	-	-	I, R	-	I, R	-
Databases: MIS 113 Introduction to Database Systems <i>or</i> MIS 275 Introduction to Relational Databases	- -	- -	- -	I I, R	- -	- I	- I	I I, R	I I	I I, R	- -
Information Systems: MIS 206 Introduction to Management Information Systems <i>or</i> MIS 255 Health Informatics Concepts and Practices <i>or</i> MIS 311 Systems Analysis I	- - I	I - -	- - -	I I, R I	I I, R, S I	I I, R I	I I, R I	I I I, R	I, R I, R I, R	I I, R I	- - -
Management: BUS 215 Principles of Management <i>or</i> BUS 304 Engineering Management <i>or</i> BUS 317 Health Care Management	I I I	I I I	I I I	I, R I, R I, R	I I I	I I I	I, R I, R I, R	I I I	I, R I, R I, R	- - -	- - -
Marketing: BUS 223 Marketing I <i>or</i> BUS 337 Principles of Health Care Marketing	- -	I, R, S I, R, S	- -	I I	I I	I I	I I	- -	I, R I, R	- -	- -
Business Law (E-F, DP-F): BUS 226 Business Law <i>or</i> MIS 445 Legal, Ethical, and Social Issues in Health Care Technology	- -	- -	- -	- -	I I	- -	I I	- -	R R	- -	- -
ECO 201 Principles of Microeconomics (I&A-F)	-	-	-	-	I, R	I	I	I	-	I, R	-
ECO 202 Principles of Macroeconomics (I&A-F)	-	-	-	-	I, R	I	I	I	-	I, R	-
MGT 321 Operations Management I	I	I	R	R	-	R	-	I, R	R	I, R	-

MGT 335 Project Management				R	-	-	-	I, R	I	R	-
Global: (DP-P) ANTH 452 Globalization <i>or</i> BUS 308 Principles of International Business <i>or</i> HIST 452 Globalization and the Pacific Northwest	- I -	R I R	R I R	R - R	R I R	I, R I I, R	- I, R -	- I -	I, R - I, R	- I -	- - -
BUS 349 Human Resource Management I	-	-	-	I	R	-	R	-	R	I	-
BUS 356 Business Presentations	-	I	-	I, R	I	-	I	-	I, R, S	-	I, R
Quantitative Methods (QL-C): BUS 456 Business Research Methods I <i>or</i> BUS 457 Business Research Methods II <i>or</i> MIS 334 Business Analytics <i>or</i> MIS 375 Decision Support Systems	- - - -	- - I -	- - - -	- - I, R -	- - I, R, S -	- - I -	R R I, R, S -	- - I, R, S S	S R I R	R S I, R, S R	- - - -
BUS 467 Service Management	-	R	-	R	R, S	-	R	R	R	R, S	I, R
PHIL 331 Ethics in the Professions (E-F, P)	-	-	-	R	R, S	R	R, S	-	R	R, S	I
PSY 347 Organizational Behavior (T-P, C)	-	-	-	R	-	-	R	-	R	-	-
BUS 478 Strategic Management (E-C, DP-C)	-	-	-	R	R	R	-	R	R	R	S
Capstone Experience (COM-C, I&A-C): ACC 496 Senior Project <i>and</i> ACC 497 Senior Project	S S	- -	S S	R R	- -	- -	R R	S S	S S	S S	S S
Capstone Experience (COM-C, I&A-C): BUS 495 Senior Project Proposal <i>and</i> BUS 496 Senior Project <i>and</i> BUS 497 Senior Project	R R R	R R R	R R R	R R R	R R R	R R R	- - -	R R R	R R R	R R R	S S S

Capstone Experience (COM-C, I&A-C):												
MIS 495 Senior Project Selection <i>and</i>	-	-	-	R	R, S	R	R, S	R, S	R, S	R, S	R, S	I, R
MIS 496 Senior Project Management <i>and</i>	-	-	-	R	R, S	R	R, S	R, S	R, S	R, S	R, S	R, S
MIS 497 Senior Project II <i>and</i>	-	-	-	R	R, S	R	R, S	R, S	R, S	R, S	R, S	S
MIS 498 Senior Project III	-	-	-	R	R, S	R	R, S	R, S	R, S	R, S	R, S	S

Section 4 – Assessment Cycle

The Management Department’s assessment cycle is designed to produce assessment results that will inform and direct change within the Management Department in a timely manner, as well as support the strategic goals and core values of the institution. The three-year cycle is designed to provide faculty with the time and space needed to thoughtfully analyze student learning outcomes and operational data, identify areas of concern, engage appropriate stakeholders to inform planning and drive action, evaluate improvement activities and their impacts on student learning and operational outcomes, and reflect on both the process and the results within the context of mission fulfillment at both the departmental- and institutional-level.

The Management Department utilizes the following three-year assessment cycle, which is directly tied to the accreditation requirements of IACBE. In addition, the table includes activities that support the University’s ISLOs.

Management Department’s Three-Year Assessment Cycle Overview			
Year	IACBE Schedule	Management Department Activities	Activities to Support University ISLOs
2020-2021	Self-Study Annual Notice	Intended Student Learning Outcomes & Intended Operational Outcomes	Collect Inquiry & Analysis Quantitative Literacy
2021-2022	Annual Notice	Program-Specific Student Learning Outcomes	Collect Communication Teamwork Ethical Reasoning
2022-2023	Annual Notice	Reflection Year: Qualitative Deep-Dive	Collect Diverse Perspectives
2023-2024	Annual Notice	Intended Student Learning Outcomes & Intended Operational Outcomes	Collect Inquiry & Analysis Quantitative Literacy

2024-2025	IQAR Interim Quality Assurance Report Annual Notice	Program-Specific Student Learning Outcomes	Collect Communication Teamwork Ethical Reasoning
2025-2026	Annual Notice	Reflection Year: Qualitative Deep-Dive	Collect Diverse Perspectives
2026-2027	Annual Notice	Intended Student Learning Outcomes & Intended Operational Outcomes	Collect Inquiry & Analysis Quantitative Literacy
2027-2028	Annual Notice	Program-Specific Student Learning Outcomes	Collect Communication Teamwork Ethical Reasoning
2028-2029	Self-Study Annual Notice	Reflection Year: Qualitative Deep-Dive	Collect Diverse Perspectives

The following table provides details of specific assessment collection to support Departmental ISLOs:

Management Department's Annual Assessment Collection (Dept ISLOs)			
Department Outcomes:	Fall	Winter	Spring
Apply core concepts in a business environment.	<ul style="list-style-type: none"> Senior Exit Survey Senior Project: BUS 497 (PM, OL), MIS 498/407 (OL) 	<ul style="list-style-type: none"> Senior Exit Survey Senior Project: ACC 497 (KF), BUS 497 (OL) 	<ul style="list-style-type: none"> Senior Exit Survey Senior Project: BUS 497 (KF, PM, OL), MIS 498 (KF, PM, OL)
Describe the legal, ethical, social, and economic environments of business in a global context.	<ul style="list-style-type: none"> Senior Exit Survey Case Study: BUS 478 (OL) 	<ul style="list-style-type: none"> Senior Exit Survey Case Study: BUS 478 (OL) 	<ul style="list-style-type: none"> Senior Exit Survey Case Study: BUS 478 (Remote, KF, PM)
Contribute to the development of a team-oriented and collaborative environment.	<ul style="list-style-type: none"> Senior Exit Survey Senior Project: BUS 497 (PM, OL), MIS 498/407 (OL) 	<ul style="list-style-type: none"> Senior Exit Survey Senior Project: ACC 497 (KF), BUS 497 (OL) 	<ul style="list-style-type: none"> Senior Exit Survey Senior Project: BUS 497 (KF, PM, OL), MIS 498 (KF, PM, OL)
Solve business problems using decision-support tools and/or research skills.	<ul style="list-style-type: none"> Senior Exit Survey Senior Project: BUS 497 (PM, OL), MIS 498/407 (OL) 	<ul style="list-style-type: none"> Senior Exit Survey Senior Project: ACC 497 (KF), BUS 497 (OL) 	<ul style="list-style-type: none"> Senior Exit Survey Senior Project: BUS 497 (KF, PM, OL), MIS 498 (KF, PM, OL)

Demonstrate professional communication skills using a variety of delivery methods.	<ul style="list-style-type: none"> Senior Exit Survey Senior Project: BUS 497 (PM, OL), MIS 498/407 (OL) 	<ul style="list-style-type: none"> Senior Exit Survey Senior Project: ACC 497 (KF), BUS 497 (OL) 	<ul style="list-style-type: none"> Senior Exit Survey Senior Project: BUS 497 (KF, PM,OL), MIS 498 (KF, PM, OL)
Analyze business concepts and apply strategic planning skills to effect change in an integrated manner.	<ul style="list-style-type: none"> Senior Exit Survey Case Study: BUS 478 (OL) 	<ul style="list-style-type: none"> Senior Exit Survey Case Study: BUS 478 (OL) 	<ul style="list-style-type: none"> Senior Exit Survey Case Study: BUS 478 (Remote, KF, PM)

The following table provides details of university ISLO assessment collection:

ISLO	2021-2022	2022-2023	2023-2024
Communication	ACC496, BUS497, MIS498 (Fall, Winter, Spring)		
Ethics	BUS478 (Fall, Winter, Spring)		
Teamwork	PSY347 (Fall, Winter, Spring)		
Diversity		BUS478 (Fall, Winter, Spring)	
Inquiry and Analysis			ACC496, BUS497, MIS498 (Fall, Winter, Spring)
Quantitative Literacy			BUS457 (Fall, Spring) MIS334 (Winter)

Section 5 – Assessment Data Collection Processes

NWCCU’s standards for accreditation require that institutions engage in “an effective system of assessment to evaluate the quality of learning in its programs” that “recognizes the central role of faculty in establishing quality, assessing student learning, and improving instructional programs.” (1.C.5.)

The following summarizes the key assessment activities to support department-level ISLOs.

- Strategic Capstone Essay:** While student outcomes have not changed much over the years, the assessment method used by faculty has continued to evolve. The two faculty that regularly teach this course have worked together to develop more consistent delivery of course content, assignments, and evaluation rubrics. Moreover, rather than trying to evaluate all ISLOs in the strategic management class, the faculty have chosen to focus on two of the ISLOs that more naturally connect to the content of the course. Results have improved from prior years.

Strategic Capstone Essays	
Performance Target	1-4 Proficiency Scale
Minimum Acceptable Performance	80% achieve rating of 3 or 4

Activity	See Strategic Capstone Essay Assignments & Rubrics with Mapping – Appendix B
Mapped to	Dept ISLO #2, #6, University ISLO - Ethics
Sample	N=46
Reliability	The two faculty that regularly teach this course have worked together to develop more consistent delivery of course content, clarity of the assignments, and direct mapping of evaluation rubrics.
Rubrics	See Strategic Capstone Essay Assignments & Rubrics with Mapping – See Appendix B

- Senior Project Experience:** The senior project experience is the hallmark of our programs. These are primarily individual, applied projects that require students to utilize project management tools to manage a project for an industry partner with well-defined deliverables. These projects help to launch students into careers of their choosing. The department has continued to review, reflect, and improve the processes used to support the successful completion of these projects. While the overall results were positive, a few areas within the assessment fell short of established performance criteria, Summary & Conclusions and Culminating Experience. These sections of the senior project require that students demonstrate an ability to solve business problems using decision-support tools and/or research skills. These findings provide the department with an opportunity to develop plans for improvement.

Senior Project Experience	
Performance Target	1-4 Proficiency Scale
Minimum Acceptable Performance	80% achieve rating of 3 or 4
Activity	See Senior Project Assignments & Rubrics with Mapping – Appendix B
Mapped to	Dept ISLO # 1, 3, 4, 5, University ISLO - Communication
Sample	N=40
Reliability	Scored by multiple faculty teaching senior project. The department has continued to review, reflect, and improve the processes used to support the successful completion of these projects. Senior Project instructors continue to meet to review, adjust, and develop consensus around the senior project rubric and scoring.
Rubrics	See Senior Project Assignments & Rubrics with Mapping – see Appendix B

- Senior Exit Survey:** The exit survey is designed to map to our Department ISLOs. The Management Department tracks the results of the exit survey every year and has not always met established performance targets, but the results have continued to improve over prior years.

Senior Exit Survey	
Performance Target	1-6 Proficiency Scale
Minimum Acceptable Performance	80% achieve rating of 4, 5, 6

Activity	This indirect assessment is designed to map to our department's ISLOs. See Appendix B
Mapped to	Dept ISLO 1-6, and University ISLO Communication, Ethics, and Teamwork
Sample	N=76
Reliability	The academic business unit tracks the results of the exit survey every year and continues to address areas of concern when established performance targets are not met.
Rubrics	See Senior Exit Survey Tool with Mapping – Appendix B

Section 6 – Assessment Data

The following table details the data collected during the **2021-2022** academic year. This includes data used to assess Departmental ISLOs (direct and indirect assessments), Institutional ISLOs, Post-Graduation Success, Graduation, Retention, and DFWI rates.

Performance Criteria	Assessment Methods	Performance Target	Results	Met?
Dept ISLO- #1 Apply core concepts in business environment	Direct-Senior Project	80% achieve rating of 3 or 4 (1-4 scale)	83%	MET
	Indirect- Senior Exit Survey	80% achieve rating of 4, 5, 6 (1-6 scale)	91%	MET
Dept ISLO #2 Apply the legal, ethical, social and economic environments of business in a global context	Direct-Strategic Capstone Essay	80% achieve rating of 3 or 4 (1-4 scale)	85%	MET
	Indirect- Senior Exit Survey	80% achieve rating of 4, 5, 6 (1-6 scale)	82%	MET
Dept ISLO- #3 Contribute to the development of a team-oriented and collaborative environment.	Direct-Senior Project	80% achieve rating of 3 or 4 (1-4 scale)	88%	MET
	Indirect- Senior Exit Survey	80% achieve rating of 4, 5, 6 (1-6 scale)	89%	MET
Dept ISLO #4 Solve business problems using decision-support tools and/or research skills.	Direct-Senior Project	80% achieve rating of 3 or 4 (1-4 scale)	81%	MET
	Indirect- Senior Exit Survey	80% achieve rating of 4, 5, 6 (1-6 scale)	86%	MET
Dept ISLO #5 Demonstrate professional communication skills	Direct-Senior Project	80% achieve rating of 3 or 4 (1-4 scale)	91%	MET
	Indirect- Senior Exit Survey	80% achieve rating of 4, 5, 6 (1-6 scale)	92%	MET

using a variety of delivery methods.				
Dept ISLO #6 Analyze business concepts and apply strategic planning skills to effect change in an integrated manner.	Direct-Strategic Capstone Essay	80% achieve rating of 3 or 4 (1-4 scale)	88%	MET
	Indirect- Senior Exit Survey	80% achieve rating of 4, 5, 6 (1-6 scale)	87%	MET
PSLO Communication	Direct-Senior Project	80% achieve rating of 3 or 4 (1-4 scale)	91%	MET
	Indirect- Senior Exit Survey	80% achieve rating of 4, 5, 6 (1-6 scale)	92%	MET
PSLO Ethics	Direct-Strategic Capstone Essay	80% achieve rating of 3 or 4 (1-4 scale)	85%	MET
	Indirect- Senior Exit Survey	80% achieve rating of 4, 5, 6 (1-6 scale)	82%	MET
PSLO Teamwork	No Direct Assessment Collected			
	Indirect- Senior Exit Survey	80% achieve rating of 4, 5, 6 (1-6 scale)	89%	MET
Graduation Success	Career Services Survey	90% of student attain employment/grad school within 6 months	90%	MET
Graduation Rate	University Dashboard	6-year rate >50%	42%	NOT MET
Retention	University Dashboard	1-year rate >75% (4th term)	62.7%	NOT MET
DFWI* (See Test Case)	University Dashboard	All program <12%	8.3%	MET

Evidence of Improvement in Student Learning

The following section provides a summary of the actions taken and provides a historical look at our assessment activities over three years. A summary of trends follows the table.

Performance Criteria	Assessment Methods	2019-20	2020-21	2021-22	Interpretation
Dept ISLO- #1 Apply core concepts in business environment	Direct-Senior Project	90%	83%	83%	Every 5 to 7 years, the department reassesses the business core and maps it to IACBE standards, as well as industry expectations. Students have consistently met this target for the business functional areas.
	Indirect- Senior Exit Survey	85%	95%	91%	

Dept ISLO #2 Apply the legal, ethical, social, and economic environments of business in a global context	Direct-Strategic Capstone Essay	87%	91%	85%	While students have met the performance targets in this area, over the last three years the department has created a more focused assignment that is directly mapped to this criterion. As a result, we have more clarity in student performance.
	Indirect- Senior Exit Survey	91%	92%	82%	
Dept ISLO- #3 Contribute to the development of a team-oriented and collaborative environment.	Direct-Senior Project	NA	86%	88%	During the last two years, we have updated this outcome and integrated it into the senior project experience. We used the term – “collaborative” to assess how each student works with a variety of stakeholders during their project.
	Indirect- Senior Exit Survey	96%	92%	89%	
Dept ISLO #4 Solve business problems using decision-support tools and/or research skills.	Direct-Senior Project	80%	80%	81%	Since our department’s differentiator is – technology-infused business programs, this is an area that is discussed and updated often. During 2022-23, this will be our focus as we update the business core.
	Indirect- Senior Exit Survey	96%	100%	86%	
Dept ISLO #5 Demonstrate professional communication skills using a variety of delivery methods.	Direct-Senior Project	81%	80%	91%	During the pandemic, oral communication was limited. The rise in 21-22 is directly related to post-pandemic presentation opportunities. The department continues to work on improving written communication skills through senior project assignments.
	Indirect- Senior Exit Survey	98%	97%	92%	
Dept ISLO #6 Analyze business concepts and apply strategic planning skills to effect change in an integrated manner.	Direct-Strategic Capstone Essay	88%	85%	88%	While students have met the performance targets in this area, over the last three years the department has created a more focused assignment that is directly mapped to this criterion. As a result, we have more clarity in student performance.
	Indirect- Senior Exit Survey	99%	97%	87%	
PSLO Communication	Direct-Senior Project	81%	80%	91%	During the pandemic, oral communication was limited. The rise in 21-22 is directly related to post-pandemic presentation opportunities. The department continues to work on improving written communication skills through senior project assignments.
	Indirect- Senior Exit Survey	98%	97%	92%	

PSLO Ethics	Direct-Strategic Capstone Essay	87%	91%	85%	While students have met the performance targets in this area, over the last three years the department has created a more focused assignment that is directly mapped to this criterion. As a result, we have more clarity in student performance.
	Indirect- Senior Exit Survey	91%	92%	82%	
PSLO Teamwork	No Direct Assessment Collected				
	Indirect- Senior Exit Survey	96%	92%	89%	We have not directly assessed teamwork, but students feel confident in their skills.
Graduation Success	Career Services Survey	90%	90%	90%	This data has not been updated by the university in a couple of years so data in this area is dated.
Graduation Rate	University Dashboard	42.5%	35.8%	42%	Compared to the overall university rate of 50.8%, the Mgt department has an overall lower result due to lower rates found at the Online and Portland-Metro campuses (with more non-traditional students). Our Klamath Falls (62.5%) rate is higher than the KF university rate of 54.4%.
Retention	University Dashboard	66.9%	67.4%	62.7%	The Mgt department is higher than the university rate of 61.6%. The Mgt rate is also higher at all campuses.
DFWI* (See Test Case)	University Dashboard	22.7%	21.2%	8.3%	See test case below.

DFWI Management Dept: Test Case Entry-Level Accounting*

Year	2018-19	2019-20	2020-21	2021-22
DFWI Overall Rates	23.9%	22.7%	21.2%	13.6%
Annual N=	46	44	52	44
First Gen DFWI Rates	41.7%	25.0%	25.0%	8.3%

Non-First Gen DFWI Rates	11.5%	26.1%	19.2%	14.3%
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In the review of DFWI rates, the department focused on a test case developed and tracked over the last four years for an entry level accounting class that had high DFWI rates. Historically this accounting course had DFW rates of over 20%, with first generation students nearly double that rate. An experienced faculty member, with a track record for effective teaching, implemented two significant changes to this course over the past two to three years: (1) increased structure to the course with daily reading quizzes (flipped class); (2) Supplemental Instruction (SI) with weekly review and drop-in homework sessions. DFW rates have been falling, most significantly first-generation student DFW rates are on par or below non-first gens. As this is still early in the implementation of these changes to the course, these results should be taken with a bit of caution as there are many other variables to consider in the past two to three years including remote delivery and hybrid teaching. The instructor feels that added structure and SI have been instrumental to improved student success and will continue both, as long as there is institutional support for SI. To increase accountability in this high DFW course, hybrid options are not currently being offered. The instructor and department will continue to monitor the DFW rates to see if current lower rates persist. This case study will be used to develop a plan for the department to integrate SI into targeted courses during the next year.

Section 7 – Data-driven Action Plans:

NWCCU’s standards for accreditation require that institutions “uses the results of its assessment efforts to inform academic and learning support planning and practices.”(1.C.7.)

Summary

During the last seven-year assessment cycle, the academic business unit implemented processes that have contributed to the unit’s overall performance relative to its mission. Implementation of the three-year assessment cycle and continuation of departmental biannual retreats have served to engage faculty in discussion, reflection, and development of action plans which support the department’s strategic initiatives as well as continuous improvement of its student learning and operational outcomes. For example, in 2018-2019 the Management Department assessed its program-specific student learning outcomes, as dictated by the three-year assessment cycle. From this program-level assessment the department learned that senior project expectations varied across programs. As a result of these variations, the rubric used to assess senior project (which includes both program- and department-level learning outcomes) was not accurately capturing student performance. Having identified this deficiency, the department dedicated 2019-2020, a reflection year, to making changes to senior project, including aligning faculty expectations and revising the rubric to “fit” each of our programs. Similarly, biannual retreats have enabled the department to identify those areas in which they would like to take a “deeper dive”, if additional focus is warranted, and/or shift to new priorities to enhance and develop its resources, educational processes, and academic quality. For example, using departmental data generated from past retreats and newly available institutional dashboards, the department recognized a need to address student retention within the department. With this realization, the department prioritized the work of its retention subcommittee. Throughout this process the department continually revisits the university’s mission and strategic plan to ensure ongoing alignment across our initiatives, retention being a perfect example.

Budget

There is no formalized link between the Management Department's outcomes assessment process and the institutional budgeting process, and most budget decisions are controlled by the Provost's Office. Once the budget is approved, department chairs control departmental budgets, and the departmental budgeting process is linked to the Management Department's strategic planning process. Budget requests are considered within the context of the department's strategic goals, the faculty's objectives, and in support of enhancing and developing resources, educational processes, and academic quality of the Management Department's programs. In addition, the Provost's Office annually solicits requests from academic departments to fund positions, equipment, and summer productivity grants. These processes more directly connect to outcomes assessment processes and provide opportunities for departments to acquire resources to advance departmental initiatives. The Management department has benefited from these opportunities to build out needed equipment and labs to support our programs.

Changes and Improvements

While the department has been very intentional in its assessment of its ISLOs, having integrated its ISLOs into its strategic planning process and the subsequent development of its action plans, we have not been as intentional with IOO (Intentional Operation Outcomes) assessment during this past cycle. It is our intention that the newly implemented three-year assessment cycle will improve IOO assessment to more holistically support our mission and strategic plan and better integrate IOO assessment into the department's existing processes.

Action Steps

Action steps include launching and maintaining the three-year assessment cycle. This new cycle will allow the business unit to be more intentional in its review of both its IOOs and its ISLOs, ensuring that these outcomes inform the department's strategic action plans. This process should provide the structure needed to better support our operational goals while continuing to support well-established ISLO improvement processes. In addition, the academic business unit will focus on the changes, improvements, and action plans identified in table below and will continue to update these throughout the next seven-year assessment cycle. See Program-level summaries in Appendix A.

Summary of Changes, Actions, and Outcomes

Change or Improvement Needed	Action Required and Timeline	Desired/Realized Outcomes	Additional Action Required
<p>1. Senior Project Expectations: Continue to align senior project expectations and deliverables across all programs.</p> <p>Focus on student performance related to Culminating Experience and Written and Oral Communication.</p> <p>Assess need to revamp senior project for the department.</p> <p>Accountability: Senior Project faculty and Curriculum committee</p>	<p>Annual meeting of senior project faculty to discuss areas of alignment and best practices. Review rubric to ensure agreement on expectations. Continue to review senior exit survey questions to ensure alignment with outcomes.</p> <p>Continue to work with students to manage scope of their projects and pathways to completion as related to solving business problems using decision-support tools and/or research skills. Consider incorporating student reflection to better understand student perception of their learning experience.</p> <p>2022-23 - Discussions among sub-committee and senior project faculty to determine updated goals for senior project.</p>	<p>Continue to align senior project expectations across the department and its programs.</p> <p>Improvements in minimum acceptable performance for these performance criteria. Better alignment between direct and indirect measures of assessment.</p> <p>Determine if revamp needs to be made and take action to make necessary changes.</p>	<p>Share findings with all department faculty to create an overall understanding of measures and outcomes.</p>
<p>2. Assessment Cycle: Implement a three - year assessment cycle to promote meaningful reflection and development of action plans for continuous improvement.</p>	<p>In the fall of 2020, the academic business unit began to implement its new assessment cycle. Ongoing action will require adhering to the new three-year cycle and reviewing its usefulness moving forward. The academic business unit will focus on assessment of program-specific student learning outcomes</p>	<p>New assessment cycle allows for deeper and richer reflection to support continuous improvement of ISLOs, IOOs & broad-based goals to attain mission fulfillment.</p>	<p>Inform/Collaborate with the new AVP of Academic Excellence throughout implementation of the new assessment cycle.</p>

	Accountability: Chair and Assessment Coordinator	in 2021-2022. The assessment cycle will continue throughout the three-year cycle.		
3.	Retention: Continue to develop and implement retention initiatives within the academic business unit to improve retention rates along with the development of a plan for DFWI/Equity Gaps. Accountability: Retention Committee	2021-2022- Pilot new communication tool which allows faculty/advisors to better monitor student activity. Pilot early alert system, enabling advisors to track student Canvas access as well as current grades. 2022-2023-Fully implement communication tool and early alert system across the department in conjunction with university- and college-level retention committee initiatives. 2022-2023- The retention committee will review department's aggregate DFWI rates and equity gaps, as well as the test case, to determine trends and actions needed as well as an implementation plan for the department.	Improve retention of management students across all locations. Create a plan for the department to incorporate DFWI rates/equity gaps into departmental assessment activities.	Collaborate with newly hired staff within the retention office to determine best practices and available resources.
4.	Faculty Resources: Build faculty resources to maintain course offerings. Accountability: Chair with support from all faculty.	Hire full-time faculty needed to fully support current programs. Continue to build a pool of part-time faculty to teach in all areas, at all campuses. 2022-2023- Determine how to best support part time faculty as well as maintain quality of programs.	Successfully hire full-time faculty that meet academic or professional standards. Create a robust pool of part-time faculty. Maintain quality standards and consistent student outcomes across courses.	Monitor enrollment levels to ensure position requests align with departmental needs. Annually update adjunct requests to ensure a viable pool of candidates. Work with HR to develop adjunct onboarding and support tools.

5.	<p>Full-time Faculty Engagement and Expectations: Continue to develop consistent professional development and service expectations for full-time business faculty that also support disciplinary differences and individual faculty goals.</p> <p>Focus on faculty engagement related to supporting/advancing the department's strategic initiatives.</p> <p>Accountability: Chair and all faculty</p>	<p>2021-2023 - Over the next two years, the department chair will work with individual faculty to communicate expectations, in accordance with the CBA, to ensure faculty expectations are well understood.</p> <p>Annual- Continue to annually update the department's strategic action plans, including having each faculty member "sign up" to support one or more strategic initiative(s).</p>	<p>Consistent level of performance expectations for faculty in the area of professional development and service across the department.</p> <p>Increase faculty engagement, improve alignment of faculty effort with departmental initiatives.</p>	
6.	<p>Industry Advisory Council: Continue to develop a robust advisory council that actively supports the academic business unit and connects to industry.</p> <p>Accountability: Chair, IAC, and curriculum committee</p>	<p>2021-22- Build advisory council membership, including defining roles and responsibilities of advisory council officers and members.</p> <p>2022-23- Solicit quarterly input in the development of industry relevant program outcomes and curriculum alignment.</p>	<p>Develop a robust advisory council that actively supports the academic business unit.</p>	

Section 8 – Closing the Loop: Reflection on previous work

NWCCU’s standards for accreditation require that institutions provide evidence of “continuous improvement of student learning.” (1.C.7.)

Improvements in Assessment Process:

During the last two years, the department adopted a three-year assessment cycle. As noted above, the intent of a three-year cycle is to provide faculty with the time and space needed to thoughtfully analyze student learning outcomes and operational data, identify areas of concern, engage appropriate stakeholders to inform planning and drive action, evaluate improvement activities and their impacts on student learning and operational outcomes, and reflect on both the process and the results within the context of mission fulfillment at both the departmental- and institutional-level.

Faculty Discussion:

Each fall, the Management faculty meet to review, reflect, and discuss the annual assessment results. This is followed up by meetings with program faculty that discuss assessment results and any changes they intend to make. Then sub-committees within the department meet throughout the year to work on identified areas, which are currently focused on curriculum, retention, and outreach. At the department’s spring retreat, work is presented and discussed by the department before implementation of changes. The summary of the discussions is found in the table below.

During the 2021-22 academic year, the department focused on program-level assessment. The summary of program discussions, actions and closing the loop can be found in Appendix A.

Summary

Change or Improvement Needed		Action Required and Timeline	Closing the Loop
1.	Senior Project Expectations: Continue to align senior project expectations and deliverables across all programs.	Annual meeting of senior project faculty to discuss areas of alignment and best practices. Review rubric to ensure agreement on expectations. Continue to review senior exit survey questions to ensure alignment with outcomes.	The alignment of the rubric has been valuable to ensure that senior project expectations and the assessment tool are being used consistently across all programs. However, due to issues with faculty workload, there was a disruption with the accounting program projects. This is leading to future discussions around the structure of the capstone experience.

	<p>Focus on student performance related to Culminating Experience and Written and Oral Communication.</p> <p>Accountability: Senior project faculty and curriculum committee</p>	<p>Continue to work with students to manage the scope of their projects and pathways to completion as related to solving business problems using decision-support tools and/or research skills. Consider incorporating student reflection to better understand student perception of their learning experience.</p>	<p>Continual faculty focus in these areas has improved student achievement. In addition, post-pandemic activities such as IdeaFest, has allowed for students to once again publicly share their results.</p>
2.	<p>Assessment Cycle: Implement a three - year assessment cycle to promote meaningful reflection and development of action plans for continuous improvement.</p> <p>Accountability: All Department Faculty</p>	<p>In the fall of 2020, the academic business unit began to implement its new assessment cycle. Ongoing action will require adhering to the new three-year cycle and reviewing its usefulness moving forward. The academic business unit will focus on assessment of program-specific student learning outcomes in 2021-2022.</p>	<p>The updated three-year assessment cycle has allowed for the department to take a long-term view of assessment activities. As a result of this change, the department has been able to focus on more meaningful work and more in-depth changes needed. This action produced updated department ISLOs, a successful self-study and reaccreditation by IACBE, and sub-committee work over multiple years in areas like core business curriculum, outreach, and retention.</p>
3.	<p>Retention: Continue to develop and implement retention initiatives within the academic business unit to improve retention rates.</p> <p>Accountability: Retention Committee</p>	<p>2021-2022- Pilot new communication tool which allows faculty/advisors to better monitor student activity. Pilot early alert system, enabling advisors to track student Canvas access as well as current grades.</p> <p>2022-2023-Fully implement communication tool and early alert system across the department in conjunction with university- and college-level retention committee initiatives.</p>	<p>The Management retention committee developed tactics and resources to improve retention within the department. This came as the university has strengthened their initiatives around retention with new software and general advisor support. Therefore, the department will work on aligning these resources, while also fully implementing tactics across the department.</p>
4.	<p>Faculty Resources: Build faculty resources to maintain course offerings.</p>	<p>Hire full-time faculty needed to fully support current programs.</p>	<p>After a year of failed faculty searches, the department was able to hire two technology faculty as well as bring aboard a visiting business faculty member in 2022-23. However, the department is still</p>

	<p>Accountability: Chair with support from all faculty</p>	<p>Continue to build a pool of part-time faculty to teach in all areas, at all campuses. Determine how to best support part time faculty as well as maintain quality of programs.</p>	<p>experiencing turnover and pending retirements, so this must be continually monitored to ensure the level of faculty resources is adequate to meet the needs of the programs.</p> <p>While adjunct pools continue to be a challenge, the department has developed a small pool of adjunct instructors over the last year. The quality and consistency of instruction is not always consistent. The department has supplemented several subject areas with student instructors/tutors.</p>
5.	<p>Full-time Faculty Engagement and Expectations: Continue to develop consistent professional development and service expectations for full-time business faculty that also support disciplinary differences and individual faculty goals.</p> <p>Focus on faculty engagement related to supporting/advancing the department's strategic initiatives.</p> <p>Accountability: Chair and app faculty</p>	<p>Over the next two years, the department chair will work with individual faculty to communicate expectations, in accordance with the CBA, to ensure faculty expectations are well understood.</p> <p>Continue to annually update the department's strategic action plans, including having each faculty member "sign up" to support one or more strategic initiative(s).</p>	<p>The chair continues to communicate expectations to faculty.</p> <p>The department aligned the faculty performance reviews with the department's operational goals, which now requires faculty to participate in department-focused activities each year. Each faculty serves on one to two sub-committees each year.</p>
6.	<p>Industry Advisory Council: Continue to develop a robust advisory council that actively supports the academic business unit and connects to industry.</p> <p>Accountability: Chair, IAC, and curriculum committee</p>	<p>Build advisory council membership, including defining roles and responsibilities of advisory council officers and members.</p> <p>Solicit quarterly input in the development of industry relevant program outcomes and curriculum alignment.</p>	<p>The department has developed the IAC membership during 2021-22 and has created a charter of expectations.</p> <p>This next year the department will work with this group to assess the business core curriculum to ensure we have a pulse on industry and employer needs.</p>

Appendix A: Programs

As discussed above, the department adopted a three-year assessment cycle. The focus of the 2021-22 academic year included review of program-level assessment work. The following summarizes discussions, actions, and closing the loop of program-level work during last academic year.

Accounting

- Upon completion of the Accounting program, graduates will be able to:
 1. Integrate GAAP in financial reporting and analysis.
 2. Demonstrate taxation compliance and planning.
 3. Apply assurance concepts.
 4. Apply managerial accounting concepts.
- **GAAP Concepts:**
 - **2019-20 Action plans:** Advanced Accounting assessment will be through more varied measures, including Consolidated Financial Statement exams, case studies, and multiple-choice exams, to give a more well-rounded assessment.
 - **Closing the loop:** From 2021/22 (current year data) results show two multiple choice exams were used as measures. One shows all 5 students receiving a 3 or 4, while the second shows two students receiving a 3/4 and 3 students receiving 1 or 2. An adjunct was teaching the course in Winter 2022 (from Portland-Metro campus) so student involvement was minimal and course delivery was remote (again). Above action plan steps will continue during our next program assessment cycle. Senior Project results from 2021/22 show 80% of students received a 3 or 4. Student enrollment continues to be low; five students were assessed. Senior Project will not be taught during 2022/23 and will not be a source of assessment.
 - **Summary of 2021-22 and Action Plan:** In the area of GAAP Concepts, senior project results showed 80% received a 3 or 4 and assessment in ACC 431 shows mixed results. On one exam, only 40% of students received a 3 or 4. Course was taught remotely and by an adjunct from Portland-Metro campus. Action plans are to re-assess to compare data over time using similar assessment measurements. Assessment will only be in ACC 431 as Senior Project is not being taught in 2022/23.
- **Tax Concepts:**
 - **2019-20 Action plans:** More Schedule A and Employee Business Expense emphasis using problems.
 - **Closing the loop:** From 2021/22 results show 3 out of 4 students receiving a 3 or 4 on Schedule A assessment. Also, 3 out of 4 students received a 3 or 4 in their overall assessment in ACC 411. Revised tax law has made assessment of Form 2106, Employee Business Expense, irrelevant. Results appear to prove the emphasis on Schedule A has improved student performance. Senior Project assessment from 2021/22 shows 100% of students received a 3 or 4. Student enrollment continues to be low as only four students were assessed. Senior Project will not be taught during 2022/23 and will not be a source of assessment.
 - **Summary of 2021-22 and Action Plan:** In the area of Tax Concepts, 100% of students received a 3/4 on Senior Project results and 75% of students received a 3 or 4 on overall performance in ACC 411. Schedules C,D,E, form 4562, and pages 1 & 2 of Form 1040, appear to be areas of concern. Emphasis will be placed on these forms via more problems. Assessment will continue in ACC 411. No Senior Project assessment is planned.
- **Assurance Concepts:**

- **2019-20 Action plans:** Excellent assessment results required no action plans except for using the same assessment measures (case studies and exam results) to compare student performance over time to show consistency.
- **Closing the loop:** Senior project assessment results show 100% of students receiving a 3 or 4. ACC 435, Auditing, assessment results using exams and Tableau Assignments (case studies) show that 100% of students received a 3 or 4, reinforcing results from 19/20 and prior. Similar assessment measures will continue to show comparability over time. Student enrollment continues to be low as only five students were assessed. Senior Project will not be taught during 2022/23 and will not be a source of assessment.
- **Summary of 2021-22 and Action Plan:** In the area of Assurance Concepts, 100% of students received a 3/4 and in ACC 435, 100% of students received a 3/4. New materials have been introduced in ACC 435 which will be the sole source of future assessment. Using similar assessment measures, it will be interesting to see if the excellent results continue by using a practice set and new text.
- **Managerial Concepts:**
 - **Summary of 2021-22 and Action Plan:** In the area of Managerial Concepts, 80% of students received a 3 or 4 on Senior Project results and no assessment was made in ACC 320 because it was not offered. A new instructor will mix up results and new measures will likely be used to form a baseline for comparison. ACC 320 will be the only source of future assessment. Low enrollment continues to be problematic and may produce inaccurate assessment results. No Accounting students (five) completed the Senior Exit Survey during 2021/22.

Management & Technology

- Upon completion of the Technology and Management program, graduates will be able to:
 1. Apply knowledge of approaches to operational performance improvement.
- **Assessment Summary**
 - **2019-20 Action plans:** Continued focus on communication and culmination of the experience within senior projects.
 - **Closing the loop:** Writing continues to be a challenge for some students, especially those whose first language is not English. To address this, the senior project instructors not only provided written feedback on early draft reports, but also met individually with each student to review the corrections. This led to improved subsequent written submissions as students start to learn better writing skills as well as how to interpret feedback. Some students have also been referred to writing tutors for additional support.
 - **Summary of 2021-22 and Action Plan:** Based on the small cohorts of three (2021-22) and six (2020-21) students completing their senior project, nearly all students met the proficiency or high proficiency targets for the metrics considered. One student did not demonstrate the expected level of writing proficiency, two did not demonstrate the standard for collaboration, and one did not meet the standard for project planning. Overall, the students were able to design and complete successful projects, produce high quality written reports, and present their findings clearly in an oral presentation.

Healthcare Management

- Upon completion of the Healthcare Management program, graduates will be able to:
 1. Interpret health policy and systems.
 2. Assess the sustainability of Healthcare Organizations.
- **Assessment Summary**
 - **2019-20 Action plans:** Healthcare management students, have tended to struggle to identify applied senior projects, therefore more focus is needed on helping them make connections as well as offer research projects as alternatives.

- **Closing the loop:** During the pandemic, more HCM students were able to make connections with healthcare organizations for projects. Also, some students developed robust research projects as alternatives.
- **Summary of 2021-22 and Action Plan:** Healthcare Management students continue to speak highly of the courses they take as evidenced by course evaluations. Additionally, students derive tremendous value from their internships and senior projects. In this year's senior exit survey, program strengths identified by students included, job preparation, hands-on projects, and appreciation for receiving a well-rounded management education. Senior Project Experience: Student proficiency across all learning outcomes (ISLOs and PSLOs) was slightly lower in 2021-2022 than in 2020-2021 (although n-values remain small, 8 and 9, respectively). While students demonstrated proficiency in conducting environmental scans and utilizing project management tools, all other areas within the assessment fell slightly below established performance criteria. The department continues to review, reflect, and improve upon the processes used to support the successful completion of these projects. The department's assessment cycle designates the 2022-2023 academic year as a reflection year, during which faculty will delve into these assessment results. Specifically, faculty will:
 - Work with students to manage scope of their projects and pathways to completion.
 - Discuss incorporating student reflection into the senior project experience to better understand student perception of their learning experience, providing for better alignment between direct and indirect measures of assessment.
 - Review its core curriculum to ensure student learning outcomes continue to align with industry expectations.

Health Informatics

- Upon completion of the Health Informatics program, graduates will be able to:
 1. Interpret health policy and systems, with the ability to integrate policies into the healthcare agency.
 2. Analyze, design, and develop information systems that enhance operational efficiencies and strategic goals of the operation.
- **Assessment Summary**
 - **2019-20 Action plans:** Plans from the 2019-20 report included launching the MIS334 (Business Analytics) and MIS 446 (Data Mining) courses.
 - **Closing the loop:** These courses were both developed and launched over the last two years and serve several programs as requirements or electives.
 - **Summary of 2021-22 and Action Plan:** Due to limited technology faculty available during the 2021-22 academic year, assessment data was not collected. However prior year results show students are meeting the criteria set for the program outcomes. Students suggest more industry specific databases be available for the program.

Information Technology

- Upon completion of the Information Technology program, graduates will be able to:
 1. Solve business problems through the use of information systems and technology.
 2. Design and implement information systems.
- **Assessment Summary**
 - **2019-20 Action plans:** Faculty reviewed the IT degree structure and curriculum. A proposal was submitted to increase student's advanced skillsets by creating focused areas for students. Senior Projects will be aligned with the focus area the student chooses. The team realized

that providing a wide array of content did not foster an environment where students would master any specific skillset. Starting in 2020-2021 AY students entering the program will identify a dedicated focus area to complete.

- **Closing the loop:** The Information Technology degree program suffered the loss of three (3) faculty on the Klamath Falls Campus, one (1) full time faculty on the Portland Campus and one (1) long term online Professor during 2021-2022. With no dedicated IT faculty in Klamath Falls, professors from our Portland Campus also taught classes in Klamath Falls and Online to support our students and ensure they were on-track for graduation. Therefore the 2019-20 plans could not be fully implemented.
- **Summary of 2021-22 and Action Plan:** Due to limited technology faculty available during the 2021-22 academic year, assessment data was not collected. However prior year results show students are meeting the criteria set for the program outcomes. Senior Projects were affected by Covid as students were not able to easily find project sponsors in industry. Despite said challenges, students successfully completed Senior Projects with a high degree of proficiency. Overall, students did well in all phases of their projects and reached their goals in Project Conceptualization, Project Design, and Management. Once new faculty are orientated, prior work will resume to reassess the curriculum in the next few years.

Cybersecurity

- Upon completion of the Cybersecurity program, graduates will be able to:
 1. Describe the tactics, techniques, and procedures used throughout the vulnerability assessment process.
 2. Evaluate risk in information systems and apply mitigation techniques to reduce the impact on business operations.
 3. Perform information system vulnerability scanning and report findings.
 4. Identify information system exploits and apply proper incident response.
- **Assessment Summary**
 - **2019-20 Action plans:** Due to challenges with attracting and retaining faculty in the cyber program, there has been no prior action plans developed.
 - **Closing the loop:** Due to the faculty turnover and lack of prior action plans, there were no closing the loop activities.
 - **Summary of 2021-22 and Action Plan:** Data for the reports was not able to be collected due to the limited number of faculty last year. In Klamath Falls we lost all of our full-time faculty (in both Cybersecurity and IT). We also lost our primary full time online faculty member as well. Lastly, we lost ½ of our Portland Faculty at the end of the year. With this large-scale loss of faculty, the remaining three faculty members spent the year delivering courses at all campuses (Portland, Klamath, and Online) and could not devote any time to assessment. With regards to Senior Project, the majority of students met the proficiency or high proficiency targets for the outlined and defined metrics. Students overall were able to achieve the desired levels of project conceptualization, project management, project design, and project implementation phases. Students demonstrated strong presentation skills and were able to articulate their projects in ways that could be understood even by those outside of their discipline. Students have had challenges with the breadth of writing that is involved with such large projects when students take on the various roles involved throughout the series of courses to the end / completion of their project. To aid students in this process, we provide students with project examples, writing resources, review of weekly reports and review of rough drafts accompanied by weekly meetings to address any questions that the students have encountered and to provide guidance to project next steps. Through these weekly meetings students have been able to stay on schedule and progress through the relevant milestones with successful outcomes.

Marketing

- Upon completion of the Marketing program, graduates will be able to:
 1. Analyze an organization's activities to develop/implement a marketing strategy.
- **Assessment Summary**
 - **2019-20 Action plans:** In 2019 a new program elective was introduced into the marketing curriculum to keep the program relevant and up to date. The course is entitled Marketing Special Topics and, as its name implies, revolves around specific areas of marketing. In addition, BUS414, Marketing research was added back into the curriculum.
 - **Closing the loop:** Both courses were launched, however due to the smaller marketing cohort, classes have been cancelled during this assessment window due to low enrollment. Work needs to be done to determine how these can best be offered to coordinate with business and communication programs to increase the enrollment.
 - **Summary of 2021-22 and Action Plan:** The 2021-22 marketing senior project results are fairly similar to the previous academic year. Marketing students continue to perform well on their senior projects. In many of the subject areas, they demonstrate proficiency and high proficiency. When it comes to meeting the marketing student learning outcomes, several students did not demonstrate high proficiency in the area of project background and research. Throughout the marketing curriculum, a great deal of time is spent on market research. Students did not demonstrate high proficiency in the collaboration section of the assessment. Collaboration is a common theme stitched throughout the business management curriculum and is a necessary skill to possess in the workplace. Action steps to address these areas include:
 - Continue working with the designated Business Management Librarian to assist students in gathering secondary research using the library databases and resources.
 - In BUS 319: Integrated Marketing Communications and BUS 473: Marketing Plan Development, more time and attention will be given to the components of the written report, especially the project background/research and conclusion sections. Additional time will also be spent teaching APA citations and using software that can assist with citations.
 - In order to understand why 40% of students performed below high proficiency, more work will be done with senior project faculty to better understand how students are being assessed in this area. Once established, more time will be spent preparing students for senior project.
 - Further, for the 2023 academic year, a review of the various rubrics that are used to assess student performance to ensure that upper-level marketing courses are aligned with the capstone senior project assessments and expectations.

Operations Management

- Upon completion of the Operations Management program, graduates will be able to:
 1. Apply knowledge of fundamental concepts of operations management.
 2. Apply knowledge of approaches to operational performance improvement.
- **Assessment Summary**
 - **2019-20 Action plans:** Actions recommended included: 1.) Identify points in the program at which meaningful leading-indicator assessments can occur. 2.) Determine appropriate metrics to accurately assess the two Operations Management program learning

- outcomes with greater granularity. 3.) Establish the mechanisms and system requirements to capture these assessment metrics. 4.) Implement a pilot to carry out the assessment model.
- **Closing the loop:** Prior year's actions included ensuring additional depth and breadth in the program. This is being accomplished on an ongoing basis as described above. The results give indication of some student success. Additionally, attention was given to providing consistent rubrics in key courses, among which was the senior project sequence. This consistency is attributed, in part, to the improvement in proficiency among Operations Management students in their program as evidenced by improvement in senior project assessment ratings.
 - **Summary of 2021-22 and Action Plan:** As the Operations Management degree program continues to evolve, students continue to enjoy high employment rates and excellent starting salaries. Student comments from Operation Management courses continue to be very positive, with emphasis on appreciation for the real-world tools and competencies acquired. Students continue to derive tremendous value from their lean six sigma certification and senior projects. Operations Management senior project results were improved in 2021-22 over the previous year. Though there were approximately the same percentage of high proficiency ratings, there were far fewer limited and developing proficiency ratings and more ratings as proficient. The interpretation, in part, is that more students gained greater proficiency in the key competencies of operations management upon graduation. These include areas of business performance improvement, project management, and logistics, materials, and quality management. In this year's senior exit survey, program strengths identified by students included precisely those facets of their education: job preparation, hands-on projects, and appreciation for faculty effort and knowledge and receiving a hands-on and well-rounded education. Most comments suggesting improvement were aimed primarily at the more administrative aspects of their experience with the program and college in general. Action steps include:
 - The Operations Management degree program has sought to provide both depth and breadth of instruction and learning combined with real-world experience in the form of senior projects, certification projects, and learning content in courses taken from real-world operations cases. The program will continue to pursue these tactics. In keeping with the hands-on nature of the degree program, Enterprise Resource Planning (ERP) system software and ERP business simulations will be included as part of the senior level courses for the first time this year. These simulations will provide an excellent added capstone experience that encompass nearly in all areas of operations. The program is also excited to reestablish and continue the industry-student business partnerships enjoyed prior to the COVID era. Finally, a renewed focus and review the program's core curriculum is underway with our Industry Advisory Council to ensure student learning outcomes continue to align with industry expectations.

Business Management

- Upon completion of the Business Management program, graduates will be able to:
 1. Apply business strategies to plan for achieving specific goals in an organization based on analysis of internal and external factors.
- **Assessment Summary**
 - **2019-20 Action plans:** The plan included more emphasis placed on the entrepreneurship class and series so that students would be prepared to develop a business plan and idea. In addition, more focus on applied projects and business competitions.
 - **Closing the loop:** There was increased work and more structure placed on the entrepreneurship class so that students would be prepared in senior project. As a result, scores improved across the 2021-22 senior projects. During the pandemic, there were challenges in getting students involved in competitions and applied projects. However, the IdeaFest event, which allows students to share their projects with the public, was a highlight after the Covid shutdowns.

- Summary of 2021-22 and Action Plan:** 2021-22 assessment activities and graduation rates are showing growth in the business management program after the name change and extension to online. The additional emphasis on the entrepreneurship series helped to prepare students for senior project – many of which developed business plans. While there are always outliers, the areas that still need work are in the analysis area as well as the summary/conclusion area. This year it is important, as we have new faculty teaching the entrepreneurship class, that we communicate to align expectations for students. Additionally, senior project faculty need to continue to emphasize how to use market data to develop sections of a business plan (i.e. pricing should be based on a competitive pricing analysis), as well as how to conclude a large project.

Appendix B: Rubrics

Strategic Capstone Essay Rubric

Criteria	ISLO Mapping	4-High Proficiency	3-Proficiency	2-Developing Proficiency	1-Limited Proficiency
Describe the legal, ethical, social, and economic environments of business in a global context.	Essay 1 ISLO #2	Clearly identifies, defines, and discusses and provides examples of the legal, social, ethical and economic issues in both internal and external environments.	Identifies, defines, discusses and provides some example of legal, social, ethical and economic issues in both internal and external environments.	Identifies but may not clearly define the legal, social, ethical and economic issues in both internal and external environments. Provides some examples, however may lack full development or understanding.	Identifies but does not define the legal, social, ethical and economic issues in both internal and external environments. May provide some examples but often lacks understanding.
Analyze business concepts and apply strategic planning skills to effect change in an integrated manner.	Essay 2 ISLO # 6	Discusses specific and well-developed examples in which strategic theories can be used throughout an organization to advance their mission.	Discusses examples in which strategic theories can be used throughout an organization to advance their mission.	Discusses some examples in which strategic theories can be used in an organization, but may not include all areas.	Discusses some examples in which strategic theories can be used in an organization but is not integrated or specific.

Assignment #1

Global Business Environment Essay

Learning Outcome: Describe the legal, ethical, social, and economic environments of business in a global context.

This assignment is assessing your overall business knowledge, not just your knowledge of strategic management concepts. Be sure to apply concepts from this, as well as other classes.

Describe and Research the following issues related to the global business environment:

- **Legal**
 - Describe what is meant by legal issues in the global business environment. Your answer should provide examples.
 - Conduct some research and describe a CURRENT specific business case example.
- **Ethical**
 - Describe what is meant by ethical issues in the global business environment. Your answer should provide examples.
 - Conduct some research and provide a CURRENT specific business case example.
- **Social**
 - Describe what is meant by social issues in the global business environment. Your answer should provide examples.
 - Conduct some research and provide a CURRENT specific business case example.
- **Economic**
 - Describe what is meant by economic issues in the global business environment. Your answer should provide examples.
 - Conduct some research and provide a CURRENT specific business case example.

In order to get full credit, you must include CURRENT business cases (within the last two to three years). You also must include in-text citations and a reference list. While this assignment does not need to be lengthy, it needs to be thorough.

Assignment #2

Strategic Essay

Learning Outcome: Analyze business concepts and apply strategic planning skills to effect change in an integrated manner.

Please answer the following essay questions relating to the course objectives:

1. Explain the strategic management process. In other words, imagine yourself being hired to run a company that has recently been taken over. It is your job to direct the new strategic management process for the company. Where to you begin and what tools might you use to develop your strategy? Summarize how you might use certain strategy tools to analyze the firm's current position and the industry. Consider internal resources, external environment, various generic and competitive strategies, international strategies, diversification, CSR and ethics. Discuss (300 words).
2. At the beginning of this course, you were told that unlike many of your other courses that just focus on one functional business area, in this course you get to synthesize inter-related business concepts and functions. Describe how you did that? Feel free to use the BSG strategy as an example (200 words).

Senior Project Essay Rubric

Performance Criteria	ISLOs	High Proficiency	Proficiency	Developing Proficiency	Limited Proficiency
<p>Project Objective</p> <p>“Identification”</p>	#1	The project is clearly described. Objective and purpose of the project is evident. Project scope is clear.	The project is described and includes most details, few revisions are needed. Objective and purpose of the project are stated. Project scope is realistic.	The project is described, however, may not include all details, minor revisions are needed. Objective and purpose of the project is unclear. Project scope is unclear.	The project is described, however, does not include all details, major revisions are needed. Objective and purpose of the project is missing. Project scope is not defined.
<p>Organization Environment</p> <p>“Context”</p>	#1	The student clearly describes the project’s macro-environment. Relevant industry/company information is provided, i.e., background, industry characteristics, connection to related projects, other pertinent information. Demonstrates good understanding of relevant concepts and skills related to the project.	The student adequately describes the project’s macro-environment. Adequate industry/company information is provided, i.e., background, industry characteristics, connection to related projects, other pertinent information. Demonstrates some understanding of relevant concepts and skills related to the project.	The student’s description of the project’s macro-environment is incomplete. Industry/company information, is incomplete, i.e., background, industry characteristics, , connection to related projects, other information. Demonstrates limited understanding of relevant concepts and skills related to the project.	The student does not describe the project’s macro-environment. Lacks industry/company information, i.e., background, industry characteristics, connection to related projects, other information. Demonstrates no understanding of relevant concepts and skills related to the project.

Project Management “ Process”	Project Plan & timeline	#4	Initial project plan and timeline are clearly presented. The plan and timeline are revised and adapted as needed over the course of the project.	Initial project plan and timeline need few revisions. Over the course of the project the plan and timeline are revised and adapted as needed but fail to meet the requirements of the project.	Initial project plan and timeline require modification. Over the course of the project the plan and timeline are minimally revised and adapted as needed.	Initial project plan and time- line are incomplete and/or unrealistic. Over the course of the project neither the plan nor the timeline are revised or adapted as needed.
	Project Background	#1	Research clearly addresses the proposed project’s objective and purpose and is used to support a solution.	Research adequately addresses the proposed project’s objective and purpose and is used to support a solution.	Research somewhat addresses the proposed project’s objective and purpose and is minimally used to support a solution.	Research does not address the proposed project’s objective and purpose nor is it used to support a solution.
	Analysis	#4	Analysis is thorough and relevant. Findings are related to sound business concepts, financial practices, benchmarks, marketing practices, best practices, etc.	Analysis is provided. Findings are related to sound business concepts.	Analysis is limited. Findings are minimally related to sound business concepts.	Analysis is incomplete. Findings are not related to sound business concepts.
		#4	Discussion is evidence-based. Student is able to draw conclusions by combining examples/facts/theories from one or more fields of study or perspectives.	Discussion is somewhat evidence-based. Student is able to draw conclusions, has limited ability to combine examples/facts/theories from one or more fields of study or perspectives.	Discussion is minimally evidence-based. Student is unable to draw conclusions that combine examples/ facts/theories from one or more fields of study or perspectives unless prompted.	Discussion is not evidence-based.. Student may present conclusions but is unable to combine examples/facts/theories from one or more fields of study or perspectives.

	Collaboration	#3	There is significant evidence of the student collaborating with several individuals to successfully develop the project's solution. This may include working with various project stakeholders, advisors, and other resources in a productive manner.	There is evidence of the student collaborating with one or more individuals to successfully develop the project's solution. This may include working with various project stakeholders, advisors, and other resources in a productive manner.	There is minimal evidence of the student collaborating with one or more individuals to successfully develop the project's solution. This may include working with various project stakeholders, advisors, and other resources in a productive manner.	There is no evidence of the student collaborating with one or more individuals to successfully develop the project's solution. Work was generally done in isolation without reaching out to stakeholders, advisors, and other resources.
Project Completion	Objectives Met	#4	The project meets expectations in functionality and timeliness.	The project mostly meets expectations in functionality and timeliness. Few revisions are needed.	The project needs revision before meeting expectations in functionality and timeliness.	The project does not meet expectations in functionality and timeliness.
	Summary & Conclusions	#4	Summary, conclusions, and/or recommendations are specific. Supporting research is clear and relevant. Understanding of business concepts and/or skills is evident.	Summary, conclusions, and/or recommendations are provided. Supporting research is included. Some understanding of business concepts and skills is evident.	Summary, conclusions, and/or recommendations are incomplete. Little supporting research is provided. Understanding of business concepts and skills is limited.	Summary, conclusions, and/or recommendations are missing. Supporting research is not provided. Little/no understanding of business concepts and skills.
	Project Written Report	#5	High-quality, well written project report, conforming to APA standards for writing.	Quality written project report, mostly conforming to APA standards for writing.	Average written project report, minimally conforming to	Low-quality written project report, does not conform to APA standards for writing

					APA standards for writing.	
	Project Oral Communication	#5	High-quality, well organized presentation that clearly informs the audience. Visuals are effective and oral communication is poised, timely and enthusiastic.	Quality, organized presentation that informs the audience. Visuals are effective and oral communication is mostly poised, timely and enthusiastic.	Average-quality presentation that may be lacking some organization or clarity for the audience. Visuals are somewhat effective and oral communication is somewhat effective but may be lacking poise, timeliness and enthusiasm.	Low-quality, unorganized presentation that does not clearly inform the audience. Visuals are not effective and oral communication lacks poise, timeliness and enthusiasm.
	Culminating Experience	#4	The student adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore complex issues in original ways.	The student adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	The student uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.	The student fails to use skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore complex issues in original ways.

Assignment

Overview: The 6, 9, or 10 credit business capstone courses provide students with an opportunity to work on a research or real business problem with companies of their choice over a 6-12 month period. Students work with a client in a business environment to develop solutions that could be put to use by the client. Students develop their analysis and recommendations over the required sequence of courses and complete the project with the delivery of a final report and presentation to the client. Students are encouraged to find the type of project and company that they believe will provide them with the best capstone experience.

Example of BUS Sequence

BUS495: Examination of the senior internship and project process and requirements. Definitions of a suitable senior internship or project topic and preparation of a formal proposal. Topics dealing with client contact, task definition, privacy and confidentiality, initial research, presentation of results.

BUS496: Students finalize project plan and complete data gathering and analysis portion of a project for a client or an independent research project. Topics include completing research, data gathering and analysis. The interim project is written.

BUS497: Students complete project started in BUS 496 including preparing a detailed project report and delivering a final presentation. Periodic progress reports required.

(While the outcomes are the same for each of these senior project sequences, the program determines the length based on program-specific needs. The Accounting sequence, taken by accounting students, is 6 credits, the Business sequence, taken by business, marketing, operations, technology & management, and healthcare management students, is 9 credits, and the Information Technology sequence, taken by health informatics, cyber security and information technology students, is 10 credits.)

Assignment Objectives

Upon completion of the senior project series, students will be able to:

- Apply core concepts in a business environment.
- Contribute to the development of a team-oriented and collaborative environment.
- Solve business problems using decision-support tools and/or research skills.
- Demonstrate professional communication and behavior using a variety of delivery methods.

Exit Survey Tool

Directly mapped to Department ISLOs

On a scale of 1 to 6, as you near graduation, rate how well you are prepared in the following outcomes area.
1=Low, 6=High

	1	2	3	4	5	6
1. To apply core business concepts in a business environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. To describe the legal, ethical, social, and economic environments of business in a global context.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. To contribute to the development of a team-oriented and collaborative environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. To solve business problems using decision-support tools and/or research skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. To demonstrate professional communication and behavior using a variety of delivery methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. To analyze business concepts and apply strategic planning skills to effect change in an integrated manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Program Assessment Report Feedback

2020-21 Assessment Report

Program: Management Department

Department Chair: Hallie Neupert

Program Assessment Report Author: Sharon Beaudry

Rubric Measure	Well Developed, Progressing or Not included.
Program mission is aligned to University Mission	
Educational Objectives Wording is Actionable	
PSLO's are justified by Professional Standards	
PSLO'S are aligned to ISLO	
Curriculum Map: Scaffolding indicates Foundational, Practice, and Capstone Assessments by course	
Assessment Cycle is three years to cover all PSLO and ISLO	
Actions taken by programs on assessment during each year of the cycle are specified	
During collection year, courses/assignments are specified that align to PSLO at FP&C levels	
Rubric: Criteria for grading the assignment is described (appendix)	
Sample: Number of samples reviewed is specified	
Reliability: Reviewer and locations of the assignment are specified	
Performance Targets of acceptability are indicated	
Results include: Graduation, Retention, Persistence, DFWI, Post Grad Success, Equity Gaps, PSLO, ISLO	
Interpretation: Current results are compared against performance targets	
Interpretation: Current results are compared against previous 3 years of data	
Interpretation: Current results are compared against University data	
Action drivers: Items not meeting performance targets have actions planned	
Action drivers: Additional action plans for overall department improvement are indicated	
Action plans: Specifics of accountability and timelines are indicated	
Action plans: Actions are linked to budgetary decisions	

Faculty discuss trends in the data	
Faculty discuss previous action plan success given new data	
Faculty discuss the assessment process and make any improvements necessary	