

Introduction

The Management Department offers 12 undergraduate programs, all of which are built around a theme of “tech-infused” business degrees. 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. In the fall of 2025, the department will launch a Bachelor of Science in Construction Management, which was approved for IACBE accreditation. 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 – Clinical Option
Bachelor of Science in Business – Management Option	Bachelor of Science in Health Care Management – Radiologic Science Management Option
Bachelor of Science in Business – Marketing Option	Bachelor of Science in Health Informatics
Bachelor of Science in Construction Management (Fall 25)	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

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. *(This is a mission statement for the Management department, which is intentionally broad to cover all 12 degrees. See the Introduction section for more details.)*

- **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. All Management programs are accredited by IACBE.

Section 2 – Management Department Intended Student Learning Outcomes

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

Unlike most university programs that assess University ISLOs and program-level PSLOs, the Management Department has an additional third middle level of assessment referred to as the Department ISLOs. The Management Department ISLOs focus on the core concepts of business, as required by IACBE to ensure all accredited programs contain Business Technical Knowledge (see section 3). As a result, all 12 Management degree programs are built around our business core curriculum and are a critical component of our focused assessment efforts. The Management Department's ISLOs are presented below. Moreover, 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.

This is the final year with these specific department ISLOs. During the 2024-25 academic year, the department embarked on a two-year process to update our Department ISLOs, Outcome Assessment Plan (OAP), and Business Core Curriculum. Starting in the fall of 2025, the new ISLOs and OAP will be implemented, and the new Business Core will roll out to all programs in the Fall of 2026.

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 COURSE NAME	A FUNCT				B LSE	C GLOB	D ETH	E DST	F COM	G CT	H INT
	Acct	Mkt	Fin	Mgt							
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 211Z Principles of Accounting I	I, R, S	-	I, R	-	I	I	I	I, R	-	I, R	-
ACC 213Z 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>	-	-	-	I	-	-	-	I	I	I	-

MIS 275 Introduction to Relational Databases	-	-	-	I, R	-	I	I	I, R	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> MIS 496 Senior Project Management <i>and</i> MIS 497 Senior Project II <i>and</i> MIS 498 Senior Project III	- - - -	- - - -	- - - -	R R R R	R, S R, S R, S R, S	R R R R	R, S R, S R, S R, S	R, S R, S R, S R, S	R, S R, S R, S R, S	R, S R, S R, S R, S	I, R R, S 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	Program-Specific Student Learning Outcomes	Collect Inquiry & Analysis Quantitative Literacy
2024-2025	IQAR Interim Quality Assurance Report Annual Notice	Intended Student Learning Outcomes & Intended Operational Outcomes	Collect Communication Teamwork
2025-2026	IQAR due 11/25 Annual Notice	Program-Specific Student Learning Outcomes Implement New Business Core and Updated OAP	Collect Diverse Perspectives Ethical Reasoning

2026-2027	Annual Notice	Reflection Year: Qualitative Deep-Dive	Collect Inquiry & Analysis Quantitative Literacy
2027-2028	Self-Study Year (Collect Data/Draft Report) Annual Notice	Intended Student Learning Outcomes & Intended Operational Outcomes	Collect Communication Teamwork
2028-2029	Submit Self-Study Draft 12/2028 Final Self-Study 2/15/2029 Site Visit April/May 2029 Annual Notice	Finalize Self-Study and Prepare for Site Visit	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.	- Senior Exit Survey (Indirect) - Capstone Experience: BUS/MIS480 (PM/KF/OL) (direct)	- Senior Exit Survey (Indirect) - Capstone Experience: BUS/MIS480 (PM/KF/OL) (direct)	- Senior Exit Survey (Indirect) - Capstone Experience: BUS/MIS480 (PM/KF/OL) (direct)
Describe the legal, ethical, social, and economic environments of business in a global context.	- Senior Exit Survey (Indirect) - Case Study: BUS 478 (OL) (direct)	- Senior Exit Survey (Indirect) - Case Study: BUS 478 (OL) (direct)	- Senior Exit Survey (Indirect) - Case Study: BUS 478 (PM/KF) (direct)
Contribute to the development of a team-oriented and collaborative environment.	- Senior Exit Survey (Indirect) - Capstone Experience: BUS/MIS480 (PM/KF/OL) (direct)	- Senior Exit Survey (Indirect) - Capstone Experience: BUS/MIS480 (PM/KF/OL) (direct)	- Senior Exit Survey (Indirect) - Capstone Experience: BUS/MIS480 (PM/KF/OL) (direct)
Solve business problems using decision-support tools and/or research skills.	- Senior Exit Survey (Indirect) - Capstone Experience: BUS/MIS480 (PM/KF/OL) (direct)	- Senior Exit Survey (Indirect) - Capstone Experience: BUS/MIS480 (PM/KF/OL) (direct)	- Senior Exit Survey (Indirect) - Capstone Experience: BUS/MIS480 (PM/KF/OL) (direct)

Demonstrate professional communication skills using a variety of delivery methods.	- Senior Exit Survey (Indirect) - Capstone Experience: BUS/MIS480 (PM/KF/OL) (direct)	- Senior Exit Survey (Indirect) - Capstone Experience: BUS/MIS480 (PM/KF/OL) (direct)	- Senior Exit Survey (Indirect) - Capstone Experience: BUS/MIS480 (PM/KF/OL) (direct)
Analyze business concepts and apply strategic planning skills to effect change in an integrated manner.	- Senior Exit Survey (Indirect) - Case Study: BUS 478 (OL) (direct)	- Senior Exit Survey (Indirect) - Case Study: BUS 478 (OL) (direct)	- Senior Exit Survey (Indirect) - Case Study: BUS 478 (PM/KF) (direct)

The following table provides details of university ISLO assessment collection:

	Act	Collect	Plan
ISLO	2024-25	2025-26	2026-27
Communication	Capstone Experience: BUS/MIS480 (PM/KF/OL) (direct) Senior Exit Survey (Indirect)		
Ethics		BUS478 (Fall, Winter, Spring) (direct) Senior Exit Survey (Indirect)	
Teamwork	PSY347 (Fall, Winter) (direct) Senior Exit Survey (Indirect)		
Diversity		ANTH452 (Fall, Winter, Spring) (direct) Senior Exit Survey (Indirect)	
Inquiry and Analysis			Capstone Experience: BUS/MIS480 (PM/KF/OL) (direct) Senior Exit Survey (Indirect)
Quantitative Literacy			BUS457 (Fall, Spring) (direct) MIS334 (Winter) (direct) Senior Exit Survey (Indirect)

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 faculty have chosen to focus on two of the ISLOs that more naturally connect to the content of the course. Results have improved and have now stabilized from prior years.

Strategic Capstone Essays	
Performance Target	1-4 Proficiency Scale
Minimum Acceptable Performance	80% achieve a 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=74
Accountability	The faculty who teach this course communicate regularly to develop a consistent delivery of course content, assignments, and evaluation rubrics.
Representation	Data is collected from each course taught OL/KF/PM every year.
Rubrics	See Strategic Capstone Essay Assignments & Rubrics with Mapping – See Appendix B

- **Capstone 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. While the overall results have historically been positive, senior project faculty recognized that because management students tend to be highly diverse in experience, this type of capstone experience may not be the best way to meet the career goals of all students. Therefore, during the 2022-23 and 2023-24 academic years, the department updated and expanded the capstone to include more choices for students, while still meeting the same student learning outcomes. Starting in the fall of 2024, this new course is called the *Capstone Experience* and includes options for applied or research projects, study abroad, and internships.

Capstone Experience	
Performance Target	1-4 Proficiency Scale
Minimum Acceptable Performance	80% achieve a 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=65
Accountability	The new Capstone Experience course streamlined the number of faculty required to teach the course down to four. A common course template is maintained by the lead faculty and updated each year based on discussion among the faculty. Therefore, there is consistent delivery of course content, assignments, and evaluation rubrics.
Representation	Data is collected from each course taught OL/KF/PM every year.
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. Once performance targets were developed, the results have continued to improve and stabilize.

Senior Exit Survey	
Performance Target	1-6 Proficiency Scale
Minimum Acceptable Performance	80% achieve a 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=49
Accountability	The Mgt Department faculty track the results of the exit survey every year and address areas of concern when established performance targets are not met. Significant attention is paid to student comments.
Representation	Data is collected by embedding the exit survey as an assignment in BUS478 – Strategic Management, taught by OL/KF/PM every year.
Rubrics	See Senior Exit Survey Tool with Mapping – Appendix B

Each year, the assessment coordinator collects Department ISLO data, University ISLO data, as well as operational data. Once collected, the Mgt Department Assessment Data report is prepared detailing the results (this year's report was 53 pages). This report is shared with the department before Convocation for review and serves as a main data point for discussion to determine the Management Department's academic and operational goals to engage in continuous improvement.

Section 6 – Assessment Data

The following table details the data collected during the **2024-25** academic year. This includes data used to assess Departmental ISLOs (direct and indirect assessments), Institutional ISLOs, Post-Graduation Success, Graduation, Retention, and DFWI rates.

Modality/Location Quality: Most Mgt Department Programs are offered in Klamath Falls, Portland Metro, and Online. The data below is the aggregate data of all locations. Often, faculty are assigned to teach multiple sections of the same course, including different modalities. When

multiple faculty are required to teach the same course at different locations and modalities, significant efforts are made to ensure consistent delivery of course content, assignments, and evaluation rubrics. Data is broken down by location outside of this report to compare outcomes.

Performance Criteria	Assessment Methods	Performance Target	Results	Met?	Equity Gap
Dept ISLO- #1 Apply core concepts in business environment	Direct-Capstone Experience	80% achieve rating of 3 or 4 (1-4 scale)	98%	MET	No
	Indirect- Senior Exit Survey	80% achieve rating of 4, 5, 6 (1-6 scale)	92%	MET	NA
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)	93%	MET	No
	Indirect- Senior Exit Survey	80% achieve rating of 4, 5, 6 (1-6 scale)	86%	MET	NA
Dept ISLO- #3 Contribute to the development of a team-oriented and collaborative environment.	Direct-Capstone Experience	80% achieve rating of 3 or 4 (1-4 scale)	95%	MET	No
	Indirect- Senior Exit Survey	80% achieve rating of 4, 5, 6 (1-6 scale)	88%	MET	NA
Dept ISLO #4 Solve business problems using decision-support tools and/or research skills.	Direct-Capstone Experience	80% achieve rating of 3 or 4 (1-4 scale)	83%	MET	No
	Indirect- Senior Exit Survey	80% achieve rating of 4, 5, 6 (1-6 scale)	90%	MET	NA
Dept ISLO #5 Demonstrate professional communication skills using a variety of delivery methods.	Direct-Capstone Experience	80% achieve rating of 3 or 4 (1-4 scale)	W=86% O=95%	MET	No
	Indirect- Senior Exit Survey	80% achieve rating of 4, 5, 6 (1-6 scale)	94%	MET	NA

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)	93%	MET	No
	Indirect- Senior Exit Survey	80% achieve rating of 4, 5, 6 (1-6 scale)	90%	MET	NA
Univ ISLO: Teamwork	Organizational Behavior (PSY347)	<u>75%</u> achieve rating of on all levels)	100%	MET	No
	Indirect- Senior Exit Survey	80% achieve rating of 3,4 (1-4 scale)	88%	MET	NA
Univ ISLO: Communication	Capstone Experience BUS/MIS480	<u>75%</u> achieve rating of pract/capstone	98%	MET	No
	Indirect- Senior Exit Survey	80% achieve rating of 4, 5, 6 (1-6 scale)	94%	MET	NA
Graduation Success (not collected by the university since 2019)	Career Services Survey	90% of student attain employment/grad school within 6 months	90% (2019)	MET	NA
Graduation Rate	University Dashboard	6-year rate >50%	41.3%	NOT MET	18% females vs. 48% males graduate. No significant impact by first gen or race.
Retention	University Dashboard	1-year rate >70% (4th term)	Dept 70.5% OL (52.4%) KF (76%) PM (75%)	MET (improvement)	Retained 51% males vs 23% female. No impact significant impact by first gen or race.
DFWI*	University Dashboard	All program <12%	6.3%	MET	See below*

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	2022-23	2023-24	2024-25	Interpretation
Dept ISLO #1 Apply core concepts in business environment	Direct-Capstone Experience	86%	85%	98%	Students have consistently met this target for the business functional areas. The updated Capstone Experience model of senior project has been more successful.
	Indirect-Senior Exit Survey	94%	96%	92%	
Dept ISLO #2 Apply the legal, ethical, social, and economic environments of business in a global context	Direct-Strategic Capstone Essay	88%	92%	93%	The department has created a more focused assignment that is directly mapped to this criterion in Strategic Management. As a result, we have more clarity regarding student performance.
	Indirect-Senior Exit Survey	84%	94%	86%	
Dept ISLO #3 Contribute to the development of a team-oriented and collaborative environment.	Direct-Capstone Experience	85%	95%	95%	Management consistently inserts teamwork throughout the core curriculum. At the capstone level, we also used the term “collaborative” to assess how each student works with a variety of internal and external stakeholders during their project.
	Indirect-Senior Exit Survey	100%	94%	88%	
Dept ISLO #4 Solve business problems using decision-support tools and/or research skills.	Direct-Capstone Experience	88%	84%	83%	Since our department’s differentiator is technology-infused business programs, this is an area that is emphasized. In Capstone, students must show their ability to use their “toolbox” to tackle business problems.
	Indirect-Senior Exit Survey	91%	94%	90%	

Dept ISLO #5 Demonstrate professional communication skills using a variety of delivery methods.	Direct-Capstone Experience	90%	82%	W=86% O=95%	Most courses offer opportunities for student presentations and communication. In the Capstone Experience, communication is emphasized in writing and presentations (i.e., Ideafest).
	Indirect-Senior Exit Survey	97%	96%	94%	
Dept ISLO #6 Analyze business concepts and apply strategic planning skills to effect change in an integrated manner.	Direct-Strategic Capstone Essay	88%	92%	93%	The department has created a more focused assignment that is directly mapped to this criterion in Strategic Management. As a result, we have more clarity in student performance.
	Indirect-Senior Exit Survey	94%	94%	90%	
Univ. ISLO: Quantitative Literacy (2023-24)	Direct- BUS457 and MIS335		93%		Students are relatively confident in this area as assessed in two different courses. This is likely due to the number of courses in which QL is embedded throughout the curriculum.
	Indirect-Senior Exit Survey		92%		
Univ. ISLO: Inquiry & Analysis (2023-24)	Direct-Capstone Experience		83%		Students are relatively confident in this area and the department has met the 75% target. As the dept transitions from Senior Project to Capstone Experience, this remains consistent – see ISLO#4.
	Indirect-Senior Exit Survey		86%		
Univ. ISLO: Diverse Perspectives (2022-23)	Direct-Globalization (ANTH425)	73%			Students are relatively confident in this area; however, the direct assessment is lower than the university target of 75%.
	Indirect-Senior Exit Survey	93%			
Univ. ISLO: Communication	Direct-Capstone Experience	90%	82%	98%	Opportunities for student presentations and communication, highlighting their senior projects,

	Indirect-Senior Exit Survey	97%	96%	94%	have expanded following the pandemic (i.e., Ideafest).																		
Univ. ISLO: Ethics	Direct-Strategic Capstone Essay	88%	92%	93%	The department has created a more focused assignment that is directly mapped to this criterion in Strategic Management. As a result, we have more clarity in student performance.																		
	Indirect-Senior Exit Survey	84%	94%	86%																			
Univ. ISLO: Teamwork	Direct- Senior Project	85%	95%	100%	Students feel confident in their teamwork skills. In 2025, we assessed teamwork in Organizational Behavior with small sample (N=8). However, teamwork is also assessed in Capstone.																		
	Indirect-Senior Exit Survey	100%	94%	88%																			
Graduation Success	Career Services Survey	90%	90%	90%	This data has not been updated by the university since 2019.																		
Graduation Rate	University Dashboard	34.9%	37.8%	41.8%	While the university rate remained stable around 51.5%, the overall rate for Mgt increased by 3.5%.																		
					<table><tr><td>Location</td><td>2023-24</td><td>2024-25</td></tr><tr><td>University</td><td>51.5%</td><td>51.5%</td></tr><tr><td>Mgt All</td><td>37.8%</td><td>41.8%</td></tr><tr><td>PM</td><td>45.7%</td><td>39%</td></tr><tr><td>OL</td><td>23.6%</td><td>33.9%</td></tr><tr><td>KF</td><td>44.8%</td><td>50%</td></tr></table>	Location	2023-24	2024-25	University	51.5%	51.5%	Mgt All	37.8%	41.8%	PM	45.7%	39%	OL	23.6%	33.9%	KF	44.8%	50%
					Location	2023-24	2024-25																
					University	51.5%	51.5%																
					Mgt All	37.8%	41.8%																
					PM	45.7%	39%																
					OL	23.6%	33.9%																
KF	44.8%	50%																					
Retention	University Dashboard (prior years)	65.4%	62.7%	70.5%	The Mgt department experienced increases last year. The challenge continues to be OL, which tracks with other online programs nationwide. The department has established best practices in advising as well as the use of supplemental instructors, early alerts, and mid-term check-ins.																		
						<table><tr><td>Location</td><td>2023-24</td><td>2024-25</td></tr></table>	Location	2023-24	2024-25														
Location	2023-24	2024-25																					

					University	68.3%	70.4%
					Mgt All	62.7%	70.5%
					PM	74.2%	75%
					OL	42.9%	52.4%
					KF	73.3%	76%
DFWI* (See Test Case)	University Dashboard	6%	8.7%	6.3%	The department has established best practices in advising as well as the use of supplemental instructors, early alerts, and mid-term check-ins.		

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 Management Dept implemented processes that have contributed to the department's overall performance relative to its mission. The implementation of a three-year assessment cycle, regular department meetings, subcommittees, and biannual retreats has served to engage faculty in discussion, reflection, and development of action plans that support the department's strategic initiatives, as well as continuous improvement of its student learning and operational outcomes. For example, over the course of the last two years, faculty reviewed outcomes of the senior project and determined an update was needed to allow for more student choice based on their academic and career goals, while also streamlining resources needed to support the course. This work resulted in a new Capstone Experience to replace the senior project, which launched in the fall of 2024. In addition, assessment data review over this cycle has led to the department forming sub-committees that address longer-term issues. For example, during the 2024-25 academic year, a sub-committee developed updated Department student learning outcomes and an updated Business Core Curriculum that incorporated current industry trends, IACBE requirements, as well as state transfer courses. For the 2025-26 year, this new core will be reviewed and approved so it can launch in the fall of 2026. This curriculum helps move the department to a more efficient 4-credit model.

Funding

While there is no formalized link between the department's outcomes assessment process and the institutional budgeting process, once the budget is approved by the provost's office, 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 department's programs. In addition, the Provost's Office annually solicits requests from academic departments to fund positions and equipment. These processes more directly connect to

outcomes assessment processes and provide opportunities for departments to acquire resources to advance departmental initiatives. Through this process, the department has been able to secure needed full-time faculty to better support our students and programs.

The department has also been active in seeking grants and state funding to support specific initiatives. For example, the department has been developing and expanding opportunities in the area of innovation, entrepreneurship, and community partnerships. A grant from the Lemelson Foundation has funded the development of an innovation clinic called Ready. Set. Innovate! This event brings together community partners, high school and college students, and mentors to engage in a day-long Design Thinking event. The department has also been successful in receiving outside funding to expand cyber security/IT labs and its Jump into Business high school pathway program.

Changes and Improvements

For the 2025-26 academic year, the department will implement our new student learning outcomes. This will provide us with two years to review data before our next self-study year. Also, during 2025-26, the department will focus on assessing program outcomes for all majors. We hope this extra effort to monitor and review these outcomes will help the department make improvements in these areas as well as update outcomes as needed. In addition, the department met to identify several strategic initiatives to work on over the next year (outlined in the action steps below).

Action Steps

The department submitted its 2025 mid-cycle report for IACBE. The next two years will focus on collecting this new set of data before our next self-study year in 2027-28. In addition, the following other action steps, from our strategic planning, will include:

Summary of Changes, Actions, and Outcomes

Change or Improvement Needed		Action Required and Timeline	Desired/Realized Outcomes	Additional Action Required
1.	Implement New Business Core During the 2024-25 and 2025-26 academic years, the department reviewed and refreshed the Business Core to ensure it is meeting industry needs and trends, and IACBE requirements. The Business Core will also be shifted to a 4-credit model to aid	<u>Fall 2025</u> : The new Business Outcomes and Core was approved by the Mgt department in the spring and fall of 2025. For the fall of 2025, faculty will be updating core courses and also remapping the programs to seek approval by CPC in winter 2026.	Courses are updated, and remapping is completed, approved by CPC to launch Fall 2026.	Not at this time.

	in transferability and include new, updated state-approved courses. Accountability: Business Core subcommittee and all department faculty			
2.	Identify Mgt Curriculum Opportunities Since IT, Cyber, and HI have moved to Applied Computing, the Management Dept will identify opportunities to create value at Oregon Tech. The initial ideas include an AI Accounting degree, a stackable short-term Mgt Grad program, and the Mgt Dept will lead “Management and Innovation as a service” to the other programs. Accountability: Mgt Dept Faculty	Identify opportunities and share with the Provost and Dean to determine which to move forward with. <u>Timeline: 2025-26</u>	Identify the best opportunities for the Mgt Department that are supported by leadership. Once made, subcommittees will be formed to develop outcomes.	Not at this time.
3.	Rebranding Mgt Department Now that IT, Cyber, and HI have moved to Applied Computing, this is a great opportunity to rebrand the Mgt Department, both internally and externally. Accountability: Mgt Rebranding Committee	Following the meeting with Leadership about Mgt Curriculum opportunities, a subcommittee will be formed to begin to work on rebranding the Mgt Dept for internal and external audiences. From there, assets will be updated and implemented. <u>Timeline: 2025-26</u>	Updated Mgt Dept brand will be created, and associated assets will be developed and implemented.	Not at this time.
4.	Enrollment & Retention The department will develop an updated enrollment and retention strategy. This will include a review of enrollment history and identifying reasons for changes. Work with admissions to create strategies and actions. Also, develop best practices for retention.	<u>Enrollment</u>: Review historical data and identify events and causations for enrollment changes. Work with admissions to identify strategies and actions for the next few years. <u>Retention</u>: Share best practices in retention and advising among department faculty and work with the retention team. <u>Timeline: 2025-26</u>	Develop actionable strategies, with admissions, to recruit for ALL programs within the department. This includes programs for first-year, transfer, and degree completion students. Develop a list of best practices and implement consistently by all faculty.	Not at this time.

	Accountability: All Mgt Faculty			
5.	Community/Industry Partnerships Development of opportunities to build partnerships with community and industry partners to enhance student experience and engagement. Accountability: All Mgt Faculty	Identify all ways in which the faculty in Mgt engage with industry partners for the benefit of students (i.e., internships, study abroad, student projects, Innovation hub). In addition, the Ready, Set, Innovate and Jump into Business programs will be reassessed in view of the new branding. <u>Timeline: 2025-26</u>	Faculty use networks to create partnerships that can support internships, study abroad, and student projects. Ready, Set, Innovate, and Jump into Business programs will be reassessed to work for the benefit of the department goals.	Not at this time.

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 the Assessment Process:

The department adopted a three-year assessment cycle with the intent of providing faculty with the time and space to take the needed steps to engage in the assessment process. These steps include being able 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 levels. Each fall, the Management faculty meet to review, reflect, and discuss the annual assessment results and progress on departmental goals. These results are then considered in the next year's planning, which can range from finishing a two-year project to reflecting on successes and challenges. The 2024-25 activities are detailed below.

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.	Update Business Core During the 2024-25 and continuing in the 2025-26 academic years, the department reviewed and refreshed the Business Core to ensure it is meeting industry needs and trends, and IACBE requirements. The Business Core will also be shifted to a 4-credit model. Accountability: Business Core curriculum committee	2024-25 Academic Year: The committee reviewed the current outcomes of the business core, determined the data sources to gather trends in the industry, and developed updated Student Learning Outcomes and Business core curriculum.	The new Business Outcomes and Core was approved by the Mgt department in the spring and fall of 2025. Work continues on the course and program updates in 2025 to make changes for approval to launch in Fall 2026.
2.	Reintroduce Accounting Program Revise and reintroduce the accounting curriculum to meet industry demand and student interest. Accounting is a foundational skill for any industry. Not only is there a shortage of accountants, auditors, and controllers, but specifically at Oregon Tech, the number of requests for the	During the 2024-25 academic year, a sub-committee revised and reintroduced an accounting program (including a certificate) to meet student and industry demands. Partnerships were reinforced with Community colleges. The subcommittee	Despite the program updates and conversations with leadership, the administration moved forward to cancel the program without notice. The Mgt faculty continues to voice the importance of this program as a fundamental program for the Mgt Department. As a result of the continued confusion about the status

	accounting program, together with the industry needs for accountants, provides the drive for revising the accounting curriculum to meet this demand and grow student numbers. Moreover, 75% of IACBE schools have an accounting program. Accountability: Accounting subcommittee	sought approvals regarding updates from leadership to continue the program.	of the program by the administration, enrollment has dropped from a high of 34 in the last 10 years to its lowest enrollment of 4 students in 2025.
3.	Faculty Support Faculty support was needed to continue providing high-quality, industry-relevant education to our students and to continue to connect with our alumni and industry partners. The goal was to develop a structure to support the retention of faculty, as well as mentor and support faculty to meet professional development goals. Accountability: Chair and Faculty support subcommittee	During 2024-25: 1) Prioritize hiring new faculty and adjuncts to meet staffing needs. This includes the current request for the department as well as future faculty needs. 2) Support and Mentorship: Strengthen faculty support by providing mentorship for new hires and a growing number of adjuncts. 3) Professional Development: Focus on the development of all faculty to improve retention and teaching quality. Seek financial support and opportunities to match with faculty goals.	The department was successful in replacing faculty positions to replace losses over the last three years. The only exception was a replacement for the chair position. Senior faculty and chair continue to offer peer mentorship for tenure and promotion for new faculty. Faculty who needed financial support for professional development received some funding. The new union contract provides more clarity.
4.	Community/Industry Engagement Development of opportunities to build partnerships with community and industry partners to enhance student experience and engagement. Continue to build industry partnerships to support student opportunities. Accountability: IAC subcommittee	During 2024-25, the focus was to develop an industry advisory group that is focused on healthcare management to better support our HCM and HI students. Also, the goal was to continue to build industry partners to supplement the educational opportunities for students.	A committee met with several potential industry partners to form an advisory group focused on Healthcare. However, the group did not have success in developing a group for the intended purpose. The faculty will continue to reassess the purpose of the IAC committee and how it can benefit the students and department. However, faculty continue to use networks to create partnerships that can support internships, study abroad, and student projects.
5.	Operational Outcomes The department focused assessment of Intentional Operational Outcomes (for IACBE accreditation). IOO 1. Faculty Qualifications.		96% of faculty teaching during the 24-25 year were qualified to teach in the academic, professional, or

		100% of full-time and part-time faculty must meet academic, professional, or other qualifications. <u>Timeline: 2024-25</u>	other categories. One adjunct faculty did not meet the qualifications to teach. We are paying careful attention to the issue, and since most of these come from IT courses, we hope this will no longer be an issue for the department.
	IOO 2. Annual Faculty Performance Evaluation	The chair will work with individual faculty to communicate expectations in areas of teaching, scholarship/PD, and service, particularly with the department. This operational outcome will be further reviewed this year to encompass contract-type and stage of career. <u>Timeline: 2024-25</u>	100% of full-time faculty met at least 3 active PD goals previously established with the Chair or Dean of the department (based on contract-type, stage of career) <u>AND</u> Service: 100% of full-time faculty were actively engaged with the Management Department Action Plan.
	IOO 3. Mgt Department Retention Dashboard	Mgt Dept Retention committee will continue initiatives to drive improvements in retention- goal of 70%. <u>Timeline: 2024-25</u>	70.5% of students were retained at the university after the 4th term.
	IOO 4. Career Services Exit Survey	There has been a gap in updating this data from 2019 to 2025. <u>Timeline: 2024-25.</u>	While the exit survey was updated to include post-graduate employment, since the survey is taken during the senior year, the data does not show post-employment data. This IOO will be removed in the future.
	IOO 5. Mgt. Industry Advisory Council	Refocus efforts to form IAC to gather feedback needed for curriculum, student outcomes and understanding industry trends. Also establish other data sources that can be used to gather industry trends for these same purposes. <u>Timeline: 2024-25.</u>	Faculty engaged with industry contacts in the efforts to form a new IAC, however this was not successful. In the future, a consideration of the scope of the work will be assessed.
	IOO 6. Senior Exit Survey	Continue to review and administer survey to gather student feedback and indirect assessment. <u>Timeline: 2024-25.</u>	89% of students score a 4, 5, or 6 on Educational Experience questions regarding Management Department (using a 1-6 proficiency scale).
	Accountability: Chair and Assessment Coordinator		

Appendix A: Programs

As discussed above, the department adopted a three-year assessment cycle. **Program faculty have updated their assessment activities below based on data from direct and indirect assessment of department-level SLOs.** The following summarizes discussions, actions, and closing the loop of program-level work during last academic year.

Accounting

- **Program Learning Outcomes**

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

- Integrate GAAP in financial reporting and analysis.
- Demonstrate taxation compliance and planning.
- Apply assurance concepts.
- Apply managerial accounting concepts.

- **Assessment Summary**

- **Summary of 2023-24:** No specific assessment data for the Accounting program was collected in any accounting classes. The program pause has stifled much of the regular and normal activity in regard to assessment, curriculum (significant changes expected in 25/26 at the department level), etc. A new faculty member was hired in the spring of 2024 and came on board to help finish out the pipeline of students. During the 24-25 year, there were: one sophomore, two juniors, and five seniors. All five seniors graduated. No new students were allowed into the program, freshman, transfer, or otherwise. A sub-committee was formed as part of the Department's strategic plan to convince the administration to allow the continuance of the program. In late April 2025, the administration decided to allow the acceptance of transfer juniors and seniors into the program since these courses were required to be taught to finish the existing pipeline of students. The junior and senior accounting courses would be taught in a hi-flex modality so as to increase accessibility. Efforts were made internally (by faculty) with KCC to promote and attract transfer students into the program. Three additional students were recruited into the junior class. One of the 2024/25 juniors left to attend another school, leaving a lone senior in the program. This was all with no presence in the catalog. Despite requests, catalog presence is still minimal.
- As of the beginning of the 25/26 academic year, the program will continue for two years to see existing students to graduation and then will no longer exist.
- **Closing the Loop:** 2024/25 Accounting seniors were all working in internships, mostly in public accounting. The effort to use internships in place of Senior Project has paid off; most students cited their internships as valuable experience, and most students have received jobs as a result of their internships. The ACC 496/497 Senior Project sequence has not been offered for the past three years. Based on 2024/25 senior exit surveys, some comments regarding the Accounting program are:
 - *Sandra Bailey is an exceptional teacher, she was holistic in her approach to subjects and she was so good at relating to people. I mentioned others teachers above. But truly, Pat Schaeffer was one of the most energetic, engaging teachers I think I've ever had. Jared Emard is very knowledgeable and adaptable he really cared about how he was teaching his students and what they were actually learning. Kristy Weidman is under utilized and under appreciated, her presentations class is so well thought out and comprehensive, she could package it and sell it, I've really enjoyed it. I love Don DaSaro so much, never let him go, his stories are marvelous. This program was pretty good, most of the classes I took will be beneficial to me forever. I'm going to miss it.*
 - *Having the Math tutoring center was a great help while I was taking math courses.*

- *My Professors were great, Richard Baily and Carmen Morgan.*
- *My Advisor was great, Carmen Morgan*
- *The Math Tutoring Lab really helped me pass my math class*
- *Prioritize the teachers? I don't understand why this school is at war with the teachers, do they understand this is a school? Why are we such a top-heavy organization for such a tiny school? this is bad business, and it's frankly embarrassing. The administration really needs to pull their heads out of the hole they've dug and make cuts there; they are literally useless and overpaid. We need actual teachers, but the working environment is so toxic you can't keep or bring anyone here.*
- *Keep Accounting, I hear they are trying to remove this major, and Klamath Falls has a need for this program and accountants*
- *I learned here that Accounting is a very important skill that is needed here in Klamath Falls and around the world. I think removing the Accounting program would be a big disservice to the community.*
- **2024-25 Action Plans:** With no future for the existing Accounting program, it is an uncertain time. Administration has hinted that the Department could possibly revise the program to be an option under Business. The program could specialize in AI or forensics or some other niche. The program has been an “option” during most of its tenure since outgrowing an associate’s degree in 1994. In 2019, despite push-back at the state level, it became a stand-alone Bachelor's in Accounting. This was for recruiting potential and to follow suit with so many other schools. Administration clearly does not understand the pathway to certifications and licensure in the Accounting profession. An accounting degree of any kind is a disservice to students if it cannot lead to a certification pathway.

Construction Management

- **Program Learning Outcomes**

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

- Apply foundational construction-management concepts.
- Utilize various technologies and tools to manage & deliver projects successfully.
- Integrate principles of safety, sustainability, and ethics into daily operations.

- **2025-2026 Action Plan:**

- **Curriculum:** Develop high quality courses with heavy integration of hands-on learning & industry involvement. Brand new builds for 25-26: *CM 101, 331, 341, 351, 320 & 335.*
- **Director:** Recruit and onboard a qualified Director who will be responsible for advancing the program and teaching specialized courses.
- **Recruitment:** Double enrollment year over year. The first cohort is 6 students. To achieve this goal, the program needs more visibility via enhanced messaging with admissions, articulation agreements with KCC/RCC/CoCC, clear scholarship messaging, high school visits, improved web presence & opportunities with influencers.
- **IAC:** Establish and leverage an Industry Advisory Council with a mix of local and national members, from both horizontal and vertical construction sectors.
- **Equipment:** Find donors for a heavy equipment simulator lab and/or a tooled-out lab (shop).

Management & Technology

- **Program Learning Outcomes**

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

- Apply knowledge of approaches to operational performance improvement.

- **Assessment Summary**

- **Summary of 2024-25:** Spring 2025 marks a full year under the new capstone experience model. Improved alignment of senior projects with both departmental and program-level outcomes has led to improved outcomes in the capstone experience. Additionally, completing the capstone charter in MGT 335 Project Management has resulted in students entering the capstone experience both more prepared and more confident to complete their senior project. The department continues to mentor students with a focus on refining the written and oral presentation aspects of these projects.
- **Closing the loop:** Under the new capstone experience model, instructors reported improvements in students' ability to apply core concepts in a business environment and their ability to apply knowledge of approaches to operational performance improvement. In previous assessments, the challenge of clearly understanding the project's macro-environment and of connecting their recommendations to their analysis and research were identified. To address these, the program realigned senior projects with both departmental and program-level outcomes. This department-wide initiative has proven successful, with measurable improvements in the quality of senior project reports stated in last year's assessment. Additionally, the senior exit surveys indicated positive student feedback regarding the program's scaffolding of curriculum, although included some recommendations to minimize duplicate content. One student noted, "The senior project was the most challenging and rewarding part of the curriculum. I was able to apply academic learnings to a real-world application." Students also appreciated the program's emphasis on written communications and requested more emphasis on project management and social interaction in the online medium.
- **2-25-26 Action Plans:** Similar to last year, the BAS Management & Technology program is committed to continuous improvement, focusing on aligning academic outcomes with industry needs and student success in applying performance improvement techniques. The program and department faculty will continue to refine the senior project experience by incorporating more applied learning opportunities, where students can address specific industry-related problems. This will better align project outcomes with real-world scenarios and program learning objectives stated above. Additionally, the department is updating its core curriculum to better align with statewide standards. As part of this work, programs will update program curriculum to ensure ongoing alignment with industry expectations.

Healthcare Management

- **Program Learning Outcomes**

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

- Interpret health policy and systems.
- Assess the sustainability of Healthcare Organizations.

- **Assessment Summary**

- **Summary of 2024-25:** Advising loads among faculty are being leveled for consistency and program-level consistency.
- **Closing the Loop:** Based on 2022-2023 assessment data, the faculty addressed the below areas of concern related to the senior project experience:
 - A preliminary curriculum assessment was completed identifying key areas of focus for curriculum development.

- The need for a dedicated Healthcare Finance course to address unique industry needs was identified
- **2025-26 Action Plans:** The faculty will engage in the following activities:
 - Institute new Healthcare Finance course as part of the Core Curriculum review previously initiated to ensure ongoing relevance and alignment with industry needs.
 - Work with industry professionals and professional associations to gain greater interactions and participation with the greater healthcare industry.

Health Informatics

- **Program Learning Outcomes**
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**
 - **Summary of 2024-25:** Ongoing Staffing challenges continued during 2024-25 which affected the ability to do in-depth program assessment for this program. The lack of student data as one HI student completed the senior project sequence in 2023-24 provides a very narrow view of the program. Assessment results continue to show that students are meeting the criteria set for the program outcomes. Comments from the senior exit survey show that students appreciate their programming and systems analysis classes within the context of this major. Faculty in the management and applied computing department will continue work together to update the senior project experience, aligning it with both department and program level outcomes.
 - **Closing the loop:** We have hired new faculty in the Applied Computing Department which will teach classes for the Infomatics degree program. This is very important step. Following the 2020-2021 introduction of AI topics and techniques in the HI courses will give students a more robust tools set upon graduation. These courses were designed to increase exposure to data analytics, which aligns with the Health Informatics program goals. Both courses have proven effective as they remain core to the curriculum, with MIS446 as a requirement for Health Informatics majors. However, additional feedback from the 2023-24 senior exit survey suggested a need for even more hands-on project work within the analytics courses.
 - **2025-26 Action Plans:** The following outlines plans for this coming year.
 - Curriculum Updates: The Health Informatics (HI) program plans to hire a HI faculty member in 2024-2025 to replace the faculty who resigned in 2024. Also, once the staffing challenge is addressed, plans include integrating applied learning throughout the curriculum, particularly by expanding project-based or experiential assignments within the senior project sequence. The aim is to better align student work with real-world healthcare informatics systems. Faculty in the MGMT department will continue to collaborate on the refresh of the curriculum, focusing on both operational efficiency and strategic information systems. Additional curricular changes will be addressed as the department processes through the revisions for state mandated courses.
 - Program Goals:
 - A key focus will be to incorporate industry partnerships and mentorship opportunities, ensuring students gain practical experience as part of their education

- Based on the action plans for the 2025-2026 academic year, we will assess the possibility of merging Infomatics with the Health Management degree and feasibility to continue the HI program. We will look at industry needs and real market feasibility. We will place emphasis on faculty support to improve course delivery and student outcomes. This will come in the form of faculty hires.
- In summary, the Health Informatics program has in the past year navigated challenges related to staffing and lack of data collection in prior years. Moving forward, a thorough market analysis needs to be performed. There is a plan to support faculty and the program through hiring and thus positively enhancing the student learning through curriculum improvements, hands-on projects, and increased industry engagement. These steps aim to ensure ongoing student success in the ever-evolving field of Health Informatics. There is a need for this degree. We will be marketing and doing research in ways we can reach the demographic of students who need this degree.

Information Technology

- **Program Learning Outcomes**

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**

- **Summary of 2023-24:** Summary of 2024-25: The following provides summary of the prior year.

- Students successfully completed all phases of the Sr Project series.
- Our Cybersecurity Professor, along with Business MGMT professor, developed and taught courses with an affiliate University in Helsinki Finland. During the summer of 2025. It was a great opportunity for IT and Cybersecurity students to student abroad and get course credits.
- June 2024 our IT – HI professor on the KF campus left.
- August 1, 2024, our Cybersecurity professor terminated his contract.
- In September 2024 Program Director, Gary Lomprey, hired two visiting instructors for the Klamath Falls campus.
- Students struggled in our CYB and IT programs without on-campus professors but we were able to get professors hired prior to Winter term.
- There was a hiring freeze for our KF CYB professor in 2024. We were able to eventually hire a tenure-track Assistant Professor in March 2025.
- Students did very well in all phases of their Senior Projects and our 2024-2025 graduating class.
- There was a lack of support for our lab environments on KF and PM campus. We are working to add paid student lab aides.
- The full-time IT-Cybersecurity Lab technician to administrate and manage our labs in Klamath Falls and Portland was denied.
- Due to a lack of faculty and staff, we struggled with marketing and publicity.
- We are now using a new Online Cloud-based Cybersecurity Lab environment for our Cybersecurity students and will continue to develop and deploy online environments.

- **Closing the loop:**

- The Information Technology and Cybersecurity degree have 3 new full-time faculty and one visiting instructor.
- Students have been successful in gaining internships and industry experience for the Senior Project experience.

- As per Dean Alp's direction, the Cybersecurity and Information Technology programs have been moved to the new Department of Applied Computing.
- An interim Department Chair for the Applied Computing Department was hired.
- **2024-25 Action Plans:** The following summarizes the plans for the coming year.
 - Very high rate of employment for all IT program graduates.
 - Some challenges in staffing the faculty position for Health Informatics.
 - We have hired a full-time career faculty instructor for IT at the Portland-Metro campus.
 - We will continue our outreach with High School, Cybersecurity Conferences, and Community Colleges
 - We are initiating a new track for the IT degree, with a focus on AI
 - We have hired new Adjunct Professors from industry. Students have commented that they appreciate professors with industry experience.
 - Our Klamath Falls Assistant Professor for Cybersecurity and Information Technology will start employment in the summer 2025.
 - We have hired a visiting professor and will be hiring a full-time professor of IT in Klamath Falls in the 2024-2025 school year.
 - We are looking at this year as a team-building year.
 - We are updating course material to ensure industry relevancy and to ensure learning outcomes are met.
 - With new professors on board, we will invest resources and time into the marketing and promotion of our IT and Cybersecurity Programs.

Cybersecurity

- **Program Learning Outcomes**

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

- Solve business problems through the use of information systems and technology.
- Design and implement information systems
- Perform Audits and implement Cybersecurity controls in organizations.

- **Assessment Summary**

- **Summary of 2023-24:** Summary of 2024-25: The following provides summary of the prior year.
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- **Closing the loop:**
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 - With new professors on board, we will invest resources and time into the marketing and promotion of our IT and Cybersecurity Programs.

Marketing

- **Program Learning Outcomes Upon completion of the Marketing program, graduates will be able to:**
 - Analyze an organization's activities to develop/implement a marketing strategy.
- **Assessment Summary**
 - **Summary of 2024-25:** The marketing degree program continues to stay relevant in the fast-paced world of marketing. As the program director, I am heavily connected to close industry partners who continue to seek Oregon Tech marketing students for marketing internships.

Additionally, business owners reach out to me when seeking marketing assistance. Many of those projects become class projects where students work closely with a business owner. In many of the higher-level marketing courses, students are given a variety of real-world projects to further develop their marketing skills. In Integrated Marketing Communications, for example, the student-client project revolved around working with the Travel Southern Oregon (TSO) Marketing Manager. They were tasked with developing an IMC plan for TSO. Student teams worked closely with their client, who came into the classroom on several occasions. (Just like a client checking in with their ad agency.) Student teams worked like an ad agency, and students took on different marketing roles. By the end of the course, student teams produced the following deliverables for their client: creative brief, brand style guide, (3) digital ads, (4) social media posts, back cover magazine ad, (2) blogs, (3) SWAG items for trade shows, (2) tabletop promo pieces, press release, and budget (they couldn't spend more than \$20,000 for this 3-month campaign). Each ad team pitched their ideas to the client. In digital marketing class, students were able to work with a local business owner and build a website along with creating social media ads that were then posted on the client's social media platforms. This was a powerful project for students because they were able to review the analytics to see how posts performed. The marketing program director continues to stay knowledgeable on the ways students can use AI to become better marketers. AI activities are embedded in the 300- and 400-level marketing courses.

- **Some key highlights:**
 - For Fall 2025, more students enrolled in BUS 399: Marketing Special Topics: Videography for Marketing Professionals (19 students) than in the previous year (10). As indicated in the assessment report last year, a goal of mine was to increase enrollment in BUS 399. Part of the increase may have been due to heavy recruitment efforts and student interest.
 - The other action that I wanted to address was increasing enrollment for BUS 414: Market Research. Again, the course was promoted and went from 7 in 2023 to 13 in 2025. Based on the feedback from students from last year's senior exit survey, I redesigned the course so that it would tie in with their senior project (capstone experience). The idea is that the research skills that they learn in BUS 414, can be used for their senior project or another course like service management—courses that require both primary and secondary research.
 - For this assessment period, only one marketing student completed the exit survey, but they did provide the following feedback: "Aligning courses more effectively with senior project could lead to significantly greater success!" That is my intention as well.
- **Closing the Loop:** Given the curriculum revamp that is currently underway in my department, I hope to combine courses, so that we avoid offering courses every other year. That is much to confusing for students and can negatively impact their learning experience. I also want to be much more intentional with pre-requisites and only include them if absolutely necessary.
- **2025-2026 Action Plan:** Given that the Business Management Department will be rebuilding the "core" curriculum, there is an opportunity to combine upper-level marketing courses and move them to 4-credits or 5-credits. By doing this, courses could be offered every year, not every other year. Courses that can potentially be combined:
 - BUS 319: Integrated Marketing Communications and BUS 473: Marketing Plan Development
 - BUS 399: Social Media Marketing and MIS 225: Digital Marketing
 - BUS 435: Marketing III and BUS 414: Market Research

- Further, the marketing curriculum maps need to be revisited and irrelevant prerequisites should be removed.

Operations Management

- **Program Learning Outcomes**

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

- Apply knowledge of fundamental concepts of operations management.
- Apply knowledge of approaches to operational performance improvement.

- **Assessment Summary**

- **Summary of 2024-25:** The following summarizes the prior year plans.

- The Operations Management program demonstrated strong student achievement this year. As part of the department-wide Capstone Experience, students exceeded the minimum benchmark (80%) across all measured outcomes: 98% met “apply core concepts,” 95% met teamwork, 83% met problem-solving, and 86%/95% met written/oral communication standards (Management Department, 2024–25, p. 7).
- Representative projects included “A Model for Capacity, Planning and Forecasting,” “Optimizing Inventory and Workflow Management in the Produce Department at WinCo Foods,” “Inventory Management Optimization,” and “L234 Lift Gate Lower Scrap Reduction (Six Sigma)” (Management Department, 2024–25, p. 8).
- Exit survey results highlighted strong faculty support and the practical value of real-world projects and simulations (Management Department, 2024–25, p. 44). Students also reported high engagement in high-impact practices, with 86% participating in capstones/projects and 76% in collaborative assignments (Management Department, 2024–25, p. 19).

- **Closing the loop:**

- Last year’s action plans included expanding ERP instruction, strengthening the Lean Six Sigma Green Belt pathway, phasing out Minitab, and enhancing collaborative assignments. In 2024–25, the program achieved several key milestones at the program level:
- ERP integration advanced beyond simulations, with all students receiving Odoo ERP accounts and completing dozens of real-world scenarios in inventory, accounting, e-commerce, and SEO.
- Lean Six Sigma Green Belt was reformed with redesigned medallions and certifications. Additionally, the first Black Belt program was introduced in the Allied Health Leadership track, which is cross-listed with Operations courses. This is a significant milestone, as from what I understand, it represents the first meaningful offering in the graduate school from our department.
- The statistical tools transition was completed: Minitab was fully replaced by JASP (Jeffrey’s Advanced Statistical Program), ensuring that students graduate with free, industry-relevant analytical skills.
- Industry partnerships expanded, including an MGT 463 live project with Wilsonart Engineered Surfaces, where students conducted an eight-week root cause analysis of a manufacturing defect. Partnerships also grew with Sky Lakes Medical Center and Basin Transit Service.

- **2024-25 Action Plan:** The following summarized the plans for the coming year.

- Building on the above progress and consistent with department-wide ISLO updates scheduled for 2025–26 the Operations Management program will:
- Sustain and Expand Program Reputation: Continue highlighting ERP integration and Lean Six Sigma pathways to strengthen program visibility and reputation.

- Increase Internship and Industry Engagement: Formalize live client deliverables for every student, building on 2024–25’s partnerships and student-reported high engagement in applied practices (Management Department, 2024–25, p. 19).
- Graduate Pathway Alignment: Re-evaluate pathways from Management and Healthcare Management into the Allied Health Leadership graduate program, expanding Black Belt opportunities.
- Operations Certification Development: Explore the creation of an Operations Certificate as a standalone or stackable credential aligned with industry needs.
- PDU Alignment: Map Operations courses to Project Management Institute PDU categories (Technical, Leadership, Strategic/Business) to support students pursuing project management certifications.
- Support Department ISLO Transition: Ensure the Operations curriculum and capstone rubrics align with the updated ISLOs that will go live in 2025–26.

Business Management

- **Program Learning Outcomes**

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

- Apply business strategies to plan for achieving specific goals in an organization based on analysis of internal and external factors.

- **Assessment Summary**

- **Summary of 2024-25:** The following summarizes the plans for the prior year.

- Continued to monitor the growth of the Business Management major to ensure that faculty support is in place for students. In addition, we will monitor the retention of this program overall at the university, as well as whether it is being used as a feeder program to other business majors.
- Business Management students continue to struggle in the areas of using decision-support analysis business tools as well as written communication in the capstone assessments.
- Students have expressed strong relationships and support from all department faculty throughout their time at the university.

- **Closing the loop: Even** with the new Capstone Experience, Business Management students still are not performing as well in the area of analysis tools and written communication. Assessment of performance will continue as the new core is implemented.

- **2025-26 Action Plans:** The following summarizes the plans for the coming year.

- It will be important to continue to monitor the growth of the Business Management major to ensure that faculty support is in place for students. In addition, we will monitor the retention of this program overall at the university, and if students are staying in this program or if it is being used as a feeder program to other business majors.
- Update program map to include new business core as well as intentional design to focus on business analysis tools and written communication.

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).

Capstone Experience Essay Rubric

Learning Outcome	4-High Proficiency	3-Proficiency	2-Developing Proficiency	1-Limited Proficiency
Solve business problems using decision-support tools and/or research skills. (ISLO 4)	The student clearly provides significant evidence of problem solving through the use of business tools, or research skills commonly used in the major	The student provides evidence of problem-solving through the use of at least one business tool or research skills commonly used in the major.	The student provides limited evidence of problem-solving through the use of business tools or research skills commonly used in the major.	The student provides no evidence of problem-solving through the use of business tools or research skills commonly used in the major.
Students will be able to apply a collaborative process to achieve a goal. (ISLO 3)	The student clearly provides significant evidence of collaborating with several individuals to successfully complete their capstone experience. This may include working with various stakeholders, advisors, supervisors, librarians, and others in a productive manner. (i.e., evidenced throughout the project in RASCI, weekly notes, stakeholder analysis, and other sections of the capstone report.)	The student provides evidence of collaborating with at least one individual to successfully complete their capstone experience. This may include working with various stakeholders, advisors, supervisors, librarians, and others in a productive manner. (i.e., evidenced throughout the project in RASCI, Weekly notes, stakeholder analysis, and other sections of the capstone report.)	The student provides minimal evidence of collaborating with one or more individuals to successfully complete their capstone experience. This may include working with various stakeholders, advisors, supervisors, librarians, and others in a productive manner. (i.e., evidenced throughout the project in RASCI, Weekly notes, stakeholder analysis, and other sections of the capstone report.)	The student provides little to no evidence of collaborating with one or more individuals to successfully complete their capstone experience. This may include working with various stakeholders, advisors, supervisors, librarians, and others in a productive manner. (i.e., evidenced throughout the project in RASCI, Weekly notes, stakeholder analysis, and other sections of the capstone report.)
Students will be able to analyze information to support a business decision. (ISLO 6)	The student uses several analysis methods to review their data and research to support well-founded conclusions.	The student uses a few analysis methods to review their data and research to support well-founded conclusions.	The student uses at least one analysis method to review their data and research to support a conclusion.	The student has limited or no use of analysis methods to review their data and research to support their conclusions.
Demonstrate professional communication skills using a variety of delivery methods. (ISLO 5)	The student delivers a high-quality, well-written report summarizing their project work that conforms to APA standards for writing.	The student delivers a quality written report summarizing their project work that mostly conforms to APA standards for writing.	The student delivers an average written report summarizing their project work that somewhat conforms to APA standards for writing.	The student delivers a low-quality written report summarizing their project work that does not conform to APA standards for writing.

	The student delivers a high-quality, well-organized presentation that clearly informs the audience. Visuals are effective, and oral communication is poised, timely, and enthusiastic.	The student delivers a quality, organized presentation that informs the audience. Visuals are effective, and oral communication is mostly poised, timely, and enthusiastic.	The student delivers an 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.	The student delivers a low-quality presentation that does not clearly inform the audience. Visuals are not effective, and oral communication lacks poise, timeliness, and enthusiasm.
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Assignment

All majors* must complete 8 credits (two courses) of Capstone Experience, and may complete up to 12 credits. Students have a choice of options below and can complete two separate options for 4 credits each or complete all 8 credits of one of these options (if available). The Capstone Experience should be completed within the last year to year-and-a-half of degree program. Team projects may be proposed as long as each student has separate outcomes and deliverables. (*Accounting must complete 4 credits.) The Capstone Experience courses cannot be taken simultaneously, but must be taken over two separate terms.

Senior Project Experience	Applied Project (with/or without Certificate)	Research Project	Internship	Study Abroad Experience	Other Proposed Experience
# of Terms	1 or 2 terms	1 or 2 terms	1 term per internship site	1 term per study abroad	1 or 2 terms
Description	Student completes an applied project for a business or organization. This experiential work should be related to the student's major and include a project allowing for application of the degree. The project should include a project plan, project execution which may include conducting primary, secondary or other systematic methodology and analysis, along	Student completes a research project related to a timely topic. This research work should be related to the student's major and include a subject allowing for application of the degree. The research project should include a project plan, project execution which may include conducting primary, secondary or other systematic methodology and analysis, along	Student completes internship by working directly for an organization (100 hours or 10 hours per week over 10 weeks) plus another 4 each week on course assignments. This experiential work should be related to the student's major and include a project or meaningful practical work allowing for application of the degree. The internship must	Student will complete study abroad course and travel experience. This experiential course may cover a wide range of business functions/topics however the student's individual course project/work should be related to the student's major.	Student proposes other experience that meets the senior project learning outcomes. This experiential work should be related to the student's major and include a project allowing for application of the degree. The project should include a project plan, project execution which may include conducting primary,

	with written results of project outcomes.	with written results of project research outcomes.	include oversight by an organization's supervisor who is required to provide evaluation of student and communication with Management Faculty.		secondary or other systematic methodology and analysis, along with written results of project outcomes.
Deliverable	Deliverables include: • Project plan (charter) with sponsor signature • Final written report regarding applied project that includes introduction, literary review, business/industry environment, methods, and outcomes covering all applied project learning outcomes. • Student Evaluation/Reflection of Project Experience. • Update Resume • Oral Presentation • Certificate may include specific additional requirements	Deliverables include: • Project plan (charter) • Final written report regarding research project that includes introduction, literary review, business/industry environment, methods, and outcomes covering all research project learning outcomes. • Student Evaluation/Reflection of Project Experience • Update Resume • Oral Presentation	Deliverables include: • Project/internship plan (charter) with internship supervisor signature • Mid and Final Supervisor Evaluation • Student Evaluation/Reflection of Internship • Weekly report that directly addresses project/internship learning outcomes. • Final report regarding project/internship outcomes covering all learning outcomes. • Update Resume • Oral Presentation	Deliverables include: • Project plan (charter) with sponsor signature • Final written report regarding research project that includes introduction, literary review, business/industry environment, methods, and outcomes covering all project/research learning outcomes. • Student Evaluation/Reflection of Study Abroad Experience • Update Resume • Oral Presentation	Deliverables include: • Project plan (charter) with sponsor signature • Final written report regarding project that includes introduction, literary review, business/industry environment, methods, and outcomes covering all senior project learning outcomes. • Student Evaluation/Reflection of Project Experience • Update Resume • Oral Presentation

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

Program Assessment Report Feedback Rubric

2024-25 Assessment Report

Program: All Programs within the Management Department

Department Chair: Interim Chair, Dr. Alp

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 or less to cover all PSLO and ISLO	
During collection year, courses/assignments are specified that align to PSLO and ISLO	
Rubric: Criteria for grading the assignment is described (may include as an appendix)	
Sample: Number of samples reviewed is specified	
Accountability: Reviewer(s) of the assessments are specified	
Assessment data is collected across all locations and modalities	
Performance Targets of acceptability are indicated	
Reported data include: Graduation, Retention, Post Grad Success, PSLO, ISLO	
Interpretation: Current results are compared against performance targets	
Interpretation: Current results are compared against previous assessment	
Reports include actions planned for the next academic year.	
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 identification of resources needed	
Close the Loop: Faculty discuss previous action plan success given new data	
Faculty discuss the assessment process and make any improvements necessary	

Directions: Please provide comments on any item that is not graded as well developed.