Oregon TECH

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. *(This is a mission statement for the Management department which is intentionally broad to cover all 11 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 11 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.

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
COURSE NAME	Acct	Mkt	Fin	Mgt	LSE	GLOB	ETH	DST	COM	CT	INT
WRI 121 English Comp (COM-F) WRI 227 Technical Writing (COM-P)											
MATH111 College Algebra (QL-F) MATH243 or Math 361 Statistics (QL-F)											

Course											
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 *or*	-	-	-	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 *or*	-	I	-	I	I	I	I	I	I, R	I	-
MIS 255 Health Informatics Concepts and Practices *or*	-	-	-	I, R	I, R, S	I, R	I, R	I	I, R	I, R	-
MIS 311 Systems Analysis I	I	-	-	I	I	I	I	I, R	I, R	I	-
Management: BUS 215 Principles of Management *or*	I	I	I	I, R	I	I	I, R	I	I, R	-	-
BUS 304 Engineering Management *or*	I	I	I	I, R	I	I	I, R	I	I, R	-	-
BUS 317 Health Care Management	I	I	I	I, R	I	I	I, R	I	I, R	-	-
Marketing: BUS 223 Marketing I or	-	I, R, S	-	I	I	I	I	-	I, R	-	-
BUS 337 Principles of Health Care Marketing	-	I, R, S	-	I	I	I	I	-	I, R	-	-

Course											
Business Law (E-F, DP-F): BUS 226 Business Law *or* 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 *or* BUS 308 Principles of International Business *or* 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 or BUS 457 Business Research Methods II or MIS 334 Business Analytics or 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

Course											
Capstone Experience (COM-C, I&A-C): ACC 496 Senior Project *and*	S	-	S	R	-	-	R	S	S	S	S
ACC 497 Senior Project	S	-	S	R	-	-	R	S	S	S	S
Capstone Experience (COM-C, I&A-C): BUS 495 Senior Project Proposal *and*	R	R	R	R	R	R	-	R	R	R	S
BUS 496 Senior Project *and*	R	R	R	R	R	R	-	R	R	R	S
BUS 497 Senior Project	R	R	R	R	R	R	-	R	R	R	S
Capstone Experience (COM-C, I&A-C): MIS 495 Senior Project Selection *and*	-	-	-	R	R, S	R	R, S	R, S	R, S	R, S	I, R
MIS 496 Senior Project Management and	-	-	-	R	R, S	R	R, S	R, S	R, S	R, S	R, S
MIS 497 Senior Project II *and*	-	-	-	R	R, S	R	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	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 Ethical Reasoning
2025-2026	**IQAR due 11/25** 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.	• Senior Exit Survey (Indirect) • Senior Project: BUS 497 (PM, OL), MIS 498/407 (OL) (direct)	• Senior Exit Survey (Indirect) • Senior Project: ACC 497 (KF), BUS 497 (OL) (direct)	• Senior Exit Survey (Indirect) • Senior Project: BUS 497 (KF, PM, OL), MIS 498 (KF, PM, 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 (Remote, KF, PM) (direct)
Contribute to the development of a team-oriented and collaborative environment.	• Senior Exit Survey (Indirect) • Senior Project: BUS 497 (PM, OL), MIS 498/407 (OL) (direct)	• Senior Exit Survey (Indirect) • Senior Project: ACC 497 (KF), BUS 497 (OL) (direct)	• Senior Exit Survey (Indirect) • Senior Project: BUS 497 (KF, PM, OL), MIS 498 (KF, PM, OL) (direct)
Solve business problems using decision-support tools and/or research skills.	• Senior Exit Survey (Indirect) • Senior Project: BUS 497 (PM, OL), MIS 498/407 (OL) (direct)	• Senior Exit Survey (Indirect) • Senior Project: ACC 497 (KF), BUS 497 (OL) (direct)	• Senior Exit Survey (Indirect) • Senior Project: BUS 497 (KF, PM, OL), MIS 498 (KF, PM, OL) (direct)
Demonstrate professional communication skills using a variety of delivery methods.	• Senior Exit Survey (Indirect) • Senior Project: BUS 497 (PM, OL), MIS 498/407 (OL) (direct)	• Senior Exit Survey (Indirect) • Senior Project: ACC 497 (KF), BUS 497 (OL) (direct)	• Senior Exit Survey (Indirect) • Senior Project: BUS 497 (KF, PM,OL), MIS 498 (KF, PM, OL) (direct)
Analyze business concepts and apply strategic planning skills to effect change in an integrated manner.	A. Senior Exit Survey (Indirect) B. Case Study: BUS 478 (OL) (direct)	C. Senior Exit Survey (Indirect) D. Case Study: BUS 478 (OL) (direct)	• Senior Exit Survey (Indirect) • Case Study: BUS 478 (Remote, KF, PM) (direct)

The following table provides details of university ISLO assessment collection:

ISLO	2021-2022	2022-2023	2023-2024
Communication	ACC496, BUS497, MIS498 (Fall, Winter, Spring) (direct) Senior Exit Survey (Indirect)		
Ethics	BUS478 (Fall, Winter, Spring) (direct) Senior Exit Survey (Indirect)		
Teamwork	PSY347 (Fall, Winter, Spring) (direct)		

	Senior Exit Survey (Indirect)		
Diversity		ANTH452 (Fall, Winter, Spring) (direct) Senior Exit Survey (Indirect)	
Inquiry and Analysis			ACC496, BUS497, MIS498 (Fall, Winter, Spring) (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 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=49
Reliability	The 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. While the overall results have historically been positive, senior project faculty recognize 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, as

noted last year and this year, the department has taken steps to update and expand the capstone to include more choice for students, while still meeting the same student learning outcomes.

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=43
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 align classes and expectations, 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=32 (lower N for 2022-23 due to administration changes the exit survey was not offered all year)
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 **2022-23** 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?	Equity Gap
Dept ISLO- #1 Apply core concepts in business environment	Direct-Senior Project	80% achieve rating of 3 or 4 (1-4 scale)	86%	MET	No
	Indirect- Senior Exit Survey	80% achieve rating of 4, 5, 6 (1-6 scale)	94%	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)	88%	MET	No
	Indirect- Senior Exit Survey	80% achieve rating of 4, 5, 6 (1-6 scale)	84%	MET	NA
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)	85%	MET	No
	Indirect- Senior Exit Survey	80% achieve rating of 4, 5, 6 (1-6 scale)	100%	MET	NA
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)	88%	MET	No
	Indirect- Senior Exit Survey	80% achieve rating of 4, 5, 6 (1-6 scale)	91%	MET	NA
Dept ISLO #5 Demonstrate professional communication skills using a variety of delivery methods.	Direct-Senior Project	80% achieve rating of 3 or 4 (1-4 scale)	90%	MET	No
	Indirect- Senior Exit Survey	80% achieve rating of 4, 5, 6 (1-6 scale)	97%	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)	88%	MET	No
	Indirect- Senior Exit Survey	80% achieve rating of 4, 5, 6 (1-6 scale)	94%	MET	NA
Univ ISLO Diverse Perspectives	Direct- Globalization (ANTH425)	**75%** achieve rating of 3 or 4 (1-4 scale)	73%	NOT MET	No
	Indirect- Senior Exit Survey	**75%** achieve rating of 3 or 4 (1-4 scale)	93%	MET	NA

Univ ISLO Communication	Direct-Senior Project	80% achieve rating of 3 or 4 (1-4 scale)	90%	MET	NO
	Indirect- Senior Exit Survey	80% achieve rating of 4, 5, 6 (1-6 scale)	97%	MET	NA
Univ ISLO Ethics	Direct-Strategic Capstone Essay	80% achieve rating of 3 or 4 (1-4 scale)	88%	MET	NO
	Indirect- Senior Exit Survey	80% achieve rating of 4, 5, 6 (1-6 scale)	84%	MET	NA
Univ ISLO Teamwork	No Direct Assessment Collected				
	Indirect- Senior Exit Survey	80% achieve rating of 4, 5, 6 (1-6 scale)	100%	MET	NA
Graduation Success	Career Services Survey	90% of student attain employment/grad school within 6 months	90%	MET	NA
Graduation Rate	University Dashboard	6-year rate >50%	34.9%	NOT MET	29% females vs. 72% males graduate. No impact significant impact by first gen or race.
Retention	University Dashboard	1-year rate >75% (4th term)	66.2%	NOT MET	Retained 62% males vs 37% female. No impact significant impact by first gen or race.
DFWI* *(See Test Case)*	University Dashboard	All program <12%	6%	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	2020-21	2021-22	2022-23	Interpretation
Dept ISLO- #1 Apply core concepts in business environment	Direct-Senior Project	83%	83%	86%	The department periodically reassesses the business core and maps it to IACBE standards and industry expectations. Students have consistently met this target for the business functional areas.
	Indirect- Senior Exit Survey	95%	91%	94%	

Dept ISLO #2 Apply the legal, ethical, social, and economic environments of business in a global context	Direct-Strategic Capstone Essay	91%	85%	88%	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 on student performance.
	Indirect-Senior Exit Survey	92%	82%	84%	
Dept ISLO- #3 Contribute to the development of a team-oriented and collaborative environment.	Direct-Senior Project	86%	88%	85%	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	92%	89%	100%	
Dept ISLO #4 Solve business problems using decision-support tools and/or research skills.	Direct-Senior Project	80%	81%	88%	Since our department's differentiator is – technology-infused business programs, this is an area that is discussed and updated often. During the 2022-23 year, we completed two activities to update required technology skills.
	Indirect-Senior Exit Survey	100%	86%	91%	
Dept ISLO #5 Demonstrate professional communication skills using a variety of delivery methods.	Direct-Senior Project	80%	91%	90%	During the pandemic, oral communication was limited. Since then, the opportunities for student presentations and communication, highlighting their senior projects, have expanded (i.e. Ideafest).
	Indirect-Senior Exit Survey	97%	92%	97%	
Dept ISLO #6 Analyze business concepts and apply strategic planning skills to effect change in an integrated manner.	Direct-Strategic Capstone Essay	85%	88%	88%	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	97%	87%	94%	
Univ. ISLO: Diverse Perspectives	Direct-Globalization (ANTH425)			73%	Students are relatively confident in this area, however, the direct assessment is lower than university target of 75%. Dept will follow up with assessment commission to understand how this compares to university aggregate results to determine if action needs to be taken.
	Indirect-Senior Exit Survey			93%	
Univ. ISLO: Communication	Direct-Senior Project	80%	91%	90%	During the pandemic, oral communication was limited. Since

	Indirect-Senior Exit Survey	97%	92%	97%	then, the opportunities for student presentations and communication, highlighting their senior projects, have expanded (i.e. Ideafest).
Univ. ISLO: Ethics	Direct-Strategic Capstone Essay	91%	85%	88%	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	92%	82%	84%	
Univ. ISLO: Teamwork	No Direct Assessment Collected				
	Indirect-Senior Exit Survey	92%	89%	100%	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 since 2019.
Graduation Rate	University Dashboard	35.8%	42%	34.9%	While the university rate has risen from 51.4% to 52.7% this past year, the overall rate for Mgt has dropped. There was a rise at PM, small drop OL, and a significant drop of 17.3% at KF.

Location	2022-23	2021-22
University	51.4%	50.8%
Mgt All	34.9%	42%
PM	48.1%	44.8%
OL	20.6%	23.4%
KF	45.2%	62.5%

Retention	University Dashboard (prior years)	67.4%	63.7%	66.2%	The Mgt department is generally tracking with the university retention rate. PM and OL saw rise, while retention lowered in KF.

Location	2021-22	2020-21
University	67.5%	64.4%
Mgt All	66.2%	63.7%
PM	69.7%	61.9%
OL	65.9%	61.2%
KF	64.2%	65.5%

DFWI* *(See Test Case)*	University Dashboard	N/A	21.3%	6%	See test case below*

DFWI Management Dept: Expansion of Test Case for Gatekeeper Courses*

Year	2021-22	2022-23
DFWI Overall Rates	21.3% (Range: 13.4% - 33%)	6% (Range: 4.8% - 12.5%)
Annual N=	N/A	135
First Gen DFWI Rates	28.3%	13%
Non-First Gen DFWI Rates	15.5%	5.5%

Starting in 2020-21, the university asked programs to track DFWI rates to uncover ways to make improvements. Based on a test case by Sandra Bailey in ACC201 from 2019-2021, which had significant success, the department expanded this test case to three lower-level "gatekeeper" courses for the 2022-23 academic year. These gatekeeper courses had higher DFW rates and are also lower-level requirements within the management department majors, which may lead to lower retention and persistence if not addressed. Each instructor implemented three actions within these classes during the 2022-23 academic year to determine if improvements could be achieved. Action plans included 1) Early intervention/mid-term check in, 2) Supplemental instruction, 3) Transparent Assignment design. The outcome of this assessment witnessed significant improvement.

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. Implementation of the three-year assessment cycle, regular department meetings, subcommittees, and 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, during the 2022-23 academic year, the department spent time doing a "deep dive" on two topics, 1) senior project update and 2) core curriculum review. The senior project update focused on reimagining and updating this important capstone experience to allow for more student choice based on their academic and career goals, while also streamlining resources needed to support. Moreover, a team of faculty worked with the advisory board to understand what employers need now and in the future from our graduates. This information allowed for discussion regarding updating of the business core curriculum. In addition, assessment data review over this cycle has led to the department forming sub-committees that address longer-term issues. For example, after analyzing the IR dashboards, the department recognized a need to address student retention within the

department. With this realization, the department formed a retention subcommittee that has been developing strategies and testing new models that can impact the department's retention outcomes.

Budget

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 provosts 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. The Management department has benefited from these opportunities to build out needed equipment and labs to support our 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 expanded cyber security/IT labs and its Jump into Business high school pathway program.

Lastly, while the university is encouraging students engaged in applied and research project to share outcomes at conferences, challenges exist to fund this type of travel. While support does exit from the Resource Budget Commission (RBC) grants, this is only available to students between January to June of each year. Alternatively, the department has sought outside grant funding to support a small handful of student opportunities.

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. To address this, the new assessment cycle has integrated an opportunity to focus on operation outcomes on a regular basis. Whie this is being collected in the 2024-25 academic year, it has been added to this next year to prepare.

Action Steps

Action steps for the 2023-24 year include the continuation of work from prior years as well as new areas of focus. The Mgt. Dept. will continue work on updating the senior project capstone experience, retention initiatives, ensuring faculty resources to maintain quality programs, as well as our 3-year assessment cycle. New areas of focus will include expanding our community/industry partnerships to increase opportunities for our students. Additionally, in preparation for the IACBE Interim Quality Assurance report due November of 2025, we will start to focus on our six operational outcomes.   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
1.	**Senior Project Update/Revamp**: A. Based on work from 2022-23, which identified need to update senior project to allow for more student pathways and choice, continue to implement changes for catalog change and implementation for fall of 2024. B. Update project management course (adding 1 credit from senior project) to better prepare students for senor project. Accountability: Senior Project and Project Management faculty.	A. In fall of 2023, implement identified changes to senior project which include, 1. Identifying options, 2. Updated rubric aligned to outcomes, 3. Develop consistent delivery expectations across project options and majors, 4. prepare catalog change by winter 2024 to implement for fall of 2024. Timeline: Fall 2023- Winter 2024. B. Project management course faculty will update the course to include new applied content to prepare students for senior project. Also prepare catalog changes by winter 2024 to implement for fall of 2024. Timeline: Winter & Spring 2024.	A. Streamline senior project series while also allowing additional student choice for projects which may include applied or research project, internship, study abroad, applied certification opportunities. The goal is to allow students to determine their pathway based on experience and career goals. B. Updated project management class that has an applied component that allows students to plan and prepare for senior project opportunities.	A. Effectively communicate to students so they are prepared for this shift. Also, expansion and communication of new Mgt research lab opportunities to faculty and students. B. May also need a platform (i.e., Canvas) to prepare students that transfer in project management.
2.	**Assessment Cycle**: (Based on 3-Year Assessment Cycle) A. Assessment of Programs in 2023-24	A. Solicit and collect program-level assessment in 2023-24 for program faculty to review to determine changes and action plans. Timeline: 2023-24, Fall 2024	A. Determine program-level changes/actions that may be needed.	A. NA

	Column 1	Column 2	Column 3	Column 4
	B. Assessment of Inquiry & Analysis and Quantitative Literacy in 2023-24.	B. Collect data from identified courses for Inquiry & Analysis and Quantitative Literacy so department can determine changes and action plans needed from data. <u>Timeline: 2023-24, Fall 2024</u>	B. Determine curriculum changes/actions that may be needed in the areas of Inquiry & Analysis and Quantitative Literacy.	B. Aggregate data from assessment commission to understand university outcomes as comparator.
	C. Determine relevance of Diverse Perspectives data in 2022-23. Accountability: Assessment Coordinator and Department Faculty	C. Assessment coordinator will follow up with assessment commission to understand aggregate data for Diverse Perspectives for comparison to department data. Based on this, will work with department to determine any action steps needed. <u>Timeline: Fall 2023-Winter 2024.</u>	C. Determine changes/actions that may be needed in the area of Diverse Perspectives.	C. Aggregate data from assessment commission to understand university outcomes as comparator.
3.	**Retention**: A. Continue to develop and implement retention initiatives within Mgt Department to improve retention rates along with DFWI rates. B. Reduce DFWI rates in gatekeeper courses within mgt curriculum.	A. Develop best uses of Inspire software for the department. Tactics may include developing outreach activities and building a calendar of reminders for the department. <u>Timeline: 2023-24 year</u> B. Expand DFWI test to additional gatekeeper courses to improve course retention. Also add additional data collection including identification of courses using Supplemental instructors (SI), how the SI are being used, experience of SI, and experience of students using Sis. <u>Timeline: 2023-24 year.</u>	A. Standardize best practices for using Inspire across department as an early alert system to manage student engagement. B. Understand more about how SI are impacting DFWI rates in gatekeeper courses to improve student success rates.	A. Collaborate with retention office to determine best practices and available resources. B. NA

	C. Because the Mgt dept. has 11 majors at 3 locations, students can lack a sense of connection and belonging which leads to retention issues. The goal is to increase level of connection and belonging among Mgt students at KF and PM. D. Review 6-year Graduation and retention rates to determine action steps. Have Retention committee brainstorm ideas regarding female verse male graduation and retention rates. Accountability: Retention Committee	C. Implement events within department to engage connection and belonging among students. During 2023-24, this may include 1. parties/activities at KF and PM for students to connect, 2. Junior/Senior students and Supplemental Instructors serve as guest speakers for lower-level courses and potential mentors. <u>Timeline: 2023-24 year.</u> D. Based on lower rates in Klamath Falls, additional analysis will be done to understand how each major has performed at each location to determine any action steps that needed. <u>Timeline: Fall 2023-Winter 2024.</u>	C. Increased opportunities for KF and PM students to connect with each other. D. Understand specific areas of concern for lower graduation and retention rates so action can be taken.	C. Also use Mgt student ambassadors for outreach in high schools for additional connections opportunities.
4.	**Community/Industry Engagement** A. Development of opportunities to build partnerships with community and industry partners to enhance student experience and engagement. Accountability: All Mgt Faculty	A. The Management department leads several small and large initiatives to build partnerships with the local communities and industry. These include: Ready, Set, Innovation!, Catalyze Klamath, multiple course projects, study abroad, as well as applied and research project opportunities. The department will continue to develop and build these opportunities for students to have hands-on opportunities within curricular and extra curricula activities. <u>Timeline: 2023-24.</u>	A. Continue to build on strong partnerships with community, industry, and alumni to bring opportunities for student leaning and experiences.	A. The department has received university funding as well as grant support for these initiatives. Work is ongoing to seek additional funding to expand opportunities.

5.	Faculty/Staff Resources:		
	A. Maintain qualified full-time faculty to sustain quality course offerings.	A. To maintain quality standards, determine required full-time faculty needed to account for ongoing resignations and retirement. <u>Timeline: 2023-24</u>	A. Hire full-time faculty needed to fully support current programs.	A. Monitor enrollment levels to ensure position requests align with departmental needs.
	B. Increase capacity of Cybersecurity/IT lab equipment to maximize opportunities for students for all locations.	B. Hire Cybersecurity/IT lab support to fully utilize the capacity of equipment for students at FK, PM and OL. <u>Timeline: 2023-2024</u>	B. Lab manager to work with faculty to set up learning opportunities for students at all locations to maximize the current equipment capabilities.	B. Work with IT/Cyber faculty to clarify job duties and needs.
	C. Continue to develop pools of adjunct faculty to ensure quality course offerings.	C. Create qualified robust pool of part-time/adjunct faculty pools. Determine how to best support part time faculty as well as maintain quality of programs in a more systematic way. <u>Timeline: 2023-2024</u>	C. Increase qualified adjunct pools while also ensuring a systematic process to support to ensure quality standards.	C. Annually update adjunct requests to ensure a viable pool of candidates. Work with HR to develop adjunct onboarding and support tools.
	Accountability: Chair with support from all faculty.			
6.	Mgt Dept Operational Outcomes:		
	A. Prepare to assess Mgt dept.'s operational outcomes during 2024-25 academic year, by taking 2023-24 to ensure IOOs are being implemented. This includes IOO 1. Faculty Qualifications.	A. While full-time faculty meet these requirements, chair will ensure that PT faculty meet academic, professional or other qualifications. This will be done by reviewing qualifications and completing form for adjuncts that fall into the Other category. <u>Timeline: 2023-24</u>	A. 100% of the school's full-time faculty and 90% of part-time faculty members will be either academically or professionally qualified to teach in their respective disciplinary areas. Ensure a process is in place to review adjunct qualifications.	

B. IOO 2. Annual Faculty Performance Evaluation	B. 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 further reviewed this year to encompass contract-type and stage of career. Timeline: 2023-24 during FOP/APE	B. Professional Development: 80% of full-time faculty will annually meet at least 3 active PD goals previously established with the Chair or Dean of the department (based on contract-type, stage of career) AND Service: 80% of full-time faculty will actively engage with the Management Department Action Plan.
C. IOO 3. Mgt Department Retention Dashboard	C. Mgt Dept Retention committee will continue initiatives to drive improvements in retention. Timeline: 2023-24	C. 70% of students are retained at the university after 4th term.
D. IOO 4. Career Services Exit Survey	D. Since this data has not been updated since 2019, the assessment coordinator will follow up with the Assessment committee and IR to determine university plans for this data. If no plan available, assessment coordinator will work with department to update this IOO. Timeline: Fall 2023- Winter 2024.	D. 90% of students attain employment in their field or admission to graduate school within 6 months of graduation.
E. IOO 5. Mgt. Industry Advisory Council	E. Continue to work with IAC on targeted improvements needed for curriculum, student outcomes and understanding industry trends. Consider adding international member. Timeline: 2023-24	E. Solicit input regarding industry needs/trends semi-annually as evidenced in meeting minutes.
F. IOO 6. Senior Exit Survey Accountability: Chair and Assessment Coordinator	F. Continue to review Educational Experience questions from survey to determine any areas that need to be addressed in the coming year. Timeline: Fall 2023.	F. 80% of students score a 4, 5, or 6 on Educational Experience questions regarding Management Department (using a 1-6 proficiency scale).

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:

Beginning in fall of 2020, 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-level. While some data collection and activities continued from prior years, 2022-23 was designed as a "reflection" year that allowed a subcommittee to focus on more in-depth discussions on two identified topics: 1. Reviewing the core curriculum (specifically considerations around outcomes "solving business problems using decision-support tools and/or research skills"), and 2. Review outcomes and challenges for improvements of the capstone senior project series. These activities were fruitful in both areas as detailed below.

Faculty Discussion, Actions and Outcomes on Departmental Priorities:

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. Once priorities are established for the academic year, sub-committees within the department are formed to work on identified areas, which are currently focused on curriculum (business core, and senior project), retention, industry advisory board, and faculty expectations and engagement. Due to the change in department chairs, the department's spring retreat was not held, however department meetings were used to review the work of the subcommittees to update the department on initiatives and move to implement next steps. The summary of the actions and outcomes are found in the table below.

During the 2022-23 academic year, the department focused on departmental-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**: A. Continue to align senior project expectations and deliverables across all programs.	A. Annual meeting of senior project faculty to discuss areas of alignment and best practices. Review rubric to ensure	A. Senior Project faculty worked together over the 2022-23 year to more closely align their sections. This included updating templates for project

		agreement on expectations. Continue to review senior exit survey questions to ensure alignment with outcomes. Timeline: 2022-23	charters, project reports, project planning tools and literary review expectations. This work not only allows for a consistent experience and outcomes, but as needed, students can more easily switch between sections without any impact.
	B. Focus on student performance related to Culminating Experience and Written and Oral Communication.	B. 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. Timeline: 2022-23	B. Student Project faculty spend more time working with each student to manage all aspects of the project on a weekly basis by incorporating various project management tools and feedback. As a result, ISLO #4 improved by 8%. Student reflections were incorporated into the end of the course. Post-pandemic presentation activities such as IdeaFest, have allowed students to publicly present and share project results.
	C. Assess need to revamp senior project for the department.	C. 2022-23 - Discussions among sub-committee and senior project faculty to determine updated goals for senior project. Timeline: 2022-24	C. The subcommittee determined a revamp was needed for senior project to allow for greater choice and alignment with student academic and career goals. Work was started in the winter and spring of 2023 to build a framework which was shared with the department. Student feedback was solicited. This work will continue in the fall of 2023 to finalize the new senior project series to go into effect in the Fall of 2024.
	Accountability: Senior project faculty and curriculum committee		
2.	**Assessment Cycle**: A. Implement a three - year assessment cycle to promote meaningful reflection and development of action plans for continuous improvement.	A. In the fall of 2020, the department began to implement its new assessment cycle. Ongoing action will require adhering to the new three-year cycle and reviewing its usefulness moving forward. For the 2022-23 cycle, the department will conduct a "deep-dive" to reflect and take	A. As a result of this new assessment cycle, the department has been able to focus on more in-depth work and changes. This action produced updated department ISLOs, a successful IACBE reaccreditation, and sub-committee work over multiple years in areas like core business curriculum, outreach, and retention. During 2022-23, our "deep dive" year allows for an in-depth review of senior project as well as a review

	Accountability: All Department Faculty	needed action. <u>Timeline: 2022-23 and multi-year assessment</u>	of the core curriculum to align with employer/industry expectations.
3.	**Retention**: A. Continue to develop and implement retention initiatives within the department to improve retention rates. B. Develop plan to address DFWI/Equity Gaps. Accountability: Retention Committee	A. 2022-2023-Fully implement communication tool and early alert system across the department in conjunction with university- and college-level retention initiatives. <u>Timeline: 2022-23</u> B. 2022-2023- The retention committee will review department's aggregate DFWI rates and equity gaps, as well as the test case, and developed a plan to roll out this test to three additional gatekeeper courses within the department. <u>Timeline: 2022-23</u>	A. The Management retention committee worked with the retention office to develop a plan to roll out Inspire across the department. This included standardized check-in and outreach points with students utilizing the new Inspire software. Although there were some learning challenges with the tool, most department faculty participated. The outcomes of using this tool are still unknown. B. The committee implemented the DFWI Gatekeep course test and had an average 15% reduction of DFWI. Additionally, first generation students benefited at nearly the same level.
4.	**Faculty Resources**: A. Build faculty resources to maintain course offerings. B. Build part-time/adjunct faculty pools.	A. Hire full-time faculty needed to fully support current programs. <u>Timeline: 2022-23</u> B. Create a robust pool of part-time/adjunct faculty pools. <u>Timeline: Ongoing</u>	A. In 2022-23, the department successfully hired two new faculty, including a chair. The department is still challenged with finding qualified faculty to meet the needs of cybersecurity, IT and HI. The department is still 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. B. 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.
	C. Provide training and support for part time/adjunct faculty to maintain quality standards and consistent student outcomes across courses. Accountability: Chair with support from all faculty	C. Determine how to best support part time faculty as well as maintain quality of programs. <u>Timeline: 2022-2024</u>	C. The chair provides primary support for adjuncts, while lead faculty support by providing course materials. This continues to be an ongoing challenge to create a more systematic approach across the department to ensure quality of instruction.
5.	**Full-time Faculty Engagement and Expectations**: A. Continue to develop consistent professional development and service expectations for full-time Mgt faculty that also support disciplinary differences and individual faculty goals.	A. Starting in 2021-22, the department chair worked with individual faculty to communicate expectations, in accordance with the CBA, to ensure faculty expectations are well understood. <u>Timeline: Annually</u>	A. The chair worked with each faculty to ensure each met expectations in the area of teaching, scholarship/PD and service balancing interests, rank, experience and other expectations. Of the current tenure track faculty 64% met the professional development/scholarship expectations. Challenges to this have been based on issues related to period within career. See service in B.
	B. Focus on faculty engagement related to supporting/advancing the department's strategic initiatives. Accountability: Chair and all faculty	B. 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). <u>Timeline: Annually</u>	B. The chair continued to faculty engage participation in departmental initiatives to help drive departmental strategy. As a result, 86% of faculty were involved in departmental sub-committee work, which is an improvement from prior years.

6.	**Industry Advisory Council**:	A. During 2021-22, the advisory council was rebuilt. This work included defining roles and responsibilities of advisory council officers and members. During 2022-23, Hold quarterly meetings to develop solicitation and engagement related to curriculum development. <u>Timeline: Quarterly IAC meetings 2022-23.</u>	A. During 2022-23, the IAC met quarterly and discussed industry expectations regarding technical skills needed for entry level employees in various business disciplines which aided in the business core updates. In addition, IAC had robust conversations regarding student retention and the work being done by the retention committee.
	A. Continue to develop a robust advisory council that actively supports the academic business unit and connects to industry.		
	Accountability: Chair, IAC, and curriculum committee		

Appendix A: Programs

As discussed above, the department adopted a three-year assessment cycle. **The focus of the 2022-23 academic year included review of departmental-level assessment work, rather than program-level. However, program faculty have updated their assessment activities below based on LIMITED data.** 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:
  1. Integrate GAAP in financial reporting and analysis.
  2. Demonstrate taxation compliance and planning.
  3. Apply assurance concepts.
  4. Apply managerial accounting concepts.

- **Assessment Summary**
  In the 2022-23 academic year the Accounting program encouraged students to complete an internship in lieu of the traditional senior project experience. Currently the demand for accounting graduates is high and internship opportunities are plentiful. The accounting faculty feel that the experience students receive in an internship better prepares them to enter the accounting profession. In 2022-23 three accounting students completed internships in industry and public accounting. All three students received and accepted offers of employment following their internship experience.
  In 2022-23 faculty used the senior project rubric to assess the learning of two students while on internship. As part of the internship experience, students are required to manage a project and see it to completion. Using the rubric faculty rated students based on a final written report detailing their project work and an evaluation provided by supervisors. The department senior project rubric worked well to assess the department Intended Student Learning Outcomes (ISLOs), but did not align well with the Accounting Program Student Learning Outcomes (PSLOs). With low numbers, it is hard to draw conclusions from the results of this assessment. However, excellent supervisor evaluations and offers of employment suggest that students were well prepared to meet the challenges presented in the internship experience. Unfortunately, no accounting students completed the senior exit survey in 2023.

- **Action Plans**
  Align internship assignments with the senior project rubric to ensure all ISLOs can be assessed. Aggregate data across multiple years to get a better picture of accounting student attainment of ISLOs. Encourage accounting seniors to complete the senior exit survey and provide valuable feedback for program improvement. Create embedded assignments aligned to the PSLOs in select accounting courses and aggregate results over two years as identified in the following PSLO action plans.
  - **GAAP Concepts**:
    - **2021-22 Action plan**: Re-assess in ACC 431.
    - **Closing the loop**: There has been insufficient assessment data collected on this PSLO over the past three years due to changes to the format of senior project, low numbers in upper-division accounting classes, and ACC 431 being taught by adjunct faculty 2 of the last 3 years.
    - **Summary of 2022-23 and Action Plan**: This PSLO was not assessed in 2022-23. GAAP Concepts will be assessed in ACC 333 during spring 2023.

- **Tax Concepts**:
  - **2021-22 Action plan:** 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.
  - **Closing the loop:** More assignments have been added to ACC 411 to place emphasis on Schedules C,D,E, form 4562, and pages 1 & 2 of Form 1040. No data was collected in 2022-23 to determine if these changes to the curriculum have resulted in the desired improvement.
  - **Summary of 2022-23 and Action Plan:** No data was collected in 2022-23. Tax concepts will be assessed in ACC 411 during fall 2023.
- **Assurance Concepts**:
  - **2021-22 Action plan:** Excellent assessment results required no action plans, though it was noted that a new text and practice set will be adopted.
  - **Closing the loop:** Excellent assessment results from 2021-22. This PSLO is scheduled to be assessed spring 2024.
  - **Summary of 2022-23 and Action Plan:** No data was collected in 2022-23. Assurance concepts will be assessed in ACC 435 spring 2024.
- **Managerial Concepts:**
  - **2021-22 Action plan:** Assess in ACC 320.
  - **Closing the loop:** Students met expectations based on assessment completed in 2021-22.
  - **Summary of 2021-22 and Action Plan:** Due to low enrollment ACC 320 will be taught every other year. Assessment of managerial concepts is scheduled for winter 2025.

Management & Technology
- **Program Learning Outcomes**

  Upon completion of the Technology and Management program, graduates will be able to:
  1. Apply knowledge of approaches to operational performance improvement.
- **Assessment Summary**
  - **2021-22 Action plans:** Continue to 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 started 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 2022-23 and Action Plans:** Based on the small cohorts of one (2022-23) and three (2021-22) students completing their senior project, all students met the proficiency or high proficiency targets for the metrics considered. 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. Faculty will work together to update the senior project experience, aligning it with both department and program level outcomes.

Healthcare Management
- **Program Learning Outcomes**

  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**
  - **2021-20 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:** Since the pandemic, more HCM students have been able to make connections with healthcare organizations for projects. Also, some students developed robust research projects as alternatives.
  - **Summary of 2022-23 and Action Plans:** Healthcare Management students continue to speak highly of the courses they take as evidenced by course evaluations. Additionally, students derive tremendous value from being able to take concepts they just learned in a class and applying them to their daily work. In this year's senior exit survey, program strengths identified by students included, hands-on projects, flexibility (especially for students who are working adults), and appreciation for receiving a well-rounded management education. Areas of improvement included, integrating more student engagement in online classes, and increasing focus on health care concepts in core business classes. Senior Project Experience: Student proficiency across all learning outcomes (ISLOs and PSLOs) was slightly higher in 2022-2023 than in 2021-2022 (although n-values remain small, 8 and 9, respectively). Students demonstrated proficiency in all areas, although proficiency in interpreting health policy and systems was lower than in past years. 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 designated the 2022-2023 academic year as a reflection year, during which faculty delved into these assessment results. Specifically, faculty:
    - Worked with students to manage scope of their projects and pathways to completion.
    - Discussed 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.
    - Reviewed its core curriculum to ensure student learning outcomes continue to align with industry expectations.
    - Discussed restructuring the senior project sequence to address faculty staffing concerns while also providing a wider array of experiences for students to choose from to meet department and program student learning outcomes.

    Action plans and closing the loop activities will be identified in 2023-24 based on 2022-23 assessment findings. Faculty will work together to update the senior project experience, aligning it with both department and program level outcomes.

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**
  - **2020-21 Action plans:** Plans from the 2020-21 report included launching two new courses, MIS334 (Business Analytics) and MIS 446 (Data Mining) to increase student exposure to data analytics concepts.

- **Closing the loop:** These courses were developed and launched over the last two years and serve several programs. Both the B.S. in Health Informatics and the B.S. in Business require MIS 334, while several other programs list the course as a recommended elective. MIS 446 is also required for HI students and a recommended elective for many of our other business programs.
- **Summary of 2022-23 and Action Plans:** Due to significant staffing challenges during the 2021-22 academic year, assessment data was not collected. New faculty were hired into these programs in 2022-23 and the program is scheduled to assess its PSLOs in 2023-24. Additionally, one HI student completed the senior project sequence in 2022-23. 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 will work together to update the senior project experience, aligning it with both department and program level outcomes.

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**
    - **2020-21 Action plans: 2020-21 Action plans:** Plans from the 2020-21 report included launching two new courses, MIS334 (Business Analytics) and MIS 446 (Data Mining) to increase student exposure to data analytics concepts.
    - **Closing the loop:** The Information Technology degree program on our Portland Campus still needs another IT professor.   The Information Technology and Cybersecurity Degree Programs have hired two new professors for the Klamath Falls campus. Moving into the post-Covid era, industry and government agencies have become opening up. As such, students are now finally able to get internships and industry experience for the Senior Project experience.
    - **Summary of 2022-2023 and Action**
        - Students performed well in their Sr Projects and we had an increase in student graduation.
        - New Klamath Falls Cybersecurity Professor started in the Fall 2022 and our Information Technology Professor Started in Winter 2023.
        - Hiring search for an Portland Campus - IT professor is still ongoing and we hire for this position as soon as possible.
        - Acquired new Lab systems (servers, networking and security appliances for students). Installed equipment.
        - Looking to hire IT-Cybersecurity Lab technician to administrate and manage our labs in Klamath Falls and Portland.
        - Looking to provide opportunities for students as instructional assistants for Professors.
        - Resumed outreach for DECA, Cybersecurity Conferences, Oregon Legislature.
        - Had an increase in enrollment. Looking to do more outreach and bring program awareness to local communities and prospective online students.
        - Faculty will work together to update the senior project experience, aligning it with both department and program level outcomes.

Cybersecurity
- **Program Learning Outcomes**
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**
  - **2020-21 Action plans:** Plans from the 2020-21 report included launching two new courses, MIS334 (Business Analytics) and MIS 446 (Data Mining) to increase student exposure to data analytics concepts.
  - **Closing the loop:** The Information Technology degree program on our Portland Campus stil needs another IT professor. The Information Technology and Cybersecurity Degree Programs have hired two new professors for the Klamath Falls campus. Moving into the post-Covid era, industry and government agencies have become opening up. As such, students are now finally able to get internships and industry experience for the Senior Project experience.
  - **Summary of 2022-2023 and Action**
    - Students performed well in their Sr Projects and we had an increase in student graduation.
    - New Klamath Falls Cybersecurity Professor started in the Fall 2022 and our Information Technology Professor Started in Winter 2023.
    - Hiring search for an Portland Campus - IT professor is still ongoing and we hire for this position as soon as possible.
    - Acquired new Lab systems (servers, networking and security appliances for students). Installed equipment.
    - Looking to hire IT-Cybersecurity Lab technician to administrate and manage our labs in Klamath Falls and Portland.
    - Looking to provide opportunities for students as instructional assistants for Professors.
    - Resumed outreach for DECA, Cybersecurity Conferences, Oregon Legislature.
    - Had an increase in enrollment. Looking to do more outreach and bring program awareness to local communities and prospective online students.
    - Faculty will work together to update the senior project experience, aligning it with both department and program level outcomes.

Marketing

- **Program Learning Outcomes**
  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**
- **2022-23 Action plans:** In 2019 a new program elective—BUS 399—was introduced into the marketing curriculum to keep the program relevant and up-to-date with professional expectations. The course is entitled, "Marketing Special Topics" and, as its name implies, revolves around specific areas of marketing. Since its inception, the following topics have been covered in BUS 399:
  - Marketing Copy (Weidman, Fall 2019)
  - Social Media Marketing (Weidman, Fall 2020)
  - Copywriting for Marketers (Bickford, Fall 2022)
  - Brand U | Professional Development (Weidman, Fall 2023)
- In 2020, BUS414: Marketing Research was added back into the marketing curriculum. The course is offered every other year and, unlike BUS 456: Business Research Methods, BUS 414 focuses on qualitative research methods.

- **Closing the loop:** Due to stronger enrollment from the previous academic year, both courses were offered Fall 2023: BUS 399 (15 students) and BUS 414 (9 students). Continued work needs to be done to increase enrollment, so that both sections can be offered annually. The two courses, for example, pair well with many of the communication and professional writing courses—thus, more effort should be made to inform academic advisors about the course offerings. The marketing program director will communicate more effectively with the communication studies and professional writing department chairs and academic advisors.
- **Summary of 2022-23 and Action Plan:** During the 2022-23 year, program- specific data was not collected for the marketing students. Senior project marketing plans are used to assess the marketing specific student learning outcome and data will be conducted this upcoming year. As for departmental ISLOs, overall, students continued to perform well on their senior projects (85% and above). In the senior exit survey, students rated their learning outcomes high. One area I would like to see improvement in is ISLO 1: the ability to apply core concepts in the business environment, such as project objective and identification, organizational environment (context), and project background. The following action steps may help improve ISLO 1:
  - Continue working with the designated Business Management Librarian to assist students in gathering secondary research using the library databases and resources. Of particular interest is to ensure that students cite sources using APA standards and guidelines.
  - In BUS 318: Marketing II, BUS 435: Marketing III, 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.
  - Further, for the 2023-24 academic year, marketing faculty shall review the various rubrics that are used to assess student performance. This will ensure that upper-level marketing courses are aligned with the capstone senior project assessments and expectations.
  - Faculty will work together to update the senior project experience, aligning it with both department and program level outcomes.

Operations Management

- **Program Learning Outcomes**

  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

- **2022-23 Action Plans**
  - The Operations Management degree program continues to evolve through the addition of depth, and breadth in course content. Students continue to enjoy high employment rates and excellent starting salaries. Student course comments from Operations Management courses continue to be very positive, with emphasis on appreciation for the real-world tools and competencies acquired and enthusiasm of faculty. Students also continue to derive tremendous value from the lean six sigma certification program within the Management Department at Oregon Tech.
  - A subjective assessment of Operations Management senior projects showed consistency in quality and applicability of results year-over-year. Projects completed included areas of business performance improvement, project management, and logistics, materials and quality management.
  - Course evaluations from students identified program strengths as professional preparation, hands-on projects, and appreciation for faculty effort and knowledge and receiving a hands-on and well-rounded education. Most improvement recommendations from student evaluations were aimed primarily at administrative aspects of their experience with the program and college in general.

- **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. Most notably however, was the introduction of Enterprise Resource Planning (ERP) system software and simulations into the program. In keeping with the hands-on nature of the degree program, a six-month, (approximately $2,000) Grant from Baton Simulation through ERPsim Lab Montreal, Canada and the SAP University Alliances was secured to introduce SAP S/4HANA Enterprise Resource Planning system software into the classroom Spring 2023. The enterprise simulations provided students experience managing many facets of operations: logistics, sales, marketing, production, operational budgeting, product mix and their effects on enterprise market share and profitability. The ERP simulations were well-received by students as evidenced by student feedback and course evaluations.
- **Summary of 2023-24 Action Plan**:
    - The Operations Management degree program will continue to offer exposure to ERP technology for students and seek to expand its use in other courses where most applicable. For example, introduce the ERP logistics software module and simulation into the program's logistics course specifically. The Operations Management program plans to pursue contracted purchase and use of the ERP simulation software for the upcoming year.
    - The Operations Management degree program will continue to provide both depth and breadth of instruction and learning combined real-world experience in the form of senior projects, certification projects and learning content in courses taken from real-world operations cases and simulations. The program will continue to pursue these tactics for the coming year.
    - Faculty will work together to update the senior project experience, aligning it with both department and program level outcomes.

Business Management
- **Program Learning Outcomes**

    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**
- **2022-23 Action plans:**
    - The Business Management program has continued to remain strong with around 60 students in the major over the last two years. Of these, there is a large group at Klamath Falls, but many have shifted to online.
    - The addition of a new business faculty member at Klamath falls helped to support students through the entrepreneurial series which helped to prepare students for senior project. 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.
- **Closing the loop:** With the new faculty member in place, there was more structure placed on the entrepreneurship series on campus and online. As a results, student should be better prepared for senior project. While there were less Bus students assessed in senior project during 2022-23, the results did improve over the prior year. The IdeaFest event continued to allow students to share their project publicly.
- **Summary of 2022-23 and Action Plan:**

- 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, as well as if it is being used as a feeder program to other business majors.
- The senior project and entrepreneurship faculty are continue to work together to prepare students for senior project.
- Faculty will work together to update the senior project experience, aligning it with both department and program level outcomes.

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
Project Objective **"Identification"**	#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.
Organization Environment **"Context"**	#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	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.

					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	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.

					perspectives unless prompted.	
	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 APA standards for writing.	Low-quality written project report, does not conform to 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.	○	○	○	○	○	○
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

2022-23 Assessment Report

Program: Management Department Programs
Department Chair: Sonja Bickford
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	
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 (may include as an appendix)	
Sample: Number of samples reviewed is specified	
Accountability: Reviewer of the assignment are specified	
Assessment data is collected across all locations and modalities	
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 years of data	
Interpretation: Current results are compared against some external comparator	

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	
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	