

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

Business Technical Areas & Institutional ISLOs											
BTK AREAS	A FUNCT				B	C	D	E	F	G	H
	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)											

Humanities/Science (I&E-F, P)												
SPE 111 Public Speaking (COM-F) SPE 321 Small Group & Team (T-F)												
ACC 211Z Principles of Accounting I	I, R, S	-	I, R	-	I	I	I	I, R	-	I, R	-	
ACC 213Z Managerial Accounting	I, R, S	-	I, R	I	I	I	I	I, R	-	I, R	-	
ACC 325 Finance (QL-P)	I, R	-	I, R, S	I	I	I	-	I, R		I, R	-	
MIS 102 Excel Spreadsheet Lab	R	-	-	-	-	-	-	I, R	-	I, R	-	
Databases: MIS 113 Introduction to Database Systems <i>or</i> MIS 275 Introduction to Relational Databases	- -	- -	- -	I I, R	- -	- I	- I	I I, R	I I	I I, R	I I, R	- -
Information Systems: MIS 206 Introduction to Management Information Systems <i>or</i> MIS 255 Health Informatics Concepts and Practices <i>or</i> MIS 311 Systems Analysis I	- - I	I - -	- - -	I I, R I	I I, R, S I	I I, R I	I I, R I	I I, R I, R	I, R I, R I, R	I I, R I	- - -	
Management: BUS 215 Principles of Management <i>or</i> BUS 304 Engineering Management <i>or</i> BUS 317 Health Care Management	I I I	I I I	I I I	I, R I, R I, R	I I I	I I I	I, R I, R I, R	I I I	I, R I, R I, R	- - -	- - -	
Marketing: BUS 223 Marketing I <i>or</i> BUS 337 Principles of Health Care Marketing	- -	I, R, S I, R, S	- -	I I	I I	I I	I I	- -	I, R I, R	- -	- -	

Business Law (E-F, DP-F): BUS 226 Business Law <i>or</i> MIS 445 Legal, Ethical, and Social Issues in Health Care Technology	-	-	-	-	I	-	I	-	R	-	-
	-	-	-	-	I	-	I	-	R	-	-
ECO 201 Principles of Microeconomics (I&A-F)	-	-	-	-	I, R	I	I	I	-	I, R	-
ECO 202 Principles of Macroeconomics (I&A-F)	-	-	-	-	I, R	I	I	I	-	I, R	-
MGT 321 Operations Management I	I	I	R	R	-	R	-	I, R	R	I, R	-
MGT 335 Project Management				R	-	-	-	I, R	I	R	-
Global: (DP-P) ANTH 452 Globalization <i>or</i> BUS 308 Principles of International Business <i>or</i> HIST 452 Globalization and the Pacific Northwest	-	R	R	R	R	I, R	-	-	I, R	-	-
	I	I	I	-	I	I	I, R	I	-	I	-
	-	R	R	R	R	I, R	-	-	I, R	-	-
BUS 349 Human Resource Management I	-	-	-	I	R	-	R	-	R	I	-
BUS 356 Business Presentations	-	I	-	I, R	I	-	I	-	I, R, S	-	I, R
Quantitative Methods (QL-C): BUS 456 Business Research Methods I <i>or</i> BUS 457 Business Research Methods II <i>or</i> MIS 334 Business Analytics <i>or</i> MIS 375 Decision Support Systems	-	-	-	-	-	-	R	-	S	R	-
	-	-	-	-	-	-	R	-	R	S	-
	-	I	-	I, R	I, R, S	I	I, R, S	I, R, S	I	I, R, S	-
	-	-	-	-	-	-	-	S	R	R	-
BUS 467 Service Management	-	R	-	R	R, S	-	R	R	R	R, S	I, R
PHIL 331 Ethics in the Professions (E-F, P)	-	-	-	R	R, S	R	R, S	-	R	R, S	I
PSY 347 Organizational Behavior (T-P, C)	-	-	-	R	-	-	R	-	R	-	-
BUS 478 Strategic Management (E-C, DP-C)	-	-	-	R	R	R	-	R	R	R	S

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

## Section 4 – Assessment Cycle

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

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

**Management Department's Three-Year Assessment Cycle Overview**

<b>Year</b>	<b>IACBE Schedule</b>	<b>Management Department Activities</b>	<b>Activities to Support University ISLOs</b>
2020-2021	<b>Self-Study</b> 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	<b>IQAR</b> <b>Interim Quality Assurance Report</b> Annual Notice	Intended Student Learning Outcomes & Intended Operational Outcomes	Collect Communication Teamwork Ethical Reasoning
2025-2026	<b>IQAR due 11/25</b> 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	<b>Self-Study</b> Annual Notice	Reflection Year: Qualitative Deep-Dive	Collect Diverse Perspectives

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

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



The following table provides details of university ISLO assessment collection:

ISLO	2021-2022	2022-2023	2023-2024
Communication	ACC496, BUS497, MIS498 (Fall, Winter, Spring) <i>(direct)</i> Senior Exit Survey <i>(Indirect)</i>		
Ethics	BUS478 (Fall, Winter, Spring) <i>(direct)</i> Senior Exit Survey <i>(Indirect)</i>		
Teamwork	PSY347 (Fall, Winter, Spring) <i>(direct)</i> Senior Exit Survey <i>(Indirect)</i>		
Diversity		ANTH452 (Fall, Winter, Spring) <i>(direct)</i> Senior Exit Survey <i>(Indirect)</i>	
Inquiry and Analysis			ACC496, BUS497, MIS498 (Fall, Winter, Spring) <i>(direct)</i> Senior Exit Survey <i>(Indirect)</i>
Quantitative Literacy			BUS457 (Fall, Spring) <i>(direct)</i> MIS334 (Winter) <i>(direct)</i> Senior Exit Survey <i>(Indirect)</i>

## 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 communicate regularly to develop a consistent delivery of course content, assignments, and evaluation rubrics. The faculty have chosen to focus on two of the ISLOs that more naturally connect to the content of the course. Results have improved and have now stabilized from prior years.

Strategic Capstone Essays	
Performance Target	1-4 Proficiency Scale
Minimum Acceptable Performance	80% achieve a rating of 3 or 4
Activity	See Strategic Capstone Essay Assignments & Rubrics with Mapping – Appendix B
Mapped to	Dept ISLO #2, #6, University ISLO - Ethics
Sample	N=82
Reliability	The faculty that teach this course communicate regularly to consistently deliver course content, provide 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, during the 2022-23 and 2023-24 academic years, the department has updated and expanded the capstone to include more choices for students, while still meeting the same student learning outcomes. Starting in the fall of 2024, this new course is called the Capstone Experience and includes options for applied or research projects, study abroad, and internships.

Senior Project Experience	
Performance Target	1-4 Proficiency Scale
Minimum Acceptable Performance	80% achieve a rating of 3 or 4
Activity	See Senior Project Assignments & Rubrics with Mapping – Appendix B
Mapped to	Dept ISLO # 1, 3, 4, 5, University ISLO - Communication
Sample	N=55
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 once performance targets were developed, the results have continued to improve and stabilize.

Senior Exit Survey	
Performance Target	1-6 Proficiency Scale
Minimum Acceptable Performance	80% achieve a rating of 4, 5, 6
Activity	This indirect assessment is designed to map to our department’s ISLOs. See Appendix B
Mapped to	Dept ISLO 1-6, and University ISLO Communication, Ethics, and Teamwork
Sample	N=52
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 **2023-24** 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)	85%	MET	No
	Indirect- Senior Exit Survey	80% achieve rating of 4, 5, 6 (1-6 scale)	96%	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)	92%	MET	No
	Indirect- Senior Exit Survey	80% achieve rating of 4, 5, 6 (1-6 scale)	94%	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)	95%	MET	No
	Indirect- Senior Exit Survey	80% achieve rating of 4, 5, 6 (1-6 scale)	94%	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)	82%	MET	No
	Indirect- Senior Exit Survey	80% achieve rating of 4, 5, 6 (1-6 scale)	96%	MET	NA
Dept ISLO #6 Analyze business concepts and apply	Direct-Strategic Capstone Essay	80% achieve rating of 3 or 4 (1-4 scale)	84%	MET	No

strategic planning skills to effect change in an integrated manner.	Indirect- Senior Exit Survey	80% achieve rating of 4, 5, 6 (1-6 scale)	94%	MET	NA
Inquiry and Analysis (collected 2023-24)	Senior Project (BUS/MIS497)	<b>75%</b> achieve rating of on all levels)	83%	MET	No
	Indirect- Senior Exit Survey	80% achieve rating of 3,4 (1-4 scale)	86%	MET	NA
Quantitative Literacy (collected 2023-24)	Research Methods Business Analytics (BUS457 & MIS334)	<b>75%</b> achieve rating of pract/capstone	93%	MET	No
	Indirect- Senior Exit Survey	80% achieve rating of 4, 5, 6 (1-6 scale)	92%	MET	NA
Univ ISLO Diverse Perspectives (collected 2022-23)	Direct- Globalization (ANTH452)	<b>75%</b> achieve rating of 3 or 4 (1-4 scale)	73%	NOT MET	No
	Indirect- Senior Exit Survey	80% achieve rating of 4, 5, 6 (1-6 scale)	93%	MET	NA
Univ ISLO Communication (collected 2021-22)	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 (collected 2021-22)	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 (collected 2021-22)	No Direct Assessment Collected				
	Indirect- Senior Exit Survey	80% achieve rating of 4, 5, 6 (1-6 scale)	100%	MET	NA
Graduation Success (not collected by university since 2019)	Career Services Survey	90% of student attain employment/grad school within 6 months	90%	MET	NA
Graduation Rate	University Dashboard	6-year rate >50%	37.8%	NOT MET	16% females vs. 60% males graduate. No significant impact by first gen or race.

Retention	University Dashboard	1-year rate >75% (4th term)	Dept 62.7% OL (42.9%) KF (73.2) PM (74.2)	NOT MET  NOT MET (improvement)	Retained 51% males vs 23% female. No impact significant impact by first gen or race.
DFWI* (See Test Case)	University Dashboard	All program <12%	8.7%	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	2020-22	2021-23	2022-24	Interpretation
Dept ISLO- #1 Apply core concepts in business environment	Direct-Senior Project	83%	86%	85%	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	91%	94%	96%	
Dept ISLO #2 Apply the legal, ethical, social, and economic environments of business in a global context	Direct-Strategic Capstone Essay	85%	88%	92%	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	82%	84%	94%	
Dept ISLO- #3 Contribute to the development of a team-oriented and collaborative environment.	Direct-Senior Project	88%	85%	95%	Management consistently inserts teamwork throughout the core curriculum. At the capstone level, we also used the term – “collaborative” to assess how each student works with a variety of internal and external stakeholders during their project.
	Indirect-Senior Exit Survey	89%	100%	94%	
Dept ISLO #4 Solve business problems using decision-support tools and/or research skills.	Direct-Senior Project	81%	88%	84%	Since our department’s differentiator is – technology-infused business programs, this is an area that is discussed and updated often.
	Indirect-Senior Exit Survey	86%	91%	94%	
Dept ISLO #5	Direct-Senior Project	91%	90%	82%	Most courses offer opportunities for student presentations and

Demonstrate professional communication skills using a variety of delivery methods.	Indirect-Senior Exit Survey	92%	97%	96%	communication. Senior project communication is emphasized in writing and presentations (i.e. Ideafest).
Dept ISLO #6 Analyze business concepts and apply strategic planning skills to effect change in an integrated manner.	Direct-Strategic Capstone Essay	88%	88%	92%	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	87%	94%	94%	
Univ. ISLO: Quantitative Literacy (2023-24)	Direct- BUS457 and MIS335			93%	Students are relatively confident in this area as assessed in two different courses. This is likely due to the number of courses in which QL is embedded throughout the curriculum.
	Indirect-Senior Exit Survey			92%	
Univ. ISLO: Inquiry & Analysis (2023-24)	Direct-Senior Project ACC496, BUS/MIS498			83%	Students are relatively confident in this area and the department has met the 75% target. As the dept transitions from Senior Project to Capstone Experience, this will continue to be monitored.
	Indirect-Senior Exit Survey			86%	
Univ. ISLO: Diverse Perspectives (2022-23)	Direct-Globalization (ANTH425)		73%		Students are relatively confident in this area, however, the direct assessment is lower than the university target of 75%.
	Indirect-Senior Exit Survey		93%		
Univ. ISLO: Communication	Direct-Senior Project	91%	90%	82%	Opportunities for student presentations and communication, highlighting their senior projects, have expanded following the pandemic (i.e. Ideafest).
	Indirect-Senior Exit Survey	92%	97%	96%	
Univ. ISLO: Ethics	Direct-Strategic Capstone Essay	85%	88%	92%	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	82%	84%	94%	
Univ. ISLO: Teamwork	Direct- Senior Project	88%	85%	95%	Students feel confident in their teamwork skills. We currently do

	Indirect-Senior Exit Survey	89%	100%	94%	not have a direct teamwork assessment but we do assess the student's ability to collaborate with stakeholders during their senior project.																		
Graduation Success	Career Services Survey	90%	90%	90%	This data has not been updated by the university since 2019.																		
Graduation Rate	University Dashboard	42%	34.9%	37.8%	While the university rate remained stable around 51.4%, the overall rate for Mgt has also relatively remained stable. <table border="1"> <thead> <tr> <th>Location</th> <th>2023-24</th> <th>2022-23</th> </tr> </thead> <tbody> <tr> <td>University</td> <td>51.5%</td> <td>51.4%</td> </tr> <tr> <td>Mgt All</td> <td>37.8%</td> <td>34.9%</td> </tr> <tr> <td>PM</td> <td>45.7%</td> <td>48.1%</td> </tr> <tr> <td>OL</td> <td>23.6%</td> <td>20.6%</td> </tr> <tr> <td>KF</td> <td>44.8%</td> <td>45.2%</td> </tr> </tbody> </table>	Location	2023-24	2022-23	University	51.5%	51.4%	Mgt All	37.8%	34.9%	PM	45.7%	48.1%	OL	23.6%	20.6%	KF	44.8%	45.2%
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Retention	University Dashboard (prior years)	62.7%	65.4%	62.7%	The Mgt department is generally tracking with the university retention rate. The challenge continues to be OL which is lower. <table border="1"> <thead> <tr> <th>Location</th> <th>2023-24</th> <th>2022-23</th> </tr> </thead> <tbody> <tr> <td>University</td> <td>68.3%</td> <td>67.5%</td> </tr> <tr> <td>Mgt All</td> <td>62.7%</td> <td>65.4%</td> </tr> <tr> <td>PM</td> <td>74.2%</td> <td>61.9%</td> </tr> <tr> <td>OL</td> <td>42.9%</td> <td>61.2%</td> </tr> <tr> <td>KF</td> <td>73.3%</td> <td>65.5%</td> </tr> </tbody> </table>	Location	2023-24	2022-23	University	68.3%	67.5%	Mgt All	62.7%	65.4%	PM	74.2%	61.9%	OL	42.9%	61.2%	KF	73.3%	65.5%
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DFWI* (See Test Case)	University Dashboard	21.3% Baseline	6%	8.7%	See test case below*																		

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

Year	2021-22 Baseline	2022-23	2023-24
DFWI Overall Rates	21.3% (Range: 13.4% - 33%)	6% (Range: 4.8% - 12.5%)	8.7% (Range: 0% to 16%)
Classes/Students	N/A	8/135	8/140
First Gen DFWI Rates	28.3%	13%	0%
Non-First Gen DFWI Rates	15.5%	5.5%	8.4%

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.

The DFWI tracking continued during 2023-24, expanding to five courses over the year. We found that the DFWI rates continued to be positively impacted with a supplemental instructor embedded in the class when compared to the 2020-21 baseline year. This was especially impactful among first-generation students. During the 2023-24 we also surveyed students to understand their experience with Supplemental Instructors. As noted in the table below, about 40% of students utilized Supplemental Instructors for a variety of reasons.

<b>Student Survey regarding Experience with Supplemental Instructors (N=51)</b>	
<b>Students that Utilized the SI embedded in their course</b>	
Students that utilized SI	40%
Did not utilize the SI	58%
Was not aware of the SI	2%
<b>Purpose of Interaction with SI (select multiple reasons)</b>	
SI Review/Extra Help Sessions	55%
One-on-one Tutoring	15%
Extra Help during Class	35%
Questions via email/text	40%
Other	10%
<b>Other Class that an SI would be helpful</b>	
Supply Chain Management, Physics, Math/Statistics, Writing, Economics, Finance	

## 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 that support the department’s strategic initiatives as well as continuous improvement of its student learning and operational outcomes. For example, over the course of the last two years, faculty reviewed outcomes of the senior project and determined an update was needed to allow for more student choice based on their academic and career goals, while also streamlining resources needed to support. This work resulted in a new Capstone Experience to replace senior project, that will be launched in the fall of 2024.



In addition, assessment data review over this cycle has led to the department forming sub-committees that address longer-term issues. For example, 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. During the 2023-24 academic year, this committee partnered with Career Services to host a student-alumni mixer on the Klamath Falls campus.

## **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 provost's office, the departmental budgeting process is linked to the Management Department's strategic planning process. Budget requests are considered within the context of the department's strategic goals, the faculty's objectives, and in support of enhancing and developing resources, educational processes, and academic quality of the department's programs. In addition, the Provost's Office annually solicits requests from academic departments to fund positions and equipment. These processes more directly connect to outcomes assessment processes and provide opportunities for departments to acquire resources to advance departmental initiatives. However, the Management department has been challenged by a significant loss of full-time positions in our department over the last two years which continues to affect retention and enrollment efforts. In addition, university support for faculty to maintain and pursue professional development and scholarship continues to limit opportunities.

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

## **Changes and Improvements**

The department will continue to focus assessment efforts in the area of our IOO (Intentional Operation Outcomes) into the 2024-25 assessment year. We hope this extra effort to monitor and review these outcomes will help the department make improvements in these areas as well as update outcomes as needed. In addition, the department met to identify several strategic initiatives to work on over the next year (outlined in the actions steps below).

## **Action Steps**

Since the department has a mid-term assessment report due in the fall of 2025 for IACBE, the focus for the 2024-25 year is to collect all the needed data (both ISOs and IOOs) for this reporting. In addition, the following other action steps, as a result of our strategic planning, will include:

- **Accounting Program Reintroduction:** During the 2024-25 year, the accounting program was frozen due to the retirement of faculty. The goal is to work with the administration to show the value of this program to meet the needs of students and industry.

- **Update Business Core:** The department will start a two-year review of the Mgt business core that will include an update based on industry needs and trends, as well as a shift to a 4-credit model to match colleges around the state for ease of transfer.
- **Faculty Support Structure:** Since the department has experienced retirements and turnover, this year the department will work on the development of structures to support and retain faculty.
- **Industry Advisory & Partnerships:** The department will also refocus our advisory board to build partnerships in the area of healthcare management since these students are most in need of industry internships and projects to supplement their program. See Program-level summaries in Appendix A.

**Summary of Changes, Actions, and Outcomes**

Change or Improvement Needed	Action Required and Timeline	Desired/Realized Outcomes	Additional Action Required
<p>1. <b>Update Business Core:</b></p> <p>A. During the 2024-25 and 2025-26 academic years, the department will review and refresh Business Core to ensure it is meeting industry needs and trends.</p> <p>B. The Business Core will also be shifted to a 4-credit model.</p> <p>Accountability: Business Core subcommittee and all department faculty</p>	<p>A. Review current outcomes of business core, determine data source to gather trends in the industry, develop updated Business core <u>Timeline: Fall 2024-Winter 2026, launch Fall 2027.</u></p> <p>B. As the core is updated, shift its structure to a 4-credit model. <u>Timeline: Fall 2024-Winter 2026, launch Fall 2027.</u></p>	<p>A. Outcomes include a forward-looking business core to prepare students for industry expectations.</p> <p>B. Shift to a 4-credit model to aid with transferability.</p>	<p>A. Not at this time.</p> <p>B. Include new updated state approved courses.</p>
<p>2. <b>Reintroduce Accounting Program</b></p> <p>A. Revise and reintroduce accounting curriculum to meet industry demand and student interest. Accounting is a foundational skill for any industry. Not only is there a shortage of accountants, auditors, and controllers but specifically for Oregon Tech the number of requests for the accounting program, together with the industry need for accountants provides the drive for revising the</p>	<p>A. Revise and reintroduce an accounting program from a certificate to a degree revision to the management degree curriculum to meet student and industry demands. <u>Timeline: 2024-25</u></p>	<p>A. Determine degree demand, recruitment, and industry needs.</p>	<p>A. Administration champion</p>

	<p>accounting curriculum to meet this demand and grow student numbers.</p> <p>Accountability: Accounting subcommittee</p>			
3.	<p><b>Faculty Support:</b></p> <p>A. Faculty support is needed to continue providing high-quality, industry-relevant education to our students and to continue to connect with our alumni and industry partners.</p> <p>B. Develop a structure to support the retention of faculty.</p> <p>C. Mentor and support faculty to meet professional develop goals.</p> <p>Accountability: Chair and Faculty support subcommittee</p>	<p>A. Prioritize hiring new faculty and adjuncts to meet staffing needs. This includes the current request for the department as well as future faculty needs. <u>Timeline: 2024-25</u></p> <p>B. Support and Mentorship: Strengthen faculty support by providing mentorship for new hires, and growing number of adjuncts. <u>Timeline: 2024-25</u></p> <p>C. Professional Development: Focus on the development of all faculty to improve retention and teaching quality. Seek financial support and opportunities to match with faculty goals. <u>Timeline: 2024-25</u></p>	<p>A. Successfully replace faculty positions proposed to replace losses over the last three years.</p> <p>B. Develop a peer mentorship for tenure and promotion for new faculty.</p> <p>C. Identify ways to support professional development for all FT faculty as well as identify adjuncts to develop for long-term success.</p>	
4.	<p><b>Community/Industry Engagement</b></p> <p>A. Development of opportunities to build partnerships with community and industry partners to enhance student experience and engagement.</p> <p>B. Continue to build industry partnerships to support student opportunities.</p> <p>Accountability: IAC subcommittee</p>	<p>A. This year the focus will be to develop an industry advisory group that is focused on healthcare management to better support our HCM and HI students. <u>Timeline: 2024-25</u></p> <p>B. Also continue to build industry partners to supplement the educational opportunities for students. <u>Timeline: 2024-25</u></p>	<p>A. Group of around 5 industry professionals in HC that will meet on a regular basis to help advise and provide direction. Also, gather information regarding industry needs and trends.</p> <p>B. Faculty use networks to create partnerships that can support internships, study abroad, and student projects.</p>	

<p>5. <b>Mgt Dept Operational Outcomes:</b>  The following summarize the IOOs for the department that will be focused on this next year.</p> <p>A. IOO 1. Faculty Qualifications.</p> <p>B. IOO 2. Annual Faculty Performance Evaluation</p> <p>C. IOO 3. Mgt Department Retention Dashboard</p> <p>D. IOO 4. Career Services Exit Survey</p>	<p>A. While full-time faculty meet these requirements, ensure that PT faculty meet academic, professional or other qualifications. <u>Timeline: 2024-25</u></p> <p>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 be further reviewed this year to encompass contract-type and stage of career. <u>Timeline: 2024-25 during FOP/APE</u></p> <p>C. Mgt Dept Retention committee will continue initiatives to drive improvements in retention. <u>Timeline: 2024-25</u></p> <p>D. There has been a gap in updating this data from 2019 to 2024. However, starting in 2024-25 this will now be collected in the exit survey. <u>Timeline: 2024-25.</u></p>	<p>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.</p> <p>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) <u>AND</u> Service: 80% of full-time faculty will actively engage with the Management Department Action Plan.</p> <p>C. 70% of students are retained at the university after 4<sup>th</sup> term.</p> <p>D. 90% of students attain employment in their field or admission to graduate school within 6 months of graduation.</p>	
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<p>E. IOO 5. Mgt. Industry Advisory Council</p> <p>F. IOO 6. Senior Exit Survey</p> <p>Accountability: Chair and Assessment Coordinator</p>	<p>E. Refocus efforts to form IAC to gather feedback needed for curriculum, student outcomes and understanding industry trends. Also establish other data sources that can be used to gather industry trends for these same purposes. <u>Timeline: 2024-25.</u></p> <p>F. Continue to review and administer survey to gather student feedback and indirect assessment. <u>Timeline: 2024-25.</u></p>	<p>E. Solicit input regarding industry needs/trends and determine most consistent sources.</p> <p>F. 80% of students score a 4, 5, or 6 on Educational Experience questions regarding Management Department (using a 1-6 proficiency scale).</p>	
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## Section 8 – Closing the Loop: Reflection on previous work

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

### Improvements in the Assessment Process:

The department adopted a three-year assessment cycle with the intent of providing faculty with the time and space to take the needed steps to engage in the assessment process. These steps include being able to thoughtfully analyze student learning outcomes and operational data, identify areas of concern, engage appropriate stakeholders to inform planning and drive action, evaluate improvement activities and their impacts on student learning and operational outcomes, and reflect on both the process and the results within the context of mission fulfillment at both the departmental- and institutional-level. During the 2023-24 year the focus was: 1. Finalizing the two-year process of updating the senior project and transition to the new “Capstone Experience.” 2. A focused year on operational outcomes to understand areas of improvement before the mid-cycle reporting year in 2024-25. 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 were focused on senior project update, retention, industry partnerships, and faculty expectations and engagement. The department held a very successful spring retreat to reset the areas of focus moving forward which were reviewed again at convocation in the fall of 2024 to establish goals for the year.

During the 2023-24 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.	<p><b>Senior Project Update:</b></p> <p>A. This two-year project starting in 2022, identified challenges and opportunities to make improvements in the senior project capstone. During the 2023-24 the goals were to finalize the changes to launch in Fall of 2024, create a unified</p>	<p>A. During the 2023-24 the goals were to finalize the changes to launch in Fall of 2024, create a unified canvas class, update rubrics, and align expectations and deliverables across all programs. This also included shifting preparation</p>	<p>A. The new “Capstone Experience” was successfully finalized and launched in Fall of 2024 which included all outlined deliverables. This also included the update of MGT335- Project Management, requiring students to prepare for the Capstone Experience class. The teaching</p>

	<p>canvas class, update rubrics, and align expectations and deliverables across all programs.</p> <p>Accountability: Senior project faculty and curriculum committee</p>	<p>for the course to MGT335- Project Management. <u>Timeline: 2023-24</u></p>	<p>faculty of the Capstone will continue to communicate throughout 2024-25 to ensure a successful transition.</p>
<p>3.</p>	<p><b>Retention:</b></p> <p>A. Continue to develop and implement retention initiatives within Mgt Department to improve retention rates along with DFWI rates.</p> <p>B. Develop an impactful event to connect Management students.</p> <p>C. Review 4-term retention and 6-year Graduation and retention rates to determine action steps.</p> <p>D. Determine methods of using new retention software within the department.</p> <p>Accountability: Retention Committee</p>	<p>A. Expand DFWI test to additional gatekeeper courses to improve course retention. Also add additional data collection including the student experience. <u>Timeline: 2023-24.</u></p> <p>B. Create a meaningful event for students within the department to connect. The retention committee partnered with career services for a student alumni event held in the spring. <u>Timeline: Winter/Spring 2024.</u></p> <p>C. A review of the 4-term and 6-year graduation results was looked at by campus and over time to compare to university and national trends.</p> <p>D. Established an early alert system using the software.</p>	<p>A. The Management department continued our work monitoring the effect of Sis in gatekeeper courses, which yielded positive results. We also surveyed students and Sis about their experience and identified other courses that would benefit from the use of Sis.</p> <p>B. A well-attended student-alumni event was held in the spring with the theme of “What my Professor didn’t tell me about the real world.” Due to its success, the committee would like to continue to partner with career services on such events around topics of career planning.</p> <p>C. The retention rates at the two campus locations perform higher than the university overall-meeting our goals. It is not surprising that online tracks lower since students tend to be working professionals (consistent with national retention trends for online). No major insight was gained regarding the lower 6-year graduation rates except need for consistent and high-performing faculty and advisors to support students.</p> <p>D. The early alert process was somewhat helpful but was inconsistently used by faculty. Would require better training.</p>



<p>3.</p>	<p><b>Community/Industry Engagement</b></p> <p>A. Development of opportunities to build partnerships with community and industry partners to enhance student experience and engagement.</p>	<p>A. Continue to build on strong partnerships with community, industry, and alumni to bring opportunities for student learning and experiences. <u>Timeline: 2023-24</u></p>	<p>A. The department continued to expand partnerships through programs like Ready, Set, Innovation!, Catalyze Klamath, Jump into Business, multiple course projects, and research projects. This last year our study abroad efforts created travel courses and partnerships in Europe to add international experiences for students. We continued to face challenges in developing and sustaining an Industry Advisory Council, so next year we will be taking a more focused approach and looking for other sources for industry data.</p>
<p>4.</p>	<p><b>Faculty Resources:</b></p> <p>A. Build faculty resources to maintain course offerings. This also includes IT/cybersecurity lab support staff.</p> <p>B. Build part-time/adjunct faculty pools.</p> <p>C. Provide training and support for part time/adjunct faculty to maintain quality standards and consistent student outcomes across courses.</p> <p>Accountability: Chair with support from all faculty</p>	<p>A. Hire full-time faculty needed to fully support current programs. <u>Timeline: 2023-24</u></p> <p>B. Create a robust pool of qualified part-time/adjunct faculty pools. <u>Timeline: Ongoing</u></p> <p>C. Determine how to best support part time faculty as well as maintain quality of programs. <u>Timeline: 2022-2024</u></p>	<p>A. This goal was met with significant challenges. The department had three retirements and two FT turnovers. In addition, the limited number of positions approved late, then halted because of a university-wide temporary freeze, affected several search outcomes. This continues to be a major challenge for the department.</p> <p>B. Chair created a quick response to interested adjunct applicants. However, due to the lack of FT faculty, there is an increasing strain on obtaining qualified adjunct faculty. This will continue to be a challenge for the department especially for the KF campus due to its remote location and lack of local qualified instructors.</p> <p>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.</p>

<p>5.</p>	<p><b>Management Dept Operational Outcomes</b>  The following summarized the IOOs for the department that will be focused on this next year</p> <p>A. IOO 1. Faculty Qualifications.</p> <p>B. IOO 2. Annual Faculty Performance Evaluation</p> <p>C. IOO 3. Mgt Department Retention Dashboard</p> <p>D. IOO 4. Career Services Exit Survey</p> <p>E. IOO 5. Mgt. Industry Advisory Council</p> <p>F. IOO 6. Senior Exit Survey</p>	<p>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.</p> <p>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) <u>AND</u> Service: 80% of full-time faculty will actively engage with the Management Department Action Plan.</p> <p>C. 70% of students are retained at the university after 4<sup>th</sup> term.</p> <p>D. 90% of students attain employment in their field or admission to graduate school within 6 months of graduation.</p> <p>E. Solicit input regarding industry needs/trends and determine most consistent sources.</p> <p>F. 80% of students score a 4, 5, or 6 on Educational Experience questions</p>	<p>A. 100% of FT faculty Qualified, during 2023-24 all PT qualified except one- MET.</p> <p>B. With the exception of retirees or faculty that had healthcare challenges, 100% of faculty met the PD goals. 100% of FT faculty met service goals - MET.</p> <p>C. 74.2% at PM Campus, 73.3% at KF campus -MET. These were significant improvement over prior year. 42.9% OL campus- did not meet.</p> <p>D. Data not available. This will now be collected in the senior exit survey starting in 2024-25.- NA</p> <p>E. The committee attempted to find interested partners to reform the IAC in 2023-24, and was not successful, which is consistent with challenges in prior year- Did not meet. During 2024-25 a different approach will be taken as well as alternative sources for industry data.</p> <p>F. 84% - MET</p>
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	Accountability: Chair and all faculty	regarding Management Department (using a 1-6 proficiency scale).	
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## Appendix A: Programs

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

### Accounting

- **Program Learning Outcomes**

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

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**

- **Summary of 2023-24:** During the 2023-24 academic year no assessments of program student learning objectives were completed. Two faculty were scheduled to retire during the year and one faculty was on sabbatical. In the spring of 2024, the accounting program was “paused”. This decision was made by the administration presumably because of retirements and enrollment. Pausing means the program and the accounting certificates will not be visible in the catalog and no new freshmen or transfer students will be admitted into the accounting program. In light of the above-mentioned reasons, the assessment was paused. The future of the program, while unclear, involves allowing students in the pipeline to complete their degree by making all courses available to them as usual. A visiting one-year professor was hired in the spring of 2024 to help achieve this goal. Efforts to challenge this decision will ensue during the 2024/25 academic year and is part of the department’s strategic plan.
- **Closing the Loop:** Students have been encouraged to pursue internships for the past three years. These internships replace Senior Project in the curriculum. In 2023/24 all senior accounting students were interning with local businesses. The BUS 420 course is where students registered for their internships and this two-term sequence was substituted for ACC 496/497. Five accounting seniors were interning with CPA firms locally and one student interned at a business in Medford. Four students received job offers at their firms in public accounting and continue to work in Klamath Falls. One will continue to work at his internship business in Medford. ACC 496/497 has been an area where assessment data is captured. Internships for accounting students have been highly successful.

Since the accounting program has been paused, efforts are underway to revitalize the program and “bring back accounting”. Based on senior exit surveys, here is what students stated during the 2023/24 school year:

- *“The accounting program is awesome, the Bailey’s are terrific, sad to see them retire. Accountants are needed, I had two above-market job offers coming out of college and a lot of it is thanks to the connections I made at Oregon Tech, and the skills I learned. It’s not smart to close a program that is so profitable if you put in a little effort to market it.”*
- *“Keep it. It’s a degree that is actually useful.”*
- *“My program is being terminated, unfortunately”*
- *“There’s such a high demand for accountants, and the pay is good too. There are lots of career paths to pick from. Pushing internships is vital because it gives you an idea of what you want your career to look like before you come out of college”*

- *“I think seeing how far I've come in my knowledge of accounting.”*
- *“already answered this one but just in case Professors (Baileys), the friends I met, and the memories.”*
- *“hope this program doesn't get scratched because I had a great time with great teachers.”*
- *“The Baileys, Small class sizes, and the students”*
- **2024-25 Action Plans:** In light of current trends across the department, a new capstone experience has successfully been added to all business curriculums through CPC. Assessment going forward will likely be made in these courses. 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.

### Management & Technology

- **Program Learning Outcomes**

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

- Apply knowledge of approaches to operational performance improvement.

- **Assessment Summary**

- **Summary of 2023-2024:** Continue to focus on improving the alignment of senior projects with both departmental and program-level outcomes. Efforts included continued mentorship for students in their senior projects and refining the writing and presentation aspects of these projects. The program also emphasized providing structured support to help students, particularly those struggling with written communication. This included increased collaboration with writing tutors and enhanced feedback mechanisms from instructors.
- **Closing the loop:** After the completion of senior projects, instructors reported improvements in students' ability to apply theoretical knowledge to real-world operational problems. In previous assessments, the challenge of improving writing proficiency among students, particularly those for whom English is not their first language, was identified. To address this, the program has implemented individualized feedback sessions to support students' writing development. This initiative has proven successful, with measurable improvements in the quality of written senior project reports stated in last years assessment. The senior exit surveys indicated positive student feedback regarding the program's emphasis on both technical and managerial aspects, helping students prepare for real-world operational challenges.
- **2024-2025 Action Plans:** Based on the small cohorts of one (2022-23) the BAS Management & Technology program is committed to continuous improvement, focusing on aligning academic outcomes with industry needs and student success in applying performance improvement techniques. The program and department faculty will continue to refine the senior project experience by incorporating more applied learning opportunities, where students can address specific industry-related problems. This will better align project outcomes with real-world scenarios and program learning objectives stated above.

### Healthcare Management

- **Program Learning Outcomes**

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

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

- **Assessment Summary**

- **Summary of 2023-24:** Healthcare Management students continue to value hands-on experiences related to healthcare and point to the senior project experience as a culminating experience that allowed them to work on real-world problems. Additionally, students commented that their lower-division courses were especially useful in preparing them to succeed in their upper-division and capstone courses. In this year's senior exit survey, program strengths identified by students included hands-on projects, flexibility (especially for students who are working adults), the ability to stack minors and certifications on top of their bachelor's degree, and the culture of the students within the major. Areas of improvement included, including even more real-world experiences, which could include a residency requirement or internship, increasing focus on health care concepts in core business classes, insurance and billing were provided as examples, and improved transferability of courses from the community colleges. Senior Project Experience: Student proficiency across all learning outcomes (ISLOs and PSLOs) was about the same in 2023-2024 as it was in 2022-2023. Students demonstrated proficiency in all areas, although analyzing and discussing evidence was lower than in past years.
- **Closing the Loop:** Based on 2022-2023 assessment data, the faculty addressed the below areas of concern related to the senior project experience:
  - Updated Senior Project: During the 2023-2024 academic year, the Management Department dedicated significant time to reviewing and revising the senior project experience. The new capstone experience, launched fall 2024, is designed to address many of the assessment results from 2023-2024.
  - Scope: The new capstone experience provides students with maximum flexibility in designing their own experiences. Students may choose a one-term, smaller scale project or a two-term larger scale project. In either instance, the intent is that students will be better able to manage their projects and pathways to completion.
  - Student Reflection: This assignment was introduced into the senior project experience in 2023-2024 and is included in the new capstone experience as well. Most notably, these reflections provided students with a space to reflect on the entire project/process and what they learned, as well as what went well and what was challenging. In these reflections, students expressed surprise at all they had accomplished as they looked back over their year-long projects and appreciation for the challenges presented by real-world experiences.
- **2024-2025 Action Plans:** Based on 2023-2024 assessment data, the faculty will engage in the following activities:
  - Core Curriculum Review: The Management Department's core curriculum has not been reviewed since 2018. A comprehensive review of the core curriculum is underway. Once completed, programs will similarly review the program curriculum to ensure ongoing relevance and alignment with industry needs.

## Health Informatics

- **Program Learning Outcomes**

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

1. Interpret health policy and systems, with the ability to integrate policies into the healthcare agency.
2. Analyze, design, and develop information systems that enhance operational efficiencies and strategic goals of the operation.

- **Assessment Summary**

- **Summary of 2023-24:** Ongoing Staffing challenges continued during 2023-24 which affected the ability to do in-depth program assessment for this program. The lack of student data as one HI student completed the senior project sequence in 2022-23 provides a very narrow view of the program. Assessment results continue to show that students are meeting the criteria set for the program outcomes. Comments from

the senior exit survey show that students appreciate their programming and systems analysis classes within the context of this major. Faculty in the management department all will work together to update the senior project experience, aligning it with both department and program level outcomes.

- **Closing the loop:** Following the 2020-2021 introduction of two courses, MIS334 (Business Analytics) and MIS446 (Data Mining), the program has seen continued benefits for students where these courses are either required or taken as an elective. These courses were designed to increase exposure to data analytics, which aligns with the Health Informatics program goals. Both courses have proven effective as they remain core to the curriculum, with MIS446 as a requirement for Health Informatics majors. However, additional feedback from the 2023-24 senior exit survey suggested a need for even more hands-on project work within the analytics courses.
- **2024-25 Action Plans:** The following outlines plans for this coming year.
  - **Curriculum Updates:** The Health Informatics (HI) program plans to hire a HI faculty member in 2024-2025 to replace the faculty who resigned in 2024. Also, once the staffing challenge is addressed, plans include integrating applied learning throughout the curriculum, particularly by expanding project-based or experiential assignments within the senior project sequence. The aim is to better align student work with real-world healthcare informatics systems. Faculty in the MGMT department will continue to collaborate on the refresh of the curriculum, focusing on both operational efficiency and strategic information systems. Additional curricular changes will be addressed as the department processes through the revisions for state mandated courses.
  - **Program Goals:**
    - A key focus will be to incorporate industry partnerships and mentorship opportunities, ensuring students gain practical experience as part of their education
    - Based on the action plans for the 2024-2025 academic year, there will be an increased emphasis on faculty support to improve course delivery and student outcomes. This will come in the form of faculty hires.
  - In summary, the Health Informatics program has in the past year navigated challenges related to staffing and lack of data collection in prior years. Moving forward, there is a plan to support faculty and the program through hiring and thus positively enhancing the student learning through curriculum improvements, hands-on projects, and increased industry engagement. These steps aim to ensure ongoing student success in the ever-evolving field of Health Informatics.

## Information Technology

- **Program Learning Outcomes**

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

1. Solve business problems through the use of information systems and technology.
2. Design and implement information systems.

- **Assessment Summary**

- **Summary of 2023-24:** The following provides summary of the prior year.
  - Despite the challenges related to the loss of a Portland Metro Cybersecurity Professor, all classes were delivered and learning outcomes were met.
  - Faculty hired in 2022 for our Klamath Falls taught regular load and began using the Campus Labs.
  - Students did very well in all phases of their Senior Projects and our 2023-2024 graduating class have gainful employment.
  - IT & Cybersecurity Lab equipment was installed in Portland-Metro & Klamath Falls

- The department is still seeking to hire IT-Cybersecurity Lab technician to administrate and manage our labs in Klamath Falls and Portland.
- Summer 2024 our Klamath Falls Cybersecurity Professor terminated employment with OIT. We have hired a visiting instructor and will be hiring a Tenure Track Assistant Professor for Klamath Falls
- Looking to provide opportunities for students as instructional assistants for Professors.
- We are continuing outreach for DECA, Cybersecurity Conferences, Oregon Legislature.
- Looking to do more outreach and bring program awareness to local communities and prospective online students.
- We will be using a new Online Cloud-based Cybersecurity Lab environment for our Cybersecurity students
- **Closing the loop:** The Information Technology and Cyber degree program is still significantly challenged by the lack of full-time faculty in the program. However, students have been successful in gaining internships and industry experience for the Senior Project experience.
- **2024-25 Action Plans:** The following summarized the plans for the coming year.
  - Students successfully completed all phases of the Sr Project series.
  - Very high rate of employment for all IT program graduates.
  - Some challenges in staffing the faculty position for Health Informatics.
  - Currently hiring for a professor/instructor in IT for the Portland-Metro campus.
  - We are initiating a new track for the IT degree, with a focus on AI & Quantum computing.
  - We have hired new Adjunct Professors from industry. Students have commented that they appreciate professors with industry experience.
  - Our Klamath Falls Assistant Professor for Information Technology terminated employment in the summer 2024. We have hired a visiting professor and will be hiring a full-time professor of IT in Klamath Falls in the 2024-2025 school year.
  - We are looking at this year as a team-building year.
  - We are updating course material to ensure industry relevancy and to ensure learning outcomes are met.
  - With new professors on board, we will invest resources and time into the marketing and promotion of our IT and Cybersecurity Programs.

## Cybersecurity

- **Program Learning Outcomes**  
Upon completion of the Cybersecurity program, graduates will be able to:
  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**
  - **Summary of 2023-24:** The following provides summary of the prior year.
    - Despite the challenges related to the loss of a Portland Metro Cybersecurity Professor, all classes were delivered and learning outcomes were met.



- Faculty hired in 2022 for our Klamath Falls taught regular load and began using the Campus Labs.
- Students did very well in all phases of their Senior Projects and our 2023-2024 graduating class have gainful employment.
- IT & Cybersecurity Lab equipment was installed in Portland-Metro & Klamath Falls
- The department is still seeking to hire IT-Cybersecurity Lab technician to administrate and manage our labs in Klamath Falls and Portland.
- Summer 2024 our Klamath Falls Cybersecurity Professor terminated employment with OIT. We have hired a visiting instructor and will be hiring a Tenure Track Assistant Professor for Klamath Falls
- Looking to provide opportunities for students as instructional assistants for Professors.
- We are continuing outreach for DECA, Cybersecurity Conferences, Oregon Legislature.
- Looking to do more outreach and bring program awareness to local communities and prospective online students.
- We will be using a new Online Cloud-based Cybersecurity Lab environment for our Cybersecurity students
- **Closing the loop:** The Information Technology and Cyber degree program is still significantly challenged by the lack of full-time faculty in the program. However, students have been successful in gaining internships and industry experience for the Senior Project experience.
- **2024-25 Action Plans:** The following summarized the plans for the coming year.
  - Students successfully completed all phases of the Sr Project series.
  - Very high rate of employment for all IT program graduates.
  - Some challenges in staffing the faculty position for Health Informatics.
  - Currently hiring for a professor/instructor in IT for the Portland-Metro campus.
  - We are initiating a new track for the IT degree, with a focus on AI & Quantum computing.
  - We have hired new Adjunct Professors from industry. Students have commented that they appreciate professors with industry experience.
  - Our Klamath Falls Assistant Professor for Information Technology terminated employment in the summer 2024. We have hired a visiting professor and will be hiring a full-time professor of IT in Klamath Falls in the 2024-2025 school year.
  - We are looking at this year as a team-building year.
  - We are updating course material to ensure industry relevancy and to ensure learning outcomes are met.
  - With new professors on board, we will invest resources and time into the marketing and promotion of our IT and Cybersecurity Programs.

## Marketing

- **Program Learning Outcomes**

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

- Analyze an organization's activities to develop/implement a marketing strategy.

- **Assessment Summary**

- **Summary of 2023-24:** The marketing degree program continues to stay relevant in the ever-changing world of business. Students value their hands-on projects working with clients. They also appreciate the way the marketing courses adapt to industry needs. For example, throughout a number of marketing courses, students are developing the skills to learn how to use Artificial Intelligence as a marketing

tool when it comes to tasks such as developing creative content ideas, generating design examples, and a host of other marketing-related activities. They are learning how to develop prompts when using a chatbot like ChatGPT

- Actions recommended included: 1) Increase enrollment in BUS 399: Marketing Special Topics and BUS 414: Marketing Research, and 2) Communicate more effectively with communications and professional writing professors and advisors. During Fall 2023, 15 students enrolled in BUS 399, which included eight non-marketing majors—operations management, communication studies, professional writing, cybersecurity, healthcare management, and management. I continually have conversations with the Communication Studies Department Chair—although, I could do a better job of promoting the course even beyond the communication studies and professional writing departments.
- BUS 414 is another matter. Enrollment was low with only 9 students two of which were non-marketing majors. It is offered every other year and competes with BUS 457: Business Research Methods II, which is offered every year during fall (campus), winter (online), and summer (online). Marketing students have the option to take either course. The fact that BUS 414 is offered every other year, frustrates students, which was reflected in the 2023-24 senior exit survey. Comments include the following:
  - *“The courses should be offered more than 1 time a year, have required course only available during a particular term made it hard to complete my degree timely.”*
  - *“Be better at scheduling courses, this way people can be more prepared.”*
  - *“I would say course scheduling. I know that some classes are only offered every other year, but sometimes that works as a disadvantage to students. For example, Marketing Plan Development was not offered last year, so senior marketing students are taking it in the spring. The materials from this class would have been useful for our marketing plans, but by the time we start this class the majority of senior projects will be almost finished. I also would not have been able to take this class like 2 years ago when it was offered because I did not have the prerequisites to do so. A solution could be to offer it in the fall rather than in the spring that way seniors can have the materials to help them with their senior project.”*
- **Closing the Loop:** Even if more students enroll in the courses mentioned above, we haven’t identified the root cause of the problem. Too many prerequisites and lack of availability makes it difficult for students to complete the marketing degree program in a timely manner. Going forward, we will need to take a different approach.
- **2024-2025 Action Plans:** The Business Management Department will be reviewing the department’s core curriculum. After this review happens and there becomes more of a push toward a 4-credit model, several of the upper-level marketing courses have the potential of being combined such as
  - BUS 319: Integrated Marketing Communications and BUS 473: Marketing Plan Development
  - BUS 399: Social Media Marketing and MIS 225: Digital Marketing
  - BUS 435: Marketing III and BUS 414: Marketing ResearchDuring the next year, there is an opportunity to review courses and eliminate prerequisites that no longer make sense. Further, by combining marketing courses, classes can be offered annually, not every other year.

## 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**

- **Summary of 2023-24:** The following summarized the prior year plans.
  - The Operations Management degree program endeavored to offer exposure to ERP technology for students and seek to expand its use in other courses where most applicable. 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 provided 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.
- **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. 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. The new senior project was finalized and launched in the fall of 2024.
- **2024-25 Action Plan:** The following summarized the plans for the coming year.
  - Faculty will work together to update the core curriculum throughout the year to enhance the student experience and satisfactory educational outcomes.
  - The Operations Management program will be reorganized to provide a pathway for students to earn their Lean Six Sigma Green belt after satisfactory completion of MGT 461, 462 and 463.
  - The Lean Six Sigma Green Belt award will be redesigned for greater prestige and utility in commencement and for cost effectiveness.
  - The Operations Management Program Director is attempting to phase out the use of Minitab statistical software due to the high recurring costs for licenses. It will be replaced with a comparable program which is free and will allow the students to continue to access the same system after graduation.
  - The Operations Management Program is now headed by a new director. A focus on collaborative assignments and using the latest technology such as Python and control charts to improve students' ability to work together with their future colleagues will be implemented.

## Business Management

- **Program Learning Outcomes**

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

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

- **Assessment Summary**
  - **Summary of 2023-24:** The following summarized the plans for the prior year.
    - Continued to monitor the growth of the Business Management major to ensure that faculty support is in place for students (prior year 60 and this past year 72 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.
  - **Closing the loop:** The entrepreneurship series is being offered regularly on campus and online. As a results, students have been better prepared for senior project as determined by the BUS497 assessment of students in this major. The new senior project was finalized during the 2023-24 academic year and successful launched in the fall of 2024. Also, the preparation for the capstone was moved to MGT335 Project Management which has resulted in students being more prepared for the capstone.
  - **2024-25 Action Plans:** The following summarized the plans for the coming year.
    - It will be important to continue to monitor the growth of the Business Management major to ensure that faculty support is in place for students. In addition, we will monitor the retention of this program overall at the university, and if students are staying in this program or if it is being used as a feeder program to other business majors.
    - Faculty will work together to monitor the launch of the new capstone series.

## 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
<b>Project Objective</b>  <b>“Identification”</b>		#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.
<b>Organization Environment</b>  <b>“Context”</b>		#1	The student clearly describes the project’s macro-environment. Relevant industry/company information is provided, i.e., background, industry characteristics, connection to related projects, other pertinent information. Demonstrates good understanding of relevant concepts and skills related to the project.	The student adequately describes the project’s macro-environment. Adequate industry/company information is provided, i.e., background, industry characteristics, connection to related projects, other pertinent information. Demonstrates some understanding of relevant concepts and skills related to the project.	The student’s description of the project’s macro-environment is incomplete. Industry/company information, is incomplete, i.e., background, industry characteristics, , connection to related projects, other information. Demonstrates limited understanding of relevant concepts and skills related to the project.	The student does not describe the project’s macro-environment. Lacks industry/company information, i.e., background, industry characteristics, connection to related projects, other information. Demonstrates no understanding of relevant concepts and skills related to the project.
<b>Project</b>	<b>Project Plan &amp; timeline</b>	#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	Initial project plan and timeline require modification. Over the course of the project the plan and timeline	Initial project plan and time- line are incomplete and/or unrealistic. Over the course of the project neither the plan nor the

				the requirements of the project.	are minimally revised and adapted as needed.	timeline are revised or adapted as needed.
<b>Project Background</b>	#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.	
<b>Analysis</b>	#4	Analysis is thorough and relevant. Findings are related to sound business concepts, financial practices, benchmarks, marketing practices, best practices, etc.	Analysis is provided. Findings are related to sound business concepts.	Analysis is limited. Findings are minimally related to sound business concepts.	Analysis is incomplete. Findings are not related to sound business concepts.	
	#4	Discussion is evidence-based. Student is able to draw conclusions by combining examples/facts/theories from one or more fields of study or perspectives.	Discussion is somewhat evidence-based. Student is able to draw conclusions, has limited ability to combine examples/facts/theories from one or more fields of study or perspectives.	Discussion is minimally evidence-based. Student is unable to draw conclusions that combine examples/facts/theories from one or more fields of study or perspectives unless prompted.	Discussion is not evidence-based.. Student may present conclusions but is unable to combine examples/facts/theories from one or more fields of study or perspectives.	
<b>Collaboration</b>	#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	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,	There is minimal evidence of the student collaborating with one or more individuals to successfully develop the	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	



			stakeholders, advisors, and other resources in a productive manner.	advisors, and other resources in a productive manner.	project's solution. This may include working with various project stakeholders, advisors, and other resources in a productive manner.	without reaching out to stakeholders, advisors, and other resources.
<b>Project Completion</b>	<b>Objectives Met</b>	#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.
	<b>Summary &amp; Conclusions</b>	#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.
	<b>Project Written Report</b>	#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
	<b>Project Oral Communication</b>	#5	High-quality, well organized presentation that clearly informs the audience. Visuals are effective and oral	Quality, organized presentation that informs the audience. Visuals are effective and oral communication is mostly	Average-quality presentation that may be lacking some organization or clarity for the	Low-quality, unorganized presentation that does not clearly inform the audience. Visuals are

			communication is poised, timely and enthusiastic.	poised, timely and enthusiastic.	audience. Visuals are somewhat effective and oral communication is somewhat effective but may be lacking poise, timeliness and enthusiasm.	not effective and oral communication lacks poise, timeliness and enthusiasm.
<b>Culminating Experience</b>	#4	The student adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore complex issues in original ways.	The student adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	The student uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.	The student fails to use skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore complex issues in original ways.	

## Assignment

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

## Example of BUS Sequence

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

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

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

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

### **Assignment Objectives**

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

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

## Exit Survey Tool

Directly mapped to Department ISLOs

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

1=Low, 6=High

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

## Program Assessment Report Feedback 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	