





and assessments are directed by Oregon Tech's Assessment Board. The Management Department assesses six intended student learning outcomes (ISLOs) in accordance with the Assessment Board's guidelines and KLOs. At the program level each of the Management Department's programs assesses its established program-specific student learning outcomes (PSLOs). Program assessment data from all these assessments, in addition to data from the department's indirect assessment activities, including a senior exit survey and industry advisory board feedback, when considered, inform changes and improvements to programs.

The Management Department's 3-year assessment cycle (see Appendix A) 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 intent of a 3-year cycle is to provide faculty with the time and space to thoughtfully analyze student learning outcomes and operational data, identify areas for improvement, engage appropriate stakeholders to inform planning and drive action, evaluate improvement activities and their impacts on student learning and operational outcomes, and reflect on the process and the results within the context of mission fulfillment at both the departmental and institutional-level.

Table 1: Assessment Cycle

Year	IACBE Schedule	Management Department Schedule
2020-2021	Self-Study Annual Notice	Intended Student Learning Outcomes & Intended Operational Outcomes
2021-2022	Annual Notice	Program-Specific Student Learning Outcomes
2022-2023	Annual Notice	Reflection Year & Deep-Dive
2023-2024	Annual Notice	Intended Student Learning Outcomes & Intended Operational Outcomes
2024-2025	IQAR Interim Quality Assurance Report Annual Notice	Program-Specific Student Learning Outcomes

## Summary of Achievement of Department's Intended Student Learning Outcomes

Table 2: Department's Intended Student Learning Outcomes

Intended Student Learning Outcomes (ISLOs)	Learning Assessment Measures		
Department ISLOs	Direct Measures of Student Learning		Indirect Measures of Student Learning
	Senior Project Experience	Strategic Capstone Essay	Senior Exit Survey

evidence of a summary with specific recommendations. Also, the rubric criteria of Culminating Experience, which is identified as the student's ability to adapt and apply skills, theories and methodologies independently in a new situation. These criteria areas provide the department with an opportunity to develop plans for improvement.

Faculty Qualifications: Maintaining faculty qualification standards is an area that the department has continued to work on over the last accreditation cycle. The academic business unit has had to grow its part-time adjunct pool to supplement our teaching staff over the last few years due to growing enrollment in our programs. We pay close attention to qualifications of all faculty at the time of hire.

Annual Faculty Performance Evaluations: This is a new area of assessment for the Management department, and represents an area where we want to increase standards across the department. Several years ago, we developed a strategic action plan and this intended

Table 4: Summary of Changes, Actions, and Outcomes

Change or Improvement Needed	Action Required and Timeline	Desired/Realized Outcomes	Additional Action
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		Determine how to best support part time faculty as well as maintain quality of programs.	Create a robust pool of part-time faculty. Maintain quality standards and consistent student outcomes across courses and locations.	
5.	Full-time Faculty Engagement and Expectations: Continue to develop consistent professional development and service expectations for full-time business faculty that also support disciplinary differences and individual faculty goals.	Over the next two years, the department chair will work with individual faculty to communicate expectations, in accordance with the CBA, to ensure faculty expectations are well understood. Continue the process of annually updating the department's strategic action plans and have each faculty member "sign up" to support one or more strategic initiative(s).	Consistent level of performance expectations for faculty in the area of professional development and service across the department.	
6.	Industry Advisory Council: Continue to develop a robust advisory council that can actively support the academic business unit and make connections to industry.	Build advisory council membership including defining roles and responsibilities of advisory council officers and members. Solicit quarterly input in the development of industry relevant program outcomes and curriculum alignment.	Develop robust advisory council that actively supports academic business unit.	

Program Student Learning Outcomes  
Program