

the program level each of the Management Department's programs assesses its established program-specific student learning outcomes (PSLOs). Program faculty review data from all these assessments, in addition to data from the department's indirect assessments, including a senior

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
Measure	Goal: 80% Scale 1-4, 80% achieve		

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.

Senior Exit Survey: The exit survey was designed to map to our updated ISLOs. The Management department tracks the results of the exit survey every year and has not always met established performance targets. Results from the 2020-2021 administration of the senior exit survey improved from prior years.

Summary of Achievement of Operational Outcomes

Table 3: Department's Intended Operational Outcomes

Intended Operational Outcomes		Operational Assessment Measures					
Department IOOs		Faculty Qualifications	Annual Performance Evaluations	Management Department Retention Dashboard	Career Exit Survey	Management Industry Advisory Council Goal- Semi-Annual Meeting	Senior Exit Survey
Measure:		Goal 100% Academically or professional qualified as defined by IACBE	Goal 80% Professional development and service goals tied to strategic plan	Goal 75% % of student retained after 4 th term	Goal 90% % of students to attain employment or admission to grad program	Goal- Semi-Annual Meeting Meeting minutes	Goal 80% Scale 1-6: 80% rating of 4, 5, 6
1	Faculty members will be highly qualified in their disciplines	Met 100% Academically or Professionally Qualified Faculty					Met 90%
2	Faculty engage in professional development and services activities that support the department's mission		Not Met 50% Professional Development 71% Service				
3	Departmental processes support students throughout their program			Semi Met 67.4%			

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 operational outcome has now been incorporated into the department's annual assessment process. Moreover, the chair is working with the faculty to increase the level of active (rather than passive) engagement in professional development and service activities.

Management Department Retention Dashboard: Over the last two years, the Management department has focused on developing strategies to improve student retention in the department. We have developed a three-pronged approach which relies on common best practices, current resources, and increased communication practices. As such, we have seen a consistent increase in 4th term student retention. However, since both our online and Portland-Metro campuses support more non-traditional students, we are challenged with improving these retention rates. Given this reality, the department is not as focused on its overall retention rate, but is instead focusing on formalizing retention practices to support student success. To this end, Management faculty have developed an early alert system, implemented a strategic communication strategy, engaged with the university- and college-level retention committees, and plan to draft a retention strategy by the end of the 2021-2022 academic year.

Career Services Exit Survey: We have regularly reviewed the Career Services Exit Survey for all programs. This survey focuses on graduate job placement and graduate school rates. Overall, the department has had positive results that support both the department's mission and that of the university.

Management Industry Advisory Council: Over the last seven year cycle, we disbanded and then reimaged and launched a new advisory council.

Summary of Changes, Actions & Outcomes

Table 4 summarizes the Management Department's action plans based on the intended student

4.	Faculty Resources: Build faculty resources to maintain course offerings.	Hire full-time faculty needed to fully support current programs. Continue to build pool of part-time faculty to teach in all areas, at all campuses. Determine how to best support part time faculty as well as maintain quality of programs.	Successfully hire requested full-time faculty that meet academic or professional standards. Create a robust pool of part-time faculty. Maintain quality standards and consistent student outcomes across courses 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 student learning outcomes were not measured during the 2020-21 academic year.