

**Management – Marketing
Annual Assessment Report
2013-2014**

I. Program History

The Management – Marketing degree was first offered at Oregon Tech in the late 1990s. This degree program provides students with a broad background in business management with a strong emphasis in modern marketing concepts and practices. Marketing graduates enjoy careers in management, advertising, research, consulting, distribution, sales, and entrepreneurial enterprises.

The Management - Marketing degree option is offered at the Klamath Falls campus. Current enrollment is 32 students. Four students graduated with a degree in Management – Marketing in June 2013. Employers of our graduates include Humana, Klamath County School District, Oregon Institute of Technology, and Columbia Forest Products. Reported starting salaries ranged from \$33,000 to \$45,000.

The Management – Marketing program was awarded accreditation by the International Assembly of Collegiate Business Educators (IACBE) in 2008.

II. Program Purpose

The Management faculty reviewed the program purpose, objectives, and learning outcomes during the fall faculty meeting in September 2013. The faculty reaffirmed the statements below:

Management – Marketing Option Mission Statement:

The Management – Marketing Option is a challenging, applicable degree program that integrates management concepts in a technical and innovative setting as required by today’s dynamic business environment. The program develops graduates with relevant skills preparing students for entry into management careers in business, government, public, or social service organizations. Industry-trained faculty translates theory to practice; advising students through the diversity of the curriculum, project-based learning, and internships. The degree serves those students that seek a personal, hands-on learning experience and the needs of the businesses that employ them.

Educational Objectives:

- (1) Graduates of the Marketing option can assess and apply their strengths in marketing.
- (2) Graduates of the Marketing option can distinguish themselves as effective communicators.
- (3) Graduates of the Marketing option excel in problem solving.
- (4) Graduates of the Marketing option model ethical and professional behavior.
- (5) Graduates of the Marketing option are prepared to pursue professional development opportunities and/or graduate education.

Student Learning Outcomes:

The Management – Marketing program assesses student learning at three levels: at the institutional level, at the department level, and at the program level. Institutional student learning outcomes (ISLOs) and assessments are directed by Oregon Tech’s Assessment Executive Committee. The Management Department also assesses eight core student learning outcomes (listed below) in accordance with IACBE guidelines, these core student learning outcomes (PSLOs) are assessed and evaluated at both the department level and at the program level.

A description of Oregon Tech’s ISLOs and the Management Department’s annual assessment report, as submitted to IACBE, may be found on the Oregon Tech website. PSLO and ISLO data specific to the Management – Marketing program are the subject of this report.

Upon completion of this program, Management - Marketing graduates will be able to:

1. Explain the major concepts in the functional areas of accounting, marketing, finance, and management.
2. Evaluate the legal, social, and economic environments of business.
3. Describe the global environment of business.
4. Describe and explain the ethical obligations and responsibilities of business.
5. Apply decision-support tools to business decision-making.
6. Construct and present effective oral and written forms of professional communication.
7. Apply knowledge of business concepts and functions in an integrated manner.
8. Use management processes in an applied organization or business situation.

- a. Manage people, processes, and resources within a diverse organization.
- b. Apply knowledge of key marketing concepts in an integrated manner.
- c. Analyze marketing decisions in a dynamic business environment.
- d. Apply knowledge of key marketing concepts in an integrated manner.

III. **Assessment Cycle**

Oregon Tech's ISLOs are assessed on a six-year cycle. The ISLO assessment schedule may be found on the Oregon Tech website under Institutional Student Learning Outcomes.

IACBE requires all accredited institutions to complete a full assessment cycle for all IACBE core student learning outcomes (PSLOs: 1-8) on an annual basis.

IV. **2013-2014 Assessment Activities**

Departmental assessment results for the IACBE core student learning outcomes are reported separately and can be found on the Oregon Tech website under IACBE Public Disclosure of Student Learning. This report presents program level assessment results for the IACBE core student learning outcomes.

Direct Assessment #1: ETS Major Field Test in Business: The ETS Major Field Test in Business was administered to graduating seniors in their senior project class. The exam was administered in Klamath Falls.

Outcomes Assessed:

1. Explain the major concepts in the functional areas of accounting, marketing, finance, and management.
2. Evaluate the legal, social, and economic environments of business.
3. Describe the global environment of business.
4. Apply decision-support tools to business decision making.

Performance Target/Criteria: 80% of students score in the 70th percentile or higher.

Assessment Results:

**ETS Major Field Test in Business Results for the Management –
Marketing Option by Student**

Individual Students Total Score Distribution (n=5)		
Scaled Score Range	Percent of Students	Percent Below
172-200	0	90
165	0	81
160	40	70
157	40	62
153	80	51
150	80	42
146	80	31
142	80	21
135	100	10
123-134	100	8

Assessment Results for ETS Major Field Test in Business: Total Test Score for the Mgmt – Marketing Option by student

**ETS Major Field Test in Business Results for the Management –
Marketing Option**

Institutional Means Total Score Distribution	
Mean Total Score	Percent Below
154	57

Assessment Results for ETS Major Field Test in Business: Institutional Mean Total Score for the Mgmt – Marketing Option

**ETS Major Field Test in Business Results for the Management –
Entrepreneurship/Small Business Management and Marketing
Options and the Bachelor of Applied Science in Technology and
Management by Assessment Indicator**

Assessment Indicator Number	Assessment Indicator Title	Percent Below
1	Accounting	17
2	Economics	83
3	Management	76
4	Quantitative Business Analysis	53
5	Finance	60
6	Marketing	66
7	Legal and Social Environment	78
8	Information Systems	98
9	International Issues	63

Assessment Results for ETS Major Field Test in Business: Assessment Indicator Scores for the Mgmt – Entrepreneurship/Small Business Management and Marketing Options and the BAS - Technology and Management

Strengths and Weaknesses: Results from the ETS Major Field Test in Business have remained relatively consistent over the years. Our students continually score in the highest percentiles in Information Systems and in lower percentiles in Accounting. Given Oregon Tech’s hands-on, technical emphasis, and that all Management programs are required to take a minimum of 10 credit hours in Management Information Systems, higher scores in Information Systems are unsurprising. The department continues to explore opportunities to reinforce accounting concepts.

Action Plans: Currently, the Management Department’s performance target is that 80% of students will score in the 70th percentile or higher on the ETS exam. To date, this target has been unattainable. During the spring 2014 administration of the exam, the Department, for the first time, was able to attain exam results by major. Given this new data, faculty will review and discuss, at its 2015 spring assessment retreat, how best to incorporate ETS data into Management Department assessment processes and the performance target that will best support changes and improvements to student learning. Additionally, standardizing administration of the exam, for all students, improving student understanding of the exam and incentivizing student participation and effort continues to be an ongoing discussion within the department.

Direct Assessment #2: Comprehensive Case Study: The comprehensive case study was assessed in BUS 478: Cases in Strategy and Policy. The case study was assessed in Klamath Falls.

Outcomes Assessed:

1. Explain the major concepts in the functional areas of accounting, marketing, finance, and management.
2. Evaluate the legal, social, and economic environments of business.
3. Describe the global environment of business.
4. Describe and explain the ethical obligations and responsibilities of business.
5. Construct and present effective oral and written forms of professional communication.
6. Apply knowledge of business concepts and functions in an integrated manner.
7. Use management processes in an applied organization or business situation.

Performance Target/Criteria: 80% of students score a 3 or 4 on each learning-outcome-related performance criteria (using a 1-4 proficiency scale).

Assessment Results:

Comprehensive Case Study Results for the Management – Marketing Option by Student

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
Company Background and Statement of the Business Problem or Issues	Case Study	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	100% (n=5)
Analysis	Case Study	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	100% (n=5)
Conclusions	Case Study	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	100% (n=5)

Assessment Results for Comprehensive Case Study in BUS 478

Strengths and Weaknesses: Management – Marketing students demonstrated proficiency in all areas of the comprehensive case study

analysis. Faculty recognizes, however, the need to increase focus on students' ability to synthesize and integrate program learning as well as their ability to use supporting evidence and theories to draw conclusions, across the curriculum, as demonstrated by lower than desired proficiency levels on the senior project.

Action Plans: Given recent changes to the Management Department's IACBE Outcomes Assessment Plan, the rubric used to assess the comprehensive case study needs to be revised. Although implied, the performance criteria listed do not explicitly align with the outcomes assessed. More clearly stated performance criteria will improve understanding of student achievement as related to the intended student learning outcomes.

Direct Assessment #3: Senior Project: The senior project was assessed in BUS 497: Senior Project. The senior project was assessed in Klamath Falls.

Outcomes Assessed:

1. Evaluate the legal, social, and economic environments of business.
2. Describe and explain the ethical obligations and responsibilities of business.
3. Apply decision-support tools to business decision making.
4. Construct and present effective oral and written forms of professional communication.
5. Apply knowledge of business concepts and functions in an integrated manner.
6. Use management processes in an applied organization or business situation.

Performance Target/Criteria: 80% of students score a 3 or 4 on each learning-outcome-related performance criteria (using a 1-4 proficiency scale).

Assessment Results:

Senior Project Results for the Management – Marketing Option by Student

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
Project Objective - Identification	Final project	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	75% (n=4)
Organization Environment - Context	Final project	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	25% (n=4)
Project Management - Process	Final project	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	25% (n=4)
Project Completion – Product	Final project	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	25% (n=4)
Culminating Experience	Final project	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	50% (n=4)
Written Communication of Results	Final project	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	25% (n=4)
Oral Communication of Results	Final project	1 – 3 Proficiency Scale	80% achieve rating of 3 on all 6 performance criteria	0% (n=4)

Assessment Results for Senior Project in BUS 497

Strengths and Weaknesses: The department revised its assessment of the senior experience, during the self-study year, to better meet IACBE program assessment requirements. During fall term faculty revised the rubric used to assess the senior experience. The rubric performance criteria are now uniform across all Management programs, however, performance criteria definitions vary by program enabling the department to report broadly at the department level while also assessing program-specific learning by major. It should be noted that these revisions occurred fall term while students were already working on their projects. Although not drastically different from previous expectations, rubric scores are likely lower given the shift in expectations midterm. Students were assessed, for classroom purposes, using the rubric presented to them on the first day of class. The revised rubric was used to report results of student learning for this self-study. The new rubric will be incorporated into all senior experience courses fall 2014.

In addition to the changes made to the senior experience rubric, department faculty added several new processes and procedures as part of the senior experience curriculum. To better articulate senior experience standards and expectations, the department drafted a philosophy statement which connects the department's broad-based student learning goals with the goals of the senior experience. This document is not only provided to seniors in the senior experience courses, but will also be used by advisors in their discussions with students regarding intended student learning outcomes of the Management programs. Similarly, to further support and reinforce these standards and expectations, all senior experience final reports are now evaluated by at least two program faculty. All program faculty are expected to participate in a comprehensive discussion reviewing and discussing demonstrated student learning within their programs. Increasing faculty involvement in the senior experience, across the department, has not only helped reallocate faculty resources dedicated to the senior experience courses, it has increased faculty awareness of student capabilities as they leave our programs, while also communicating to students the importance of the learning that occurs during the experience. A last, department-wide improvement, again reinforcing senior experience standards and expectations, is to require all seniors to present their projects in multiple venues. Students will be expected to present their projects to students in their majors, to faculty, and to their project sponsors.

Aside from the assessment-related changes made within the senior experience curriculum, faculty recognized the need to increase focus on students' ability to synthesize and integrate program learning as well as their ability to use supporting evidence and theories to draw conclusions as demonstrated by lower than desired proficiency levels on the senior experience intended student learning outcomes. To address this particular weakness faculty are participating in a comprehensive review of the Department's intended student learning outcomes and where they are taught within program curricula as described previously in this report.

Action Plans: In addition to the above changes, Management faculty will: require students to identify and work with a program faculty "mentor" throughout their senior experience; review course sequencing at the senior-level, especially those courses that would support the senior experience; review and update senior project criteria to ensure projects are closely matched to a student's major; partnering with Klamath Falls businesses to create a list of viable senior projects; and partner with the library to aid students in research as well as citation skills.

Indirect Assessment #1: Senior Exit Survey: Seniors were invited to complete an exit survey, spring 2014. The survey asked students to rate how

well the Management Department prepared them with regards to intended student learning outcomes and corresponding competencies. The senior exit survey was administered in Klamath Falls.

Outcomes Assessed:

1. Explain the major concepts in the functional areas of accounting, marketing, finance, and management.
2. Evaluate the legal, social, and economic environments of business.
3. Describe the global environment of business.
4. Describe and explain the ethical obligations and responsibilities of business.
5. Apply decision-support tools to business decision-making.
6. Construct and present effective oral and written forms of professional communication.
7. Apply knowledge of business concepts and functions in an integrated manner.
8. Use management processes in an applied organization or business situation.
 - a. Manage people, processes, and resources within a diverse organization.
 - b. Apply knowledge of key marketing concepts in an integrated manner.
 - c. Analyze marketing decisions in a dynamic business environment.
 - d. Apply knowledge of key marketing concepts in an integrated manner.

Performance Target: 80% of students score a 4, 5, or 6 on each learning-outcome-related performance criteria (using a 1-6 proficiency scale).

Assessment Results:

**Senior Exit Survey Results for the Management – Marketing Option
by Student**

Program-specific learning outcomes	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
Fundamental area of accounting	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	67% (n=3)
Fundamental area of marketing	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	100% (n=3)

Fundamental area of finance	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	67% (n=3)
Fundamental area of management	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	100% (n=3)
Legal, social, and economic environments of business	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	100% (n=3)
Global environment of business	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	100% (n=3)
Ethical obligations and responsibilities of business	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	67% (n=3)
Apply decision-support tools to business decision making	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	100% (n=3)
Construct and present effective oral and written forms of professional communication	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	100% (n=3)
Apply knowledge of business concepts and functions in an integrated manner	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	100% (n=3)
Use management processes in an applied organization or business situation	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	100% (n=3)
Manage people, processes, and resources within a diverse organization	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	100% (n=3)
Apply knowledge of key marketing concepts in an integrated manner	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	100% (n=3)
Analyze marketing decisions in a dynamic business environment	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	100% (n=3)
Apply knowledge of key marketing	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	100% (n=3)

Assessment Results for the Mgmt – Marketing Option PSLOs from SS			rating	
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Assessment Results for the Mgmt – Marketing Option PSLOs from SS

Assessment Results for the Management – Marketing Option PSLOs from Senior Survey

Strengths and Weaknesses: Students tend to self-report higher levels of proficiency in all areas on the senior exit survey as compared to direct assessment results reported out on the ETS exam, comprehensive case study and senior project. Additionally, senior exit survey response rates are lower than desired and, although the data appear reliable, more robust response rates would further validate both direct and indirect assessment results as well as direct future changes and improvements.

Action Plans: During the spring 2014 administration of the ETS exam, the Department, for the first time, was able to attain exam results by major. It is now possible for faculty to measure student performance on specific ETS Assessment Indicators which closely align with the Management Department’s intended student learning outcomes and senior exit survey performance criteria. This additional information will facilitate faculty discussions regarding expected performance targets on specific assessment indicators and student’s self-perceptions of understanding on the same criteria. As gaps in performance are identified faculty will evaluate curricular changes to address deficiencies in student learning.

To encourage greater participation rates among eligible students faculty will require students to complete the senior exit survey as part of the senior experience course. Program growth is also desired. To support ongoing efforts to grow enrollment in all Management programs, the department formed a Retention and Recruiting Committee fall 2014. This committee will identify specific strategies in the areas of retention and recruiting, including faculty strategies, Admissions strategies, and academic support services strategies.

Indirect Assessment #2: Focus Group Results: Seniors were invited to attend a focus group, spring 2014. The focus group was facilitated in Klamath Falls and collected student feedback regarding program curricula.

Outcomes Assessed:

1. Explain the major concepts in the functional areas of accounting, marketing, finance, and management.

2. Evaluate the legal, social, and economic environments of business.
3. Describe the global environment of business.
4. Describe and explain the ethical obligations and responsibilities of business.
5. Apply decision-support tools to business decision-making.
6. Construct and present effective oral and written forms of professional communication.
7. Apply knowledge of business concepts and functions in an integrated manner.
8. Use management processes in an applied organization or business situation.

Performance Target: 80% of students respond positively regarding their learning experience.

Assessment Results:

The Management Department hosted three focus group sessions, spring 2014; 23 students participated in all, including four Management – Marketing students. Students were asked to respond to 12 questions.

Students identified project-based courses (BUS 356: Business Presentations, MGT 461: Lean/Six Sigma Management I, SPE 321: Small Group and Team Communication, and WRI 327: Advanced Technical Writing) as the most valuable courses in the Management - Marketing degree program. Valuable content areas included marketing plan development, sales management, integrated marketing communication, global marketing, and business communication. Students stated that these courses were relevant, interesting, and closely aligned with their career path.

To be considered valuable, students emphasized that a course must reach beyond the textbook and incorporate real-world examples.

Generally speaking, courses outside a student’s degree program were identified as being the least valuable, including non-marketing-based management courses (i.e., BUS 308: International Business, BUS 349: Human Resource Management, and MIS 275: Introduction to Relational Databases). Students commented that it was difficult to integrate concepts taught in these courses with the concepts taught in their major courses.

Those courses that were considered less valuable were perceived by students as requiring a lot of “busy work” with little real-world, value-added application.

Students responded positively to their senior project experience. Students appreciated the real-world experience, they enjoyed interacting with business owners and learning to work with clients, and they, overall, found the projects challenging yet rewarding.

The need to better articulate project standards and expectations was cited by students as a common frustration with the experience.

Students cited practical application of marketing theory as the greatest strength of the program. Suggested improvements included better articulating the intentionality of the curriculum as well as better aligning the curriculum with current job requirements. Increased focus on graphic design, web application, HTML, and adobe software was requested. Students also recommended developing better industry connections, expanding alumni involvement, and increasing on-campus visibility of the Management Department.

Overall students felt that the Management degrees exposed them to relevant theory, taught job-related skills, and emphasized real-world application. Students expressed confidence in their ability to attain employment in their chosen field.

Strengths and Weaknesses: Focus group participation rates are lower than desired and, although the data appear reliable, more robust response rates would further validate both direct and indirect assessment results as well as direct future changes and improvements.

Action Plans: To the extent possible, focus groups will be facilitated within existing courses. Opportunities to run online focus groups are being explored.

V. Summary of student learning

Faculty have decided on the following action plans for the 2014/15 year after discussing the results of the various 2013/14 assessments.

- **Direct Assessment #1: ETS Major Field Test**
 - Research options to change performance target. For example, within a certain range based on last five year average.
 - Develop standardize instruction that administer of test will follow to maintain consistency from year to year.
 - Consider timing of exam so there is less time between core classes and exam OR review curriculum to ensure students are having opportunities to utilize knowledge throughout all four years.

- **Direct Assessment #3: Senior Project**
 - Review and update senior project criteria to ensure project is closely matched to major.
 - Discuss adding class in spring of junior to develop proposal to ensure direction of project.
 - Partner with Klamath Falls businesses in order to create list of viable senior projects.
 - Add pre-requisite requirements for senior project, such as research methods.
 - Partner with librarian to aid students in research as well as citation skills.

VI. Changes resulting from assessment

PSLO Assessment

The Management Department assesses student learning at three levels: at the institutional level, at the department level, and at the program level. Institutional student learning outcomes (ISLOs) and assessments are directed by Oregon Tech's Assessment Executive Committee with one or two ISLOs assessed each year. For the past seven years the Management Department conducted department-level assessment (SLOs) in accordance with IACBE guidelines and program-level assessment (PSLOs) in accordance with Northwest's Commission on Colleges and Universities (NWCCU) guidelines. Given changes to IACBE's accreditation process since Oregon Tech's last accreditation review, the Management Department revised its IACBE Outcomes Assessment Plan based upon recommendations by IACBE staff. Previously, PSLO assessment occurred throughout the Management programs, not necessarily at the program exit. To better align with IACBE expectations the department now assesses all PSLOs at the program exit such that, at both the department level and at the program level, the Management Department assesses eight core student learning outcomes (SLOs) annually in accordance with IACBE guidelines. The assessment data reported in this annual report reflect this new assessment approach. Subsequent changes and improvements resulting from this new approach follow.

Faculty noted that the rubrics used to assess the comprehensive case study and the senior experience need to be revised to better align with the Management Department's IACBE Outcomes Assessment Plan. Although implied, the performance criteria listed do not explicitly align with the outcomes assessed. More clearly stated performance criteria will improve understanding of student achievement as related to the intended student learning outcomes. Faculty will use their spring 2015 assessment retreat to address these changes.

During the 2012-2013 assessment cycle, and throughout the Management Department's most recent accreditation review, stakeholders reiterated the

need to better articulate the intentionality of the Management curriculum. To this end, faculty is participating in a comprehensive review of the Department's intended student learning outcomes and where they are taught within program curricula. All IACBE intended student learning outcomes have been operationalized, normalized, and mapped to program curriculum to identify where and how outcomes are: (1) Introduced (students are exposed to the intended student learning outcome), (2) Reinforced (students engage in activities that explore the intended student learning outcome), or (3) Emphasized (students are accomplished and demonstrate understanding beyond the intended student learning outcome). Program faculty are currently reviewing and revising the "outcome mapping" spreadsheet to ensure outcomes have been correctly mapped to corresponding courses. Once complete, the spreadsheet will be used to direct curricula discussions and revisions as indicated by assessment of the department's intended student learning outcomes. This spreadsheet will also facilitate discussions regarding course sequencing and outcome "sequencing" across a course sequence.

The realignment of intended student learning outcomes with IACBE guidelines resulted in a significant change in the department's assessment approach and philosophy. Previous, course-level assessment, supported continuous improvement of learning within those courses and focused on very specific knowledge and skills. Senior experience assessment partnered with the ETS Major Field Test in Business and the Comprehensive Case Study analysis has led to greater opportunities to assess program-level learning rather than course-level learning. Changes and improvements as well as action plans, identified within this self-study, reflect this broader perspective and more holistic approach to student learning, emphasizing not only specific knowledge and skills but also synthesis and integration of theory with practice.

ISLO Assessment

As reported in 2012-2013, faculty continue to recognize the need to increase focus on students' ability to synthesize and integrate program learning as well as their ability to use supporting evidence and theories to draw conclusions as demonstrated by lower than desired proficiency levels on the senior experience intended student learning outcomes and the professionalism ISLO. The outcome mapping exercise described above is intended to address these weaknesses as well. In addition to mapping intended student learning outcomes faculty are also mapping skills related to career preparedness such as resume building, networking and interview skills, and professionalism. In 2013-2014 faculty also developed a "how-to" APA formatting guide. Senior experience students are required to complete a short paper in which they need to include a cover page, running head, and two paragraphs in third person voice on a topic of their choosing. Faculty is then able to identify writing concerns and students have an APA template to use on future assignments.

Indirect Assessment

To address student concerns regarding career prospecting faculty surveyed advisory board members, hosted its 1st Annual Career Month, and added BUS 495: Senior Project Proposal to the Entrepreneurship/Small Business Management curriculum.

**Management - Marketing
SLO-Curriculum Map**

SLO #8: Manage people, processes, and resources within a diverse organization.

Courses that are shaded below indicate that the SLO above is taught in the course, students demonstrate skills or knowledge in the SLO, and students receive feedback on their performance on the SLO.

I = Introduced R = Reinforced E = Emphasized

	Fr.		Soph.		Jr.		Sr.	
Fall	BUS 101	I	ACC 201		BUS 319	R	BUS 308	
	MATH 111		BUS 223		BUS 356		BUS 441	R
	PSY 201		MATH 361		BUS 467		BUS 496 or BUS 420	
	WRI 121		MIS 275		MGT 321	R	PSY 347	
	Lab Sci Elective				MIS 375		Hum Elective	
Win	BUS 215	I	BUS 256		ACC 325		ANTH 452	
	ECO 201		BUS 318		BUS 226		BUS 447	
	MIS 102		BUS 349	R	BUS 326		BUS 497	
	SPE 111		MATH 371		BUS 435		Elective	
	WRI 122		PHIL 331 or PHIL 342		Comm Elective		Elective	
	Elective							
Spr	ECO 202		ACC 203		BUS 456		BUS 434	E
	MIS 206		BUS 397	E	BUS 473		BUS 442	E
	SPE 321		MIS 225		MGT 445	E	BUS 478	
	WRI 227		Elective		Elective		Elective	
	Hum Elective				Elective			

**Management – Marketing
SLO-Curriculum Map**

SLO #9: Apply knowledge of key leadership concepts in an integrated manner.

Courses that are shaded below indicate that the SLO above is taught in the course, students demonstrate skills or knowledge in the SLO, and students receive feedback on their performance on the SLO.

I = Introduced R = Reinforced E = Emphasized

	Fr.		Soph.		Jr.		Sr.	
Fall	BUS 101	I	ACC 201		BUS 314		BUS 308	
	MATH 111		BUS 223		BUS 356		BUS 441	R
	PSY 201		MATH 361		BUS 467		BUS 496 or BUS 420	
	WRI 121		MIS 275		MGT 321		PSY 347	
	Lab Sci Elective				MIS 375		Hum Elective	
Win	BUS 215	I	BUS 256		ACC 245		ANTH 452	
	ECO 201		BUS 318		ACC 325		BUS 447	
	MIS 102		BUS 349		BUS 226		BUS 497	
	SPE 111		MATH 371		BUS 335		Elective	
	WRI 122		PHIL 331 or PHIL 342		Comm Elective		Elective	
	Elective							
Spr	ECO 202		ACC 203		ACC 205		BUS 434	
	MIS 206		BUS 397		BUS 456		BUS 442	E
	SPE 321		MIS 225		MGT 445		BUS 478	
	WRI 227		Elective		Elective		Elective	
	Hum Elective				Elective			

**Management - Marketing
SLO-Curriculum Map**

SLO #10: Apply knowledge of key marketing concepts in an integrated manner.

Courses that are shaded below indicate that the SLO above is taught in the course, students demonstrate skills or knowledge in the SLO, and students receive feedback on their performance on the SLO.

I = Introduced R = Reinforced E = Emphasized

	Fr.	Soph.	Jr.	Sr.
Fall	BUS 101	ACC 201	BUS 319	BUS 308 I
	MATH 111	BUS 223 I	BUS 356	BUS 441
	PSY 201	MATH 361	BUS 467	BUS 496 or BUS 420
	WRI 121	MIS 275	MGT 321	PSY 347
	Lab Sci Elective		MIS 375	Hum Elective
Win	BUS 215	BUS 256	ACC 325	ANTH 452
	ECO 201	BUS 318 R	BUS 226	BUS 447
	MIS 102	BUS 349	BUS 326	BUS 497
	SPE 111	MATH 371	BUS 435 E	Elective
	WRI 122	PHIL 331 or PHIL 342	Comm Elective	Elective
	Elective			
Spr	ECO 202	ACC 203	BUS 456	BUS 434 E
	MIS 206	BUS 397	BUS 473 E	BUS 442
	SPE 321	MIS 225	MGT 445	BUS 478
	WRI 227	Elective	Elective	Elective
	Hum Elective		Elective	

**Management - Marketing
SLO-Curriculum Map**

SLO #11: Analyze marketing decisions in a dynamic business environment.

Courses that are shaded below indicate that the SLO above is taught in the course, students demonstrate skills or knowledge in the SLO, and students receive feedback on their performance on the SLO.

I = Introduced R = Reinforced E = Emphasized

	Fr.	Soph.	Jr.	Sr.		
Fall	BUS 101	ACC 201	BUS 319	R BUS 308	I	
	MATH 111	BUS 223	BUS 356		BUS 441	
	PSY 201	MATH 361	BUS 467		BUS 496 or BUS 420	
	WRI 121	MIS 275	MGT 321		PSY 347	
	Lab Sci Elective		MIS 375		Hum Elective	
Win	BUS 215	BUS 256	ACC 325		ANTH 452	
	ECO 201	BUS 318	R BUS 226		BUS 447	
	MIS 102	BUS 349	BUS 326	I	BUS 497	
	SPE 111	MATH 371	BUS 435	E	Elective	
	WRI 122	PHIL 331 or PHIL 342	Comm Elective		Elective	
	Elective					
Spr	ECO 202	ACC 203	BUS 456		BUS 434	E
	MIS 206	BUS 397	BUS 473	E	BUS 442	
	SPE 321	MIS 225	MGT 445		BUS 478	
	WRI 227	Elective	Elective		Elective	
	Hum Elective		Elective			