Annual Report – Accredited Member

Institution: Oregon Institute of Technology

Academic Business Unit: Management Department

Academic Year: 2013-14

IACBE ANNUAL REPORT

For Academic Year: 2013-14

This annual report should be completed for your academic business unit and submitted to the IACBE by November 1 of each year.

General Information

Institution's Name: Oregon Institute of Technology

Institution's Address: 3201 Campus Dr.

City and State or Country: Klamath Falls, OR   Zip or Postal Code   97601

Name of Submitter: Hallie Neupert

Title: Professor, Management Department Chair

Your Email Address: Hallie.Neupert@oit.edu

Telephone (with country code if outside of the United States):   541-885-1480

Type of Institution: X   Public   Private Nonprofit   Private For-Profit

Date of Submission: November 10, 2014

Total Headcount Enrollment of the Institution for 2013-14:   4,365

Administrative Information

1. Provide the following information pertaining to the current president/chief executive officer of your institution:

    Name: Dr. Christopher G. Maples

    Title: President

    Highest Earned Degree: Ph.D.   Email: Chris.Maples@oit.edu

    Telephone (with country code if outside of the United States):   541-885-1103   Fax (with country code if outside of the United States):   541-885-1101

    _____ Check here if this represents a change from the previous year.

2. Provide the following information pertaining to the current chief academic officer of your institution:

    Name: Bradely Burda

    Title: Provost/Vice President of Academic Affairs

    Highest Earned Degree: M.A.   Email: Bradley.Burda@oit.edu

    Telephone (with country code if outside of the United States):   541-885-1451   Fax (with country code if outside of the United States):   541-851-5306

    _____ Check here if this represents a change from the previous year.

3. Provide the following information pertaining to the current head of your academic business unit:

Name: Hallie Neupert

Title: Department Chair

Highest Earned Degree: M.S.   Email: Hallie.Neupert@oit.edu

Telephone (with country code if outside of the United States):   541-885-1480   Fax (with country code if outside of the United States):   541-885-1687

     X   Check here if this represents a change from the previous year.

4. Provide the following information pertaining to your current primary representative to the IACBE, i.e., the person who is your primary contact for the IACBE and who votes on behalf of the academic business unit on IACBE matters (if not the same as the head of the academic business unit):

Name: Same as above

Title:

Highest Earned Degree: Email:

Telephone (with country code if outside of the United States):   Fax (with country code if outside of the United States):

     Check here if this represents a change from the previous year.

5. Provide the following information pertaining to your current alternate representative to the IACBE:

Name: Sandra Bailey

Title: Director of Assessment

Highest Earned Degree: M.Ed.   Email: Sandra.Bailey@oit.edu

Telephone (with country code if outside of the United States):   541-885-1915   Fax (with country code if outside of the United States):   541-885-1687

     Check here if this represents a change from the previous year.

Accreditation Information

1. If applicable, when is your next institutional accreditation site visit?   <u>2016</u>   Year

2. When is your next reaffirmation of IACBE accreditation site visit?   <u>2015</u>   Year

3. Provide the website path to the page containing your public notification of accreditation by the IACBE:

   (**Note**: Do not provide URL addresses. Beginning with the institution's home page, describe the link on each page in the path on which someone would click in order to advance to the next page in the path.

   For example:
   1. Click on "Academics"
   2. Click on "School of Business"
   3. Click on "IACBE Accreditation"
   etc.)

   1. www.oit.edu
   2. Scroll to the bottom of the homepage, under Faculty & Staff click on "Office of the Provost"
   3. Under Programs & Curriculum click on "Program Student Learning Outcomes"
   4. On the right hand side of the page click on "Management Degrees"
   5. _____
   6. _____
   7. _____
   8. _____

4. Provide the website path to the page containing your public disclosure of student learning assessment results:

   (**Note**: Do not provide URL addresses. Beginning with the institution's home page, describe the link on each page in the path on which someone would click in order to advance to the next page in the path.

   For example:
   1. Click on "Academics"
   2. Click on "School of Business"
   3. Click on "IACBE Accreditation"
   etc.)

   1. Same as above.
   2. _____
   3. _____
   4. _____
   5. _____
   6. _____
   7. _____
   8. _____
   9. _____
   10. _____

5. If your accreditation letter from the IACBE Board of Commissioners contained "notes" that identified issues that needed to be addressed, please list the number of the IACBE's Accreditation Principle for each note in the table below. Indicate whether action has already been taken or that you have made plans to do so. (Insert additional rows as necessary.)

Commissioners' Notes	Action Already Taken	Action Planned
Principel 1.0 – Ourcomes Assessment	Action completed	
Principles 3.2 – Common Professional Component	Action completed	

Programmatic Information

1. For each of your IACBE-accredited business programs, provide the total headcount enrollment and the number of degrees conferred in the program (including each major, concentration, specialization, emphasis, option, or track) for 2013-14 (insert rows in the table as needed):

Program	Enrollment 2013-14	Number of Degrees Conferred 2013-14
Bachelor of Science in Information Technology – Accounting Option	4	2
Bachelor of Science in Information Technology – Applications Development Option	72	12
Bachelor of Science in Information Technology – Business/Systems Analysis Option	58	13
Bachelor of Science in Information Technology – Health Informatics Option	67	6
Bachelor of Science in Management – Accounting Option	37	12
Bachelor of Science in Management – Entrepreneurship/ Small Business Management Option	41	12
Bachelor of Science in Management – Marketing Option	32	4
Bachelor of Science in Operations Management	64	12
Totals for All Programs Combined **(In the totals, please do not double-count students who pursued multiple programs during the reporting year, e.g., students who double-majored in both accounting and finance.)**	375	73

2. Do you offer any of your IACBE-accredited business programs outside of your home country?

   __X__ No.

   _____ Yes. If yes, please identify the programs and countries in the table below. In addition, if the programs are delivered in partnership with other institutions, please identify those institutions as well. (Insert rows in the table as needed.)

Program	Country or Countries	Partner Institution(s)

3. Did you terminate any IACBE-accredited business programs during the reporting year?

   __X__ No.

   _____ Yes. If yes, please identify the terminated programs in the table below and provide a brief description of your termination plan (e.g., plan for teaching-out the program, when last graduates are expected, etc.). (Insert rows in the table as needed.)

Terminated Programs	Termination Plan

4. Were changes made in any of your IACBE-accredited business programs during the reporting year? (**Note**: You do not have to identify course-level changes, e.g., changes in course names, course coding, course numbering, course content, etc.; identify only program-level changes, e.g., changes in program names, program curricula, etc.)

    X No.

    _____ Yes. If yes, please identify the changes on a separate page at the end of this report.

5. Were any new business programs (including new majors, concentrations, specializations, emphases, options, and/or tracks) established during the reporting year?

    X No.

    _____ Yes. If yes, please identify the new programs and the locations at which they are offered in the table below. (Insert rows in the table as needed.) Please also describe the curricular requirements for the programs on a separate page at the end of this report, and answer item 6 below.

New Programs	Locations

Note: Any new programs (including new majors, concentrations, specializations, emphases, options, and/or tracks) cannot be listed, identified, or advertised as being accredited by the IACBE until they have undergone an accreditation review and have been granted accreditation by the Board of Commissioners.

6. If applicable, was approval of your institutional accrediting body required for any of the new programs identified in item 5 above?

    _____ No.

    _____ Yes. If yes, please attach a copy of the material that you sent to your institutional accrediting body.

7. Did you establish any new locations/instructional sites during the reporting year?

    X No.

    _____ Yes. If yes, please identify the new locations/instructional sites and the IACBE-accredited programs offered at those locations/sites in the table below. Please also indicate whether you anticipate that any of the locations/sites will account for 25% or more of the total student credit hours (or contact hours as applicable) in business. (Insert rows in the table as needed.)

New Locations/Instructional Sites	Programs Offered	25% or More of Total SCH?

8. If applicable, was approval of your institutional accrediting body required for any of the new locations/instructional sites identified in item 7 above?

_____ No.

_____ Yes. If yes, please attach a copy of the material that you sent to your institutional accrediting body.

Outcomes Assessment

1. Do you offer any majors, concentrations, specializations, emphases, options, or tracks as part of your business programs?

   X Yes. If yes, proceed to item 2 below.

   _____ No. If no, proceed to item 4 below.

2. Do your majors, concentrations, specializations, emphases, options, or tracks appear on students' transcripts, diplomas, diploma supplements, or other official records of program completion?

   X Yes. If yes, proceed to item 3 below.

   _____ No. If no, proceed to item 4 below.

3. Does your current outcomes assessment plan include student learning assessment information for all majors, concentrations, specializations, emphases, options, and tracks contained within your business programs?

   X Yes. If yes, proceed to item 4 below.

   _____ No. If no, please submit a revised outcomes assessment plan with your annual report that addresses student learning assessment for all majors, concentrations, specializations, emphases, options, and tracks comprising any portion of your business programs. Information about this requirement can be found on the IACBE website at the following address: www.iacbe.org/oa-key-areas.asp.

4. Is the outcomes assessment plan that you submitted to the IACBE still current or have you made changes?

   _____ The outcomes assessment plan that we have previously submitted is still current.

   X Changes have been made and the revised plan is attached.

   _____ We have made changes and the revised plan will be sent to the IACBE by: _____

5. Complete the Outcomes Assessment Results form below and include it with this annual report to the IACBE. **Note:** Section II of the form (Operational Assessment) needs to be completed only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.

   An example of a completed form can be found in a separate document that is available for download on the IACBE's website at: www.iacbe.org/accreditation-documents.asp.

   Section I (Student Learning Assessment) of the Outcomes Assessment Results form must be completed for each business program that is accredited by the IACBE (i.e., a separate table must be provided for each program).

   Add tables, and insert or delete rows in the tables as needed in order to accommodate the number of your (i) business programs, (ii) majors, concentrations, specializations, emphases, options, or tracks in the programs, (iii) intended student learning outcomes, and (iv) intended operational outcomes. In the sections of the assessment results tables entitled "Summary of Achievement of Intended Student Learning Outcomes" and "Summary of Achievement of Intended Operational

Outcomes," **do not add or delete columns**. Space is provided in these sections for four direct measures of student learning, four indirect measures of student learning, and eight operational assessment measures/methods. If you are employing fewer than this number of assessment instruments, simply leave cells in the unused columns blank. If you are employing more than this number of instruments, you will need to create additional summary-of-achievement tables to report your assessment information.

Delete rows in the assessment results tables that do not apply to your academic business unit (e.g., if the business unit does not offer any majors, concentrations, specializations, emphases, options, or tracks in its programs, or if the business unit's current outcomes assessment plan does not include student learning assessment information for the majors, concentrations, specializations, emphases, options, or tracks in its programs, then delete those rows in the tables).

In the sections of the assessment results tables entitled "Summary of Achievement of Intended Student Learning Outcomes" and "Summary of Achievement of Intended Operational Outcomes," enter "Met" in a given cell of the table if the performance target for the instrument in that column was achieved for the intended outcome in that row; "Not Met" if the performance target for the instrument in that column was not achieved for the intended outcome in that row; or "N/A" (Not Assessed) if the instrument in that column does not measure the intended outcome in that row.

Student learning performance objectives are the measurable targets/criteria associated with the assessment instruments and rubrics used by the academic business unit in determining whether the intended student learning outcomes have been achieved. For example, if the academic business unit is using a comprehensive project in a capstone course as a direct measure of student learning, then a performance objective might be that, on the project evaluation rubric, at least 80% of the students will be rated at the highest level (e.g., proficient, exemplary, etc.) on each learning-outcome-related project evaluation criterion.

Operational performance objectives are the measurable targets/criteria associated with the assessment instruments used by the academic business unit in determining whether the intended operational outcomes have been achieved. For example, if the academic business unit has identified an operational outcome pertaining to faculty teaching and is using a senior exit survey as a measure of this outcome, then a performance objecitve might be that 90% of the students will be either "satisfied" or "highly satisfied" with various aspects of faculty teaching as identified by relevant items in the survey form.

Your student learning assessment results tables need to include two or more direct measures of student learning and two or more indirect measures of student learning for each IACBE-accredited program. These measures must be used at the program level.

At the bottom of each assessment results table, space is provided to identify changes and improvements that you plan to make as a result of your assessment activity.

Italicized entries in the form represent areas where the academic business unit should insert its own assessment information.

Briefly comment on other issues pertaining to your academic business unit that you would like to share with the IACBE.

Unexpected resignations during the 2013-2014 academic year impacted the department. Resignations included one full-time faculty (Information Technology – Health Informatics) at Oregon Tech's urban campus in Wilsonville, OR, effective August 1st, 2013, and the Management Department's department chair, also a full-time faculty member, effective December 1st, 2013.

Staffing continues to be the Management Department's biggest challenge. Budget constraints limit our ability to hire full-time faculty. Additionally, when a position does open, it is challenging to fill the position, especially in Information Technology. The salaries we are able to offer are not competitive with those found in industry. Klamath Falls is also a rural location further impacting hiring.

In addition, the governance structure of the Oregon University System is under review. Since its founding, Oregon Tech has been governed by the Oregon State Board of Higher Education, the governing board for the seven public universities in Oregon. In 2011, the Oregon Legislative Assembly enacted Senate Bill 242. The bill provided the State Board of Higher Education and the chancellor with additional power and authority and the Oregon University System with relief from certain state regulatory requirements but did not provide authority or autonomy to the university and their presidents. Subsequently, Senate Bill 270 was passed by the Legislative Assembly in 2013 which established the University of Oregon, Portland State University and Oregon State University as independent public bodies. The State Board of Higher Education spent much of the 2013-2014 academic year exploring governing options for the four smaller, regional universities, including Oregon Tech. Governance options included independent boards for the regional universities, a consortium/shared board amongst the regional universities, or an affiliation model where each of the regional universities would form an affiliation with a larger university. On April 4, 2014, the Oregon State Board of Higher Education approved Oregon Tech's request to establish its own independent Board of Trustees to govern Oregon Tech, effective July 1, 2015. Strategic directions, campus governance, faculty structure and program development are all likely to be impacted in some way by this decision.

Finally, 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 recent changes to IACBE's accreditation process, the Management Department revised its Outcomes Assessment Plan upon the recommendation of IACBE staff during the 2013-2014 academic year, also our self-study year. Previously, PSLO assessment occurred throughout the Management programs, not necessarily at the program exit. To align with IACBE expectations the department moved all PSLO assessment to the program exit. Now, 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. ISLO data for the institution, and past PSLO data for the Management Department, are available on Oregon Tech's website (http://www.oit.edu/faculty-staff/provost/islo).

Outcomes Assessment Results

For Academic Year: 2013-14

Section I: Student Learning Assessment

Management Department
Student Learning Assessment for the Management Department
General Program Intended Student Learning Outcomes (General Program ISLOs)[1]
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
Intended Student Learning Outcomes: Information Technology – Accounting Option and Management – Accounting Option[2]
Same as above.
Intended Student Learning Outcomes: Information Technology – Applications Development Option
Same as above.
Intended Student Learning Outcomes: Information Technology – Business/Systems Analysis Option
Same as above.

---

[1] 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. These SLOs do not vary by program. As such, the SLOs are listed above under General Program Intended Student Learning Outcomes, but are not listed again for each of the Options. All Options are listed for reference.

[2] Due to low enrollment in the Information Technology – Accounting Option (2 students), assessment results are reported with the Management – Accounting Option. Students in both options take the same courses in the senior year.

Intended Student Learning Outcomes: Information Technology – Health Informatics Option
Same as above.

Intended Student Learning Outcomes: Management – Entrepreneurship/Small Business Management
Same as above.

Intended Student Learning Outcomes: Management – Marketing Option
Same as above.

Intended Student Learning Outcomes: Operations Management
Same as above.

Assessment Instruments for Intended Student Learning Outcomes—Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. ETS Major Fields Test in Business General Program ISLOs Assessed by this Measure: • Explain the major concepts in the functional areas of accounting marketing, finance, and management • Evaluate the legal, social, and economic environments of business • Describe the global environment of business • Apply decision-support tools to business decision making All programs assessed	Minimum acceptable performance on this assessment activity: 80% of students will place in the 70th percentile or higher.

2. Comprehensive Case Study General Program ISLOs Assessed by this Measure: • Explain the major concepts in the functional areas of accounting marketing, finance, and management • Evaluate the legal, social, and economic environments of business • Describe and explain the ethical obligations and responsibilities of business • Apply knowledge of business concepts and functions in an integrated manner • Use management processes in an applied organization or business situation All programs assessed	Minimum acceptable performance on this assessment activity: 80% of students will score a 3 or 4 for each stated performance criteria (using a 1-4 proficiency scale).
3. Senior Experience General Program ISLOs Assessed by this Measure: • Evaluate the legal, social, and economic environments of business • Describe and explain the ethical obligations and responsibilities of business • Apply decision-support tools to business decision making • Construct and present effective oral and written forms of professional communication • Apply knowledge of business concepts and functions in an integrated manner • Use management processes in an applied organization or business situation All programs assessed	Minimum acceptable performance on this assessment activity: 80% of students will score a 3 or 4 for each stated performance criteria (using a 1-4 proficiency scale).

Assessment Instruments for Intended Student Learning Outcomes—Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
1. Senior Exit Survey General Program ISLOs Assessed by this Measure: • Explain the major concepts in the functional areas of accounting marketing, finance, and management • Evaluate the legal, social, and economic environments of business • Describe the global environment of business • Describe and explain the ethical obligations and responsibilities of business • Apply decision-support tools to business decision making • Construct and present effective oral and written forms of professional communication • Apply knowledge of business concepts and functions in an integrated manner • Use management processes in an applied organization or business situation All programs assessed	Minimum acceptable performance on this assessment activity: 80% of students will score a 4, 5, or 6 for each stated core student learning outcome and for each stated program-specific student learning outcome (using a 1-6 proficiency scale).

2. Focus Group General Program ISLOs Assessed by this Measure: • Explain the major concepts in the functional areas of accounting marketing, finance, and management • Evaluate the legal, social, and economic environments of business • Describe the global environment of business • Describe and explain the ethical obligations and responsibilities of business • Apply decision-support tools to business decision making • Construct and present effective oral and written forms of professional communication • Apply knowledge of business concepts and functions in an integrated manner • Use management processes in an applied organization or business situation All programs assessed	Minimum acceptable performance on this assessment activity: 80% of students respond positively regarding their learning experience.

Assessment Results: Management Department

Summary of Results from Implementing Direct Measures of Student Learning:

1. **ETS Major Field Test in Business Results for the Management Department by Student**

Individual Students Total Score Distribution (n=71)		
Scaled Score Range	Percent of Students	Percent Below
172-200	10	90
165	24	81
160	34	70
157	47	62
153	60	51
150	73	42
146	83	31
142	89	21
120-135	100	10

2. **Comprehensive Case Study Results for the Management Department 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	72% (n=47)
Analysis	Case Study	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	74% (n=47)
Conclusions	Case Study	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	68% (n=47)

3. **Senior Project Results for the Management Department 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	78% (n=67)
Organization Environment - Context	Final project	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	70% (n=67)
Project Management - Process	Final project	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	55% (n=67)
Project Completion – Product	Final project	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	60% (n=67)
Culminating Experience	Final project	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	65% (n=34)
Written Communication of Results	Final project	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	60% (n=52)
Oral Communication of Results	Final project	1 – 3 Proficiency Scale	80% achieve rating of 3 on all 6 performance criteria	60% (n=52)

Summary of Results from Implementing Indirect Measures of Student Learning:

1. **Senior Exit Survey Results for the Management Department 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	86% (n=43)
Fundamental area of marketing	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	77% (n=43)
Fundamental area of finance	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	77% (n=43)
Fundamental area of management	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	95% (n=43)
Legal, social, and economic environments of business	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	86% (n=43)
Global environment of business	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	86% (n=43)
Ethical obligations and responsibilities of business	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	88% (n=43)
Apply decision-support tools to business decision making	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	93% (n=43)
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	91% (n=43)
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	95% (n=43)
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	93% (n=45)

2. **Focus Group Results:**

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

Students identified project-based courses (BUS 356: Business Presentations, BUS 457: Business Research Methods II, MGT 445: Project Management, MGT 461: Lean/Six Sigma Management I, and MIS 375: Decision Support Systems) as the most valuable courses in the Management degrees. Students stated that these courses were relevant, interesting, and closely aligned with their career path. ANTH 452: Globalization, was also identified as a highly applicable course, relevant to management and management careers.

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. Students commented that it was difficult to integrate concepts taught in these courses with the concepts taught in their major courses. Students recommended updating MIS 206: Introduction to Management Information Systems and MIS 311: Introduction to Systems Analysis to increase relevancy and applicability. Courses taught by adjuncts were identified as lacking consistency and rigor.

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.

The majority of 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. One student commented that textbook problems always work out, their senior project did not, and that the experience was invaluable.

Three courses, PSY 347: Organizational Behavior, SPE 321: Small Group and Team Communication, and WRI 327: Advanced Technical Writing, were cited as providing essential soft skills which helped students prepare for the "non-major" aspects of their projects.

The need to better articulate project standards and expectations and to better utilize technology in the reporting process were cited by students as common frustrations with the experience.

Students cited small class sizes and industry-trained faculty as the greatest strengths of the program. Suggested improvements included better articulating the intentionality of the curriculum as well as better aligning the curriculum with current job requirements. Graphic design, HTML, certifications, and opportunities for internships were cited as examples. 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.

Summary of Achievement of Intended Student Learning Outcomes:									
Intended Student Learning Outcomes	**Learning Assessment Measures**								
General Program ISLOs	**ETS Major Field Test in Business**	**Comprehen-sive Case Study**	**Senior Experience**	*Direct Measure 4*	**Senior Exit Survey**	**Focus Group**	*Indirect Measure 3*	*Indirect Measure 4*
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Explain the major concepts in the functional areas of accounting, marketing, finance, and management	Not met	Not met			Not met	Met		
2. Evaluate the legal, social, and economic environments of business	Not met	Not met	Not met		Met	Met		
3. Describe the global environment of business	Not met				Met	Met		
4. Describe and explain the ethical obligations and responsibilities of business		Not met	Not met		Met	Met		
5. Apply decision-support tools to business decision-making	Not met		Not met		Met	Met		
6. Construct and present effective oral and written forms of professional communication			Not met		Met	Met		
7. Apply knowledge of business concepts and functions in an integrated manner		Not met	Not met		Met	Met		
8. Use management processes in an applied organization or business situation		Not met	Not met		Met	Met		

Assessment Results: Information Technology – Accounting Option and Management – Accounting Option

Summary of Results from Implementing Direct Measures of Student Learning:

1. **ETS Major Field Test in Business Results for the Information Technology – Accounting Option and Management – Accounting Option by Student**

Individual Students Total Score Distribution (n=10)		
Scaled Score Range	Percent of Students	Percent Below
172-200	0	90
165	0	81
160	0	70
157	20	62
153	20	51
150	40	42
146	70	31
142	70	21
135	90	10
123-134	100	8

2. **Comprehensive Case Study Results for the Information Technology – Accounting Option and the Management – Accounting 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	45% (n=11)
Analysis	Case Study	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	55% (n=11)
Conclusions	Case Study	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	55% (n=11)

3. **Senior Project Results for the Information Technology – Accounting Option and the Management – Accounting 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	80% (n=11)
Organization Environment - Context	Final project	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	80% (n=11)
Project Management - Process	Final project	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	75% (n=11)
Project Completion – Product	Final project	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	55% (n=11)
Culminating Experience	Final project	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	75% (n=11)
Written Communication of Results	Final project	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	55% (n=11)
Oral Communication of Results	Final project	1 – 3 Proficiency Scale	80% achieve rating of 3 on all 6 performance criteria	55% (n=11)

Summary of Results from Implementing Indirect Measures of Student Learning:

1. **Senior Exit Survey Results for the Information Technology – Accounting Option and the Management – Accounting 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	92% (n=12)
Fundamental area of marketing	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	75% (n=12)
Fundamental area of finance	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	92% (n=12)
Fundamental area of management	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	92% (n=12)
Legal, social, and economic environments of business	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	83% (n=12)
Global environment of business	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	75% (n=12)
Ethical obligations and responsibilities of business	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	92% (n=12)
Apply decision-support tools to business decision making	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	92% (n=12)
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	67% (n=12)
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	92% (n=2)
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	85% (n=13)
Generally Accepted Accounting Principles	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	92% (n=13)

The Internal Revenue Code	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	69% (n=13)
Managerial accounting concepts	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	92% (n=13)
Auditing concepts	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	85% (n=13)
Plan and analyze business systems that will support the development of modern business information systems	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	100% (n=3)

2. **Focus Group Results:**

The Management Department hosted three focus group sessions spring 2014; 23 students participated, including five Accounting students. Students were asked to respond to 12 questions.

Students identified the Cost Accounting series (ACC 320 and 321), the Intermediate Accounting series (ACC 331, 332, and 333), ACC 411: Income Tax Procedures, ACC 412: Corporate Taxation, and ACC 435: Auditing, as the most valuable courses in the Accounting degree program. 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. These included both non-accounting-based management courses and general education courses. Students commented that it was difficult to integrate concepts taught in these courses with the concepts taught in their major courses. Students cited WRI 327 as an example as they did not feel the course aligned well with the accounting curriculum, nor did they understand writing expectations of the profession.

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. One student commented that textbook problems always work out, their senior project did not, and that the experience was invaluable.

Three courses, COM 205: Intercultural Communication, PSY 347: Organizational Behavior, and SPE 321: Small Group and Team Communication, were cited as providing essential soft skills which helped students prepare for the "non-major" aspects of their projects. Students requested

more courses in these areas.

Students cited knowledgeable faculty and real-world experience as the greatest strengths of the program. Suggested improvements included adding a payroll course, an auditing course that focused on varied applications (i.e., public, government, and/or non-profit), and a broader choice of accounting electives. 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.

Summary of Achievement of Intended Student Learning Outcomes:								
Intended Student Learning Outcomes	**Learning Assessment Measures**							
General Program ISLOs	**ETS Major Field Test in Business**	**Comprehensive Case Study**	**Senior Experience**	*Direct Measure 4*	**Senior Exit Survey**	**Focus Group**	*Indirect Measure 3*	*Indirect Measure 4*
	Performance Target Was…	Performance Target Was…	Performance Target Was…	Performance Target Was…	Performance Target Was…	Performance Target Was…	Performance Target Was…	Performance Target Was…
1. Explain the major concepts in the functional areas of accounting, marketing, finance, and management	Not met	Not met			Met	Met		
2. Evaluate the legal, social, and economic environments of business	Not met	Not met	Met		Met	Met		
3. Describe the global environment of business	Not met				Not met	Met		
4. Describe and explain the ethical obligations and responsibilities of business		Not met	Met		Met	Met		
5. Apply decision-support tools to business decision-making	Not met		Not met		Met	Met		
6. Construct and present effective oral and written forms of professional communication			Not met		Not met	Not met		
7. Apply knowledge of business concepts and functions in an integrated manner		Not met	Not met		Met	Met		
8. Use management processes in an applied organization or business situation		Not met	Not met		Met	Met		

Assessment Results: Information Technology – Applications Development Option

Summary of Results from Implementing Direct Measures of Student Learning:

1. **ETS Major Field Test in Business Results for the Information Technology – Applications Development Option by Student**

Individual Students Total Score Distribution (n=16)		
Scaled Score Range	**Percent of Students**	**Percent Below**
172-200	25	90
165	44	81
160	50	70
157	63	62
153	82	51
150	88	42
146	88	31
142	94	21
135	94	10
123-134	100	8

2. **Comprehensive Case Study Results for the Information Technology – Applications Development 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	50% (n=6)
Analysis	Case Study	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	100% (n=6)
Conclusions	Case Study	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	83% (n=6)

3.   **Senior Project Results for the Information Technology – Applications Development 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	69% (n=13)
Organization Environment - Context	Final project	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	69% (n=13)
Project Management - Process	Final project	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	23% (n=13)
Project Completion – Product	Final project	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	69% (n=13)
Culminating Experience	Final project	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	N/A
Written Communication of Results	Final project	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	75% (n=12)
Oral Communication of Results	Final project	1 – 3 Proficiency Scale	80% achieve rating of 3 on all 6 performance criteria	75% (n=12)

Summary of Results from Implementing Indirect Measures of Student Learning:

1.   **Senior Exit Survey Results for the Information Technology – Applications Development 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	67% (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	Student rating	1-6 Scale	80% of graduates	33%

environments of business			indicate a 4, 5, or 6 rating	(n=3)
Global environment of business	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	67% (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=2)
Analyze, design, implement, and support Relational Database Management Systems	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	100% (n=2)
Analyze business needs with the view to design and implement data networks	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	100% (n=2)
Plan and analyze business systems that will support the development of modern business information systems	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	0% (n=2)
Develop fundamental programming skills and apply those skills to solving business information system problems	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	100% (n=2)

2. **Focus Group Results:**

The Management Department hosted three focus group sessions spring 2014; 23 students participated in all, although only one Information Technology – Applications Development Option student was present. The summary below is for all Information Technology options and includes the comments shared by the Information Technology – Applications Development student. Students were asked to respond to 12 questions.

Students identified project-based courses (MGT 461: Lean/Six Sigma Management I, MIS 341: Relational Database Design, and MIS 442: Advanced Database Application Programming) as the most valuable courses in the Information Technology degree program. Valuable content areas included ASP.net, systems analysis, programming, Business Intelligence, and networking. 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, this included non-IT, management-based courses. 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 also mentioned the rate at which the Information Technology discipline is evolving. Students felt that focusing on fundamental theories and concepts was especially important rather than learning a specific program that would likely be outdated by the time they were ready to look for work.

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. Although true for most Information Technology students, several Information Technology students felt that their "real-world" project hindered their ability to successfully complete the course requirements.

The need to better articulate project standards and expectations and to better utilize technology in the reporting process were cited by students as common frustrations with the experience.

Students cited small class sizes and learning job-related skills as the greatest strengths of the program. Suggested improvements included better articulating the intentionality of the curriculum as well as better aligning the curriculum with current job requirements. Information Technology students were especially interested in opportunities to acquire certifications.

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.

Summary of Achievement of Intended Student Learning Outcomes:								
Intended Student Learning Outcomes	**Learning Assessment Measures**							
General Program ISLOs	**ETS Major Field Test in Business**	**Comprehensive Case Study**	**Senior Experience**	*Direct Measure 4*	**Senior Exit Survey**	**Focus Group**	*Indirect Measure 3*	*Indirect Measure 4*
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Explain the major concepts in the functional areas of accounting, marketing, finance, and management	Met	Not met			Not met	Met		
2. Evaluate the legal, social, and economic environments of business	Met	Not met	Not met		Not met	Met		
3. Describe the global environment of business	Not met				Not met	Met		
4. Describe and explain the ethical obligations and responsibilities of business		Met	Not met		Not met	Met		
5. Apply decision-support tools to business decision-making	Not met		Not met		Met	Met		
6. Construct and present effective oral and written forms of professional communication			Not met		Met	Met		
7. Apply knowledge of business concepts and functions in an integrated manner		Met			Met	Met		
8. Use management processes in an applied organization or business situation		Met	Not met		Met	Met		

Assessment Results: Information Technology – Business/Systems Analysis Option
Summary of Results from Implementing Direct Measures of Student Learning:

1. **ETS Major Field Test in Business Results for the Information Technology – Business/Systems Analysis Option by Student**

Individual Students Total Score Distribution (n=14)		
Scaled Score Range	**Percent of Students**	**Percent Below**
172-200	14	90
165	28	81
160	28	70
157	49	62
153	70	51
150	77	42
146	91	31
142	100	21
135	100	10
123-134	100	8

2. **Comprehensive Case Study Results for the Information Technology – Business/Systems Analysis 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=7)
Analysis	Case Study	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	100% (n=7)
Conclusions	Case Study	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	86% (n=7)

3. **Senior Project Results for the Information Technology – Business/Systems Analysis 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	67% (n=12)
Organization Environment - Context	Final project	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	67% (n=12)
Project Management - Process	Final project	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	67% (n=12)
Project Completion – Product	Final project	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	50% (n=12)
Culminating Experience	Final project	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	N/A
Written Communication of Results	Final project	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	58% (n=12)
Oral Communication of Results	Final project	1 – 3 Proficiency Scale	80% achieve rating of 3 on all 6 performance criteria	58% (n=12)

Summary of Results from Implementing Indirect Measures of Student Learning:

1. **Senior Exit Survey Results for the Information Technology – Business/Systems Analysis 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	100% (n=8)
Fundamental area of marketing	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	88% (n=8)
Fundamental area of finance	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	100% (n=8)
Fundamental area of management	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	100% (n=8)

Legal, social, and economic environments of business	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	88% (n=8)	
Global environment of business	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	100% (n=8)	
Ethical obligations and responsibilities of business	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	100% (n=8)	
Apply decision-support tools to business decision making	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	88% (n=8)	
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=8)	
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=8)	
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=8)	
Analyze, design, implement, and support Relational Database Management Systems	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	75% (n=8)	
Analyze business needs with the view to design and implement data networks	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	75% (n=8)	
Plan and analyze business systems that will support the development of modern business information systems	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	88% (n=8)	
Develop fundamental programming skills and apply those skills to solving business information system problems	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	88% (n=8)	

2. **Focus Group Results:**

The Management Department hosted three focus group sessions spring 2014; 23 students participated in all, although only three Information Technology – Business/Systems Analysis Option students were present. The summary below is for all Information Technology options and includes the comments shared by the Information Technology – Business/Systems Analysis 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, MIS 341: Relational Database Design, MIS 442: Advanced Database Application Programming, and WRI 327: Advanced Technical Writing) as the most valuable courses in the Information Technology degree program. Valuable content areas included ASP.net, systems analysis, programming, Business Intelligence, and networking. 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, this included non-IT, management-based courses. Students commented that it was difficult to integrate concepts taught in these courses with the concepts taught in their major courses. Courses taught by adjuncts were identified as lacking consistency and rigor.

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. Although true for most Information Technology students, several Information Technology students felt that their "real-world" project hindered their ability to successfully complete the course requirements.

The need to better articulate project standards and expectations and to better utilize technology in the reporting process were cited by students as common frustrations with the experience.

Students cited small class sizes and learning job-related skills as the greatest strengths of the program. Suggested improvements included better articulating the intentionality of the curriculum, better aligning the curriculum with current job requirements, and upgrading lab space. Information Technology students were especially interested in opportunities to acquire certifications.

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.

Summary of Achievement of Intended Student Learning Outcomes:								
Intended Student Learning Outcomes	**Learning Assessment Measures**							
General Program ISLOs	**ETS Major Field Test in Business**	**Comprehensive Case Study**	**Senior Experience**	*Direct Measure 4*	**Senior Exit Survey**	**Focus Group**	*Indirect Measure 3*	*Indirect Measure 4*
	Performance Target Was…	Performance Target Was…	Performance Target Was…	Performance Target Was…	Performance Target Was…	Performance Target Was…	Performance Target Was…	Performance Target Was…
1. Explain the major concepts in the functional areas of accounting, marketing, finance, and management	Not met	Met			Met	Met		
2. Evaluate the legal, social, and economic environments of business	Not met	Met	Not met		Met	Met		
3. Describe the global environment of business	Not met				Met	Met		
4. Describe and explain the ethical obligations and responsibilities of business		Met	Not met		Met	Met		
5. Apply decision-support tools to business decision-making	Not met		Not met		Met	Met		
6. Construct and present effective oral and written forms of professional communication			Not met		Met	Met		
7. Apply knowledge of business concepts and functions in an integrated manner		Met			Met	Met		
8. Use management processes in an applied organization or business situation		Met	Not met		Met	Met		

Assessment Results: Information Technology – Health Informatics Option

Summary of Results from Implementing Direct Measures of Student Learning:

1. **ETS Major Field Test in Business Results for the Information Technology – Halth Informatics Option by Student**

Individual Students Total Score Distribution (n=8)		
Scaled Score Range	**Percent of Students**	**Percent Below**
172-200	13	90
165	38	81
160	38	70
157	38	62
153	38	51
150	51	42
146	64	31
142	77	21
135	90	10
123-134	100	8

2. **Comprehensive Case Study Results for the Information Technology – Health Informatics 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	50% (n=2)
Analysis	Case Study	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	50% (n=2)
Conclusions	Case Study	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	0% (n=2)

3. **Senior Project Results for the Information Technology – Health Informatics 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	88% (n=8)
Organization Environment - Context	Final project	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	88% (n=8)
Project Management - Process	Final project	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	75% (n=8)
Project Completion – Product	Final project	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	88% (n=8)
Culminating Experience	Final project	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	N/A
Written Communication of Results	Final project	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	88% (n=8)
Oral Communication of Results	Final project	1 – 3 Proficiency Scale	80% achieve rating of 3 on all 6 performance criteria	88% (n=8)

Summary of Results from Implementing Indirect Measures of Student Learning:

1. **Senior Exit Survey Results for the Information Technology – Health Informatics 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	83% (n=6)
Fundamental area of marketing	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	83% (n=6)
Fundamental area of finance	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	67% (n=6)
Fundamental area of management	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6	83% (n=6)

				rating	
Legal, social, and economic environments of business	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	83% (n=6)	
Global environment of business	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	67% (n=6)	
Ethical obligations and responsibilities of business	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	83% (n=6)	
Apply decision-support tools to business decision making	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	83% (n=6)	
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	83% (n=6)	
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	83% (n=6)	
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=6)	
Analyze, design, implement, and support Relational Database Management Systems	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	100% (n=6)	
Plan and analyze business systems that will support the development of modern business information systems	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	100% (n=6)	
Develop fundamental programming skills and apply those skills to solving business information system problems	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	100% (n=6)	
Design and use of computerized information systems for use in health care	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	80% (n=5)	
Analyze health care information technology system adoption and optimization.	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	100% (n=6)	
Utilize electronic health records to enter, store and retrieve patient specific clinical data	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	100% (n=6)	

| Create electronic health record templates demonstrating use of protocols | Student rating | 1-6 Scale | 80% of graduates indicate a 4, 5, or 6 rating | 100% (n=6) | |

2. **Focus Group Results:**

The Management Department hosted three focus group sessions spring 2014; 23 students participated in all, although only one Information Technology – Health Informatics Option student was present. The summary below is for all Information Technology options and includes the comments shared by the Information Technology – Health Informatics student. Students were asked to respond to 12 questions.

Students identified project-based courses (MGT 461: Lean/Six Sigma Management I, MIS 341: Relational Database Design, and MIS 442: Advanced Database Application Programming) as the most valuable courses in the Information Technology degree program. Valuable content areas included ASP.net, systems analysis, programming, Business Intelligence, and networking. 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, this included non-IT, management-based courses. 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. Additionally, students commented that communication and information transfer in online courses was of lower quality than in on-ground courses.

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. Although true for most Information Technology students, several Information Technology students felt that their "real-world" project hindered their ability to successfully complete the course requirements.

The need to better articulate project standards and expectations and to better utilize technology in the reporting process were cited by students as common frustrations with the experience.

Students cited small class sizes and learning job-related skills as the greatest strengths of the program. Suggested improvements included better articulating the intentionality of the curriculum as well as better aligning the curriculum with current job requirements. Information Technology students were especially interested in opportunities to acquire certifications.

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.

Summary of Achievement of Intended Student Learning Outcomes:								
Intended Student Learning Outcomes	**Learning Assessment Measures**							
General Program ISLOs	ETS Major Field Test in Business	Comprehen-sive Case Study	Senior Experience	*Direct Measure 4*	Senior Exit Survey	Focus Group	*Indirect Measure 3*	*Indirect Measure 4*
	Performance Target Was…	Performance Target Was…	Performance Target Was…	Performance Target Was…	Performance Target Was…	Performance Target Was…	Performance Target Was…	Performance Target Was…
1. Explain the major concepts in the functional areas of accounting, marketing, finance, and management	Not met	Not met			Met	Met		
2. Evaluate the legal, social, and economic environments of business	Not met	Not met	Met		Met	Met		
3. Describe the global environment of business	Not met				Not met	Met		
4. Describe and explain the ethical obligations and responsibilities of business		Not met	Met		Met	Met		
5. Apply decision-support tools to business decision-making	Not met		Not met		Met	Met		
6. Construct and present effective oral and written forms of professional communication			Met		Met	Met		
7. Apply knowledge of business concepts and functions in an integrated manner		Not met			Met	Met		
8. Use management processes in an applied organization or business situation		Not met	Met		Met	Met		

Assessment Results: Management – Entrepreneurship/Small Business Management Option

Summary of Results from Implementing Direct Measures of Student Learning:

1. **ETS Major Field Test in Business Results for the Management – Entrepreneurship/Small Business Management Option by Student**

Individual Students Total Score Distribution (n=6)		
Scaled Score Range	**Percent of Students**	**Percent Below**
172-200	0	90
165	33	81
160	33	70
157	33	62
153	50	51
150	67	42
146	84	31
142	84	21
135	84	10
123-134	100	8

2. **Comprehensive Case Study Results for the Management – Entrepreneurship/Small Business Management 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	71% (n=7)
Analysis	Case Study	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	43% (n=7)
Conclusions	Case Study	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	43% (n=7)

3. **Senior Project Results for the Management – Entrepreneurship/Small Business Management 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	100% (n=5)
Organization Environment - Context	Final project	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	20% (n=5)
Project Management - Process	Final project	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	40% (n=5)
Project Completion – Product	Final project	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	40% (n=5)
Culminating Experience	Final project	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	40% (n=5)
Written Communication of Results	Final project	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	20% (n=5)
Oral Communication of Results	Final project	1 – 3 Proficiency Scale	80% achieve rating of 3 on all 6 performance criteria	40% (n=5)

Summary of Results from Implementing Indirect Measures of Student Learning:

1. **Senior Exit Survey Results for the Management – Entrepreneurship/Small Business Management 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	83% (n=6)
Fundamental area of marketing	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	50% (n=6)
Fundamental area of finance	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	67% (n=6)
Fundamental area of management	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6	100% (n=6)

			rating	
Legal, social, and economic environments of business	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	100% (n=6)
Global environment of business	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	100% (n=6)
Ethical obligations and responsibilities of business	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	83% (n=6)
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=6)
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=6)
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=6)
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=6)
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=6)
Apply knowledge of key leadership concepts in an integrated manner	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	100% (n=6)
Identify and evaluate business opportunities and trends	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	83% (n=6)
Identify potential start-up models and resources given trends and opportunities	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	83% (n=6)

2. **Focus Group Results:**

The Management Department hosted three focus group sessions spring 2014; 23 students participated in all, including six Management – Entrepreneurship/Small Business Management students. Students were asked to respond to 12 questions.

Students identified ACC 325: Finance, BUS 356: Business Presentations, MGT 321: Operations Management, and MGT 461: Lean/Six Sigma Management I as the most valuable courses in the Management – Entrepreneurship/Small Business Management degree program. Students stated that these courses were relevant, interesting, and closely aligned with their career path. Faculty experience was also noted as adding to course value.

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

BUS 456: Business Research Methods was identified as being least valuable. Students suggested this course be required prior to starting the senior project.

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.   Courses taught by adjuncts were identified as lacking consistency and rigor.

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 industry-trained faculty and breadth of the curriculum as the greatest strengths of the program. Suggested improvements included better articulating the intentionality of the curriculum as well as better aligning the curriculum with current job requirements. Additional marketing courses were requested. Students also recommended developing better industry connections, expanding alumni involvement, and increasing on-campus visibility of the Management Department, especially with Career Services.

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.

Summary of Achievement of Intended Student Learning Outcomes:								
Intended Student Learning Outcomes	**Learning Assessment Measures**							
General Program ISLOs	ETS Major Field Test in Business	Comprehen-sive Case Study	Senior Experience	*Direct Measure 4*	Senior Exit Survey	Focus Group	*Indirect Measure 3*	*Indirect Measure 4*
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Explain the major concepts in the functional areas of accounting, marketing, finance, and management	Not met	Not met			Not met	Not met		
2. Evaluate the legal, social, and economic environments of business	Met	Not met	Not met		Met	Met		
3. Describe the global environment of business	Not met				Met	Met		
4. Describe and explain the ethical obligations and responsibilities of business		Not met	Not met		Met	Met		
5. Apply decision-support tools to business decision-making	Not met		Not met		Met	Not met		
6. Construct and present effective oral and written forms of professional communication			Not met		Met	Met		
7. Apply knowledge of business concepts and functions in an integrated manner		Not met			Met	Met		
8. Use management processes in an applied organization or business situation		Not met	Not met		Met	Met		

Assessment Results: Management – Marketing Option		

Summary of Results from Implementing Direct Measures of Student Learning:

1. **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

2. **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)

3. **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)

Summary of Results from Implementing Indirect Measures of Student Learning:

1. **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	100% (n=3)

			rating	
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 concepts in an integrated manner	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	100% (n=3)

2. **Focus Group 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.

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures							
General Program ISLOs	**ETS Major Field Test in Business**	**Comprehensive Case Study**	**Senior Experience**	*Direct Measure 4*	**Senior Exit Survey**	**Focus Group**	*Indirect Measure 3*	*Indirect Measure 4*
	Performance Target Was…	Performance Target Was…	Performance Target Was…	Performance Target Was…	Performance Target Was…	Performance Target Was…	Performance Target Was…	Performance Target Was…
1. Explain the major concepts in the functional areas of accounting, marketing, finance, and management	Not met	Met			Not met	Met		
2. Evaluate the legal, social, and economic environments of business	Met	Met	Not met		Met	Met		
3. Describe the global environment of business	Not met				Met	Met		
4. Describe and explain the ethical obligations and responsibilities of business		Met	Not met		Not met	Met		
5. Apply decision-support tools to business decision-making	Not met		Not met		Met	Met		
6. Construct and present effective oral and written forms of professional communication			Not met		Met	Met		
7. Apply knowledge of business concepts and functions in an integrated manner		Met			Met	Met		
8. Use management processes in an applied organization or business situation		Met	Not met		Met	Met		

Assessment Results: Operations Management

Summary of Results from Implementing Direct Measures of Student Learning:

1. **ETS Major Field Test in Business Results for Operations Management by Student**

Individual Students Total Score Distribution (n=9)		
Scaled Score Range	Percent of Students	Percent Below
172-200	0	90
165	11	81
160	55	70
157	66	62
153	66	51
150	88	42
146	88	31
142	100	21
120-135	100	10

2. **Comprehensive Case Study Results for Operations Management 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=8)
Analysis	Case Study	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	75% (n=8)
Conclusions	Case Study	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	88% (n=8)

3. **Senior Project Results for Operations Management 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	80% (n=10)
Organization Environment - Context	Final project	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	90% (n=10)
Project Management - Process	Final project	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	60% (n=10)
Project Completion – Product	Final project	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	60% (n=10)
Culminating Experience	Final project	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	70% (n=10)
Written Communication of Results	Final project	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	50% (n=4)
Oral Communication of Results	Final project	1 – 3 Proficiency Scale	80% achieve rating of 3 on all 6 performance criteria	0% (n=1)

Summary of Results from Implementing Indirect Measures of Student Learning:

1. **Senior Exit Survey Results for Operations Management 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	80% (n=5)
Fundamental area of marketing	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	80% (n=5)
Fundamental area of finance	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	60% (n=5)
Fundamental area of management	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6	100% (n=5)

				rating	
Legal, social, and economic environments of business	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	100% (n=5)	
Global environment of business	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	100% (n=5)	
Ethical obligations and responsibilities of business	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	100% (n=5)	
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=5)	
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=5)	
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=5)	
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=5)	
Explain fundamental concepts of operations management	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	100% (n=5)	
Analyze approaches to operational performance improvement	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	100% (n=5)	

2. **Focus Group Results:**

The Management Department hosted three focus group sessions spring 2014; 23 students participated in all, although only one Operations Management student was present. The summary below is for all Management options and includes the comments shared by the Operations Management student. Students were asked to respond to 12 questions.

Students identified project-based courses (BUS 457: Business Research Methods II and MGT 461: Lean/Six Sigma Management I) as the most valuable courses in the Management degrees. Students stated that these courses were relevant, interesting, and closely aligned with their career path. ANTH 452: Globalization, was also identified as a highly applicable course, relevant to management and management careers. Valuable courses, specific to the Operations Management degree, included: MGT 321: Operations Management, MGT 462: Lean/Six Sigma Management II, MGT 463: Lean/Six Sigma Management III, MIS 275: Introduction to Relational Databases, and WRI 327: Advanced Technical

Report Writing.

To be considered valuable, students reiterated that a course must reach beyond the textbook and incorporate real-world examples, emphasize problem-solving skills, and align with industry expectations.

Generally speaking, courses outside a student's degree program were identified as being the least valuable. Students commented that it was difficult to integrate concepts taught in these courses with the concepts taught in their major courses. Students recommended updating MIS 206: Introduction to Management Information Systems and MIS 311: Introduction to Systems Analysis to increase relevancy and applicability. Courses taught by adjuncts were identified as lacking consistency and rigor.

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 and to better utilize technology in the reporting process were cited by students as common frustrations with the experience.

Students cited applicability of the theory learned, Six Sigma Green Belt certification, and industry-trained faculty as the greatest strengths of the program. Suggested improvements included better articulating the intentionality of the curriculum as well as better aligning the curriculum with current job requirements. Online students recommended improving access to online faculty and increasing access to tutors. 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.

Summary of Achievement of Intended Student Learning Outcomes:								
Intended Student Learning Outcomes	**Learning Assessment Measures**							
General Program ISLOs	**ETS Major Field Test in Business**	**Comprehen-sive Case Study**	**Senior Experience**	*Direct Measure 4*	**Senior Exit Survey**	**Focus Group**	*Indirect Measure 3*	*Indirect Measure 4*
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Explain the major concepts in the functional areas of accounting, marketing, finance, and management	Not met	Met			Met	Met		
2. Evaluate the legal, social, and economic environments of business	Not met	Met	Met		Met	Met		
3. Describe the global environment of business	Not met				Met	Met		
4. Describe and explain the ethical obligations and responsibilities of business		Met	Met		Met	Met		
5. Apply decision-support tools to business decision-making	Met		Not met		Met	Met		
6. Construct and present effective oral and written forms of professional communication			Not met		Met	Met		
7. Apply knowledge of business concepts and functions in an integrated manner		Not met			Met	Met		
8. Use management processes in an applied organization or business situation		Met	Not met		Met	Met		

Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:

1. **ETS Performance Objectives:** Results from the ETS Major Field Test in Business have remained relatively consistent over the years. Our students continuously score in the highest percentiles for Information Systems and in lower percentiles in Accounting and International Issues. 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 both accounting concepts and international issues. The mapping exercise described below will further direct changes and improvements in these areas. Additionally, the department would like to revisit its performance target. 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 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, improving student understanding of the exam and incentivizing student participation and effort continues to be an ongoing discussion.

2. **Senior Experience Rubric Implementation:** Senior experience faculty reviewed and revised existing senior experience rubrics fall 2013. Department-level expectations for the senior experience were identified and used to develop performance criteria for a new rubric. Program faculty identified program-level expectations within the performance criteria provided. 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 new rubric was incorporated into all senior experience courses fall 2014. Rubrics are included with the Outcomes Assessment Plan.

3. **Senior Experience Evaluation:** To support and reinforce senior experience standards and expectations, every senior experience report is now evaluated by at least two program faculty. All program faculty are expected to participate in a comprehensive discussion reviewing and discussing student learning outcomes.

4. **Senior Experience Presentations:** Students will present their projects to students in their majors, to faculty, and to their project sponsors.

5. **Outcome Mapping:** Given the outcome realignment this past year, to better comply with IACBE expectations, the Department will re-map its outcomes to identify those courses in which a student learning outcome is introduced, reinforced, practiced, and/or emphasized. This exercise will direct faculty conversations regarding program coverage of outcomes, course sequencing and curriculum intentionality, and will identify opportunities to better integrate business core concepts throughout program-specific courses, common themes throughout this year's assessment data.

6. **Small n-values:** It is worth noting, that much of the data presented in this annual report is based off relatively small n-values. Much of the data collected during 2013-2014 appears to be reliable, however, more robust response rates, especially on the indirect assessments, will further validate the results as well as provide additional feedback to direct future changes and improvements. This will require not only encouraging greater participation among eligible students, but also growing enrollments in those programs with excess capacity. To support these efforts faculty will require students to complete the senior exit survey as part of the senior experience course. Where possible, focus groups will be

facilitated within a course and on-line focus groups are being discussed. 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.

7. **Information Technology - Accounting Option and Management – Accounting Option:**

Comprehensive Case Study Analysis Rubric: Similar to the senior experience rubric review and revision process, the Accounting faculty will review and revise performance criteria definitions to better capture program standards and expectations for this assessment activity. Department-level expectations for the comprehensive case study analysis were identified and used to develop performance criteria for the existing rubric, however, program faculty identified a need to better articulate program-level expectations within the performance criteria provided.

Outcome Mapping: All IACBE intended student learning outcomes will be mapped to program curriculum to identify where and how outcomes are introduced, reinforced, or emphasized. Accounting faculty will use this exercise to identify how and where writing is emphasized within their curriculum, as well as opportunities to reinforce these skills throughout the program.

8. **Information Technology – All Options:**

Curriculum Revision: The Information Technology degrees added MGT 335: Project Management to their curriculum beginning winter 2015. Project management content was previously taught in the first course of the senior project sequence, thus reducing the amount of time students were able to work on their projects.

9. **Information Technology – Health Informatics Option:**

Outcome Mapping: All IACBE intended student learning outcomes will be mapped to program curriculum to identify where and how outcomes are introduced, reinforced, or emphasized. Health Informatics faculty will use this exercise to identify how and where finance is emphasized within their curriculum, as well as opportunities to reinforce these skills throughout the program.

10. **Management – Entrepreneurship/Small Business Management and Marketing Options:**

Senior Experience Criteria Review: Starting fall quarter 2014, faculty will review and update senior experience criteria to ensure senior projects closely align with program standards and expectations. Increased involvement with the Klamath Falls community, to identify potential businesses and sponsors, will be included as part of this discussion.

Senior Experience Faculty Mentors: Starting fall quarter 2014, all students enrolled in the senior experience are required to identify a Management Department faculty member to act as senior experience mentor.

Course Review: Faculty will discuss adding or revising courses to the Marketing curriculum to increase student's exposure to professional readings, literature reviews, and writing expectations of their professions. Included, as part of this review, is the Research Methods course. Additionally, adding either a library research course or a Reading in the Professions course is being considered.

11. **Operations Management:**

> **Outcome Mapping:** All IACBE intended student learning outcomes will be mapped to program curriculum to identify where and how outcomes are introduced, reinforced, or emphasized. Operations Management faculty will use this exercise to identify how and where the inclusion of international, legal, and social considerations occurs within its curriculum, as well as opportunities to reinforce these skills throughout the program.
>
> **Course Review:** Faculty will discuss adding or revising courses to the Operations Management curriculum to increase student's exposure to CPC topical areas. Courses in Human Resource Management, International Issues, and Quality Management were added to the curriculum fall 2014.

Section II: Operational Assessment (Note: Complete this section only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.)

Name of Academic Business Unit	
Operational Assessment	
Intended Operational Outcomes:	
1. *Intended Operational Outcome 1*	
2. *Intended Operational Outcome 2*	
3. *Intended Operational Outcome 3*	
4. *Intended Operational Outcome 4*	
5. *Intended Operational Outcome 5*	
6. *Intended Operational Outcome 6*	
7. *Intended Operational Outcome 7*	
8. *Intended Operational Outcome 8*	
Assessment Measures/Methods for Intended Operational Outcomes:	**Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:**
1. *Operational Assessment Measure/Method 1* Intended Operational Outcomes Assessed by this Measure: *Outcomes List*	*Objective (Target/Criterion) for Measure/Method 1*
2. *Operational Assessment Measure/Method 2* Intended Operational Outcomes Assessed by this Measure: *Outcomes List*	*Objective (Target/Criterion) for Measure/Method 2*
3. *Operational Assessment Measure/Method 3* Intended Operational Outcomes Assessed by this Measure: *Outcomes List*	*Objective (Target/Criterion) for Measure/Method 3*
4. *Operational Assessment Measure/Method 4* Intended Operational Outcomes Assessed by this Measure: *Outcomes List*	*Objective (Target/Criterion) for Measure/Method 4*

5. *Operational Assessment Measure/Method 5* Intended Operational Outcomes Assessed by this Measure: *Outcomes List*	*Objective (Target/Criterion) for Measure/Method 5*
6. *Operational Assessment Measure/Method 6* Intended Operational Outcomes Assessed by this Measure: *Outcomes List*	*Objective (Target/Criterion) for Measure/Method 6*
7. *Operational Assessment Measure/Method 7* Intended Operational Outcomes Assessed by this Measure: *Outcomes List*	*Objective (Target/Criterion) for Measure/Method 7*
8. *Operational Assessment Measure/Method 8* Intended Operational Outcomes Assessed by this Measure: *Outcomes List*	*Objective (Target/Criterion) for Measure/Method 8*

Summary of Results from Implementing Operational Assessment Measures/Methods:

1. *Summary of Results for Measure/Method 1*
2. *Summary of Results for Measure/Method 2*
3. *Summary of Results for Measure/Method 3*
4. *Summary of Results for Measure/Method 4*
5. *Summary of Results for Measure/Method 5*
6. *Summary of Results for Measure/Method 6*
7. *Summary of Results for Measure/Method 7*
8. *Summary of Results for Measure/Method 8*

Summary of Achievement of Intended Operational Outcomes:

Intended Operational Outcomes	**Operational Assessment Measures/Methods**							
	Operational Assessment Measure/ Method 1	*Operational Assessment Measure/ Method 2*	*Operational Assessment Measure/ Method 3*	*Operational Assessment Measure/ Method 4*	*Operational Assessment Measure Method 5*	*Operational Assessment Measure/ Method 6*	*Operational Assessment Measure/ Method 7*	*Operational Assessment Measure/ Method 8*
	Performance Target Was...	**Performance Target Was...**	**Performance Target Was...**	**Performance Target Was...**	**Performance Target Was...**	**Performance Target Was...**	**Performance Target Was...**	**Performance Target Was...**
1. *Intended Operational Outcome 1*								

2. *Intended Operational Outcome 2*								
3. *Intended Operational Outcome 3*								
4. *Intended Operational Outcome 4*								
5. *Intended Operational Outcome 5*								
6. *Intended Operational Outcome 6*								
7. *Intended Operational Outcome 7*								
8. *Intended Operational Outcome 8*								
Proposed Courses of Action for Improvement in Operational Outcomes for which Performance Targets Were Not Met:								
1. *Course of Action 1*								
2. *Course of Action 2*								
3. *Course of Action 3*								
4. *Course of Action 4*								