



Report of Outcomes Assessment Results

Institution Oregon Institute of Technology

Academic Business Unit Management

Academic Year 2015-16

Outcomes Assessment Plan

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.

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: 12/31/2016

Outcomes Assessment Results

For Academic Year: 2015-16

Section I: Student Learning Assessment

Student Learning Assessment for: <i>Management Department Degrees</i>	
Program Intended Student Learning Outcomes (Program ISLOs)	
1. Communicate the major concepts in the functional areas of accounting, marketing, finance, information technology, and management.	
2. Describe the legal, social, ethical, and economic environments of business in a global context.	
3. Solve organization problems, individually and/or in teams, using quantitative, qualitative, and technology-enhanced approaches.	
4. Demonstrate professional communication and behavior.	
5. Apply knowledge of business concepts and functions in an integrated manner.	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. <i>Senior Project</i> Program ISLOs Assessed by this Measure: 1, 4, 5	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).
2. <i>Comprehensive Case Study</i> Program ISLOs Assessed by this Measure: 1, 2, 5	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. <i>Business Strategy Game Comprehensive Exam</i> Program ISLOs Assessed by this Measure: 3, 5	Minimum Acceptable Performance on this assessment activity: 80% of students achieving score of 50% or higher.
4. <i>Stockholder Presentation</i> Program ISLOs Assessed by this Measure: 4	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).
5. <i>International Analysis Assignment</i> Program ISLOs Assessed by this Measure: 2	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—	Performance Objectives (Targets/Criteria) for Indirect Measures:

Indirect Measures of Student Learning:																			
1. <i>Senior Exit Survey</i> Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5	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).																		
Learning Assessment Results: <i>Name of Program 1</i>																			
Summary of Results from Implementing Direct Measures of Student Learning:																			
1. Senior Project: Number of students scoring a 3 or 4 for each stated performance criteria (using a 1-4 proficiency scale):																			
<ul style="list-style-type: none"> • Management Department • Healthcare Management • Management-Accounting • Information Technology-Bus Systems/Applications** • Information Technology- Health Infomatics ** • Management- Marketing • Management- Small Business/Entrepreneurship • Operations Management • Applied Baccalaureate in Technology and Management 	<table> <tbody> <tr> <td>37(63% of Total)</td> <td>N=59</td> </tr> <tr> <td>5 (83% of Total)</td> <td>N=6</td> </tr> <tr> <td>7 (77% of Total)</td> <td>N=9</td> </tr> <tr> <td>1 (17% of Total)</td> <td>N=6</td> </tr> <tr> <td>4 (80% of Total)</td> <td>N=5</td> </tr> <tr> <td>6 (66% of Total)</td> <td>N=9</td> </tr> <tr> <td>6 (66% of Total)</td> <td>N=9</td> </tr> <tr> <td>8 (72% of Total)</td> <td>N=11</td> </tr> <tr> <td>3 (75% of Total)</td> <td>N=4</td> </tr> </tbody> </table> <p><i>*An updated report will be submitted by 12/31/2016 that includes these results</i> <i>**The Information Technology Options are transitioning to stand alone degrees in IT and Health Infomatics</i></p>	37(63% of Total)	N=59	5 (83% of Total)	N=6	7 (77% of Total)	N=9	1 (17% of Total)	N=6	4 (80% of Total)	N=5	6 (66% of Total)	N=9	6 (66% of Total)	N=9	8 (72% of Total)	N=11	3 (75% of Total)	N=4
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2. Comprehensive Case Study Number of students scoring a 3 or 4 for each stated performance criteria (using a 1-4 proficiency scale):																			
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14 (87% of Total)	N=16																		

• Applied Baccalaureate in Technology and Management	6 (85% of Total)	N=7
<p>3. Business Strategy Game Comprehensive Exam 80% of students scoring 50% or higher:</p>		
• Management Department	56 (66% of Total)	N=85
• Healthcare Management	3 (60% of Total)	N=5
• Management-Accounting	7 (64% of Total)	N=11
• Information Technology - Bus Systems/Applications	16 (80% of Total)	N=20
• Information Technology- Health Infomatics	7 (60% of Total)	N=10
• Management- Marketing	1 (13% of Total)	N=8
• Management- Small Business/Entrepreneurship	2 (29% of Total)	N=7
• Operations Management	12 (86% of Total)	N=14
• Applied Baccalaureate in Technology and Management	9 (90% of Total)	N=10
<p>4. <i>Stockholder Presentation</i> Number of students scoring a 3 or 4 for each stated performance criteria (using a 1-4 proficiency scale):</p>		
• Management Department	73(86% of Total)	N=84
• Healthcare Management	4 (80% of Total)	N=5
• Management-Accounting	10 (90% of Total)	N=11
• Information Technology - Bus Systems/Applications	18 (94% of Total)	N=19
• Information Technology- Health Infomatics	9 (90% of Total)	N=10
• Management- Marketing	6 (75% of Total)	N=8
• Management- Small Business/Entrepreneurship	6 (85% of Total)	N=7
• Operations Management	13 (92% of Total)	N=14
• Applied Baccalaureate in Technology and Management	9 (90% of Total)	N=10
<p>5. <i>International Analysis Assignment</i> Number of students scoring a 3 or 4 for each stated performance criteria (using a 1-4 proficiency scale):</p>		
• Management Department	49(66% of Total)	N=62
• Healthcare Management	4 (80% of Total)	N=5
• Management-Accounting	6 (60% of Total)	N=10
• Information Technology - Bus Systems/Applications	13 (59% of Total)	N=22

• Information Technology- Health Infomatics	9 (90% of Total)	N=10
• Management- Marketing	3 (43% of Total)	N=7
• Management- Small Business/Entrepreneurship	4 (57% of Total)	N=7
• Operations Management	11 (80% of Total)	N=14
• Applied Baccalaureate in Technology and Management	5 (71% of Total)	N=5

Summary of Results from Implementing Indirect Measures of Student Learning:

6. Senior Exit Survey

80% of graduates indicate a 4, 5, or 6 rating (Scale 1-6):

• Management Department	56 (94% of Total)	N=60
• Healthcare Management	5 (100% of Total)	N=5
• Management-Accounting	5 (100% of Total)	N=5
• Information Technology - Bus Systems/Applications	11 (94% of Total)	N=12
• Information Technology- Health Infomatics	4 (80% of Total)	N=5
• Management- Marketing	7 (100% of Total)	N=7
• Management- Small Business/Entrepreneurship	8 (94% of Total)	N=9
• Operations Management	13 (89% of Total)	N=15
• Applied Baccalaureate in Technology and Management	3 (100% of Total)	N=3

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures						
	<i>Senior Project</i>	<i>Case Study</i>	<i>BSG Exam</i>	<i>Stockholder Presentation</i>	<i>International Assignment</i>		<i>Senior Exit Survey</i>
Program ISLOs	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...		Performance Target Was...
1. Communicate the major concepts in the functional areas of accounting, marketing, finance, information technology, and management.	Not Met	Met	NA	NA	NA		Met
2. Describe the legal, social, ethical, and economic environments of	NA	Met	NA	NA	Not Met		Met

business in a global context.								
3. Solve organization problems, individually and/or in teams, using quantitative, qualitative, and technology-enhanced approaches.	NA	NA	Not Met	NA	NA		Met	
4. Demonstrate professional communication and behavior.	Not Met	NA	NA	Met	NA		Met	
5. Apply knowledge of business concepts and functions in an integrated manner.	Not Met	Met	Not Met	NA	NA		Met	

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

1. **Senior Project:** While falling short of the goal of 80% of students scoring 3 or 4, overall the scores increased over the previous year. A separate project identification course was added along with prerequisites for most most majors that include research methods and project planning. In addition, a more structured approach was adopted in the BUS series. In specific areas of the senior project rubric, improvements have been made in all areas. Overall, the department met goals in project identification and planning, as well as communication of the results. For the 16-17, an emphasis has been placed in the research approach and analysis in an effort to further improve scores among all majors. Moreover, to simplify and focus our assessment efforts, the senior project has been expanded to address all outcomes.
2. **BSG Exam:** During the 2015-16 year, the department decided to discontinue the ETS exams and replace it with the BSG exam to better integrate the exam into the course material. The targeted goal of 80% of students scoring 50% was not attained. We believe there are three contributing factors that were also seen in the ETS exam; student attitudes about the exam since the course that administers the exam does not have a close connection to the exam, lack of reinforcement during the senior year regarding several core concepts; the exam is not in keeping with our applied hands-on approach. Since these factors continue, the department has decided to discontinue the use of an exam and instead focus on the senior project and case study for 2016-17.
3. **International Assignment:** Overall this was a poorly chosen and designed assignment to assess this outcome, therefore this will be discontinued in 2016-17. As mentioned above, our goal is to focus our assessment efforts on the senior project and case study.

