



IACBE

International Assembly for Collegiate Business Education

**Public Disclosure
of Student Learning Form**

Institution: Oregon Institute of Technology
Academic Business Unit: Management Department
Academic Year: 2010-11

International Assembly for Collegiate Business Education
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Report of Student Learning and Achievement
Management Department
Oregon Institute of Technology

For Academic Year: 2010-11

Mission of the Management Department
<p>The Management Department educates students in practical management principles across multiple disciplines, providing graduates with career-enhancing opportunities and preparing them for a lifetime of learning.</p>

Student Learning Information for the Management Department	
Intended Student Learning Outcomes for the Management Department:	
1. Management graduates will demonstrate an understanding of the functional areas of accounting, marketing, finance, management, and economics.	
2. Management graduates will demonstrate an understanding of the legal and social environment of business.	
3. Management graduates will demonstrate and understanding of the global environment of business.	
4. Management graduates will demonstrate an understanding of the ethical obligations and responsibilities of business.	
5. Management graduates will demonstrate an ability to use business tools.	
6. Management graduates will demonstrate information literacy.	
7. Management graduates will demonstrate the ability to communicate effectively.	
8. Management graduates will demonstrate the ability to apply knowledge of business concepts and functions in an integrated manner.	
9. Management graduates will demonstrate the ability to work effective in teams and/or groups.	
Assessment Tools/Methods for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:

1. ETS Major Field Test in Business	Minimum acceptable performance on this assessment activity: At least 80% of the students that take the ETS Major Field Test in Business will place in the 70 th percentile or higher.	
2. Comprehensive Case Study	Minimum acceptable performance on this assessment activity: At least 80% of students will score a 3 or 4 for each stated performance criteria (using a 1-4 proficiency scale).	
Assessment Tools/Methods for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. Senior Exit Survey	Minimum acceptable performance on this assessment activity: At least 80% of students will score a 3 or 4 for each stated core student learning outcome and for each stated program-specific student learning outcome (using a 1-4 proficiency scale).	
2. Satisfaction Survey	Minimum acceptable performance on this assessment activity: At least 80% percent of students will perceive a high level of satisfaction from their learning experience (students will indicate a 3 or 4 on a 1-4 satisfaction scale).	
Summary of Results from Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. ETS Major Field Test in Business		X
2. Comprehensive Case Study		X
Summary of Results from Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. Senior Exit Survey Core student learning outcomes (SLOs) Program-specific student learning outcomes (PSLOs) – the summary of results from this indirect measure of student learning is provided in the Management Department’s annual assessment reports.	X	
2. Satisfaction Survey		X

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

1. In response to ongoing departmental discussions regarding the usefulness of the ETS exam as an assessment tool, faculty and students completed a comprehensive review of the standardized exam spring 2011. Select students piloted two additional standardized exams: the CBE and Peregrine's Business exam. Upon completion of the three exams, the students recommended, in regards to content and exam structure, that the Department continue to use the ETS exam. Faculty members within the department also reviewed content areas of the ETS Major Field Test in Business. Approximately 25% of the exam's concepts are not taught as part of the Management Department's core curriculum. Additionally, students continue to struggle with Finance concepts (the lowest scoring content area on the exam). Two courses of action are planned for the upcoming year. (1) Faculty will review and revise, if needed, the performance target for the ETS exam. Given the significant percentage of concepts not covered in the core curriculum, a more realistic performance target may more accurately reflect student learning of the Department's core student learning outcomes. (2) Faculty will continue to address weak content areas, such as finance. Specific assessment activities in these areas are reported in the Management Department's annual assessment reports.
2. In response to last year's assessment of the comprehensive case study, both the case study assignments and the scoring rubric were revised to address faculty concerns. The new assignments and rubric better reflect faculty expectations of the core student learning outcomes. Of the 9 performance criteria evaluated for this direct measure of student learning, the only criteria for which the performance target was not met was the student's ability to provide appropriate strategy recommendations. To address this deficiency, faculty will emphasize the strategic process, utilizing in-class activities to help student's better recognize/identify the criteria used in recommending strategy.
3. Of the 21 performance criteria evaluated on the satisfaction survey, only 2 criteria did not meet the stated performance target. Students responded that computer lab equipment is not kept up to date and that they have difficulty registering for classes due to course availability and course conflicts. OIT is a relatively small university and we are unable to offer many courses more than once per year. The Department, however, does utilize course curriculum maps which identify when courses will be taught and schedules courses within a quarter such that students that follow the map will not experience conflicts. As our student demographic changes, and enrollment of transfer students increases, it becomes difficult at times to adhere to the curriculum map. In these instances, the department makes an effort to accommodate students either through course substitutions, independent studies, or approval of scheduling conflicts such that students may enroll in more than one class at a specific time. To address student concerns regarding computer lab equipment, the department recently acquired new computers for the networking lab. In addition, faculty in the Information Technology – Health Informatics program installed a Sim Lab at the Klamath Falls campus similar to the lab found at the Portland campus. The new Sim Lab will provide technology opportunities for all Management students.

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