



## Public Disclosure of Student Learning

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Institution	<u>Oregon Institute of Technology</u>
Academic Business Unit	<u>Management Department</u>
Academic Year	<u>2014-2015</u>

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**Report of Student Learning and Achievement  
Oregon Institute of Technology  
Management Department**

For Academic Year: 2014-2015

<b>Mission of the Management Department</b>
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.

<b>Student Learning Assessment for Management Department</b>	
<b>Program Intended Student Learning Outcomes (Program ISLOs)</b>	
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 and business situation.	
<b>Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Direct Measures:</b>
1. ETS Major Field Test in Business  Program ISLOs Assessed by this Measure: 1, 2, 3, 5	Minimum acceptable performance on this assessment activity: 80% of students will place in the 70 <sup>th</sup> percentile or higher.

<p>2. Comprehensive Case Study Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 6, 7, 8</p>	<p>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).</p>			
<p>3. Senior Project Program ISLOs Assessed by this Measure: 2, 4, 5, 6, 7, 8</p>	<p>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).</p>			
<p><b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b></p>	<p><b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b></p>			
<p>1. Senior Exit Survey Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7, 8</p>	<p>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).</p>			
<p>2. Focus Group Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7, 8</p>	<p>Minimum acceptable performance on this assessment activity: 80% of students respond positively regarding their learning experience.</p>			
<p><b>Assessment Results: Management Department</b></p>				
<p><b>Summary of Results from Implementing Direct Measures of Student Learning:</b></p>				
<p><b>1. ETS Major Field Test in Business:</b></p> <p><u>Number of students scoring in the 70<sup>th</sup> percentile or higher:</u></p> <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• Management Department</li> <li>• Healthcare Management</li> <li>• Management - Accounting</li> <li>• Information Technology – Health Informatics</li> <li>• Information Technology – Applications Development</li> <li>• Information Technology – Business/Systems Analysis</li> <li>• Management – Marketing</li> <li>• Operations Management</li> <li>• Management – Entrepreneurship/Small Business Management</li> <li>• Applied Baccalaureate in Technology and Management</li> </ul> </td> <td style="width: 30%; vertical-align: top; text-align: right;"> <p>21 (31% of Total)</p> <p>0 (0% of Total)</p> <p>2 (29% of Total)</p> <p>5 (42% of Total)</p> <p>2 (29% of Total)</p> <p>4 (44% of Total)</p> <p>1 (20% of Total)</p> <p>4 (31% of Total)</p> <p>0 (0% of Total)</p> <p>3 (27% of Total)</p> </td> <td style="width: 20%; vertical-align: top; text-align: right;"> <p>N=68</p> <p>N=2</p> <p>N=7</p> <p>N=12</p> <p>N=7</p> <p>N=9</p> <p>N=5</p> <p>N=13</p> <p>N=2</p> <p>N=11</p> </td> </tr> </table>		<ul style="list-style-type: none"> <li>• Management Department</li> <li>• Healthcare Management</li> <li>• Management - Accounting</li> <li>• Information Technology – Health Informatics</li> <li>• Information Technology – Applications Development</li> <li>• Information Technology – Business/Systems Analysis</li> <li>• Management – Marketing</li> <li>• Operations Management</li> <li>• Management – Entrepreneurship/Small Business Management</li> <li>• Applied Baccalaureate in Technology and Management</li> </ul>	<p>21 (31% of Total)</p> <p>0 (0% of Total)</p> <p>2 (29% of Total)</p> <p>5 (42% of Total)</p> <p>2 (29% of Total)</p> <p>4 (44% of Total)</p> <p>1 (20% of Total)</p> <p>4 (31% of Total)</p> <p>0 (0% of Total)</p> <p>3 (27% of Total)</p>	<p>N=68</p> <p>N=2</p> <p>N=7</p> <p>N=12</p> <p>N=7</p> <p>N=9</p> <p>N=5</p> <p>N=13</p> <p>N=2</p> <p>N=11</p>
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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):

• Management Department	44 (59% of Total)	N=75
• Healthcare Management	0 (0% of Total)	N=3
• Management – Accounting	7 (100% of Total)	N=7
• Information Technology – Health Informatics	6 (55% of Total)	N=11
• Information Technology – Applications Development	7 (88% of Total)	N=8
• Information Technology – Business/Systems Analysis	4 (40% of Total)	N=10
• Management - Marketing	6 (75% of Total)	N=8
• Operations Management	12 (63% of Total)	N=19
• Management – Entrepreneurship/Small Business Management	1 (20% of Total)	N=5
• Applied Baccalaureate in Technology and Management	1 (25% of Total)	N=4

## 3. Senior Project:

Number of students scoring a 3 or 4 for each stated performance criteria (using a 1-4 proficiency scale):

• Management Department	20 (63% of Total)	N=32
• Healthcare Management	0 (0% of Total)	N=2
• Management – Accounting	2 (14% of Total)	N=7
• Information Technology – Health Informatics	7 (64% of Total)	N=11
• Information Technology – Applications Development	2 (33% of Total)	N=6
• Information Technology – Business/Systems Analysis	4 (57% of Total)	N=7
• Management – Marketing	2 (25% of Total)	N=8
• Operations Management	0 (0% of Total)	N=3
• Management – Entrepreneurship/Small Business Management	1 (33% of Total)	N=3
• Applied Baccalaureate in Technology and Management	2 (22% of Total)	N=9

### Summary of Results from Implementing Indirect Measures of Student Learning:

#### 1. Senior Exit Survey:

Number of students scoring a 4, 5, or 6 for each stated core student learning outcome and for each program-specific student learning outcome (using a 1-6 proficiency scale):

	<b>Core</b>	<b>Program-Specific</b>	
• Management Department	38 (76% of Total)		N=50
• Healthcare Management			N=0
• Management – Accounting	4 (50% of Total)	0 (0% of Total)	N=8
• Information Technology – Health Informatics	3 (60% of Total)	5 (100% of Total)	N=5
• Information Technology – Applications Development	2 (67% of Total)	3 (100% of Total)	N=3
• Information Technology – Business/Systems Analysis	2 (50% of Total)	3 (75% of Total)	N=4
• Management - Marketing	7 (78% of Total)	8 (89% of Total)	N=9
• Operations Management	11 (79% of Total)	14 (100% of Total)	N=14
• Management – Entrepreneurship/Small Business Management	5 (83% of Total)	4 (67% of Total)	N=6
• Applied Baccalaureate in Technology and Management	4 (50% of Total)	6 (75% of Total)	N=8

**2. Focus Group:**

Number of students that respond positively regarding their learning experience:

Students appreciate program courses and varied teaching styles of faculty. Students appreciate opportunities to apply theory to real-world situations. Technical, hands-on courses are of greatest value. Courses outside the program, or that seem to lack relevance, are of least value. Oregon Tech students are career-driven. Students value small class sizes and faculty with industry-related experience. Understanding of current technology is essential.

**Summary of Achievement of Intended Student Learning Outcomes:**

Intended Student Learning Outcomes	Learning Assessment Measures						
	ETS MFT in Business	Case Study	Senior Project		Senior Exit Survey	Focus Group	
Program ISLOs	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,	Not met	Met	NA		Not met	Met	

marketing, finance, and management.								
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	NA		Met	Met		
4. Describe and explain the ethical obligations and responsibilities of business.	NA	Met	Not met		Met	Met		
5. Apply decision-support tools to business decision-making.	Met	NA	Not met		Met	Met		
6. Construct and present effective oral and written forms of professional communication.	NA	Not met	Not met		Met	Met		
7. Apply knowledge of business concepts and functions in an integrated manner.	NA	Not met	Not met		Met	Met		
8. Use management processes in an applied organization and business situation.	NA	Not met	Not met		Met	Met		

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

1. Currently, the Management Department’s performance target is that 80% of students will score in the 70<sup>th</sup> percentile or higher on the ETS exam. To date, this target has been unattainable. We believe there are three contributing factors; 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, and a high scoring performance target. Starting in 2015, we will be incorporating a different exam, the Comprehensive Exam from the Business Strategy Game as part of the overall assessment within Strategic Management. We hope this shift will help to integrate and reinforce the subject matters as well as the motivation needed for this exam. Based on previous scores, a target score in the 50<sup>th</sup> percentile was selected.

2. A specific case will be identified and used for assessment purposes, which will relate more to specific learning outcomes. Instructions for the assignment will be refined. Faculty will continue to refine the rubric so it is more effective for assessment. We hope to have more than one faculty viewpoint on the assessment, and will try to have two faculty independently assess this particular case.

3. Add BUS495, a course intended to aid students in identifying their senior project. This class will focus on improving student's networking skills along with identifying a project that focuses on their major and individual career goals. Additionally, project management and research methods will be prerequisites for all senior projects. Students are required to identify and work with a program faculty "mentor" throughout their senior experience. A review and update of senior project criteria to ensure projects are closely matched to a student's major. Faculty will partner with the library to aid students in research as well as citation skills. Lastly, more structure will be placed on the project assignments to more closely align with senior project assessment rubric.