

**Information Technology  
Oregon Tech Assessment Report  
2015-2016**

**I. Program History**

**History**

The Information Technology degree was first offered at Oregon Tech in 1999. Options included Applications Development and Business/Systems Analysis. In 2015 the above options were consolidated into a B.S. in Information Technology. This degree is offered in Klamath Falls, Wilsonville and online. Fall 2015 enrollment in Information Technology was 156 students, including 25 students in Klamath Falls, 75 students in Wilsonville, and 56 students online. Twenty-six students graduated with an Information Technology degree in June 2016.

### **Management Department Student Learning Outcomes (SLO):**

The Information Technology degree consists of the five, core Management Department student learning outcomes. Upon completion of this program, Information Technology graduates will be able to:

- (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.

### **Program Student Learning Outcomes (PSLO):**

Upon completion of this program, Information Technology graduates will be able to:

- (1) Solve business problems through the use of information systems and technology.
- (2) Design and implement information systems.

## **III. Assessment Cycle**

### **Assessment Schedule**

A. Oregon Tech's ESLOs are assessed on a six-year cycle. The ESLO assessment schedule may be found on the Oregon Tech website under Essential Student Learning Outcomes.

B. IACBE requires all accredited institutions to complete a full assessment cycle for all IACBE core student learning outcomes (Core SLOs 1-5) on an annual basis.

<b>Outcomes:</b>	<b>Direct</b>	<b>Indirect</b>
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### C. Program Based

### **Action Plans**

In the spring, the case study was moved to the first week of the term in BUS478 which helped raise the aggregate scores for the assignment. The case study being used is a bit dated and needs to be replaced. Overall, the department needs to identify some place(s) in the curriculum where students get opportunity practice core functional areas.

(2) **Business Strategy Game Comprehensive Exam:**

Comprehensive exam in BUS478, Strategic Management, was given following a term-long business simulation experience. The exam tests student's ability to problem solve and integrate all business functional areas.

*SLO Outcomes:*

3. *Apply knowledge of business and functions in an integrated manner.*

5. *Solve organizational problems, individually and or in teams, using quantitative and/or qualitative approaches.*

**Assessment Outcome Goal/Minimum Acceptable Performance: 80% achieving 50% or higher percentile ranking.** Percentile Rankings Are Versus All Participants in United States Completing the Comprehensive Exam

<b>Presentation: Performance Scale 1-4</b>	<b>Minimum Acceptable Performance</b>	<b>IT Results N=19</b>	<b>Aggregate Results N=85</b>
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**(5) Senior Project:**

Students complete a senior project that requires project management, research, analysis, written and oral communication.

*SLO Outcomes:*

- 1. Apply knowledge of business and functions in an integrated manner.*
- 4. Demonstrate professional communication and behavior.*
- 5. Solve organizational problems, individually and/or in teams, using quantitative, qualitative, and technology-enhanced approaches.*

*PSLO Outcome:*

1. Solve business problems through the use of information systems and technology.
2. Design and implement information systems.

Assessment Outcome Goal/Minimum Acceptable Performance: 80% achieving 3 or 4 rating

**Strengths:**

The strength of our senior projects comes from providing opportunity for students to combine many of the core skills from their program into a single capstone

**Action Plans:**

Program Directors and stakeholder colleagues need to more clearly define an acceptable set of project metrics that can be consistently applied to all forms of projects. We should consider benchmarking other successful capstone offerings to find those structural elements that would allow students and advising faculty to successfully navigate the senior project series of courses.

**B. Program Student Learning Outcomes (PSLOs):**

**(1) Systems Design Project:**

Systems design project that requires students to identify critical success factors and develop a solution.

*PSLO Outcome:*

1.Solve business problems though the use of information systems and technology.

Assessment Outcome Goal/Minimum Acceptable Performance: 80% achieving 3 or 4 rating

<b>MIS442: Systems Design Project</b>	<b>Degree Results N=9</b>
Critical Success Factors as identified in the Project Proposal. Critical success factors adequately identified a solution to the business problem	55%

**Strengths**

Students in Klamath Falls and Wilsonville produced excellent projects.

**Weaknesses**

Online students tend to struggle with programming courses online. The support structure is not the same as compared to what on campus students receive through student support services. There also tends to be a disengagement from online students for this course. The on campus courses have examinations and a final project which the online students do not have. The online students are struggling to get through the initial labs which the other campuses finish by midterms.

**Actions**

Faculty are rebuilding the online section of MIS 442 for Fall 2016 with material and labs to encourage more engagement from online students.

**(2) Senior Project:**

Design and implement information systems within senior project.

*PSLO Outcome:*

2.Design and implement information systems.

Assessment Outcome Goal/Minimum Acceptable Performance: 80% achieving 3 or 4 rating







assessment activities. Students performed better on the PSLO than the departments SLO requirements.

During 2016-2017 the program will put effort into educating students about the value of their ability to cohesively integrate all learning from their de