



Oregon Institute of Technology, an Oregon public university, offers innovative and rigorous applied degree programs in the areas of engineering, engineering technologies, health technologies, management, and the arts and sciences. To foster student and graduate success, the university provides an intimate, hands-on learning environment, focusing on application of theory to practice. Oregon Tech offers statewide educational opportunities for the emerging needs of Oregonians and provides information and technical expertise to state, national and international constituents.

Oregon Tech offers innovative and rigorous applied degree programs. The teaching and learning model at Oregon Tech prepares students to apply the knowledge gained in the classroom to the workplace.

Oregon Tech fosters student and graduate success by providing an intimate, hands-on learning environment, which focuses on application of theory to practice. The teaching and support services facilitate students' personal and academic development.

Oregon Tech offers statewide educational opportunities for the emerging needs of Oregon's citizens. To accomplish this, Oregon Tech provides innovative and rigorous applied degree programs to students across the state of Oregon, including high-school programs, online degree programs, and partnership agreements with community colleges and universities.

Oregon Tech will share information and technical expertise to state, national, and international constituents.

Oregon Tech's Management program is designed to develop business professionals by combining a strong business core with hands-on projects. Students gain technology-infused business skills, which develop analytical, critical thinking, and technology skills to meet employment requirements in health care environments.

Case Study & Senior Project: During the 2016-17 academic year, the department streamlined assessment efforts focusing on the BUS478 Strategic Management Case Study and Senior Project. This focused assessment effort allowed faculty to work on areas that needed improvement. For example, students had difficulty analyzing research to develop solutions in senior project. Therefore, faculty were able to concentrate on these areas. In addition, students were required to focus project using skills and knowledge learned in major.

Student Exit Survey: The main goal of the senior exit survey is to assess confidence and satisfaction rates of the program. The previous year's survey, students are asked how the management department has prepared them regarding each specific SLOs and PSLOs. This year we changed the question to ask students to rate their proficiency regarding with each specific SLO and PSLO. This question focuses more on students' ability rather than their satisfaction with faculty. Note that separate questions have been included regarding faculty and advising.

Program Student Learning Outcomes: No changes for HCM SLOs.

Case Study: In 2015-16, the Case Study assignment only assessed department outcome 1, 2, and 5. The results for 15-16 had the department meeting measurement goal of 80%. During the 2016-17 academic year, the case study assignment was modified to encompass all department-level outcomes. The department met goals in outcomes 1 and 4, and did not meet in outcomes 2, 3, and 5. HCM performs well in all area except outcome 2, which was consistent with other students during the 16-17 year.

Senior Project: In 2015-16, faculty teaching senior project adopted a common project management approach using similar materials and process. During 16-17 academic year, the senior project faculty again met to discuss process, successes, and challenges. The faculty agreed that the common structured approach was yielding better results. The department assessment results for senior project continue to improve in all areas. In 2016-17, in the three areas that results were not met, there was an improvement from the prior years. HCM perform consistently with other majors within the departments. All majors continue to be challenged with analysis and development of a solution based on research.

Student Exit Survey: Despite the survey redesign, the results of the student exit survey have not changed from previous years. Overall students feel confident of their learning.

OIT-MGT 2016-17.3 Solve organization problems, individually and/or in teams, using quantitative, qualitative, and technology-enhanced approaches.	BUS 478 BUS 497
OIT-MGT 2016-17.4 Demonstrate professional communication and behavior.	BUS 478 BUS 497
OIT-MGT 2016-17.5 Apply knowledge of business concepts and functions in an integrated manner.	BUS 478 BUS 497

OIT-BHAD 2016-17.1 Interpret health policy and systems.	BUS 497 MIS 345
OIT-BHAD 2016-17.2 Assess the sustainability of Healthcare Organizations.	BUS 497 MIS 345

	C – Capstone
	Indirect – Student Exit Survey

OIT-MGT 2016-17.4 Demonstrate professional communication and behavior.	
	BUS 478
	C – Capstone
	Direct – Case Analysis
	80% of students score a 3 or 4 on each learning outcome-related performance criteria (using a 1-4 proficiency scale).
	BUS 497
	C – Capstone
	Direct – Senior Project
	80% of students score a 3 or 4 on each learning outcome-related performance criteria (using a 1-4 proficiency scale).
	Student Exit Survey
	C – Capstone
	Indirect – Student Exit Survey
	80% of graduates indicate a 4, 5, or 6 rating (scale 1-6).

OIT-MGT 2016-17.5 Apply knowledge of business concepts and functions in an integrated manner.	
	BUS 478
	C – Capstone
	Direct – Case Analysis
	80% of students score a 3 or 4 on each learning outcome-related performance criteria (using a 1-4 proficiency scale).
	BUS 497
	C – Capstone
	Direct – Senior Project
	80% of students score a 3 or 4 on each learning outcome-related performance criteria (using a 1-4 proficiency scale).
	Student Exit Survey
	C – Capstone
	Indirect – Student Exit Survey
	80% of graduates indicate a 4, 5, or 6 rating (scale 1-6).

OIT-BHAD 2016-17.1 Interpret health policy and systems.	
	BUS 497
	C – Capstone
	Direct – Senior Project
	80% of students score a 3 or 4 on each learning outcome-related performance criteria (using a 1

C

OIT-MGT 2016-

Majors History, Fall 4th Week
November 30, 2016

The following data represents majors declared by student as of Fall 4th week. Students with multiple/dual majors have been reported under each major in which they enrolled; therefore the student headcount will be duplicated. A small number of students that declared a third major have now been included in this report. Data reported is combined for all levels and all locations. Some programs may have had name changes such as CLS and have been reported as they were (historically).

Description	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	5 Year Difference	5 Year % Change
ABA Course Series	0	0	3	0	0	0	-
Accounting Certificate	0	0	0	0	1	1	-
Allied Health	0	0	0	0	3	3	-
Allied Health Management	11	5	3	2	1	-10	-90.9%
Applied Behavior Analysis	0	0	0	10	17	17	-
Applied Mathematics	41	38	47	42	33	-8	-19.5%
Applied Psychology	146	149	122	96	110	-36	-24.7%
Automat, Robot, & Cntrl Engr	0	0	0	0	1	1	-
Biology	15	8	1	1	0	-15	-100.0%
Biology-Health Sciences	136	150	150	138	151	15	11.0%
Civil Engineering	127	121	110	120	118	-9	-7.1%
Clinical Lab Science-Earlyadm	6	10	35	22	0	-6	-100.0%
Clinical Laboratory Science	62	85	94	95	2	-60	-96.8%
Communication Studies	55	42	39	47	40	-15	-27.3%
Computer Engineering Tech	82	82	81	86	63	-19	-23.2%
Dental Hygiene	226	240	211	221	202	-24	-10.6%
Diagnostic Medical Sonography	86	104	95	102	112	26	30.2%
Dispute Resolution Certificate	1						

