

The Operations Management degree at Oregon Tech has undergone several iterations in recent decades. Oregon Tech originally offered an Industrial Management degree; this degree evolved in the mid-1990s into an Industrial Engineering degree which was accredited by ABET. Oregon Tech hoped to increase enrollment with these changes. Enrollment, however, dropped dramatically as students were not interested in an engineering emphasis. In 2002 the curriculum was revised, the ABET accreditation was dropped, and the degree name was changed to Operations Management. Today, the Operations Management program is transfer- friendly, preparing students for leadership positions in the production and service industries. Curriculum enhancements developed in 2014-2015 were rolled out in 2015-2016 and include a new course sequence that offers courses in Materials Management, Logistics Management and Quality Management. This sequence brings additional depth to the Operations Management degree program. This degree option is offered in Klamath Falls and Wilsonville as well as online. The Operations Management degree program was awarded accreditation by the International Assembly of Collegiate Business Educators (IACBE) in 2008 and reaffirmed in 2015.

Total enrollment across all campuses is approximately 71 students; 21 at the Klamath Falls campus, 18 in Wilsonville, and 32 online. The program graduated 24 students for 2018. The three-year annual starting salaries averaged \$59,000. The program has a 98% success rate (within six months of graduation students are employed or in graduate school).

Industry relationships for the Operations Management degree program in the 2017-18 assessment period increased in both depth and breadth. These relationships are manifest primarily in internships, senior project opportunities, and job offers after graduation. The growing list of industry partners that demonstrate interest in Operations Management students and graduating seniors (Jeld-Wen, Cascade Health Alliance, Timber Forest Products, Interfor, Rosewood Forest Products and Johnson Controls to name a few) represents tremendous potential for students to engage with industry presently and going forward.

Of the many hands-on learning opportunities afforded Operations Management students in their coursework over this past assessment period, debatably the largest stand-out for Operations Management students is the number of Lean Six Sigma Green Belt (LSSGB) cert

2. Apply knowledge of approaches to operational performance improvement

1. 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.
2. : IACBE requires all accredited institutions to complete a Public Disclosure of Student Achievement on an annual basis. In addition, all outcomes are assessed annually, with the full self-study for IACBE core student learning outcomes (Core SLOs 1-5) completed every seven years.

Communicate the major concepts in the functional areas of accounting, marketing, finance, information technology, and management.	Case Study Senior Project	Senior Exit Survey
Describe the legal, social, ethical, and economic environments of business in a global context.	Case Study Senior Project	Senior Exit Survey
Solve organization problems, individually and/or in teams, using quantitative, qualitative, and technology-enhanced approaches.	Case Study Senior Project	Senior Exit Survey
Demonstrate professional communication and behavior.	Case Study Senior Project	Senior Exit Survey
Apply knowledge of business concepts and functions in an integrated manner.	Case Study Senior Project	Senior Exit survey

3. : Program Based Annual Assessment Schedule and Activity

Apply knowledge of fundamental concepts of operations management.	Senior Project	
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Communicate the major concepts in the functional areas of accounting, marketing, finance, information technology, and management.	80% achieve a rate of 3 or 4	Senior Project N=64	86%
	80% achieve a rate of 3 or 4	Case Study N=82	86.5%
	80% score 4, 5, or 6	Senior Exit Survey N=93	75%
Describe the legal, social, ethical, and economic environments of business in a global context.	80% achieve a rate of 3 or 4.	Senior Project	86%
	80% achieve a rate of 3 or 4	Case Study	90%
	80% score 4, 5, or 6	Senior Exit Survey	90%
Solve organization problems, individually and/or in teams, using quantitative, qualitative, and technology-enhanced approaches.	80% achieve a rate of 3 or 4.	Senior Project	86%
	80% achieve a rate of 3 or 4	Case Study	81%
	80% score 4, 5, or 6	Senior Exit Survey	98%
Demonstrate professional communication and behavior.	80% achieve a rate of 3 or 4.	Senior Project	86%
	80% achieve a rate of 3 or 4	Case Study	97%
	80% score 4, 5, or 6	Senior Exit Survey	100%
Apply knowledge of business concepts and functions in an integrated manner.	80% achieve a rate of 3 or 4	Senior Project	86%
	80% achieve a rate of 3 or 4	Case Study	84%
	80% score 4, 5, or 6	Senior Exit Survey	100%

: The department has seen ongoing improvement over the last several years with this assessment. During the 2014-15 assessment cycle, the department did not meet any of our learning objectives. Each year this has been slowly improved. This was the first year we have met all the minimal acceptable performance levels for all outcomes.

: The results from the case study assignment have improved over prior years as well. Similar to senior project, during prior years many areas did not meet the targeted performance levels. This year, all student learning objectives were met at 80% and above.

: The results of this year are similar to past years. Areas of concern for student learning outcomes

areas connected to the student learning outcomes continue to perform well meeting minimal acceptable performance levels.

: The data supports the strategies that we have been employing. Strategies that have been used over the last years have been for faculty teaching senior project to communicate best practices and standards on a regular basis. Faculty have also shared and developed materials that have been shared across the department. Moreover, all faculty, apart from those teaching senior project, are actively working with students to mentor them through the process. For example, Professor Schaeffer mentors students through the greenbelt process while Professor Yates offers feedback on writing.

: This past year a more unified approach was planned and implemented by faculty teaching the course related to this assignment. Specifically, two years ago we developed a case study assignment that was related to the business simulation used in the Strategic Management course. This assignment not only requires students to apply the knowledge within the business simulation, but also incorporates prior knowledge from their other program course work. This past year the professors utilized this same approach rather than creating assignments individually. Like senior project, the interactions of faculty helped to develop a more cohesive approach that focused on the student learning outcomes.

: In the prior year the department adjusted the survey questions to focus on student learning rather than a series of questions focused on the student's perception of faculty. After making this change, there was no significant changes. Discussion among the faculty showed a concern that the correct wording in the question was still not quite right. Specifically, the question asked students to rate their proficiency in the various student outcomes (i.e. accounting, marketing). Advice from an IACBE representative is that our results are unusual so we want to get the root of this issue.

: The faculty would like to find a way to have more than one senior project professor assess the student work. This will allow all faculty to review senior projects and provide feedback for improvement. This will likely be done using a small sample of the projects to discover areas of improvement as well as feedback for faculty teaching senior project courses. These discussions will be conducted in the winter or spring terms within small groups or during a department retreat.

: The plan for this next year is for the course faculty to continue to discuss their approaches and share ideas for the Strategic Management course and the assignment. As with the senior project refining the approach to this class and assessment may be able to pinpoint areas of improvement.

: Following discussion, the group determined we will make another adjustment to the senior exit survey. Specifically, the word proficiency should be replaced

Apply knowledge of fundamental concepts of operations management	80% achieve a rate of 3 or 4	Senior Project	100%
	80% score 4, 5, or 6	Senior Exit Survey	100%
Apply knowledge of approaches to operational performance			