B.S. Operations Management
Oregon Tech Assessment Report
2018-19

Program Description and History

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 co

Total enrollment across all campuses is approximately 72 students; 28 students; 2

the classroom. To this end, faculty are evaluating the adoption of enterprise resource planning software to enhance student learning experiences.

Success Stories

Once again graduates from the Operations Management degree program enjoyed near 100% job placement or continuation to graduate programs.   One student's part-time employer and senior project sponsor led her to accept a program manager position in North Carolina with the same company.

There was a small downward fluctuation of 5% in the three-year student success measure this year. Despite that, Operations students continue to be sought after by a number of companies in manufacturing and industry. In particular, the Six Sigma certification has become an increasingly popular certification among students that helps them successfully secure professional positions after graduation.

Here is what some students are saying are the best things about the Operations Management degree program at Oregon Tech: "**The hands-on real world projects, the analytical problem-solving skills and the small class sizes,**" another students comments, "…the real life experience the professors bring to each class and how what we are learning relates to the real world."

Program Purpose

Bachelor of Science in Operations Management Mission

The Operations Management degree prepares students for leadership positions in the production and service industries.

Educational Objectives

1. The Operations Management degree program prepares students for graduate school programs such as the MBA or the MIM.
2. The Operations Management degree program prepares students for supervisory positions in organizations, including for-profit organizations, non-profit organizations, and government organizations.
3. The Operations Management degree program prepares students for M.A.T. programs and future careers in high school education.
4. The Operations Management degree program develops skills in problem solving, project management, communication, and managing effectively in team-based work environments, and prepares students for employment within a wide variety of service and product industries.

Management Department Student Learning Outcomes (SLO)

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

Program Student Learning Outcomes (PSLO)
Upon completion of this program, Operations Management graduates will be able to:
1. Apply knowledge of fundamental concepts of operations management.
2. Apply knowledge of approaches to operational performance improvement.

Assessment Cycle
Assessment Schedule
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. **Department Level Student Learning Outcomes**: 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.

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

3. **Program Student Learning Outcomes**: Program Based Annual Assessment Schedule and Activity

Outcomes:	Direct	Indirect
Apply knowledge of fundamental concepts of operations management.	x Senior Project	x Senior Exit Survey
Apply knowledge of approaches to operational performance improvement.	x Senior Project x Lean Management Assignment	x Senior Exit Survey

Evidence of Improvement in Student Learning

1. Department Level Student Learning Outcomes, Activities and Results

Management Department			
Program Outcomes	Minimal Acceptable Performance	Assessment from 2017-18	Results from 2017-18

Department-Level Review: Results, Closing the Loop of Prior Action Plans, and Action Plans for this academic year:

x **Senior Project**: The plan for the 2018/19 academic year was to find a way to have more than one senior project professor assess student work, allowing all faculty to review senior projects and provide feedback for improvement.

    x **Closing the Loop Activities**: During the 2018-19 academic year, the department faculty focused its assessment efforts on a qualitative review of senior projects. A small sample of projects from each major was compiled. Each faculty reviewed multiple projects and completed a qualitative survey tool that was tied to department outcomes and the senior project rubric. The result of this assessment uncovered two areas that need further exploration:

        Senior Project Rubric: The senior project rubric was either not being utilized or was being used in an inconsistent way. For example, the rubric notes that a literature review will be assessed as part of the senior project. There was some confusion that not all majors were required to complete a literature review. As such, the department agreed that a team of faculty would review and update the senior project **rubric to ensure that it** was scoring on that could be used consistently improved the department. Moreover, all faculty teaching senior project will be trained on the rubric so that they can design their courses to meet the requirements. Lastly, the senior project rubric will be re-mapped to the department's learning outcomes.

        Student Learning Outcomes (Department-level): As part of the senior project review and mapping to the SLOs, the department agreed to also review the SLOs. While a full update is not needed, this is a good opm0.98s.