Bachelor of Applied Science in Technology and Management
Oregon Tech Assessment Report
2020-21

Program Description and History

The Bachelor of Applied Science in Technology and Management program (BAS) was a new degree program at Oregon Tech in January 2012. The degree was designed specifically for students who completed a technical Associate of Applied Science (AAS) or Associate of Science (AS) degree and are seeking career advancement in management or in their technical career fields. AAS degrees have historically been terminal associate degrees; they typically contain very few general education credits and concentrate heavily on the technical specialty to produce workforce-ready skilled technicians. Today's workplace, however, often demands broad-based general education, business acumen and managerial skills in addition to the depth of technical knowledge found in the AAS. The BAS was designed to build on a core of 60 credits of career and technical education (CTE) courses taken as part of the AAS or AS degree, adding 65 credits of business, management, and information technology courses and 55 credits of broad-based general education courses to enable the BAS graduate to advance in the workplace or continue on to graduate school. The Bachelor of Applied Science in Technology and Management applied for first-time accreditation with the International Accreditation Council for Business Education (IACBE) in 2014. During the 2019-20 academic year, the BAS in Technology and Management articulated with the United States Air Force through the Air University Associate to Baccalaureate Cooperative degree completion program and the Base-to-Bachelors partnership with Kingsley Field (Oregon Air National Guard) and Klamath Community College.

Program Highlights

Program Enrollment, Graduation and Employment Rates

Total enrollment across all campuses is approximately 42 students; 1 at the Klamath Falls campus, 9 in Wilsonville, and 32 online. The program graduated 11 students in 2021. The three-year annual starting salaries averaged $50,000. The program has an 93% success rate (within six months of graduation students are employed or in graduate school).

Industry Relationships

The program enrolls students in a wide range of industries and occupations including aviation, building construction management, electronics manufacturing, education, telecommunications, and software development. In addition, the program enrolls active-duty Airmen and members of the Oregon Air National Guard. Students obtain many different types of jobs and careers when they graduate. Some stay in their field and move into positions of greater responsibility. Some change fields entirely. Some start their own businesses. Recent graduates are employed by organizations including the ONECK, Inc., Biotronik, Inc., Eva Airways, Bonneville Power Administration, KeHE Distributors, Intel, Utah Geological Survey, Stream Global Services, United Health Group, Cerritos College, Lam Research and branches of the US military. Recent graduates have obtained master's degrees at Northwest Christian University (now Bushnell University), Portland State University, and Western Governors University. One recent graduate is completing a master's degree in public administration at Idaho State University. In addition, the program has many articulation agreements with community college AAS degree programs.

Student Learning Experiences

Assessment Cycle

The Management Department assesses student learning at three levels: at the institutional level, at the department level, and at the program level. Essential student learning outcomes (ESLOs) and assessments are directed by Oregon Tech's Assessment Executive Committee with two to three ESLOs assessed per

Intended Student Learning Outcomes (ISLOs)	Learning Assessment Measures		
Department ISLOs	Direct Measures of Student Learning		Indirect Measures of Student Learning
	Senior Project Experience	Strategic Capstone Essay	Senior Exit Survey
Measure			

theories and methodologies independently in a new situation. These criteria areas provide the department with an opportunity to develop plans for improvement.

Senior Exit Survey: The exit survey was designed to map to our updated ISLOs. The

years due to growing enrollment in our programs. We pay close attention to qualifications of all faculty at the time of hire.

Annual Faculty Performance Evaluations: This is a new area of assessment for the Management department, and represents an area where we want to increase standards across the department. Several years ago, we developed a strategic action plan and this intended

Table 4: Summary of Changes, Actions, and Outcomes

	Change or Improvement Needed	Action Required and Timeline	Desired/Realized Outcomes	Additional Action Required
1.	Senior Project Expectations: Continue to align Senior Project expectations and deliverables across all programs.	Annual meeting of senior project faculty to discuss areas of alignment and best practices. Review rubric to create agreement on expectations. Continue to review senior exit survey questions to ensure alignment with outcomes.	Continue to align expectations for senior project experience across department and programs.	Share with the rest of the department to create an overall understanding of measures and outcomes
	Focus on student performance as related to Culminating Experience and Written and Oral Communication	Continue to work with students to manage scope of their projects and pathways to completion. Consider incorporating student reflection to better understand student perception of their learning experience.	Improvements in minimum acceptable performance for these performance criteria. Better alignment between direct and indirect measures of assessment.	
2.	Assessment Cycle: Implement 3-year assessment cycle to promote meaningful reflection and action plans for continuous improvement.	Starting in the fall of 2020, the academic business unit began to implement its new assessment cycle. Ongoing action will require adhering to the new 3-year cycle and reviewing its usefulness moving forward. The academic business unit will focus on assessment of program-specific student learning outcomes in 2021-2022.	New assessment cycle allows for deeper and richer reflection to support continuous improvement on ISLOs, At4(nt.)]TJETQq(	

		Determine how to best support part time faculty as well as maintain quality of programs.	Create a robust pool of part-time faculty. Maintain quality standards and consistent student outcomes across courses and locations.	