

**Operations Management  
OIT Assessment Report  
2009-2010**

**I. Program History**

**History**

OIT originally offered an Industrial Management degree; this degree evolved in the mid 1990s into an Industrial Engineering degree which was accredited by ABET. OIT 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. This degree option is offered in Klamath Falls and Portland as well as online. Current enrollment is 55 students with 21 on the Klamath Falls campus, 15 in Portland and 19 online. There were six Operations Management graduates in 2007-08.

**II. Program Purpose**

The Management faculty reviewed the program purpose, objectives, and learning outcomes during the fall faculty meeting in September 2009. The faculty reaffirmed the statements below:

**Operations Management Mission Statement:**

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.

## Student Learning Outcomes:

The Operations Management program consists of the nine core Management Department student learning outcomes, as well as two student learning outcomes specific to this program. Upon completion of this program, Operations Management graduates will be able to:

1. Demonstrate an understanding of the functional areas of accounting, marketing, finance, management, and economics.
2. Demonstrate an understanding of the legal and social environment of business.
3. Demonstrate an understanding of the global environment of business.
4. Demonstrate an understanding of the ethical obligations and responsibilities of business.
5. Demonstrate the ability to use business tools.
6. Demonstrate information literacy.
7. Demonstrate the ability to communicate effectively.
8. Demonstrate the ability to apply knowledge of business concepts and functions in an integrated manner.
9. Demonstrate the ability to work effectively in teams and/or groups.
10. Demonstrate knowledge of LEAN management.
11. Demonstrate knowledge of supply chain management.

### III. Assessment Cycle

#### Assessment schedule

IACBE requires all accredited institutions to complete a full assessment cycle for all IACBE core student learning outcomes (SLOs 1-9) on an annual basis. Program-specific learning outcomes (PSLOs 10-11) will be assessed as follows:

Program-Specific Learning Outcomes	2008-2009	2009-2010	2010-2011	2011-2012
10. Demonstrate knowledge of LEAN management.	X		X	
11. Demonstrate knowledge of supply chain management.		X		X

Table 1: Assessment Cycle for Operations Management PSLOs

### IV. 2009-2010 Assessment Activities

The assessment results for the nine core student learning outcomes will be reported separately in the IACBE documents. This report covers PSLO #11 only per the assessment cycle above.

**PSLO #11: Demonstrate knowledge of supply chain management.**

**Direct Assessment #1:** The faculty assessed this outcome in MGT 463 Lean Management III spring 2010 using the final project. The results of this assessment including the performance criteria are shown in the table below.

<b>Performance Criteria</b>	<b>Assessment Method</b>	<b>Measurement Scale</b>	<b>Minimum Acceptable Performance</b>	<b>Results</b>
1. Identify and analyze inefficiencies in up-stream and down-stream operations.	Rating of final project	1-4 Proficiency Scale	80% achieve 3 or 4 rating	83.3% (5/6)
2. Provide recommendations to improve up-stream and down-stream operations.	Rating of final project	1-4 Proficiency Scale	80% achieve 3 or 4 rating	83.3% (5/6)

Table 2: Assessment Results for PSLO #11 in MGT 463

While student performance met the faculty set minimum acceptable level, it is the perception of faculty that performance could and should be better. The small class size afforded lots of attention which ought to have improved student individual performance. In order for students to achieve a level of highly proficient, faculty feel that students need better preparation for the quantitative elements of this course.

**Indirect Assessment:** The faculty indirectly assessed this outcome spring 2010. Seniors completed a senior survey and attended a focus group session. Both the survey and the focus group asked students to rate how well the Operations Management program taught the program-specific student learning outcomes and corresponding competencies. There were three students who participated in the survey. The survey questions were not directly aligned to the performance criteria. The survey questions and results of this assessment are shown in the table below.

<b>Performance Criteria</b>	<b>Assessment Method</b>	<b>Measurement Scale</b>	<b>Minimum Acceptable Performance</b>	<b>Results</b>
1. I can identify and analyze inefficiencies in an organizational process.	Student rating	1-4 Proficiency Scale	80% achieve 3 or 4 rating	100%
2. I can provide recommendations to improve an organizational process.	Student rating	1-4 Proficiency Scale	80% achieve 3 or 4 rating	100%
3. I can describe the metrics of operations management.	Student rating	1-4 Proficiency Scale	80% achieve 3 or 4 rating	100%

Table 3: Assessment Results for PSLO #11 from Senior Survey

In open comments students noted that they appreciated the small class size, hands-on course work, and real-world experience of instructors. Though response rate was low (20%), student rating of their learning was high. There were no responses from fully online students which represented nearly half of this year's graduates. More effort needs to be put towards assessment activities that involve students in each major cohort (Klamath campus, Portland campus and fully online students).

## **V. Summary of Student Learning**

Though both faculty evaluation and student rating of performance on program specific learning outcomes met acceptable minimum levels, faculty feel that the Operations Management program can be improved. Faculty will review and revise the program specific learning outcomes during fall convocation to better align with current curriculum. These PSLOs will then be mapped to the curriculum to identify appropriate assessment activities for all three cohorts.

A new faculty position for coordination of all management online programs has been filled. The responsibilities of this position will include increased efforts to include online students in assessment activities. In addition, faculty have identified a key area requiring remedial attention—the deficit our students possess in applied statistics. During fall term a proposal will be put forth to replace an elective with a new required course in business statistics which will be a prerequisite for MGT 462/463. This is anticipated to be an applied course with emphasis on business applications and regression analysis with MATH 361 as a prerequisite.