



Annual Report – Accredited Member

Institution:	<u>Oregon Institute of Technology</u>
Academic Business Unit:	<u>Management Department</u>
Academic Year:	<u>2011-12</u>

International Assembly for Collegiate Business Education
11374 Strang Line Road
Lenexa, Kansas 66215
USA

IACBE ANNUAL REPORT

For Academic Year: 2011-12

This annual report should be completed for your academic business unit and submitted to the IACBE by November 1 of each year.

General Information

Institution's Name: Oregon Institute of Technology

Institution's Address: 3201 Campus Dr.

City and State or Country: Klamath Falls, OR Zip or Postal Code 97601

Name of Submitter: Hallie Neupert

Title: Professor

Your Email Address: Hallie.Neupert@oit.edu

Telephone (with country code if outside of the United States): 541-885-1480

Date Submitted: 10/31/2012

Total Headcount Enrollment of the Institution for 2011-12: 3852

Accreditation Information

1. If applicable, when is your next institutional accreditation site visit? 2013 Year
2. When is your next reaffirmation of IACBE accreditation site visit? 2014-2015 Year
3. Provide the website address for the location of your public notification of accreditation by the IACBE: <http://www.oit.edu/faculty-staff/provost/learning-outcomes/management>
4. Provide the website address for the location of your public disclosure of student learning results: http://www.oit.edu/libraries/assessment/2010-11_iacbe_reort_of_student_learning_achievement_1.pdf
5. If your accreditation letter from the IACBE Board of Commissioners contains "notes" that identified areas needing corrective action, please list the number of the IACBE's Accreditation Principle for each note in the table below. Indicate whether corrective action has already been taken or that you have made plans to do so. (Insert additional rows as necessary.)

Commissioners' Notes	Action Already Taken	Action Planned
Principle 1.0 – Outcomes Assessment	Action completed	
Principle 3.2 – Common Professional Component	Action completed	

Commissioners' Notes	Action Already Taken	Action Planned

Administrative Information

1. Provide the following information pertaining to the current president/chief executive officer of your institution:

Name: Dr. Christopher G. Maples

Title: President

Highest Earned Degree: Ph.D. Email: Chris.Maples@oit.edu

Telephone (with country code if outside of the United States): 541-885-1103 Fax (with country code if outside of the United States): 541-885-1101

Check here if this represents a change from the previous year.

2. Provide the following information pertaining to the current chief academic officer of your institution:

Name: Bradley Burda

Title: Provost

Highest Earned Degree: M.A. Email: Bradley.Burda@oit.edu

Telephone (with country code if outside of the United States): 541-885-1451 Fax (with country code if outside of the United States): 541-851-5306

Check here if this represents a change from the previous year.

3. Provide the following information pertaining to the current head of your academic business unit:

Name: Marla Miller

Title: Department Chair

Highest Earned Degree: M.S. Email: Marla.Miller@oit.edu

Telephone (with country code if outside of the United States): 541-885-1478 Fax (with country code if outside of the United States): 541-885-1687

Check here if this represents a change from the previous year.

4. Provide the following information pertaining to your current primary representative to the IACBE, i.e., the person who is your primary contact for the IACBE and who votes on behalf of the academic business unit on IACBE matters (if not the same as the head of the academic business unit):

Name: Hallie Neupert

Title: Professor

Highest Earned Degree: M.S. Email: Hallie.Neupert@oit.edu

Telephone (with country code if outside of the United States): 541-885-1480 Fax (with country code if outside of the United States): 541-885-1687

Check here if this represents a change from the previous year.

5. Provide the following information pertaining to your current alternate representative to the IACBE:

Name: Sandra Bailey

Title: Director of Assessment

Highest Earned Degree: M.Ed. Email: Sandra.Bailey@oit.edu

Telephone (with country code if outside of the United States): 541-885-1915 Fax (with country code if outside of the United States): 541-885-1687

Check here if this represents a change from the previous year.

Programmatic Information

1. For each of your IACBE-accredited business programs, provide the total headcount enrollment and the number of degrees conferred in the program (including each major, concentration, specialization, and emphasis) for 2011-12 (insert rows in the table as needed):

Program	Enrollment 2011-12	Number of Degrees Conferred 2011-12*
Information Technology – Accounting Option	13	1
Information Technology – Applications Development Option	90	6
Information Technology – Business/Systems Analysis Option	52	12
Information Technology – Health Informatics Option	59	2
Management – Accounting Option	40	4
Management – Small Business Management/Entrepreneurship Option	40	8
Management – Marketing Option	22	7

Operations Management	43	7
Totals for All Programs Combined (Please do not double-count students who pursued multiple programs during the reporting year, e.g., students who double-majored in both accounting and finance.)	359	47
*Data for Number of Degrees Conferred is not yet available for 2011-2012, the numbers provided reflect Number of Degrees Conferred in 2010-2011.		

2. Do you offer any of your IACBE-accredited business programs outside of your home country?

No. If no, proceed to item 3 below.

Yes. If yes, please identify the programs and countries in the table below. In addition, if the programs are delivered in partnership with other institutions, please identify those institutions as well. (Insert rows in the table as needed.)

Program	Country or Countries	Partner Institution(s)

3. Did you terminate any business programs during the reporting year?

No. If no, proceed to item 4 below.

Yes. If yes, please identify the terminated programs in the table below. (Insert rows in the table as needed.)

Terminated Programs

4. Were changes made in any of your business programs?

No. If no, proceed to item 5 below.

Yes. If yes, please identify the changes on a separate page at the end of this report.

5. Were any new business programs (including new majors, concentrations, specializations, and/or emphases) established during the academic year?

No. If no, proceed to the *Outcomes Assessment* section below.

Yes. If yes, please identify the new programs on a separate page at the end of this report, and answer item 6 below.

6. If applicable, was approval of your institutional accrediting body required for any of the programs identified in item 5 above?

No. If no, proceed to the *Outcomes Assessment* section below.

Yes. If yes, please attach a copy of the material that you sent to your institutional accrediting body.

Outcomes Assessment

1. Has your outcomes assessment plan been submitted to the IACBE?

Yes

No. If no, when will the plan be submitted to IACBE? _____

2. Is the original or revised outcomes assessment plan that you submitted to the IACBE still current or have you made changes?

The outcomes assessment plan that we have previously submitted is still current.

Changes have been made and the revised plan is attached.

We have made changes and the revised plan will be sent to the IACBE by: _____

3. Complete the Outcomes Assessment Results form below and include it with this annual report to the IACBE. **Note: Section II of the form (Operational Assessment) needs to be completed only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.**

Other Issues

Briefly comment on other issues pertaining to your academic business unit that you would like to share with the IACBE.

Staffing continues to be the Management Department's biggest challenge. Budget constraints limit our ability to hire full-time faculty. Additionally, when a position does open, it is challenging to fill the position, especially in Information Technology. The salaries we are able to offer are not competitive with those found in industry. Klamath Falls is also a rural location further impacting hiring.

Outcomes Assessment Results

For Academic Year: 2011-12

Section I: Student Learning Assessment

Student Learning Assessment for the Management Department	
Intended Student Learning Outcomes for <i>(Program 1)</i> :	
1. Management graduates will demonstrate an understanding of the functional areas of accounting, marketing, finance, management, and economics.	
2. Management graduates will demonstrate an understanding of the legal and social environment of business.	
3. Management graduates will demonstrate an understanding of the global environment of business.	
4. Management graduates will demonstrate an understanding of the ethical obligations and responsibilities of business.	
5. Management graduates will demonstrate an ability to use business tools.	
6. Management graduates will demonstrate the ability communicate effectively.	
7. Management graduates will demonstrate the ability to apply knowledge of business concepts and functions in an integrated manner.	
8. Management graduates will demonstrate the ability to work effectively in teams and/or groups.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. ETS Major Field Test in Business	Minimum acceptable performance on this assessment activity: At least 80% of the students that take the ETS Major Field Test in Business will place in the 70 th percentile or higher.
2. Comprehensive Case Study	Minimum acceptable performance on this assessment activity: At least 80% of students will score a 3 or 4 for each stated performance criteria (using a 1-4 proficiency scale).
3. Team/Group Work Assessment	Minimum acceptable performance on this assessment activity: At least

	80% of students will score a 3 or 4 for each stated performance criteria (using a 1-4 proficiency scale).	
4. Business Tools Assessment	Minimum acceptable performance on this assessment activity: At least 80% of students will score a 3 or 4 for each stated performance criteria (using a 1-4 proficiency scale).	
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. Senior Exit Survey	Minimum acceptable performance on this assessment activity: At least 80% of students will score a 3 or 4 for each stated core student learning outcome and for each stated program-specific student learning outcome (using a 1-4 proficiency scale).	
2. Satisfaction Survey	Minimum acceptable performance on this assessment activity: At least 80% of students will perceive a high level of satisfaction from their learning experience (students will indicate a 3 or 4 on a 1-4 satisfaction scale).	
3. Team/Group Work Assessment	Minimum acceptable performance on this assessment activity: At least 80% of students will score a 3 or 4 for each stated performance criteria.	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. ETS Major Field Test in Business		X
2. Comprehensive Case Study		X
3. Team/Group Work Assessment - Direct		X
4. Business Tools Assessment	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. Senior Exit Survey		

<p>Core student learning outcomes (SLOs) Program-specific student learning outcomes (PSLOs) – the summary of results from this indirect measure of student learning is provided in the Management Department’s annual assessment reports.</p>		X
2. Satisfaction Survey	X	
3. Team/Group Work Assessment - Indirect	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
<p>1. ETS Major Field Test in Business: Results on the ETS Major Field Test in Business improved during 2011-2012 even though the Department failed to meet its performance target. The Department did complete the courses of action presented in its 2010-2011 annual report: (1) Faculty reviewed content areas of the CPC exam to determine if the content areas of the exam aligned with the student learning outcomes in our core courses. (2) Faculty reviewed and revised the performance target for the ETS exam. (3) Faculty addressed weak content areas, such as finance. Specific assessment activities in these areas were reported in the Management Department’s annual assessment reports. Finance and accounting continue to be our students weakest areas. As a result of current course sequencing in the Management curricula, many Management students complete their accounting and finance course requirements during their junior year. With minimal reinforcement of this material during the senior year, students struggle with the finance concepts presented on the ETS exam. To address this deficiency (as explained below), faculty will evaluate the structure of the Cases and Strategy course, the course in which this assessment is administered.</p>		
<p>2. Comprehensive Case Study: Of the 7 performance criteria evaluated for this direct measure of student learning, the only criteria for which the performance target was not met was the student’s ability to integrate and evaluate their internal and external analyses. To address this deficiency, faculty will incorporate in-class activities and exercises emphasizing evaluation of the internal and external environment and the incorporation of those factors in determining a firm’s strategy. Faculty will also evaluate the structure of the Cases and Strategy course. Currently the course uses a variety of in-class activities and current events to illustrate strategy concepts. A final, comprehensive case study analysis is used to formally assess student learning. The Cases and Strategy course, however, is also used to administer the ETS Major Field Test in Business. A change in structure may be appropriate to better address the content deficiencies reported on the ETS exam while reinforcing strategy concepts throughout the term. Two courses of action are planned for the upcoming year. (1) Faculty will research alternative approaches of course delivery and assessment. (2) Faculty will evaluate shorter case study assignments that reinforce the ETS assessment indicators and the comprehensive case study performance criteria.</p>		
<p>3. Team/Group Work Assessment – Direct: Of the 7 performance criteria evaluated for this direct measure of student learning, the only criteria for which the performance target was not met was the student’s ability to develop strategies for effective action. To address this deficiency, faculty will have students identify norms and expectations for their groups prior to starting their groupwork for the term. Additionally, faculty may play a more active role in facilitating group decision making as needed. Note: Students’ indirect assessment of this learning outcome did not identify this performance criteria as being deficient.</p>		

4. Senior Exit Survey – Core Student Learning Outcomes: Of the 8 Core Student Learning Outcomes evaluated for this indirect measure of student learning, the only criteria for which the performance target was not met was the student’s ability to demonstrate an understanding of the legal and social environment of business. This cohort of students also scored lower on this ETS assessment indicator than have past cohorts. At this time the faculty have noted the deficiency and will closely track future assessments in this area.

Section II: Operational Assessment (Note: Complete this section only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.)

Operational Assessment for <i>(Name of Academic Business Unit)</i>	
Mission of the <i>(Name of Academic Business Unit)</i> :	
<i>(Mission Statement)</i>	
Intended Operational Outcomes:	
1. <i>(Intended Operational Outcome 1)</i>	
2. <i>(Intended Operational Outcome 2)</i>	
3. <i>(Intended Operational Outcome 3)</i>	
4. <i>(Intended Operational Outcome 4)</i>	
Assessment Measures for Intended Operational Outcomes:	Performance Targets/Criteria for Operational Assessment Measures:
1. <i>(Measure for Intended Operational Outcome 1)</i>	<i>(Target/Criterion for Measure 1)</i>
2. <i>(Measure for Intended Operational Outcome 2)</i>	<i>(Target/Criterion for Measure 2)</i>
3. <i>(Measure for Intended Operational Outcome 3)</i>	<i>(Target/Criterion for Measure 3)</i>
4. <i>(Measure for Intended Operational Outcome 4)</i>	<i>(Target/Criterion for Measure 4)</i>
Summary of Results from Implementing Operational Assessment Measures:	Performance Target Was...

	Met	Not Met
1. <i>(Results for Measure 1)</i>		
2. <i>(Results for Measure 2)</i>		
1. <i>(Results for Measure 3)</i>		
2. <i>(Results for Measure 4)</i>		
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. <i>(Course of Action 1)</i>		
2. <i>(Course of Action 2)</i>		
3. <i>(Course of Action 3)</i>		
4. <i>(Course of Action 4)</i>		

Revisions to Curricula

The Management Department faculty determined the need for revisions to the Entrepreneurship/Small Business Management option, and the Marketing option. These revisions are the result of assessment activities, consultation with employers, and in consultation with the Dean of the Engineering, Technology, and Management College, Charlie Jones, and Provost Bradley Burda.

The objective of the revisions includes:

1. Updating course content to reflect current management and marketing practices and nomenclature
2. Sequencing courses to provide depth of content and consistency
3. Maximizing resources by optimizing class sizes in current courses
4. Providing an opportunity for a stronger student cohort

SUMMARY OF CHANGES TO ENTR/SMBUS OPTION AND MARKETING OPTION

BSBM	BMKT		DESCRIPTION		PRE-REQ UPDATES
ACC 201	ACC 201		Principles of Accounting I		
ACC 203	ACC 203		Principles of Accounting II		
ACC 205		New	Computerized Accounting		
ACC 245		New	Payroll Accounting		
ACC 325	ACC 325		Finance		
ANTH 452	ANTH 452	New to Both	Globalization		
BUS 101	BUS 101	New	Introduction to Business	Updated to differentiate from BUS 215	
BUS 215	BUS 215		Principles of Management	Updated to differentiate from BUS 101	
BUS 223	BUS 223		Marketing I	Updated	
BUS 226	BUS 226		Business Law		
BUS 256	BUS 256	New to Both	Business Communications	Instead of WRI 214	WRI 122, BUS 101
BUS 308	BUS 308		International Business	Updated	
BUS 314			Entrepreneurship I	Updated	
BUS 318	BUS 318	New to BSBM	Marketing II	Updated	BUS 223, PSY 201
	BUS 319		Integrated Marketing Communications	Updated	BUS 223 or BUS 337
	BUS 326		Sales and Sales Management	Updated	BUS 223
BUS 335			Entrepreneurship II	Updated	

BUS 349	BUS 349	New to BMKT	Human Resources I	Updated	Bus 215 or Bus 317 or BUS 304, or instructor's consent
BUS 356	BUS 356		Business Presentations		Drop WRI 227, Add Wri 122
BUS 397	BUS 397	New to BMKT	Human Resources II	Updated - less emphasis on unions	BUS 349
BUS 434	BUS 434		Global Marketing	Updated	Bus223, Bus308
	BUS 435		Marketing II	Updated	BUS 318
BUS 441	BUS 441	New to BMKT	Leadership I	Updated	BUS 349
BUS 442	BUS 442		Leadership II		BUS 441
BUS 447	BUS 447	New to BMKT	Controversial Issues in Management		
BUS 456	BUS 456		Business Research Methods		
BUS 467	BUS 467	New to BSBM	Service Management		
	BUS 473		Marketing Plan Development		
BUS 478	BUS 478		Cases in Strategy and Policy		Drop ACC 325, change to ACC 203
BUS 496/420	BUS 496/420		Senior Project I	New description separate from BUS 397	
BUS 497	BUS 497		Senior Project II	New description separate from BUS 396	
ECO 201N	ECO 201N		Microeconomics		
ECO 202N	ECO 202N		Macroeconomics		
MATH 111	MATH 111		College Algebra		
MATH 361	MATH 361		Statistical Methods I		
MATH 371	MATH 371		Finite Math and Calculus I		
MGT 321	MGT 321	New to BKTG	Operations Management I		
MGT 445	MGT 445	New	Project Management		
MIS 102	MIS 102		Spreadsheets		
MIS 206	MIS 206	New	Introduction to MIS	Updated. Dropped MIS 275	
MIS 225	MIS 225		Business on the Internet		
MIS 275	MIS 275		Introduction to Databases		
MIS 375	MIS 375		Business Decision Methods		
PHIL 342	PHIL 342		Business Ethics		
PSY 201	PSY 201		Into to Psychology		
PSY 347	PSY 347		Organizational Behavior		

SPE 111	SPE 111		Fundamentals of Speech		
SPE 321	SPE 321		Small Groups and Teams		
WRI 121	WRI 121		English Composition		
WRI 122	WRI 122		English Composition		
WRI 227	WRI 227		Technical Report Writing I		
MIS 311	deleted		Intro to Systems Analysis		
MGT 323	deleted		Operations Management III		
WRI 214	deleted		Business Correspondence		
MGT 461	deleted		Lean Six Sigma Management I		
BUS 399	deleted		Special Topics in Marketing		
WRI 327	deleted		Advanced Tech Report Writing		
COM 205	deleted		Intercultural Communication		
WRI 420	deleted		Document Design		

New Courses Created and added to IT curriculum:

MIS 118: Programming Fundamentals (3-3-4)

Computer concepts and problem solving methods in the Windows environment using C# programming language. Topics include algorithms, simple data types, condition and iterative structures, functions and procedures, and the program documentation.

Prerequisite: MATH 100 or instructor consent.

MIS 218 Database Programming(3-3-4)

Object-oriented and/or procedural languages employed with an emphasis on structured design, user interface design and error processing. Utilizing advanced language elements and program structures to integrate software development with data management.

Pre-Req: MIS 275 and MIS 118 with a “C” or better.

MIS 318 Advanced Programming(3-3-4)

Advanced survey of programming topics in areas such as Object Oriented, Data Mining, Business Intelligence and Web Scripting. Application will be emphasized through the development of software applications that provide business solutions. MIS 318 prepares students with a strong programming background for upper division MIS courses.

Pre-Req: MIS 218 with a “C” or better.

New Degree Program:

The Bachelor of Applied Science (BAS) degree, unlike the Bachelor of Science (BS) degrees currently offered at Oregon Institute of Technology (OIT), is designed specifically for students who have completed a technical Associate of Applied Science (AAS) or Associate of Science (AS) degree and are seeking career advancement into management or in their technical career fields. The BAS builds 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 management core includes a two-term capstone senior project to enable the student to demonstrate successful integration of the technical and managerial coursework.

The BAS allows OIT to extend its mission of technology education to students who have completed an otherwise terminal technical associate's degree, allowing skilled technicians to gain the theoretical knowledge and practical skills in management, decision making, communication, leadership, and computing needed to become effective managers or lead technicians. OIT's current BS degrees in Management, Operations Management, and Information Technology articulate with community college programs but these programs are narrowly focused on specific areas of management. The BAS provides a broader base of management skills, enabling the AAS or AS degree holder to acquire skills and knowledge that are more readily applicable to the student's chosen career field.

The BAS consists of 180 quarter credits including 62 upper division credits and 60 lower division career and technical education (CTE) credits transferred from an AAS or AS degree. In addition, the BAS includes 55 general education credits including 18 credits in communication, 12 credits of social science, nine credits in humanities, and 16 credits of math and science including four credits of mathematics with a prerequisite of MATH 100 or higher and four credits of laboratory science.

Depending on the specific AAS or AS degree, a student entering the BAS program will have completed at least 60 CTE credits and some additional credits that would apply to general education or lower division major requirements. As such, the timing shown on the curriculum map is expected to be modified by articulation agreements that will be developed with specific AAS or AS degrees.

Freshman and Sophomore				
CTE credits		60		
WRI 121	English Composition	3		
WRI 122	English Composition	3		
WRI 227	Technical Report Writing	3		
SPE 111	Fundamentals of Speech	3		
MATH 111	College Algebra	4		
lab science		4		
ECO 201N	Principles of Economics - micro	3		
ECO 202N	Principles of Economics - macro	3		
humanities elective		3		
MIS 102	Spreadsheet lab	1		
		90		
Junior		F	W	S

ACC 201	Financial Accounting	4		
BUS 215	Principles of Management	3		
Math/Science elective		4		
MIS 275	Database Design	3		
ACC 203	Managerial Accounting		4	
BUS 223	Principles of Marketing		3	
SPE 321	Small Group and Team Communication		3	
WRI 327	Advanced Technical Writing		3	
PHIL 342 or PHIL 331	Ethics in Business or Ethics in the Professions		3	
PSY 347	Organizational Behavior			3
ACC 325	Finance			4
BUS 397	Labor Relations			3
MIS 311	Introduction to Management Information Systems			3
BUS 356	Business Presentations			4
		14	16	17
Senior		F	W	S
BUS 496	Senior Project	3		
MGT 321	Operations Management I	3		
MGT 461	Lean Management I	3		
BUS 441	Leadership	3		
BUS 467	Services Management	3		
BUS 497	Senior Project		3	
BUS 349	Human Resource Management		3	
ANTH 452	Globalization		3	
Upper Division Technical elective*			3	
humanities elective			3	
MGT 445	Project Management			3
Math/Science elective				4
Upper Division Technical elective*				3
Upper Division Technical elective*				3
*Technical electives include upper division courses in ACC, BUS, MGT, MIS, GIS, or PSY.		15	15	13