



Annual Report – Accredited Member

Institution:	<u>Oregon Institute of Technology</u>
Academic Business Unit:	<u>Management Department</u>
Academic Year:	<u>2012-13</u>

USA

IACBE ANNUAL REPORT

For Academic Year: 2012-13

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: 10/29/2013

Total Headcount Enrollment of the Institution for 2012-13: 4001

Accreditation Information

1. If applicable, when is your next institutional accreditation site visit? 2016 Year
2. When is your next reaffirmation of IACBE accreditation site visit? 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	

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/Vice President of Academic Affairs

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 2012-13 (insert rows in the table as needed):

Program	Enrollment 2012-13	Number of Degrees Conferred 2012-13
Information Technology – Accounting Option	11	1
Information Technology – Applications Development Option	85	21
Information Technology – Business/Systems Analysis Option	57	12
Information Technology – Health Informatics Option	58	9
Management – Accounting Option	31	9
Management – Entrepreneurship/Small Business Management Option	47	8
Management – Marketing Option	28	7

Operations Management	58	16
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.)	375	93

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.

In addition, the Oregon University System (the governing body of the 7-state schools in Oregon) is being re-structured. The larger state schools (University of Oregon, Oregon State University, and Portland State University) will each now have independent boards. The Chancellor's Office is currently discussing governing options for the 4 smaller, regional universities, including Oregon Tech. Governing options include independent boards for the regional universities, a consortium/shared board amongst the regional universities, or an affiliation model where each of the regional universities will affiliate with a larger university. Strategic directions, governance, faculty structure and program development are all likely to be impacted in some way by this decision.

Outcomes Assessment Results

For Academic Year: 2012-13

Section I: Student Learning Assessment

Student Learning Assessment for (Program 1)	
Intended Student Learning Outcomes for (Program 1) :	
1. Explain the major concepts in the functional areas of accounting, marketing, finance, and management.	
2. Evaluate the legal, social, and economic environments of business.	
3. Describe the global environment of business.	
4. Describe and explain the ethical obligations and responsibilities of business.	
5. Apply decision-support tools to business decision making.	
6. Construct and present effective oral and written forms of professional communication.	
7. Apply knowledge of business concepts and functions in an integrated manner.	
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: 80% of students will place in the 70 th percentile or higher.
2. Comprehensive Case Study	Minimum acceptable performance on this assessment activity: 80% of students will score a 3 or 4 for each stated performance criteria (using a 1-4 proficiency scale).
3. Business Tools Assessment	Minimum acceptable performance on this assessment activity: 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—	Performance Targets/Criteria for Indirect Measures:

Indirect Measures of Student Learning:			
1. Senior Exit Survey	Minimum acceptable performance on this assessment activity: 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: 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).		
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. Business Tools Assessment	x		
Summary of Results from Implementing Indirect Measures of Student Learning:		Performance Target Was...	
		Met	Not Met
1. Senior Exit Survey Intended student learning outcomes	x		
2. Satisfaction Survey	x		
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:			
<p>1. ETS Major Field Test in Business: Although the Department did not meet its performance target, students' scores on the ETS exam improved for several assessment indicators. The highest overall score for 2013 was in the 96th percentile.</p> <p>Interestingly, since the department started administering the ETS exam in 2008, the total test scaled score has not fluctuated widely (from 60% to 75%), although scores tend to be higher one year and lower the next. This fluctuation is puzzling. Over the years the department has evaluated alternative instruments, alternative incentives and point-structures for completing the exam, and alternative times of delivery, it seems, however, that student motivation continues to be a significant challenge in administering the exam. Additionally, as mentioned in last year's report, course sequencing in the Management curricula is such that many students complete their accounting and finance requirements</p>			

(the lowest scoring assessment indicators) during their junior year. With minimal reinforcement of this material during the senior year, students continue to struggle with many of the concepts presented on the ETS exam. Prior to the 2013 administration of the exam, to address this deficiency, accounting faculty did present an accounting case study to help students review at least some accounting concepts before taking the exam. Accounting scores improved in 2013.

Currently faculty do not wish to change the performance target, incentives, or exam administration. Faculty will start using the total test scaled score and the assessment indicators as benchmarks of past performance and will continue to watch for trends. Additionally, as student enrollment increases the department will consider purchasing program reports from ETS. Currently the Management Department pays for students to take the exam and low program numbers in addition to increased cost have prevented the department from acquiring program reports.

2. Comprehensive Case Study: The Department did complete the courses of action presented in its 2011-2012 annual report: (1) Faculty researched and implemented alternative approaches of course delivery and assessment and (2) Faculty evaluated (and implemented) shorter case study assignments to reinforce ETS assessment indicators and the comprehensive case study performance criteria. Previously, students submitted a term paper in this course that addressed each of the major areas of strategy (and incorporated the intended student learning outcomes). This paper, however provided little opportunity for students to “practice” applying strategy concepts. Faculty re-structured the course to include seven shorter case studies. Students completed short papers that incorporated basic management concepts (management, marketing, finance, economics, etc.) into an internal/environmental analysis of a company, and cross-functional teams used these analyses to develop strategy recommendations. Although the department did not meet its performance criteria students demonstrated better understanding of strategy development and better ability to apply knowledge of business concepts in an integrated manner.

3. *(Course of Action 3)*

4. *(Course of Action 4)*

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 *(Name of Academic Business Unit)*

Mission of the *(Name of Academic Business Unit)*:

<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. *(Course of Action 3)*

4. *(Course of Action 4)*

Major Revision to Degree Program: BS Allied Health Management

History

The Allied Health Management program was first offered at OIT in 2007-2008. This program is still relatively new but enrollment continues to grow albeit, very slowly. As of fall 2012, twelve students were enrolled in the program. Allied Health Management is offered at the Klamath Falls campus and online. Currently 2 Allied Health students are located in Klamath Falls; the remaining 10 students are completing the degree online. The online program graduated its first student spring 2010. Four students graduated with Allied Health Management degrees spring 2012 and one in December 2012 for a total of eight in five years.

Because this is a degree completion degree, we had hoped for robust enrollment from technologists in many allied health fields such as polysomnography, respiratory care, and paramedic. That growth has not been realized in the program thus far.

It was believed that the slow growth was due to an admission requirement that included the successful completion of an Associate's degree in an allied health field as well as a current certificate, registry or license in a specific area. To ease the admissions requirements, the Associate's degree requirement was eliminated in 2011 but enrollment did not improve.

Most students inquiring about the degree do not hold an associate's degree or credentials in a specific area; they are mostly interested in pursuing a bachelor's degree with a focus on health care management. These are often students who, for whatever reason, are no longer pursuing a degree in Medical Imaging, Respiratory Care or Dental Hygiene but wish to continue their education in some health care related field. With the admissions requirement of a current credential, interested students are ineligible for the degree and must go another direction possibly leaving college all together. Another inhibitor is the name of the program. Students do not understand what is meant by Allied Health Management nor do they know the application of the degree in the job market. Changing the name to BS in Health Care Management used a standard CIP code and will eliminate most of the confusion.

A proposal for the degree name change with three options was submitted in February, 2013. The proposal was approved and now the degree is a Bachelor of Science in Health Care Management with options in Administration, Clinical Management, and Radiologic Science Management.

Administration Option Mission Statement:

The HCM Administration Option degree fully prepares students to assume managerial/supervisory positions in any health care clinic, hospital department, or health care related management related position in the United States.

Educational Objectives:

The Health Care management degree provides students with the knowledge and skills necessary to competently manage a health care facility.

Student Learning Outcomes:

The HCM Administration option consists of the eight core Management Department student learning outcomes plus one program specific outcome.

1. Explain the unique interplay of cost, quality, and access in healthcare.

The program consists of the common management core courses, general education courses, and program specific courses for a total of 181 credits.

BS in Health Care Management, Administration Option		F	W	S
FRESHMAN YEAR				
BUS 101	Introduction to Business	3		
MATH 111	College Algebra	4		
PSY 201	Psychology	3		
WRI 121	English Composition	3		
BIO 200	Medical Terminology	2		
BUS 223 or 337	Marketing I or Principles of Health Care Marketing		3	
ECO 201	Principles of Economics, Micro		3	
MIS 102	Spreadsheets		1	
WRI 122	English Composition		3	
SPE 111	Fundamentals of Speech		3	
ECO 202	Principles of Economics, Macro			3
SPE 321	Small Group & Team Communication			3
WRI 227	Technical Report Writing			3
SOC 204	Intro to Sociology			3
	Elective			3
		15	13	15
SOPHOMORE YEAR		F	W	S

ACC 201	Principles of Accounting I	4		
MIS 113	Intro to Database Mgmt	3		
MIS 217	Health Care Systems and Policy	3		
BIO 231 or 103	Human Anatomy and Physiology II or General Biology	4		
BUS 256	Business Communication		3	
BUS 316	Total Quality in Health Care		3	
COM 205	Intercultural Communication		3	
MATH 361	Statistical Methods	4		
SOC 225	Medical Sociology	3		
ACC 203	Principles of Managerial Accounting		4	
BUS 317	Health Care Management		3	
SOC 325	Global Population Health		3	
	Elective		3	
	Humanities Elective		3	
		14	16	16
	JUNIOR YEAR	F	W	S
ACC 325	Finance Management	4		
BUS 308	International Business	3		
PSY 336	Health Psychology	3		
MGT 321	Operations Management	3		
BUS/ACC/MGT	BUS OR ACC OR MGT Elective	3		
COM 346	Health Communication		3	
BUS 349	Human Resource Management I		3	
STAT 407	Epidemiology		3	
	Elective		3	
PHIL 331 or 342	Ethics in the Professions or Business Ethics		3	
BUS 356	Business Presentations			4
MGT 445	Project Management			3
BUS 397	Human Resource Mgmt II			3
SOC 325	Health Inequality & Cultural Competency			3

	Humanities Elective			3	
		16	15	16	
	SENIOR YEAR	F	W	S	
BUS 457	Research Methods	3			
BUS 441	Leadership I	3			
BUS 467	Service Management	3			
BUS 496 or 420	Senior Project or Applied Management Internship	3			
MIS 345	Health Care Information Systems Management	3			
BUS 497	Senior Project		3		
BUS 442	Leadership II		3		
	Elective		3		
	Elective		3		
	Elective		3		
PSY 347	Organizational Behavior			3	
WRI 410	Proposal and Grant Writing			3	
BUS 478	Cases in Strategy and Policy			3	
	Elective			3	
	Elective			3	
		15	15	15	
		60	59	62	181

Clinical Option Mission Statement:

The Health Care Management Clinical option fully prepares students to assume managerial/supervisory positions in any health care clinical department, facility, or lab.

Student Learning Outcomes:

The Allied Health Management program consists of the eight core Management Department student learning outcomes plus three program specific outcomes.

1. Demonstrate supervisory and management skills.
2. Demonstrate knowledge of management within the U.S. Health Care System.

3. Demonstrate knowledge of issues relating to U.S. Health Care Reform.

The program consists of the common management core courses, general education courses, and program specific courses for a total of 181 credits.

	BS in Health Care Management, Clinical Option			
Prior Learning	Registry Transfer Credits	44		
Sophomore		F	W	S
Year				
ACC 201	Principles of Accounting I	4		
BIO 231	Human Anatomy and Physiology I	4		
SPE 111	Fundamentals of Speech	3		
WRI 121	English Composition	3		
BIO 232	Human Anatomy and Physiology II		4	
MIS 102	Spreadsheets Lab		1	
MATH 111	College Algebra		4	
WRI 122	English Composition		3	
	Elective		3	
ACC 203	Principles of Managerial Accounting			4
BIO 233	Human Anatomy and Physiology III			4
BUS 317	Health Care Management			3
BUS 226	Business Law			3
WRI 227	Technical Report Writing			3
Junior Year		14	15	17
ACC 325	Finance Management	4		
PSY 201	Psychology	3		
BUS 308	International Business	3		
MIS 217	Health Care Systems and Policy	3		
MIS 113	Introduction to Data Base Systems	3		
BIO 200	Medical Terminology		2	
MATH 243 or 361	Introductory Statistics or Statistical Methods		4	
BUS 349	Human Resource Management I		3	
ECO 201	Principles of Economics, Micro		3	
PHIL 331 or 342	Ethics in the Professions or Business Ethics		3	

BUS 356	Business Presentations			4
ECO 202	Principles of Economics, Macro			3
SPE 321	Small Group & Team Communication			3
BUS 223 or 337	Marketing I or Principles of Health Care Marketing			3
COM 205	Intercultural Communication			3
Senior Year		16	15	16
BUS 457	Business Research Methods II	3		
BUS 441	Leadership I	3		
BUS 467	Service Management	3		
BUS 496 or BUS 420	Senior Project or Applied Management Internship	3		
MIS 345	Health Care Information Systems Management	3		
BUS 316	Total Quality in Health Care		3	
BUS 497	Senior Project		3	
	Upper Division Elective		3	
	Humanities Elective		3	
	Elective		3	
PSY 347	Organizational Behavior			3
WRI 410	Proposal and Grant Writing			3
BUS 478	Cases in Strategy and Policy			3
	Upper Division Elective			3
	Humanities Elective			3
		15	15	15
		89	45	48

Radiologic Sciences Management Option Mission Statement:

The mission of the Radiologic Science Management option is to provide ARRT registered Radiologic Technologists a Bachelor of Science degree from a distance education program that furthers the student’s knowledge and provides opportunities for career advancement in the areas of supervision and middle management in a medical imaging environment.

Educational Objectives:

The Health Care Management degree provides students with the knowledge and skills necessary to competently manage a clinical facility. The Radiologic Management option's educational objectives are to:

1. Maintain a degree completion curriculum with emphasis on management of medical imaging services.
2. Provide a B.S. degree in Radiologic Science with core courses directly applicable to the technologist-student seeking advancement or a leadership role in the profession.
3. Further the distance student's knowledge for providing effective healthcare in the clinical setting
4. Provide a quality degree program that recognizes the achievement of passing the national registry. Retaining a core of courses from the Radiology Registry are directly applicable to the technologist-student seeking advancement or a leadership role in the profession.
5. Address quality of healthcare issues through the continued learning of working professionals.

Specific outcomes for the Radiologic Sciences Management option:

1. Select the elements of quality assurance and describe how each is related to the quality assurance program.
2. Identify state and federal agency regulations, inspections, and enforcement as they relate to quality assurance.
3. Identify test material/equipment, test procedures, and data analysis relating to the quality assurance program at a facility.
4. Recognize repeat/reject analysis and identify objectives of a repeat/reject analysis program.

The program consists of three components: courses granted for Registry; degree completion credits; and general education credits. Cumulatively the program consists of 205 credits however, 89 of those are granted for passing the American Registry in Radiology Technology and are not actual course hours taken. The program requires 116 credits for completion.

	BS in Health Care Management, Radiologic Science Management Option			
Prior Learning	Registry Transfer Credits	89		
Sophomore		F	W	S
Year				
MIS 113	Intro to Database Management	3		
SPE 111	Fundamentals of Speech	3		
WRI 121	English Composition I	3		
ACC 201	Principles of Accounting I	4		
MATH 111	College Algebra		4	
MIS 102	Spreadsheets		1	
SPE 321	Small Group & Teams Communication		3	
WRI 122	English Composition II		3	

BIO 200	Medical Terminology		2	
ECO 201	Principles of Economics, Micro			3
ACC 203	Principles of Managerial Accounting			4
BUS 223 or 337	Principles of Marketing or Health Care Marketing			3
WRI 227	Technical Report Writing			3
Junior Year		13	13	12
ACC 325	Finance Management	4		
BIO 231 or BIO 103	Human Anatomy & Physiology or General Biology	4		
MATH 243or 361	Introductory Statistics or Statistical Methods	4		
MIS 217	Health Care Systems and Policy	3		
ECO 202	Principles of Economic, Macro		3	
PSY 201 or 202 or 203	Psychology		3	
	Math/Science Elective		4	
	Humanities Elective		3	
BUS 226	Business Law			3
BUS 317	Health Care Management			3
BUS 356	Business Presentations			4
	Business Elective*			3
Senior Year		14	13	14
BUS 308	International Business	3		
BUS 496 or 420	Senior Project I or Applied Management Internship	3		
BUS 457	Research Methods	3		
MIS 345	Health Care Information Systems Management	3		
BUS 316	Total Quality in Health Care		3	
PSY 347	Organizational Behavior		3	
PHIL 331 or 342	Ethics in the Professions or Business Ethics		3	
BUS 497	Senior Project II		3	
WRI 410	Proposal and Grant Writing			3

BUS 478	Strategy and Cases			3
RDSC 365	Advanced Quality Assurance/Quality Control			3
	Humanities Elective			3
		13	12	12
		40	38	38