B.S. Business – Marketing Option
Oregon Tech Assessment Report
2017-18

Program Description and History

The Business – Marketing option degree was first offered at Oregon Tech in the late 1990s. This degree program provides students with a broad background in business management with a strong emphasis in modern marketing concepts and practices. Marketing graduates enjoy careers in management, advertising, research, consulting, distribution, sales, and entrepreneurial enterprises. The Business – Marketing program was awarded first-time accreditation by the International Assembly of Collegiate Business Educators (IACBE) in 2008, and was reaffirmed in 2015.

Program Highlights

Program Enrollment, Graduation and Employment Rates

The Business – Marketing Option is only offered in Klamath Falls. Total enrollment is approximately 32 students. The program graduated 10 students for 2018. The three-year annual starting salaries averaged $48,000. The program has a 94% success rate (within six months of graduation students are employed or in graduate school).

Industry Relationships

Industry relationships for the Business- Marketing Option degree program in the 2017-18 assessment period increased in both depth and breadth. These relationships are manifest primarily in internships, senior project opportunities, and job offers after graduation. The growing list of industry partners that demonstrate interest in Marketing students and graduating seniors (New Earth Life Sciences, Carrot (website developer), Running Y Ranch Resort, Discover Klamath, Lithia Motors, Klamath Falls Downtown Association, State Farm Insurance, Klamath County Chamber of Commerce, Medford School District, AHM Brands, C.H. Robinson (Fortune 200 Company), Keiro Northwest, Ed Staub & Sons, Inc., Bend Bulletin, Aruba Networks to name a few) represents tremendous potential for students to engage with industry presently and going forward.

Student Learning Experiences

The following are some of the student learning experiences.

Downtown Association Project with Jennifer Massey

Jennifer Massey, a Business Management/Marketing major at Oregon Tech, performed market research for the Klamath Falls Downtown Association (KFDA). Massey developed a survey using Qualtrics software. Her research focused on better understanding the Oregon Tech community by understanding the following: their perceptions of the downtown area, the businesses they frequent, and businesses/services they would like to see in the downtown area. The research findings assisted the KFDA with future planning activities. Brenna O'Sullivan-Fulks, the KFDA executive director, was especially appreciative of the survey results and said that efforts such as Massey's work well with KFDA's continued goals (Bassinger, 2018). In an email correspondence, the executive director wrote, "Jennifer Massey presented her Downtown study to the Klamath Falls Downtown Association yesterday and received rave reviews!" (email correspondence, January 11, 2018).

Oregon Tech Business Management Project: College of Business with Kelly Scott

"My favorite project at Oregon Tech had to be my senior project. I researched a marketing plan for the re-brand of the Oregon Tech Business Management Department" (Facebook

message August 13, 2018). Kelly performed rigorous primary and secondary research to identify opportunities for the Business Management department. Kelly's work is currently being used by the department as part of their 2019 strategic initiatives.

Reames Golf Club Marketing Strategy with Lynzee Wortman
Lynzee Wortman, a Business Management/Marketing major at Oregon Tech (2018) completed a senior project with Reames Golf Club. Based on rigorous primary and secondary research, Lynzee Wortman developed an updated marketing strategy for Reames.

Catalyze Competition with Connor Scott, Ethan Cole and DJ Harryman
Three marketing students completed a BUS 307 class that focused on innovation and entrepreneurship. Students used design thinking throughout the concept development phase and then developed a low-resolution prototype and comprehensive business plan. This particular team developed "Lit" a candle-powered phone charger. In 2018, they competed at Catalyze Klamath, a business competition, and took second place. They received over $7,000 in prize money. Following that competition, they went on to the statewide collegiate challenge-- Invent Oregon—which is Oregon's only statewide invention competition. For this competition, the team had refined their marketing plan and had a working prototype of their product "Lit". As Connor Scott stated, "Our group couldn't be more excited for this opportunity to compete at INVENTOR".

Three Oregon Tech Students Open Coffee Shop
In September 2017, three Oregon Tech students (Communication, Marketing and Entrepreneurship majors) opened a coffee shop near the campus. https://www.youtube.com/watch?v=o7SaUmfZ-w0&feature=share. In keeping with supporting the local business community, the beans are roasted by a local vendor. The trio provides a "third space" for the campus community and hosts trivia nights and bands on the weekends. They hope to offer wine and beer to their menu early 2019. In an article in the *Herald and News* entitled "Espresso entrepreneurs", the students thanked Oregon Tech faculty for all of their help and expertise (Dillemuth, 2017).

Success Stories
Marketing students speak highly of the courses they take as evidenced by course evaluations, but many students also derive and comment on the tremendous learning experiences from the internships and senior projects. Below are experiences shared by students.

From Raena Rodgers, '16, who is now the Marketing Manager for Discover Klamath: "I would like to thank you for your expertise in the classroom and the guidance you have given me after college. I know I would not be where I am today without it. You are a true gem" (email correspondence November 26, 2018).

From Ben Krueger, '15, who is now the Director of Development and Marketing at Keiro Northwest in Seattle, Washington: "You are incredible! Thank you so much!!! I was offered the position and have accepted. Would not be possible without you guys [Oregon Tech business faculty]. Life-changing opportunity!"(Facebook message May 4, 2018).

From Marc Heron, '17, who is the multi-media advertising executive at the Bulletin in Bend, Oregon: "There are many things that I took from Oregon Tech that I apply to my everyday work life. One of those ~~things~~ is understanding the client's needs, wants and goals for their business is crucial to providing and pitching a solution. I feel like that was

preached throughout my marketing/management courses at Oregon Tech" (Facebook message August 1, 2018).

From Tiffany Beals, '15, who is a Compliance Officer at Steelhead Finance in Medford, Oregon: "I am so appreciative of the various projects I worked on throughout my course work at Oregon Tech. In most of my classes, we participated in a variety of comprehensive, relevant, hands-on group projects that are very similar to the projects I now do on a daily basis" (email correspondence January 10, 2018).

From Paul Adams, '16, who is the IT Systems Analyst at Medford School District: "Oregon Tech prepared me for this role with hands-on technical work so I could hit the ground running my first day on the job" (Facebook message August 23, 2018).

From Kelly Scott, '18, who is the social media marketing coordinator at New Earth Life Sciences in Klamath Falls, Oregon: "Oregon Tech prepared me for this job by teaching me how to research business problems and utilize marketing techniques to improve business communications" (Facebook message August 13, 2018).

Program Purpose
Bachelor of Science in Operations Management Mission
The Business – Marketing Option is a challenging, applicable degree program that integrates management concepts in a technical and innovative setting as required by today's dynamic business environment. The program develops graduates with relevant skills preparing students for entry into management careers in business, government, public, or social service organizations. Industry-trained faculty translates theory to practice; advising students through the diversity of the curriculum, project-based learning, and internships. The degree serves those students that seek a personal, hands-on learning experience and the needs of the businesses that employ them.

Educational Objectives
1. Graduates of the Marketing option can assess and apply their strengths in marketing.
2. Graduates of the Marketing option can distinguish themselves as effective communicators.
3. Graduates of the Marketing option excel in problem solving.
4. Graduates of the Marketing option model ethical and professional behavior.
5. Graduates of the Marketing option are prepared to pursue professional development opportunities and/or graduate education

Management Department Student Learning Outcomes (SLO)
The Business-Marketing degree consists of the five core Management Department student learning outcomes. Upon completion of this program, Operations Management graduates will be able to:
1. Communicate the major concepts in the functional areas of accounting, marketing, finance, information technology, and management.
2. Describe the legal, social, ethical, and economic environments of business in a global context.
3. Solve organization problems, individually and/or in teams, using quantitative, qualitative, and technology-enhanced approaches.
4. Demonstrate professional communication and behavior.
5. Apply knowledge of business concepts and functions in an integrated manner.

Program Student Learning Outcomes (PSLO)
Upon completion of this program, Business – Marketing option graduates will be able to:

1. Analyze an organization's activities to develop/implement a marketing strategy.

Assessment Cycle

    Assessment Schedule

1. **Oregon Tech's Essential Student Learning Outcomes:** 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.	• Case Study • Senior Project	• Senior Exit Survey
Describe the legal, social, ethical, and economic environments of business in a global context.	• Case Study • Senior Project	• Senior Exit Survey
Solve organization problems, individually and/or in teams, using quantitative, qualitative, and technology-enhanced approaches.	• Case Study • Senior Project	• Senior Exit Survey
Demonstrate professional communication and behavior.	• Case Study • Senior Project	• Senior Exit Survey
Apply knowledge of business concepts and functions in an integrated manner.	• Case Study • Senior Project	• Senior Exit survey

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

Outcomes:	Direct	Indirect
Analyze an organization's activities to develop/implement a marketing strategy	• Senior Project	• Senior Exit Survey

Evidence of Improvement in Student Learning

    Department Level Student Learning Outcomes, Activities and Results

Management Department			
Program Outcomes	Minimal Acceptable Performance	Assessment	Results
Communicate the major concepts in the functional areas of accounting, marketing,	80% achieve a rate of 3 or 4	Senior Project N=64	86%

finance, information technology, and management.	80% achieve a rate of 3 or 4	Case Study N=82	86.5%
	80% score 4, 5, or 6	Senior Exit Survey N=93	75%
Describe the legal, social, ethical, and economic environments of business in a global context.	80% achieve a rate of 3 or 4.	Senior Project	86%
	80% achieve a rate of 3 or 4	Case Study	90%
	80% score 4, 5, or 6	Senior Exit Survey	90%
Solve organization problems, individually and/or in teams, using quantitative, qualitative, and technology-enhanced approaches.	80% achieve a rate of 3 or 4.	Senior Project	86%
	80% achieve a rate of 3 or 4	Case Study	81%
	80% score 4, 5, or 6	Senior Exit Survey	98%
Demonstrate professional communication and behavior.	80% achieve a rate of 3 or 4.	Senior Project	86%
	80% achieve a rate of 3 or 4	Case Study	97%
	80% score 4, 5, or 6	Senior Exit Survey	100%
Apply knowledge of business concepts and functions in an integrated manner.	80% achieve a rate of 3 or 4	Senior Project	86%
	80% achieve a rate of 3 or 4	Case Study	84%
	80% score 4, 5, or 6	Senior Exit Survey	100%

- **How did past results compare with this year's results?**
  Senior Project: The department has seen ongoing improvement over the last several years with this assessment. During the 2014-15 assessment cycle, the department did not meet any of our learning objectives. Each year this has been slowly improved. This was the first year we have met all the minimal acceptable performance levels for all outcomes.

  Case Study: The results from the case study assignment have improved over prior years as well. Similar to senior project, during prior years many areas did not meet the targeted performance levels. This year, all student learning objectives were met at 80% and above.

  Senior Exit Survey: The results of this year are similar to past years. Areas of concern for student learning are accounting, marketing, finance and information technology. All other areas connected to the student learning outcomes continue to perform well meeting minimal acceptable performance levels.

- **Can you say the data supports improvements based on the action plan? (i.e. closing the loop).**
  Senior Project: The data supports the strategies that we have been employing. Strategies that have been used over the last years have been for faculty teaching senior project to communicate best practices and standards on a regular basis. Faculty have also shared and developed materials that have been shared across the department. Moreover, all faculty, apart from those teaching senior project, are actively working with students to mentor them

through the process. For example, Professor Schaeffer mentors students through the greenbelt process while Professor Yates offers feedback on writing.

Case Study: This past year a more unified approach was planned and implemented by faculty teaching the course related to this assignment. Specifically, two years ago we developed a case study assignment that was related to the business simulation used in the Strategic Management course. This assignment not only requires students to apply the knowledge within the business simulation, but also incorporates prior knowledge from their other program course work. This past year the professors utilized this same approach rather than creating assignments individually. Like senior project, the interactions of faculty helped to develop a more cohesive approach that focused on the student learning outcomes.

Senior Exit Survey: In the prior year the department adjusted the survey questions to focus on student learning rather than a series of questions focused on the student's perception of faculty. After making this change, there was no significant changes. Discussion among the faculty showed a concern that the correct wording in the question was still not quite right. Specifically, the question asked students to rate their proficiency in the various student outcomes (i.e. accounting, marketing). Advice from an IACBE representative is that our results are unusual so we want to get the root of this issue.

- **Data-driven Action Plans: Changes Resulting from Assessment**
  Senior Project: The faculty would like to find a way to have more than one senior project professor assess the student work. This will allow all faculty to review senior projects and provide feedback for improvement. This will likely be done using a small sample of the projects to discover areas of improvement as well as feedback for faculty teaching senior project courses. These discussions will be conducted in the winter or spring terms within small groups or during a department retreat.

  Case Study: The plan for this next year is for the course faculty to continue to discuss their approaches and share ideas for the Strategic Management course and the assignment. As with the senior project refining the approach to this class and assessment may be able to pinpoint areas of improvement.

  Senior Exit Survey: Following discussion, the group determined we will make another adjustment to the senior exit survey. Specifically, the word proficiency should be replaced with the word understanding since this will more accurately focus on the question's intent. The goal of this plan is for at least 80% of students being able to rate their understanding of each of the functional areas of business at a high level (4-6). If this does not work this year, the department will need to drill into these courses to determine specific student concerns.

Program Student Learning Outcomes, Activities and Results

Business – Marketing Option			
Program Outcomes	**Minimal Acceptable Performance**	**Assessment**	**Results**
Analyze an organization's activities to develop/implement a marketing strategy	80% achieve a rate of 3 or 4	Senior Project N=12	67%
	80% score 4, 5, or 6	Senior Exit Survey N=13	100%

- **How did past results compare with this year's results?**
  Direct Assessment- senior project: During the 2016-17 academic year, 60% of the students met the minimal acceptable performance in the direct assessment of senior project. While during the 2017-18 academic year, 67% of students met the minimal acceptable performance. While this is an improvement, it is still below our goal of 80%.

  Indirect Assessment- senior exit survey: During the 2016-17 academic year, 94% met minimal acceptable performance. During the 2017-18 academic year, 100% of students met minimal acceptable performance level. This is an improvement over last year.

- **Can you say the data supports improvements based on the action plan? (i.e. closing the loop).**
  During the prior year, a focus on more marketing research tools were employed. This includes software tools such as GIS and Qualtrics, as well as a standardized marketing strategy approach that identifies objectives, strategic initiatives and tactics. For many senior projects, these tools were developed and used within their reports.

- **Data-driven Action Plans: Changes Resulting from Assessment**
  This year there will be continued focus on building marketing tools and analysis skills throughout all marketing courses, so by the time students get to senior project, they will have used them on several projects. Also more focus will be placed on advising to ensure students are taking the prerequisites before attempting a year-long project in senior project. Lastly, marketing faculty will continue to mentor students in senior project so the methods and tools being used in prior courses are also used in this final project.

  The objective for the next academic year is to improve senior project performance from 67% to 80% in their ability to analyze an organization's activities to develop/implement a marketing strategy**. We will strive to meet this objective by doing the following: (1) faculty will develop and identify an aligned marketing curriculum, (2) faculty will be consistent in their use of marketing best practices and assessment tools and standards, and (3) faculty will develop a "best practices" marketing manual by fall 2019.** Not only will a manual greatly benefit marketing students with senior projects and future marketing endeavors, (an artifact of sorts), it will provide consistency throughout the curriculum.

  Challenge: The marketing program has one full-time faculty member, a part-time faculty (.75) and one adjunct. As far as developing a manual and other tactical activities identified above, the program will need a supportive FTE who is currently practicing marketing best practices and is knowledgeable in digital media.