

B.S. Business – Management Option Oregon Tech Assessment Report 2018-19

Program Description and History

The Business – Entrepreneurship/Small Business Management Option degree was first offered at Oregon Tech in the late 1990s. The focus of the Entrepreneurship/Small Business Management Option is to equip students with the skills necessary to step into a managerial position. Coursework within the degree provides students with both a broad understanding of all aspects of a business as well as more focused learning in key management areas. The Business degree program was awarded accreditation by the International Accreditation Council for Business Education (IACBE) in 2008 and was awarded reaffirmation of accreditation in 2015. This degree was redesigned and renamed fall 2018: B.S. in Business - Management Option. The degree now allows more flexibility for students to pursue paths in entrepreneurship, business analytics or a self-designed option.

Program Highlights

Program Enrollment, Graduation and Employment Rates

The Business – Management Option is offered on the Klamath Falls campus. Total enrollment for 2018-19 was approximately 25 students. The program graduated 5 students for 2018. The three-year annual starting salaries averaged \$39,900. The program has a 100% success rate (within six months of graduation students are employed or in graduate school).

Industry Relationships

Industry relationships for the Business Management degree program in the 2018-19 assessment period increased in both depth and breadth. These relationships translate to internships, senior project opportunities, and job offers after graduation. The growing list of industry partners that demonstrate interest in Oregon Tech's Business students and graduating seniors (Jeld-Wen, US Cellular, State Farm, Oregon Tech, Ed Staub, Klamath County, Hewlett Packard and AT&T to name a few) represents tremendous potential for students to engage with industry presently and going forward. In addition, some graduates go on to create their own business.

Student Learning Experiences

Oregon Tech and the Business Management department, as a whole, provide many hands-on learning opportunities for students. These are imbedded in classes, through internships, and in the year-long senior project. Moreover, students in the Business programs experience curriculum that is infused with technology that employers use. Therefore, graduates of the program acquire both a business and technology toolbox that is relevant in the market with employers. Another tremendous learning experience is the Senior Project and the associated Symposium in May. Students are given the opportunity to present their projects in a formal environment to peers, faculty, industry sponsors, and the community at large. Last year's projects included:

- Business Plan for a local ranch expansion
- Marketing plan for an Entrepreneurial Trailer Business
- Research project to determine awareness of the Oregon Tech Business programs
- Business Development of a Cannabis Extraction Business

Success Stories

Business Management students speak highly of the courses they take as evidenced by course evaluations, but many students also comment on the tremendous learning experiences gained from

their internships and senior projects. Below is such an experience shared by a student via the exit survey over this assessment period.

“Faculty worked with me so I could obtain my aPHR certification which will aid me in obtaining a position in human resources.”

“Business Professors allowed us to apply the knowledge to actual circumstances. For example, in international Business, we created an actual company and found a country to sell the specific products in.”

Program Purpose

Bachelor of Science in Business- Management Mission

The Business –Management 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 translate 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 Business - Management option can assess and apply their strengths in marketing.
2. Graduates of the Business - Management option can distinguish themselves as effective communicators.
3. Graduates of the Business - Management option excel in problem solving.
4. Graduates of the Business - Management option model ethical and professional behavior.
5. Graduates of the Business - Management option are prepared to pursue professional development opportunities and/or graduate education

Management Department Student Learning Outcomes (SLO)

The Business - Management option consists of the five core Management Department student learning outcomes. Upon completion of this program, Business 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 Management graduates will be able to:

1. Apply business strategies to plan for achieving specific goals in an organization based on analysis of internal and external factors.

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.	<ul style="list-style-type: none"> Case Study Senior Project 	<ul style="list-style-type: none"> Senior Exit Survey
Describe the legal, social, ethical, and economic environments of business in a global context.	<ul style="list-style-type: none"> Case Study Senior Project 	<ul style="list-style-type: none"> Senior Exit Survey
Solve organization problems, individually and/or in teams, using quantitative, qualitative, and technology-enhanced approaches.	<ul style="list-style-type: none"> Case Study Senior Project 	<ul style="list-style-type: none"> Senior Exit Survey
Demonstrate professional communication and behavior.	<ul style="list-style-type: none"> Case Study Senior Project 	<ul style="list-style-type: none"> Senior Exit Survey
Apply knowledge of business concepts and functions in an integrated manner.	<ul style="list-style-type: none"> Case Study Senior Project 	<ul style="list-style-type: none"> Senior Exit survey

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

Outcomes:	Direct	Indirect
Apply business strategies to plan for achieving specific goals in an organization based on analysis of internal and external factors.	<ul style="list-style-type: none"> Senior Project 	<ul style="list-style-type: none"> Senior Exit Survey

Evidence of Improvement in Student Learning

1. Department Level Student Learning Outcomes, Activities and Results

Management Department			
Program Outcomes	Minimal Acceptable Performance	Assessment from 2017-18	Results from 2017-18
Communicate the major concepts in the functional areas of accounting, marketing, finance, information technology, and management.	80% achieve a rate of 3 or 4	Senior Project N=64	86%
	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%

Qualitative Assessment of Senior Project during 2018-19

During 2017-18 the department assessed SLOs using two direct and one indirect method - Case Study (BUS478) and Senior Project, and Student Exit Survey. The results from the qualitative assessment had shown increasing improvements. In 2018-19, all three methods showed that the program met its objectives, therefore during the 2018-19 academic year, the department focused on reviewing the senior project using a qualitative survey. The key themes that came from the assessment included:

- A need to review department outcome - *Communicate the major concepts in the functional areas of accounting, marketing, finance, information technology, and management.*
- A need to review the senior project rubric to ensure it meets the needs of all programs and is closely tied to out learning outcomes.

Department Level Review: Results, Closing the Loop of Prior Action Plans, and Action Plans for this academic year:

- **Senior Project:** The goal for the 2018-19 academic year was to have more than one senior project professor assess student work, allowing all faculty to review senior projects and provide feedback for improvement.
 - **Closing the Loop Activities:** During the 2018-19 academic year, department faculty focused its assessment efforts on a qualitative review of senior projects. A small sample of projects from each major was compiled. Each faculty reviewed multiple projects and completed a qualitative survey tool that was tied to department outcomes and the senior project rubric. The result of this assessment uncovered two areas that need further exploration:
 - **Senior Project Rubric:** The senior project rubric was either not being utilized or was being used in an inconsistent way. For example, the rubric notes that a literature review will be assessed as part of the senior project. There was some confusion that not all majors were required to complete a literature review. As such the department agreed that a team of faculty would review and update the senior project rubric to ensure that it was a scoring tool that could be used across the department. Moreover, all faculty teaching senior project will be trained on

the rubric so that they can design their courses to meet the requirements. Lastly, the senior project rubric will be re-mapped to the department learning outcomes.

- **Student Learning Outcomes** (Department-level): As part of the senior project review and mapping to the SLOs, the department agreed to also review the SLOs. While a full update is not needed, this is a good opportunity to ensure that the SLOs remain relevant. Since our accreditation body has updated and simplified requirements, this may be an opportunity to map SLOs to IACBE requirements.
- **Action Plans for 2019-20:** During this academic year, the department will review the department’s student learning outcomes and the senior project rubric. These will be prepared to be implemented in 2020-21. A full quantitative assessment using the current rubric will be completed during the 2019-20 year.
- **Case Study:** The plan for the 2018-19 year was for the course faculty to continue to discuss their approaches and share ideas for the Strategic Management course and the assignment. As with senior project, refining the approach to this class and assessment may help to identify areas of improvement.
 - **Closing the Loop Activities:** The two faculty that teach the Strategic Management class did engage in discussions regarding approaches to the case study assignment. While one faculty incorporates the assessment into one assignment, the other spreads out the components of the assignment over the term. During the 2018-19 academic year, there was no formal assessment of the case study therefore there is no data relating to the effectiveness of these approaches.
 - **Action Plans for 2019-20:** In the 2019-20 academic year, a quantitative assessment will be conducted using the new assessment software. This new software may allow for multiple assessors to review the work.
- **Senior Exit Survey:** During the 2018-19 academic year, the faculty proposed an adjustment to the senior exit survey. Specifically, the faculty wished to replace the word proficiency with the word understanding as this more accurately reflects the question’s intent. The goal is that a minimum of 80% of students rate their understanding of each of the functional areas of business at a high level (4-6).
 - **Closing the Loop Activities:** The results of the exit survey for the 2018-19 year did meet the 80% threshold for all SLOs with the exception of accounting and finance, which is an improvement from prior years. However, although the word change for the exit survey was reported to the assessment office it was not made in the exit survey, therefore the department was not able to test out this change.
 - **Action Plan for 2019-20:** This change will be submitted again for the 2019-20 assessment year.

2. Program Student Learning Outcomes, Activities and Results

Operations Management			N= 20
Program Outcomes	Minimal Acceptable Performance	Assessment from 2017-18	Results from 2017-18
Apply business strategies to plan for achieving specific goals in an organization based on analysis of internal and external factors.	80% achieve a rate of 3 or 4	Senior Project N=3	100%
	80% score 4, 5, or 6	Senior Exit Survey N=5	100%

Program Level Review: Results, Closing the Loop of Prior Action Plans, and Action Plans for this academic year:

- **2018-19 Results:**

- **Direct/ Senior Project:** In the 2017-18 assessment year, 100% of students met the minimal acceptable performance level which was an improvement over prior years. The qualitative analysis completed by the department in 2018-19 showed some inconsistency among faculty regarding how senior projects were assessed using the senior project rubric. In addition, although there has been continual improvement in this program's senior projects, these students struggle more than other students in other programs. This is mostly because we have not had a consistent focus on these students being able to develop all aspects of a business plan utilizing the various tools within the department. While improvements are being seen in senior project, there is a lack of focus on specific skills within this program.
- **Indirect/Senior Exit Survey:** In the 2017-18 assessment year, 100% of students met the minimal acceptable performance level. This was also true in 2018-19.

- **Closing the Look Activities:**

- Although our department chose to focus on a quantitative assessment of senior project this past year, we were not able to collect quantitative assessment data due to the move to a new assessment software. This year the department will be implementing the software to collect assessment data which will require custom reporting due to the complexity of our department's needs. We are hopeful that the university understands the long-term need to support a consistent approach to assessment data collection so we can have meaningful review of results over time.
- This past year some students were still completing the old Small Business curriculum, while other students were moving to the newer curriculum. The plan for last year included more of an emphasis on data analysis and research tools. As a result, some students performed better in senior project this past year.

- **Action Plans for 2019-20:**

During the 2019-20 academic year, the new curriculum will be in place for students. This option now offers: exposure to more technical tools and data-driven analysis, and more choice for students in designing their optimal degree path to suit their interests and intended career.

This year the department will also determine the best way to offer courses emphasizing business plan development and entrepreneurship. Over the past several years the department has supported a Catalyze-focused class to aid students who are preparing for the contest. This course has been used as a substitute for the Entrepreneurship class. While this serves a purpose, a focus on Business Plan Development skills needs to happen in the fall before this class. In addition, we will determine the best way to roll out a junior project class which will develop stronger project management skills.