

# **B.S. Business – Marketing Option Oregon Tech Assessment Report 2019-2020**

## **Program Description and History**

The Business – Marketing option was first offered at Oregon Tech in 1997. 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, social media marketing, project management, digital media, advertising, research, consulting, distribution, sales, and entrepreneurial enterprises. The Business – Marketing program was awarded first-time accreditation by the International Accreditation Council for Business Education (IACBE) in 2008, and was awarded reaffirmation of accreditation in 2015.

## **Program Highlights**

### **Program Enrollment, Graduation and Employment Rates**

The Business – Marketing Option is only offered in Klamath Falls. Total enrollment was approximately 25 students. The program graduated 5 students in 2020. The median salary for graduates from 2015-2018 ranged from \$44,000-\$48,000 (“Oregon Tech Graduate Outcome Data”, 2020). The program has a 94% success rate for 2015/2016/2017 graduates; while the success rate for 2016/2017/2018 is 100% (“Oregon Tech Graduate Outcome Data,” 2020). Thirty students are currently enrolled in the marketing program.

### **Industry Relationships**

Industry relationships for the Business-Marketing degree program increased during the 2019-20 assessment cycle. Marketing graduates and current students have landed positions or internships with the following: Coin Source, Advantage Working Solutions, LLC, Dutch Brothers (corporate), Cascade Community Credit, Oregon Health and Science University, Oregon Tech Athletics, Washington Federal, Adkins Consulting Engineering, CNM Wireless, New Earth Life Sciences, AHM Brands, Cascade Community Credit Union, Klamath IDEA, Impressions Design, Klamath County Chamber of Commerce, Oregon Tech Marketing Department, Lake of the Woods Resort, Running Y, Discover Klamath, Oregon Department of Transportation, State Farm Insurance, Keiro Northwest, Cascade Collegiate League, Costco, Brevada Brewhouse, Carrot, AHM Brands, Sky Lakes Medical Center, Blue Zones Project, Horizon Media Management, Zolo Media, C.H. Robinson, Aruba, Asante, Klamath County Chamber of Commerce, SUBtracers in Amsterdam, Taurus Group in Spain, Rafting Parc in La Seu d’Urgell, Spain and Global in Hangzhou, China.

Marketing graduates go on work as digital media specialists, graphic designers, project managers, program managers, operations managers, recruiters, public relations professionals, marketing managers, community relations professionals, social media managers, diversity coordinators, information technologists, compliance managers, marketing coordinators, sales directors, photographers, sales specialists, digital marketing coordinators, marketing research assistants, account managers, account executives, promotions assistants, performance analysts, and small business owners.

## **Student Learning Experiences**

The following are some student learning experiences from 2019-20:

### **IACBE Student Competition**

- **Summary:** Starting January 2020, two Marketing students along with an Operations Management and Business student, participated in the annual IACBE international business case study competition. The team won two of the competitions. The first case was required the development of a marketing plan for an innovative medical technology startup and the second case was for a cryptocurrency company. As part of their win, they were provided an opportunity for a paid internship over summer 2020. Students took advantage of the internships. As result of the internships, these students were also offered full time positions following their graduation.
- **Takeaways:** Throughout the case competition, students received strong mentorship from the business management faculty. The faculty mentor of the team coordinating faculty engagement throughout the process by hosting virtual meetings with the student team so they could receive feedback. The success of the student team reflects the strength of the business management curriculum and the dedicated faculty who literally prepare students for real-world achievement.

#### **Oregon Tech President's Cup for the College of ETM**

- **Summary:** A senior marketing student was the recipient of the 2020 Oregon Tech President's Senior Cup. During his time at Oregon Tech, this student displayed exemplary character. This was the second year in a row that a business management student received the President's Cup.
- **Excerpt from nominee's letter of support:** "[Student] is a highly intelligent, gifted, creative, and humble individual who gives much more of himself than he asks from others. He epitomizes the kind of senior student worthy of receiving such a prestigious award. I am not only [Student's] academic advisor, but I have also had [Student] in a number of my marketing courses. Throughout his time at Oregon Tech, [Student] has demonstrated superior academic excellence. From the moment I met [Student], many years ago, I could tell he was going to do amazing things during his time at Oregon Tech. His recent work on the Oregon Tech Business Competition Team and participation in the IACBE Business Case Live Competition further demonstrates his commitment to excellence."

#### **Oregon Tech 2020 Pride Award**

- The IACBE business competition team (mentioned above) received the 2020 Oregon Tech Pride award. This was quite a victory for the business management department. The team was comprised of four students from three of the business management majors: operations management, marketing, and small business management. The Oregon Tech Business Management department had not sent a team to a national business competition for a number of years. In January 2020, the team entered their first IACBE business case study competition that featured German biotech company Munevo. In three weeks, the team came together to learn about the biotech industry, develop a video presentation, and wrote an executive summary for the company's USA go-to-market strategy. The team was awarded first place in the competition. In April 2020, the team went to the international stage to compete in the IACBE Student Case Study Competition, which featured Coinsource, the world's leader in Bitcoin ATMs. The team eventually went on to win this competition and was awarded paid internships with Coinsource (summer 2020) to implement their strategy.

#### **Success Stories**

The following summary highlights feedback from students regarding their impression of their educational experiences in the Marketing program.

#### **Excerpt from personal communication to faculty member**

- “I remember so vividly our first meeting before you were my advisor. I can’t thank you enough for the role you’ve played in transitioning me from a lost freshman uncertain of his future at Oregon Tech, to a proud alumnus excited to represent the business department in industry. I spoke about you in my essay for the President’s Cup Award, and how you were part of the Oregon Tech community that helped me feel like I belonged. The excitement you brought to the classroom and the thoughtful ways you introduced new concepts is why I loved your classes,” (personal communication, June 12, 2020).

### **Student Exit Survey**

According to the graduate survey, the following are how students answered the following question: What have been the best three things about your major?

- “(1) Probably more than other majors at Oregon Tech, the intimacy of education is one of my favorite things about our department. I know all of my teachers. I could have a real conversation with any of them, and I know they all know who I am. (2) Teachers with real world experience. Having teachers with such rich experience and real-world knowledge was really valuable to me. (3) One of my favorite experiences in my sophomore year: we took a tour of downtown Klamath Falls and met small business owners. I also enjoyed working from the Gaucho.”
- “The small class sizes and hands-on teaching styles make for a better learning experience. Sharon Beaudry, Kristy Weidman, Jared Emard, Pat Schaeffer, and Don DaSaro are outstanding instructors that care tremendously about my success both at OIT and beyond...”
- “Kristy Weidman. Each class with her was better than the last. She put a lot of effort into improving her teaching every class she had. Most of what I use in my job, I learned from Kristy. She helped me become proficient with working in teams and communicating through speeches and presentations.”

### **Program Purpose**

#### **Bachelor of Science in Business-Marketing 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.

<b>Outcomes:</b>	<b>Direct</b>	<b>Indirect</b>
Communicate the major concepts in the functional areas of accounting, marketing, finance, information technology, and management.	<ul style="list-style-type: none"> <li>• Case Study</li> <li>• Senior Project</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Exit Survey</li> </ul>
Describe the legal, social, ethical, and economic environments of business in a global context.	<ul style="list-style-type: none"> <li>• Case Study</li> <li>• Senior Project</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Exit Survey</li> </ul>
Solve organization problems, individually and/or in teams, using quantitative, qualitative, and technology-enhanced approaches.	<ul style="list-style-type: none"> <li>• Case Study</li> <li>• Senior Project</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Exit Survey</li> </ul>
Demonstrate professional communication and behavior.	<ul style="list-style-type: none"> <li>• Case Study</li> <li>• Senior Project</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Exit Survey</li> </ul>
Apply knowledge of business concepts and functions in an integrated manner.	<ul style="list-style-type: none"> <li>• Case Study</li> <li>• Senior Project</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Exit survey</li> </ul>

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

<b>Outcomes:</b>	<b>Direct</b>	<b>Indirect</b>
Analyze an organization’s activities to develop/implement a marketing strategy	<ul style="list-style-type: none"> <li>• Senior Project</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Exit Survey</li> </ul>

**Evidence of Improvement in Student Learning**

1. **Department Level Student Learning Outcomes, Activities and Results**

<b>Management Department</b>			
<b>Program Outcomes</b>	<b>Minimal Acceptable Performance</b>	<b>Assessment from 2019-20</b>	<b>Results from 2019-20</b>
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=74	88%
	80% achieve a rate of 3 or 4	Case Study N=89	88%
	80% score 4, 5, or 6	Senior Exit Survey N=81	85%
Describe the legal, social, ethical, and economic environments of business in a global context.	80% achieve a rate of 3 or 4.	Senior Project	88%
	80% achieve a rate of 3 or 4	Case Study	87%
	80% score 4, 5, or 6	Senior Exit Survey	91%
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	88%
	80% achieve a rate of 3 or 4	Case Study	82%
	80% score 4, 5, or 6	Senior Exit Survey	96%
Demonstrate professional communication and behavior.	80% achieve a rate of 3 or 4.	Senior Project	81%
	80% achieve a rate of 3 or 4	Case Study	87%
	80% score 4, 5, or 6	Senior Exit Survey	98%
Apply knowledge of business concepts and functions in an integrated manner.	80% achieve a rate of 3 or 4	Senior Project	80%
	80% achieve a rate of 3 or 4	Case Study	88%
	80% score 4, 5, or 6	Senior Exit Survey	99%

### **Department Level: SLOs**

During the past few years, the Department SLOs and assessment plan was significantly streamlined. During 2017-18 the department assessed SLOs with two direct and one indirect methods - Case Study (BUS478) and Senior Project, and Student Exit Survey. During the 2018-19 academic year, the department focused on reviewing the senior project using a qualitative survey. Based on that review, the senior project group worked together to update the senior project rubric to ensure that it could be applied to projects in all majors. In addition, the department updated the SLOs prior to our self-study. Student learning outcomes through the end of the year 2019-20:

- Communicate the major concepts in them functional areas of accounting, marketing, finance, information technology and management.
- Describe the legal, social, ethical and economic environments of business in an internal/external (global) context.
- Solve organization problems, individually and/or in teams, using quantitative, qualitative, technology-enhanced approaches.
- Demonstrate professional communication and behavior.
- Apply knowledge of business concepts and functions in an integrated manner.

#### New SLOS (starting 2020-21)

- Apply core concepts in a business environment.
- Describe the legal, ethical, social, and economic environments of business in a global context.
- Contribute to the development of a team-oriented and collaborative environment.
- Solve business problems using decision-support tools and/or research skills.
- Demonstrate professional communication and behavior using a variety of delivery methods.
- Analyze business concepts and apply strategic planning skills to effect change in an integrated manner.

**Closing the Loop:** Describe any actions taken and re-assessment done during (2019-20) in direct response to assessment findings from prior academic years.

- **Senior Project:** In the 2018-19 academic year the department conducted a qualitative review of senior projects. That review found that the goals among the different majors in the department were not completely aligned. In 2019-20, the department took steps to address this issue.
  - **Closing the Loop Activities:** During the 2018-19 academic year, the department faculty focused our 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 being used in an inconsistent way. Based on this discovery, the department brought together the senior project faculty together during 2019-20 for a series of meetings to update the rubric used to guide and assess the senior projects. This led to a refocus on common goals among the faculty and an updated rubric that fulfills the goals for all business management majors. This rubric was implemented during the spring of 2020.
    - **Student Learning Outcomes (Department-level):** In addition, the department updated the Student Learning Outcomes for the department in an effort to update the SLO to more closely align with the requirements of the our assessment body, IACBE. In addition, it was determined that the senior project would focus on SLOs 1,3, 4, and 5 as we move into 2020-21.
- **Case Study:** The plan for the 2019-20 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 the senior project refining the approach to this class and assessment may be able to pinpoint 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 include the assessment in one assignment, the other spreads out the components of the assignment over the term. During the 2019-20 academic year, the case study was discussed as part of the update of student learning outcomes. The decision was made that moving forward, rather than assessing all SLOS in the case study, the department would only focus in on two - #2 and 6, which more closely aligns with the course content.
- **Senior Exit Survey:** During the 2019-20 academic year, the faculty determined we will make another adjustment to the senior exit survey. The question asked for student to rate their understanding of the SLOs. Previously we had changed the word proficiency with understanding since this will more accurately focus on the question's intent. During the 2019-20 academic year, there was improvements in the area of finance and accounting, which we believe more accurately reflects the program results.

- Closing the Loop Activities:** The results of the exit survey for the 2019-20 year nearly met the 80% threshold for all SLOs which is an improvement from prior years. The word change to understanding did make an impact. The senior exit survey will be updated for the 20-21 year to include the new SLOs. As we move forward with the new SLOs, a comparison with the prior SLOS will be completed.
- Operational Strategies and Improvements:** Approximately three years ago the department developed an Action Plan document that is tied to our department's strategic plan. This plan directly supports the mission of Oregon Tech. The Action plan is broken into the following themes:
  - College of Business:** The department is working to create a separate college at Oregon Tech to better support and highlight our programs. The plans for this area include the development of a business plan, budget and balanced scorecard, as well as rebuilding our advisory board for college-level, and the development of showcase spaces on the campus.
  - Enrollment/Outreach/Retention/Marketing:** Work in this area includes the development and expansion of the very successful Jump into Business program. During the 2019-20 year, the program added five new high schools including one of the largest business clubs in the state. Other work in this area includes developing a formal retention program, and extending our marketing efforts.
  - Quality Programs/Curriculum:** We continue to improve all of our 11 programs through program development, continual improvement, online standards and oversight. In the last two years the department added the Cybersecurity program. The department also expanded our Business Management program to online and is currently waiting for approval to expand Healthcare and Business Management to our Portland Metro campus. Moreover, during the 2019-20 year, the department streamlined course offerings to provide better communication with students. During the 2019-20, the department started to develop three masters programs.
  - Labs/Facilities:** Because many of our programs can be enhanced by quality labs and spaces, during the 2019-20 the department developed space plans for the new CEET building.
  - Increased Reputation/Alumni/Industry Engagement:** During the 2019-20 year, the department recommitted efforts to engage students in national competitions. We also continued to promote our students' project through social media and press releases. We also took steps to rebuild our advisory board.
  - Resources:** The department continues to align our resources with our departmental goals and objectives. We developed a model to better align the stipend/release model to focus on these goals, however the administration stalled the program making it challenging to align goals with resources.

## 2. Program Student Learning Outcomes, Activities and Results

Business – Marketing Option			
Program Outcomes	Minimal Acceptable Performance	Assessment from 2019-20	Results from 2019-20
Analyze an organization's activities to develop/implement a marketing strategy	80% achieve a rate of 3 or 4	Senior Project N=4	75%
	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:**

- **Direct Assessment: senior projects:** During the 2019-20 academic year, 75% of students met the minimum acceptable level of performance using direct assessment of their senior projects. This is an improvement from 2017-18 results of 67%. This is an improvement, although it is still below the program's goal of 80%. The quality of the marketing senior projects continues to improve which can be supported by the strategic marketing plan developed by marketing students for the IACBE competition.

**Closing the Loop Activities:**

- **BUS 473: Marketing Plan Development** continues to serve as an integral course in the marketing curriculum and evolves to reflect best marketing principles and programmatic objectives. The aim of the course is to better prepare students for their senior projects, which is directly related to the marketing PSLO.
  - **Improving senior projects:** In 2020, changes were made to the BUS 473 course curriculum to include the development of a Marketing Playbook. Working with a client, students prepared a Marketing Playbook with the understanding that the playbook would guide them through the development of their senior projects. The goal is to two-fold: (1) See an improvement in senior projects and (2) See an improvement in PSLO student exit results with 80% rating it between 5-6. This will need to be assessed in 2021.
  - **Excerpt from BUS 473 Spring 2020 course evaluation:** "Great course. One of the most valuable marketing courses I've taken. This class really helped me take all [of] the skills I've learned over the years and combine them into a single project. I loved the singular focus on this project throughout the term. The workload for the first couple sections of the marketing plan were pretty heavy, but definitely doable. The reading material was valuable, primarily Breakthrough Marketing Plans. Overall, this was a great course and I enjoyed the work required in it!"
  - **Closing the Loop:**
    - The program director will work with the senior project faculty member to ensure that programmatic objectives are met.
    - In Fall 2020, the marketing program director prepared a marketing plan checklist for students to follow in the development of their senior projects. The checklist is intended to assist the senior project faculty in assessing marketing projects.
    - The senior project rubric for marketing projects may need further development to reflect programmatic objectives.

**The following efforts were made to provide improvements for the Business – Marketing program curriculum:**

- **BUS 399: Marketing Special Topics**

In 2019 a new program elective was introduced into the marketing curriculum. The course is entitled Marketing Special Topics and, as its name implies, revolves around specific areas of marketing. The course exposes students to a more in-depth look at relevant, timely marketing topics such as artificial intelligence & marketing, social media marketing principles, product category domination, influencer marketing and how to navigate a social media dashboard to assess key performance indicators (KPIs) and evaluate social media performance.

  - BUS 399: Social Media Marketing (2020) is currently underway. In the development of the course, a concerted effort was made to connect with industry partners to learn their expectations when hiring a student or graduate to perform social media marketing at their organizations. Based on responses, the course is intended to

prepare students for social media marketing positions in the workplace. The course includes several key takeaways for students: social media marketing simulation where they manage a client's social media marketing and social media marketing certification through an industry-known software provider.

- **BUS 414: Marketing Research:** In Fall 2020 a new course was introduced into the marketing curriculum. The course is Marketing Research and the overarching goal is to improve student understanding of both quantitative and qualitative research methods and how to synthesize those findings in developing marketing strategy. The course was brought back after the marketing program director observed an absence of marketing research in senior projects, namely an absence in synthesizing findings in a meaningful way. Even though students take business research methods as part of their program requirements, there seemed to be a disconnect between what they learned in the course and how to use research findings to develop strategic initiatives. Further, it was also identified that students needed a deeper understanding of using software tools such as Qualtrics to not only distribute surveys, but to also analyze and report research findings. Since the course has just been offered (2020), it may take time to assess whether the course is having an impact on senior projects.