

B.S. Business – Entrepreneurship Small Business Management Option

Oregon Tech Assessment Report

2017-18

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 Assembly of Collegiate Business Educators (IACBE) in 2008 and reaffirmed in 2015.

Program Highlights

Program Enrollment, Graduation and Employment Rates

The Business – SBM Option is offered on the Klamath Falls campus. Total enrollment is approximately 29 students. The program graduated 6 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 SBM 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 Oregon Tech's Business students and graduating seniors (Jeld-Wen, US Cellular, State Farm, Oregon Tech, Ed Staub, Lithia Form, Hewlett Packard and ATT to name a few) represents tremendous potential for students to engage with industry presently and going forward.

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 class, through internships and in the year-long senior project. Moreover, students in the Business programs experience curriculum that is imbedded with technology that employers use. Therefore, graduates of the program have a built 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.

Success Stories

Operations Management 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 is such an experience shared by a student via the exit survey over this assessment period.

“The faculty of the Business Management department have been great. The professor have been supportive of me and willing to work with me as an individual. I have created relationships that I believe will last after I graduate”

Program Purpose

Bachelor of Science in Business- Entrepreneurship/Small Business Management Mission

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

Management Department Student Learning Outcomes (SLO)

The Business-SBM option Degree consists of the five core Management Department student learning outcomes. Upon completion of this program, SBM 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, SBM 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

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, 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%

- **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

Operations Management			N= 20
Program Outcomes	Minimal Acceptable Performance	Assessment	Results
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%

- **How did past results compare with this year’s results?**

Direct/ Senior Project: During the 2016-17 assessment year, only 50% of students met the minimal acceptable performance level. In the 2017-18 assessment year, 100% of students met this performance level.

Indirect/Senior Exit Survey: During the 2016-17 assessment year, 90% of students met the minimal acceptable performance level. In the 2017-18 assessment year, 100% of students met this performance level.

- **Can you say the data supports improvements based on the action plan? (i.e. closing the loop).**

Direct/Senior Project: As noted above in the department-level assessment, senior project instructors have taken a concerted effort to share best practices and materials for these courses. This has resulted in increases of not only performance by students, but also a more rigorous

process. During the last several years we have seen the performance improve with the SBM students. Moreover, an updated, more rigorous and relevant curriculum was designed for the 18-19 academic year to address assessment outcomes. During the 2017-18 a focus on data analysis and research tools. This focus was incorporated into the curriculum, including senior project.

- **Data-driven Action Plans: Changes Resulting from Assessment**

During the 2018-19 academic year, the SBM program is being replaced by a Business degree with a Management option. This option has added two portions to the curriculum; significantly more technical and data-driven analysis, and more choice for students in designing their optimal degree path to suit their interests and intended career. The student who will be assessed during the 2018-19 year will be between two programs, and as such the faculty will need to focus students in using the technical and data-analysis skills. The full curriculum will roll out in 2019-20.

Also, as noted above in the department-level assessment, the department will develop a process in which we can have meaningful conversations about the senior process results to identify ways to make improvements in the program.