B.S. Business – Management Option
Oregon Tech Assessment Report
2019-20

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. At the end of the 2019-20 academic year, the degree was offered online.

Program Highlights

Program Enrollment, Graduation and Employment Rates

The Business – Management Option is offered on the Klamath Falls campus. Total enrollment for 2019-20 was approximately 23 students (all based in Klamath Falls). The program graduated 5 students for 2019. 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. Last year, due to Covid-19, student projects were presented via social media. Last year's projects included:

- Business Plan for an Online Business
- Location Suitability Study for Coworking Business Concept
- Guidebook for IACBE Case Study Competition
- Financial Literacy Study for Oregon Tech
- Project Management for Coworking Business

In addition, starting January 2020, two Marketing, one Operations Management, and one Business Management 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. This team won the **2020 Oregon Tech Pride Award**.

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.

 "Program personalization and program dedication makes the program directly related to my career."

"Business professors and outside opportunities create a career ready experience."

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.	• 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
Apply business strategies to plan for achieving specific goals in an organization based on analysis of internal and external factors.	• Senior Project	• 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 2019-20	**Results** from 2019-20
Communicate the major concepts in the functional areas of accounting, marketing,	80% achieve a rate of 3 or 4	Senior Project N=74	88%

finance, information technology, and management.	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 was being used in an inconsistent way. Based on this discovery, the department brought 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 SLOs to more closely align with the requirements of 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 includes 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 align 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.

- **Covid-19-** Faculty did notice that the Covid-19 pandemic did make a significant impact on the students in their senior year. The faculty plan to have further discussions regarding this new normal so we can offer flexibility and resiliency to better support students when uncertainties arise.

- **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 includes 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 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 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' projects 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 Management			
Program Outcomes	**Minimal Acceptable Performance**	**Assessment** from 2019-20	**Results** from 2019-20
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=6	83%
	80% score 4, 5, or 6	Senior Exit Survey N=6	100%

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

- **2019-20 Results:**
  - **Direct/ Senior Project**: In the 2019-20 assessment year, 83% of students met the minimal acceptable performance level. About four years ago, prior to the update of the curriculum and degree name change, students in this major did not consistently meet the requirements. In fact, this major tended to perform the lowest of all the majors in the Business Management department. Over the last few years there has been a continual increase in performance.   Despite the opportunity to have many options in the program, the curriculum has now started to focus on specific set of skills that are consistent within the major.
  - **Indirect/Senior Exit Survey**: In the 2019-20 assessment year, 100% of students met the minimal acceptable performance level. This was also true for the last three years.

- **Closing the Look Activities:**
  - **Technical Tools**: The program has continued to make improvement in the business technical tools that students learn and use within the program. For example, there is more focus on research methods, as well as the GIS technology that students often use in their senior projects. It is critical to continue to make improvements in the next several years so students in this major graduate with a series of specific tools that can be applied in their senior project and career after graduation.
  - **Competitions**: The department moved into having students compete in business case competitions this past year. This opportunity became a win-win for both students and the department. Students had a positive real-world experience, and the department had significant exposure as a result.
  - **Collection of data**: In addition, the department redesigned how they would collect assessment data for all programs. This more simplified and streamlined method helped to collect more valuable data within the department.

- **Action Plans for 2020-21:**
  Now that the new curriculum is in place, it is important to continue to expose students to more technical tools and data-driven analysis that can be applied to real-world opportunities.
  - **Entrepreneurship class**: This next year, the entrepreneurship class will be taught by a program faculty rather than an adjunct. The class will focus on building a business plan, which is something that many students in this major, try to accomplish during senior project. However, in this past, students had a very challenging time understand the tools and format of a business plan.
  - **Continued Competitions and Applied Projects**: The program will continue to get students involved in business case competitions as well as more applied projects.