

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

Program Description and History

The Business – Marketing option 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 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 11 students for 2018. The three-year annual starting salaries averaged \$44,000. 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 degree program increased during the 2018-19 assessment cycle and more international businesses were added to the list: SUBtracers in Amsterdam, Taurus Group in Spain, Rafting Parc in La Seu d’Urgell, Spain and Global in Hangzhou, China . Marketing graduates have landed positions or engaged in internships with the following: Oregon Health and Science University, Oregon Tech Athletics, Friends of the Children, 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, and Asante.

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, business owners, 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 & promotions assistants.

Student Learning Experiences

The following are some student learning experiences from 2018-19:

- **Strategic Marketing Plan for Friends of the Children (2019)**

A marketing student completed rigorous primary and secondary marketing research and then developed a strategic marketing plan for the non-profit organization Friends of the Children. The level of qualitative research that this student conducted is something an organization would pay thousands of dollars to acquire. Not only did the student perform graduate-level market research, he tied the results of the research to the organization’s goals, developed marketing objectives, linked them with marketing initiatives and created feasible tactical activities. His work will continue to have a positive impact in Klamath County for years to

come. As Friends of the Children Executive Director Amanda Squibb wrote, “His primary research was conducted by interviewing many of our donors and from that research, developed three customer personas that are very ‘spot on’ and reflective of the demographic of our donor base. This was a crucial step as that information was used to create a strategy to increase monthly giving. We were intrigued by his interview style and received many complimentary comments from the donors he interviewed who felt very comfortable being open when sharing with him.”

- **Owens Citizenship and Student Achievement Award Nominee (2019)**

A Marketing student was nominated for two awards because of his impressive senior project and also his service to the campus as an ambassador helping other students and faculty. In an award letter to the Student Award Commission, Amanda Squibb wrote, “This student is a very deserving recipient of the Student Achievement Award. His work ethic and commitment to quality are impeccable and our organization has been so fortunate to have him work with us.” Bob Kingzett, Executive Director for the Wendt Foundation, wrote, “In my eyes [the student], in cooperation with FOC came up with a very creative and valuable Senior Project, and is in the process of executing such in exemplary fashion.” This was quite an honor for the Business Management Department.

- **Oregon Tech Pride Award Nominee (2019)**

A Marketing student was nominated for the Oregon Tech Pride Award because he is an exceptional student, taking great pride in his academic work. His work is often showcased in higher-level marketing courses. Throughout his time at Oregon Tech, he played on the men’s basketball team where teammates and coaches dubbed him the “Oregon Tech Guy”. As head coach Justin Parnell wrote, “The most admirable thing about him is his **work ethic**. He has something inside him.” This student managed Oregon Tech’s digital media from January 2019 to June 2019. He is currently working at Taurus Group, an international appliances manufacturing company in Spain where he is in charge of controlling the prices of exports.

- **Catalyze Klamath Second Place Award Winner (2019)**

Upon her engagement, a senior marketing student discovered she had a problem. She needed a place to store her engagement ring while she participated in softball practice. After doing some research, she realized that there was not a product on the market that would satisfy her needs: a product that securely stores jewelry in a convenient clip-on case. She quickly shifted her senior project and focused on the Catalyze competition where she established market viability, a business plan, elevator pitch, budget, marketing strategy and a prototype of her product “Keepsake Keychain”. The competition was a powerful learning experience for this student and she took second place in the competition, winning \$5,000.

Success Stories

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

- “I would have to say the hands-on experience, the instructor connections, and the real-world application projects...”
- “Hands-on experience and the ability to work with me as a student athlete.”
- “Hands-on education, small class sizes, technical emphasis.”
- “Kristy Weidman and Sharon Beaudry are wonderful. The types of projects were awesome and pushed me to realize my full potential and how to actually do the work that will be required of me. Working in groups wasn’t always my favorite but it taught me how to communicate, delegate work, and present as a team.”

- “The hands-on experience has been amazing. Along with that I have had an amazing opportunity throughout my time in the Marketing major.”
- “Hands-on, real-life projects.”
- “The faculty with my advisor in particular took incredible care of us as students and truly care for us; (2) the hands-on projects integrated into classes help us build a portfolio to show potential employers; and (3) Catalyze is a good experience for any business major.”

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.

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
Analyze an organization's activities to develop/implement a marketing strategy	<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,	80% achieve a rate of 3 or 4.	Senior Project	86%

qualitative, and technology-enhanced approaches.	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 our 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 find a way 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, the 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 departmental 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 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 better reflects the question’s intent. The goal is for a minimum of 80% of students to 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

Business – Marketing Option			
Program Outcomes	Minimal Acceptable Performance	Assessment from 2017-18	Results from 2017-18
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%

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

- **2018-19 Results:** The following summarizes this year’s results:
 - **Direct Assessment- senior project:** During the 2017-18 academic year, 67% of students met the minimum acceptable level of performance using direct assessment of senior

project. This is an improvement, although it is still below the program's goal of 80%. During the 2018-19 academic year, the program focused on qualitative review of senior project that showed a need to review the rubric for consistency in all programs.

- **Continuous Improvement:** The quality of the marketing student projects continues to improve as evidenced by one of our marketing students being awarded the Student Achievement Award for the marketing plan he created for the non-profit organization, Friends of the Children. The last time one of our marketing students won the award was 2001.
- **Indirect Assessment- senior exit survey:** During the 2017-18 academic year, 100% of students met minimum acceptable performance levels. This is an improvement over prior years.

- **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.
 - During 2016-17, the program focused on integrating more marketing research tools into the curriculum. This included 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 that 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. Specific action will include:

 - **Improving Senior Projects:** In order to improve the quality of the marketing senior projects, faculty are advising students to take BUS 473: Marketing Plan Development before taking senior project proposal. The program has found that if students do not take BUS 473 before senior project proposal, they struggle with developing a strategic marketing plan. Given many students are transfer students, and most are out of sequence, it is vital that students take BUS 473 before senior project proposal.