B.S. Business – Marketing Option
Oregon Tech Assessment Report
2020-21

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 30 students. The program graduated 4 students in 2021. The three-year annual starting salaries averaged $50,000. The program has a 96% 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 2020-21 assessment cycle. Marketing graduates and current students have landed positions with the following organizations: Klamath Basin Behavioral Health (KBBH), Penske Truck Leasing, Global McDonald's Team (DDB), Edward Jones, Crescent Creek Coffee, Advantage Working Solutions, LLC, Ed Staub & Sons, Inc., Techtronic Industries (TTI), RUNNER Agency, Providence Health, Coin Source, Oregon Futbol Academy, University of Alabama (Huntsville), Harbor Tech Mobility, Phoesen Technology, Planar, Rush LYFE, New Earth, epicShops, and Idaho Manufacturing Specialists.

Industry Projects for 2020-21 assessment cycle:

Students in BUS 318: Marketing II developed a social media campaign for the Klamath Falls Downtown Association (KFDA).

Students in BUS 473: Marketing Plan Development developed strategic marketing plan proposals for the following organizations: The Ledge, Basin Book Trader, Yummy's Catering, Oregon Tech marketing, and Integral Youth Services (IYS).

Positions

Marketing graduates go on to work as digital marketing & optimization managers, product designers, marketing materials coordinators, media strategists, global account managers, branch managers, digital media specialists, administrative assistants, transfer service specialists, graphic designers, project managers, marketing specialists, event marketing specialists, operations managers, office managers, marketing managers, community relations professionals, social media managers, social media & communication specialists, clinical application specialists, admissions counselors, sales account managers, marketing research assistants, account executives, promotions assistants, performance analysts, email specialists, graduate assistants, and small business owners.

Educational Experience Feedback
The following summary highlights feedback from students regarding their educational experiences in the marketing program.

Excerpts from personal communication to marketing faculty member
- o "Thank you for everything you have done for me during the last three years. From getting me into marketing, the amazing classes, the job connections and to being my faculty advisor, especially during my senior project. You have been a role model and mentor to me. I've been lucky to be your student," (personal communication, June 8, 2021).
- o "Thank you so much for the letter of recommendation for nursing school. I appreciate all you have done," (personal communication, October 8, 2021).

Student Exit Survey
According to the graduate survey, students answered the following question: What have been the best three things about your major?
- o "(1) The complex projects I got to build. Like writing a magazine, entire marketing plans, multimedia projects, and podcasts. (2) The professors. They work you hard and teach very hands-on material. I have learned so much from them, especially Jared Emard, Pat Schaeffer, and Kristy Weidman. (3) The teamwork. I was doing projects every single term. This helped me develop my leadership skills and teamwork skills."
- o "(1) Instructor career experiences, (2) experiences working with local companies, and (3) adding new courses that fit modern job demands."
- o "(1) Corey Murphy was undoubtedly one of the best things about my major. His availability and willingness to help me succeed were much more generous than he needed to be, and I greatly appreciated that. (2) Business presentations (BUS 356) is one course that greatly helped me improve my ability to speak and present in front of a group of people. (3) Having several experiences with real-life businesses or real-life projects have made me feel much more confident in my ability to perform post graduation."

According to the graduate survey, a student answered the following question: Do you have comments about the Business Management Department?
- o "Excellent department! The professors are excellent and contributed greatly to my education and success."

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
Graduates of the Business – Marketing option program:
1. can assess and apply their strengths in marketing.
2. can distinguish themselves as effective communicators.
3. excel in problem solving.

4. model ethical and professional behavior.
5. are prepared to pursue professional development opportunities and/or graduate education

Management Department Intended Student Learning Outcomes (ISLOs)
The Business - Management option consists of the six core Management Department student learning outcomes. Upon completion of this program, Business Management graduates will be able to:
1. Apply core concepts in a business environment.
2. Apply the legal, ethical, social, and economic environments of business in a global context.
3. Contribute to the development of a team-oriented and collaborative environment.
4. Solve business problems using decision-support tools and /or research skills.
5. Demonstrate professional communication and behavior using a variety of delivery methods.
6. Analyze business concepts and apply strategic planning skills to effect change 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

The Management Department assesses student learning at three levels: at the institutional level, at the department level, and at the program level. Essential student learning outcomes (ESLOs) and assessments are directed by Oregon Tech's Assessment Executive Committee with two to three ESLOs assessed per year. At the department level, the Management Department assesses six intended student learning outcomes (ISLOs) in accordance with IACBE guidelines and KLOs. At the program level each of the Management Department's programs assesses its established program-specific student learning outcomes (PSLOs). Program faculty review data from all these assessments, in addition to data from the department's indirect assessments, including a senior exit survey and industry advisory board feedback, when considering changes and improvements to programs.

The Management Department's 3-year assessment cycle (see Table 1) is designed to produce assessment results that will inform and direct change within the Management Department in a timely manner, as well as support the strategic goals and core values of the institution. The intent of a 3-year cycle is to provide faculty with the time and space needed to thoughtfully analyze student learning outcomes and operational data, identify areas of concern, engage appropriate stakeholders to inform planning and drive action, evaluate improvement activities and their impacts on student learning and operational outcomes, and reflect on both the process and the results within the context of mission fulfillment at both the departmental- and institutional-level.

Table 1: Assessment Cycle

Year	IACBE Schedule	Management Department Schedule
2020-2021	**Self-Study** Annual Notice	Intended Student Learning Outcomes & Intended Operational Outcomes
2021-2022	Annual Notice	Program-Specific Student Learning Outcomes
2022-2023	Annual Notice	Reflection Year: Qualitative Deep-Dive
2023-2024	Annual Notice	Intended Student Learning Outcomes & Intended Operational Outcomes

2024-2025	**IQAR** **Interim Quality Assurance Report** Annual Notice	Program-Specific Student Learning Outcomes
2025-2026	Annual Notice	Reflection Year: Qualitative Deep-Dive
2026-2027	Annual Notice	Intended Student Learning Outcomes & Intended Operational Outcomes
2027-2028	Annual Notice	Program-Specific Student Learning Outcomes
2028-2029	**Self-Study** Annual Notice	Reflection Year: Qualitative Deep-Dive

Summary of Achievement of Department's Intended Student Learning Outcomes

Table 2: Department's Intended Student Learning Outcomes

Intended Student Learning Outcomes (ISLOs)	Learning Assessment Measures		
Department ISLOs	**Direct Measures of Student Learning**		**Indirect Measures of Student Learning**
	Senior Project Experience	**Strategic Capstone Essay**	**Senior Exit Survey**
Measure	Goal: 80% Scale 1-4, 80% achieve rating of 3 or 4	Goal: 80% Scale 1-4, 80% achieve rating of 3 or 4	Goal: 80% Scale 1-6: 80% rating of 4, 5, 6
1 Apply core concepts in a business environment.	**Met** **82%**		**Met** **95%**
2 Apply the legal, ethical, social and economic environments of business in a global context.		**Met** **91%**	**Met** **92%**
3 Contribute to the development of a team-oriented and collaborative environment.	**Met** **86%**		**Met** **92%**
4 Solve business problems using decision-support tools and/or research skills.	**Met** **80%**		**Met** **100%**
5 Demonstrate professional communication and behavior using a variety of delivery methods.	**Met** **80%**		**Met** **97%**
6 Analyze business concepts and apply strategic planning skills to effect change in an integrated manner.		**Met** **85%**	**Met** **97%**

According to the results presented in Table 2, the Management department successfully met its intended student learning outcomes. The assessments represent a culmination of the student's educational experience within Oregon Tech's business programs and have been selected by the business faculty to assess the Management Department's intended student learning outcomes:

- **Strategic Capstone Essay:** While student outcomes have not changed much over the years, the assessment method used by faculty has continued to evolve. The two faculty that regularly teach this course have worked together to develop more consistent delivery of course content, assignments, and evaluation rubrics. Moreover, rather than trying to evaluate all ISLOs in the strategic management class, it was determined to focus on two of the ISLOs that more naturally connect to the content of the course. The results have improved from prior years.

- **Senior Project Experience**: The senior project experience is the hallmark of our programs. These are primarily individual, applied projects that require students to utilize project management tools to manage a project for an industry partner with well-defined deliverables. These projects help to launch students into careers of their choosing. The department has continued to review, reflect and improve the processes used to support the successful completion of these projects. While the overall results were positive, a few areas within the assessment fell short of established performance criteria. Specifically, the Summary & Conclusion area scored lower, which includes evidence of a summary with specific recommendations. Also, the rubric criteria of Culminating Experience, which is identified as the student's ability to adapt and apply skills, theories and methodologies independently in a new situation. These criteria areas provide the department with an opportunity to develop plans for improvement.

- **Senior Exit Survey:** The exit survey was designed to map to our updated ISLOs. The Management department tracks the results of the exit survey every year and has not always met established performance targets. Results from the 2020-2021 administration of the senior exit survey improved from prior years.

Summary of Achievement of Operational Outcomes

Table 3: Department's Intended Operational Outcomes

Intended Operational Outcomes							
Department IOOs	**Operational Assessment Measures**						
	Faculty Qualifications	**Annual Performance Evaluations**	**Management Department Retention Dashboard**	**Career Exit Survey**	**Management Industry Advisory Council** Goal- Semi-Annual Meeting	**Senior Exit Survey**
Measure:	Goal 100% Academically or professional qualified as defined by IACBE	Goal 80% Professional development and service goals tied to strategic plan	Goal 75% % of student retained after 4th term	Goal 90% % of students to attain employment or admission to grad program	Goal- Semi-Annual Meeting Meeting minutes	Goal 80% Scale 1-6: 80% rating of 4, 5, 6
1 Faculty members will be highly qualified in their disciplines	**Met** **100%** Academically or Professionally Qualified Faculty					**Met** **90%**
2 Faculty engage in professional development and services activities that		**Not Met** **50%** Professional Development **71%** Service				

	support the department's mission						
3	Departmental processes support students throughout their program			Semi Met 67.4%			Met 84%
4	Curriculum is current and relevant.				Met 90%	Met 100%	Met 84%

According to the results in the above table we have both met and not met areas of our intended operational goals. While the Management Department has developed a dynamic strategic plan with corresponding action plans, we have not always continuously assessed all of these areas on a regular basis. Our 2020-2021 results provide us with good opportunities for reflection and improvement during the next assessment cycle. The following summarizes these assessments:

- **Faculty Qualifications**: Maintaining faculty qualification standards is an area that the department has continued to work on over the last accreditation cycle. The academic business unit has had to grow its part-time adjunct pool to supplement our teaching staff over the last few years due to growing enrollment in our programs. We pay close attention to qualifications of all faculty at the time of hire.

- **Annual Faculty Performance Evaluations**: This is a new area of assessment for the Management department, and represents an area where we want to increase standards across the department. Several years ago, we developed a strategic action plan and this intended operational outcome has now been incorporated into the department's annual assessment process. Moreover, the chair is working with the faculty to increase the level of active (rather than passive) engagement in professional development and service activities.

- **Management Department Retention Dashboard**: Over the last two years, the Management department has focused on developing strategies to improve student retention in the department. We have developed a three-pronged approach which relies on common best practices, current resources, and increased communication practices. As such, we have seen a consistent increase in 4th term student retention. However, since both our online and Portland-Metro campuses support more non-traditional students, we are challenged with improving these retention rates. Given this reality, the department is not as focused on its overall retention rate, but is instead focusing on formalizing retention practices to support student success. To this end, Management faculty have developed an early alert system, implemented a strategic communication strategy, engaged with the university- and college-level retention committees, and plan to draft a retention strategy by the end of the 2021-2022 academic year.

- **Career Services Exit Survey:** We have regularly reviewed the Career Services Exit Survey for all programs. This survey focuses on graduate job placement and graduate school rates. Overall, the department has had positive results that support both the department's mission and that of the university.

- **Management Industry Advisory Council:** Over the last seven year cycle, we disbanded and then reimagined and launched a new advisory council. Previously, our council included mostly Klamath Falls representatives with few direct connections to industries that represent career pathways of our graduates. The new advisory council was developed through a more thoughtful process that

includes industry and alumni representatives that have more direct insight regarding the needs of industry.

- **Senior Exit Survey:** Similar to the Career Services Exit Survey, the Management Department annually reviews the Senior Exit Survey for all programs. Survey results have improved over time.

Summary of Changes, Actions & Outcomes

Table 4 summarizes the Management Department's action plans based on the intended student learning and operational outcomes summarized above. This action plan will be incorporated into our work over the next three-year cycle.

Table 4: Summary of Changes, Actions, and Outcomes

Change or Improvement Needed	Action Required and Timeline	Desired/Realized Outcomes	Additional Action Required
1. **Senior Project Expectations**: Continue to align Senior Project expectations and deliverables across all programs.	Annual meeting of senior project faculty to discuss areas of alignment and best practices. Review rubric to create agreement on expectations. Continue to review senior exit survey questions to ensure alignment with outcomes.	Continue to align expectations for senior project experience across department and programs.	Share with the rest of the department to create an overall understanding of measures and outcomes
Focus on student performance as related to Culminating Experience and Written and Oral Communication	Continue to work with students to manage scope of their projects and pathways to completion. Consider incorporating student reflection to better understand student perception of their learning experience.	Improvements in minimum acceptable performance for these performance criteria. Better alignment between direct and indirect measures of assessment.	
2. **Assessment Cycle**: Implement 3-year assessment cycle to promote meaningful reflection and action plans for continuous improvement.	Starting in the fall of 2020, the academic business unit began to implement its new assessment cycle. Ongoing action will require adhering to the new 3-year cycle and reviewing its usefulness moving forward. The academic business unit will focus on assessment of program-specific student learning outcomes in 2021-2022.	New assessment cycle allows for deeper and richer reflection to support continuous improvement on ISLOs, IOOs & broad-based goals to attain mission fulfilment.	Inform/Collaborate with the new AVP of Academic Excellence during implementation of the new assessment cycle.
3. **Retention**: Continue to develop and implement retention initiatives within the academic business unit to improve retention rates.	2021-2022- Pilot new communication tool which allows faculty/advisors to better monitor student activity. Pilot early alert system, enabling advisors to track	Improve retention of management students across all locations.	Work with newly hired staff within the retention office to determine best

		student Canvas access as well as current grades. 2022-2023-Fully implement communication tool and early alert system across the department in conjunction with university- and college-level retention committee initiatives .		practices and available resources.
4.	**Faculty Resources**: Build faculty resources to maintain course offerings.	Hire full-time faculty needed to fully support current programs. Continue to build pool of part-time faculty to teach in all areas, at all campuses. Determine how to best support part time faculty as well as maintain quality of programs.	Successfully hire requested full-time faculty that meet academic or professional standards. Create a robust pool of part-time faculty. Maintain quality standards and consistent student outcomes across courses and locations.	
5.	**Full-time Faculty Engagement and Expectations**: Continue to develop consistent professional development and service expectations for full-time business faculty that also support disciplinary differences and individual faculty goals.	Over the next two years, the department chair will work with individual faculty to communicate expectations, in accordance with the CBA, to ensure faculty expectations are well understood. Continue the process of annually updating the department's strategic action plans and have each faculty member "sign up" to support one or more strategic initiative(s).	Consistent level of performance expectations for faculty in the area of professional development and service across the department.	
6.	**Industry Advisory Council**: Continue to develop a robust advisory council that can actively support the academic business unit and make connections to industry.	Build advisory council membership including defining roles and responsibilities of advisory council officers and members. Solicit quarterly input in the development of industry relevant program outcomes and curriculum alignment.	Develop robust advisory council that actively supports academic business unit.	

Program Student Learning Outcomes

Program student learning outcomes were not measured during the 2020-21 academic year.