

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

Program Description and History 9/10/18 10.98 Tf1 0 2 0 98 Tf1 0 0 1 0.4 0.38 Tm0912 0 62 792 reW*100009iption and Histor

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 methods: Case Study (BUS478) and Senior Project, and Student Exit Survey. The results from the qualitative assessment had shown increasing improvements. In 2018, 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:

- x A need to review department outcome: *Communicate the major concepts in the functional areas of accounting, marketing, finance, information technology, and management.*
- x 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:

- x Senior Project: The goal is to assess the students in an integrated manner.

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

- x Action Plans for 2019-20: During this academic year, the department will review the prepared to be implemented in 2021. A full quantitative assessment using the rubric will be completed during the 2020 year.
- x Case Study: The plan for the 2019 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.
 - x Closing the Loop Activities: The two faculty that teach the Strategic Management class did engage in discussions regarding approaches to the case study. While one faculty incorporates the assessment into one assignment, the other spreads out the components of the assignment over the term. During the 2019 academic year, there was no formal assessment of the case study therefore there is no data relating to the effectiveness of these approaches.
 - x Action Plans for 2019-20: In the 2020 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.
- x Senior Exit Survey: During the 2019 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. Students to rate their understanding of each of the functional areas of business at a high level (4-6).
 - x 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.
 - x Action Plan for 2019-20: This change will be submitted again for the 2020 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

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.

- o 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.
- o 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.

x Closing the Look Activities:

- o Although our department chose to focus on a quantitative assessment 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 to the long-term need to support a consistent approach to assessment data collection so we can have meaningful review of results over time.
- o 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.

x 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:

- o 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.