

# 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 Rental, DDB 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,

## 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 @  
lucky to be your student K 8, 2021

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.

#### 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)

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

program-specific student learning outcomes (PSLOs). Program faculty review data from all these

exit survey and industry advisory board feedback, when considering changes and improvements to programs.

A 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	

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	S

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.

	support the						
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 w98 Tftf1 0 0 1 111.62 433.78 Tm0 G(departm)-3(ent)]TJETQq0.00000e are

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 insight regarding the

	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.
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4. Faculty Resources: