

**Management – Entrepreneurship/Small Business Management
OIT Assessment Report
2007-2008**

I. Program History

History

The Management – Entrepreneurship/Small Business Management degree was first offered at OIT in the late 1990s. The Entrepreneurship/Small Business Management Option equips students to be managers with complete understanding of all aspects of a business. This degree option is offered at the Klamath Falls campus.

Enrollment

In 2002, 45 students were enrolled in the Management – Entrepreneurship/Small Business Management degree. Since 2002, enrollment has increased slightly. As of 2006, 47 students were enrolled representing an increase of 4%. Enrollment ranged from 67 students in 2004 to 45 students in 2002.

Retention

In the fall 2006 cohort of first-time freshmen, three students declared Management – Entrepreneurship/Small Business Management as their major in their first term of enrollment. Two students continued in the major in fall 2007 and one student stopped out. For full-time new transfers (fall 2002 through fall 2005 cohorts), 14 students declared Management – Entrepreneurship/Small Business Management as their major in their first term of enrollment, 11 students continued in the major after one year and three students stopped out after one year.

Graduates

Nine degrees were awarded in the Management – Entrepreneurship/Small Business Management degree in 2006-2007.

Employment

Of 13 students receiving the Graduate Survey in 2006, four students reported full-time employment in a degree-related field, one student reported employment in a degree-unrelated field, and eight students did not report. Average reported salary was \$37,000.

II. Program Purpose

The Management Department was awarded accreditation by the International Assembly for Collegiate Business Education (IACBE) at its 2008 national conference. IACBE requires accredited institutions to annually assess nine core student learning outcomes. Throughout the 2007-2008 academic year,

the Management Department has revisited and revised its student learning outcomes to meet IACBE requirements.

The Department also reviewed its department mission statement and developed program specific mission statements as required by the NWCCU accreditation guidelines. In addition, the Department developed educational objectives for each degree program and reviewed and revised its program-specific student learning outcomes.

**Management – Entrepreneurship/Small Business Management Option
Mission Statement:**

The Management – Small Business Management and Entrepreneurship Option prepares students to start up and manage all aspects of a business.

Educational Objectives:

- (1) The Small Business degree program prepares students for employment in entry to mid-level management positions in industry.
- (2) The Small Business degree program prepares students to open and manage a small business.
- (3) The Small Business degree program prepares students for graduate school programs such as the MBA.

Student Learning Outcomes:

- Management graduates will demonstrate an understanding of the functional areas of accounting, marketing, finance, management, and economics.
- Management graduates will demonstrate an understanding of the legal and social environment of business.
- Management graduates will demonstrate an understanding of the global environment of business.
- Management graduates will demonstrate an understanding of the ethical obligations and responsibilities of business.
- Management graduates will demonstrate the ability to use business tools.
- Management graduates will demonstrate information literacy.
- Management graduates will demonstrate the ability to communicate effectively.
- Management graduates will demonstrate the ability to apply knowledge of business concepts and functions in an integrated manner.
- Management graduates will demonstrate the ability to work effectively in teams and/or groups.
- Management – Small Business Management and Entrepreneurship graduates will demonstrate the ability to write a business plan.

III. Assessment Cycle

Assessment schedule

IACBE requires all accredited institutions to complete a full assessment cycle for all IACBE core student learning outcomes on an annual basis. The Management Department's Outcomes Assessment Plan outlines annual assessment activities. The plan includes:

- Evidence of student learning goals
- Evidence of operational goals
- Student learning outcome measures (both direct and indirect)
- Assessment of basic skills development
- Assessment of personal development

The Department finalized its IACBE core student learning outcomes as well as its program-specific outcomes during the 2007-2008 academic year. The Department will assess all outcomes during the 2008-2009 academic year.

IV. 2007-2008 Assessment Activities

Fall 2007 Assessment Activities

The Management, Entrepreneurship/Small Business Management Option assessed two student learning outcomes: (1) Research skills and (2) Critical Thinking skills (pilot rubric).

Fall 2007 Assessment Results:

Research Skills

Students complete a comprehensive research project that includes defining a research question, conducting a literature survey, designing and administering a survey, data entry and analysis, and the presentation of a final recommendation. Students present their findings in a written report as well as in an oral presentation.

Findings:

- Literature reviews and theoretical frameworks clearly addressed the research question and were highly relevant.
- Students again failed to include the basic components of their research design.
- Students provided appropriate descriptive statistics, introducing their client to the sample population.
- Methodology sections were incomplete. Students provided appropriate information, however, failed to analyze the importance of the information provided.
- Statistics were appropriate, however, incomplete to adequately analyze the research question.

Action Plans:

- Additional class time will be spent discussing the specific components of research design and how design decisions impact methodology. Students will complete a short, in-class assignment identifying design components. Additional emphasis will be placed on including this information in the research paper.
- Discuss the possibility of adapting BUS 456 into a 2-quarter course (or 4-credit with a lab). Currently there is inadequate time currently to review statistical tests and analyze the data. This weakens the discussion section of the final paper. May also re-structure the course such that students will analyze results from a previous quarter, and write surveys and collect data for the next course.
- Emphasize appropriate report content and level of detail – what information managers want to see, regardless of their familiarity with the subject. Continue to work on this.
- Re-examine course objectives. What skills are most important for the student to have? Can course emphasis be re-directed?

Critical Thinking Skills

Students complete a comprehensive research project that includes defining a research question, conducting a literature survey, designing and administering a survey, data entry and analysis, and the presentation of a final recommendation. Students present their findings in a written report as well as in an oral presentation.

Findings:

- Students exhibited high proficiency in recognizing stakeholders and contexts as well as acknowledging other perspectives and framing personal responses as appropriate for a research assignment.
- Students did not explicitly evaluate (nor identify) the assumptions used in their research.
- Students were able to analyze data when directed to do so, but were oftentimes unable to identify the appropriate statistical test needed, or were unable to recognize the interrelationships between the data, the statistical tests, and the results.

Action Plans:

- Provide additional instruction on the importance of evaluating the assumptions. Create a short assignment that allows students to list and evaluate assumptions for inclusion in the final research paper.
- Discuss the possibility of adapting BUS 456 into a 2-quarter course (or 4-credit with a lab). Currently there is inadequate time currently to review statistical tests and analyze the data. This weakens the discussion section of the final paper. May also re-structure the course such that students will analyze results from a previous quarter, and write surveys and collect data for the next course.

- Re-examine course objectives. What skills are most important for the student to have? Can course emphasis be re-directed?

Winter 2008 Assessment Activities

The Management, Marketing Option assessed one student learning outcome:
(1) Critical Thinking skills.

Winter 2008 Assessment Results:

Critical Thinking Skills

Students prepare a written project report and deliver an oral presentation of the project results. The oral report includes a question and answer session. The written report was the only activity assessed for critical thinking.

Findings:

- Not all of these projects were well suited to the critical thinking criteria presented in this rubric. In particular, it was hard to identify and comment on alternative perspectives when projects were more factually-based or were driven by data.

Action Plans:

- Perhaps we need a different exercise in which to assess the proficiency level in working with different perspectives.
- BUS 447 - controversial issues in management - would be a good class to assess this for small business students.
- IMGT 457 - cases in strategic management - would work for small business and operations management students.
- Maybe BUS 414 - marketing research - would work for the marketing majors.

Spring 2008 Assessment Activities

- Management faculty met to discuss the student learning outcomes identified for the Management – Entrepreneurship/Small Business Management degree. In accordance with IACBE guidelines the Department reviewed its current student learning outcomes, ensuring that IACBE-specific outcomes are included. In addition, the Department reviewed program-specific outcomes for relevancy.
- Faculty need to identify an entry-, mid-, and exit-point in the curriculum for assessment of each student learning outcome.
- Faculty members in each program area developed performance criteria for each student learning outcome.

V. Student Learning Improvement Plan

During the 2007-2008 academic year, the Management – Small Business Management/Entrepreneurship program assessed two student learning outcomes.

Research Skills

Strengths: Students correctly identified a research problem, conducted a literature review, identified relevant variables, developed relevant hypotheses, provided appropriate recommendations, and produced a professional report. Students' ability to analyze and present data and discuss their results and their implications was acceptable.

Weaknesses: Students were unable to justify their research design and methodology.

Plans for improvement: IT faculty reviewed and approved course content. During the 2008-2009 academic year the Department will submit a request to CPC to increase credit hours for this course from 3-credit hours to 4-credit hours. The additional credit hour will be used for a weekly lab session which will allow for one-on-one instruction with students. In addition, IT faculty approved "merging" BUS 456, Business Research Methods and BUS 414, Marketing Research. A new course title will be decided upon fall quarter.

Critical Thinking Skills BUS 456

Please note: BUS 456 was selected to pilot OIT's critical thinking rubric. Students were not graded on critical thinking, nor were they prompted to meet the critical thinking criteria presented in the rubric.

Strengths: Students were able to identify and explain a problem/question/issue; recognize stakeholders and contexts; frame personal responses and/or acknowledge other perspectives, evaluate assumptions, and evaluate implications, conclusions, and consequences.

Weaknesses: Students were unable to correctly evaluate evidence.

Plans for improvement: IT faculty believe there are other areas in the curriculum where critical thinking may be more appropriately assessed using OIT's rubric.

Critical Thinking Skill IMGT 497

Strengths: Students demonstrated proficiency for all performance criteria: identify and explain a problem/question/issue; recognize stakeholders and contexts; frame personal responses and/or acknowledge other perspectives, evaluate assumptions, evaluate evidence, and evaluate implications, conclusions, and consequences.

Plans for improvement: Although students demonstrated proficiency, Management faculty believes there are other areas in the curriculum where critical thinking may be more appropriately assessed using OIT's rubric.