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.

II. Program Purpose

The Management faculty reviewed the program purpose, objectives, and learning outcomes during the fall faculty meeting in September 2008. The faculty reaffirmed the statements below:

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:

Upon completion of this program, Operations Management graduates will be able to:

1. Demonstrate an understanding of the functional areas of accounting, marketing, finance, management, and economics.
2. Demonstrate an understanding of the legal and social environment of business.
3. Demonstrate an understanding of the global environment of business.
4. Demonstrate an understanding of the ethical obligations and responsibilities of business.
5. Demonstrate the ability to use business tools.
6. Demonstrate information literacy.
7. Demonstrate the ability to communicate effectively.
8. Demonstrate the ability to apply knowledge of business concepts and functions in an integrated manner.
9. Demonstrate the ability to work effectively in teams and/or groups.
10. Demonstrate the ability to create a comprehensive 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 (SLOs 1-9) on an annual basis. Program-specific learning outcomes (PSLO 10) will also be assessed annually.

IV. 2008-2009 Assessment Activities

Program-Specific Student Learning Outcome #1: Demonstrate the ability to create a comprehensive business plan.

Direct Assessment #1: The faculty assessed this outcome in BUS 314 Entrepreneurship winter 2009 using a final project. The faculty rated proficiency of students using the following criteria for assessment.

Criteria for assessment: Students will be able to

1. Identify a business opportunity.
2. Define a market for a business.
3. Identify and evaluate competition.
   - Competitor analysis
   - Competitor strengths and weaknesses
4. Draft a preliminary marketing plan.
   - Marketing and distribution strategy
   - Market share and pricing
   - Sales promotion and advertising
5. Draft a preliminary financial proforma.
   - Pro forma income statement
   - Pro forma balance sheet
   - Pro forma cash flow statement

Faculty identified and measured student competency of this PSLO using ten performance criteria. Twenty-one students participated in this assessment activity.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Does not meet</th>
<th>Somewhat meets</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies a business opportunity</td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(21/21)</td>
</tr>
<tr>
<td>Defines the target and niche market</td>
<td>5%</td>
<td>10%</td>
<td></td>
<td>86%</td>
</tr>
<tr>
<td></td>
<td>(1/21)</td>
<td>(2/21)</td>
<td></td>
<td>(18/21)</td>
</tr>
<tr>
<td>Competitor analysis</td>
<td>14%</td>
<td></td>
<td>24%</td>
<td>62%</td>
</tr>
<tr>
<td></td>
<td>(3/21)</td>
<td></td>
<td>(5/21)</td>
<td>(13/21)</td>
</tr>
<tr>
<td>Competitor strengths and weaknesses</td>
<td>19%</td>
<td>10%</td>
<td>33%</td>
<td>38%</td>
</tr>
<tr>
<td>Marketing and distribution strategy</td>
<td>5%</td>
<td>10%</td>
<td>19%</td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td>(1/21)</td>
<td>(2/21)</td>
<td>(4/21)</td>
<td>(14/21)</td>
</tr>
<tr>
<td>Market share and pricing</td>
<td>14%</td>
<td>5%</td>
<td>29%</td>
<td>52%</td>
</tr>
<tr>
<td>Sales promotions and advertising</td>
<td>5%</td>
<td></td>
<td></td>
<td>81%</td>
</tr>
<tr>
<td></td>
<td>(1/21)</td>
<td></td>
<td>(3/21)</td>
<td>(17/21)</td>
</tr>
<tr>
<td>Pro forma income statement</td>
<td>14%</td>
<td>5%</td>
<td>10%</td>
<td>71%</td>
</tr>
<tr>
<td></td>
<td>(3/21)</td>
<td>(1/21)</td>
<td>(2/21)</td>
<td>(15/21)</td>
</tr>
<tr>
<td>Pro forma balance sheet</td>
<td>25%</td>
<td>10%</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td>Pro forma cash flow statement</td>
<td>24%</td>
<td>19%</td>
<td>38%</td>
<td>19%</td>
</tr>
</tbody>
</table>

Findings and objectives:

- Emphasize the purpose of a competitor SWOT analysis, include examples in Blackboard.
- Although BUS 456 Business Research Methods is in the curriculum map prior to BUS 314, this course might be considered as a prereq. If
not, a workshop incorporating market research methods and resources may be appropriate.

- Additional class time needs to be devoted to the creation of financial statements and their relationship to each other as well as to the business plan. Starting next year, Small Business Management majors will be required to take ACC 201, ACC 203, and ACC 325 (instead of BUS 321, BUS 322, and BUS 325), this increased exposure to accounting principles should help students in this area as well.
- It is absolutely necessary to enforce the prerequisites for this course.

**Direct Assessment #2:** The faculty assessed this outcome in IMGT 457 in spring 2009 using the ETS Major Field Test in Business, which is a standardized exam. The faculty rated proficiency of students using the following performance criteria.

**Criteria for assessment: Students will be able to**

1. Identify a business opportunity.
2. Define a market for a business.
3. Identify and evaluate competition.
4. Draft a preliminary marketing plan.
5. Draft a preliminary financial proforma.

Faculty identified and measured student competency on this PSLO using three sub-scores from the exam. Eight students participated in this assessment activity.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Mean Percent Correct</th>
<th>Student Percentile Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Indicator: Management</td>
<td>45%</td>
<td>15%</td>
</tr>
<tr>
<td>Assessment Indicator: Finance</td>
<td>51%</td>
<td>25%</td>
</tr>
<tr>
<td>Assessment Indicator: Marketing</td>
<td>53%</td>
<td>45%</td>
</tr>
</tbody>
</table>

**Indirect Assessment:** The faculty indirectly assessed this outcome spring term. Seniors completed a senior survey and attended a focus group session. Both the survey and the focus group asked students to rate how well the Management – Small Business Management/Entrepreneurship program taught the program-specific student learning outcomes and corresponding
competencies. Students rated their proficiency using the following criteria for assessment.

Criteria for assessment: Students will be able to

1. Identify a business opportunity.
2. Define a market for a business.
3. Identify and evaluate competition.
4. Draft a preliminary marketing plan.
5. Draft a preliminary financial proforma.

Students rated competency of this PSLO using the following business plan-related competencies. Five students participated in this assessment activity.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Does not meet</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to identify a viable business opportunity.</td>
<td>40% (2/5)</td>
<td>60%   (3/5)</td>
<td></td>
</tr>
<tr>
<td>Ability to identify a potential market for a business.</td>
<td>20% (1/5)</td>
<td>80%   (4/5)</td>
<td></td>
</tr>
<tr>
<td>Ability to evaluate market competition.</td>
<td>20% (1/5)</td>
<td>80%   (4/5)</td>
<td></td>
</tr>
<tr>
<td>Ability to draft a preliminary marketing plan.</td>
<td></td>
<td>100% (5/5)</td>
<td></td>
</tr>
<tr>
<td>Ability to draft a preliminary financial proforma.</td>
<td>20% (1/5)</td>
<td>80%   (4/5)</td>
<td></td>
</tr>
</tbody>
</table>

V. Student Learning Improvement Plan

Upon review of the 2008-2009 assessment results, the Small Business Management faculty recommends the following actions for the 2009-2010 academic year.

- Enforce prerequisites – Banner will implement this tool winter 2010.
- Provide sample business plans through Blackboard.
- Create and distribute financial templates.
- Reallocate class time/workshops for developing financials.
• Provide resources for competitor SWOT analysis using Blackboard.
• Require sections of the business plan as separate deliverables for review throughout the term.
• Add a workshop focusing on market research methods, include resource links in Blackboard.
• Require Small Business Management students to take ACC 201 rather than BUS 321 to increase exposure to accounting principles.

VI. Changes Resulting from Assessment

During the 2007-08 academic year, the program faculty identified the need to increase the credit hours for BUS 456, Business Research Methods, either changing it from a three- to four-credit hour course, or creating a two-term sequence. There was inadequate time in the course to review statistical tests and analyze the data, and students were unable to justify their research design and methodology. The department did create a new course, BUS 457 Business Research Methods II, but did not require entrepreneurship/small business majors to take the second course in the sequence. The content of the first course has now been adjusted and is suitable as is for the needs of this major.