

Management –Entrepreneurship/ Small Business Management Option
Oregon Tech Assessment Report
2015-2016

I. Program History

History

The Management – Entrepreneurship/Small Business Management Option degree was first offered at Oregon Tech in the late 1990s. The focus of the Entrepreneurship/Small Business Management Option is to equip students with the skills necessary to step into a managerial position. Coursework within the degree provides students with both a broad understanding of all aspects of a business as well as more focused learning in key management areas.

The Management – Entrepreneurship/Small Business Management Option (SBM) degree is offered at the Klamath Falls campus. Current enrollment is 35 students. Based on research of our current student makeup, the SBM students are primarily male, median age of 23. However, 40% are non-traditional age range that transfer from Klamath Community College.

Four students graduated with a degree in SBM in June 2015. Based on data from the last three years, 76% are employed (employers include Humana, Klamath County School District, Oregon Institute of Technology, and Columbia Forest Products) and 18% have continued their education. Reported starting salaries average \$37,750.

The SMB program was awarded first-time accreditation by the International Assembly of Collegiate Business Educators (IACBE) in 2008, and was reaccredited in 2015.

II. Program Purpose

Entrepreneurship/Small Business Management Mission Statement:

The Management –Entrepreneurship/Small Business Management 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 translate 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:

- (1) Graduates of the Entrepreneurship/Small Business option can assess and apply their strengths in marketing.
- (2) Graduates of the Entrepreneurship/Small Business option can distinguish themselves as effective communicators.
- (3) Graduates of the Entrepreneurship/Small Business option excel in problem solving.
- (4) Graduates of the Entrepreneurship/Small Business option model ethical and professional behavior.
- (5) Graduates of the Entrepreneurship/Small Business option are prepared to pursue professional development opportunities and/or graduate education.

Management Department Student Learning Outcomes (SLO):

The Management –Entrepreneurship/Small Business Management Option degree consists of the five core Management Department student learning outcomes. Upon completion of this program, Management –Entrepreneurship/Small Business Management Option graduates will be able to:

- (1) Communicate the major concepts in the functional areas of accounting, marketing, finance, information technology, and management.
- (2) Describe the legal, social, ethical, and economic environments of business in a global context.
- (3) Solve organization problems, individually and/or in teams, using quantitative, qualitative, and technology-enhanced approaches.
- (4) Demonstrate professional communication and behavior.
- (5) Apply knowledge of business concepts and functions in an integrated manner.

Program Student Learning Outcomes (PSLO):

Upon completion of this program, Management –Entrepreneurship/Small Business Management Option graduates will be able to:

- (1) Manage people, processes, and resources within a diverse organization.
- (2) Apply knowledge of leadership concepts in an integrated manner.
- (3) Analyze the internal/external factors affecting a business/organization to evaluate business opportunities.

III. Assessment Cycle

Assessment Schedule

- A. Oregon Tech’s ESLOs are assessed on a six-year cycle. The ESLO assessment schedule may be found on the Oregon Tech website under Essential Student Learning Outcomes.

B. IACBE requires all accredited institutions to complete a full assessment cycle for all IACBE core student learning outcomes (Core SLOs 1-5) on an annual basis.

Outcomes:	Direct	Indirect
1. Communicate the major concepts in the functional areas of accounting, marketing, finance, information technology, and management.	<ul style="list-style-type: none"> • Case Study 	<ul style="list-style-type: none"> • Senior Exit Survey
2. Describe the legal, social, ethical, and economic environments of business in a global context.	<ul style="list-style-type: none"> • Case Study • Simulation – International Strategy 	<ul style="list-style-type: none"> • Senior Exit Survey
3. Solve organization problems, individually and/or in teams, using quantitative, qualitative, technology-enhanced approaches.	<ul style="list-style-type: none"> • Simulation- BSG Exam • Senior Project 	<ul style="list-style-type: none"> • Senior Exit Survey
4. Demonstrate professional communication and behavior.	<ul style="list-style-type: none"> • Stockholder Presentations • Senior Project 	<ul style="list-style-type: none"> • Senior Exit Survey
5. Apply knowledge of business concepts and functions in an integrated manner.	<ul style="list-style-type: none"> • Case Study • Simulation- BSG Exam 	<ul style="list-style-type: none"> • Senior Exit survey

C. Program Based Annual Assessment Schedule and Activity (PSLO):

Outcomes:	Direct	Indirect
1. Manage people, processes, and resources within a diverse organization.	<ul style="list-style-type: none"> • BUS478 Simulation-Assurance Learning Report 	<ul style="list-style-type: none"> • Senior Exit Survey
2. Apply knowledge of leadership concepts in an integrated manner.	<ul style="list-style-type: none"> • BUS441 Leadership Report 	<ul style="list-style-type: none"> • Senior Exit Survey
3. Analyze the internal/external factors affecting a business/organization to evaluate business opportunities.	<ul style="list-style-type: none"> • BUS497 Senior Project 	<ul style="list-style-type: none"> • Senior Exit Survey

IV. 2015-2016 Assessment Activities

A. Student Learning Outcomes (SLOs):

Direct Assessment

(1) Case Study:

The comprehensive case study analysis was assessed in BUS 478: Strategic Management.

SLO Outcomes:

1. *Communicate the major concepts in the functional areas of accounting, marketing, finance, information technology and management.*
 2. *Describe the legal, social, ethical, and economic environments of business in a global context.*
 5. *Apply knowledge of business concepts and functions in an integrated manner.*
- Assessment Outcome Goal/Minimum Acceptable Performance: 80% achieving 3 or 4 rating**

Case Study: Performance Scale 1-4	Minimum Acceptable Performance	SBM Results N=7	Aggregate Results N=85
Communicate the major concepts in the functional areas of accounting, marketing, finance, information technology and management.	80% achieve 3 or 4 rate	100%	86%
Apply knowledge of business concepts and functions in an integrated manner. Utilizes strategic management tools.	80% achieve 3 or 4 rate	71%	85%
Describe the legal, social, ethical and economic environments of business in an internal/external (global) context.	80% achieve 3 or 4 rate	57%	79%

Strengths

All SBM students met performance level in the area of communicating business functional areas. This is consistent with the previous year's results.

Weaknesses

In the area of business integration, five of seven students met the performance level, while only four of seven met performance levels in the area of legal, social, ethical and economic environments.

Action Plans

In the spring, the case study was moved to the first week of the term in BUS478 which helped raise the aggregate scores for the assignment. The case study being used is a bit dated and needs to be replaced. Overall, the department needs to identify some place(s) in the curriculum where students get opportunity practice core functional areas.

(2) Business Strategy Game Comprehensive Exam:

Comprehensive exam in BUS478, Strategic Management, was given following a term-long business simulation experience. Exam tests student's ability to problem solve and integrate all business functional areas.

SLO Outcomes:

3. *Apply knowledge of business and functions in an integrated manner.*
5. *Solve organizational problems, individually and or in teams, using quantitative and or qualitative approaches.*

Assessment Outcome Goal/Minimum Acceptable Performance: 80% achieving 50% or higher

percentile ranking. Percentile Rankings Are Versus All Participants in United States Completing the Comprehensive Exam Since November 17, 2014. (Population Statistics: Exams = 4413, Schools = 87, Countries = 1)

	Correct	Percentile
Interpreting/Analyzing Market Data	37.1%	25%
Evaluating Strategies of Rivals	34.7%	32.3%
Improving Company Performance	40.7%	23.7%
Build Competitive Advantage	42.9%	29.6%
Improving Operating Efficiency	45.4%	45.6%
Global Market Factors	50.0%	47.0%
Overall	42.1%	25.3%
Results	Percentage of Scores at or above 50%	Percentage at or above 50th Percentile
SBM Students (N=7)	29%	14%
Aggregate Students (all management degrees)	66%	51%

Weaknesses

While 51% of all our students met the 50th percentile, only one of seven SBM students met the minimal acceptable performance level. While the exam is taken individually, all of the SBM students took this course in class and worked with a team for much of the classwork. In general, the higher performing students took the online class that requires the student to work individually rather than within teams. Additionally, the spring class performed lower overall (40th percentile) compared to the online students in the fall and winters (55-60th percentile). Possibly pre-graduation attitudes may have effected results in the spring.

Action Plans

To get higher results within the class, more individual assessment and practice may be needed prior to students taking the exam at the end of the term to better prepare them for the exam.

(3) BSG Stockholder Presentation:

The students are assessed on a presentation based on a business simulation in BUS 478: Strategic Management.

SLO Outcome:

4. Construct and present effective professional communication behaviors.

Assessment Outcome Goal/Minimum Acceptable Performance: 80 % achieving score of 3 or 4.

Presentation: Performance Scale 1-4	Minimum Acceptable Performance	SBM Results N=7	Aggregate Results N=85
Content	80% achieve 3 or 4 rate	100%	90%
Organization	80% achieve 3 or 4 rate	100%	98%
Style	80% achieve 3 or 4 rate	71%	83%
Delivery	80% achieve 3 or 4 rate	57%	77%
Visuals	80% achieve 3 or 4 rate	57%	65%

Strengths

The areas of Content and Organization in the presentations met performance levels.

Weaknesses

SBM students performed lower in style, delivery and visuals, not meeting performance targets. We saw the same lower performance in other business majors however SBM scored lower than average.

Action Plan

During the previous assessment year, we assessed this outcome with the senior project only and did not break down the elements. These results should be communicated to the presentation course instructor to focus on these areas, especially implementing updated approaches to visuals.

(4) International Business Assignment:

The students are assessed on an international assignment based on a business simulation in BUS 478: Strategic Management.

SLO Outcomes:

2. Describe the legal, social, ethical, and economic environments of business in a global context.

Assessment Outcome Goal/Minimum Acceptable Performance: 80% achieving 3 or 4 rating

International Assignment: Performance Scale 1-4	Minimum Acceptable Performance	SBM Results N=7	Aggregate Results N=79
Assignment	80% achieve 3 or 4 rate	57%	62%

Weaknesses

Students performed poorly on the international assignment overall.

Action Plans

Evaluate this assignment to ensure the instructions prompt effective performance in this area. By the end of this class, most students understand most of the international strategic tools and concepts, therefore an evaluation of the assignment and timing seem appropriate.

(5) Senior Project:

Students complete a senior project that requires project management, research, analysis, written and oral communication. The following assessment compared to aggregate results for the following degrees- BAS, OM, HCM, SBM*.

SLO Outcomes:

1. Apply knowledge of business and functions in an integrated manner.

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4. Construct and present effective professional communication behaviors.
5. Solve organizational problems, individually and or in teams, using quantitative, qualitative, and technology-enhanced approaches.

PSLO Outcome:

3. Analyze the internal/external factors affecting a business/organization to evaluate business opportunities.

Assessment Outcome Goal/Minimum Acceptable Performance: 80% achieving 3 or 4 rating

Performance Criteria: Proficiency Scale- 1-4	Minimum Acceptable Performance	SBM n=9	Aggregate degrees* n=39
Project Objective - Identification	80% achieve 3 or 4 rating	100%	90%
Organization Environment - Context	80% achieve 3 or 4 rating	78%	74%
Project Plan	80% achieve 3 or 4 rating	78%	79%
Literature Review	80% achieve 3 or 4 rating	89%	90%
Analysis #1	80% achieve 3 or 4 rating	44%	62%
Analysis #2	80% achieve 3 or 4 rating	56%	56%
Objectives Met	80% achieve 3 or 4 rating	56%	62%
Summary & Conclusion	80% achieve 3 or 4 rating	44%	58%
Written Communication of Results	80% achieve 3 or 4 rating	67%	77%
Oral Communication of Results	80% achieve 3 or 4 rating	100%	90%
Degree Specific Outcomes	80% achieve 3 or 4 rating	56%	62%
Culminating Experience	80% achieve 3 or 4 rating	44%	62%

Strengths:

SBM students met the performance goals in three areas. More significantly, there was improvement in all areas when compared to last year's senior project results. This is likely due to additional structure being added to the courses.

Weaknesses:

SBM students score low in the area of culminating experience since many did not select challenging projects. As seen with the Marketing students, SBM students have shown difficulty in the areas of analysis and conclusions. During this assessment year, project planning and research methods were not pre-requisites for the senior project series. This change has been made for 2016-17.

Action Plans:

For the 2016-17 year, we have moved the senior project series to start in the fall and end in the spring. Our goal is to create continuity for students. Additionally, more structure and guidelines Management – Entrepreneurship/Small Business Management Option

will be put in place to help students select appropriate projects and to increase the use of various business tools. For example, Professor Ahalt will be providing a list of project ideas, tools and expectations for SBM students. Also, the prerequisites of project planning, research methods and tech writing are in place and are being emphasized.

B. Program Student Learning Outcomes (PSLOs):

(1) BSG Learning Assurance Report:

The Learning Assurance Report (LAR) provides solid empirical data regarding the business skills and decision-making capabilities of students relative to other students who have completed The Business Strategy Game. For this assessment, the Operations and Human Resource Management measures have been assessed.

PSLO Outcome:

(1) Manage people, processes, and resources within a diverse organization.

Assessment Outcome Goal/Minimum Acceptable Performance: 80% of student at 50 percentile ranking or above vs. all simulation players in the United States over the last 12 months. *(For example, at the time of this document: Population statistics: students= 31,500, Schools= 295, Countries= 1)*

BSG Learning Assurance Report: Performance Scale >=50%	SBM Results N=7
Operations	29%
Human Resources	14%

Weaknesses

The SBM students did not score well in this assessment. This is not consistent with results seen in the case study for SLO Outcome #1.

Actions

While students do take operations, not all students take HR at Oregon Tech. Most of the students that took the class at Oregon Tech scored higher than those that transferred it from another institution. We are in the process of reassessing our core to consider including Operations and HR.

(2) Leadership Project:

The leadership report requires students to analyze a leader utilizing leadership knowledge.

PSLO Outcome:

(2) Apply knowledge of leadership concepts in an integrated manner.

Assessment Outcome Goal/Minimum Acceptable Performance: 80% achieving 3 or 4 rating

Leadership Report: Proficiency Scale- 1-4	Minimum Acceptable Performance	SBM Results N=7
Leadership Book/Analysis	80% achieve 3 or 4 rating	57%

Strengths

Four of seven SBM students met the performance level for this assessment.

Weaknesses

While this assessment is interesting it does not directly assess SBM goals, therefore it may need to be reconsidered as an assessment tool in 2016-17.

Actions

While this PSLO assessment outcome is interesting, it does not directly assess SBM goals, therefore it may need to be reconsidered as an assessment tool in 2016-17.

(3) Senior Project:

Students complete a senior project that requires project management, research, analysis, written and oral communication.

PSLO Outcome:

(3) Analyze the internal/external factors affecting a business/organization to evaluate business opportunities.

Assessment Outcome Goal/Minimum Acceptable Performance: 80% achieving 3 or 4 rating

Strengths:

As noted above, there was improvement in all areas when compared to last year's senior project results. This is likely due to additional structure being added to the courses.

Weaknesses:

SBM students have more difficulty with analysis and summary when compared to students in other degree programs. Also, SBM students have had difficulty selecting projects that often end up being less challenging. During this assessment year, project planning and research methods were not pre-requisites for the senior project series. This change has been made for 2016-17.

Action Plans:

For the 2016-17 year, more structure and guidelines will be put in place to increase the use of various business tools. For example, Professor Ahalt will be providing a list of project ideas, tools and expectations for SBM students. Also the prerequisites of project planning, research methods and tech writing are in place and are being emphasized.

Indirect Assessment

(1) Senior Exit Survey:

Seniors were invited to complete an exit survey during BUS478 in all terms this year. The survey asked students to rate how well the Management Department prepared them with regards to intended student learning outcomes and corresponding competencies.

SLO Outcomes:

1. *Communicate the major concepts in the functional areas of accounting, marketing, finance, information technology, and management.*
2. *Describe the legal, social, ethical, and economic environments of business in a global context.*
3. *Solve organization problems, individually and/or in teams, using quantitative, qualitative, and technology-enhanced approaches.*
4. *Demonstrate professional communication and behavior.*
5. *Apply knowledge of business concepts and functions in an integrated manner.*

PSLO Outcomes:

- (1) *Manage people, processes, and resources within a diverse organization.*
- (2) *Apply knowledge of leadership concepts in an integrated manner.*
- (3) *Analyze the internal/external factors affecting a business/organization to evaluate business opportunities.*

Assessment Outcome Goal/Minimum Acceptable Performance: 80% graduates indicating a 4, 5, or 6 rating.

SLOs	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
Fundamental area of accounting	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	66.6% (n=9)
Fundamental area of marketing	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	88.8% (n=9)
Fundamental area of finance	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	77.7% (n=9)
Functional area of information technology	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	88.8% (n=9)
Fundamental area of management	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	88.8% (n=9)
Legal, social, and economic environments of business	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	88.8% (n=9)
Global environment of business	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	88.8% (n=9)
Ethical obligations and responsibilities of business	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	100% (n=9)
Solve organizational problems, using quantitative approaches	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	100% (n=9)

Demonstrate professional communication and behaviors	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	100% (n=9)
Apply knowledge of business concepts and functions in an integrated manner	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	100% (n=9)
PLSOs	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
Manage people, processes, and resources within a diverse organization.	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	88.8% (n=9)
Apply knowledge of leadership concepts in an integrated manner.	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	88.8% (n=9)
Analyze the internal/external factors affecting a business/organization to evaluate business opportunities.	Student rating	1-6 Scale	80% of graduates indicate a 4, 5, or 6 rating	88.8% (n=9)

Strengths

Students feel confident in their abilities in most areas. Students mentioned satisfaction with faculty and course material and feel there are ample hands on opportunities. Students expressed the coursework was challenging, rigorous and applicable to their career.

Weaknesses:

SBM students are not confident in areas of finance and accounting despite the number of courses required in these areas. This seems to correlate with other assessment results. However, students are generally more confident in this indirect assessment in comparison to the direct assessments.

Action Items:

The department needs to develop a junior year course that allows cross functional teams to work together on projects and refresh their knowledge in the functional areas.

V. Summary

During the planning for the 2015-16 year, the department reduced the number of SLO from eight to five based on changes allowed by IACBE. This seemed to be a positive change which allowed us to focus on our core curriculum this past year. This work will continue and the results from our assessment should help drive that planning.

Additionally, we developed PSLO for this past year. This tended to add additional work without a tremendous amount of useful information. It is likely that only PSLO #3 may be retained going forward so we can focus on application of business analysis evaluation. Using an assessment in the Entrepreneurship course will more directly meet the program goals. Also, with more guidance for SBM students in selecting a senior project, this

should help focus their scores in the areas of analysis, summary and cumulative experience.

The one tool we did use from consistently prior years is the senior project. While several areas have still not met performance goals in all areas, there is an overall improvement from last year. With additional adjustments in structure and resources being planned for next year, the overall results should improve.

Overall the SBM students' performance at exit for 2015-16 is below in most areas of the target goals for the department and program. This is in keeping with prior year's results. This year, many of our assessment tools have changed so it is difficult to see trends. As mentioned, some of the new assessment tools may not be that useful. A more useful approach for the SLOs that is being discussed is to focus efforts on the senior project and case study. If these are mapped to lower level "feeder" courses, then two things can happen. First, we can begin to track trends in these two assessment tools year to year. If deficiencies are found, then adjustments can be made not only at the exit courses, but also in the "feeder" courses. Also, as we look to adjust the core curriculum and modify the management degrees, the assessment results need to be consider.