

## **UCC Program Review Committee - Summary of Review**

**Program** – Business Management Technology

This program includes the following degrees, minors, and certificates:

- Business Management Technology Major (A.A.B.)

### **Recommendation**

This program is found to be viable. See report for commendations, concerns, and recommendations.

**Date of last review** – AY ?

**Date of this review** – AY 2019

This review has been sent to program director and respective RHE deans. Their responses are attached.

# **Business Management Technology (BMT)**

## **Program Review**

**November 30, 2018**

### Review Committee Members:

External: Cindy Miglietti, Ph.D., Professor, Accounting and Finance, BGSU Firelands

Internal: Orianna Carter, Ph.D., Associate Professor, Biology  
Pramod Kanwar, Ph.D., Professor, Mathematics

### **Program as a Whole.**

*Summation: The reviewers find the Business Management Technology (BMT) to be viable and an important asset to the Regional Higher Education System (RHE).*

BMT's mission is to serve students interested in pursuing an associate degree in applied business (AAB) in order to obtain a promotion with their current employer and/or add credentials that will improve their marketability. In addition, many students are using the degree to prepare for an entry-level management (supervisor) position in retail or service. The BMT program is available on the Lancaster, Southern and Chillicothe regional campuses, with its Program System Coordinator, Brian Hoyt, residing in Lancaster. BMT draws a dedicated and enthusiastic following of students and alumni at all campuses offering the program. This reviewer considers the BMT program to meet Ohio University Regional Higher Education's mission to provide a "transformative learning experience."

Research and scholarship is appropriate for the regional campus mission (10% RSCA), and includes attendance at conferences and workshops. However, one of the programmatic issues has been the low amount of university funding support for professional development at the level needed to support fully a research agenda.

BMT faculty diversity is changing with new hires over the last few years. Traditionally the faculty have been representative of the regional demographic, which is diverse only in age and gender, and predominately of Caucasian race. There are seven BMT full-time faculty members. Of the seven, four faculty members teach only BMT courses while the other three faculty members teach classes in the Accounting Technology Program (ATCH) or Bachelor of Science in Applied Management (BSAM). BMT faculty are required to have industry experience and the minimum of a master's degree in the discipline. Across all three campuses offering the BMT, qualified adjuncts teach a significant percentage of the lower level program courses. The RHE faculty workload for Group I BMT faculty is 80% teaching, 10% service and 10% RSCA.

The students expressed high satisfaction with their experience in the program and communication with their advisor(s) was deemed as exemplary. Additionally, the students

expressed great confidence in their ability to enter the workforce.

The major challenge facing the program in the last seven years has been the transition to a centralized program coordination over the three campuses, which currently has had a favorable impact on all three campuses and the student experience. The graduation data indicates that the total degrees awarded in the program has remained consistent (approximately 40 per annum) over the past seven years, with one anomaly in 2012, which correlates with the Q2S transition.

### **Undergraduate Program.**

*Overview:* The BMT program provides teaching excellence in business management to undergraduate students who will need skills to perform such duties as personnel management, quality and continuous improvement, accounting and finance, and managerial planning in the workforce. The classes are offered online and in a classroom setting. The class size is small (n=30) so that students receive individual attention from faculty which leads to a high student success rate. The faculty offer accounting and applied business courses that support the advancement of the mission of the College and University. BMT undergraduate students that were interviewed from the three campuses stated that they were very pleased with the faculty, class offerings, and workforce skills that they learn through the BMT program.

Moving forward, the program, with College and University support, has taken steps to enhance the undergraduate experience with online offerings, real-world business problems, and hands-on case studies. Additionally, the program now serves more students interested in entrepreneurship and small business ownership who desire to obtain a degree as well as specific knowledge on these topics. It should be noted that many students in non-business degree programs take BMT program business classes.

- a. *Is the Department fulfilling its service role, adequately preparing non--majors for future coursework and/or satisfying the needs for general education?*

The BMT degree program provides a number of popular general education courses that provide intellectual skills integral to all courses, critical thinking, and effective communication, investigating and problem solving, and participation through active learning. The achievement of these skills is central to courses in English Writing, Business Math, Business Communication, Economics, and Oral Communication. These courses help all students, including non-majors, to fulfill the University's Tier II requirements. Collectively, these offerings suggest that the College is fulfilling its service role to the University and helping students to fulfill general education requirements.

- b. *Is the program attracting majors likely to succeed in the program? Is the number of majors appropriate for the program? Is the program attracting a diverse group of students?*

The student demographic is trending toward traditional college student age, as compared to the historical BMT non-traditional student. Part-time and full-time student enrollment has remained constant over the review period. It is important to note that the program enrollments and graduation rates on all three campuses have been excellent during this booming economic period that has featured an increasing number of employment opportunities for students who

have not yet completed a degree.

The BMT course enrollments have been steady over the review period. The graduation rates have remained steady as well (n=40). The only year that showed a major decline in graduation rates was the 2011-12 academic year. The decline is due to the University's change from the quarter to semester system. The impact on BMT students was the elimination of four classes in the program, which created some scheduling issues for students and a delay in graduation.

The number of students is appropriate for the program with the transition to a three campus offering of the BMT degree program. The students are able to take all classes on their home campus and have the opportunity to have a variety of faculty teach the courses. The students were highly complementary regarding the ability of having faculty from the three campuses able to teach the business classes. One of the attractions to the program for BMT students is the opportunity of transitioning seamlessly into a bachelor's degree in Applied Management, or Communications, Specialized Studies, or Applied Technology.

*c. Does the undergraduate curriculum provide majors with an adequate background to pursue discipline--related careers or graduate work following graduation?*

Yes, the business management curriculum is purposefully designed to provide students with the skills needed to obtain an entry-level management position or to be promoted by their current employer. The Self-Study includes a very thorough description of the values and learning objectives of the program as well as the approaches used to teach each class in the business management curriculum. The site visit affirmed that faculty and students are pleased with the type and quality of the business management curriculum. The Program System Coordinator, Brian Hoyt, devotes considerable time to advising, mentoring, and assessing undergraduate student performance as well as coordinating the class schedule for the three campuses. The business faculty at the Southern and Chillicothe campuses also advise and mentor their undergraduate business students. The BMT program has a well-developed curriculum that contributes to fostering intelligent and confident individuals who are prepared to move into the field, pursue an advanced degree, find employment, or advance in their current employment.

*d. Are the resources and the number of and distribution of faculty sufficient to support the undergraduate program?*

Yes, the resources, number of, and distribution of faculty are sufficient to support this undergraduate program. The Program System Coordinator in consultation with the other full-time business faculty work together to develop the schedule of classes for the three campuses. The schedule is distributed to all BMT majors who are able to plan their courses so that they can graduate in a timely manner. The Program System Coordinator spends time with local business leaders to make sure that the curriculum is up-to-date. Additionally, he has worked to make the program more agile since the last review by incorporating topics that reflect the changing business environment.

*e. Are pedagogical practices appropriate? Is teaching adequately assessed?*

Yes, the RHE faculty in the BMT program are current in pedagogical practices, which prepare students for the workforce. Their methods are appropriate and include a variety of delivery

methods closely aligned with the learning objectives and ongoing curricular assessment plan. BMT pedagogy employs many online options, including projects using the interactive OULN system. Additionally, students take classes in accounting, marketing, personnel, small business operations, continuous improvement, and directing and controlling teams. The reviewers interviewed current students as well as alumni of the BMT program who are now pursuing the BSAM, or BBA, or working in a local business. Students uniformly praised their experiences in the classroom, and the opportunities that the program made possible for them. Important to their commitment to the college experience was the ability to attend online classes, particularly for BMT's part-time student demographic. All of the BMT students and alumni had high praise for their ability to engage in projects or internships with local businesses. They stated that this opportunity through the business program helped them achieve high grades in the BSAM or BBA or have excellent employment options.

The faculty teaching in the BMT program are assessed with a combination of student evaluations, peer observations, and self-evaluation reports.

*f. Are students able to move into to discipline--related careers and/or pursue further academic work?*

Yes, the program provides the knowledge and skills that students need to pursue bachelor degree programs or move into discipline-related careers in a variety of fields. The Self-Study indicates that, while no measurable trends in student success is evident, it is apparent that a growing number of students decide to continue their academic studies, particularly in the BSAM, which is a Regional Higher Education Bachelor of Science customized degree program.

The Program System Coordinator, Brian Hoyt, generally conducts the advising of students, sets the semester class schedule, and holds Advisory Board meetings. The Program System Coordinator works closely with all three campuses, which provides a strong regional business management program.

Recent alumni have obtained technical jobs using their general business and management knowledge. As is usually the case, achieving precise quantitative data on alumni can be a significant challenge because most data is self-reported.

### **Areas of Concern.**

One of the challenges is BMT curriculum agility across the three campuses. As stated in the Self-Study report, "while addressing the differences in campus communities has been a strength of the BMT program for years, it sometimes challenges the consistency and continuity of course content and deliveries." A second challenge is that general program assessment data is not on the Institutional Research schedule and query information from the system is not useful for measuring learning outcomes. A third challenge is that program budgets and stipends continue to decline. The continuing cost reductions have led to some challenges in course offerings and faculty stipends.

### **Recommendations.**

The BMT program should investigate the possibility of developing more internships and stronger connections to workforce placement. This may help students to improve their business knowledge and improve their job opportunities after graduation. Additionally, there are a number of certificates that could be offered to students that would enhance their employment opportunities. For example, the Green Belt Certification in Lean is highly desirable in business.

The College and the BMT program should include the seamless transferability to the BSAM or BTAS in the AAB program sheet and all other College social media platforms. The program sheet should highlight the excellent opportunity for AAB graduates to continue their education.

The review committee learned that the Program System Coordinators have been asked to complete an increasing number of program tasks. However, the stipend has decreased over the past few years. It is recommended that the stipend be restored to the 16/17 amount.

### **Commendations.**

The BMT Program System Coordinator is to be highly commended for his work in continuing to increase business management major enrollments and graduations. Additionally, he is to be highly commended for the learning objectives and performance indicators reported for the BMT program.

The Program System Coordinator, Brian Hoyt, is to be highly commended for the \$500,000 award that he received from the Great Lakes Higher Education Guaranty Corporation's Career Ready Internship Grant. The students and alumni unanimously agreed that the grant provided exceptional internship and project-based learning opportunities for students in the BMT and BSAM degree programs. The AAB in Business Management Technology is an excellent program for any student in the College's service area.

### **Overall judgment.**

The BMT program is excellent and viable.

## Business Management Technology program response to reviewers report

The BMT System Coordinator Dr. Brian Hoyt, Southern Campus Coordinator Dr. Kim Riley, and Chillicothe Coordinator Dr. Greg Obi would like to thank the review team for their work in assessing the BMT program. We appreciate their expertise and commitment to this important process of evaluating academic programming. As per the Curriculum review process responses to the report are below. Comments align with the reviewers report by sections and items.

### 1. Concerns

- a. 3 campus continuity and agility – The Coordinators have started working on specific projects that would positively impact this issue. We recently approved a schedule for online BMT course offerings. The plan assigns certain BMT classes to each campus with responsibility to schedule and staff the online offerings. This will allow on campus classes to be offered strategically to reduce conflict and redundancy across online offerings. We will next be working on a coordinated OULN/synchronous schedule to address lower enrolled on-campus offerings that also share expertise of faculty to more effectively serve students. In addition to this OULN initiative we will be working on a “bumping” system that organizes staffing of BMT classes by expertise and faculty status (i.e. schedule full time, then part time, etc.). The continuity and agility issues related to the quality of curriculum (i.e. meeting learning outcomes) is addressed in the comprehensive assessment plan as presented in the Self Report.
- b. Program assessment data – This concern can be addressed in two initiatives. The first initiative will focus on developing a plan to maximize Institutional Research resources. The first requires the three campus coordinators to develop a list of desired analytics. Subsequent steps include a search for existing data and new data that IR can provide. The last step will include meeting with an IR representative to standardize reports useful to the BMT program in our desired assessment and student profile categories.
- c. Budget reductions – This issue is a reality for Ohio University at the present time and will be difficult to address until the RHE restructuring (“One University”) plan is completed and communicated.

### 2. Recommendations

- a. Internships – We will begin offering BMT 2030 Career Search and BMT 2890 Special Topics – Internship opportunities on each campus to facilitate the increase in internships for BMT majors. We will coordinate with the newly hired Career Coach initiatives on each regional campus including workshops and community networking. The BMT program will also take advantage of the “one university” initiative of the Career Development and Leadership office’s integration onto the regional campuses.
- b. Certifications – We will follow up on this important and insightful recommendation. We will complete an environmental scan (including industry data already collected by BMT program)

- to determine the most feasible certifications to pursue. We will examine certifications available internally within Ohio University (i.e. project management) and external professional association certifications including the recommended the Green Belt certification.
- c. Marketing/promotion pieces and Advising worksheets – We will draft a “pathway plan” write up to add to advising worksheets and distribute across the three campuses. The “pathway plan” can also be added to campus webpages.
  - d. BMT Coordinator stipends – As addressed in the Self Report this recommendation should be addressed in the 2019/20 contracts. The rationale for returning stipends to previous year’s dollar amounts is based on the implementation (hours and activities) of the assessment plan outlined in the Self Report and using faculty overload compensation equivalency (hours and \$). This stipend re-adjustment should include an equivalent to an overload per year for each Campus Coordinator and an equivalent to 3 overloads per year for the System Coordinator.

Report comments drafted by Dr. Brian Hoyt, Professor of Management and Business Management Technology (BMT) System Coordinator (2/4/2019)



February 19, 2019

Dr. John Cotton  
Chair, Program Review Committee  
University Curriculum Council (UCC)

Dear Dr. Cotton:

The regional campus deans with the Associate of Applied Business degree in Business Management Technology (BMT) on their campuses were pleased to read the findings of the external review. We fully concur that the program is viable and an important asset to the Regional Higher Education (RHE) System by providing excellent preparation for entry level positions in business as well as pathways to related bachelor's degrees.

The BMT Program System Coordinator in cooperation with campus coordinators has been effective in managing the program through the quarter to semester conversion, handling increased enrollment, and moving the program forward through the development of learning objectives and performance indicators to further focus future improvement activities. In addition, the Program System Coordinator, Dr. Brian Hoyt, is recognized for the \$500,000 grant from the Great Lakes Higher Education Guaranty Corporation. The program successfully focused the capabilities of the students in project-based learning opportunities and provided participating employers a value added perspective on the benefit of the program to all involved through the return on research internship investment (ROII) approach.

While the program is well managed, there are areas where additional focused effort may be fruitful. One challenge noted is meeting the unique needs of campuses while maintaining consistency in course content. Dr. Hoyt's response memo notes a number of activities in progress that will enhance communication and coordination. The faculty team is data driven and seeks to work with institutional research to build useful reports. The deans applaud this approach that would provide data and corresponding adjustments on an ongoing basis rather than being so tied to program review cycles.

The reviewers note that the BMT program should investigate the possibility of developing more internships and stronger connections to workforce placement. While Dr. Hoyt's grant accomplished that for Lancaster, all campuses will benefit from their planned response of connecting and coordinating the effort with the University's career coach initiatives.

The reviewers call for certificates will need to extend beyond the BMT faculty as the university currently limits certificates to credentials that are awarded upon completion of a bachelor's degree. Hopefully, a "one university" approach and the call to support local ecosystems, will open dialogue on the need for certificates to accompany associate degrees as well as having stand-alone certificates for a large variety of employment and lifelong learning situations.

As noted, a strength of the program is the pathways that already exist to bachelor's degrees on the regional campuses. Programs within RHE and offered by colleges on regional sites do need to be incorporated into marketing efforts.

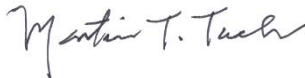
The issue of stipends mentioned in the report involve challenging budgets and the dean's managerial realignment of the stipend systems across RHE. The deans will continue to monitor workload expectations and the need for changes in stipend amounts.

In conclusion, the deans are pleased by the method, analysis, and conclusions of the BMT program review report. We are confident that this program serves a valuable purpose in our communities and we look forward to reviewing the improvements that will be recommended by the faculty.

Sincerely,



James M. Smith  
Dean, Lancaster



Martin Tuck  
Dean, Chillicothe



Nicole Pennington  
Dean, Southern