



## **Program Portfolio Business Administration 2010-2011**

### **Description of Program**

Catalog Description 2008-2010: The College of Business offers a Master's of Business Administration; two undergraduate degrees, Business Administration and Business/Economics, and a Business minor. The Business administration degree is a professional program with concentrations in Accounting; Marketing; International Business; Leadership, Organization and Management; and also Tourism. The entire undergraduate program is offered both on and off campus. In addition to completing our degrees on-campus, students may elect to take some or all of their courses online/onsite or through our partnerships with Blue Mountain Community College, Mt. Hood Community College or Treasure Valley Community College.

Eastern Oregon University's College of Business is comprised of exemplary student-centered staff and faculty. We are dedicated to serving Oregon and beyond through professional business programs of instruction, research, and service. We have a special commitment to business educational needs in Eastern Oregon through:

### **Recent Programmatic Changes**

There were no programmatic changes in 2010-2011 however to get ready for our reaffirmation of accreditation with IACBE spring of 2013, in 2011, the business faculty re-evaluated the outcomes assessment plan. As a result, the mission statement, and some of our outcomes have been reworded and some of the classes that will be doing the assessments have been switched around.

### **How Program serves the Mission of the University and needs of region**

The Business Administration program at EOU supports the mission of the University by providing professional business programs of instruction, research, and service. The major supports the region by providing graduates who serve in both the public and private sectors. Business degrees are highly valued for managerial, accounting and finance, and marketing positions. The program's newest concentration—Tourism, Hospitality, and Gaming—provides trained managers for the rapidly growing tourism industry. Through flexible course delivery formats, the program is available to working and place-bound individuals in our region and beyond. The program hosts an annual Future Business Leaders of America (FBLA) competition, which brings large numbers of high school students from the region to the campus.

#### **I. Program Mission, Goals, Outcomes**

##### **Mission Statement**

Eastern Oregon University's College of Business is comprised of exemplary student-centered staff and faculty. We are dedicated to serving Oregon and beyond through professional business programs of instruction, research, and service.

##### **Commitments**

##### **Excellence**

The faculty of the College of Business is committed to serve students with high quality programs through a variety of delivery modalities. Faculty members take pride in a philosophy and practice of

open access for all students to help them move to a competitive place equal to highly selective schools. Our degree programs require a high degree of academic achievement and field application.

### **Connections**

The faculty is especially committed to connections with the local business community and the overall economic development of eastern Oregon. We provide opportunities for students to work with local and regional organizations.

### **Responsibility**

Our program is strongly committed to a liberal arts education and the development of critical thinking. Faculty members strive to instill a refined curiosity about life and learning. We are committed to working toward solutions to today's problems by educating and promoting sustainable and ethical business practices. Our students explore and develop their natural gifts, and apply these as leaders for positive change.

### **Student Learning Goals**

1. Graduates will have an integrated knowledge of the functional areas of business and the analytical, communication, and interpersonal skills needed to apply that knowledge within society.
2. Graduates will have a refined curiosity for life and learning, as well as an awareness of their social responsibilities and the ethical implications of their actions.

### **Operational Goals**

1. To create an environment that fosters learning through the delivery of quality academic programs and excellent student support.
2. To foster connections with the broader community and provide opportunities for students to work with organizations in support of economic development and social well being.

Findings of the assessment process and the recommended improvements as well as evidence of the realized outcomes from implementing changes will be compiled in an annual summary. These recommendations will be linked to the planning and budgeting process.

## Student Learning Outcomes

### Bachelor of Science in Business Administration

#### Outcomes:

1. Demonstrate effective communication and technological skills that are appropriate for business communications.
2. Demonstrate critical thinking and analytical reasoning skills.
3. Demonstrate an awareness of diverse cultural perspectives, social responsibilities, and ethical reasoning as important components in the decision making process.
4. Demonstrate functional knowledge of the vocabulary, concepts, and practices used in business (i.e., accounting, marketing, finance, management, law, economics, and the global environment).
5. Demonstrate the ability to integrate and apply business concepts in an individual project.

#### II. Four Year Assessment Cycle: Business

<b>Linking the College of Business Student Learning Outcomes with the Eastern Oregon University Student Learning Outcomes (Portfolio Requirement for Northwest Accreditation):</b>		
<b>University Learning Outcome</b>	<b>BA Learning Outcome</b>	<b>Assessment Cycle</b>
Breadth of Knowledge	Addressed in Outcome # 4	Annually beginning Spring 2011
Inquire, Create, Communicate	Addressed in Outcomes # 2, and 5	Annually beginning Spring 2010
Engagement with the Community and Personal and Social Responsibility	Addressed in Outcome #3	Annually beginning Fall 2011
Integrating, applying and reflecting on skills and knowledge	Addressed in Outcome #5	Annually beginning Fall 2011

#### Assessment Tools:

- A. Direct Assessment Tools
  - a. Peregrine test
  - b. Communication, critical thinking, and individual project rubric
  - c. Ethics rubric
- B. Indirect Assessment Tools
  - a. Student teaching evaluations
  - b. Student exit survey
- C. Performance Targets (See matrix)

**STUDENT OUTCOMES ASSESSMENT PLAN: BUSINESS ADMINISTRATION DEGREE PROGRAM**

<b>Assessment Cycle</b>	<b>Student Learning Outcomes Business Administration Program</b>	<b>Course/Activity</b>	<b>Assignment/Task (done by students)</b>	<b>Assessment Tool (to measure outcomes)</b>	<b>Target: Standards/Levels of Achievement</b>
yearly	1. Demonstrate effective and appropriate communication skills	BA 490	Written Report using graphics	Scoring Rubric	80% score 3 or better on all criteria
yearly	2. Demonstrate critical thinking and analytical reasoning skills	BA 490, BA 419	Case Analysis	Scoring Rubric	80% score 3 or better on all criteria
yearly	3. Demonstrate an awareness of diverse cultural perspectives, social responsibilities, and ethical reasoning as important components in the decision making processes	BA 411	Paper/Seminars	Scoring Rubric (working on a rubric)	80% score 3 or better on all criteria
yearly	4. Demonstrate functional knowledge of the vocabulary, concepts, and practices used in business	BA 419 & 498	Peregrine Business Test	National Objective test	50% score at least 60 percent (high rating) in all categories
yearly	5. Demonstrate the ability to implement an individual project that emphasizes practical applications of business concepts	BA 490	Senior Project	Scoring Rubric	80% score 3 or better on all criteria

## Degree Program Outcomes Assessment

Spring 2011

<b>Degree Program: Business Administration</b>
<b>Outcome Assessed: Communication, Critical Thinking/Analytical Reasoning and Individual Project Outcomes</b>
<b>Course / Activity: BA 490 and BA 419</b>

### Summary of Assessment Results

Performance Criteria	Assessment Method	Measurement Scale	Minimum Accepted Performance	Results
Depth	<i>Project Report Scoring Rubric</i>	1-5	80% 3, 4 or 5	94%
Analysis	<i>Project Report Scoring Rubric</i>	1-5	80% 3, 4 or 5	82%
Concepts	<i>Project Report Scoring Rubric</i>	1-5	80% 3, 4 or 5	76%
Structure/format	<i>Project Report Scoring Rubric</i>	1-5	80% 3, 4 or 5	94%
Grammar/Style	<i>Project Report Scoring Rubric</i>	1-5	80% 3, 4 or 5	65%
Clarity /quality	<i>Project Report Scoring Rubric</i>	1-5	80% 3, 4 or 5	94%

*Note: See "Supporting Documentation" tab or for detailed records of the summary. The assessment representative for each department must archive supporting student samples*

### Explanation of Assignment / Activity / Prompt

Students are presented with the course outcomes at the beginning of the term. They must design a project that incorporates the knowledge they have learned in their business program with particular emphasis on their concentration. The proposal must be approved by the instructor. The formal project is submitted as a report after various points of feedback during the final week of class. Students are assessed using a scoring rubric. (see supporting documents).

### Analysis of Assessment Results

Table 2. Percent Frequency of Score

SCORE	Depth	Analysis	Concepts	Structure	Style	Clarity	subtotal
1	0%	0%	0%	0%	0%	0%	0%
2	6%	18%	24%	6%	35%	6%	16%

3	41%	35%	29%	53%	24%	35%	36%
4	35%	35%	41%	24%	24%	41%	33%
5	18%	12%	6%	18%	18%	18%	15%
	100%	100%	100%	100%	100%	100%	100%

### Closing the Loop: Strengths, Weaknesses, Conclusions, Recommendations

**Analysis:** This represents a composite of 5 different classes including on campus and on line modalities. The overall scores meet the targets. Specific components for style and concepts are weaker than the others and therefore pose an opportunity for faculty to focus on strategies for improving proficiencies in those areas. The current rubric could be revised to include a technology component.

**Action Plan:** The assessments for each class need to be kept separate so that comparisons of student results at the different sites using different modalities can be made.

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## Degree Program Outcomes Assessment

Spring 2011

<b>Degree Program: Business Administration</b>
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<b>Outcome Assessed: Knowledge</b> (i.e., accounting, marketing, finance, management, law, economics, and the global environment).
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<b>Course / Activity: BA 498 and BA 419</b>
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### Explanation of Assignment / Activity / Prompt

Students in BA 419 and BA 498, regardless of modality, are required to take a National Comprehensive exam assessing their knowledge of the functional areas and concepts in the business discipline. The test is computerized, administered by Peregrine and the results are compiled in a report. See [www.eou.edu/business](http://www.eou.edu/business) for the reports.

Assessment Results: Winter 2011 13% Completion Rate BA 419, 498

	Acct	Ethics	Fin	Strat	Ldrshp	Econ	Global	Info sys	Law	Mgmt	Mrkt	Quant
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EOU	66	60	61	50	55	62	56	67	59	61	46	40
Bench	58	59	54	63	65	55	56	67	66	63	60	51
results	+	+	+	-	-	+	-	-	-	-	-	-

Assessment Results: Spring 2011 BA 428 and 498 La Grande Campus Count: 7 for 428. Count 30 for 498

	Acct	Ethics	Fin	Strat	Ldrsh p	Econ	Globa l	Info sys	Law	Mgmt	Mrkt	Quant
EOU	54	55	52	48	51	55	56	63	60	57	36	39
Bench	49	52	49	48	50	47	54	62	57	53	41	38
results	+	+	+	-	+	+	+	+	+	+	-	+

### **Closing the Loop:**

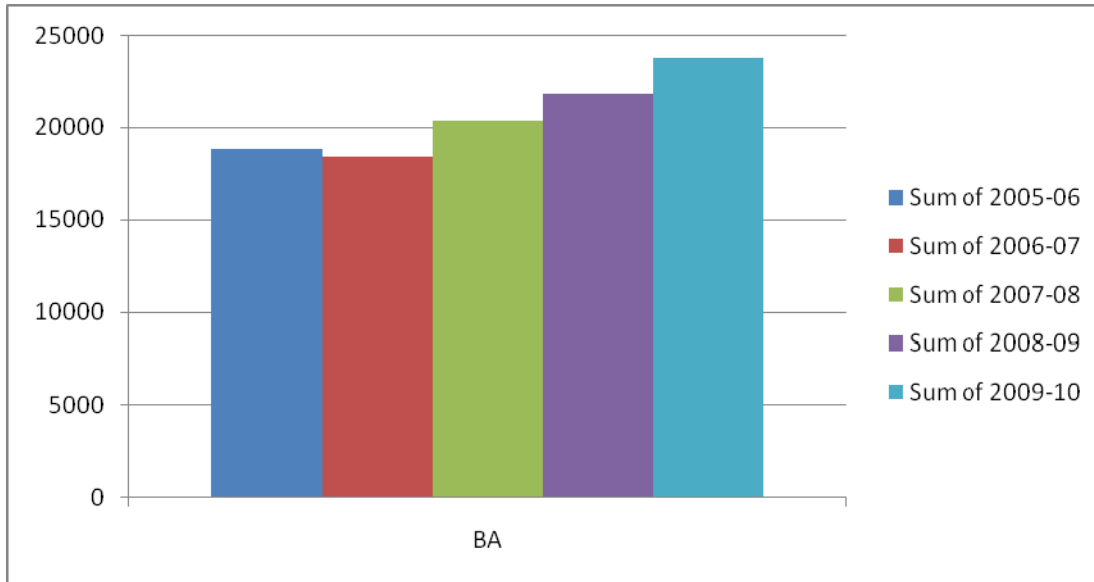
Analysis: The biggest problem is the low completion rate. Only 13% of the students signing up for the test actually completed it in the winter assessment. Spring was better but there were no scores for the online or MHCC students. We did not meet our target of exceeding our comparators winter term. Our students did much better however, spring term. We met our target in all categories except Strategy and Marketing.

Action Plan: To address the poor completion rate, all instructors will make the test mandatory and will count as part of the overall grade for the class. Each instructor will decide what percentage of the grade will count toward the exam. Instructors will continue to make quality of instruction a high priority.

## Eastern Oregon University

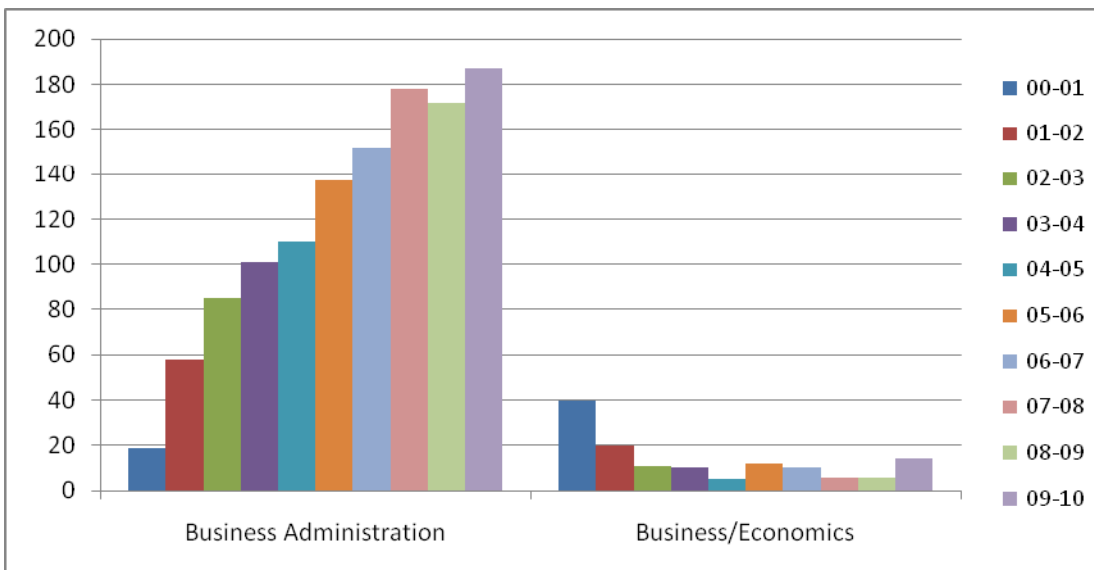
### 5 Year Student Credit Hours Generated by 'BA' Course Prefix

	Data				
Prefix	05-06	06-07	07-08	08-09	09-10
BA	18839	18430	20355	21830	23763
Grand Total	18839	18430	20355	21830	23763



### 5 Year Graduation by Major

	Data										
Bachelors	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	
Business Administration	19	58	85	101	110	137	152	178	172	187	
Business/Economics	40	20	11	10	5	12	10	6	6	14	
Grand Total	59	78	96	111	115	149	162	184	178	201	



## **Commentary on Enrollment and Graduate Trends**

### **Program and Course Scheduling Requirements**

*For typical four-year schedules in Business Administration, see the Academic Catalog.*

#### **Staffing**

L-Name	F-Name
Atkinson	Ted
Briney	Doug
Carpenter	Sharyl
Clements	Steve
Costi	Robert
Day	Kari
Diffenderfer	Peter
McMahan	Rita
Mustoe	Myles
Pierce	Michael
Ramey	Gerald
Sellers	Lee
Sorensen	Kim
Takamura	Ted
Vermeer	Jeffrey

#### **Minimum Staffing Requirements**

- 1) Current assessment of Faculty Based on the current faculty in Business Administration, the following total FTE are available: Total = 14.73 FTE (9 tenure, 5.73 fixed term)
- 2) Efficiency Ratios
- 3) Load/Faculty On Campus

Based on 2008-09 SCH, the ratio of SCH to faculty in Business Administration prefix courses is \_\_\_\_\_ Student load hours/1.0 FTE = \_\_\_\_\_ load hours per faculty member.

Total SCH: 20,452

ON Campus SCH: 5,235

ONLINE SCH: 12,054

ON SITE SCH: 3,163

SCH/Faculty Need

On campus \_\_\_\_\_ cr hr/ 36

**Rubrics:**

Communication, Critical Thinking and Integration Individual Project Rubric																																							
<b>CONTENT</b> (link with concepts)																																							
Depth - Breadth					1	2	3	4	5	Analysis - Synthesis					1	2	3	4	5	Link w/ Concepts					1	2	3	4	5										
Experience ----- Research					Basis					Implicit ----- Explicit																													
Application ----- Theory					Assumptions					Sources / Citations																													
[approx. 150 hours]					Framework / Process																																		
<b>PRESENTATION</b> (organize & explain)																																							
Structure / Format					1	2	3	4	5	Grammar / Style					1	2	3	4	5	Clarity / Quality					1	2	3	4	5	Technology					1	2	3	4	5
<b>Objectives</b>																																							
<ul style="list-style-type: none"> <li>• demonstrates university level communication skills and techniques</li> <li>• communicates integration of the central concepts comprising their Business Administration focus;</li> <li>• demonstrates the application of several central concepts of their Business Administration focus;</li> <li>• demonstrates critical thinking skills regarding the central concepts of their Business Administration focus to a formal audience;</li> <li>• demonstrates essential managerial and organizational skills and techniques;</li> <li>• demonstrate the capacity to plan, organize, and successfully complete a major task.</li> </ul>																																							
2) there are seven aspects that are evaluated using this rubric:																																							
>>>> three aspects for Content include: a) breadth - depth; b) analysis - synthesis; and c) link with concepts																																							
>>>> four aspects for Presentation include: a) structure - format; b) grammar - style; and c) clarity - quality d) technology																																							
4) each aspect of the rubric uses a Likert scale (from 1 - 5) where:																																							
>>>> (1) Unacceptable -																																							
>>>> (2) Lacking -																																							
>>>> (3) Adequate -																																							
>>>> (4) Very Good -																																							
>>>> (5) Excellent / Stellar -																																							
3) other considerations when evaluating projects according to each aspect are noted below:																																							

**CRITICAL THINKING: Depth - Breadth**

- (Along a continuum), a project could be very broad (general) or very deep (specific). As such, expectations would vary, e.g., a project could be very specific and demonstrate much detail into one area of the student's concentration; conversely a project could be very broad and general and discuss many areas (of a student's concentration). Often times, projects fall betwixt breadth and depth.

**CRITICAL THINKING: Analysis - Synthesis**

- The frameworks and processes students choose to use to perform the analysis or how they synthesize the information should be appropriate for the project scope. The score should also reflect how they demonstrate understanding of the concepts.

- Students should show the analysis they use. For example, when students make statements or conclusions they need to show the basis (back up data); assumptions they may make; and the processes / methods they use to collect, analyze leading to their conclusions.

**INTEGRATION & COMMUNICATION: Link with Concepts**

- Students need to demonstrate the relationship of their work with the key concepts of their degree.

- Students can demonstrate the links either explicitly (citations, references, etc.); or implicitly, e.g., the format, frameworks and content of the final document demonstrates the link with the concepts

- Proper use of citations and references to clarify sources and resources used to compile the final documents is expected.

**INTEGRATION & COMMUNICATION: Structure / Format**

- are the structure and format of the project deliverables appropriate for the project scope

**COMMUNICATION: Grammar /Style**

- is the grammar and style within the project deliverables appropriate for the project scope

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**COMMUNICATION: Clarity / Quality**

- is the clarity and quality of the project deliverables appropriate for the project scope

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**COMMUNICATION: Use of Technology**

-Evidence of technology skills include use of tools and functions, proper formatting, imbedded tables, use of graphics, etc....

