



## **Program Portfolio Business Administration 2009-2010**

### **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**

The program developed and implemented an Associate of Arts in Administrative Management and a Certificate in Office Management in Spring 2009. This was approved by OUS Provosts' Council in June 2009 and NWCCU was thereafter notified of the change.

### **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 Objectives/Outcomes**

### **A. Objectives**

#### **Excellence**

1. To prepare students to perform effectively and efficiently in business managerial positions so that they may accomplish their personal goals and objectives.
2. To produce students who have developed the strong personal and communication skills necessary to succeed in the business environment.

#### **Connections**

3. To produce graduates who possess an integrated knowledge of the functions and systems of business.

#### **Responsibility**

4. To develop a student with a refined curiosity about life and learning.

## B. Learning Outcomes

**Content Knowledge:** Students of the Business Administration degree program will demonstrate functional knowledge of the concepts, vocabulary, principles and practices that are commonly used in the business environment.

**Communication Skills:** Students of the Business Administration degree program will demonstrate advanced communication skills using appropriate methodologies and technologies.

**Critical Thinking and Analytical Reasoning Skills:** Students of the Business Administration degree program will demonstrate critical thinking and analytical reasoning skills

**Personal and Social Responsibility.** Students of the Business Administration degree program will demonstrate an ability to incorporate diverse cultural perspectives, and ethical reasoning and action into decision making processes.

**Inquiry and Integrated Learning:** Students of the Business Administration Degree Program will demonstrate the ability to design and carry out an individual project that emphasizes practical applications of business concepts.

## II. Four Year Assessment Cycle: Business

| Year             | Outcome to be Assessed                          |
|------------------|---|
| 2009-2010 (Fall) | Communication & Inquiry and Integrated Learning |
| 2010-2011        | Critical Thinking and Analytical Reasoning      |
| 2011-2012        | Personal and Social Responsibility              |
| 2012-2013        | Content Knowledge                               |

## III. Curriculum Assessment Plan

| Year      | Outcome   | Course/Milestone Activity | Assignment/Task (done by students) | Assessment Tool (to measure outcomes) | Standards/Levels of Achievement                |
|-----------|---|---------------------------|------------------------------------|---------------------------------------|--|
| 2009-2010 | Communication & Inquiry and Integrated Learning | BA 490                    | Written Report using graphics      | 1-5 rubric                            | 80% proficiency                                |
| 2010-2011 | Critical Thinking and Analytical Skills         | BA 498, BA 419            | Case Analysis                      | Scoring Rubrics                       | 80% proficiency                                |
| 2011-2012 | Personal and Social Responsibility              | BA 490                    | Papers/Seminars                    | Scoring Rubric                        | 80% proficiency                                |
| 2012-2013 | Content Knowledge                               | BA 428 & 498              | ETS Business Test                  | Objective test                        | 50 <sup>th</sup> percentile in all categories. |

## **Degree Program Outcomes Assessment**

Fall 2009

|   |
|---|
| <b>Degree Program: Business Administration</b>            |
| <b>Outcome Assessed : Inquiry and Integrated Learning</b> |
| <b>Course / Activity: BA 490 Senior Project</b>           |

### Summary of Assessment Results

| Performance Criteria    | Assessment Method                    | Measurement Scale | Minimum Accepted Performance | Results |
|-------------------------|--------------------------------------|-------------------|------------------------------|---------|
| Depth/breadth           | <i>Project Report Scoring Rubric</i> | 1-5               | 80% 3, 4 or 5                | 89%     |
| Analysis/Synthesis      | <i>Project Report Scoring Rubric</i> | 1-5               | 80% 3, 4 or 5                | 86%     |
| Link with Concentration | <i>Project Report Scoring Rubric</i> | 1-5               | 80% 3, 4 or 5                | 86%     |

*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. Each student identifies a project or research topic 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. Approximately 150 hours worth of work is expected to complete the project. The formal project is submitted as a report after various points of feedback during the final week of class. Students are assessed on their ability to define the project, gather information, and analyze and synthesize the information within the context of their concentration (see supporting documents).

### **Analysis of Assessment Results**

Students are proficient in Content: depth/breadth, analysis/synthesis, and Link with Conclusion but there are some areas that could be improved.

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

**Conclusion:** Students need more instruction in analyzing and synthesizing information. Recommendations. Provide better feedback and instruction in content in the writing intensive courses. Specifically in BA 490: address course objectives more thoroughly in the syllabus, emphasize the need to include analysis and link with the concentration with Proposal Approval and remind students on the importance of the outcomes.

## **Degree Program Outcomes Assessment**

Fall 2009

|  |
|--|
| <b>Degree Program: Business Administration</b> |
| <b>Outcome Assessed: Communication</b>         |
| <b>Course / Activity: BA 490</b>               |

### Summary of Assessment Results

| Performance Criteria | Assessment Method                    | Measurement Scale | Minimum Accepted Performance | Results |
|----------------------|--------------------------------------|-------------------|------------------------------|---------|
| Structure/format     | <i>Project Report Scoring Rubric</i> | 1-5               | 80% 3, 4 or 5                | 92%     |
| Grammar/Style        | <i>Project Report Scoring Rubric</i> | 1-5               | 80% 3, 4 or 5                | 93%     |
| Clarity /quality     | <i>Project Report Scoring Rubric</i> | 1-5               | 80% 3, 4 or 5                | 93%     |

*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. Approximately 150 hours worth of work is expected to complete the project. The formal project is submitted as a report after various points of feedback during the final week of class. Students are assessed for communication using a scoring rubric. (see supporting documents).

### **Analysis of Assessment Results**

Students are proficient in all areas.

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

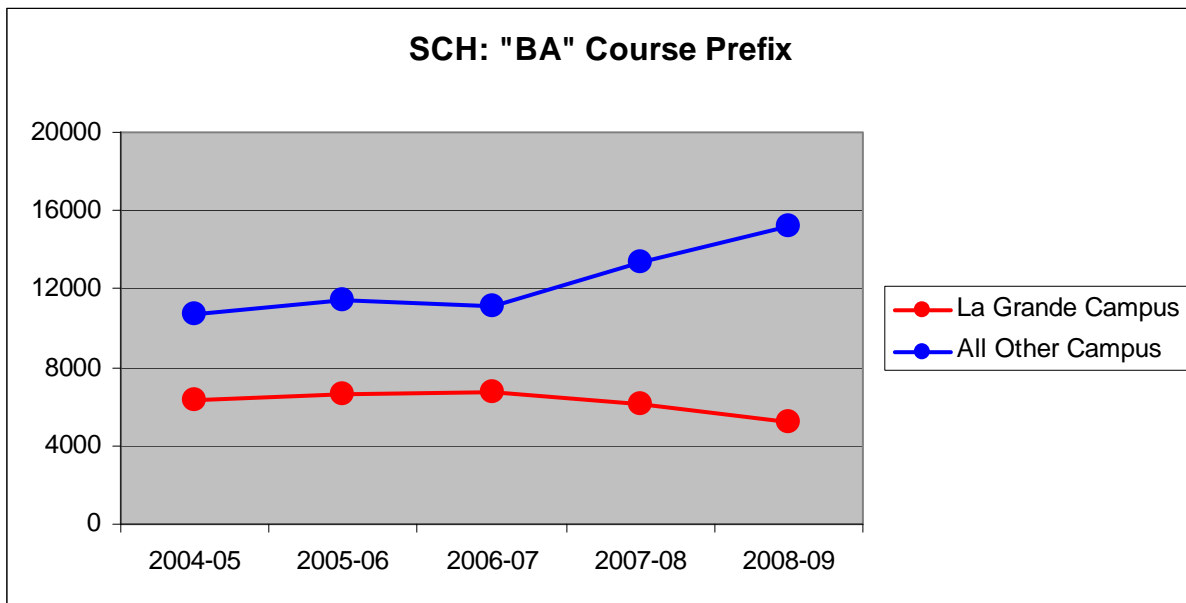
Students are proficient in presentation; structure/format, grammar/style and clarity/quality. Recommend continuing the policy of requiring papers in most upper division courses. The report writing class is doing a good job in teaching writing skills as well.

## Key Programmatic Assessments

**Senior Project. Communication Skills.** Our assessment of communication skills included an evaluation of written communication based on written reports given in BA 490 Senior Project. Inquiry and Integrated Learning. A scoring rubric was used. (see supporting documents).  
**Inquiry and Integrated Learning.** Our assessment of inquiry and integrated learning included an evaluation of the students ability to design and implement an individualized project, gather information, analyze and synthesize the information by connecting it to concepts in the business program and within their concentration.

## Eastern Oregon University

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

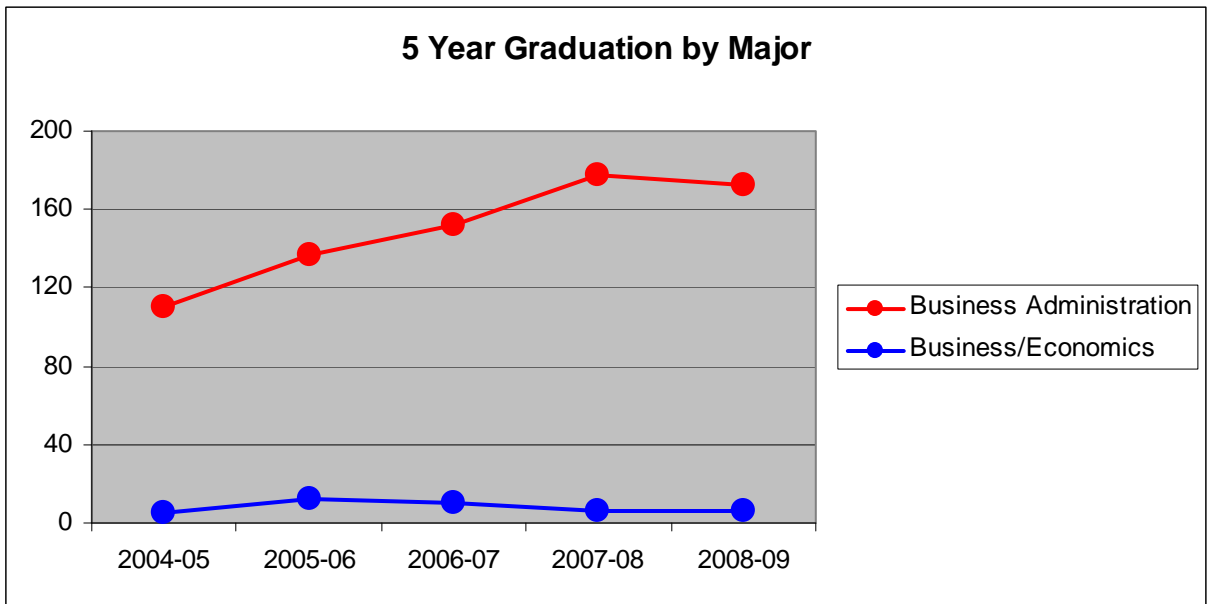


|                  | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 |
|------------------|---------|---------|---------|---------|---------|
| La Grande Campus | 6316    | 6601    | 6690    | 6128    | 5235    |
| All Other Campus | 10696   | 11406   | 11112   | 13336   | 15217   |

|       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|
| Total | 17012 | 18007 | 17802 | 19464 | 20452 |
|-------|-------|-------|-------|-------|-------|

\*SCH includes only undergraduate courses effective end of term

**Eastern Oregon University**  
 5 Year Graduation by Major



|                         | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 |
|-------------------------|---------|---------|---------|---------|---------|
| Business Administration | 110     | 137     | 152     | 178     | 172     |
| Business/Economics      | 5       | 12      | 10      | 6       | 6       |

**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     |

### **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

**Business Administration Program  
Inquiry and Integrated Learning Assessment Guide**

**Outcome Inquiry and Integrated Learning:** Students of the Business Administration Degree Program will demonstrate the ability to design and carry out an individual project that emphasizes practical applications of business concepts.

Rate on a scale of 1-5 with 5 being an excellent level and 1 is unacceptable.

Upon completion of the senior project, the student should be able to:

- Converse easily about the interrelationships between the central concepts of their concentration.
- Demonstrate the application of some of the central concepts of their concentration
- Demonstrate essential managerial and organizational skills and techniques
- Demonstrate the capacity to plan organize, and successfully complete a major task.

**Description of Assessment Criteria:**

**Depth – Breadth**

Along a continuum, a project could be very broad (general or very deep (specific). As such, expectations of a project could be very specific and demonstrate much detail into one area of the student’s concentration; or a project could be very broad and general and discuss many areas of the student’s concentration.

**Analysis – Synthesis**

The frameworks and processes a student chooses to use and the information provided should be reflective of the project scope.

**Link with Concepts**

Demonstrates the relationship of their work with the key concepts of their degree.

**SCORING RUBRIC FOR INQUIRY AND INTEGRATION**

| <b>Depth-Breadth</b> 1 2 3 4 5  | <b>Analysis-Synthesis</b> 1 2 3 4 5                | <b>Link w/ Concepts</b> 1 2 3 4 5                 |
|---|--|---|
| <b>Experience----Research<br/>Application----Theory<br/>(approx. 150 hrs)</b> | <b>Basis<br/>Assumptions<br/>Framework/Process</b> | <b>Implicit----Explicit<br/>Sources/Citations</b> |

**Business Administration Program  
Written Communication Assessment Sheet**

**Outcome Written Communication:** Students in the Business Administration Degree Program will demonstrate advanced communication skills using appropriate methodologies and technologies.

**Rate on a scale of 1-5 with 5 being an excellent level for a Business Administration graduate.**

**Description of Assessment Criteria:**

**Presentation:** Grammar/Style: Mechanics including grammar, sentence structure, and punctuation. Structure/Format: Organization of paragraphs, pages, topics.

Clarity/Quality: Efficiency in the use of words, clarity of writing, quality of preparation and presentation of written material including the use of technology.

Score of 4 or 5: Above Average Proficiency. Consistently writes clearly and effectively (over 90% of the time) and edits carefully and accurately. Employs graphics effectively and documents sources accurately. Papers are well organized and professional.

Score of 3: Proficient. Writes clearly and effectively and edits carefully and accurately most of the time (at least 80% of the time). Employs graphics appropriately and documents sources.

Score of 2: Adequate. Writes clearly and effectively more than 60% of the time. Employs a minimum of graphics and may have trouble documenting sources.

Score of 1: Developing. Fails to write clearly and effectively or edit carefully and accurately (less than 60% of the time). Fails to employ graphics effectively and document sources. Fails to use technology effectively.

**SCORING SHEET FOR COMMUNICATION:**

**PRESENTATION (Organize and Explain)**

|                         |          |          |          |          |          |                      |          |          |          |          |          |                        |          |          |          |          |          |
|-------------------------|----------|----------|----------|----------|----------|----------------------|----------|----------|----------|----------|----------|------------------------|----------|----------|----------|----------|----------|
| <b>Structure/Format</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>Grammar/Style</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>Clarity/Quality</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|-------------------------|----------|----------|----------|----------|----------|----------------------|----------|----------|----------|----------|----------|------------------------|----------|----------|----------|----------|----------|