I. COLLEGE OF BUSINESS MISSION

The mission of the Business College is to serve Oregon and beyond through professional business programs of instruction, research and service. We have a special commitment to business educational needs in Oregon through:

Excellence
The College of Business, which is professionally accredited through the International Assembly of Collegiate Business Education, values its attention to students, its focus on teaching excellence and its flexible program delivery. 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 excellence is integrated throughout our rigorous degree programs that require a high degree of academic achievement and field application, and that are offered through a variety of alternative delivery methods.

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. In addition, the College of Business has collaborative programs with the College of Arts and Sciences and its liberal arts focus. Such connections give our graduates an increased mutual respect for and collaboration with the campus community, the city of La Grande, the entire state of Oregon and indeed the world.

Responsibility
Our program is strongly committed to a liberal arts education and the development of critical thinking. Faculty 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.

II. PROGRAM DESCRIPTION

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 through the Division of Distance Education or through our partnerships with Blue Mountain Community College, Chemeketa Community College, Mt. Hood Community College or Treasure Valley Community College.
Business Administration

The Bachelor of Science in Business Administration is a professional program designed to prepare students to be effective leaders in an organization. The program provides both a solid theoretical framework in business as well as a strong focus on practical business applications. Opportunities for working with local businesses on projects, collaboration with faculty on research, international experiences, and service are part of the structure of this program. Business Administration students will take classes that will provide the skills and knowledge base needed to be effective leaders in an organization. These include classes in writing, math, accounting, economics, finance, management, marketing, and law. To further develop their expertise in a specific field of business, students will also take a set of classes in a concentration. The concentrations in this degree program include Accounting, Leadership Organization and Management, Marketing, International Business, and Tourism. Classes within the accounting concentration prepare students to pursue careers in private or public accounting. Classes in the other concentrations emphasize practical experience through projects with local businesses and other organizations and prepare students for careers in marketing, management, or finance.

Business/Economics

The Bachelor of Science in Business/Economics is an interdisciplinary program designed to give students a strong theoretical background in both business and economics. The focus of this degree is to provide students with a conceptual introduction to fundamental business disciplines that drive an organization and the external economic environment of that organization. Because the business/economics degree is a liberal arts degree as opposed to a professional one, there are fewer required courses. Students therefore have the opportunity to take a broad range of courses from a number of different disciplines thus increasing their understanding of the complex global environment in an era of rapid social and technological change. This program is very well suited for preparing students for graduate programs in business, economics, law, or related fields; or to pursue careers in the areas of management, finance, or economics.

Master’s of Business Administration

The MBA program at Eastern Oregon University provides a quality package of professional training and enhancement. It particularly meets the needs of those who expect to become innovative business leaders, effective managers, and competitive entrepreneurs in the 21st century. The MBA program is accredited by the International Assembly for Collegiate Business Education (IACBE).

The program provides comprehensive training to update students’ professional knowledge in areas such as business strategy, innovative management, marketing, information systems, project design, and modern financial management. With input from students at the start of study, the program is customized to specific needs, career objectives, and professional backgrounds of students.
The program gives significant consideration to time- and place-bound individuals. Relying on a mixture of synchronous and asynchronous course delivery formats helps working individuals complete their study efficiently and conveniently. While utilizing website instruction, video conferencing, satellite teaching, in conjunction with individualized studies, the program conducts onsite face-to-face teaching. Moreover, students are able to get help from instructors through electronic communication at all times. This program is available on campus, and possibly at the following locations: Hermiston, The Dalles, and Pendleton. Off-site locations are determined by enrollment, and are not guaranteed.

The program places a particular emphasis on the application of inter-disciplinary learning with its case- and project-intensive training methods. Students undertake case analyses, hands-on projects, and simulation exercises. They also have the opportunity to conduct real business consultation, project design, and strategy development. Upon completion of study, participants will have built up a whole repertoire of applied skills and techniques in major areas of modern management.

III. Significant Changes

Significant developments in the College of Business over the 2005-06 academic year are as follows: 1) Dr. Michael Jaeger was retained as Dean, College of Business. 2) The partnership agreement with the University of Kazakhstan to offer a degree program was cancelled. 3) The MBA program started its third cohort in Fall 2006 with an average student headcount of 24 per year. 4) A fourth extended residential center began operation at Chemeketa Community College in Salem. 5) Mary Brock was hired to the new position of Assistant to the Dean, College of Business. 6) Dr. Leslie Mueller was appointed to the new position of Division Chair, College of Business.

This outcomes/assessment annual report will summarize our assessment of the outcomes we established in the Outcomes Assessment Plan developed in 2004 as well as address an action plan for improvements to the program.

IV. Analyze and Appraise

The following outcomes were identified in the Outcomes/Assessment Plan developed Spring 04.

Outcome #1: Graduates of the Business Administration degree program will possess an integrated knowledge of the functions and systems of business.
**Outcome #2:** Graduates of the Business Administration degree program will have developed strong interpersonal and communication skills necessary to succeed in the business environment.

**Outcome #3:** Graduates of the Business Administration degree program will have strong technological skills including the use of the Internet, word processing, spreadsheets, and presentation software.

Assessment Tool:

**Outcome #4:** Graduates of the Business Administration degree program will be able to demonstrate the capability of applying business concepts to real world projects.

Assessment Tool:

**Outcome #5:** Graduates of the Business Administration degree program will perform effectively and efficiently in business managerial positions.

Assessment Tool:

**Outcome #6:** Faculty, administrators, and staff of the business division create an environment that fosters excellence in learning.

**Outcome #7:** The Business Administration Degree Program provides the necessary education and experiences that enable graduates to be effective leaders in a global business environment.

The assessments of these outcomes is summarized in the following matrix.

**Program-Level Intended Outcomes Matrix.**

<table>
<thead>
<tr>
<th>Intended Outcome</th>
<th>Outcome Realized</th>
<th>Assessment Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Direct Measures</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>NSE Test</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Integrated Case</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Study</td>
<td></td>
</tr>
<tr>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A*</td>
<td></td>
</tr>
<tr>
<td>1. Integrated Knowledge. Students will score: at least 60% National Student Fields Test at least 80% on Integrated Case Study</td>
<td>Seniors Project Senior Project BA 498</td>
<td>X</td>
</tr>
<tr>
<td>2. Interpersonal and Communication Skills. Students will score: at least 80% on written report at least 80% on oral presentation at least 80% on teamwork score</td>
<td>BA 325</td>
<td>X</td>
</tr>
<tr>
<td>modules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>4. Practical Application: Students will get minimum of 80 per cent on their senior project.</td>
<td>Senior Project</td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indirect Measures</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Graduates’ performance in organizations. 80% of employers will perceive a high level of satisfaction in employees’ performance</td>
<td>Employer Survey</td>
<td>NA*</td>
</tr>
<tr>
<td>6. Educational Environment. 90% of graduating seniors will perceive a high level of satisfaction from their learning experience.</td>
<td>Student Exit Survey Faculty Evaluations</td>
<td>X X</td>
</tr>
<tr>
<td>7. Leadership Preparation. 90% of alumni surveyed will perceive a high level of satisfaction in their preparation for their careers.</td>
<td>Alumni Survey</td>
<td>NA*</td>
</tr>
</tbody>
</table>

A. This test was administered Spring of 06 and we do not have normative data as of yet. The scores averaged under 50% for all fields.

B. *NA: These outcomes are measured every 3 years and will be assess in the 07-08 annual report.
ACTION PLAN FOR CHANGES AND IMPROVEMENTS:

I. RESULTS OF 05-06 ANNUAL REPORT ACTIONS:
A. Growth. Eastern Oregon University has three distinct types of students: 1) Traditional residential students, 2) Asynchronous distance students, and 3) Extended residential students. Growth for the university and the College of Business is in the area of distance and extended residential students. Our on-campus traditional members are very flat. We are experiencing about 6% growth in students who take their entire degree through distance education. By far, however, our greatest growth and potential for growth are in the Extended Residential sites.

Eastern has four extended residential sites in collaboration with community colleges. One at Treasure Valley in Ontario, one at Blue Mountain in Pendleton, one at Mount Hood in Gresham and one at Chemeketa in Salem.

B. Faculty Recruitment and Retention. In Fall of 2005, Dr. Gerry Ramey, PhD, joined the faculty from Lewis-Clark College in Idaho. His position is tenure track teaching business administration courses. In Winter of 2006, Shari Carpenter, MBA, joined the faculty as fixed term teaching business administration.

There were no losses of faculty from retirement or other reasons.

C. Increasing Diversity of Students and Faculty.
   Students: Eastern Oregon University has the highest proportion of foreign students of all the Oregon system. Although these students do not replace the normal distribution of minorities in the population of Oregon, they do offer the College a degree of diversity and multiculturalism that is highly valued here. Our work in Pendleton and Ontario have amplified the potential for recruiting Hispanic and Native American students.

   Faculty: Over the past five years we have been fortunate to have recruited and retained faculty of diversity. We currently have two business faculty who are Native Americans and another who is of Asian descent. This represents almost 20 per cent of our faculty. We have done a great deal to try to market and recruit minority faculty including offering those with industry experience opportunity for positions and the opportunity to add the appropriate terminal degree. We believe this “grow your own” plan will yield significant new faculty.

D. Community College Articulation Plan. During the latter half of 2004-05, the College and University developed an articulation plan for community colleges. This plan has yet to become policy, but it has yielded some fruitful new collaborations with Chemeketa Community College in Salem, Oregon. The following is a progress report on all Community College Collaboration projects:

1. EOU, in collaboration with Chemeketa, SWOC, TVCC, MBCC, MHCC and formally COCC, have ongoing, successful residential cohorts in business and education.
2. The cohorts offer entire baccalaureate programs onsite at the community college campus.

3. The programs capitalize on the strengths of the CC campus faculty and the added strengths of the EOU residential faculty and regional resource faculty called upon to deliver program requirements.

4. Date shows that students who graduate from residential cohorts are as prepared as those from the La Grande campus. Testing and performance standards show no significant difference in graduates.

5. The residential cohort 2+2 program allows rural students access to a complete program and affordability considering the lower per credit cost at the community college, the reduced number and cost of upper division course, and the reduced cost of room, board and transportation for residential university participation.

6. The business model required to maintain long-term viability has been proven by 8 years of operation at TVCC/BMCC, 5 years at MHCC, 4 years at SWOC and one year at Chemeketa.

We have every indicator that the strategy of EOU-Community College collaboration will be the most significant area of growth and achievement for the business college.

E. Strategy for Mt. Hood

Our most robust projects is collaboration with Mount Hood Community College. We have approximately 600 advisees in this Business Administration program in Gresham. The total self-support budget for this 2+2 program is nearing $350,000 per year offering three full time and several part time faculty positions. The program runs the same outcomes-based courses and assessments. We enjoy the same high quality graduate in Gresham as we do on campus.

Based on the trend lines for growth, the Mt. Hood project, the number of graduates will exceed that of the home campus in Business by 2007-08 academic year at the current rate of growth.

F. Improving the Culture of the Business Division. Much of the uncertainty reported in last year’s annual report has been resolved with Dr Michael Jaeger being retained as Dean, College of Business. Mary Brock hired as Assistant to the Dean, College of Business and Dr. Leslie Mueller appointed Division Chair, College of Business

G. Improve the quality of the Assessment Tools. We are in the process of evaluating the outcomes/assessment plan and the tools of assessment. We hope to have a new plan by Fall 07.

H. Improving the Quality of Instruction. A committee has been designated to determine ways to improve the quality of students’ education. The business faculty evaluations exceed the campus average.
I. Incorporating technology in Accounting and Finance. We are still in the process of developing an Accounting Information Systems course. Faculty are requiring the use of technology including spreadsheets and financial calculators. We are also using computerized testing to help students prepare for the CPA exam.

J. Improving the Quality of Advising. The average score on the student exit survey for quality of advising was 4 out of 5 indicating the quality of advising is good. We are increasing efforts to provide more training to faculty advisors.

II. ACTION PLAN FOR 06-07 ASSESSMENTS IN ADDITION CONTINUATION OF THE ABOVE.

A. Develop a Strategic Plan. Re-evaluate the mission and identify priorities for improving the quality of education including improving our processes for developing new concentrations, identifying weaknesses in how we serve the students, and constructing a workload matrix to better facilitate a more equitable distribution of faculty load.

B. Create a load matrix for both an in-load and overload.

C. Assess all courses taught both on and off campus to ensure they meet their defined outcomes.

D. Improve knowledge/skills scores. Faculty will work toward improving the proficiency of the outcomes in each of the functional courses as well as identify the concepts not covered in our program so that we more correctly assess the usefulness of the NSE test.

V. Current Strengths

Objectives:

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.
3. To produce graduates who possess an integrated knowledge of the functions and systems of business.
4. To develop a student with a refined curiosity about life and learning.
5. Eastern Oregon University’s Master’s of Business Administration program strives to provide a quality package of professional training for innovative business leaders through customized curriculum, a flexible delivery format, and an applied approach.

Basic Assumptions

There will be very little growth in state funding for EOU in the near future beyond this biennium.
A “Top Down” fixed budget model with no incentive for entrepreneurial activities.
Strengths

1. Cost vs. Quality of Business Program.
2. Only four year college in Eastern and Central Oregon
3. No out-of-state tuition
4. On-line undergraduate degree
5. MBA on-campus & live at other sites through VTEL
6. Cooperative partnership programs with Blue Mountain Community College, Treasure Valley Community College, Mt. Hood Community College and Chemeketa Community College.
7. Talented diverse faculty with “real world” experience (11.5 FTE: 2 Native Americans, 1 Asian American, 4 females, and 7 males)

Weaknesses

1. Loss of entrepreneurial budget
2. Shortage faculty relative to student credit hours generated = overload
3. Low salaries – difficult to attract and retain new faculty.
4. Lack of strong ties with regional private and public employers for internships, etc.

Opportunities

1. No out-of-state tuition Admissions Office recruiting campaign 100 mile circle should be a 300-500 mile circle.
2. Build creative new faculty positions by hybridizing → decreases overloads
3. Target high demand areas for MBA via VTEL
4. 2+2 Programs on site and distance education
5. Undererved areas on westside & eastside of state
6. Support regional economic development needs
7. On-line MBA
8. Availability of many transfer students from community colleges and other schools.

 Threats

1. Lack of funding in future from Oregon University System
2. Declining on-campus enrollments
3. Continuation of fixed budget model
4. High rate of overhead & fixed costs due to high percentage of administrator to students. (Did not follow 1999 Strategic Plan.) Money does not funnel down to revenue producing programs.
5. Budget cuts in VTEL facilities and staffing.
6. Inadequate budgets for maintenance of technology.
7. Main geographic service area declining in population and not developing economically.
8. Overly complicated gen ed requirements that make it difficult to transfer to EOU
9. Faculty loads, number of preps, and number of overloads threaten faculty ability to do research and publication and professional and public service.

<table>
<thead>
<tr>
<th>Recommended Strategies</th>
<th>Action</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Hybridize 1 to 2 new positions</td>
<td>Adjunct money plus inload of DDE. Decreases overloads.</td>
<td>Redistribute current resources</td>
</tr>
<tr>
<td>2. Change major and concentrations to reflect changes in fields and in market demand.</td>
<td>Add International Business to core. BA 325 as prerequisite to BA 313 Finance. Existing streamline concentrations.</td>
<td>No extra resources needed</td>
</tr>
<tr>
<td>3. Promote programs, including the new tourism, hospitality and gaming concentrations (BA, BS, and MBA at Mt. Hood, Chemeketa CC, Hermiston, Tri-Cities and Ontario-Boise areas.)</td>
<td>Admissions office. College of Business advertising.</td>
<td>EOU resources from Admissions and would need additional faculty, if successful.</td>
</tr>
<tr>
<td>4. Promote on-campus programs in 500 mile circle especially to rain-soaked areas of Washington, Oregon and British Columbia.</td>
<td>Utilize competitive advantages of no out of state tuition and better climate. Admissions office.</td>
<td>EOU resources from Admissions and would need additional faculty, if successful.</td>
</tr>
<tr>
<td>5. Build stronger contacts with public and private agencies and businesses for internships, summer jobs and employment after graduation.</td>
<td>Person to person contact between those agencies and College of Business faculty and staff.</td>
<td>Some travel funds.</td>
</tr>
</tbody>
</table>

Numbers 3 and 4 are not really consistent with the fixed budget model. If entrepreneurial model were to be re-instituted they would be high priorities. They would generate additional income to hire the additional faculty needed.

VI. Outcome Assessment Plan

Executive Summary
The College of Business Outcome Assessment Plan was developed by Dr. Michael Jaeger, Dean and Ms. Kim Sorensen, Dr Bob Larison and Dr. Brad Johnson; faculty of the then School of Education and Business at Eastern Oregon University. The purpose of the outcome assessment (O/A) is to measure the effectiveness of the College of Business on a continuous basis. The plan is an integral part of our strategic planning process and the results will be used to improve the business programs. The plan is also a requirement for the International Assembly for Collegiate Business Education (IACBE) accreditation.

The plan includes a needs statement, how the process is administered and the linkage with the institution’s strategic planning process. It also addresses environmental assessment. The techniques used for implementing outcomes assessment include a SWOT analysis, a faculty and staff satisfaction inventory, course evaluations, alumni, and employers’ surveys, and a variety of student learning outcomes assessments.

The results of the analysis of this data are used to develop strategies for the effectiveness and quality of the College of Business and its programs.

Outcome Assessment is monitored, and an annual report is generated each August and forwarded to IACBE and to Eastern’s Strategic Planning Committee. This report details the changes and improvements made to date along with specific plans for future improvements.

Introduction

Outcomes Assessment is a systematic process designed to measure the effectiveness of the overall performance of the College of Business at Eastern Oregon University so as to ensure that the College is delivering high quality learning experiences. The characteristics of the O/A plan include: 1) multiple measures of learning outcomes, 2) identification of improvements, 3) evidence in support of making improvements, 4) method of evaluating planned outcomes, 5) involvement of faculty in the process, 6) link of departmental and institutional planning.

Outcomes assessment is administered by the Dean of the College of Business.

Implementing Outcomes Assessment

The mission of the College of Business is to serve Oregon and beyond through professional business programs of instruction, research and service. We have a special commitment to business education needs in Oregon through: 1) demonstrating and encouraging innovative programs and instruction in business education; 2) contributing through research and practice to the growing core of knowledge in the field of business; 3) valuing each learner as a unique human being. In order to carry out this mission, the College of Business has two broad-based goals:
A. To provide business programs that prepare students to be effective leaders in the current business environment; programs grounded in theory and research and meaningfully integrated with field practice and industry needs.

Questions to address in assessment include: How do our programs compare with our competitors? Do students have a student-centered faculty who are excellent teachers, practitioners, and researchers? Do students have opportunities to engage in practical hands-on projects in the community and research projects with faculty? Do we have the infrastructure that supports faculty recruitment, and professional development so we can retain qualified faculty? Are class sizes and class space appropriate? We use the results of a SWOT analysis (an external activity) and employer surveys and other internal assessment activities including results of student evaluations, faculty reviews, and alumni surveys to assess this goal.

B. To produce graduates who have an integrated knowledge of the functional areas of business along the analytical, communication, technological, and interpersonal skills needed to be able to use and communicate that knowledge to make decisions that improve society.

Questions addressed in assessment include: Do graduates retain the fundamental knowledge learned in their coursework and can they integrate that knowledge? Are they effective communicators? Do they work well with others and have good leadership skills? Do they have advanced technological skills? Are they ethical and responsible? The internal assessment activities to measure performance of this goal include a comprehensive exam that measures students' knowledge of business theory, an integrated project which may be a case or simulation, assessments of oral presentations, written reports, and computer applications portfolio, as well as student assessment of group activity.

From the results of the assessment changes to improve the programs are identified and action plans are prepared. These plans are linked to the planning and budgeting process. Findings of the assessment process and the recommended improvements as well as evidence of the realized outcomes from implementing changes are then compiled in an annual report.

**Outcomes of the Business Administration Degree Program**

1. Graduates of the Business Administration degree program will possess an integrated knowledge of the functions and systems of business.

2. Graduates of the Business Administration degree program will have developed strong interpersonal and communication skills necessary to succeed in the business environment.
3. Graduates of the Business Administration degree program will have strong technological skills including the use of the Internet, word processing, spreadsheets, and presentation software.

4. Graduates for the Business Administration degree program will be able to demonstrate the capability of applying business concepts to real world projects.

5. Graduates for the Business Administration degree program will perform effectively and efficiently in business managerial positions.

6. Faculty, administrators, and staff of the College of Business create an environment that fosters excellence in learning.

7. The Business Administration Degree Program provides the necessary education and experiences that enable graduates to be effective leaders in a global business environment.

**Techniques Used In Outcomes Assessment**

The following assessment tools are used to assess the business program.

**SWOT Analysis.** (Strengths, Weaknesses, Opportunities, and Threats). This is a technique used to assess areas of technological changes, educations industry changes, and competitor changes. A SWOT analysis is done every 5 years where we compare this college to the business divisions of 5 competitor institutions (See Appendix).

**Alumni Survey.** Every 5 years random samples of 30 alumni are asked to complete a survey to assess the quality of their educational experience. (See Appendix).

**Employer Survey.** In addition to the above, representative samples of employers are asked to complete a survey assessing the quality of the students who graduate in one of our degree programs. (See Appendix).

**Student Exit Survey.** Students graduating from Eastern with a business administration degree are asked to assess their educational experience within the business program. (See Appendix).

**Course Evaluations.** Course evaluations are required for all courses every term. These findings are compiled at the end of the year to help assess faculty effectiveness, quality of course delivery and content. (See Appendix).

**Student Outcomes Assessment.** The following assessment tools are used to assess student outcomes and the results will be recorded on a Student Assessment Sheet (See Appendix). Each student has to turn in the sheet with his or her graduation application. The results of the assessments for all of the graduating students are compiled at the end of the year.
1. National Exam – Major Fields Test. Used to assess fundamental knowledge of business concepts. Scores are compared to the national average. This test is administered in BA 498 Business Policy and in BA 428 Auditing.

2. Integrated Case Study. Used to assess students’ ability to integrate knowledge and use it to make decisions and to assess effectiveness as a member of a team. (Scoring rubric Appendix). The case study will be required in BA 498 Business Policy and Strategy.

3. Senior Project. To assess student’s ability to apply business concepts and the capability of planning and organizing a major task as well as assess students’ oral and written communication skills and team skills. (Scoring rubrics Appendix). To take place in BA 490 Senior Project.

4. Technology Portfolio. To assess whether students’ have advanced technological skills. Assessment will take place in BA 325 Information Management. (Scoring rubric Appendix).

VII. Commendations/Recommendations

I. RESULTS OF 05-06 ANNUAL REPORT ACTIONS:

A. Growth. Eastern Oregon University has three distinct types of students: 1) Traditional residential students, 2) Asynchronous distance students, and 3) Extended residential students. Growth for the university and the College of Business is in the area of distance and extended residential students. Our on-campus traditional members are very flat. We are experiencing about 6% growth in students who take their entire degree through distance education. By far, however, our greatest growth and potential for growth are in the Extended Residential sites.

Eastern has four extended residential sites in collaboration with community colleges. One at Treasure Valley in Ontario, one at Blue Mountain in Pendleton, one at Mount Hood in Gresham and one at Chemeketa in Salem.

B. Faculty Recruitment and Retention. In Fall of 2005, Dr. Gerry Ramey, PhD, joined the faculty from Lewis-Clark College in Idaho. His position is tenure track teaching business administration courses. In Winter of 2006, Shari Carpenter, MBA, joined the faculty as fixed term teaching business administration.

There were no losses of faculty from retirement or other reasons.

C. Increasing Diversity of Students and Faculty.

   Students: Eastern Oregon University has the highest proportion of foreign students of all the Oregon system. Although these students do not replace the normal distribution of minorities in the population of Oregon, they do offer the College a degree of diversity and multiculturalism that is highly valued here. Our work in Pendleton and
Ontario have amplified the potential for recruiting Hispanic and Native American students.

Faculty: Over the past five years we have been fortunate to have recruited and retained faculty of diversity. We currently have two business faculty who are Native Americans and another who is of Asian descent. This represents almost 20% of our faculty. We have done a great deal to try to market and recruit minority faculty including offering those with industry experience opportunity for positions and the opportunity to add the appropriate terminal degree. We believe this “grow your own” plan will yield significant new faculty.

D. Community College Articulation Plan. During the latter half of 2004-05, the College and University developed an articulation plan for community colleges. This plan has yet to become policy, but it has yielded some fruitful new collaborations with Chemeketa Community College in Salem, Oregon. The following is a progress report on all Community College Collaboration projects:

1. EOU, in collaboration with Chemeketa, SWOC, TVCC, MBCC, MHCC and formally COCC, have ongoing, successful residential cohorts in business and education.

2. The cohorts offer entire baccalaureate programs onsite at the community college campus.

3. The programs capitalize on the strengths of the CC campus faculty and the added strengths of the EOU residential faculty and regional resource faculty called upon to deliver program requirements.

4. Data shows that students who graduate from residential cohorts are as prepared as those from the La Grande campus. Testing and performance standards show no significant difference in graduates.

5. The residential cohort 2+2 program allows rural students access to a complete program and affordability considering the lower per credit cost at the community college, the reduced number and cost of upper division course, and the reduced cost of room, board and transportation for residential university participation.

6. The business model required to maintain long-term viability has been proven by 8 years of operation at TVCC/BMCC, 5 years at MHCC, 4 years at SWOC and one year at Chemeketa.

We have every indicator that the strategy of EOU-Community College collaboration will be the most significant area of growth and achievement for the business college.

E. Strategy for Mt. Hood
Our most robust projects is collaboration with Mount Hood Community College. We have approximately 600 advisees in this Business Administration program in Gresham. The total self-support budget for this 2+2 program is nearing $350,000 per year offering three full time and several part time faculty positions. The program runs the same outcomes-based courses and assessments. We enjoy the same high quality graduate in Gresham as we do on campus.

Based on the trend lines for growth, the Mt. Hood project, the number of graduates will exceed that of the home campus in Business by 2007-08 academic year at the current rate of growth.

F. Improving the Culture of the Business Division. Much of the uncertainty reported in last year’s annual report has been resolved with Dr. Michael Jaeger being retained as Dean, College of Business. Mary Brock hired as Assistant to the Dean, College of Business and Dr. Leslie Mueller appointed Division Chair, College of Business.

G. Improve the quality of the Assessment Tools. We are in the process of evaluating the outcomes/assessment plan and the tools of assessment. We hope to have a new plan by Fall 07.

H. Improving the Quality of Instruction. A committee has been designated to determine ways to improve the quality of students’ education. The business faculty evaluations exceed the campus average.

I. Incorporating technology in Accounting and Finance. We are still in the process of developing an Accounting Information Systems course. Faculty are requiring the use of technology including spreadsheets and financial calculators. We are also using computerized testing to help students prepare for the CPA exam.

J. Improving the Quality of Advising. The average score on the student exit survey for quality of advising was 4 out of 5 indicating the quality of advising is good. We are increasing efforts to provide more training to faculty advisors.

II. ACTION PLAN FOR 06-07 ASSESSMENTS IN ADDITION CONTINUATION OF THE ABOVE.

A. Develop a Strategic Plan. Re-evaluate the mission and identify priorities for improving the quality of education including improving our processes for developing new concentrations, identifying weaknesses in how we serve the students, and constructing a workload matrix to better facilitate a more equitable distribution of faculty load.

B. Create a load matrix for both an in-load and overload.

C. Assess all courses taught both on and off campus to ensure they meet their defined outcomes.

D. Improve knowledge/skills scores. Faculty will work toward improving the proficiency of the outcomes in each of the functional courses as well as identify the concepts not covered in our program so that we more correctly assess the usefulness of the NSE test.