

Interim Quality Assurance Report 2023

Institution: Eastern Oregon University

Academic Business
Unit: College of Business

Date of Submission: November 1, 2023

Name and email of
contact for this report: Laura Gow-Hogge, lgow@eou.edu



INTRODUCTION

The purpose of the Interim Quality Assurance Report is to (1) provide results and your assessment of student learning and the academic business unit's achievement in relation to its stated goals, (2) provide evidence that the academic business unit continues to comply with the IACBE's Accreditation Principles, and (3) provide IACBE with data needed to evaluate achievement of its accredited programs individually and in aggregate.

Each accredited member of the IACBE is required to submit an Interim Quality Assurance Report mid-way through its awarded period of accreditation. In the Interim Quality Assurance Report, the academic business unit will report the following information:

1. Institutional Information
2. Listing of Accredited Programs and Locations Offering the Programs
3. Institutional and Program Enrollments
4. Degrees Conferred in IACBE-Accredited Programs
5. Student Learning Assessment
6. Operational Assessment
7. Forward-Looking Outcomes Assessment Plan
8. Self-evaluation of the Academic Business Unit's compliance with the Principles

All outcomes results tables are to be provided in an Appendix folder as separate files: this Appendix folder is to include one file per program results table and one file for the operational results table.

DEFINITIONS

Reporting Year: the most recently completed academic year. With a report due date of 11/1 annually, the Reporting Year will be the academic year immediately prior (typically the most recently completed period running Aug/Sept through May/June).

ABU = Academic Business Unit

AY = Academic Year

OAP = Outcomes Assessment Plan

ISLO = Intended Student Learning Outcome

IOO = Intended Operational Outcome

1. Institutional and Contact Information

Institution's Name: Eastern Oregon University

Institution's Physical Address: One University Blvd, La Grande, OR 97850

Zabel Hall

Institution's Mailing Address: _____

(if different than physical address): _____

Email: lgow@eou.edu Website: https://www.eou.edu/college-of-business/

Telephone (with country code if outside of the United States): 541-962-3721

Type of Institution: X Public Private Nonprofit Private For-Profit HBCU
(check all that apply) Tribal Faith-Based Career/Tech Community College

Provide the following information for the president/CEO of your institution:

Name: Dr. Kelly Ryan

Position Title: President

Email: karyan@eou.edu

Telephone (with country code if outside of the United States): 541-962-3512

Provide the following information for the chief academic officer of the institution:

Name: Dr. Matt Seimears

Position Title: Interim Provost

Email: mseimears@eou.edu

Telephone (with country code if outside of the United States): 541-962-3511

Provide the following information for the primary representative to the IACBE. This is the person who: will be contacted with all IACBE correspondence, will receive invoices, and will hold IACBE voting rights.

Name: Dr. Laura Gow—Hogge
Position Title: College of Business Chair
Highest Earned Degree: Ph.D. Email: lgow@eou.edu
Telephone (with country code if outside of the United States): 541-962-3721

Provide the following information for each academic business unit included in this report:

ABU NAME: College of Business
Name: Laura Gow-Hogge
Position Title: College of Business Chair
Highest Earned Degree: Ph.D. Email: lgow@eou.edu
Telephone (with country code if outside of the United States): 541-962-3721

ABU NAME: _____
Name: _____
Position Title: _____
Highest Earned Degree: _____ Email: _____
Telephone (with country code if outside of the United States): _____

Provide the following information pertaining to any individuals who are alternate representatives to the IACBE. Check the box on the right for any alternative representative who should be copied on all IACBE correspondence.

Name: _____	Title: _____	Email: _____	<input type="checkbox"/>
Name: _____	Title: _____	Email: _____	<input type="checkbox"/>
Name: _____	Title: _____	Email: _____	<input type="checkbox"/>

2. IACBE-Accredited Programs and Locations Offering the Programs

Provide a listing of all of the business programs accredited by the IACBE. These programs are identified on your Membership Status page available on the IACBE website under Accreditation > Member Status. This listing must also include all accredited Majors, Concentrations, Focus Areas, Specializations, etc. associated with the programs (as identified on your Member Status page). Add rows as needed. ***Contact your IACBE liaison if you believe there are changes needed to the accredited program list as identified on your Member Status page.***

For those institutions with more than one Academic Business Unit delivering IACBE-accredited programs, Identify the academic unit(s) that administer the programs. (Add or delete rows as needed):

ACCREDITED PROGRAM	ACADEMIC UNIT ADMINISTERING THE PROGRAM
Bachelor of Arts in Business Administration with optional concentration in: • Leadership, Organization, and Management	College of Business
Bachelor of Science in Business Administration with optional concentration in: • Leadership, Organization, and Management	College of Business
Master of Business Administration	College of Business

Please provide a list of all locations offering the above listed accredited programs (add or delete rows as needed).

LOCATION	ADDRESS
Eastern Oregon University, La Grande Campus	One University Blvd, Zabel Hall, La Grande, OR 97850

LOCATION	ADDRESS
NOTE: Degrees and locations have been verified and updated via the online form at the time of this report.	

3. Institutional and Program Enrollments

What are the beginning and end dates of your most recently completed academic year (AY)? (MM/YY – MM/YY)

09/2022-06/2023

What academic year was used for the Self-Study of your last IACBE accreditation review? (MM/YY – MM/YY) 09/2022-06/2023

Provide figures for the institution's overall total enrollment 1- at the beginning of the Reporting Year (most recently concluded academic year) and 2- at the beginning of the academic year of your last IACBE Self-Study.

Notes:

"Enrollment" refers to the total number of students pursuing programs offered by the institution as of the start of the academic year, not the number of students admitted/accepted in a given year.

TOTAL INSTITUTIONAL ENROLLMENT	
Reporting Year	AY of Last Self-Study
2678	3077

For each IACBE-accredited program (as listed on your IACBE Member Status Page), provide the unduplicated headcount * enrollment in the program 1- at the beginning (first term) of the Reporting Year and 2- at the beginning (first term) of the academic year of your last IACBE Self-Study. (Add or delete rows in the table as needed)

ACCREDITED PROGRAM	ENROLLMENT	
	REPORTING YEAR	AY OF LAST SELF-STUDY
BS/BA in Business Administration	329*	559
MBA	50	59
Totals	379 *Since the Last Self-Study, BS/BA in Accounting and BS/BA in Marketing have been added to the College of Business and attributed to decline in those declared in BS/BA in BADM.	618

* Unduplicated headcount = total headcount irrespective of prior or dual program enrollments. In other words, do not count any student more than once no matter the number of programs that the students pursued.

4. Degrees Conferred in Accredited Programs

For each IACBE-accredited program, provide figures for the number of degrees conferred in the program during 1- the Reporting Year and 2 – during the year of your last IACBE Self-Study.

(Add or delete rows in the table as needed):

ACCREDITED PROGRAM	NUMBER OF DEGREES CONFERRED	
	REPORTING YEAR	AY OF LAST ACCREDITATION REVIEW
BS/BA in Business Administration	108	176
MBA	25	29
Totals	133	205

5. Student Learning Assessment

5A. Student Learning Assessment Results for IACBE-Accredited Programs

Using the Student Learning Assessment Results Table (Appendix): for each IACBE-accredited program in the Reporting Year, provide the learning assessment results for each IACBE-accredited program's Intended Student Learning Outcomes.

- i. State Intended Student Learning Outcome (ISLO)
- ii. Identify the two assessment measures/tools used to evaluate student achievement of the ISLO. Add rows if more than two assessment measures were used to evaluate the ISLO.
 - i. Add rows if more than two assessment measures were used to evaluate student achievement of an ISLO
- iii. Indicate if the assessment measure/tool is a Direct or Indirect measurement
- iv. State the performance objective (target) for the assessment measure
- v. Provide the actual results (data) from implementation of the assessment measure
- vi. Indicate whether the target was Met or Not met.

A separate document must be provided for each IACBE-accredited program included in the outcomes assessment plan implementation during the Reporting Year. The list of IACBE-accredited programs can be found on your Member status page found from the IACBE website under Accreditation > Member Status Information: [Member Status Information | IACBE Accreditation](#). Data for programs with majors/concentrations/tracks can be consolidated at the degree level if they share the same core business curriculum and Intended Student Learning Outcomes.

Notes:

- Information in red is given as an example.
- Add tables/rows as needed if a program has additional ISLOs or uses more than two assessment measures to evaluate an ISLO
- *All outcomes results tables are to be provided in an Appendix folder as separate files: this Appendix folder is to include one file per program results table.*

5B . Assessment of Student Learning for Majors, Concentrations, Focus Areas, Specializations, etc.

If any of the programs contain majors, concentrations, focus areas, specializations, etc. that are not broken out as individual programs in the above outcomes results, describe the ways in which the academic business unit ensures academic quality and evaluation of student learning outcomes specific to these disciplinary component areas of the programs.

Guidance/considerations:

Evaluation methods may include similar outcomes assessment as within the OAP; periodic program reviews that include these disciplinary component areas; reviews, analyses, and evaluations of the results of embedded assessments in the courses comprising the disciplinary component areas.

Consider outcomes-based measures of quality such as graduate satisfaction with the disciplinary component areas; job placement/employment of graduates in related fields; job advancement of graduates; student success in passing certification examinations.

RESPONSE:

The BA/BS in Business Administration degree has an optional concentration offered in Leadership, Organization, and Management (LOM). This concentration will no longer be offered after the fall of 2023. The concentration will be transitioned into an Organizational Leadership minor with a set of required courses that allows for reliable and meaningful assessment of the program area. Currently the LOM concentration has no required courses, only a list of courses from which students can self-select. This is problematic in assessing students in the concentration as not all students are required any one course. These findings and recommendations for curriculum change was a result of program review conducted by the College of Business. The College of Business conducts periodic program reviews via their curriculum committee which includes representatives from program area from the college. The curriculum committee proposes curriculum revisions, along with new curriculum, to the College of Business faculty for approval. These changes are then approved by the University curriculum and policy committee, faculty senate, and the Provost.

5C. Analysis and Plans for Improvement of Student Learning

For each program, provide an analysis of the results/data:

- i. Are students achieving the ISLOs as expected?
 - o If not, are there areas for improvement that have been identified? If so, provide the business unit's action plan for implementing those improvements.
- ii. If student achievement is meeting expectations, has the business unit identified areas for improvement in its delivery of quality business education? If so, provide the business unit's action plan for implementing those improvements.

RESPONSE:

For the BA/BS in Business Administration, all targeted benchmarks were met in the AY 22-23. The College of Business has implemented a continual quality improvement process for the undergraduate curriculum. This includes an annual review of the curriculum by the College of Business curriculum committee with a focus on a different ISLO each academic year. In AY 22-23, the focus was on the critical thinking outcome. Course learning outcomes were reviewed for alignment with Intended Student Learning Outcomes. Professional development was provided to faculty on writing and assessing outcomes, pedagogical approaches to critical thinking, and diversity, equity and inclusion. For this academic year, the communications curriculum and related ISLO will be review and recommendations identified for professional development and curriculum improvement. The College of Business is also working to develop an alumni database and business advisory board to further inform curriculum decisions and provide indirect feedback on graduates.

During the AY22-23, MBA students were achieving all targeted benchmarks for the direct and indirect measures of the ISLO's. As a result of the 5-Year longitudinal review of the MBA program conducted in the spring of 2023, the following recommendations were made to improve the success of meeting the MBA ISLOs:

1. Review MBA capstone - experiential learning across best practices:
 - a. Intention/purposefulness
 - a. Preparedness and Planning
 - b. Authenticity
 - c. Reflection
 - d. Orientation and Training
 - e. Monitoring and Continuous Improvement:
 - f. Assessment and Evaluation
 - g. Acknowledgment/Recognition of learning and impact
2. Review experiential learning experience – Implement COIL
3. Review global learning practices- Implement COIL
4. MBA Concentrations - further research needed - explore opportunities to integrate
5. Alumni Data for program quality and student success feedback - Database creation - continued efforts in alumni mining - feedback on student success and placement and skills needed - missing parts of the degree
6. Advisory Board - feedback for student success and qualities and skills needed
7. Develop a Program Dashboard Development with key metrics and characteristics of MBA student population - readily available in real-time (IRR?)
8. Recruit International MBA Students - work with EOU admissions to allow into the program

9. Align course titles with course descriptions

6. Operational Assessment

6A. Operational Assessment Results

Using the Operational Assessment Results Table (Appendix): provide the operational assessment results for Intended Operational Outcome.

- i. State Intended Operational Outcome (IOO)
- ii. Identify the assessment measure/tool used to evaluate business unit achievement of the IOO. Add rows if more than one assessment measure was used to evaluate an IOO.
- iii. State the performance objective (target) for the assessment measure
- iv. Provide the actual results from implementation of the assessment measure
- v. Indicate whether the target was Met or Not met.

Notes:

- If there is more than one Academic Business Unit, please provide a table for each.
- Information in red is given as an example.
- Add rows as needed for additional intended operational outcomes and assessment measures.
- *All outcomes results tables are to be provided in an Appendix folder as separate files: this Appendix folder is to include one file for the operational results table.*

RESPONSE:

See attached table for Intended Operational Outcomes, the targets, and the results from AY22-23. Many of the IOOs included in the last OAP were not relevant in the AY22-23. Only those relevant for AY22-23 were included in the results table. Updated IOOs have been included in the forward-looking AOP. These outcomes are streamlined and aligned with the broad-based Operational Outcomes. An area of improvement for the College of Business is establishing a Business Advisory Committee with a focus on undergraduate degrees in Business Administration and the MBA. The College of Business currently has advisory committees for the Accounting, Marketing, and Agricultural Entrepreneurship degrees which does provide some insight for career readiness for our BADM and MBA degrees.

6B. Analysis and Plans for Improvement of Operational Effectiveness

Provide an analysis of the results/data of the business unit's operational outcomes:

- i. Is the business unit achieving its IOOs as expected?
 - o If not, are there areas for improvement that have been identified? If so, provide the business unit's action plan for implementing those improvements.
- ii. If the business unit is meeting its expectations, has it identified areas for additional improvement in its operational effectiveness? If so, provide the business unit's action plan for implementing those improvements.

RESPONSE:

The current IOOs are all being met, but will need to be continuously monitored and improved over time. Eastern Oregon University has set as a priority the goal of retention and completion for our students and the current College of Business IOOs are geared toward that end. The IOOs that we are measuring, (hiring qualified faculty, appropriately assigning qualified faculty to courses in their areas of expertise, engaging in retention efforts on campus, establishing recruitment through summer camps, and establishing appropriate mentorship of new faculty), are all geared in some way toward improving our teaching, improving our relationship with the students and engagement at the high school level.

EOU College of Business Action Plan:

- The areas for improvement are to continue to deal with personnel vacancies with an focus on hiring appropriate faculty to be placed in their appropriate course assignments. This begins at the hiring process, identifying appropriate faculty and staff to be on the hiring committees, trusting their judgement and doing a thorough vetting of the candidates applying for positions. Continuing to monitor this process to ensure that searches yield qualified faculty hires.
- The College of Business coffee hours could be improved by inviting guests from the business community, creating connections with the students and giving the students opportunities for networking. This will be a goal for this academic year.
- The EOU "Shark Tank" was successful in that it was rolled out and the processes and procedures were implemented. Areas for improvement will be to make sure that we increase the number of participants. We only had 3 participants, but they were highly engaged and enjoyed their experience. For next year, we will do better outreach to the local schools.
- The mentorship program will roll out this year and we will monitor its successes and growth areas. Initially, I would like to assign two current faculty to each new faculty, so that the new faculty is getting multiple perspectives and approaches to improving their craft.

Upon meeting these IOOs, improvement in the future will include developing new IOOs and goals.

7. Forward-Looking Outcomes Assessment Plan for the Academic Business Unit

The IACBE strategy for continuous quality improvement is an ongoing process of continuous quality improvement. As such, based on your analysis of the results provided above, provide a copy of a revised – forward looking – Outcomes Assessment Plan (OAP) **as a separate MS WORD document** This OAP should encompass any changes that have been made based on the above (and any prior year) outcomes assessments (e.g. changes to goals, intended learning or operational outcomes, assessment measures, and targets). The OAP must follow the current IACBE template and requirements. For more information on the OAP, refer to the Member Resource page of the IACBE website.

OAP Submission instructions:

The OAP is to be submitted as a separate Word document using the current IACBE template and must meet current IACBE requirements for Outcomes Assessment Plans.

OAP appendices are to be collected and submitted as a separate folder “OAP Appendices” and may be in any file format.

The OAP template and some helpful tools are available on the Member Resource page of the IACBE website.

8. Compliance with Accreditation Principles

This section is a self-assessment of your compliance with the IACBE's Accreditation Principles.

Please refer to the IACBE Self-Study Manual for the expectations for compliance with the Principles. The manual is available in the Members Only Resources section of the IACBE website.

Read and reflect on the IACBE expectation for meeting compliance with the Principle, then indicate if you believe you are in compliance with the principle. If you indicate that you are not in compliance, describe the business unit's action plan to come in to compliance with the principle. If your self-assessment indicates you are in compliance but identifies areas for improvement to be in compliance, check the "Needs Improvement" option and describe the business unit's action plan for addressing the issues.

Principle 1: Commitment to Integrity, Responsibility, and Ethical Behavior

Is the academic business unit in compliance with the principle? ☒ X Yes ☐ No

☐ Needs Improvement

If you responded "no" or "Needs Improvement", provide the Course of Action to bring the program(s) in to compliance with the principle:

Principle 2: Quality Assessment and Advancement

Is the academic business unit in compliance with the principle? ☒ X Yes ☐ No

☐ Needs Improvement

If you responded "no" or "Needs Improvement", provide the Course of Action to bring the program(s) in to compliance with the principle:

Principle 3: Strategic Planning

Is the academic business unit in compliance with the principle? ☒ X Yes ☐ No

☐ Needs Improvement

Principle 3: Strategic Planning

If you responded “no” or “Needs Improvement”, provide the Course of Action to bring the program(s) in to compliance with the principle:

Principle 4: Business Curricula and Learning Opportunities

Is the academic business unit in compliance with the principle? X Yes No
 Needs Improvement

If you responded “no” or “Needs Improvement”, provide the Course of Action to bring the program(s) in to compliance with the principle:

Principle 5: Business Faculty Characteristics, Activities, and Processes

Is the academic business unit in compliance with the principle? X Yes No
 Needs Improvement

If you responded “no” or “Needs Improvement”, provide the Course of Action to bring the program(s) in to compliance with the principle:

Principle 6: Policies, Procedures, and Processes

Is the academic business unit in compliance with the principle? X Yes No
 Needs Improvement

If you responded “no” or “Needs Improvement”, provide the Course of Action to bring the program(s) in to compliance with the principle:

Principle 7: Resources Supporting Business Programs

Is the academic business unit in compliance with the principle? ☒ Yes ☐ No

☐ Needs Improvement

If you responded “no” or “Needs Improvement”, provide the Course of Action to bring the program(s) in to compliance with the principle:

Principle 8: External Relationships

Is the academic business unit in compliance with the principle? ☐ Yes ☐ No

☒ Needs Improvement

If you responded “no” or “Needs Improvement”, provide the Course of Action to bring the program(s) in to compliance with the principle:

The appropriate Course of Action is to develop a business advisory committee in the future and the dean will engage in outreach to local industry leaders.

Principle 9: Innovation in Business Education

Is the academic business unit in compliance with the principle? ☒ Yes ☐ No

☐ Needs Improvement

If you responded “no” or “Needs Improvement”, provide the Course of Action to bring the program(s) in to compliance with the principle:

APPENDICES – TABLES

Student Learning Assessment Results

PROGRAM NAME: BA/BS in Business Administration – See Attached Appendix File

PROGRAM NAME: MBA in Business Administration – See Attached Appendix File

Operational Assessment Results