



EASTERN OREGON
UNIVERSITY

College of Business

**Self-Study Report
(Volume I)**

For the
International Assembly for Collegiate Business Education

Prepared by:
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Associate Dean of Business

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This report is available online at
<http://www.eou.edu/business/accreditation/selfstudy>

SUMMARY OF INSTITUTIONAL INFORMATION

Name of Institution: Eastern Oregon University

University President: Dr. Robert Davies

Chief Academic Officer: Dr. Stephen Adkison

Business Division Head: Dr. Stephen Clements

Academic Year Covered by Self-Study: 2011-2012

Date of Submission of Self-Study to the IACBE: May 15, 2013

Primary Contact During Accreditation Site Visit:

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BACKGROUND INFORMATION

1. Identify the name and title of each individual who participated in preparing the self-study.

The following individuals participated in the preparation of the self-study:

Dr. Stephen Clements, *Associate Dean, College of Business*

Dr. Dan Mielke, *Dean, College of Business and College of Education*

Elizabeth Upshaw, *College Operations Manager*

Kim Sorensen, *Assistant Professor of Business*

2. In one or two paragraphs, provide a brief history of the institution. If the history is stated in the institution's catalog, provide the page numbers for the relevant section.

Eastern Oregon University was established in 1929 as a Normal School. Its primary mission was to prepare teachers for rural Oregon. Although this major purpose has not changed in the 74 year history of the University, considerable diversification and growth has transformed our work as a regional service provider to the people of Oregon and beyond. These transformations have always followed the needs of the region. In post war years, the campus expanded to play a role in educating veterans. It was at that point that Eastern Oregon Normal School was renamed Eastern Oregon College. As more baccalaureate programs were added to serve the needs of regional government, business, and professions, the college expanded further to become Eastern Oregon State College. In 1995, the Oregon University System renamed the regional colleges. Eastern earned its current name, Eastern Oregon University. Today the University supports liberal arts and professions with 20 baccalaureate programs and 4 graduate programs. Although our primary service is to central and eastern Oregon, an area the size of the state of Kansas, our residential programs stretch to the south coast of Oregon and Portland. Our distance programs extend to all parts of Oregon and the United States. Eastern Oregon University has evolved into a strong regional liberal arts university supporting programs in education, business, and other professional programs.

3. In one or two paragraphs, provide a brief history of the academic business unit. If the history is stated in the institution's catalog, provide the page numbers for the relevant section.

Eastern Oregon University is divided into three colleges, the College of Arts and Sciences, the College of Education and the College of Business. While the College of Arts and Sciences contains the traditional disciplines of the liberal arts, the College of Education and College of Business contains the applied arts and professions. In 1995, the University combined the School

of Administrative Studies (business, economics, geography and political science) into the School of Education. The current structure has education and business as well as physical education and health, and Headstart. The College is led by one dean and directed by two associate deans. The College, although one unit, is divided by the nature of the disciplines and the interests of the faculty. Although amicable, each division demurs to the other aegis over program, faculty, and day-to-day operation. The College of Business conducts its own meetings, decides its own curriculum and policy, and determines its own fate. The College and Dean as a global unit support the faculty as a whole for faculty development, consistent University policy, and evaluation.

4. a. List each business program included in the accreditation review, and identify all of the locations at which the programs are offered. These programs and locations must be the ones that were approved by the IACBE Board of Commissioners when the academic business unit was granted candidacy status or applied for reaffirmation of accreditation. If these programs differ from the ones that appear in the institution’s catalog for the self-study year, provide an explanation for this difference.

- Associate of Arts in Administrative Management: La Grande Campus
- Bachelors of Science in Business Administration: the following concentrations are offered at the indicated locations:

Concentration	La Grande Campus	Online	Mount Hood Community College
Accounting	X	X	X
International Business	X	X	
Leadership, Organization and Management	X	X	X
Marketing	X	X	
Tourism, Gaming and Hospitality		X	

- Masters of Business Administration: La Grande Campus and Mount Hood Community College

5. Provide the following enrollment information:
a. Total enrollment of the institution by headcount.

Term	Institutional Headcount
Fall 2011	4,355
Winter 2012	4,275
Spring 2012	4,009

Annual Average	4,213
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College enrollment is shown in the table below.

- b. For each of the programs listed in item 4 above, provide the total enrollment by headcount in each program (including each major, concentration, or emphasis), and the total enrollment by headcount in all programs combined.*

See table below.

- 6. For each of the programs listed in item 4 above (including each major, concentration, or emphasis) provide the number of such degrees conferred during the self-study year and the previous two academic years.*

See table below.

Enrollment and Degrees Conferred

PROGRAM	HEADCOUNT ENROLLMENT (SELF-STUDY YEAR)	NUMBER OF DEGREES CONFERRED		
		SELF-STUDY YEAR	YEAR PRIOR TO SELF-STUDY YEAR	TWO YEARS PRIOR TO SELF-STUDY YEAR
ASSOCIATE-LEVEL PROGRAMS				
Administrative Management	35	6	2	0
BACHELORS LEVEL PROGRAMS				
Accounting	202	46	60	48
Leadership Organization and Management	422	132	103	92
Marketing	116	32	29	28
Tourism	17	8	4	2
International Business	29	9	6	7
MASTERS-LEVEL PROGRAMS				
MBA -Management	85	29	18	28
TOTALS	906	262	222	205

* Students can have multiple concentrations attached to the BADM major, therefore the concentrations can exceed the number of BADM majors in a given year.

Business Student Credit Hours by Location (Including Summer Term)

LOCATION	BUSINESS STUDENT CREDIT HOURS TAUGHT AT THIS LOCATION	PERCENTAGE OF THE TOTAL NUMBER OF BUSINESS STUDENT CREDIT HOURS TAUGHT AT THIS LOCATION
Main Campus	6,138	21.6%
Mount Hood Community College	4,479	15.8%
Treasure Valley Community College	205	0.7%
Blue Mountain Community College	370	1.3%
On-Line	17,187	60.6%
TOTAL	28,379	

Business Student Credit Hours by Location (Excluding Summer Term)

LOCATION	BUSINESS STUDENT CREDIT HOURS TAUGHT AT THIS LOCATION	PERCENTAGE OF THE TOTAL NUMBER OF BUSINESS STUDENT CREDIT HOURS TAUGHT AT THIS LOCATION
Main Campus	5,859	23.4%
Mount Hood Community College	3,973	15.9%
Treasure Valley Community College	155	0.6%
Blue Mountain Community College	320	1.3%
On-Line	14,728	58.8%
TOTAL	25,035	

7. Describe any situations present at your institution requiring a special understanding during the accreditation process.

Several historical issues should be taken into consideration when reviewing the self-study. Preparations for self-study kicked in three years ago (September 2010, academic year 2010-11) under the auspice of then Dean, Dr. Michael Jaeger, with primary coordinating efforts assigned to Prof. Kim Sorensen. Subgroups of faculty were assembled to review the Bachelor's and Master's program, and the entire faculty assembled to consider mission and commitments. Direct and indirect outcomes for all business programs were revised and a start made on updating rubrics to assess these outcomes.

At the end of the academic year 2010-11, and the start of the self-study year (2011-12), Dean Jaeger was asked to step down and leadership transitioned to Dr. Dan Mielke. The role of primary coordinator also shifted to Dr. Les Mueller who attempted to follow-up on rubric revisions and meeting assessment deadlines. Compounding the shift in leadership, the College of Business took up temporary residence while Zabel Hall was remodeled from December 2011 to August 2012. Consequently, the faculty was slow in finalizing the rubrics and some assessments were not completed in 2011 and 2012. The faculty did complete a Closing the Loop process, out of which came several proposals to change the curriculum (changes are highlighted in the summary answers for Principle 3).

In Fall 2012, Dr. Stephen Clements was appointed Acting Associate Dean and immediately began work to make improvements to the assessment process. Dr. Clements relied on Prof. Sorensen for guidance in compiling, analyzing and reporting assessment data for the self-study year. He worked to engage faculty in the ongoing effort to collect such data.

Leadership energy during the 2012-13 academic year led to several changes in the College of Business. The institution successfully hired a new Dean of the College. The new Dean will begin his tenure on July 1, 2013. Two tenure-track faculty members joined the College in September 2012 and have successfully integrated into the program. Three faculty searches were conducted during January and February 2013 resulting in one new accounting faculty and two management faculty, one on-campus and one on-site at the Gresham location. A significant outcome of the assessment process was the faculty's decision to go to a four-credit model for all its required upper division core and concentration courses. The model was proposed to and passed by the Educational Policy and Curriculum Committee (EPCC), forwarded and passed by the Faculty Senate and accepted by the Provost in April and May 2013. The credit change will become effective Winter 2014.

As of this writing, the faculty members are positive about the future and the new direction that leadership is taking the program.

ACCREDITATION PRINCIPLES

Principle 1: Outcomes Assessment

1.1 Outcomes Assessment

Excellence in business education is evaluated through the assessment of the academic business unit's mission and broad-based goals, student learning outcomes, and operational outcomes. This requires the academic business unit to have developed and fully implemented an outcomes assessment process. This process includes an outcomes assessment plan, the identification of necessary changes and improvements as a result of implementing the plan, the integration of those changes into its strategic planning process, and the documentation of realized outcomes.

- 1. Provide a copy of the academic business unit's outcomes assessment plan that encompasses each degree level as described above.***

The outcomes assessment plan can be found online at <http://www.eou.edu/business/files/2012/04/oaplan11.doc> or in Appendix A. The direct and indirect measurement tools and their associated evaluation rubrics used for outcome assessments are located in Appendix B and C, respectively.

- 2. Provide a statement of the academic business unit's mission and its broad-based student learning and operational goals.***

Eastern Oregon University's College of Business mission statement is as follows:

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.

In order to realize its mission, the School of Business pursues a set of broad-based student learning goals and operational goals.

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.
3. ***Provide assessment data resulting from implementing your outcomes assessment plan (i.e., the data resulting from implementing the measurement tools identified in the academic business unit's outcomes assessment plan). The self-study must provide the assessment results for each of the following areas:***
 - a. ***Intended student learning outcomes: Provide student learning data relating to the intended business-specific content outcomes and business-related professional skills outcomes in each business program included in the accreditation review. This information must include data relating to the extent of student achievement of the outcomes as determined by the performance targets/criteria identified by the academic business unit in its outcomes assessment plan.***

Student learning outcome data resulting from the implementation of our outcome assessment plan for the academic year 2011-2012 are provided for the three programs in the College of Business:

- Associate of Arts – Administrative Management
- Bachelors of Science – Business Administration
- Masters of Business Administration

Associate of Arts – Administrative Management (AA)

Student Learning Outcomes

1. Demonstrate effective communication skills appropriate for business applications.
2. Demonstrate the ability to use decision support tools.
3. Demonstrate an understanding of introductory concepts of accounting, economics, management and business law.

Three factors make accurate reporting difficult for the direct assessment measures of the AA program:

- Students in the AA program take the same courses as those in the Bachelor of Science program.
- Historical enrollment in the AA program is low; enrollment in the AA program for the reporting period was 35 compared to 717 in the Bachelor's program.
- AA students are not identified on course rosters.

A consequence of these limitations is that results reported here include ALL the students in the identified courses. The College will work with the campus AA coordinator to be sure that future assessments delineate students.

Due to circumstances identified in Item 7 of the Background Information section, neither an assessment tool nor a rubric was available or implemented for some direct and indirect measures.

Outcome 1 (Direct Measure) is measured in BA 225 (Business Communications) by a written report that incorporates a professional graphic. It is expected that 80% of the students will score a 3 or higher for all criteria according to the rubric presented in Appendix C.

Results

All students met the target.

Outcome 2 (Direct Measure) is intended to be measured by an assignment involving a spreadsheet in BA 131 (Business Data Processing). A tool and rubric will be available for assessment during the 2012-2013 academic year.

Results

No results are available for the study year. Assessment, however, was completed for Winter and Spring terms, 2012-13. These results were presented during a closing the loop exercise in June 2013. All students enrolled in the AA program met the targets. While these results are desirable, there was discussion during the exercise about the relevance of the assessment tool and the need to reconsider what we are trying to assess and how best to accomplish that assessment.

Outcome 3 (Direct Measure) is assessed by in-class, concept examinations in BA 101 (Introduction to Business) and BA 254 (Business Law). It is expected that 80% of the students earn 70% or higher on the exams.

Results

Course	Test Description	Fall	Winter	Spring
BA101	Forms of Business, and Economics		87%	81%
	Management and Marketing		68%	62%
	Accounting and Finance		69%	50%
	Comprehensive Final		89%	91%
BA254	On-campus	76%	75%	76%
	Online	79%	82%	80%

Student course evaluations (Indirect Measure) are used to measure student satisfaction with courses. The target for evaluations is 80% of the students rate all evaluated criteria at “Agree” or higher (a 4 or better on a five-point Likert scale).

Results

Courses	Fall		Winter		Spring*
	On-campus	Online	On-campus	Online	Combined
100 level	81%	88%	78%	89%	85%

200 level	87%	81%	86%	92%	88%
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* Data for Spring Term is only available for a combination of delivery modes.

Student exit surveys (Indirect Measure) are intended to measure student satisfaction with the overall AA program. The target for exit surveys is that 80% of the students rate criteria at “Satisfied” or higher (a 4 or better on a five-point Likert scale). Faculty is discussing the best way to implement this indirect measure.

Results

No results are available for this measure as surveys were not administered.

Bachelor of Science in Business Administration (BS)

Student Learning 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.

Most of the raw assessment data can be found on the College of Business Assessment Results webpage found at <http://www.eou.edu/business/accreditation/outcomes/results/>.

Outcomes 1, 2, and 5 (Direct Measure) are measured in BA 419 (Advanced Accounting) and BA 490 (Senior Project) by research projects. It is expected that 80% of the students will score a 3 or higher for all criteria according to the rubrics presented in Appendix C.

Results

In the course sections where assessments took place, all targets were met.

Courses	Summer		Fall		Winter		Spring	
	On-campus	Online	On-Campus	Online	On-Campus	Online	On-Campus	Online
BA419		96%		87%			98%	84%
BA490			97%	93%	97%	96%		99%

Outcome 3 (Direct Measure) is intended to be measured by a project in BA 411 (Business Ethics and Regulation). As part of the strategic planning process during the Academic Year 2010-2011, the faculty decided to refocus BA 411 on ethics in society. The course re-design did not make it through the Institution’s Educational Policy and Curriculum Committee (EPCC) in time for an assessment tool and rubric to be developed and implemented during Academic Year 2011-2012.

Results

No results are available for this Outcome. Assessments are being completed for Academic Year 2012-2013.

Outcome 4 (Direct Measure) is assessed with an examination administered by Peregrine Academic Services. The examination is a mandatory part of BA 428 (Auditing) and BA 498 (Business Policy and Strategy). The average score of EOU students completing the test is expected to be above the national benchmark in all categories.

Results

Peregrine results are available for Fall 2011, Winter 2012, and Spring 2012 combined (103 exams recorded). The data provided by Peregrine did not delineate on-campus, on-site or online students, hence the single scores for EOU. In the future, the College of Business will request that scores be separated by delivery mode. With the exception of the Quantitative category, all targets compared to the traditional benchmark were met.

	Acct	Ethics	Fin	Strat	Ldrshp	Econ	Global	Info sys	Law	Mgmt	Mkt	Quant
EOU – traditional & online combined	58	58	54	52	54	51	54	65	61	57	43	36
Benchmark - traditional	50	51	50	45	49	48	52	61	56	53	37	37
Benchmark - online	55	60	53	51	55	52	58	68	62	59	43	45
* Target Met(+) or Not Met (-)	+/+	+/-	+/+	+/+	+/-	+/-	+/-	+/-	+/-	+/-	+/0	-/-

* Note: the first “+ or -” in the target row indicates EOU met or did not meet the benchmark for the traditional aggregate as defined by Peregrine, and the second “+ or -” indicates a comparison to the online aggregate. A “0” in any field indicates EOU met the benchmark.

Student course evaluations (Indirect Measure) are used to measure student satisfaction with courses. The target for evaluations is 80% of the students rate all evaluated criteria at “Agree” or higher (a 4 or better on a five-point Likert scale).

Results

With two exceptions – Fall, on-campus, 400 level courses and Winter, on-campus, 100 level courses – all targets were met.

Courses	Fall		Winter		Spring ¹
	On-Campus	Online	On-Campus	Online	Combined
100 level ²	81%	88%	78%	89%	85%
200 level ²	87%	81%	86%	92%	88%
300 level	82%	84%	93%	87%	86%
400 level	77%	88%	90%	90%	86%

¹ Data for Spring Term is only available for a combination of delivery modes.

² These data points are repeated from those reported under the AA degree program.

Student exit surveys (Indirect Measure) are used to measure student satisfaction with the overall BS program. The target for these exit surveys is that 80% of the students rate criteria at “Agree” or higher (4 or better on a five-point Likert scale). The exit survey data has been incorporated as part of the Peregrine test administered for Outcome 4. The reports provided by Peregrine are available online at <http://www.eou.edu/business/accreditation/outcomes/results/>.

Results

Detailed results for Student Exit Surveys for terms Fall 2011 through Summer 2012 are available at the College of Business Outcome Assessment Webpage at

<http://www.eou.edu/business/accreditation/resources/>. A summary of the results indicates:

1. Three statements did not meet the target in all four terms. These statements are:
 - a. “Courses for my program were offered frequently enough for timely completion of the degree.”
 - b. “Out of class activities complemented classroom activities.”
 - c. “I felt that I was prepared with leading edge methods and technologies.”
2. One statement with scores averaging less than 4, occurred in three out of the four terms. This statement is:
 - a. “I understood the Learning Objectives of all my courses.”

Masters of Business Administration (MBA)

Student Learning Outcomes

1. Demonstrate quantitative literacy using appropriate concepts, methodologies, and techniques.
2. Demonstrate critical thinking and analytical reasoning skills through integrated problem solving in core business areas.

3. Effectively communicate complex business issues with conciseness and clarity, demonstrating proficiency in both written and oral communications.
4. Effectively recognize, analyze and develop solutions to ethical dilemmas in the professional environment.
5. Effectively participate in results producing teams.

Most of the raw assessment data can be found on the College of Business Assessment Results webpage at <http://www.eou.edu/business/accreditation/outcomes/results/>.

Outcome 1 (Direct Measure) is assessed by the project in BA540 (Operations Management). It is expected that 80% of the students will score a 3 or higher for all criteria according to the rubrics presented in Appendix C.

Results

There was one category (Analysis) where students did not meet the target in the on-site MBA.

Percentage of Students Proficient for Each Category

Location	Interpretation	Representation	Calculations	Analysis	Assumptions	Communication
On-campus	91%	100%	95%	95%	100%	100%
On-site	100%	100%	80%	60%	100%	100%

Outcomes 2 and 3 (Direct Measure) are intended to be assessed by a case analysis in BA 580 (Competition and Strategic Management) and by an oral presentation and written report in BA 515 (Marketing Strategies), respectively. It is expected that 80% of the students will score a 3 or higher for all criteria according to the designed rubrics. Due to circumstances identified in Item 7 of the Background Information section, rubrics for assessing these two outcomes were not developed and assessment did not happen.

Results

No results are available.

Outcome 4 (Direct Measure) is assessed by a research report in BA560 (Business Ethics, Government and Society). It is expected that 80% of the students will score a 3 or higher for all criteria according to the rubrics presented in Appendix C.

Results

All targets were met for the reporting course.

Percentage of Students Proficient for Each Category

Location	Recognition	Viewpoints	Alternative	Evaluation	Solution
On-campus	100%	96%	100%	100%	100%
On-site	94%	100%	100%	89%	100%

Outcome 5 (Direct Measure) is assessed by a group project in BA 515 (Marketing Strategies). It is expected that 80% of the students will score a 3 or higher for all criteria according to the rubrics presented in Appendix C.

Results

Percentage of Students Proficient for Each Category

Location	Preparation	Focus	Participation	Engagement	Dependability
On-campus	71%	71%	71%	71%	41%
On-site	100%	100%	100%	100%	100%

While the on-campus section of the course did not meet the targets, the on-site did. Discrepancies in applying the assessment rubric likely explain these differences.

Student course evaluations (Indirect Measure) are used to measure student satisfaction with courses. The target for evaluations is 80% of the students rate all evaluated criteria at “Agree” or higher (a 4 or better on a five-point Likert scale).

Results

Fall 11 – two statements had more than 20% of the responses as Neutral (N) to Strongly Disagree (SD):

- Returned assignments and exams in a timely manner – 33%
- Grading was fair – 34%

Winter 12 – five statements had more than 20% of the responses as N to SD:

- Overall quality of the instruction was good – 21%
- Presented concepts and ideas clearly – 36%
- Used class time effectively – 24%
- Provided effective assistance when asked – 24%
- Established and met course objectives – 22%

Spring 12 – 14 statements had more than 20% of the responses as N to SD

- Overall, the quality of instruction was good – 36%
- Presented concepts and ideas clearly – 37%

- Returned assignments and exams in a timely manner – 25%
- Used class time effectively – 37%
- Sensitive to views of others – 27%
- Provided effective assistance when asked – 34%
- Established and met course objectives – 31%
- Grading was fair – 34%
- Course formed a coherent whole – 21%
- Assignments appropriate to course objectives – 21%
- Stimulating and challenging course – 25%
- Provided new viewpoints and appreciation of the subject – 21%
- Textbook and/or assigned readings were appropriate for the course – 21%
- Equipment and materials were adequate – 29%

Alumni surveys (Indirect Measure) are used to measure student perceptions of the MBA program after they have been in their professional career for at least one year. A survey was conducted in Academic Year 2010-2011. The survey is not scheduled to be administered again until 2015.

Results

Results for the last survey conducted are available on the College of Business Assessment Results webpage at <http://www.eou.edu/business/accreditation/outcomes/results/>.

- b. Operational effectiveness: Provide assessment data relating to the intended operational outcomes of the academic business unit. This information must include data relating to the extent of achievement of the outcomes as determined by the performance targets/criteria identified by the academic business unit in its outcomes assessment plan.***

Intended Operational Outcome #1: Curricula include the skills, knowledge and experiences that are responsive to student and employer needs and show parity with comparator institutions.

Measures and Assessment Criteria

Conduct a curriculum review aiming for 100% compliance with IACBE standards. Student perception of curriculum will be measured by student exit and alumni surveys where 80% of respondents rate each statement at 4 or higher on a five-point Likert scale. Business needs will be determined by interviews with members of the College Advisory Board.

Results

A curriculum review was completed during the 2010-2011 Academic Year. As a result of the review the following program changes occurred:

- The credit assignment in two courses was changed
- A quantitative course was added to the core requirements

- The title of one course was changed to reflect a change in concept focus
- A new course was created to fulfill concept requirements of accounting majors
- A general business concentration was added allowing students more flexibility in structuring upper division electives
- Added an additional elective requirement to all concentrations except accounting

Results for the exit and alumni surveys were summarized under the BS and MBA programs. Members of the Business Advisory Board responded to the general question, “What are employers looking for in employees?” A summary of the conversations and comments is available on the College of Business Assessment Results webpage at <http://www.eou.edu/business/accreditation/outcomes/results/>.

Intended Operational Outcome #2

Programs incorporate civic engagement opportunities for students through projects with faculty and/or community members.

Measures and Assessment Criteria

A count of the number of students completing internships.

Results

No counts are currently available as the data are not compiled. Additional opportunities for civic engagement are arising through a newly formed Regional Services Center (RCS) on the EOU campus. The Associate Dean is working closely with RSC to communicate project needs to faculty and students. At least two students completed internships during the self-study year.

Intended Operational Outcome #3

The administration recruits and retains qualified, student-centered faculty and staff.

Measures and Assessment Criteria

Number of full-time, tenure track faculty hired.

Results

Two faculty members were hired in March 2012 to begin teaching during academic year 2012-13. These faculty members were hired to fill vacated positions.

Intended Operational Outcome #4

Student support functions (e.g., delivery modalities, class scheduling, and advising) facilitate student matriculation.

Measures and Assessment Criteria

Placement of a full-time adviser for freshman and transfer students.

Results

A business advising counselor has been hired to work with freshmen and transfer students declaring Business as their major. This advisor will position students on a course schedule designed to complete degree requirements within two to four years, depending on incoming standing.

Intended Operational Outcome #5

Operations are managed efficiently using a cost-center approach where resources follow enrollments, faculty needs, and program requirements.

Measures and Assessment Criteria

Annual enrollment numbers and college budgets.

Results

Program	Enrollment 2011-12	Number of Degrees Conferred 2011-12
Associate of Arts – Administrative Management	35	6
Bachelor of Science in Business Administration	717	195
Masters of Business Administration	88	42
Totals for All Programs Combined	840	243

c. Provide a summary of the changes and improvements that were needed based on the results from implementing the outcomes assessment plan.

During the Self-Study year, the faculty focused on implementing the Outcome Assessment Plan posted in May 2011. The following list is a summary of the changes implemented:

- BA 101 – Introduction to Business – changed from three credits to four
- BA 131 – Business Data Processing – changed from three credits to four
- BA 381 – Operations Management – added as a required course in the BS core
- BA 411 – title change from Business Ethics and Regulation to Business Ethics and Society
- BA 416 – new course, Legal Issues for Leaders, five credits
- BA 482 – Project Management, Planning, and Control – established as a University Writing Requirement course
- A general business concentration was added. This concentration requires students to complete any mix of upper division electives, for a total of 20 credits.
- Business-Economics concentration eliminated with teach-out options available to students currently in program.

A summary of the outcomes and action plans for each program area follows:

Associate of Arts in Administrative Management

- All Student Learning Outcomes (SLO), with the exception of SLO 1, had mixed results. The faculty is discussing several issues relative to these results:
 - What courses are most appropriate for measuring concept specific outcomes?
 - Are the assessment instruments appropriate and matched to the rubrics?
 - Should the program include an outbound examination similar to the ones used at the Bachelor's level?
- In addition to these issues, the following action plans were identified:
 - SLO 2 – prepare a rubric, assessment instrument and data collection schedule for BA131 – Business Data Processing
 - SLO 3 – Instruction to include class time for reviewing material prior to exams; change the structure of the assessment instrument to better capture outcomes
- All measures of indirect student learning were met, except for the Student Exit Survey because the survey was not implemented. There is a plan in place to address this exception by reviewing and amending the current Student Exit Survey.

Bachelor of Science in Business Administration

- SLO 1, 2, and 5 were met. With the exception of Quantitative Methods, all benchmarks for traditional students were met for SLO 4. The benchmarks for online students are mixed for SLO 4. These results, however, must be interpreted carefully, since the test results for the program are not separated into traditional and online students. No data were collected for SLO 3 as an anticipated course change was not implemented for the academic year.
- Action plans identified include:
 - For SLO 3 – prepare a rubric, assessment instrument and data collection schedule for BA 411 – Business Ethics and Society
 - The difference in the results for SLO 4 between the traditional and on-line benchmarks warrants two actions:
 1. Identify an evaluation matrix and process to review all online courses taught by all faculty.
 2. Request that the Peregrine Testing Service separate and analyze test results based on the delivery mode identified by the students.
 - The results for Indirect Measure 2 can be addressed by having faculty review their courses and answer the following questions:
 - How can course learning outcomes (CLOs) be clearly, effectively and repeatedly presented to students in all modes of delivery?
 - How are activities outside the classroom tied to CLOs?
 - How is the assessment of all class activities (in and out of the classroom) applied to the CLOs?
 - How can contemporary business issues and practices be brought into course activities?

- The Associate Dean will address concerns regarding the frequency of course offerings by reviewing data on day and time of course offerings, course enrollment trends, and modes of delivery.

Masters of Business Administration

- Mixed results between the on-campus and on-site sections for SLO 1 and 5 will be addressed with an action plan.
- Lack of results for SLO 2 and 3 will be addressed with an action plan.
- Action plans for deficient SLO:
 - Conduct a norming process for all faculty involved in assessing SLO
 - Prepare rubrics, identify assessment instruments, norm rubrics and establish a data collection schedule for SLO 2 and 3
- While the majority of questions and items on the student evaluations were met, some items need attention:
 - Evaluations for individual courses will be examined and respective faculty will prepare corrective actions to address specific issues. Since only two MBA courses with four individual instructors are taught each term, working with each instructor will fall to the Associate Dean.

Operational Assessment

All Operational Outcomes were met.

d. Provide evidence that action plans were developed to make the identified changes and improvements, and provide a summary of the plans.

Two meetings were held during the Fall term 2012 to review SLO assessment processes and the Outcome Assessment report for 2011-2012. Minutes of these meetings are available on the College of Business Assessment Results webpage at <http://www.eou.edu/business/accreditation/outcomes/results/>. At these meetings, action plans were identified. A summary of the changes, action plans, responsible individual(s) and a timeline follow:

Changes	Action Plan	Responsible Person(s)	Timeline
Assess the ability to use decision support tool in BA131	Prepare a rubric and identify an appropriate assessment activity	All instructors of record during the 2012-13 academic year	Winter term 2013
Improve overall performance of students in general concepts in BA101	Instructors to review materials prior to exams and change the structure of the assessment instruments	All instructors of record during the 2012-13 academic year	Implement Fall term 2012 with review at the end of each term
Collect student	Develop and implement a	Associate Dean and	Available for

Changes	Action Plan	Responsible Person(s)	Timeline
satisfaction data for AA program	student exit survey to be administered by the campus AA program coordinator	MBA graduate assistant	implementation by the end of Spring term 2013
Assess the awareness of diverse cultural perspectives, social responsibilities, and ethical reasoning as important components in the decision making process in BA411	Prepare a rubric and identify an appropriate assessment activity	All instructors of record during the 2012-13 academic year	Winter term 2013
Peregrine test results for the College will delineate on-campus, on-site and online students	Contact Peregrine Testing Services to confirm data collection process	Associate Dean	Winter term 2013
Improve consistency of online course delivery	Identify and apply an evaluation matrix (e.g., Chico State University Rubric for Online Instruction)	All faculty with direction from Associate Dean	Spring term 2013
Improve consistency between CLOs, assessment activities and course delivery	Faculty to review syllabi and course structure	All faculty	Ongoing
Improve consistency between on-campus and on-site assessments in MBA program	Faculty will review the assessment rubrics and conduct a norming exercise	On-campus and on-site faculty teaching MBA courses	Spring term 2013
Assess critical thinking and analytical reasoning skills, and the ability to effectively	Prepare a rubric and identify an appropriate assessment activity	On-campus and on-site faculty teaching MBA courses during the 2012-13 academic year	Winter term 2013

Changes	Action Plan	Responsible Person(s)	Timeline
communicate complex business issues with conciseness and clarity in the MBA program			
Improve individual instructor performance in MBA courses	Review student evaluations for all MBA courses; conduct peer teaching evaluations for instructors with low ratings; establish corrective plans for course delivery	Associate Dean and MBA teaching faculty	On-going

* Note almost all actions become final after presentation, discussion and vote by the entire Business faculty.

e. Describe the ways in which the action plans were integrated into the strategic planning process of the academic business unit and the institution. If applicable, describe the ways in which the academic business unit's action plans were connected to the institutional budgeting process.

Long term action items were incorporated in the College's strategic plan during the annual review process. The strategic plan for 2012-13 reflects the action plans as summarized. Meeting minutes are available on the College of Business Assessment Results webpage at <http://www.eou.edu/business/accreditation/outcomes/results/>.

f. Provide a summary of the realized outcomes that resulted from the execution of the action plans.

- Rubrics for BA131, BA411, and BA515 (for SLOs 2 and 3) have been developed and are being reviewed by the faculty.
- Peregrine Testing Service has been contacted and reporting options are being reviewed. The next reporting cycle will include a delineation of student cohorts by course delivery mode and location.
- Following an effort initiated by the College of Arts and Science at Eastern Oregon University to evaluate online instruction, the College of Business will discuss using the Chico State Rubric for Online Instruction to evaluate online course delivery by adjuncts and part-time instructors during the academic year 2012-13.

- Some faculty teaching the same MBA courses on-campus and on-site have interacted to norm rubric application.

1.2 Summary Evaluation of Outcomes Assessment

Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its outcomes assessment process in supporting excellence in business education.

Provide a summary evaluation of the academic business unit's outcomes assessment process. In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit's mission and:

1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its outcomes assessment process in supporting excellence in business education, and provide a narrative assessment of the extent to which the academic business unit is accomplishing its mission and broad-based goals.

The self-study process is, as it should be, an opportunity for reflection and consideration of program, process, and progress. Several conclusions were drawn from the self-study beyond the confines of the formal outcomes assessment elements:

- The College faculty is confident it is focused on and achieving its mission and commitments to students and institution.
- Communication between the College administration and faculty could be improved. Beyond communicating routine information about institutional initiatives and direction, the College's Dean and Associate Dean can take a more active role in communicating deadlines for submitting course assessment results, holding itself and faculty accountable for involvement in meeting action plans and progress towards strategic plan activities, and setting realistic vision and direction for the College.
- Efficiencies are available to the faculty in collecting assessment data. Faculty should be encouraged to use the rubric feature of the course management system (i.e., Blackboard) to score assessment activities.
- Faculty need to discuss and implement a process to achieve consistency between the same courses delivered by different instructors or in different locations. The long-term goal must be consistency in syllabus format and content, core learning objectives, core assessment activities, and textbook choices, at a minimum.

2. Identify any changes and improvements needed in the academic business unit's outcomes assessment process.

Associate of Arts in Administrative Management

- Improve the process for separating the assessment results for AA students in BA101, BA131, BA225, and BA254 so results accurately reflect student accomplishment and student evaluations.

- Evaluate alternative ways to assess conceptual knowledge of students completing the AA program, e.g., inbound testing via Peregrine Testing Services

Bachelor of Science in Business Administration

- Improve the response rate of on-campus student course evaluations from an average of approximately 30% to an average of at least 50%.
- Increase internship possibilities for all undergraduate students.

Masters of Business Administration

- Complete a thorough review of the program
- Improve course delivery technology
- Mentor individual instructors and provide professional development opportunities in teaching hybrid courses.

All programs

- Improve the process for collecting assessment data.
- Better align the assessment measures with the identified Operational Outcomes.

3. Describe proposed courses of action to make those changes and improvements.

In order to address these changes, the College will:

1. Work with the Registrar's office and the campus AA coordinator to identify students enrolled in the AA program on class rosters.
2. Form a College faculty task force to review and recommend options for assessing conceptual knowledge.
3. Faculty will provide class time when online evaluations are available for students to complete the forms.
4. The Dean and Associate Dean will work with the Director of the Regional Service Center on campus to announce internships and actively recruit student participants.
5. A task force of all full-time instructors teaching and advising MBA students will be formed and a review completed before the end of the academic year 2012-13.
6. The Association Dean will work with the AV department to review delivery technologies.
7. Instructors with "poor" course evaluations (i.e., evaluations with five or more survey elements receiving more than 30% of responses in the N to SD categories) will be counseled and required to make plans for improving their performances in specific elements.
8. The MBA graduate assistant will work with instructors of the courses where SLOs are assessed to implement the rubric feature of the course management system and show faculty how to use the feature and how to export results.
9. A College task force will review the Operational Outcome elements of the Outcome Assessment Plan and make recommendations that align measurements with outcomes.

Principle 2: Strategic Planning

2.1 Strategic Planning

Excellence in business education requires an effective strategic planning process that focuses the academic business unit's decision making toward defined goals, and provides strategic directions that guide it into the future. This requires the academic business unit to have developed and implemented a strategic planning process that is consistent with the process used by the institution and that is linked to the unit's outcomes assessment process. In addition, the academic business unit must have used the process for continuous improvement in its overall performance and its business programs.

- 1. Describe the academic business unit's strategic planning process. In this description:**
 - a. Explain the ways in which the academic business unit's mission is consistent with the mission of the institution, and the ways in which it focuses and directs the unit's decision making toward defined goals and objectives. In addition, discuss the ways in which the academic business unit and institutional strategic planning processes are consonant with each other.**

Eastern Oregon University Mission Statement

EOU guides student inquiry through integrated, high quality liberal arts and professional programs that lead to responsible and reflective action in a diverse and interconnected world.

As an educational, cultural and scholarly center, EOU connects the rural regions of Oregon to a wider world. Our beautiful setting and small size enhance the personal attention our students receive, while partnerships with colleges, universities, agencies and communities add to the educational possibilities of our region and state.

College of Business Mission Statement and Commitments

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.

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.

Eastern Oregon University (hereafter referred to as the "Institution") and the College of Business (hereafter referred to as the "College") have committed themselves to serving students and communities throughout eastern Oregon and beyond. The College faculty is student-centered and delivers courses that emphasize application of concepts in the business environment. Through its list of commitments, the College ties to the Institution's mission of blending a liberal arts education with a strong professional focus. Through consistent delivery of courses - on-campus, on-site or online - the College faculty uses current events, evolving technologies, and professional experience to engage, excite and challenge students in building knowledge and critical thinking skills.

Strategic Planning Process

Both the Institution and the College have planning processes centered on accreditation and review schedules. As part of this process, the College provides annual program reviews to the Institution's Office of the Associate Vice President for Academic Affairs (see <http://www.eou.edu/assess/academic-program-assessment/>). The Institution's planning process encompasses numerous goals (available at <http://www.eou.edu/strategy/core-themes-goals-and-aims/>), while the College outcomes and strategic objectives tier to the Institution's goals.

The College's strategic planning process is informal. In 2010, the College reviewed its mission statement and list of commitments. Given its revised mission and commitments, the College faculty worked in two groups to clarify and revise previous student learning outcomes and assessment instruments for the undergraduate programs (i.e., Associate of Arts and Bachelor of Science degrees) and for the MBA program. Another result of the review process was a set of administrative goals presented in the form of a strategic plan. The actions identified in the strategic plan are linked directly to the Institution's themes and goals. The plan places actions on a time line for completion, identifies lead administrators or faculty, provides indicators of achievement, and summarizes the status of each action.

Annually, the College reviews the strategic plan and actions from the previous year. Completed actions are recognized and removed. Incomplete actions are evaluated for one of two options:

continuation or replacement. New actions may be recommended by faculty or identified through annual assessment of outcomes. The strategic plan is revised given these changes in actions.

b. Describe the process used by the academic business unit for developing action items for the enhancement and development of its resources, educational processes, and the academic quality of its business programs. Provide evidence of these improvements.

The annual outcome assessment report and strategic plan serve as sources of specific actions for improvement and changes. The outcome assessment report (hereafter referred to as the Report) filed in November 2012 is presented under Principle 1. Some of the action items presented in the Report that have already been addressed include:

- Rubrics for assessing student learning outcomes in BA131 and 411 have been developed and posted to the College webpage.
- The Associate Dean has communicated with Peregrine Testing Service to delineate test results and student exit survey by cohort (e.g., on-campus, on-site and online). These results are now available on the College webpage.
- Faculty members teaching select MBA courses have conducted norming exercises.
- College faculty members are in the process of collecting all course learning outcomes.

The Strategic Plans (for 2011-12 and 2012-13) are available on the College webpage. These plans identify broader action items than the Report. Items identified on the Strategic Plans that have been changed, deleted or added include:

- Much progress has been made in analyzing the program's effectiveness via data collection and evaluation for direct and indirect learning outcomes.
- A review of the MBA program has begun with recommendations expected by May 15, 2013.
- Hardware and software technologies are in place and being used on a regular basis to connect College faculty members based at Mount Hood Community College with campus.
- The faculty will meet with the local advisory board during the winter term. The Associate Dean is making an effort to connect with the advisory boards associated with EOU regional centers around the state.
- Additional faculty – Gary Keller and Mike Santucci – were hired for the academic year 2012-13 to replace one retiring faculty and a faculty member who passed away. Three searches are currently underway for an accounting instructor and two additional business faculty members. One of the business faculty positions will be based at the Mount Hood Community College program, and the other position will be on-campus.

- The College is exploring the creation and delivery of an Agricultural Business concentration out of the Eastern Oregon Educational Center in Hermiston, Oregon. Plans include offering courses beginning Fall 2013.
 - In concert with efforts across the Institution, the College is reviewing opportunities for civic engagement. Faculty are reporting activities currently in place and internship opportunities are being developed.
 - Three strategies were removed from the plan: Completion of a Bachelor of Applied Science proposal; recruiting Chinese students for the MBA program; and exploring multiple modalities for course delivery. The first two strategies have been shelved for future consideration, and the last strategy was recognized as an ongoing faculty development practice.
- c. Describe the methods used by the academic business unit to monitor and evaluate its progress in accomplishing its goals and objectives.***

The Associate Dean is responsible for monitoring, evaluating and reporting on program progress. Data to assess student learning and operational outcomes is reported throughout the year, typically within two to three weeks of the end of the term. The Associate Dean is responsible for compiling the annual results during September prior to the start of the academic year and reporting these results to the College faculty members during opening session meetings.

- d. If applicable, describe the ways in which the academic business unit's strategic planning process is linked to the institutional budgeting process.***

The Institution follows a zero-based budget. Last year, the College normalized its service and supplies budget and its personnel budget. Changes to the College budget are generated from the strategic plan, e.g., adding new faculty or changes in program. As the College develops a strategic plan, it is the guide for addressing any budget changes.

- e. Describe the ways in which various stakeholders of the academic business unit (e.g., faculty, staff, students, etc.) are involved and participate in its strategic planning process.***

Stakeholders involved in the strategic planning process include faculty, upper administration (Dean of the College of Business and Associate Vice President for Academic Affairs), the community, and our students.

Faculty members provide input and approval of goals and outcomes, create assessment rubrics, and collect data in their specific courses. Faculty members meet regularly to approve any changes in the strategic plan and program structure and delivery.

Upper administration is involved in two ways: 1) the Dean of the College of Business reviews and provides input much as College faculty members do, and 2) the Associate Vice President for Academic Affairs also reviews the College's Outcome Assessment Report and requires regular input on the strategic plan to ensure consistency with Institutional direction.

The community is involved through the local Business and Regional Advisory Boards which consist of community members. The mission of the College is shared with the advisory boards. Annual meetings with the local advisory board are used to review progress on strategic actions. The Associate Dean meets with regional boards as time allows. Input from members of the boards is reviewed and any relevant and reasonable suggestions are followed.

Students are involved in the strategic planning process through their feedback on evaluation tools used for assessment.

2. Provide copies of the documents that are used in the academic business unit's strategic planning process (e.g., formal strategic plans, fully integrated outcomes assessments/strategic plans, action plans, balanced scorecards, or other documents used in the planning process; these should be placed in the appendix of the self-study).

The College's Strategic Plans for 2011-12 and 2012-13 are available in Appendix D.

The Institution's Strategic Plan is also available online at <http://www.eou.edu/strategy/>.

2.2 Summary Evaluation of Strategic Planning

Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its strategic planning process in supporting excellence in business education.

Provide a summary evaluation of the academic business unit's strategic planning process. In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit's mission and:

1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its strategic planning process in supporting excellence in business education.

The College's strategic planning process lacks a "formal" approach, e.g., Balanced Scorecard, particularly when it comes to assessing annual achievements and setting new directions. While the annual outcomes assessment report is useful for tactical changes to improve program delivery, the College lacks a consistent and effective process for setting future directions. Hence, it seems the College has become stagnant in terms of course offerings and curriculum.

2. Identify any changes and improvements needed in the academic business unit's strategic planning process.

The College can make several changes relative to its strategic planning process:

- Faculty members should be more involved with evaluating past actions and brainstorming new directions.
- Make more effective use of whole College meetings at the beginning of the academic year in September.
- Increase involvement of current students in the planning process.
- Increase input from alumni on specific aspects of the program, rather than on general program elements.

3. Describe proposed courses of action to make those changes and improvements.

Actions to address these four changes include:

- Establish an annual retreat for faculty to gather and focus on the past and future of the program.
- Spend time during opening session to review the previous year's outcomes and set action plans for improvements where needed.
- Develop learning activities in management courses that allow students to contribute to the strategic direction of the program.

- Develop and administer oral surveys or provide periodic webinars to alumni that focus on specific aspects of the program.

Principle 3: Curriculum

3.1 Program Design

Excellence in business education requires the design of each business program offered by the academic business unit to be consistent with current, acceptable business practices and the expectations of professionals in the academic and business communities.

- 1. Describe the curricular requirements for each business program included in the accreditation review. If this information is included in the institution's catalog, provide the page numbers for the relevant sections.*

Associate of Arts in Administrative Management

Page 162 in Eastern Oregon University's Academic Catalog available at <http://www.eou.edu/catalog/files/2012/10/10-12-catalog.pdf>

Business Core

- BA 101** Intro to Business and the Global Environment (3)
- BA 131** Business Data Processing (3)
- BA 114** Access (1)
- BA 114** Excel (1)
- BA 114** Power Point (1)
- BA 211** Financial Accounting (4)
- BA 213** Managerial Accounting (4)
- BA 220** Gender/Work in Society (5)
- BA 225** Report Writing (4)
- BA 254** Business Law (4)
- BA 209** Practicum (5)

General Education Requirements

- MATH 105** Lotteries and Loans (4)
- WR 121** Expository Prose Writing (4)
- ECON 201** Principles of Microeconomics (5)
- ECON 202** Principles of Macroeconomics (5)
- Electives (37)

Bachelor of Science/Bachelor of Arts in Business Administration

Page 159-161 in Eastern Oregon University's Academic Catalog '10-'12 available at <http://www.eou.edu/catalog/>

Lower Division Core

- BA 101** Intro to Business and the Global Environment (3) - (required for first year students only)
- BA 131** Business Data Processing (3) - (or equivalent proficiency)
- BA 211** Financial Accounting (4)
- BA 213** Managerial Accounting (4)

BA 225 Report Writing (4)*
BA 254 Business Law (4)
ECON 201 Principles of Microeconomics (5)
ECON 202 Principles of Macroeconomics (5)

*Satisfies lower division university writing requirement

Required Skill Courses

STAT 243/244

College Algebra or above (**MATH 111**)

Expository Writing (**WR 121**)

Upper Division Core Courses

BA 312 Principles of Marketing (5)

BA 321 Principles of Management (5)

BA 313 Principles of Finance (5)

BA 325 Information Management (3) - (prereq: computer skills at the level of an Intro to Business Data Processing course.)

BA 411 Business Ethics and Society (4)

Concentrations

The College of Business offers five concentrations:

1. Accounting
2. International Business
3. Leadership, Organization and Management
4. Marketing
5. Tourism, Gaming and Hospitality

The following courses are required in all concentrations except Accounting (details on the Accounting concentration follow the table):

- **BA 490** Senior Project (5) (capstone)*
- **BA 498** Business Policy and Strategy (5)*

* Both these courses satisfy the upper division university writing requirement (UWR).

Electives in all concentrations are detailed in the following tables:

Concentration	Electives: 15 credits. Students select from the following list or other approved courses
International Business	BA 484 International Business (5) BA 485 International Marketing (5) BA 487 International Management (5) BA 486 International Finance (5)
Leadership, Organization, and Management	BA 451 Human Resource Management (5) BA 460 Entrepreneurship (5) BA 461 Organizational Behavior (5) BA 462 Leaders and Leadership Process (5) BA 482 Project Mgt, Planning & Control (5) BA 487 International Management (5)
Marketing	BA 450 Retailing (5) BA 464 Promotional Strategy (5) BA 465 Consumer Behavior (5) BA 485 International Marketing (5)
Tourism, Gaming and Hospitality	BA 451 Human Resource Management (5) BA 464 Promotion Strategy (5) Choose 2 of the following: BA 431 Gaming Marketing (5) BA 432 Hospitality Operations Management (5) BA 433 Gaming Law (5) BA 434 Hospitality Law (5) BA 436 Strategic Travel and Tourism Management (5) BA 438 The Tourism System (5)

Concentration	Electives: All of the following classes are required for an Accounting concentration
Accounting	BA 211 and BA 213 are prerequisites for this concentration. BA 333 Individual Income Tax (5)* BA 383 Intermediate Accounting I (5) BA 384 Intermediate Accounting II (5) BA 385 Intermediate Accounting III (5) BA 428 Auditing (5)* BA 419 Advanced Accounting (5) (capstone) BA 421 Cost Accounting (5) *Satisfy the upper division UWR. Accounting CPA Track – Add the following courses to the Accounting Concentration BA 334 Corporate Tax (3) BA 420 Non-Profit Accounting (3)

Masters of Business Administration (MBA)

Page 163-164 in Eastern Oregon University's Academic Catalog '10 - '12 available at <http://www.eou.edu/catalog/files/2012/10/10-12-catalog.pdf>

MBA Courses

- BA 515 Marketing Strategies and Techniques (5)
- BA 520 Financial Strategies and Techniques (5)
- BA 530 Contemporary Management & Organization (5)
- BA 540 Operations Management (5)
- BA 550 Management Information Systems (5)
- BA 560 Business Ethics, Government, and Society (5)
- BA 570 International Business: Strategies & Techniques (5)
- BA 580 Competition and Strategic Management (5)

MBA Project

- BA 699 Master Project (5)

2. *Identify and describe all of the methods that the academic business unit employs to deliver each business program included in the accreditation review. If online or hybrid delivery modes are used, describe the kinds and amount of both student and faculty activity and effort required.*

Associate of Arts in Administrative Management

As quoted on the College of Business webpage (<http://www.eou.edu/business/aa>), “The Administrative Management degree curriculum is offered on the *EOU campus* only.”

Bachelor of Science/Art in Business Administration

As quoted on the College of Business webpage (<http://www.eou.edu/business/bs>), “This degree program is offered on the *EOU campus*, *online*, and *at MHCC (Mount Hood Community College)*.” The entire program may be completed on EOU's campus or online. MHCC is an onsite program where students can take their lower division courses through the community college, then take the required courses for the upper division program face to face at MHCC through hybrid courses delivered by EOU College of Business faculty.

Masters of Business Administration (MBA)

As quoted on the College of Business webpage (<http://www.eou.edu/mba>), “While classes are meeting live in La Grande, a live video feed connects students in outlying areas via satellite.” The MBA degree can be completed on campus at EOU or MHCC. Students enrolled in the MBA program on campus meet with faculty either face to face or via video connections from off-campus sites around the state. Students enrolled at MHCC meet faculty face to face. Courses at both locations are delivered in a hybrid manner, where class times are scheduled for four hours every other week throughout the term.

- 3. State the number of contact hours required to earn one unit of academic credit for each business program. If the academic business unit uses online or hybrid delivery modes, describe the way in which the unit defines a student contact hour, and explain the ways in which the unit ensures that the quality of such programs is equivalent to that in more traditionally-delivered, face-to-face programs.***

Contact hours for on-campus courses equate to 50 minutes per week per unit of academic credit. In online courses, students are expected to participate in online activities weekly equal to 50 minutes per credit. The College of Business recommends faculty create online courses that follow policies established by the Distance Education and Training Council, specifically the Evaluators Document, C13 Determining Clock Credit Hours available online at <http://www.eou.edu/business/files/2013/05/C.13.-Determining-Credit-Clock-Hours12.doc>. The College is currently in the process of establishing an evaluation process for all online courses.

- 4. State the number of semester hours, or quarter hours, of academic work that are required to earn an associate degree in a business field.***

Per the College of Business AA degree checklist, available at <http://www.eou.edu/business/aa/>, 90 hours of academic work are required to earn an associate degree in the business field. Additional information on the credit requirements to earn an AA degree is available in the University Academic Catalog on page 24. The catalog can be found at <http://www.eou.edu/catalog/files/2012/10/Graduation-Requirements.pdf>.

- 5. State the number of semester hours, or quarter hours, of academic work that are required to earn a bachelor's degree in a business field.***

According to the University Academic Catalog, 180 hours of academic work are required to earn a bachelor's degree in the business field. The catalog can be found online at <http://www.eou.edu/catalog/files/2012/10/Graduation-Requirements.pdf>.

- 6. State the number of semester hours, or quarter hours, of academic work that are required to earn a master's degree in a business field.***

Forty-five (45) hours of academic work are required to earn a master's degree in the business field. Information on the credit requirements for the MBA degree is available on the MBA Curriculum webpage (<http://www.eou.edu/mba/curriculum/>) and on page 172 of the Academic Catalog (<http://www.eou.edu/catalog/files/2012/10/Business.pdf>).

7. State the number of semester hours, or quarter hours, of academic work that are required to earn a doctoral degree in a business field, including dissertation.

N/A as there are no doctoral programs at EOU in business.

3.2 Common Professional Component

Excellence in business education at the undergraduate level requires coverage of the key content areas of business. Thus, the Common Professional Component (CPC) topical areas, as outlined below, should be adequately covered within the content of undergraduate business programs.

- A. Accounting
 - B. Marketing
 - C. Finance
 - D. Management
 - 1. Management Principles
 - 2. Organizational Behavior
 - 3. Human Resource Management
 - 4. Operations Management
 - E. Economic/Social/Legal Environment
 - 1. Legal Environment of Business
 - 2. Economics
 - 3. Business Ethics
 - F. Decision-Support Tools
 - 1. Information Systems
 - 2. Quantitative Methods/Statistics
 - G. International/Global Dimensions of Business
 - H. Integrative Experience, such as:
 - 1. Strategic Management/Business Policy
 - 2. Required Internship
 - 3. Capstone Experience (an experience that enables a student to demonstrate the capacity to synthesize and apply knowledge in an organizational context, such as a thesis, project, comprehensive examination or course, etc.)
-

Associate-Level Programs

- 1. Provide an Abbreviated Course Syllabus for each required course in your associate degree business core.**

The abbreviated course syllabi for the Associates in Administrative Management can be found in Appendix E.

- 2. Provide a separate Table 1: Summary of Common Professional Component (CPC) Activity for each associate-level program included in the accreditation review that contains a different business core.**

Table 1A: Summary of Common Professional Component (CPC) Activity (Contact Hours)

PC AREA CORE COURSES	ACT	MKT	FIN	MGT	OB	HRM	OM	LAW	ECN	ETH	IS	QM	INTL	CAP	TOTALS
	A	B	C	D1	D2	D3	D4	E1	E2	E3	F1	F2	G	H	
BA 101	3.5	6		3	4		3	3	2	1.5	1.5		2.5	2.5	32.5
BA 131	2	1	1			1					24	1			30
BA 211	40		8	2				4	4	4	2		2		66
BA 213	40		8	2			2		2	2	2	4			62
BA 220		1		8	14	6				10					39
BA 225															0
BA 254								40							40
ECON 201	2		2					3	45		1	5	5		63
ECON 202			3	3		3		3	45		1	5	5		68
MATH 105			15									15			30
Total	87.5	8	37	18	18	10	5	53	98	17.5	31.5	30	14.5	2.5	403.5

3. For any associate-level business programs included in the accreditation review that do not cover all of the expected CPC topical areas, provide a rationale for this variation in CPC coverage.

All CPC topical areas are covered in the Associates in Administrative Management.

Bachelor-Level Programs

1. Provide an Abbreviated Course Syllabus for each required course in your bachelor's degree business core.

The abbreviated course syllabi for each required course in the Bachelor of Business Administration can be found in Appendix E.

2. Provide a separate Table 1: Summary of Common Professional Component (CPC) Activity for each bachelor's-level program included in the accreditation review (including majors, concentrations, and emphases) that contains a different business core.

Table 1B: Summary of Common Professional Component (CPC) Activity (Contact Hours)

PC AREA CORE COURSES	ACT	MKT	FIN	MGT	OB	HRM	OM	LAW	ECN	ETH	IS	QM	INTL	CAP	TOTALS
	A	B	C	D1	D2	D3	D4	E1	E2	E3	F1	F2	G	H	
STAT 243/244												50			50
BA 101	3.5	6	3	4		3	3	1.5	2	1.5	1.5		2.5		31.5
BA 131	2	1	1				1				24	1			30
BA 211	40		8	2				4	4	4	2		2		66
BA 213	44		8	2			2		2	2	2	4			66
BA 225															0
BA 254								40							40
ECON 202			3	3		3		3	45		1	5	5		68
BA 312		35		9					3				1		48
BA 313	5		40							5	5				55
BA 321		5		30	5	5	5	3	3	5		8	5		74
BA 411										40					40
BA 498	4	4	4	10	4	3	3	2	4	4			6	40	88
TOTALS	98.5	51	67	60	9	14	14	53.5	63	61.5	35.5	68	21.5	40	656.5

* Note: The normal range for the contact hour totals for an individual course is 50-65 in a semester program, although for some integrative courses, the total may be higher. The normal range for the contact hour totals for an individual CPC area is from approximately 30 to over 100 in a semester program. In both cases, the assumption involves three-hour courses with 45 class contact hours during a semester. This matrix is an excellent way to review the academic content of a degree program.

3. For any bachelor's-level business programs included in the accreditation review that do not cover all of the CPC topical areas, provide a rationale for this variation in CPC coverage.

All CPC topical areas are covered in the Bachelor of Business Administration.

4. *If your bachelor's-level programs contain majors, concentrations, or emphases that require additional courses beyond the business core, you may choose to obtain CPC credit for these courses by preparing a separate CPC table for each major, concentration, or emphasis.*

The CPC topical areas are covered in the Bachelor of Business Administration core.

3.3 General Knowledge and Skills

Excellence in business education at the undergraduate level requires a broad educational background on which to base collegiate business studies. This requires business students to have the general knowledge and skills that will prepare them to understand and appreciate the broader historical, cultural, social, political, and economic contexts in which business takes place and to function effectively in an ever-changing global environment.

Institutions with Formal General Education Requirements

1. *Provide the page numbers for the section in the institution's catalog that describes its general education requirements.*

Page 21-23 in Eastern Oregon University's Academic Catalog '10 - '12

<http://www.eou.edu/catalog/>

2. *Table 2: Undergraduate General Education Requirements.*

Table 2: Undergraduate General Education Requirements

PROGRAM	CREDIT HOURS		CREDIT HOURS REQUIRED FOR GRADUATION
	MINIMUM CREDIT HOURS IN GENERAL EDUCATION		
	Hrs	Pct	
Associate-Level Programs			
Administrative Management	55	61%	90
Bachelor's-Level Programs			
Marketing	60	33%	180
International Business	60	33%	180
Tourism, Hospitality & Gaming	60	33%	180
Leadership, Organization & Management	60	33%	180
Accounting	60	33%	180

3. *Describe the remedial and developmental programs employed by the institution to assist undergraduate students in acquiring the basic skills (e.g., written composition and quantitative skills) necessary to be successful in their studies.*

Math 040

Math 040 is designed for students who need review in basic computational skills. The course deals with whole numbers, fractions, decimals, percentages, ratios, and introductory geometry. The class requires independent student effort, and students will have to motivate themselves to attend help sessions when needed. <http://www.eou.edu/catalog/> Page 99

Math 070

Math 070 covers the fundamental concepts of algebra. This course is equivalent to first year high school algebra. Concepts include solving equations, graphing equations and inequalities, and solving systems of equations. <http://www.eou.edu/catalog/> Page 99

Math 095

Math 095 examines fundamental concepts of algebra and is equivalent to second year high school algebra. Concepts include polynomial expressions and factoring, rational expressions, radical expressions, and quadratic expressions. <http://www.eou.edu/catalog/> Page 99

Writing 115

WR 115 is an intensive college-level practice in writing for students with pre-college skills. Students extend and enhance control of composing and rhetorical processes. Basic mastery of keyboarding skills is expected. <http://www.eou.edu/catalog/> Page 74

Core 101

Part of EOU's first year experience program, Core 101 is a 3 credit seminar intended for selected first year students who are part of the Integrated Studies Program (ISP) and is linked with a WR 115 class in which the students are concurrently enrolled. Core 101 is designed to introduce students to the culture and traditions of higher education, the resources of EOU, and to assist them in the development of intellectual, personal, and social skills that will allow them to be successful at EOU and beyond.

<http://www.eou.edu/catalog/> Page 64

Math Tutor

The EOU math lab is staffed by undergraduates who have excelled in math courses. They provide assistance to students by answering questions regarding homework as well as conceptual ideas. Students are encouraged to work in groups and to help one another to promote a deeper learning.

<http://www.eou.edu/center/math-lab/>

Writing Center

The writing center offers three forms of assistance: appointments, drop-in and online tutoring. "Conversation with a writing tutor is designed to bridge the gap between everyday language and academic discourse, allowing you to gain confidence and control in a comfortable setting."

<http://www.eou.edu/writing-center/>

3.4 Breadth and Depth of Curriculum

Excellence in business education requires bachelor’s-level programs in business to include sufficient advanced courses to prepare students for careers and/or further study. In areas of business specialization, breadth and depth beyond the Common Professional Component should be demonstrated. (Normally, a minimum of 40 percent of the total credits for a bachelor’s degree should be dedicated to business or related courses.)

1. *Provide Table 3: Program Curriculum Composition. For each business program included in the accreditation review, the table should include the number of credit hours in the business core, the required courses beyond the core, and the business and related elective courses, along with the percentage of the total number of credits required for graduation that is dedicated to each area.*

Included in the business core are required skills: Math 111, Writing 121, Stat 243 and 244 (13 cr)

Table 3: Program Curriculum Composition

Program	CREDIT HOURS		BUSINESS AND RELATED CREDIT HOURS					CREDIT HOURS REQUIRED FOR GRADUATION	PERCENTAGE OF CREDIT HOURS REQUIRED FOR GRADUATION DEDICATED TO BUSINESS AND RELATED
	BUSINESS CORE REQUIREMENTS		REQUIREMENTS BEYOND THE CORE		BUSINESS AND RELATED ELECTIVES		TOTAL BUSINESS AND RELATED CREDIT HOURS		
	Hrs	Pct	Hrs	Pct	Hrs	Pct			
Accounting	67	37%	35	19%	12	7%	114	180	63%
International	67	37%	25	14%	0	0%	92	180	51%
Marketing	67	37%	25	14%	0	0%	92	180	51%
Leadership, Organization and Management	67	37%	25	14%	0	0%	92	180	51%
Tourism, Hospitality and Gaming	67	37%	25	14%	0	0%	92	180	51%

2. *For any program listed in Table 3 in which less than 40 percent of the total credits required for the degree is dedicated to business and related courses, provide a rationale explaining why this is the case.*

No program listed in Table 3 has less than 40 percent of the total credits required for the degree dedicated to business and related courses.

- 3. For any program listed in Table 3, describe the extent to which the business and related courses in the program are upper-level courses.*

Forty-seven credits of upper-level courses are required for all concentrations except for accounting which requires 57 credits of upper-level coursework.

3.5 Curriculum Review and Improvement

Excellence in business education requires curricula that are both current and relevant. Therefore, curriculum review and improvement should be an ongoing process that is supported by outcomes assessment, the results of which are used to ensure excellence in the business programs offered by the academic business unit.

- 1. Describe your process of continuous evaluation of the curricula in your business programs. This description should include an explanation of the ways in which outcomes assessment supports curriculum review and improvement in your academic business unit.***

The curriculum is addressed in operational outcome number 1: Curricula include the skills, knowledge, and experiences that are responsive to student and employer needs and show parity with comparator institutions. A comprehensive curriculum review takes place every 5 years using faculty assembled into an Assessment Task Force. This review involves looking at programs of comparator institutions and seeking input from the Business Advisory Council, students, and alumni. The Assessment Task Force brings recommended changes to a general meeting of the College of Business faculty for discussion and action.

- 2. Document the involvement of your faculty in the periodic review of business programs and curricula.***

Faculty can recommend changes to the curriculum at any time. A faculty committee is selected every five years to examine other programs. All faculty members in the College of Business are involved in the discussion and vote on any changes proposed by the curriculum. Minutes for the curriculum review conducted during the Academic Year 2010-11 are available on the College of Business Accreditation webpage at <http://www.eou.edu/business/accreditation/>.

- 3. Describe the ways in which your alumni, the business community, and other external groups are involved in the periodic review of your business programs and curricula.***

An alumni survey is sent out every five years to all alums. Results from the most recent alumni surveys are available at <http://www.eou.edu/business/accreditation/outcomes/results/>. In addition, annual meetings with the Business Advisory Council (BAC) are used to solicit feedback on the skills and knowledge that they feel are important. Notes from the most recent BAC meeting are available at <http://www.eou.edu/business/files/2012/04/BusinessAdvisoryCouncilMinutes11-29-11.docx>.

4. If the institution has formal general education requirements, describe the extent to which the business faculty is involved in the evaluation of these requirements.

The business faculty is represented on any general education review committees:

- EPCC – Educational Policy and Curriculum Committee (<http://www.eou.edu/epcc/>)
- Faculty Personnel Committee (FPC) (<http://www.eou.edu/govern/faculty-personnel-committee/>)
 - Academic Standards Committee (<http://www.eou.edu/asc/>)

Any changes in any curriculum must be approved by the Educational Policy and Curriculum Committee and by the Faculty Senate.

5. Describe the process for changing your curricula or developing a new program for your academic business unit. If this process is described in your Faculty Handbook, provide the page numbers for the relevant section.

Any faculty can recommend changes to the curriculum at any time. Proposals are developed by affected faculty, who then present the idea for discussion and a vote of all faculty members in the College of Business. If the motion is passed by the College faculty, it goes to the Educational Policy and Review Committee and then on to the Faculty Senate for discussion and approval. The Provost has the authority to accept or reject a proposed change. For details on the Institutional process for curriculum change, see the EPCC webpage at <http://www.eou.edu/epcc/>.

3.6 Master's Degree Curriculum

Excellence in business education requires that master's-level business programs should consist of a minimum of thirty semester credit hours (forty-five quarter hours) of graduate-level course work. The level of these courses should be beyond that of the undergraduate Common Professional Component (CPC) courses. The thirty semester hours (forty-five quarter hours) of graduate-level course work should be in courses normally reserved for graduate students.

- 1. List all of the master's-level business programs included in the accreditation review, and provide a copy of the stated curricular requirements for these programs and/or the page numbers for the section in the institution's catalog that describe these requirements. Also, identify the required number of course credit hours of graduate-level work beyond the undergraduate CPC for each of these programs.*

Eastern Oregon University offers a Master of Business Administration Degree. The curriculum is composed of three elements: pre-requisites, core courses, and a project. The pre-requisites are required of applicants who do not have a business degree, business minor, or who cannot demonstrate competency in the foundations of business. Pre-requisites include: financial and managerial accounting, and principles courses in management, finance and marketing. The core and project courses are completed courses over either five terms (two courses per term) or nine terms (one course per term).

Course Code	Course Title	Credits
BA 515	Marketing Strategy and Techniques	5
BA 520	Financial Strategies and Techniques	5
BA 530	Contemporary Management & Organization	5
BA 540	Operations Management	5
BA 550	Management Information Systems	5
BA 560	Business Ethics, Government, and Society	5
BA 570	International Business: Strategy & Techniques	5
BA 580	Competition and Strategic Management	5
BA 699	Master Project	5
	Total Program Credits	45

The curricular requirements can be found in the Academic Catalog on page p. 171.

<http://www.eou.edu/catalog/>.

- 2. Identify those master's-level course that are not reserved exclusively for graduate students, and provide an explanation for this procedure where applicable.***

All graduate level courses at EOU are reserved exclusively for students with graduate status.

- 3. Describe the ways in which you are handling the coverage of the undergraduate CPC topical areas for students entering your master's-level programs who have not completed an undergraduate business degree.***

Applicants whose baccalaureate degrees are not in business may be required to take certain prerequisite courses (<http://www.eou.edu/mba/curriculum/>). Potential applicants are required to be knowledgeable in basic business principles such as marketing, management, and finance.

- 4. For any master's-level business program included in the accreditation review that requires fewer than thirty semester credit hours (forty-five quarter hours), provide a rationale explaining why this is the case.***

All MBA students are required to accomplish 45-credit hours of graduate course work.

3.7 Doctoral Curriculum

Excellence in business education requires the curricula of doctoral-level programs in business to prepare students to make significant contributions to the academy.

1. For each doctoral-level business program included in the accreditation review, describe the ways in which the curriculum of the program contributes to the professional and scholarly development of your doctoral students. Include a description of the ways in which ethical principles are reinforced through the curricula and administrative policies of the program.

N/A as Eastern Oregon University does not have a doctoral program for business.

2. Provide syllabi for all doctoral courses.

N/A as Eastern Oregon University does not have a doctoral program for business.

3. Provide an analysis of the curricular requirements for the doctoral-level business programs included in the accreditation review. For each program, this analysis should list each course and indicate whether the course is reserved for doctoral students, and should provide the percentage of courses in the program that can be taken only by students enrolled in the doctoral program.

N/A as Eastern Oregon University does not have a doctoral program for business.

4. Describe the research components in each doctoral-level business program included in the accreditation review, and indicate the percentage of the total hours required for the degree program that is dedicated to courses in statistical and research methods and to a rigorous research project such as a thesis or dissertation.

N/A as Eastern Oregon University does not have a doctoral program for business.

5. Provide a copy of your dissertation manual. This manual should describe the dissertation process, including courses required, composition of the dissertation committee, requirements for the dissertation, etc.

N/A as Eastern Oregon University does not have a doctoral program for business.

3.8 Summary Evaluation of Curriculum

Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its curricula and curricula-related processes in supporting excellence in business education.

Provide a summary evaluation of the academic business unit's curricula and curricula-related processes. In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit's mission and:

1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its curricula-related processes in supporting excellence in business education.

The College of Business covers the Common Professional Components adequately, with some minor exceptions, in all programs delivered. The University general education and elective requirements provide excellent coverage and advising options to enhance student scholarship.

2. Identify any changes and improvements needed in the academic business unit's curricula and/or curricula-related processes.

The College recognizes the need to improve coverage of quantitative components and to deepen concentration requirements in the Bachelor's program. Additionally, the College sees a need to bring course credits into alignment with comparable in-state institutions.

3. Describe proposed courses of action to make those changes and improvements.

The College has already taken action to correct identified issues:

- Added an Operations Management course to upper division core courses – beginning in Fall 2013, students entering the program will be required to complete a 5-credit operations management course.
- Expanding the number of required concentration courses – beginning in Fall 2013, students entering the program will be required to complete six upper division courses for each concentration, including a capstone course, Business Strategy and Policy.
- Change course credits from five to four or three to four – a proposal was proposed to and passed by the University EPCC to reduce all five credit courses to four credits and increase three credit courses to four. The proposal was then forwarded and passed by the Faculty Senate and accepted by the Provost in April and May 2013. This change will be effective Winter 2014.

Principle 4: Faculty

4.1 Faculty Qualifications

Excellence in business education requires highly-qualified faculty. Therefore, to ensure that the academic business unit's business programs are properly supported, a high percentage of the undergraduate- and master's-level student credit hours delivered by the academic business unit must be taught by doctorally-qualified and professionally-qualified faculty members. At the doctoral level, it is expected that all doctoral student credit hours will be taught by doctorally-qualified faculty.

1. *Provide the page numbers for the section in the institution's catalog that describes the academic credentials of each full-time and part-time faculty member.*

Page 229-242 <http://www.eou.edu/catalog/files/2012/10/10-12-catalog.pdf>

2. *Provide a current vita for all full-time and part-time business faculty members.*

See Appendix F.

3. *Provide Table 4.*

Table 4: Faculty Qualifications

FACULTY MEMBERS	YEAR OF HIRE	HIGHEST DEGREE		PROFESSIONAL CERTIFICATION	ASSIGNED TEACHING DISCIPLINES	PROGRAM LEVEL	LEVEL OF QUALIFICATION	TENURE
		TYPE	DISCIPLINE					
FULL-TIME FACULTY								
Atkinson, T.	1998	PhD	General Mgmt		Marketing	Undergraduate Master's	Doctoral Doctoral	Yes
Briney, D.	1994	J.D.	Law		Law, Ethics	Undergraduate	Doctoral	Yes
Carpenter, S.	2006	PhD	Organizational Mgmt		Marketing	Undergraduate Master's	Doctoral Doctoral	Yes
Clements, S. ¹	2008	PhD	Forestry Economics		Finance, Info. Sys.	Undergraduate Master's	Doctoral Professional	No
Costi, R	2005	PhD	General Mgmt		Management	Undergraduate	Doctoral	Yes
Day, K.	2009	MS	Accounting	CPA, CFE	Accounting	Undergraduate	Professional	No
Diffenderfer, P. ²	2005	PhD	Leisure Studies		Management, Marketing, Tourism	Undergraduate Master's	Doctoral Doctoral	No

FACULTY MEMBERS	YEAR OF HIRE	HIGHEST DEGREE	PROFESSIONAL CERTIFICATION		ASSIGNED TEACHING DISCIPLINES	PROGRAM LEVEL	LEVEL OF QUALIFICATION	TENURE
			TYPE	DISCIPLINE				
Mueller, L.	2004	PhD	International Business		International Business	Undergraduate Master's	Doctoral Doctoral	Yes
Pierce, M.	2004	PhD	Leadership		Management	Undergraduate	Doctoral	Yes
Sellers, D. ³	2005	MBA	General Mgmt		Management	Undergraduate	Professional	No
Takamura, T.	2004	PhD	Human and Organizational Mgmt	CPA, CFE, CFF	Accounting	Undergraduate Master's	Doctoral Doctoral	Yes
Vermeer, J.	1992	MBA	Accounting	CPA	Accounting	Undergraduate	Doctoral	Yes
Yates, L.	2010	PhD	Management		Management	Undergraduate Master's	Doctoral Doctoral	No
PART-TIME FACULTY								
Anderson, Verl	1987	PhD	Marketing		Marketing Management	Undergraduate	Doctoral	N/A
Atkinson, L.	2009	JD	Law		Business Law	Undergraduate	Doctoral	N/A
Barker, R.	2007	JD	Law		Management	Undergraduate	Professional	N/A
Brog, M. ⁴	2006	PhD	Health and PE		Communication	Undergraduate	Professional	N/A
Chatterton, C. ⁵	2011	MBA	General Mgmt		Management, Marketing	Undergraduate	Professional	N/A
Epstein, V.	2011	MBA	General Mgmt	CPA	Accounting	Undergraduate	Professional	N/A
Greer, A.	2009	PhD	Ag/Econ		Finance	Graduate	Doctoral	N/A
Gromen, N.	2010	MBA	General Mgmt	CPA	Accounting	Undergraduate	Professional	N/A
Hildebrandt, A.	2008	MBA	General Mgmt	CPA	Accounting	Undergraduate	Professional	N/A
Hutchinson, S. ⁶	2011	MBA	General Mgmt		Accounting	Undergraduate	Minimal	N/A
Koopman, D. ⁷	2011	MEd	General Ed		Management	Undergraduate	Professional	N/A
Lamadrid, A.	2011	MBA	General Mgmt	CPA	Accounting, Finance	Undergraduate Graduate	Professional Minimal	N/A
Larison, R.	1980	PhD	Higher Ed Admin		Management	Undergraduate	Doctoral	Yes
Lewis, M. ⁸	2011	MBA	General Mgmt		Management	Undergraduate	Professional	N/A
McGraw, D.	2009	MS	Accounting	CPA	Accounting	Undergraduate	Professional	N/A
McMahan, R. ⁹	2005	MBA	General Mgmt		Communications	Undergraduate	Professional	N/A
Palk, D.	2011	ABD	Business		Management	Undergraduate Graduate	Professional Professional	N/A
Platts, M. ¹⁰	2011	MBA	General Mgmt		Management	Undergraduate	Minimal	N/A
Rowan, P.	2005	MS	Info Comm Sci		Info. Sys.	Undergraduate	Professional	N/A
Smith, G. ¹¹	2011	MBA	General Mgmt		Finance	Undergraduate	Professional	N/A

Sorensen, K. ¹²	1990	MBA	General Mgmt		Accounting	Undergraduate	Professional	N/A
Stubing, D.	2011	MBA	Finance	CPA	Accounting	Undergraduate	Professional	N/A
Toussaint, D.	2005	MS	Info Mgmt		Info Sys	Undergraduate	Professional	N/A

¹ Dr. Clements is considered to be professionally qualified because he has five or more years professional experience related to his position and teaching. This past year he served as the Associate Dean of the College and just received a promotion to Associate Professor and received Tenure. (C2)

² Dr. Diffenderfer is considered to be professionally qualified because he has five or more years teaching courses in Marketing and Management. He has an earned Doctorate with significant coursework in the disciplines related to his teaching. (D3)

³ Lee Sellers has served in capacity as a fixed term faculty awaiting completion of a doctorate. He has not completed the degree, his teaching has been identified as problematic, and he has been terminated by the university effective June 15, 2013. (D4)

⁴ Dr. Brog no longer teaches classes within the College. During the 2011-12 academic year she taught some sections of Business Communications. Dr. Brog is professionally qualified as a licensed teacher with certification in business education and has taught for years in dual credit programs within lower division classes with the university. (D2)

⁵ Mr. Chatterton is an adjunct instructor in our program in Gresham. His background and professional experience qualify him in the areas of diversity and management projects that he is currently teaching.

⁶ Sara Hutchinson was an adjunct instructor in 2011-12 following service as a graduate assistant in the college. This was an emergency placement but because of her accounting qualifications she was assigned a single class.

⁷ Dan Koopman is an adjunct instructor who teaches "diversity in the workplace" classes. His background is in educational leadership (masters) and ABD in Adult and Higher Education.

⁸ Mark Lewis is an adjunct instructor at the Gresham site. He has an MBA and qualifications include his profession as a corporate training specialist.

⁹ Mrs. McMahan has an MBA and taught Business Communications during 2011-12. She served in a fixed term position and resigned in August of 2012. She was considered qualified due to years of experience teaching the course. (D3)

¹⁰ Mark Platts has an MBA degree and is currently in a doctoral program which demonstrates continuous improvement in knowledge and teaching skills in his assigned areas. He has five years of teaching experience at three different universities. (D4)

¹¹ Greg Smith is an adjunct instructor and has taught courses online. As a small business owner, state legislator, and director of the Small Business Development Center; he possesses numerous experiential skills that have added to his qualifications as an MBA graduate. (D4)

¹² Kim Sorensen has an MBA with over 25 quarter credits in upper division accounting. She has taught the principles series for over 20 years.

4. Provide Table 5.

Table 5(M): Teaching Load and Student Credit Hours Generated

For use by academic business units with undergraduate and masters programs.

Faculty Members	SUMMER TERM (2011)	FALL TERM (2011)					WINTER TERM (2012)					SPRING TERM (2012)					QUALIFICATION LEVEL (UNDERGRADUATE)			QUALIFICATION LEVEL (MASTER'S)		
	MAST SCH	UG SCH	MAST SCH	# of SECT	# of PREP	# of DISC	UG SCH	MAST SCH	# of SECT	# of PREP	# of DISC	UG SCH	MAST SCH	# of SECT	# of PREP	# of DISC	DQ SCH	PQ SCH	OTHER SCH	DQ SCH	PQ SCH	OTHER
FULL-TIME FACULTY																						
Atkinson, T.		600		5	4	4	400		3	2	2	535	135	5	4	2	1535			135		
Briney, D.		588		7	3	1	660		5	3	3	653		8	3	3	1901					
Carpenter, S.	135	874		8	6	2	554		5	5	2	645		4	4	2	2073			135		
Clements, S.		329	125	4	4	2	382		4	3	3	496		4	2	2	1207				125	
Costi, R.		40		2	2	2	145		2	2	2	60		2	2	2	245					
Day, K.		684		7	5	1	505		7	5	5	532		6	4	1		1721				
Diffenderfer, P.		454		4	3	3	534	125	8	6	5	750		6	5	5	1738			125		
Mueller, L.	150	370	125	4	4	3	415	35	5	4	3	425	132	4	3	2	1210			442		
Pierce, M.		248		3	2	2	407		4	3	3	212		2	2	2	867					
Sellers, D.	90	70	125	2	2	2	135		2	2	2	223		3	3	3		428			215	
Takamura, T.		385	65	4	4	3	138	55	2	2	2	205		2	2	1	728			120		
Vermeer, J.		245		3	3	1	245		3	3	1	225		3	3	1	715					
Yates, L.	75	200	80	3	3	3	300	95	4	4	4	195	100	3	3	3	695			350		
TOTALS	450	5087	520	56	45	29	4820	310	54	44	37	5156	367	52	40	29	12914	2149		1307	340	

Faculty Members	SUMMER TERM (2011)	FALL TERM (2011)					WINTER TERM (2012)					SPRING TERM (2012)					QUALIFICATION LEVEL (UNDERGRADUATE)			QUALIFICATION LEVEL (MASTER'S)		
	MAST SCH	UG SCH	MAST SCH	# of SECT	# of PREP	# of DISC	UG SCH	MAST SCH	# of SECT	# of PREP	# of DISC	UG SCH	MAST SCH	# of SECT	# of PREP	# of DISC	DQ SCH	PQ SCH	OTHER SCH	DQ SCH	PQ SCH	OTHER
PART-TIME FACULTY																						
Anderson, V.		104		4	4	4	86		2	2	2	96		3	3	3	286					
Atkinson, L.		25		2	2	1	102		2	2	2	67		2	2	3	194					
Barker, R.		60		1	1	1	24		1	1	1							84				
Brog, M.		160		2	2	2	182		2	2	2	143		2	2	2			485			
Chatterton, C.							36		1	1	1	55		1	1	1			91			
Cole, S.	39																			39		
Epstein, V.		75		1	1	1													75			
Greer, A.								125	1	1	1									125		
Gromen, N.		132		2	2	2	130		2	2	2	35		1	1	1			297			
Hildebrandt, A.		205		2	1	1						264		2	2	1			469			
Hutchinson, S.		76		1	1	1	144		1	1	1	112		1	1	1			332			
Koopman, D.		100		1	1	1	160		2	2	2	175		1	1	1			435			
Koza, M.		10		1	1	1	3		1	1	1	10		1	1	1			23			
Lamadrid, A.		140		1	1	1		90	1	1	1								140	90		
Larison, R.		295		4	4	4	285		3	3	3	340		4	4	4	920					
Lewis, M.		50		1	1	1						105		1	1	1			155			
McGraw, D.		60		1	1	1						55		1	1	1			115			
McMahan, R.		220		3	1	1	160		2	1	1	164		2	1	1			544			
Palk, D.												60	85	1	1	1			60	85		
Platts, M.												25		1	1	1			25			
Rowan, P.		252		5	5	1	265		5	5	1	237		5	5	1			754			
Smith, G.		248		2	2	2	252		2	2	2	108		1	1	1			608			
Sorensen, K.		116		1	1	1	361		3	2	2	186		2	2	2			663			
Stubing, D.							75		1	1	1								75			
Toussaint, D.							69		1	1	1								69			
Walker, K.		115		1	1	1											115					
TOTALS	39	2443		36	33	28	2334	215	33	31	27	2237	85	32	31	27	1515	4255	1244	339		

SUMMARY ALL FACULTY																						
TOTALS	414	7530	520	92	78	57	7154	525	87	75	64	7393	452	84	71	56	14429	6404	1244	1646	340	
Total Student Credit Hours Taught by Doctorally-Qualified Faculty																	14429			1646		
Total Student Credit Hours Taught by Doctorally- and Professionally-Qualified Faculty																	20833			1986		
Total Student Credit Hours Taught by Business Faculty During the Self-Study Year																	22077			1986		
Total Undergraduate and Graduate Student Credit Hours Taught by Business Faculty During the Self-Study Year																	24063					

5. *Provide Table 6.*

Table 6(M): Faculty Coverage Summary

For use by academic business units with undergraduate and masters programs.

STUDENT CREDIT HOURS (SCH) TAUGHT DURING SELF-STUDY YEAR	UNDERGRADUATE SCH	MASTER'S SCH	TOTAL
Total SCH Taught by Business Faculty	22,077	1,986	24,063
SCH Taught by Doctorally- and Professionally-Qualified Faculty	20,833	1,986	22,819
Percent of Total SCH Taught by Doctorally- and Professionally-Qualified Faculty	94.37%	100.00%	94.83%
SCH Taught Only by Doctorally-Qualified Faculty	14,429	1,646	16,075
Percent of Total SCH Taught Only by Doctorally-Qualified Faculty	65.36%	82.88%	66.80%

4.2 Faculty Load

Excellence in business education requires that faculty members have adequate time to devote to teaching, service, and scholarly activity. Therefore, a faculty member should not be expected to teach an excessive number of credit hours per academic term, nor should a faculty member be expected to have an excessive number of course preparations per academic term.

Appropriate reductions in teaching loads should be provided for faculty members who teach graduate courses; have significant administrative or service duties; direct multiple graduate theses, projects, or dissertations; or are engaged in extensive approved research.

1. ***Provide the following information pertaining to the institutional policies that relate to the teaching loads of faculty:***
 - a. ***The institutional policy that determines the normal teaching load of full-time faculty.***

Instructors/Senior Instructor: A full-time assignment (1.0 FTE) from which no service or outreach is expected shall consist of 45 load hours. The teaching load of fixed term appointments for which additional effort for service or outreach is required shall be less than 45 hours, pro-rated commensurate with the level of non-teaching activities assigned. Depending on the needs of the University, the dean may assign non-teaching work to fixed-term faculty members in place of teaching load. The deans of the colleges will coordinate efforts to align practices to assure parity concerning the relative value of non-teaching activities as load equivalents.

Assistant Professor: The load assignment for fixed-term assistant professors of 0.5 FTE or higher shall be assigned 36 instructional hours and 9 hours assigned as scholarship, service, and outreach computed on a 1.0 FTE load unless they exercise the 45-hour load option outlined in paragraph (e) below. Fixed-term Assistant Professors shall receive the same pay as tenure track Assistant Professors.

Source for these two descriptions: (Article 6, page 17 of the Collective Bargaining Agreement available at <http://www.aaporegon.org/FinalContract11-13.pdf>)

Article 12 of the Collective Bargaining Agreements lays out exceptions to load hours.

- b. ***A description of the ways in which the policies are administered in terms of overloads and extra pay for overloads.***

Article 10e and Section 2 in the Collective Bargaining Agreement outline the terms and extra pay for overloads.

- c. ***An explanation of any variations between the academic load policies used in the academic business unit and other academic units of the institution.***

Article 10d of the Collective Bargaining Agreement explains a variation in the academic load policies for those with a Ph.D. in Finance or Accounting and those with degrees in “General Business, Marketing, Management, Accounting, Business Law and Ethics, International Business, and Computer Science/Multimedia.”

d. The policy on teaching loads for part-time and/or adjunct faculty.

The normal full-time load for an adjunct faculty is 45 credit hours with no expectations of advising or service on committees. Note: the compensation schedule for adjunct faculty was changed effective Winter term 2013.

e. An identification of the documents that contain these policies and the page numbers for the relevant sections where these policies are stated.

These policies can be found in the Collective Bargaining Agreement available at <http://www.aaporegon.org/FinalContract11-13.pdf>.

2. Referring to Table 5: Teaching Load and Student Credit Hours Generated, explain any deviations between actual teaching loads and the institution’s academic load policy.

Teaching loads and student credit hours generated are displayed in Table 5(M) under Principle 4.1. The College of Business has 14, full-time faculty members. Of the 14 full-time faculty members, 10 hold doctoral degrees and four are professionally qualified. The full-time faculty of the College of Business taught a total of 188 courses at the undergraduate level. Eight of the full-time faculty taught nine graduate level courses. During the self-study year, 24 part-time faculty members were used to teach 75 courses.

The following table identifies faculty overload as a percentage of the baseline 36 credit load, based on the policies outlined in Response 1a above. Any full time faculty at or below the 36 credit load are not shown in this table.

Full-time Instructors	% of Teaching Credit Load Above 36
Pierce, M.	8
Walker, K.	14
Clements, S.	56
Atkinson, T.	83
Full-time	% of Teaching

Instructors	Credit Load Above 36
Costi, R.	83
Mueller, L.	111
Carpenter, S.	125
Briney, D.	126
Diffenderfer, P.	143
Day, K.	158

Policy information on overload teaching limits available online at <http://www.eou.edu/handbook/files/2011/08/teaching-overload.pdf>

3. *List all faculty members who receive reductions in teaching loads for other professional responsibilities, and indicate the amount of the reduction and the reason.*

Instructor	Reason for Release Time	# of Release Credit Hours		
		Fall	Winter	Spring
Atkinson, T.	Administer EOCCC			3
Briney, D.	Advising Coordinator	3	2	2
Clements, S.	SIFE Business Club Adviser	2	2	
Day, K.	Accounting Club Adviser	2	2	1
Diffenderfer, P.	Faculty Athletic Representative	3		
Mueller, L.	MBA Coordinator	5	5	5

4.3 Program Coverage

Excellence in business education requires appropriate program coverage by qualified faculty. Therefore, for each business program offered (including majors, concentrations, or emphases), the academic business unit should have at least one full-time doctorally-qualified or professionally-qualified faculty member who teaches in that program.

Provide Table 7: Program Coverage. This table should list all programs (including majors, concentrations, and emphases) included in the accreditation review, and should identify one full-time doctorally- or professionally-qualified faculty member who teaches in that program.

Table 7: Program Coverage

PROGRAM	FACULTY MEMBER	QUALIFICATION LEVEL
ASSOCIATE-LEVEL PROGRAMS		
Administrative Management	Kari Day	Professionally-Qualified
BACHELOR'S-LEVEL PROGRAMS		
Accounting	Ted Takamura	Doctorally-Qualified
International Business	Les Mueller	Doctorally-Qualified
Leadership, Organization and Management	Mike Pierce	Doctorally-Qualified
Marketing	Shari Carpenter	Doctorally-Qualified
Tourism, Hospitality and Gaming	Peter Diffenderfer	Doctorally-Qualified
MASTER'S-LEVEL PROGRAMS		
Masters in Business Administration	Ted Atkinson	Doctorally-Qualified
DOCTORAL-LEVEL PROGRAMS		
N/A	N/A	N/A

4.4 Faculty Evaluation

Excellence in business education requires institutions and their academic business units to have high-quality processes for faculty evaluation. Therefore, each institution should have a formal system of faculty evaluation for use in personnel decisions, such as the awarding of tenure and/or promotion, and for use in determining teaching effectiveness and the quality of student learning outcomes. This process should be appropriate for the level of degree program in which faculty are teaching.

1. *Describe the faculty evaluation process for your academic business unit and the ways in which it is used to measure teaching and student learning effectiveness. If the process is described in the Faculty Handbook, provide the page numbers for the relevant section.*

Student Course Evaluations

Faculty is evaluated at the end of every term in every course through an anonymous course evaluation survey completed by each student. The evaluations cover instructional methods as well as an evaluation of the course material. Students are encouraged to offer additional comments to provide the professor with additional feedback from the course.

Peer Evaluation

- Faculty promotion and tenure handbook (<http://www.eou.edu/handbook/files/2011/08/promo-tenure-handbook.pdf>)
- Fixed-term faculty evaluation form (<http://www.eou.edu/handbook/files/2011/08/eval-form-on-campus.pdf>)
- Online adjunct faculty evaluation interim policy (<http://www.eou.edu/handbook/files/2011/08/adjunct-online-eval.pdf>)
- Online adjunct faculty evaluation form (<http://www.eou.edu/handbook/files/2011/08/on-line-faculty-eval.pdf>)

Faculty tenure and promotion

“Faculty members at Eastern are evaluated for continuation, tenure, promotion, and post tenure review in four major categories:

- Instruction
- Commitment to subject discipline
- Contribution to the institution
- Outreach to the general public”

The specific policies, requirements, and procedures are outlined in the Faculty Handbook, which is available at <http://www.eou.edu/handbook/files/2011/08/promo-tenure-handbook.pdf>.

2. Provide copies of the instruments that are used in the faculty evaluation process and evidence that these instruments are being used.

A copy of the student course evaluation is included in Appendix B. Original copies of these evaluations are maintained by the Provost's office and in the College of Business Dean's office.

The original annual faculty evaluation documents are maintained in the Provost's office. Copies of these documents are also on file in the College of Business office and in each faculty member's personnel files. Furthermore, examples of promotion portfolios from the self-study year will be available to the site visit team.

4.5 Faculty Development

Excellence in business education requires business faculty to be engaged in a process of continuous improvement. Therefore, the academic business unit should provide opportunities for faculty development consistent with the expectations of the institution and its faculty; the mission and broad-based goals of the academic business unit; and the academic community.

1. Describe the faculty development program for your institution and for your academic business unit. If this information is contained in your Faculty Handbook, provide the page numbers for the relevant sections.

Eastern Oregon University provides various opportunities for faculty development and specifies institutional policies and professional expectations for faculty to meet.

Systematic Reviews

The University has established a comprehensive system for faculty reviews. See <http://www.eou.edu/representation/> page 16. These reviews, in a differentiated but standardized manner, specify particular areas in which faculty members should make efforts for professional development and meet the institutional expectations. They include:

- Faculty Annual Review (for tenure-track and no-tenure full time faculty)
- Tenure-track 3rd Year retention Review
- Indefinite Tenure Review
- Post-tenure Review
- Continuance Review (mainly for contracted teaching faculty)
- Faculty Promotion Review

Faculty Development Fund Committee (FDFC)

“The Faculty Development Fund Committee (<http://www.eou.edu/fdfc/>) is charged with the distribution of faculty development funds for faculty research and travel.” The Committee provides financial assistance for faculty members to travel to professional meetings as well as for research related expenses.

Faculty Scholars Program

The university provides full and partial stipends for faculties who engage in their scholarly work during the summer. Faculties submit their proposals to the faculty Dean for review. The Faculty Scholars Program Application (<http://www.eou.edu/handbook/files/2011/08/faculty-scholars.pdf>) can be found in the Faculty Staff Handbook.

Sabbatical Leaves

Sabbatical leaves are granted for purposes of research, writing, advanced study, travel undertaken for observation and study of conditions in the U.S. or in other countries affecting the

applicant's field or related scholarly professional activities. See <http://www.eou.edu/representation/> page 25.

Mentor Program

The Mentor Program provides Eastern faculty members with an opportunity to seek professional advice, assistance, guidance, and support from another eastern faculty member in a positive, constructive, and confidential manner. The goal of the program is to assist a faculty member in becoming a successful part of Eastern Oregon University.

2. Demonstrate the effectiveness of your faculty development program by providing examples of the results of its implementation within the academic business unit.

Briney, Douglas

- Municipal Court Judge, City of La Grande
- Member, Oregon State Bar Association
- Member, Pacific Northwest Academy of Legal Studies in Business

Carpenter, Shari

- Reviewer & Discussant - International Journal of Business & Social Science (IJBSS) and University of Washington Milgard School of Business Academic Conference
- Professional Service – Consultant, Small Business Development Center; Marylhurst Learning Outcomes & Assessment Development; Innovative Instruction Initiative Committee Member
- Civic Engagement & Community Involvement - Volunteer Marketing Consulting for seven community businesses or organizations
- Conference Presentations: presented papers at eight regional or national conferences

Clements, Steve

- Attended and presented at the Sloan 2011 conference in Orlando, Florida
- Co-leader and presenter at the 2011 and 2012 Summer Institute for Instructional Technology
- Member and reader, Western Academy of Management

Diffenderfer, Peter

- Presented at a regional IACBE Conference in Portland, Oregon
- Participated on a regional (NE Oregon) economic development planning team
- Participated in the preliminary development of a regional business incubator
- Coordinated the initial development of an experiential learning curriculum

Mueller, Les

- Reviewer of papers for Western Academy of Management conference.
- Reviewer for The Handbook of Technology Management vol. 2 value chain analysis section
- Member Beta Gamma Sigma - national business honor society

- Active member Western Academy of Management
- Active member of AISES - American Indians in Science and Engineering Society

Sorensen, Kim

- Attended the IACBE conferences including the site visit trainings spring of 2011 and fall of 2012.

Takamura, Ted

- Attended workshops by ACFE, IMA, FEI for continuing professional education
- Presented at national and regional conferences of IACBE

Yates, Laurie

- Online Teaching SIIT Summer 2012
- International Business Conference Issues April 2013, Orlando FL, IACBE, Presentation: "Developing Cultural Competency in International Business Education"
- Professional Issues Update Conference February, 2013, Student Success and Retention Conference, Presentation: "Serving Diverse Students: Fostering Learner Motivation"
- Attended the IACBE conference in 2011, 2012 and 2013 (presented a paper each time)

4.6 Faculty Policies

Excellence in business education requires the policies pertaining to faculty to be appropriate, published, and applied in a fair and consistent manner. Each institution should have written procedures, policies, and practices pertaining to faculty and their activities. These materials should be distributed to all faculty members.

- 1. Provide a copy of the institution's Faculty Handbook. This handbook should describe the institutional policies and practices that relate to faculty.***

The Eastern Oregon University Faculty Staff Handbook (<https://www.eou.edu/handbook/>) provides extensive written procedures, policies, and practices pertaining to faculty and other activities.

- 2. Describe the ways in which faculty are made aware of these policies and are notified of changes.***

New employees are informed of policies during their orientation. If there are policies pertaining to their specific college (example: College of Business and Education) then those would be discussed with the Dean of that specific college. Faculty members are notified of changes to the Faculty Staff Handbook via email.

4.7 Summary Evaluation of Faculty

Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its faculty characteristics and activities and its faculty-related processes in supporting excellence in business education.

1. Describe the general conclusions that the academic business unit drew from the self-study regarding its faculty characteristics and activities and its faculty-related processes in supporting excellence in business education.

Overall, the College has a team of both full-time and part-time faculty who are committed to excellence in teaching and business education. Sixty-five percent of the College's undergraduate courses and 100% of the MBA courses are taught by doctorally-qualified faculty. Nine out of 14 faculty members were tenured at the Associate Professor or Professor levels during the self-study year.

Regarding faculty load, more than 50% of the full-time faculty members exceed the Institutional limits of no more than one course of overload per term (or 25% overload teaching credits). Some of this overload is by choice, but much of it is related to steady growth in student enrollments and budgetary limitations for new faculty lines. Most full-time faculty members, however, still have adequate time to devote to service and scholarly activities. The degree programs and concentrations offered by the College are adequately covered, although it could be beneficial to have additional faculty to cover courses in the marketing concentration program. Finally, faculty-related processes regarding faculty evaluation, faculty development, and faculty policies support excellence in business education.

2. Identify any changes and improvements needed in the academic business unit's faculty characteristics and activities and/or its faculty-related processes.

The College needs to bring overload levels down for most faculty members to be in compliance with Institutional policy.

3. Describe proposed courses of action to make those changes and improvements.

The College has long recognized issues with overload. Two things are occurring in the current academic year (post-self-study year) that will help to reduce overload: changes in course credit assignment and hiring additional faculty. The faculty members voted in January 2013 to change most courses with 5-credit designations to 4-credits. This credit change will result in in-loading two additional courses per year for some faculty members. Additionally, three faculty positions

are being filled: one in accounting, one at the onsite program in Gresham, and one on-campus. While these positions are not new faculty lines, they do replace faculty who were not teaching any overload, and hence could take at least one course per term (within Institutional guidelines) and help lower overload for remaining faculty members. Preliminary estimates indicate the course credit change alone will reduce overload by 30 to 40%.

Principle 5: Scholarly and Professional Activities

5.1 Scholarly and Professional Activities

Excellence in business education requires faculty members in the academic business unit to be involved in scholarly and professional activities that enhance the depth and scope of their knowledge, especially as it applies to their teaching disciplines.

- 1. Provide a current vita for all full-time and part-time business faculty members. The scholarly and professional activities of each faculty member should be referenced in the vita.*

See Appendix F.

- 2. Provide Table 8: Scholarly and Professional Activities of Full-Time Faculty. Summarize the scholarly and professional activities for each full-time faculty member for the self-study year and the previous four years. Make certain that dates for all activities (e.g., professional meetings, papers presented, etc.) are provided in the vita.*

Table 8A: Ted Atkinson Scholarly and Professional Activities of Full-Time Faculty

Faculty Member	Highest Degree Earned	Prof Cert	Scholarly and Professional Activities, Past Five Years				
			Scholarship Of:				Professional Activities
			<i>Teaching</i>	<i>Discovery</i>	<i>Integration</i>	<i>Application</i>	
Atkinson, T. (2011-12)	PhD		g-2, h-3, j-2, i-2, m-2	h-1	d-2, e-2	d-2, f-4	a-2, b-2, e-2, f-2
Atkinson, T. (2010-11)	PhD		d-1, g-2, h-2	h-1	d-2, e-2	d-2, f-4, g-1	a-1, c-1, e-2, f-2
Atkinson, T. (2009-10)	PhD		f-2, g-2, h-1, i-3	h-1	d-2, e-2, f-1	d-3, f-4, g-1	a-3, b-2, c-1, d-2, f-2
Atkinson, T. (2008-09)	PhD		d-1, f-2, g-2, j-3	b-1, h-1	d-2, e-2, f-1	d-2, f-4, g-1	a-2, b-2, c-1, d-2, e-2, f-2
Atkinson, T. (2007-08)	PhD		a-1, f-1, h-2, i-2, l-2 m-1, n-2	b-1, h-1	d-2, e-2	d-3, f-4, g-1	a-3, b-2, c-1, e-2, f-2

Table 8B: Douglas Briney Scholarly and Professional Activities of Full-Time Faculty

Faculty Member	Highest Degree Earned	Prof Cert	Scholarly and Professional Activities, Past Five Years				
			Scholarship Of:				Professional Activities
			<i>Teaching</i>	<i>Discovery</i>	<i>Integration</i>	<i>Application</i>	
Briney, D. (2011-12)	J.D.		i-1				b-1, f-1
Briney, D. (2010-11)	J.D.						b-1
Briney, D. (2009-10)	J.D.		a-1, e-1, f-3				b-1, f-1
Briney, D. (2008-09)	J.D.		a-1, f-2				b-1, f-1
Briney, D. (2007-08)	J.D.		f-1	c-1, d-1	d-1		b-1, f-1

Table 8C: Shari Carpenter Scholarly and Professional Activities of Full-Time Faculty

Faculty Member	Highest Degree Earned	Prof Cert	Scholarly and Professional Activities, Past Five Years				
			Scholarship Of:				Professional Activities
			<i>Teaching</i>	<i>Discovery</i>	<i>Integration</i>	<i>Application</i>	
Carpenter, S. (2012-13)	Ph.D.		a-1, g-1	g-1, h-1		d-1	a-1, f-1
Carpenter, S. (2011-12)	Ph.D.		i-2, g-1, j-2	g-1, h-1	a-2	a-1	a-1, e-2, f-1
Carpenter, S. (2010-11)	Ph.D.		g-1, i-1, j-1	h-3	a-2	j-2	a-1, b-1, e-3, f-1
Carpenter, S. (2009-10)	Ph.D.		g-1, i-1, j-1	a-1, h-1	a-3	g-1	a-1, b-1, f-1
Carpenter, S. (2008-09)	Ph.D.		f-3, g-1, h-1	c-3, d-1, e-1, f-1, h-1	a-1	a-2 d-1 h-1	a-1, d-2, e-2, f-1

Table 8D: Stephen Clements Scholarly and Professional Activities of Full-Time Faculty

Faculty Member	Highest Degree Earned	Prof Cert	Scholarly and Professional Activities, Past Five Years				
			Scholarship Of:				Professional Activities
			<i>Teaching</i>	<i>Discovery</i>	<i>Integration</i>	<i>Application</i>	
Clements, S. (2012-13)	Ph.D.		h-1				b-1
Clements, S. (2011-12)	Ph.D.		c-1, e-3, f-1, h-1, j-1		c-1	j-3	b-1, d-2, e-1, f-1
Clements, S. (2010-11)	Ph.D.		l-1	d-1	b-1	c-1	
Clements, S. (2009-10)	Ph.D.		e-1, i-1, l-2, m-2			b-1	
Clements, S. (2008-09)	Ph.D.		e-1, m-2				

Table 8E: Robert Costi Scholarly and Professional Activities of Full-Time Faculty

Faculty Member	Highest Degree Earned	Prof Cert	Scholarly and Professional Activities, Past Five Years				
			Scholarship Of:				Professional Activities
			<i>Teaching</i>	<i>Discovery</i>	<i>Integration</i>	<i>Application</i>	
Costi, R. (2012-13)	Ph.D.						f
Costi, R. (2011-12)	Ph.D.						f
Costi, R. (2010-11)	Ph.D.						f
Costi, R. (2009-10)	Ph.D.						f

*No information was available from this faculty.

Table 8F: Kari Day Scholarly and Professional Activities of Full-Time Faculty

Faculty Member	Highest Degree Earned	Prof Cert	Scholarly and Professional Activities, Past Five Years				
			Scholarship Of:				Professional Activities
			<i>Teaching</i>	<i>Discovery</i>	<i>Integration</i>	<i>Application</i>	
Day, K. (2012-13)	MSA	CPA FCPA CFE	a-2		a-2	a-2	b-2, d-4, f-3
Day, K. (2011-12)	MSA	CPA FCPA CFE	a-1	b-1	a-1		b-2, d-10, f-3
Day, K. (2011-10)	MSA	CPA FCPA CFE	i-1		i-1		a-1, b-2, d-6, f-3
Day, K. (2010-09)	MSA	CPA FCPA CFE	a-1, m-1			g-1 h-1	b-4, d-8, f-3
Day, K. (2009-08)	MSA	CPA FCPA CFE					a-1, b-3, c-1, d-6, f-2

Table 8G: Peter Diffenderfer Scholarly and Professional Activities of Full-Time Faculty

Faculty Member	Highest Degree Earned	Prof Cert	Scholarly and Professional Activities, Past Five Years				
			Scholarship Of:				Professional Activities
			<i>Teaching</i>	<i>Discovery</i>	<i>Integration</i>	<i>Application</i>	
Diffenderfer, P. (2012-13)	PhD		h-1, j-5	b-1, d-1	e-1, f-1	c-1,d-3, f-1, h-1	b-1, e-1, b-2
Diffenderfer, P. (2011-12)	PhD		j-2	h-1	d-1, e-2	d-1, h-1, f-1	a-1, b-3
Diffenderfer, P. (2010-11)	PhD		d-1	c-1,	f-1, e-2	c-2, f-1	a-1, b-3
Diffenderfer, P. (2009-10)	PhD		i-3, j-3	g-1	d-1, e-3	d-1, f-1	a-1, b-3
Diffenderfer, P. (2008-09)	PhD		g-1, i-2, l-1		d-1, e-1	f-2	a-1, b-3

Table 8H: Leslie Mueller Scholarly and Professional Activities of Full-Time Faculty

Faculty Member	Highest Degree Earned	Prof Cert	Scholarly and Professional Activities, Past Five Years				
			Scholarship Of:				Professional Activities
			<i>Teaching</i>	<i>Discovery</i>	<i>Integration</i>	<i>Application</i>	
Mueller, L. (2011-12)	DBA		h-2, i-1, n-1, l-1, m-1	f-12	f-1	d-2, g-3, h-1	a-6, b-2, f-2
Mueller, L. (2010-11)	DBA		h-1, i-1, j-1, m-1	h-1, f-10	f-1	d-1, g-2, h-2	a-5, b-3, f-2
Mueller, L. (2009-10)	DBA		a-1, f-1, h-1	a-1, c-1, h-1, f-10	a-1, c-1, d-1, e-1, h-1	a-1, c-1, d-4, g-2, h-1	a-4, b-3, d-1, f-2
Mueller, L. (2008-09)	DBA		f-1, g-1, j-1	f-10, g-1	d-1, e-1	d-2, f-1, g-3, h-1	a-3, b-2, d-1, e-1, f-2
Mueller, L. (2007-08)	DBA		h-1, i-1, j-1, l-1	f-10	f-1	d-3, f-1, g-3, h-1	a-6, b-3, f-2

Table 8I: Michael Pierce Scholarly and Professional Activities of Full-Time Faculty

Faculty Member	Highest Degree Earned	Prof Cert	Scholarly and Professional Activities, Past Five Years				
			Scholarship Of:				Professional Activities
			<i>Teaching</i>	<i>Discovery</i>	<i>Integration</i>	<i>Application</i>	
Pierce, M. (2011–12)	PhD	P.E.	e, f, h, i, j, m			g	f
Pierce, M. (2010–11)	PhD	P.E.	h, i, j, m	g		g	f
Pierce, M. (2009–10)	PhD	P.E.	h, i, j, l	h		g	f
Pierce, M. (2008-09)	PhD	P.E.	h, i, j, l			g	f
Pierce, M. (2007–08)	PhD	P.E.	a, i, m		a		f

Table 8J: Donald Sellers Scholarly and Professional Activities of Full-Time Faculty

Faculty Member	Highest Degree Earned	Prof Cert	Scholarly and Professional Activities, Past Five Years				
			Scholarship Of:				Professional Activities
			<i>Teaching</i>	<i>Discovery</i>	<i>Integration</i>	<i>Application</i>	
Sellers, D. (2012-13)	MBA						
Sellers, D. (2011-12)	MBA						
Sellers, D. (2010-11)	MBA						
Sellers, D. (2009-10)	MBA						

* No information was available from this faculty.

Table 8K: Ted Takamura Scholarly and Professional Activities of Full-Time Faculty

Faculty Member	Highest Degree Earned	Prof Cert	Scholarly and Professional Activities, Past Five Years				
			Scholarship Of:				Professional Activities
			<i>Teaching</i>	<i>Discovery</i>	<i>Integration</i>	<i>Application</i>	
Takamura, T. (2012-13)	PhD	CPA, CFE, CGMA	a-1, b-2, e-1, i-2, f-1, n-1	f-2	d-1, e-2, f-1	c-1, d-1	b-1, c-3, d-2, e-3, f-3
Takamura, T. (2011-12)	PhD	CPA, CFE, CFF	b-1, e-1, f-1	e-1	d-2, e-3	c-2	b-1, c-3, d-2, e-2, f-5
Takamura, T. (2010-11)	PhD	CPA, CFE	b-1, e-2, f-1	e-1, f-1	d-2, e-3	c-2	c-2, d-3, e-2, f-4
Takamura, T. (2009-10)	PhD	CPA, CFE	b-1, e-2, f-1	e-1	d-2, e-3	c-2	c-1, d-2, e-3, f-4
Takamura, T. (2008-09)	PhD	CPA, CFE	e-1, f-1		d-2, e-3	c-2	c-1, d-2, e-2, f-4

Table 8L: Jeff Vermeer Scholarly and Professional Activities of Full-Time Faculty

Faculty Member	Highest Degree Earned	Prof Cert	Scholarly and Professional Activities, Past Five Years				
			Scholarship Of:				Professional Activities
			Teaching	Discovery	Integration	Application	
Vermeer, J. (2012-13)	MBA	CPA					
Vermeer, J. (2011-12)	MBA	CPA					a
Vermeer, J. (2010-11)	MBA	CPA					a
Vermeer, J. (2009-10)	MBA	CPA					a
Vermeer, J. (2008-09)	MBA	CPA					a

Table 8M: Laurie Yates Scholarly and Professional Activities of Full-Time Faculty

Faculty Member	Highest Degree Earned	Prof Cert	Scholarly and Professional Activities, Past Five Years				
			Scholarship Of:				Professional Activities
			<i>Teaching</i>	<i>Discovery</i>	<i>Integration</i>	<i>Application</i>	
Yates, L. (2012-13)	DMgt		h-2, j-1, m-1	b-1	c-3, b-2	d-1	a-2, c-1, d-5
Yates, L. (2011-12)	DMgt		h-1	a-1	a-1, c-2		a-1, c-1, d-5
Yates, L. (2010-11)	MBA			a-1	c-1		c-1, d-4

5.2 Summary Evaluation of Scholarly and Professional Activities

Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of the scholarly and professional activities of its faculty in supporting excellence in business education.

Provide a summary evaluation of the scholarly and professional activities of the faculty in the academic business unit. In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit's mission and:

1. Describe the general conclusions that the academic business unit drew from the self-study regarding the scholarly and professional activities of its faculty in supporting excellence in business education.

Based on the College's statement of teaching, scholarship and service and the teaching mission of the University, the scholarly and professional activities of our faculty adequately support excellence in business education. Our scholarly and professional activities specifically relate to enhancing the learning experience of our students in different areas of the curriculum. These achievements are particularly notable considering the amount of overload that some faculty maintain. In addition, while not a formal requirement for faculty evaluation and promotion, each faculty should be encouraged to prepare and submit to the Dean or Associate Dean an annual professional development plan for inclusion in their personnel file.

2. Identify any changes and improvements needed in the scholarly and professional activities of the faculty in the academic business unit.

Based on our teaching mission and statement, no changes or improvements are needed. However, it is important to maintain the current level of scholarship and professional activities at the level demonstrated in the self-study year.

3. Describe proposed courses of action to make those changes and improvements.

It is important to continue to include professional and scholarly activities as a part of each full-time faculty member's professional development each year. Faculty and administration should discuss and decide on the role of a formal professional development plan as part of the annual review and tenure and promotion process.

Principle 6: Resources

6.1 Financial Resources

Excellence in business education requires financial resources that are sufficient to support a high-quality learning environment in the academic business unit, consistent with its mission and broad-based goals.

Associate-, Bachelor's-, and Master's-Level Programs:

- 1. Describe the budget development and budget amendment processes of the institution. If applicable, this narrative should also include a description of the ways in which the results from implementing the academic business unit's outcomes assessment plan are integrated into the budget development process.***

The following link contains information about EOU's budgeting process:

<http://www.eou.edu/president/files/2012/11/Budgeting-Paradigm.pdf>

Results from implementing the Outcomes Assessment help to determine the resource needs for the College of Business. For example, it has helped us to address the problem with overload. By switching to a 4 credit model, the college will be able to in-load some of the online courses thereby realizing significant savings.

- 2. Provide Table 9: Educational and General Expenditures. This table should provide financial and student credit hour data for your institution and academic business unit for the self-study year, the year prior to the self-study year, and the budgeted figures for the site-visit year.***

Table 9: Educational and General Expenditures

ITEM	YEAR PRIOR TO SELF-STUDY (ACTUAL) 10-11	SELF-STUDY YEAR (ACTUAL) 11-12	SITE-VISIT YEAR (BUDGET) 12-13
A. Total Unrestricted Educational and General Expenditures for the Institution	34,225,081	34,496,589	34,936,000
B. Total Unrestricted Educational and General Expenditures for All Academic Instructional Units of the Institution.	\$ 15,459,864	\$ 16,108,205	\$ 17,347,091
C. Total Unrestricted Educational and General Expenditures Allocated to the Academic Business Unit	\$ 2,757,257	\$ 3,004,882	\$ 3,202,043
D. Percentage of Total Unrestricted Academic Expenditures Allocated to the Academic Business Unit (C divided by B)	17.83%	18.65%	18.46%

ITEM	YEAR PRIOR TO SELF-STUDY (ACTUAL) 10-11	SELF-STUDY YEAR (ACTUAL) 11-12	SITE-VISIT YEAR (BUDGET) 12-13
E. Total Student Credit Hours Taught by the Institution	135,972	138,920	
F. Total Student Credit Hours Taught by the Academic Business Unit	24,986	27,203	
G. Percentage of Institutional Student Credit Hours Taught by the Academic Business Unit (F divided by E)	18.38%	19.58%	

3. List the support personnel (non-faculty) in your academic business unit by classification type.

Classification Type	Number of Support Personnel	FTE
Dean	1	0.5
Associate Dean	1	1
Administrative Faculty	2	0.875
Classified	2	1.5

4. Provide Table 10: Salary Ranges by Rank. This table should contain the actual full-time faculty salary ranges (lowest, mean, and highest) during the self-study year (academic year salaries—9 month salaries before overloads) for each of the faculty ranks in the academic business unit. Do not include faculty who are on leave or on sabbatical and are receiving a reduced rate during the period of absence.

Table 10: Salary Ranges by Rank

Faculty Rank	Number of Full-Time Faculty	Academic Year Salary Ranges By Rank		
		Lowest	Mean	Highest
Professor	2	\$90,094.00	\$91,432.00	\$92,770.00
Associate Professor	6	\$67,245.00	\$73,073.00	\$82,051.00
Assistant Professor	4	\$57,274.00	\$60,287.75	\$65,834.00
Instructor	2	\$41,208.00	\$44,053.50	\$46,899.00
Other	0			

5. If applicable, state the method of computation for extra pay of full-time faculty in the following areas:

a. Undergraduate Online Instruction

\$47.50 per credit per student

b. Undergraduate Onsite Instruction

\$690.00 per credit

c. Graduate Online Instruction

\$68.50 per credit per student

d. Graduate Onsite Instruction

\$1056.00 per credit

6. State the rates of pay for part-time (adjunct) faculty who teach business courses.

Undergraduate Online Instruction	\$47.50 per credit per student
Undergraduate Onsite Instruction	\$690.00 per credit
Graduate Online Instruction	\$68.50 per credit per student
Graduate Onsite Instruction	\$1056.00 per credit

7. Provide the page numbers for the section in your institution's catalog that describe the tuition and fees for each business program.

Tuition and fees for the business program are not discussed in the Institution's catalog. However, the information is readily available on the website. Tuition and fees for the undergraduate and graduate can be found at <http://www.eou.edu/staccts/tuition-and-fees/>.

Doctoral-Level Programs:

Describe the financial resources supporting the academic business unit's doctoral-level business programs.

Eastern Oregon University does not offer a doctorate in business.

6.2 Facilities

Excellence in business education requires the physical facilities available to the academic business unit to be of sufficient quality to support high-quality business programs.

1. *Describe the physical facilities, such as classrooms, computer laboratories, and faculty offices that are available to business students and faculty. Plans for renovation of space or construction of new facilities associated with the business programs should also be described.*

Zabel Hall just went through a remodel in 2012. The physical facilities are much improved. Faculty offices have new carpet and windows, and classrooms have new carpet, tables, white boards, and technology boxes. The student computer lab is much larger with eleven computers and one printer. There is also a student lounge area adjoining the computer lab.

2. *Provide Table 11: Office Facilities for Business Faculty. This table should identify the types of offices available for faculty in the academic business unit and the number of faculty members in each type of office.*

Table 11: Office Facilities for Business Faculty

Type of Office	Full-Time Faculty	Part-Time Faculty	Graduate Assistants	Emeriti Faculty
One-Person Office	14	3	1	
Two-Person Office				
Three-Person Office				
Four-Person Office				
Total	14	3	1	0

3. *Provide Table 12: Evaluation of Education Space. This table should contain an overall, summary evaluation of the adequacy of the educational space that is available to the academic business unit.*

Table 12: Evaluation of Educational Facilities

Characteristic	Excellent	Good	Fair	Poor	Unsatisfactory
Adequacy of Existing Classroom Space	✓				
Adequacy of Faculty Office Space	✓				
Proximity of Classrooms to Faculty Offices	✓				
Proximity of Classrooms to Computer Labs, Audio-Visual Services, Library, etc.	✓				

6.3 Learning Resources

Excellence in business education requires a comprehensive library and other necessary learning resources to be available to business students and faculty.

1. *Provide a list of the business journals, databases, and other learning resources available to business students and faculty.*

Business Journals:

Academy of Management Journal	The Journal of Applied Behavioral Science
The Accounting Review	The Journal of Consumer Research
Administrative Science Quarterly	Journal of Education for Business
Advertising Age	Journal of Environmental Economics and Management
Advertising Age's Business Marketing	The Journal of Finance
Agri Marketing	Journal of Marketing
The American Economic Review	Journal of Taxation
Barron's	Kiplinger's Personal Finance Magazine
Brookings Papers on Economic Activity	Money
The Bulletin of the Association for Business Communication	Nation's Business
Business Communication Quarterly	Oregon Business
Business Horizons	Oregon Business Review
Business Marketing	People Management
Business Week	Personnel
Economic History Review	The Personnel Administrator
The Economist	Personnel Psychology
EContent	PM. Public Management
Forbes	The Practical Accountant
Fortune	Sales & Marketing Management Strategies
Harvard Business Review	The Value Line Investment Survey
HR Magazine	The Wall Street Journal, Western Edition
Journal of Accountancy	

Library Collection Support

Books

Books for the collection are chosen on the basis of reviews and input from faculty, librarians and occasionally students. The quality of the publishing house, the author's credentials and the intended audience are considered in the selection process as are "best books" lists and literary awards. If a title is available in both print and electronic, the electronic version is purchased.

This helps support students whether they are on-campus or at a distance. The Academic Outstanding Titles promoted by Choice are purchased both in print and electronic versions for the development of a Business core of print titles.

Students and faculty have access to 6,636 print titles relating to Business and Economics within Pierce Library's general circulation and reference collections. For 2011-12, 63 business and economics titles were purchased and added totaling more than \$2,495.

Besides the print collection, students and faculty have access to 2,212 electronic titles related to Business and Economics. Out of that number 1,661 were purchased through a collaborative buy with Orbis Cascade Alliance and are available to EOU students and faculty. The balance of the e-books (551) are directly owned by EOU. For 2011-12, 56 business and economic titles were purchased totaling \$2,657.

Journals

Currently Pierce Library subscribes to 34 business and economic journal titles at a cost of \$11,442 for 2011-12. In addition to these hardcopy subscriptions, Pierce Library subscribes to a number of business databases, which provides access to over 4,000 business journal titles either in full-text or citation format. Articles found in those journal titles that are neither on the shelves in Pierce Library or available in a full-text format via the database can be obtained electronically, in many cases, within 48 to 72 hours using Ariel software maintained by Pierce Library.

Databases

Students and faculty have access to a number of databases containing information on published items and are searchable online 24/7. Identified below are the databases that are specific to the discipline of business or has a business subset.

[Academic Search Premier \(EBSCO\)](#)

Large database of scholarly and popular journals covering a variety of academic subjects; includes full-text journals primarily back to 1985, abstracts back to 1984, peer-reviewed articles and some newspapers. Includes 13,100 indexed titles; of which, 3,900 are peer-reviewed journals and 4,600+ are full text titles.

[Academic OneFile \(Gale\)](#)

Large database of peer-reviewed full text articles on a wide variety of subjects. Includes 14,000 indexed titles; of which, 10,000+ are peer reviewed journals and 6,500+ are full text titles. Coverage: 1980 – present.

[Britannica Online](#)

Contains hundreds of thousands of articles, biographies, videos, images and websites for a variety of subjects. Includes world atlas with interactive maps, year in review, and selected topics through history.

[Business Insights: Essentials \(Gale\)](#)

Business, company, and industry information from periodical articles, newsletters, newswires, reports, etc. that include company information, financials and earning estimates, rankings and market share data, and more. A combination of 5,921 indexed, abstracted and full text titles along with a handful of reference titles. Coverage: 1977 - present

[Business Source Premier \(EBSCO\)](#)

Scholarly business, management and economic journals: includes 3,454 indexed titles; 2,007 peer-reviewed journals; 2,200+ full text titles. Coverage 1965 - present

[Business, Economics and Theory Collection \(Gale\)](#)

Over 450 full-text academic journals and magazines focusing on topics in economics. Coverage 1980 – present.

[Credo Reference](#)

Credo Reference is a general reference solution for learners and librarians. Its full-text, aggregated content covers every major subject from the world's best publishers of reference.

[General Business File ASAP \(Gale\)](#)

Provides world's leading business, industry, management, economics, investment and company information through broker research reports, trade publications, newspapers, journals and company directory listings. A combination of 4,721 indexed, abstracted and full text titles. Coverage: 2000 - present

[Historical Statistics of the United States - Millennial Edition](#)

Historical Statistics of the United States presents the numerical history of the United States. This definitive reference work contains more than 37,000 annual time series of quantitative historical information covering virtually every quantifiable dimension of American history: population, work and welfare, economic structure and performance, governance, and international relations, all from the earliest times to the present.

[JSTOR](#)

Full text archive collection of core humanities, social science and science journals beginning as far back as the nineteenth century. Beginning in 2011 includes current issues of selected journals.

[Legal Collection \(EBSCO\)](#)

This database contains full text for more than 300 of the world's most respected, scholarly law journals, this database is an authoritative source for information on current issues, studies, thoughts and trends of the legal world. Coverage: 1965 – present

[LexisNexis Academic](#)

Provides full text and citation access to 10,000 news, business, and legal publications, including newspapers, journals, wire services, newsletters, company reports and SEC filings, case law, government documents, transcripts of broadcasts, and selected reference works.

[Loislaw - Legal Research](#)

Provides a one-source digital gateway to Primary Law, Federal and State Law, Treatise Libraries, Bar Publications, Public Records and more.

[NetLibrary](#)

Provides an online library of eBooks.

[PapersFirst \(OCLC\)](#)

Index of papers presented at conferences worldwide. Coverage: 1993 – present.

[Proceedings \(OCLC\)](#)

Index of worldwide conference proceedings. Coverage: 1993 – present.

[Regional Business News \(EBSCO\)](#)

Provides full text for nearly 100 regional U.S. and Canadian business publications. Coverage: 1984 - present

[SIRS Researcher](#)

Current articles and graphics covering general reference, social issues, maps, health, science, business and government. Delivers the pros and cons on today's complex social issues. Critical current issues and enduring social issues are covered through full-text articles, multimedia, primary sources, government documents and reference material from over 1,800 national and international sources. Coverage: 1988 - present

[Small Business Resource Center \(Gale\)](#)

Offers content that covers all major areas of starting and operating a small business, including accounting, finance, human resources, management, marketing, tax and more and includes sample business plans, how to guides, articles, and websites. A combination of 334 indexed, abstracted and full text titles. Also includes a handful of reference titles. Coverage: 1965 – present

[Statista](#)

Sstatistics and studies gathered by market researchers, trade organizations, scientific

publications, and government sources for over 600 industries. Statistics can be directly downloaded in JPG, Excel, and PPT formats. Data linked to original source for further research.

[USA Trade Online](#)

Access current and cumulative U.S. export and import data for over 18,000 export commodities and 24,000 import commodities. USA Trade Online provides trade statistics using the Harmonized System (HS) up to the 10-digit level and the North American Industry Classification System (NAICS) commodity classification codes up to the 6-digit level for current month and previous month; cumulative year to date, current year and prior year; and annual two year and historical data. **Accessible only within the library through the LIB3 and LIB4 computers.**

[Vocational and Career Collection \(EBSCO\)](#)

Vocational & Career Collection is designed for vocational and technical libraries servicing high schools, community colleges, trade institutions and public libraries. The collection provides full text coverage for nearly 340 trade and industry resources. Coverage: 1985 – present.

[Vocations and Careers Collection \(Gale\)](#)

Includes information on finding the right career, enrolling in an appropriate institution of learning or training, searching for a job, and advancing your career through continuing education by providing content from 400+ journals -- from general career guides to highly specialized industry journals. Coverage: 1965 – present.

[Wall Street Journal \(ProQuest\)](#)

The financial newspaper of record offering in-depth coverage of national and international finance as well as first rate coverage of hard news. Coverage: 1982-current

[World Almanac](#)

Facts, statistics, encyclopedia entries, biographies. Coverage: 1998 - present

[WorldCat](#)

Millions of records for books, Internet resources, visual materials, maps, archive materials, sound recordings, musical scores and computer files held by libraries around the world.

[Newspapers](#)

Access to major U.S., regional, local and leading newspaper resources are provided through database subscriptions to such resources as America's News (Newsbank), InfoTrac Newsstand (Gale), LexisNexis Academic, New York Times Digital Microfilm, Newspaper Source (EBSCO), and Wall Street Journal (ProQuest).

Documents

Pierce Library is the largest federal depository in the eastern region of the state and receives approximately 32% of the materials made available through USGPO (U.S. Government Printing Office). Items that are not available to students either on the shelves or electronically may be obtained through Pierce Library's Interlibrary Loan Department through other identified deposit holding libraries.

Oregon State documents are also available at Eastern Oregon University and available to students and faculty

Other Library Learning Resources

Course Library Guides / Pathfinders

Course library guides are intended to help students successfully meet the requirements of specific courses that have a library/research component included in its course content. These guides will vary based on the information needed. For example it may assist students to identify syntax for searching, keywords, resources, how to use resources, evaluation of websites, etc. Currently there are the following business course guides or guides applicable to all courses that students have access to:

- BA 550: Management Information Systems -
<http://infoguides.eou.edu/content.php?pid=389684&sid=3193259>
- BA 560: Business Ethics, Government and Society -
<http://infoguides.eou.edu/BA560-Shirley-Roberts>
- WR 329: Grant Writing -
<http://infoguides.eou.edu/WR329-Shirley-Roberts>
- Government Information at Eastern Oregon University -
<http://infoguides.eou.edu/documents>
- Citing Sources and Avoiding Plagiarism -
<http://infoguides.eou.edu/citing-and-plagiarism-Shirley-Roberts>

A Pathfinder for Library Research

The purpose of this pathfinder is to assist you in researching a topic of your choice using resources at Pierce Library. <http://pierce.eou.edu/home/help/PathfinderforLibraryResearch.htm>

Shirley Roberts, Business Liaison Librarian, as a work related goal, reviews all business courses annually to identify courses that may have a research component within its content to see if a Course Library Guide may be beneficial to develop.

2. Provide a general statement of library support for the business programs offered by the academic business unit. This statement should address:

Pierce Library at Eastern Oregon University supports students and faculty with Business and Economic research and other professional activities through providing information resources such as books, journals, documents, and databases. Monies are made available each year to continue journal and database subscriptions and to add titles to the book collections in both of these disciplines. Within this document you will find a summary addressing the current state of each of the information resources listed above and other program services offered.

a. Inter-library loan program

Occasionally, a book or periodical needed for research is not among the titles available in the library's catalog/databases or the Summit catalog system. In such a case, the Interlibrary Loan Service may be able to obtain the material from another library outside the Pacific Northwest. Interlibrary Loan services are available to all students and faculty in all subject areas. The patron can complete a request form and submit it to the Interlibrary Loan Department and, in many cases, may submit the requests electronically. During the 2011-12 fiscal year, the ILL department filled 485 requests for books and 664 request for articles while students and faculty themselves placed direct requests for 4,431 books from Summit.

b. Library support for faculty

Consortium Participation

Besides the actual resources themselves, Pierce Library participates in and provides special services that enhance and expand research resources available to students and faculty. Pierce Library is a member of the Orbis-Cascade Alliance, which is a consortium of 37 universities, colleges and community colleges, public and private, in Oregon, Washington and Idaho. This consortium participation is very important for all Eastern students and faculty as it provides access to library holdings totaling more than 28.7 million items. If a student is not able to find a book on the shelves in Pierce Library he/she may conduct a literature search on Summit (Online Public Access Catalog for the Orbis-Cascade Alliance) and request directly that the item(s) be sent to them. Receipt of requested items is estimated to be approximately 48 to 72 hours from the time the request is made. This quick turn-around time is assured through a courier service specifically contracted for delivery of library materials between consortium libraries.

Librarian Liaison to Business Faculty

The library provides a librarian liaison dedicated to assisting Business faculty with library/research related efforts and support of student coursework.

c. Library support for students.

Course Library Guides / Pathfinders

Course library guides are intended to help students successfully meet the requirements of specific courses that have a library/research component included in its course content. These guides will vary based on the information needed, for example it may assist students to identify syntax for searching, keywords, resources, how to use resources, evaluation of websites, etc. Currently there are the following business course guides or guides applicable to all courses that students have access to:

- BA 550: Management Information Systems - <http://infoguides.eou.edu/content.php?pid=389684&sid=3193259>
- BA 560: Business Ethics, Government and Society - <http://infoguides.eou.edu/BA560-Shirley-Roberts>
- WR 329: Grant Writing - <http://infoguides.eou.edu/WR329-Shirley-Roberts>
- Government Information at Eastern Oregon University - <http://infoguides.eou.edu/documents>
- Citing Sources and Avoiding Plagiarism - <http://infoguides.eou.edu/citing-and-plagiarism-Shirley-Roberts>

A Pathfinder for Library Research

The purpose of this pathfinder is to assist you in researching a topic of your choice using resources at Pierce Library. <http://pierce.eou.edu/home/help/PathfinderforLibraryResearch.htm>

Shirley Roberts, Business Liaison Librarian, as a work related goal, annually reviews all business courses offered to identify courses that may have a research component within its content to see if a Course Library Guide may be beneficial to develop.

Library Credit Courses

While the courses listed below are not directly applicable to the business discipline nor required for business students, availability of these classes can certainly support the students in their business coursework.

LIB 127 Information Access

This class is highly recommended by campus advisors for students to take. Students taking this three credit course will be able to identify the information needed to address a given problem or issue, locate and retrieve the needed information via traditional and electronic (including Internet) resources, and analyze, critically evaluate, and use the information. It is a General Education course in the Gateway category and is available on campus and online. A library course guide has been developed for this course. <http://infoguides.eou.edu/LIB127>

LIB 307 Electronic Research Techniques

Students taking this two credit course will be able to understand the structure of online databases and be able to formulate appropriate search strategies, understand the role of the Internet in information retrieval, and recognize patterns and frameworks in search engines and databases, which can be applied to future research. This course is a General Education course in the Natural, Mathematical and Information Sciences category, and is available on campus and online. A library course guide is available for this course. <http://infoguides.eou.edu/LIB307>

LIB 327 Research Topic Exploration

Students taking this three credit course will be introduced to and/or review advanced research techniques. The course assists students with preparing for capstone, thesis, papers, and other culminating academic work. The course covers the basic concepts of research question development, topic exploration, structure and searching of online databases, use of the Internet and the World Wide Web, critical evaluation of literature in the disciplines, and creation of an annotated bibliography. This course is a General Education course in the Natural, Mathematical and Information Sciences category and is available on campus and online.

Non-credit Instruction

Single session bibliographic instruction presentations are available for any business course upon request from the business faculty. The presentation focuses on the content of the course for which the instruction is requested.

Tutorials / How To's

A number of print and limited online tutorials are available to students and faculty via the library's web page: <http://pierce.eou.edu/home/help/>. The library faculty will be converting a number of these print tutorials to video clips in the near future and developing new online tutorials such as this one created during Fall term 2012, Introduction to Pierce Library: http://youtu.be/TCV3k_hYsXI

d. Acquisitions program (including faculty consultation and review)

Shirley Roberts, Business Liaison Librarian, as a work related goal, reviews all business courses annually to identify courses that may have a research component within its content to see if a Course Library Guide may be beneficial to develop.

Shirley works with individual faculty to make sure any resources faculty request are available. She also keeps current on what resources are usually available for business programs.

e. Library support for off-campus programs (including online and hybrid delivery methods)

Pierce Library has become increasingly aware of the research needs of online and onsite students. Purchase of online books and journals have become a priority in the budget as the library seeks to serve students both on and off campus.

Online materials can be accessed by any student through the library web site. Resources not available online can be requested and are sent within 5 days to the students home or at any library listed as a pick up location, if the student is not in Union County. Additionally, online materials requested through Interlibrary Loan are delivered electronically usually within 3 days of request.

Library courses designed to assist students with research methods and strategies are all offered on campus as well as online. Students on and off campus have access to reference help through email and by phone. The library has developed a library use and orientation video tutorial, as well as a package of video tutorials to address basic research skills that should be available in early 2013. These will be accessible from the library home page, as well as being delivered to onsite, online, and on campus faculty for use in their courses.

Online Course and Subject Library Guides are available on the Library web page. Library faculty encourage teaching faculty to use the guides in their courses as well as give students contact information for librarians assigned to their major disciplines.

6.4 Educational Technology and Support

Excellence in business education requires sufficient instructional and computing resources and support to be provided to business faculty and students.

Describe the instructional and educational technology and support available to business faculty and students. This description should address the following areas:

a. Technology available in the classrooms used by the academic business unit.

The information provided in this response deals exclusively with classroom technologies available in on-campus facilities; similar technologies are expected in classrooms on the Mount Hood Community College campus where Eastern courses are taught.

Business courses are taught in classrooms scattered across campus, but most are held in Zabel Hall (a tour of a typical classroom can be arranged during the site visit). All classrooms are equipped with the following instructional hardware items:

- A technology console which holds all the equipment and provides switching capability between output devices and the classroom projector. While most classrooms have ceiling mounted projectors, a small number of small classrooms are equipped with 72" LCD monitors.
- Wall-mounted, retractable slide screens for computer projections or overhead units.
- A computer, with cordless keyboard and mouse, connected to the campus network with Internet service.
- DVD player.

Some classrooms also have televisions and overhead projectors, but technological advancements are making these devices less useful or desired.

b. Technology available to students in computer laboratories and libraries.

In Zabel Hall, where the College of Business is located, there is a computer lab with 11 workstations (computers and monitors). Immediately adjacent to the lab is a lounge area with wireless Internet connection.

General purpose computer labs are available across campus and are for EOU student use only. Locations include: Ackerman Hall 001, a cyber café in Mac's Grill, Hoke Hall, the multi-cultural center in Hunt Hall 128, Inlow 011, the Learning Center in Loso Hall, the second floor of Pierce Library, and Quinn Hall 123. The campus Information Technology department has detailed resources for students: <http://www.eou.edu/it/lab-and-classrooms/>

All systems in the general purpose labs operate on Windows XP or 7, are loaded with Microsoft Office software and other educational purpose applications, and have access to the internet. In addition, there are scanners and black & white and color printers in the labs for student use. Students are required to supply their own paper to use the printers.

Two general purpose labs, Inlow 011 and Hunt 128, plus an additional space in Inlow 013, serve as computer classrooms. Instructors can schedule time in these labs for ongoing classes or on a first-come, first-serve basis as regular schedules allow.

Lab aides are available in the labs at all times the lab is open and are ready and willing to help students with any problems. Even during the busiest time each term, students have access to available computer laboratories.

	Zabel	Ackerman	Badgley	Hunt	Inlow	Loso	Pierce Library	Quinn	Cyber Café	Multi-Cultural Center
Computers	11	18 student, 1 lab aide	23 student, 1 instructor	8 student, 1 lab aide	20 student, 1 instructor	19 student, 1 lab aide	24 student (laptops), 1 instructor	9 student, 1 lab aide	6	11 student, 1 lab aide
Total Computers	11	19	24	9	21	20	25	10	6	12
Printers	1 b&w	2 b&w, 1 color	1 b&w	1 b&w	1 b&w	2 b&w, 1 color	0	1 b&w	0	1 b&w
Total Printers	1	3	1	1	1	3	0	1	0	1
Other Resources		1 whiteboard	1 whiteboard, 1 projector		1 television		2 projectors w/ screens			

c. Technology available to faculty in their offices.

Each business faculty member (full- or part-time) in the College of Business, including on- and off-campus personnel, has a computer in their office with network and Internet connectivity. Every faculty member has a private telephone available in their office. Laptops, portable projectors, and other hardware devices are available for faculty members who attend academic meetings, conferences, and engage in other professional activities away from campus.

Most computers operate on Windows XP or 7 and are loaded with Microsoft Office. All faculty, staff and student email accounts are based on the Google Mail service. This service affords all users with email, text, audio and video chat, file storage, and video conferencing.

d. Technology available at off-campus locations.

See the first paragraph under Response A for off-campus classroom technology.

See the first paragraph under Response C for off-campus faculty office technology.

e. Technology support available to business students and faculty (both on- and off-campus).

Technology support covers several crucial areas: desktop and office technologies, course management systems (CMS; EOU uses Blackboard as its current CMS), audio/visual services for classroom and general presentation technologies, media services providing IP video connectivity for courses delivered at sites around the state, infrastructure system related to network and phone services, and enterprise information systems for course, faculty and student data storage and retrieval.

Technology support for students and faculty includes personnel in the Information Technology department available Monday to Friday, 8:00 am to 5:00 pm, and a webpage (<http://www.eou.edu/it/customer-services/>) with links to a wide range of technology resources. Students, faculty and staff can call, e-mail or visit the Help Desk on the second floor of Ackerman Hall.

6.5 Off-Campus Locations

Excellence in business education requires the resources available to off-campus locations to be comparable to those at on-campus locations. Therefore, human and financial resources, facilities, libraries, and equipment at all off-campus locations should be sufficient to accomplish the mission and broad-based goals of the business programs taught at those locations.

1. *Provide Table 13: Off Campus Locations. This table should list each of your instructional sites (including the main campus and all off-campus sites), and indicate the number of business student credit hours taught at each location, along with the percentage of the total number of business student credit hours taught at each location.*

Table 13: Off Campus Locations (2011-2012)

Location	Business Student Credit Hours Taught At This Location	Percentage of The Total Number of Business Student Credit Hours Taught At This Location
La Grande Campus	6,249	60.29%
Off-Campus Blue Mountain Community College	165	1.59%
Off-Campus Mt Hood Community College	3,911	37.73%
Portland Center	40	0.39%
TOTAL	10,365	100.00%

2. *Describe the resources that are available at each off-campus location at which the business programs or courses included in the accreditation review are offered. This description should address the following areas:*

Mount Hood Community College – Gresham

a.	Full-time Faculty		3		
b.	Financial Resources - Total		\$600,544.00		
	Salary	\$581,536.00			
	Service & Supplies	\$19,008.00			
c.	Facilities	Website of facilities - https://www.mhcc.edu/maps/ EOU Business located at Gresham campus - 26000 SE Stark St. Suite 3318			

d.	Libraries	Website of MHCC Library - http://www.mhcc.edu/library/
e.	Equipment	Each faculty and staff have a computer. There is a centralized printer for the office

3. Describe the ways in which you ensure that the quality of off-campus business programs and courses is comparable to the quality of those programs and courses that are taught on-campus.

Faculty and courses at off-campus programs go through the same oversight as the on-campus programs. Faculty members are evaluated using the four criteria of teaching, scholarship, commitment to the university, and community outreach. The dean consults with them about their student evaluations and off-campus faculty have the same access to professional development opportunities as the on-campus faculty. In addition, off-campus programs are assessed using the same assessment tools as the on-campus programs (see the Outcomes Assessment Plan) and the results are compared with the on-campus programs.

6.6 Summary Evaluation of Resources

Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of all of its resources in supporting excellence in business education.

Provide a summary evaluation of the academic business unit's financial, physical, learning, and technological resources (both on campus and off-campus locations). In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit's mission and:

- 1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its financial, physical, learning, and technological resources (both on campus and at off-campus locations) in supporting excellence in business education.***

The College of Business is one of the strongest academic units at the University. Our courses have strong enrollments, and each year our program graduates the largest number of students compared with other majors.

The College has strong financial stability due to the large enrollments. The College's budget is monitored by the College Operations Manager and by the Dean. The College has traditionally stayed well within its budget and plans to be under-budget and able to return money to the fund balance in 2012-13.

The College sites in La Grande and in Gresham are in newly remodeled facilities. Zabel Hall on the La Grande Campus houses College faculty and administration and also serves as the site of most of the classes offered within the College. Classrooms at all sites are equipped with multi-media presentation projectors and computers. Classes within the MBA program are offered using interactive video.

- 2. Identify any changes and improvements needed in the academic business unit's financial, physical, learning, and technological resources (both on campus and at off-campus locations).***

The major change within the College is moving course credits from primarily 5 credits per course to 4 credits per course. This change has been discussed for the past three years. Consideration has been given to matching course credits to those of other state and private universities in Oregon as well as consistency in the Northwest region.

The change is being initiated to allow improvement in program/course learning outcomes that will impact student success and engagement at the University. In subsequent years, we have developed a strategy to measure the program outcomes for student learning.

3. Describe proposed courses of action to make those changes and improvements.

Course syllabi for all BA prefix courses have been reviewed and revised to make the shift from 5 credits to 4 credits. The major concern in the revisions was to ensure that course outcomes are coordinated with appropriate assessments. These are key to determine the extent of effective student learning.

The course revisions have been submitted to and approved by the University Educational Policy and Curriculum Committee. Revisions were subsequently submitted to and approved by Faculty Senate and the Provost.

Principle 7: Internal and External Relationships

7.1 Internal Relationships

Excellence in business education requires the academic business unit to have effective working relationships with other functional units within the institution.

All Programs

1. Provide the following institutional information:

- a. The approved statement of your institution's mission (if the mission is stated in your institution's catalog, provide the page numbers for the relevant section).***

Eastern Oregon University's Mission is on page 6 of the Academic Catalog:

<http://www.eou.edu/academics/files/2011/08/2012-14-Academic-Catalog.pdf>. The mission, values, core themes, and goals can be found at: <http://www.eou.edu/provost/files/2012/03/EOU-Mission-Values-Statement.pdf>

University Mission

EOU guides student inquiry through integrated, high quality liberal arts and professional programs that lead to responsible and reflective action in a diverse and interconnected world. As an educational, cultural and scholarly center, EOU connects the rural regions of Oregon to a wider world. Our beautiful setting and small size enhance the personal attention our students receive, while partnerships with colleges, universities, agencies and communities add to the educational possibilities of our region and state.

- b. The institution's organizational chart (the names of position holders and their titles should be included on or with the chart).***

Eastern Oregon University's Organizational Chart can be found in Appendix I.

- c. A list of the names, titles, and organizational affiliations of your institution's governing board members and a statement of how often the governing board meets to review academic policies.***

A list of governing board members can be found on the Oregon University System's website or at the following link: http://www.ous.edu/state_board/members

The statement regarding the frequency of board meetings can be found on the Oregon University's webpage under Board By-Laws. The link for this page is http://www.ous.edu/state_board/polipro.

2. ***Provide the following academic business unit information:***
 - a. ***The academic business unit's organizational chart (the names of position holders and their titles should be included on or with the chart).***

See Appendix J.

- b. ***The job description for the head of the academic business unit.***

See Appendix K.

3. ***Describe the procedure for recommending degree candidates. This description should include the procedure that is used by the Registrar's Office to validate that the requirements for business programs have been fulfilled.***

The procedure for recommending degree candidates can be found on Eastern Oregon University's website on the registrar's page under graduation information, or at the following link <http://www.eou.edu/registrar/?s=graduation+information>. Students must complete the following: institutional requirements, graduation application, general education requirements check sheet, major/minor check sheet, and application for recognition of minor if applicable.

Students first complete the required forms then present them to their advisor for review and signature. The forms are submitted to the Registrar's office where the information is verified and the forms signed. The verified and signed paperwork is sent to the dean of the appropriate college for the final signature.

Associate- and Bachelor's-Level Programs

1. ***Provide the page numbers for the sections in your institution's catalog that describe the academic policies pertaining to associate and bachelor's degree students.***

Academic policies pertaining to associate and bachelor's degree students can be found in the institution's catalog on pages 10-19. A copy of the catalog can be found online at <http://www.eou.edu/catalog/>.

2. ***Describe the academic policies used by your academic business unit to place associate and bachelor's degree students on probation or suspension, and to readmit suspended students.***

Students with an EOU term GPA and cumulative GPA of 2.00 or higher are considered to be in good standings. First term freshman will be issued an Academic Warning if their GPA is below a 2.00 and other students will be issued an Academic Warning if their cumulative GPA drops below 2.00. As stated in the institution's catalog, "Students who have completed two or more terms at EOU and who have a cumulative GPA below 2.000 will be placed on Academic Probation." If the

student has a term GPA below 2.00 while on Academic Probation, they will be placed on Academic Suspension.

Students placed on Academic Suspension may petition the Academic Standards Committee. If the restriction is lifted, the student will be placed on Academic Probation. A student returned to probationary status after being suspended must maintain a term GPA of 2.00 or better. If the student's GPA falls below 2.00, he or she will be placed on suspension.

These policies are fully outlined in the institution's catalog and can be found on pages 11-12:
<http://www.eou.edu/catalog/>.

- 3. State the number of students in each associate- and bachelor's-level business program included in the accreditation review who were subject to academic sanctions during the self-study year.***

Bachelor's Degree	
Students with academic sanctions	52
Total Students	260
Associate Degree	
Students with academic sanctions	1
Total Students	3
Percent of Students with Academic Sanctions	20%

*Academic sanctions refer to any academic standing other than "Good Standing" which include warning, probation, suspension, or any combination of the three.

Master's-Level Programs

- 1. Provide the page numbers for the sections in your institution's catalog that describe the academic policies pertaining to master's degree students.***

Academic Policies pertaining to advising and honesty as stated for associate and bachelor degree students apply to master's degree students as well; see page 10 and 11 of the course catalog <http://www.eou.edu/catalog/>. Additional information on the master's degree program is available in the catalog starting on page 171.

- 2. Describe the academic policies used by your academic business unit to place master's degree students on probation or suspension, and to readmit suspended students.***

As stated on page 172 of the Course Catalog
(<http://www.eou.edu/catalog/files/2012/10/Business.pdf>),

"Any student who receives a grade lower than a "B-" in any MBA course will be placed on probation and must meet with the MBA

Program Coordinator. A second grade below a “B-” within the program will result in suspension from the program. In order to be reinstated, the student must meet with the MBA Faculty Committee and re-take at least one of the courses. Any grade below a “C-” is an unacceptable grade, and the course must be repeated for a grade of “B-” or higher. In addition, students must have a minimum 3.00 grade point average in the program in order to graduate.”

Students placed on Academic Suspension may petition the Academic Standards Committee. If the restriction is lifted, the student will be placed on Academic Probation. A student returned to probationary status after being suspended must maintain a term GPA of 2.00 or better. If the student’s GPA falls below 2.00, he or she will be placed on suspension.

These policies are fully outlined in the institution’s catalog and can be found on pages 11-12:
<http://www.eou.edu/catalog/>.

- 3. State the number of students in each master’s-level program included in the accreditation review who were subject to academic sanctions during the self-study year.***

No master’s degree students were subject to academic sanctions during the self-study year.

Doctoral-Level Programs

- 1. Provide the page numbers for the sections in your institution’s catalog that describe the academic policies pertaining to doctoral degree students.***

N/A as Eastern Oregon University does not have a doctoral program.

- 2. Describe the academic policies used by your academic business unit to place doctoral degree students on probation or suspension, and to readmit suspended students.***

N/A as Eastern Oregon University does not have a doctoral program.

- 3. State the number of students in each doctoral-level business program included in the accreditation review who were subject to academic sanctions during the self-study year.***

N/A as Eastern Oregon University does not have a doctoral program.

7.2 Admissions Processes

Excellence in business education requires admissions processes and policies that ensure that students who are admitted to business programs have a reasonable chance of success in the program to which they have been admitted.

Associate- and Bachelor's-Level Programs

1. For the associate- and bachelor's-level business programs included in the accreditation review, describe the policies and procedures for admission to these programs in the following areas (if these are described in your institution's catalog, provide page numbers for the relevant sections).

a. Admission of freshmen to these programs.

The business program at Eastern Oregon University does not have a formal admissions process for freshmen. Students must be admitted to the university and be in good academic standing. From there, students meet with an advisor to declare their major and create an academic plan to best achieve their goals. University admissions requirements can be found at <http://www.eou.edu/admissions/#>.

b. Admission of students from within your institution to these programs.

The business program at Eastern Oregon University does not have a formal admissions process for currently enrolled students. Students meet with an advisor to declare their major and create an academic plan to best achieve their goals. University admissions requirements can be found at <http://www.eou.edu/admissions/#>.

c. Admission of transfer students from other institutions to these programs.

The business program at Eastern Oregon University does not have a formal admissions process for transfer students. Students must be admitted to the university and be in good academic standing. From there, students meet with an advisor to declare their major and create an academic plan to best achieve their goals. University admissions requirements can be found at <http://www.eou.edu/admissions/#>.

d. Admission of students from within your institution between the traditional and nontraditional formats of these programs.

The business program at Eastern Oregon University does not have a formal admissions process for either the traditional or nontraditional formats of the programs.

e. Acceptance of transfer credit from other institutions, and your method of validating the credits for these programs.

The registrar's office determines which general education courses on a student's transcripts will be accepted by Eastern Oregon University. If a student has taken business courses that he or she would like to count towards his or her business degree at Eastern Oregon University, they must meet with the faculty advising coordinator to discuss those classes. If the advising coordinator feels that the course(s) taken elsewhere are similar to the classes offered at Eastern Oregon University, a waiver for that class may be granted.

- 2. Describe the exceptions you have made in the administration of your admissions policies for associate and bachelor's degree students in your academic business unit during the self-study year.***

Given the informality of the admissions requirement in the business program, no exceptions were made during the self-study year.

Master's-Level Programs

- 1. For the master's-level business programs included in the accreditation review, describe the policies and procedures for admission to these programs. If these are described in your institution's catalog, provide the page numbers for the relevant sections. Describe the ways in which the admission of students to these programs conforms to the approved admissions policies, and identity any exceptions that you have made.***

Students must be admitted to both Eastern Oregon University's graduate school and the College of Business MBA Program. To apply to the University's graduate school, the student must complete and submit an Application for Graduate Admission and their official transcripts. Next, the student must apply to the College of Business MBA Program by completing and submitting the MBA Program Application, a cover letter and resume. Students must have taken the Graduate Management Admissions Test (GMAT) within the last five years. Additionally, if a student's baccalaureate degree is not in business they may be required to take specific prerequisite courses. International students will be asked to fulfill additional requirements including completing the EOU International Application as well as taking the TOEFL if their first language is not English. Students should keep in mind that GPA and GMAT scores are not cut-off points, but more of a target range. Students are encouraged to talk to their advisors to determine if the MBA Program is the right choice for them.

All of these admission requirements can be found online at the following link:

<http://www.eou.edu/mba/admissions/>

Admission requirements for the Master's program can be found in the institution catalog starting on page 172: <http://www.eou.edu/catalog/files/2012/10/Business.pdf>.

There are no exceptions to make, as students are evaluated for admission on a case by case basis. Eastern Oregon University believes in looking at the whole person rather than just at transcripts and test scores. A student with low test scores and a strong work history may be admitted to the program. If an international student has lower grades and test scores, but a good reputation for strong work ethic among the faculty, this student will be admitted to the program.

- 2. Describe any differences in admissions policies for each format in which your master's-level business programs are offered (e.g., day, evening, weekend, online, distance, intensive, or accelerated).***

Admission policies are the same for all formats of the Master's program.

- 3. Describe the policies and procedures pertaining to the acceptance of transfer credit from other institutions, and your method of validating the credits for you master's-level programs in business and business fields.***

Students may transfer up to 10 quarter hours from another institution into the MBA program. This transfer is made on a case-by-case basis depending on the course and institution. This information can be found in the academic catalog

<http://www.eou.edu/catalog/files/2012/10/Business.pdf> on page 173.

- 4. Explain the ways in which your master's-level program admissions requirements attempt to ensure that students admitted to master's-level programs have a reasonable chance to succeed in the program to which they are admitted.***

The MBA program is run on a cohort basis with annual enrollment in the on-campus program limited to no more than 30 students per year. This structure allows admission applications to be handled on a case-by-case basis. The target ranges for GPA (3.0 or better) and GMAT (500 or better) scores are high enough to ensure students have taken their academic career seriously. Prerequisites for applicants with non-business degrees assure they have the fundamental knowledge to progress in their course work. When applications are received with GPA and GMAT numbers below target, the MBA Program Coordinator will consider an individual student's professional experience, work ethic and general ability to succeed.

Once in the program, the cohort model and limited enrollment allow a student to build personal relationships with other students and with faculty members. Course work focusing on team assignments encourages all students to work to their potential. Close communication between faculty teaching MBA courses allows them to identify and assist individual students who may need additional assistance.

Doctoral-Level Programs

- 1. For the doctoral-level business programs included in the accreditation review, describe the policies and procedures for admission to these programs. If these are described in your institution's catalog, provide the page numbers for the relevant sections. Describe the ways in which the admission of students to these programs conforms to the approved admissions policies, and identify any exceptions that you have made.***

N/A as Eastern Oregon University does not have a doctoral program.

- 2. Describe any differences in admissions policies for each format in which your doctoral-level business programs are offered (e.g., day, evening, weekend, online, distance, intensive, or accelerated).***

N/A as Eastern Oregon University does not have a doctoral program.

- 3. Describe the policies and procedures pertaining to the acceptance of transfer credit from other institutions, and your method of validating the credits for your doctoral-level programs in business and business fields.***

N/A as Eastern Oregon University does not have a doctoral program.

- 4. Explain the ways in which your doctoral-level program admissions requirements attempt to ensure that students admitted to doctoral-level programs have a reasonable chance to succeed in the program to which they are admitted.***

N/A as Eastern Oregon University does not have a doctoral program.

7.3 Business and Industry Linkages

Excellence in business education requires the academic business unit to have current and meaningful linkages to business practitioners and organizations.

Describe the academic business unit's activities and linkages with business, industry, and other relevant organizations. This description should address any of the following linkages that apply to your academic business unit:

1. Business advisory boards. Include names, titles, and organizational affiliations of board members, and describe the board's contributions to the academic business unit.

Participants on the Business Advisory Council include:

- Dale Mammen, Attorney, Mammen & Null
- Glenn Null, Attorney, Mammen & Null
- Jeff Crews, Owner, Eastern Oregon Net Inc.
- Tom Insko, General Manager, Boise Cascade Corporation
- Brent Gunderson, CPA, Seydel Lewis Poe Moeller & Gunderson
- Leslie Hasse, Realtor, ERA Driggers & Associates
- Robert Strobe, City Manager, City of La Grande
- Charlie Mitchell, Community and Economic Development Director, City of La Grande

The College of Business collaborates informally with these local business leaders to give and receive feedback relative to educational needs, strategic plans and goals, and internship opportunities. The goal of all parties is support for and recognition of the needs and goals of students, the Institution, and the community.

2. Executive-in-residence programs. Describe the program and identify its major accomplishments.

The business program does not have an executive-in-residence program.

3. Internship programs. Describe the program and identify its major contributions.

The business program does not offer internships to students. However, EOU works closely with local businesses, thus providing opportunities for students to intern through these companies.

4. Cooperative education programs. Describe the program and identify its major contributions.

The business program does not have cooperative education program.

5. Student organizations. Describe the purpose of the organization and the involvement of business or community leaders with the organization.

Friends of the Accounting Student Body (FASB) is an on-campus club that is designed to form a community of support for accounting students. In FASB, more experienced students help underclassmen through tutoring, mentoring and networking. The club also provides tutoring and study groups for students taking general accounting classes that are not going to major in accounting.

FASB is actively involved in the community through activities such as: AARP Tax Assistance Program, Cost of Renovation Study for Liberty Theater, volunteer babysitting for Head Start, and OSCPA Financial Literacy Project. FASB was chosen recently to have their picture in the Accounting Review.

During the self-study year, students in the business program decided to form a non-affiliated business club. Involvement and interest in being affiliated with *Students in Free Enterprise* (SIFE) waned as the costs to attend conferences and competitions climbed. At the start of the 2013-14 academic year, the non-affiliated club coalesced around the idea of regular speakers, small club projects and tutoring activities. Club meetings typically draw 15 to 20 business and non-business students.

6. *Business/economic research bureaus. Describe the activities of the bureau and the benefits generated for the academic business unit and the community.*

The business program does not have a business/economic research bureau.

7. *Any other significant external linkages. Describe each program and its contributions.*

The Regional Solutions Center is a state program housed on the campus of Eastern Oregon University. The Center is intended to match business needs with students and faculty. The Center was established during the current academic year, so its influence and involvement with the business program is just beginning. But early indications of practicum and internship opportunities imply that business students and faculty will see considerable benefits from the growing relationship.

7.4 External Cooperative Relationships

Excellence in business education requires effective relationships with external educational institutions and organizations. Therefore, the academic business unit should encourage cooperative relationships with external educational institutions and organizations in ways that advance the missions of the institution and the academic business unit.

1. *List the principal institutions from/to which your institution receives/sends transfer students.*

3 year average percent of most frequent transfer institutions for Business Programs

Institution	3 Year avg %
Mount Hood Community College	13.2%
Chemeketa Community College	7.2%
Portland Community College	6.9%
Blue Mountain Community College	5.8%
Central Oregon Community College	3.3%
Treasure Valley Community College	3.0%
Portland State University	2.5%
Oregon State University	2.5%
Lane Community College	2.4%
University of Phoenix	2.4%
Clackamas Community College	2.3%
Umpqua Community College	2.0%
Linn-Benton Community College	1.9%
Southwest Oregon Com College	1.8%
Boise State University	1.3%
Clark College	1.0%
Columbia Basin Com College	1.0%
Oregon Institute of Technology	0.9%
University of Oregon	0.9%
All other Institutions	37.6%
Total	100.0%

As you can see from the above table, most of our transfer students come from the community colleges in Oregon, with the majority coming from Mount Hood Community College in Gresham. We also get students transferring from the four year institutions in the state.

Agreements: Students from Idaho and Washington qualify for in-state tuition. Eastern Oregon University is a member of WUE meaning students from 15 U.S. states are eligible for reduced non-resident tuition.

Participating States:

Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington and Wyoming.

While we don't have hard data about where our students transfer to, anecdotally, we notice many students transfer to one of the state institutions with Oregon State being the most popular destination.

2. Describe the advising procedure for transfer students.

After a student is admitted to EOU, the records of on-campus transfer students indicating interest in the Business Administration degree are sent to an advising coordinator in the College of Business. The advising coordinator helps the student prepare an academic plan for their first year. Students work with the advising coordinator for at least two terms before being assigned to a faculty advisor. The student meets with their faculty advisor to refine the academic plan through graduation.

Students in the onsite business program at Mt. Hood Community College (MHCC) are advised by EOU faculty at that site location.

Students in the online business program are advised by professional advisers. Online students are required to complete an online 1-credit degree planning course with their adviser. This process is supervised by the Director of Academic Advising.

3. Describe the relationships between the academic business unit and external education institutions or organizations (other than transfer agreements as covered above). This description should include the following relationships (describe all that apply to your academic business unit):

a. Joint degree programs

No relationships of this type exist in the business program.

b. Consortium agreements

No relationships of this type exist in the business program.

c. Other cooperative or partnership arrangements

No relationships of this type exist in the business program.

7.5 External Oversight

Excellence in business education requires the institution and its academic business unit to have appropriate oversight from governing or accrediting bodies.

- 1. Provide evidence that the institution has institutional accreditation from an appropriate nationally-recognized institutional accrediting organization. This evidence should take the form of a copy of the letter from an appropriate recognized national accrediting organization affirming or reaffirming institutional accreditation.***

The university is accredited by the Northwest Commission on Colleges and Universities. See Appendix L for the letter of accreditation.

- 2. Describe any other relevant governing body authorizations or approvals that apply to your institution and academic business unit.***

There are no other governing body authorizations or approvals other than the Northwest Commission on Colleges and Universities that apply to our institution and the College of Business.

7.6 External Accountability

Excellence in business education requires institutions and their academic business units to be accountable to the public for the quality of their degree programs. Therefore, the academic business unit must have processes for consistent, reliable public disclosure of information pertaining to student learning outcomes in its business programs. These processes must include the posting of student learning results for each IACBE-accredited program on the institution's and/or the academic business unit's website in a manner that is easily accessible by the public.

1. ***Provide the following information pertaining to your public disclosure of student learning outcomes:***
 - a. ***A description of the ways in which you communicate student learning results to the public.***

Student learning results are communicated with the public through the University Catalog and the College of Business website.

- b. ***The website address for the location of your public disclosure of student learning results for each business program included in the accreditation review.***

<http://www.eou.edu/business/accreditation/outcomes/>

2. ***Provide copies of the documents containing the information described in item 1 above.***

The documents containing student learning results can be found at
<http://www.eou.edu/business/accreditation/outcomes/>.

3. ***Describe the ways in which the public is notified of and can access this information.***

The public is notified and can access the information regarding student learning outcomes in the University Catalog, or online at <http://www.eou.edu/business/accreditation/outcomes/>.

7.7 Summary Evaluation of Internal and External Relationships

Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its internal and external relationships in supporting excellence in business education.

Provide a summary evaluation of the academic business unit's internal and external relationships. In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit's mission and:

- 1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its internal and external relationships in supporting excellence in business education.*

The University and the College of Business are organized to promote excellence both internally and externally. The College works to keep the relationships with the Registrar's Office and the Admissions Program open and engaged. These internal relationships function to support our students and achieve our mission. Given the rural location of the Institution and the dispersed nature of its online students, the College has a limited advisory board role. Efforts currently underway should result in articulation agreements with at least one in-state community college and one out-of-state community college by the end of the 2012-13 academic year.

During the self-study year, approximately 20% of our students were subject to academic sanctions. The University provides excellent programs to support these students to help the students remove any academic sanctions or conditional admit requirements.

- 2. Identify any changes and improvements needed in the academic business unit's internal and external relationships.*

Several things could be improved relative to internal and external relationships.

- Internally, the newly formed student business club needs to be supported and expanded to include onsite and online students.
- The College needs more input from local and regional advisory boards.
- We need to encourage students to participate in available internships.

- 3. Describe proposed courses of action to make those changes and improvements.*

- The student business club can be supported and promoted by assigning the same faculty member as an adviser for at least the next two years. The club members will be engaged to examine ways to involve off-campus students.

- The Dean and Associate Dean will schedule at least one meeting a year with the local advisory board. The Dean and Associate Dean will attempt to meet with each regional advisory board at least once a year either face-to-face or virtually.
- Internships of specific interest to business students will be posted in one location in the vicinity of the College's administrative offices and announced by faculty during class meeting times. The business club will provide speakers promoting the benefits of internships.

Principle 8: International Business Education

8.1 International Business Education

Excellence in business education requires business students to be prepared to function effectively in a changing global environment. Therefore, the academic business unit, through its curricula and co-curricular programs, should ensure that students possess the knowledge, skills, and abilities to understand and deal effectively with critical issues in a dynamic global business environment.

Describe the ways in which the academic business unit prepares students to function effectively in a global business environment. This description should include all of the following items that apply to your business programs:

- 1. Describe the ways in which your curricular and co-curricular programs prepare students to understand the global business environment. This description should encompass majors, concentrations, emphases, and courses in international business in the academic business unit's degree programs.*

Eastern Oregon University offers a degree in Business Administration with several concentrations, one of which is International Business. The courses offered under the International Business concentration are:

- BA380 – Principles of International Business
- BA485 – International Marketing
- BA486 – International Finance
- BA487 – International Management

Requirements for the International Business concentration can be found in the course catalog (<http://www.eou.edu/catalog/files/2012/10/Business.pdf>) on page 168 or on the Business webpage at <http://www.eou.edu/business/bs/international/>. In addition to the formal concentration, any business student can choose one or more of the international business courses as electives.

- 2. Describe all cooperative arrangements involving the academic business unit and international institutions or organizations (e.g., international student and/or faculty exchange programs, etc.; This is especially important if your students earn college credit from these institutions that is used to satisfy degree requirements in the academic business unit.) Provide contact information for these organizations, and provide the number of students and faculty involved in each program from the past three years.*

No arrangements of this type exist in the business program.

- 3. Describe any other international programs offered by the academic business unit (e.g., short-term international study tours, etc.). This description should include the number of students and faculty who have participated in these programs for the past three years.*

No other programs of this type exist in the business program.

8.2 Summary Evaluation of International Business Education

Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its international business programs in supporting excellence in business education.

Provide a summary evaluation of the academic business unit's international business programs. In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit's mission and:

1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its international business programs in supporting excellence in business education.

The College provides students ample opportunity to explore the international dimensions of business. Unfortunately, only a small percentage of students complete the international business concentration.

2. Identify any changes and improvements needed in the academic business unit's international business programs.

The College faculty members need to discuss continuance of the international business concentration. Low course enrollments and low concentration graduation rates warrant a review of the program.

3. Describe proposed courses of action to make those changes and improvements.

The Associate Dean will convene a meeting of the College faculty members in the fall of 2013 to discuss the direction of the international business concentration.

Principle 9: Educational Innovation

9.1 Educational Innovation

Excellence in business education requires the academic business unit to adapt to changes in business and society. Therefore, the academic business unit should provide an environment that encourages and recognizes innovation and creativity in the education of business students.

- 1. Provide a statement that reflects your institution's posture regarding educational innovation. This statement should describe the institution's support for innovation in the academic business unit.***

Eastern Oregon University has a long and respected history in distance education. As technologies evolved over the last ten years, faculty members across the institution have been innovative in the use of instructional technologies in matching pedagogy with course learning outcomes. An example of support given to innovation by the Institution's administration is the Summer Institute for Instructional Technology (SIIT, <http://www.eou.edu/ctl/siit/>) and the Center for Teaching, Learning, and Assessment (CTLA, <http://www.eou.edu/ctl/>). The first and second sessions of the SIIT were held in August 2011 and 2012, respectively. The third session will be held in August 2013. After the third session, approximately 30% of the current business faculty members will have participated in SIIT. The CTLA is an off-shoot of the SIIT, providing continuing support to faculty members who have participated in SIIT and wish to expand their application of instructional innovations.

- 2. Describe the process that is used by the academic business unit to encourage and support educational innovation.***

New opportunities and ideas for courses are discussed formally at college meetings and informally in casual settings with faculty, students, advisory board members, and senior level administration. The initiating faculty member is allowed to "test" teach the course for a term or two. If the course proves successful with students, a request is made to the Educational Policy and Curriculum Committee (EPCC) for permanent and official designation.

New instructional technology opportunities are communicated with faculty members. If sufficient interest is generated, training sessions are scheduled and offered for faculty. Regular publication of a CTLA e-newsletter provides faculty members with information on campus training opportunities, regional and national conferences, and colleagues' recognition.

- 3. Provide examples of educational innovation in recent years, including improvements in the business programs offered by the academic business unit.***

Aside from SIIT and CTLA, College of Business faculty members have demonstrated several innovations in recent years:

- Course offerings (informal) in sustainable business practices, international accounting, and forensic accounting.
- Hybrid courses delivered onsite at a local community college.
- Development of Agricultural Business courses – scheduled for delivery beginning Fall 2013.
- Use of Google Documents for sharing course assignments and gathering student input.
- Use of Blackboard Collaborate and Google Hang-outs to hold “live sessions” for online students.

9.2 Summary Evaluation of Educational Innovation

Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its processes for fostering educational innovation in supporting excellence in business education.

Provide a summary evaluation of the academic business unit's processes for fostering educational innovation. In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit's mission and:

1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its processes for fostering educational innovation in supporting excellence in business education.

As demonstrated by the examples provided in Section 9.1, faculty members in the College of Business are actively involved in or have access to innovative educational initiatives. Course developments are tied to student and business interests and the use of instructional technologies are tied to sound pedagogy and learning outcomes. Additionally, the Institution is very supportive of educational innovation as evidenced by the SIIT and CTLA.

2. Identify any changes and improvements needed in the academic business unit's processes for fostering educational innovation.

College faculty members struggle to keep pace with instructional technologies and the needs of students. Additional training opportunities need to be provided on instructional technologies.

While the core course offerings are sound, faculty members should consider changing elective offerings.

3. Describe proposed courses of action to make those changes and improvements.

The Associate Dean can work with individual faculty to determine their specific technology needs. Based on identified needs, training sessions can be held in the business computer lab during the opening session period of fall term and periodically throughout the year. Additionally, faculty members can be encouraged to attend the SIIT sessions and any on-campus faculty development opportunities.

Using input from students, advisory boards and administration, faculty can complete a brainstorming session on course topics that fit faculty competencies and interests. Faculty members can develop syllabi for selected topics and then allowed to "test" teach courses with the possibility of permanent recognition at a later time.