

Outcomes Assessment Results

For Academic Year: 2011-12

Section I: Student Learning Assessment

Student Learning Assessment for Associate of Arts – Administrative Management	
Intended Student Learning Outcomes for Associate of Arts – Administrative Management:	
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	
Assessment Tools for Intended Student Learning Outcomes — Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Outcome 1 to be assessed with a report using graphics in BA 225	Using a scoring rubric: 80% of the students will score 3 or higher on all criteria
2. Outcome 2 to be assessed with an assignment including graphics and spreadsheets in BA 131	Using a scoring rubric: 80% of the students will score 3 or higher
3. Outcome 3 to be assessed by exams in BA 101 and BA 254	80% of students score at least 70%.
Assessment Tools for Intended Student Learning Outcomes — Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Student course evaluations	80% of students rank at satisfactory or above on all questions
2. Student exit surveys	80% of students completing the degree program rank at “Agree” or above on all Statements

Student Learning Assessment for Associate of Arts – Administrative Management (continued)		
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
Note: The AA program enrollment has been very low over the last few terms. This enrollment and the fact that AA students take the same courses as BS students, tracking the few individuals in the AA program has been a challenge. Hence the numbers for the Direct Measures include ALL students in the designated courses.		
1. Results for Outcome 1 as measured by assessment in BA225	X	
2. Results for Outcome 2 are unavailable for 2011-12 (See Notes on page6)		X
3. Results for Outcome 3		
BA101:		
Test 1 Forms of Business, and Economics: 87% (Winter term) and 81% (Spring term) scored above70%.	X	
Test 2 Management and Marketing: 68% (Winter) and 62% (Spring) scored above 70%.		X
Test 3 Accounting and Finance: 69% (Winter) and 50% scored above 70%		X
Comprehensive Final: 89% (Winter) and 91% (Spring) scored above 70%	X	
BA254:		
Fall 2011 – On-campus: 76% scored above 70%		X
Fall 2012 – Online: 79% scored above 70%		X
Winter 2012 – On-campus: 75% scored above 70%		X
Winter 2012 – Online: 82% scored above 70%	X	
Spring 2012 – On-campus: 76% scored above 70%		X
Spring 2012 – Online: 80% scored above 70%	X	

Student Learning Assessment for Associate of Arts – Administrative Management (continued)		
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. Results for Student evaluations in: Fall 11 – 100 and 200 level courses Winter 12 – 100 and 200 level courses Spring 12 – course evaluations unavailable at this time due to changes in the Information Systems department	X X	
2. Results for Student Exit Surveys are not available because the survey was not used		X
Student Learning Assessment for Associate of Arts – Administrative Management (continued)		
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. For Outcome 2 – Before the end of the Fall term 2012, the Associate Dean and the designated Assessment Coordinator will conduct a meeting of all instructors for the BA131 – Business Data Processing – course to: 1) prepare a rubric, 2) identify acceptable assessment instruments, and 3) implement a data collection schedule. Assessment data will be collected and reported for the Fall and Winter terms in preparation for Accreditation Review in October 2013.		
2. For Outcome 3 – BA101 and BA254: students did poorly on multiple choice exams and better on essay exams. To improve results, the instructors recommend taking class time to review materials before each exam. Instructors also recommend that the scores for the comprehensive essay exam be separated from the writing scores in order to tell how students are doing in meeting the outcomes. As noted in the Results section, all students for BA101 and BA254 are lumped in the data presented. Assessment for 2012-13 will separate out the AA students enrolled in these courses and report the performance of those students only.		
3. The College will conduct an information campaign in attempt to increase enrollment in the AA program. The audience for this campaign will include individuals with a high school diploma currently working full- or part-time in a two county area around Eastern Oregon University – Union County (EOU's location) and Wallowa County. Courses required for the AA degree will be scheduled for evenings and weekends to accommodate work and family obligations of the potential students. The target cohort for Fall 2013 is 10 students registered in the AA degree.		
4. The Associate Dean will direct faculty to review an existing Student Exit survey for its relevance to the AA program, and to make modification as appropriate. Faculty will also be tasked to identify a process for getting the survey to AA students completing the program each term. The new survey will be available by the end of the Winter term, 2013.		

Student Learning Assessment for Bachelor of Science in Business Administration	
Intended Student Learning Outcomes for Bachelor of Science in Business Administration:	
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.	
Assessment Tools for Intended Student Learning Outcomes — Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Outcomes 1, 2 and 5 to be assessed using projects or research papers in BA 419 and BA 490	Using a scoring rubric, 80% of students score 3 or better on all criteria
2. Outcome 3 to be assessed by a project in BA 411	Using a scoring rubric, 80% of students score 3 or better on all criteria
3. Outcome 4 to be assessed by the Peregrine Test administered in BA 428 and BA 498	Average score of EOU students completing the test is above the national benchmark in all categories
Assessment Tools for Intended Student Learning Outcomes — Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Student course evaluations	80% of students rank at satisfactory or above on all questions
2. Student exit survey	80% of graduating students rank at “Agree” or above on all Statements

Student Learning Assessment for Bachelor of Science in Business Administration (continued)

Summary of Results from Implementing Direct Measures of Student Learning:												Performance Target Was...	
												Met	Not Met
1. Results for Outcomes 1, 2 and 5: BA419 by term and modality * Summer online 96% met * Fall online 87% met * Spring online 84% met * Spring on-campus 98% met BA490 by term and modality * Fall online 93% met * Winter online 96% met * Spring online 99% met * Fall on-campus 97% met * Winter on-campus 97% met												X	
2. No results are available to report for Outcome 2. The revised BA411 course was not implemented during Academic Year 11-12 due to delays in working the course through the Educational and Policy and Curriculum Committee (EPCC).													X
3. Peregrine results for Fall 2011, Winter 2012, and Spring 2012 combined (103 exams recorded) 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.												X	X
	Acct	Ethics	Fin	Strat	Ldrshp	Econ	Global	Info sys	Law	Mgmt	Mrkt	Quant	
EOU	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 (-)	+/+	+/-	+/+	+/+	+/-	+/-	+/-	+/-	+/-	+/-	+/-	+/-	

Student Learning Assessment for Bachelor of Science in Business Administration (continued)

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
<p>1. Results for Student evaluations in:</p> <p style="padding-left: 40px;">Fall 11 – 400 level courses</p> <p style="padding-left: 40px;">Winter 12 – 400 level courses</p> <p style="padding-left: 40px;">Spring 12 – course evaluations unavailable at this time due to changes in the Information Systems department</p>	X	
<p>2. Results for Student Exit Surveys for terms Fall 2011 through Summer 2012 are available at the College of Business OutcomeAssessmentWebpage. When survey results were summarized for each term, two things stood out:</p> <p>1. Two statements, with scores averaging less than 4 out of 5, occurred in all four terms. These statements are:</p> <p style="padding-left: 40px;">a. “Out of class activities complemented classroom activities.” (average scores by term: F-3.6, W-3.4, Sp-3.8, Su-3.7)</p> <p style="padding-left: 40px;">b. “I felt that I was prepared with leading edge methods and technologies.” (average scores by term: F-3.9, W-3.3, Sp-3.5, Su-3.3)</p> <p>2. Two additional statements with scores averaging less than 4, occurred in three out of the four terms: These statements are:</p> <p style="padding-left: 40px;">a. “I understood the Learning Objectives of all my courses.” (average scores by term: W-3.8, Sp-3.9, Su-3.6)</p> <p style="padding-left: 40px;">b. “Courses for my program were offered frequently enough for timely completion of the degree.” (average scores by term: W-3.5, Sp-3.8, Su-3.7)</p>	X	X
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
<p>1. For Outcome 2 - Before the end of the Fall term 2012, the Associate Dean and the designated Assessment Coordinator will conduct a meeting of all BA411 (Business Ethics and Society) instructors to: 1) prepare a rubric, 2) identify acceptable assessment instruments, and 3) implement a data collection schedule. Assessment data will be collected and reported for the Fall and Winter terms in preparation for Accreditation Review in October 2013.</p>		

Student Learning Assessment for Bachelor of Science in Business Administration (continued)

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:

2. The results for Outcome 4 between the traditional and on-line benchmarks warrant two actions:
 - A. The Associate Dean in conjunction with all faculty members who teach online will identify an evaluation matrix (e.g., [ChicoStateRubricfor OnlineInstruction](#)) and process to review all online courses taught by all faculty. Based on the review, faculty will be tasked with making short-term, mid-term and long-term improvements in their online course delivery. Follow-up evaluations will be conducted by a faculty committee.
 - B. Peregrine test results do not delineate EOU students considered traditional (on-campus or on-site) or online. A request will be made to the testing service to separate and analyze the results based on the delivery mode identified by the students. This delineation should help answer two questions: 1) Is there a difference between the learning outcomes of traditional versus online students in the program? 2) If there is a difference between traditional and online students, which subject areas require review and changes?
3. The results for Indirect Measure 2 can be addressed, in part, within the context of the action plan for Outcome 4. During a review of concept areas and CLOs, faculty will evaluate the following:
 - How to clearly, effectively and repeatedly present CLOs to students in all modes of delivery.
 - How activities outside the classroom are tied to CLOs.
 - How assessment of all class activities (in and out of the classroom) apply to the CLOs.
 - How to bring contemporary business issues and practices into all 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.

Student Learning Assessment for Master of Business Administration	
Intended Student Learning Outcomes for Master of Business Administration:	
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 develops solutions to ethical dilemmas in the professional environment.	
5. Effectively participate in results producing teams.	
Assessment Tools for Intended Student Learning Outcomes — Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Outcome 1 to be assessed by a project in BA 540	Using a scoring rubric, 80% of students score 3 or better on all criteria
2. Outcome 2 to be assessed by a case analysis in BA 580	Using a scoring rubric, 80% of students score 3 or better on all criteria
3. Outcome 3 to be assessed by an oral presentation and a written report in BA 515	Using a scoring rubric, 80% of students score 3 or better on all criteria
4. Outcome 4 to be assessed by a research report in BA 560	Using a scoring rubric, 80% of students score 3 or better on all criteria
5. Outcome 5 to be assessed by a group project in BA 515	Using a scoring rubric, 80% of students score 3 or better on all criteria
Assessment Tools for Intended Student Learning Outcomes — Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Student Course Evaluations	80% of students completing the degree program rank at “Agree” or above on all Statements
2. Alumni Survey	80% of alumni rank at satisfactory or above on all questions

Student Learning Assessment for Master of Business Administration (continued)

Summary of Results from Implementing Direct Measures of Student Learning:						Performance Target Was...	
						Met	Not Met
1.	Outcome 1 – Quantitative Literacy – BA540 Spring 2012 (On-campus) Percentage of Students Proficient for Each Category					X	
	Interpretation	Representation	Calculations	Analysis	Assumptions		
	91%	100%	95%	95%	100%		
	Outcome 1 – Quantitative Literacy – BA540 Spring 2012 (On-site) Percentage of Students Proficient for Each Category						X
	Interpretation	Representation	Calculations	Analysis	Assumptions		
	100%	100%	80%	60%	100%		
	Outcome 2 – Ethical Behavior – BA560 Winter 2012 (On-campus) Percentage of Students Proficient for Each Category					X	
	Recognition	Viewpoints	Alternative	Evaluation	Solution		
	100%	96%	100%	100%	100%		

Student Learning Assessment for Master of Business Administration (continued)

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...																					
	Met	Not Met																				
<p>Outcome 5 – Team Work – BA515 Summer 2011 (On-campus)</p> <p>Percentage of Students Proficient for Each Category</p> <table><tr><td>Preparation</td><td>Focus</td><td>Participation</td><td>Engagement</td><td>Dependability</td></tr><tr><td>71%</td><td>71%</td><td>71%</td><td>71%</td><td>41%</td></tr></table> <p>Outcome 5 – Team Work – BA515 Fall 2011 (On-site)</p> <p>Percentage of Students Proficient for Each Category</p> <table><tr><td>Preparation</td><td>Focus</td><td>Participation</td><td>Engagement</td><td>Dependability</td></tr><tr><td>100%</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr></table>	Preparation	Focus	Participation	Engagement	Dependability	71%	71%	71%	71%	41%	Preparation	Focus	Participation	Engagement	Dependability	100%	100%	100%	100%	100%		X
Preparation	Focus	Participation	Engagement	Dependability																		
71%	71%	71%	71%	41%																		
Preparation	Focus	Participation	Engagement	Dependability																		
100%	100%	100%	100%	100%																		
2. Assessments for Outcomes 3 and 4, or for all delivery modes are not available at this time. An action plan to improve collection of assessment data is outlined below.																						

Student Learning Assessment for Master of Business Administration (continued)

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
<p>1. Results for Student evaluations in:</p> <p>Fall 11 – two statements had more than 20% of the responses as Neutral (N) to Strongly Disagree (SD):</p> <ul style="list-style-type: none"> Returned assignments and exams in a timely manner – 33% Grading was fair – 34% <p>Winter 12 – five statements had more than 20% of the responses as N to SD:</p> <ul style="list-style-type: none"> 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% <p>Spring 12 – course evaluations unavailable at this time due to changes in the Information Systems department</p>		X
<p>2. The Alumni survey is scheduled to be conducted once every five years. Results for the survey conducted last year are available in the ClosingtheLoopReport.</p>		
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
<p>1. For Outcome 1 and 5 – Differences in results between on-campus and on-site locations may be attributable to differences in subjective interpretations of the scoring rubric. To correct for these differences, a rubric norming session will be planned for all faculty teaching courses with assessment responsibilities. The norming sessions will be completed before the end of the 2012-13 academic year, but will be sequenced so that courses requiring assessment in Winter will be normed before those taught in Spring and Summer.</p>		

Student Learning Assessment for Master of Business Administration (continued)

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:

2. The following action plan will be implemented before the end of the Fall 2012 term:
 - The Associate Dean will convene a work session for all faculty teaching graduate courses identified for assessment.
 - The work session will involve the following:
 - Faculty will compare rubrics to assignments selected for assessment to be sure the assignment is designed to measure the outcomes listed in the rubric. Assignments will be aligned to the desired outcomes.
 - Faculty will bring completed assignments representative of “outstanding” and “poor” work so that grading can be normed to the rubric.
 - Rubrics will be incorporated into the Blackboard shells (i.e., the course management system used by EOU) to facilitate assessment efficiency.
 - A schedule for submitting data collected from assessments will be established for each term.
 - The Associate Dean will follow up the work session in face-to-face meetings with faculty members to assist them in designing individualized plans for assessment reporting.
 - Note: An initial planning meeting was held on October 23, 2012. Additional meetings will be conducted during November and December.
3. Two MBA courses are taught each term, but the student evaluations are summarized for both classes. The Dean or Associate Dean of the College will review the evaluations for individual courses and communicate with the respective instructors to devise a plan to correct the identified issues.

Section II: Operational Assessment (Note: Complete this section only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.)

Operational Assessment for College of Business at Eastern Oregon University
Mission of the College of Business at Eastern Oregon University:
<p>COLLEGE OF BUSINESS MISSION STATEMENT</p> <p>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.</p> <p>COMMITMENTS</p> <p>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.</p> <p>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.</p> <p>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.</p>
Intended Operational Outcomes:
1. Curricula include the skills, knowledge and experiences that are responsive to student and employer needs and show parity with comparator institutions.
2. Programs incorporate civic engagement opportunities for students through projects with faculty and/or community members.
3. The administration recruits and retains qualified, student-centered faculty and staff.
4. Student support functions (e.g., delivery modalities, class scheduling, and advising) facilitate student matriculation.
5. Operations are managed efficiently using a cost-center approach where resources follow enrollments, faculty needs, and program requirements.

Operational Assessment for College of Business at Eastern Oregon University (continued)		
Assessment Measures for Intended Operational Outcomes:	Performance Targets/Criteria for Operational Assessment Measures:	
1. Curriculum Review	100% compliance with IACBE standards Student Exit and Alumni Surveys – 80% satisfaction rate (score of 4 or 5) on all applicable questions	
2. Curriculum Map	60% of BA courses require individual or group projects. Students will collaborate on a project with at least one faculty member and/ or with members of the community within the context of at least 1 course	
3. Enrollment and Budget Reports	Increasing trend for enrollment/staying within budget	
Summary of Results from Implementing Operational Assessment Measures:	Performance Target Was...	
	Met	Not Met
1. Compliance with IACBE standards Student exit surveys were summarized under the BS in Business Administration section. Alumni survey was conducted during academic year 2010-11. The next Alumni survey is scheduled for 2015-16.	X X X	
2. The following curriculum changes recommended in the ClosingtheLoopReport have been implemented for academic year 2012-13: <ul style="list-style-type: none"> An Operations Management course has been added to the core requirements for a BS in Business Management. BA411 – Business Ethics and Society – was changed from Business Ethics and Regulation to reflect new topic areas in ethics and sustainability. 	X	
3. Student engagement with individual and group projects was reviewed in ClosingtheLoopReport ; all programs (i.e., AA, BS, and MBA) continue to require individual and group projects that meet the targets. 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.	X	
4. Two, new faculty members were hired in March 2012 to begin teaching during academic year 2012-13.	X	

Operational Assessment for College of Business at Eastern Oregon University (continued)		
Summary of Results from Implementing Operational Assessment Measures:		Performance Target Was...
5. A business advising counselor has been hired to work with freshmen and transfer students declaring a business as their majors. This advisor will position these students on a course schedule designed to complete degree requirements within two to four years, depending on incoming standing.		X
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. No action plans are required at this time.		

A d d e n d u m

Programmatic Information

Item 4: Changes in the business program

Changes in the following courses requires approval of the Institution's Educational and Policy and

Curriculum Committee:

- 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 Law 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

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Item 5: New business program

A general business, non-concentration option was developed. The option is structured as follows: students complete the core requirements the Business Administration (BA) degree, the capstone course, BA 498, and a minimum of 20 credits of upper division BA electives.

Outcome 1 – Quantitative
Literacy – BA540

Spring
2012 (On-
line)

[IACBE Annual Report: 2011-12](#)

Percentage of Students Proficient for
Each Category

Interpretation	Representation	Calculations	Analysis	Assumptions	Communication
100%	100%	80%	60%	100%	100%

Outcome 5 – Team
Project – BA515

Fall
2011

(On-site)
Percentage of Students Proficient for
Each Category

Preparation	Focus	Participation	Engagement	Dependability
100%	100%	100%	100%	100%