



Outcomes Assessment Plan

Institution Eastern Oregon University

Academic Business Unit College of Business

Date October 30, 2020

Directions

Section II (Student Learning Assessment) of the outcomes assessment plan must be completed for each business program that is accredited by the IACBE (i.e., a separate table must be provided for each program).

Add tables, and insert or delete rows in the tables as needed in order to accommodate the number of your (i) business programs, (ii) intended student learning outcomes, (iii) intended operational outcomes, and (iv) assessment instruments.

If the academic business unit does not offer programs at a particular degree level (e.g., associate-level programs, doctoral-level programs, etc.), then delete those sections from the outcomes assessment plan.

In the rows of the student learning assessment tables in which the academic business unit identifies the Key Learning Outcomes (as specified by the IACBE) to which its own intended student learning outcomes are linked, if a particular intended learning outcome is not linked to any of the Key Learning Outcomes but is instead an additional content- or skills-related outcome, please simply enter 'Additional Outcome' in the relevant space.

Italicized entries in the template represent areas where the academic business unit should insert its own assessment information.

A comprehensive example of a complete outcomes assessment plan that meets the IACBE's expectations and requirements for assessing the quality of an academic business unit's programs and operations is available upon request from IACBE headquarters at: iacbe@iacbe.org.

Please be sure to delete these directions before submitting your assessment plan to the IACBE.

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OUTCOMES ASSESSMENT PLAN
Eastern Oregon University (EOU)
College of Business

Section I: Mission and Broad-Based Goals

Mission of the EOU College of Business

The College of Business faculty and students will serve as a catalyst for economic growth both in the state of Oregon and beyond through on-campus, offsite and online delivery education. The Eastern Oregon University's College of Business will achieve this vision by being a transformational leader in undergraduate and graduate education with an emphasis on competency and skills and learning through experiential opportunities in a challenging, respectful, cooperative, engaging and compassionate learning environment.

Broad-Based Goals

Broad-Based Student Learning Goals:

1. *Content Knowledge: Students will gain a breadth of knowledge*
2. *Communication Skills: Students will strengthen their ability to communicate*
3. *Inquiry: Students will strengthen their ability to inquire and create.*
4. *Civic Engagement: Students will engage with the community and exercise personal and social responsibility*
5. *Critical Thinking: Student will integrate, apply, and reflect on their skills and knowledge.*

Broad-Based Operational Goals:

1. *The College of Business will offer strong, comprehensive, and contemporary degree programs that successfully prepare students for academic and professional careers, graduate school, and professional advancement.*
2. *The College of Business will attract and retain highly-qualified faculty who are effective teachers and are engaged in significant professional development activities.*
3. *The College of Business will provide a supportive learning environment that fosters student success and contributes to excellence in business education.*
4. *The College of Business will offer significant hands-on, experiential learning opportunities for students.*

BACHELOR’S-LEVEL PROGRAMS

Student Learning Assessment for <i>(Bachelor’s-Level Program)</i>	
Program Intended Student Learning Outcomes (Program ISLOs)	
<p>1. <i>Program Learning Outcome 1: Students in Business Administration degree program will demonstrate functional knowledge of the concepts, vocabulary, principles, and practices that are commonly used in the business environment (Content Knowledge).</i></p> <p>Broad-Based Student Learning Goals to which this Outcome is Linked: 1</p> <p>Key Learning Outcomes for Bachelor’s-Level Business Programs to which this Outcome is Linked: 2,4,6</p>	
<p>2. <i>Program Learning Outcome 2: Students in the Business Administration degree program will demonstrate advanced communication skills using appropriate methodologies and technologies (Communication).</i></p> <p>Broad-Based Student Learning Goals to which this Outcome is Linked: 2</p> <p>Key Learning Outcomes for Bachelor’s-Level Business Programs to which this Outcome is Linked: 3</p>	
<p>3. <i>Program Learning Outcome 3: Students in the Business Administration degree program will demonstrate critical thinking and analytical reasoning skills (Critical thinking).</i></p> <p>Broad-Based Student Learning Goals to which this Outcome is Linked: 5</p> <p>Key Learning Outcomes for Bachelor’s-Level Business Programs to which this Outcome is Linked: 1,5</p>	
<p>4. <i>Program Learning Outcome 4: Students in the Business Administration degree program will demonstrate an ability to incorporate diverse cultural perspectives and ethical reasoning and actions in decision making (personal and civic responsibilities).</i></p> <p>Broad-Based Student Learning Goals to which this Outcome is Linked: Goals 4</p> <p>Key Learning Outcomes for Bachelor’s-Level Business Programs to which this Outcome is Linked: 7</p>	
<p>5. <i>Program Learning Outcome: Students in the Business Administration degree program will demonstrate the ability to design and carry out an individual project that emphasizes practical applications of business concepts (Inquiry and Integrated Learning).</i></p> <p>Broad-Based Student Learning Goals to which this Outcome is Linked: 3</p> <p>Key Learning Outcomes for Bachelor’s-Level Business Programs to which this Outcome is Linked: 8</p>	
Assessment Instruments for Intended Student Learning Outcomes—	Performance Objectives (Targets/Criteria) for Direct Measures:

Direct Measures of Student Learning:	
<p>1. <i>Direct Measure 1: Comprehensive Capstone Research Paper (BA 498)- attached in appendix</i> Program ISLOs Assessed by this Measure: 1,2,3,4</p>	<p><i>Objective (Target/Criterion) for Direct Measure 1: Students will be assessed by a rubric directly associated with the ISLO to be evaluated. Assessment will be based up the perceived level of mastery of the desired skill or trait. Levels of performance are not related to assignment grade bur rather the qualitative nature of the desired skill to be exhibited. Listed below is the target goal for each assessed measure. All rubrics are attached in appendix. The minimum threshold of achievement on all bachelor-level rubrics is 80% of students are adequately trained and 60% are proficient.</i></p> <p><i>ISLO 1: COB Content Knowledge Rubric</i> <i>ISLO 2: EOU COM Rubric</i> <i>ISLO 3: EOU Critical Thinking Rubric</i> <i>ISLO 4: EOU Civic Engagement Rubric</i></p>
<p>2. <i>Direct Measure 2: Civic Engagement Project (BA 411) – attached in appendix</i> Program ISLOs Assessed by this Measure: 2,3,4,5</p>	<p><i>Objective (Target/Criterion) for Direct Measure 2: The minimum threshold of achievement on all bachelor-level rubrics is 80% of students are adequately trained and 60% are proficient.</i></p> <p><i>ISLO 4: EOU Civic Engagement Rubric</i> <i>ISLO 5: EOU Inquiry Rubric</i></p>
<p>4. <i>Direct Measure 3: Signature Assignment (BA 211,213,254,312,313,321, BA 323, BA 380, ECON 201,202) – TBD in AY 20-21</i> Program ISLOs Assessed by this Measure: 1,5</p>	<p><i>Objective (Target/Criterion) for Direct Measure 3: The minimum threshold of achievement on all bachelor-level rubrics is 80% of students are adequately trained and 60% are proficient.</i></p> <p><i>ISLO 1: COB Content Knowledge Rubric</i> <i>ISLO 5: EOU Inquiry Rubric</i></p>
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
<p>1. <i>Indirect Measure: National Survey of Student Engagement (NSSE) (Administered by EOU)</i> Program ISLOs Assessed by this Measure: 1,2,3,4,5</p>	<p><i>Objective (Target/Criterion) for Indirect Measure 1 :</i> 90% of students who took the survey rated equal or above peer universities in: Students demonstrate effective learning (ISLO 1); Engaged in research experiences and other high impact practices (ISLOs 1,3,4,5); Opportunities to practice writing and students' confidence in their abilities (ISLO 2); Post-graduation plans (ISLOs 1-5); Readiness for diverse and interconnected world (ISLO 4);</p>
<p>2. <i>Indirect Measure 2: EOU Program Review</i> Program ISLOs Assessed by this Measure: 1,2,3,4,5</p>	<p><i>Objective (Target/Criterion) for Indirect Measure 2: COB will conduct program reviews in accordance with EOU program-review cycle. A minimum of 3 quality</i></p>

	<i>improvement recommendations will be made relative to curriculum, assessment, and meeting ISLOs.</i>
<p>3. <i>Indirect Measure 3: BS/BA Senior Exit Survey (Administered in BA 498)</i></p> <p>Program ISLOs Assessed by this Measure: 1,2,3,4,5</p>	<p><i>Objective (Target/Criterion) for Indirect Measure 3: On the exit survey instrument, at least 85% of all graduating BA/BS students will indicate their assessment of the level at which they acquired the ability relating to the ISLO outcome as “adequate” or “proficient”.</i></p>

MASTER'S-LEVEL PROGRAMS

Student Learning Assessment for (<i>Master's-Level Program</i>)	
Program Intended Student Learning Outcomes (Program ISLOs)	
1. <i>Program Learning Outcome 1:</i> Apply the appropriate quantitative and qualitative principles to diagnose and solve complex problems with strategic decisions.	<p>Broad-Based Student Learning Goals to which this Outcome is Linked: 1, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1,4,5,8</p>
2. <i>Program Learning Outcome 2:</i> Communicate effectively with diverse audiences, in a variety of settings, and in a multitude of roles.	<p>Broad-Based Student Learning Goals to which this Outcome is Linked: 1</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 3,7</p>
3. <i>Program Learning Outcome 3:</i> Identify, analyze, and formulate solutions to ethical dilemmas addressing the needs of various stakeholders.	<p>Broad-Based Student Learning Goals to which this Outcome is Linked: 3</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1,6,7</p>
4. <i>Program Learning Outcome 4:</i> Develop creative and innovative solutions to unstructured problems.	<p>Broad-Based Student Learning Goals to which this Outcome is Linked: 2,3</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1,5, 8</p>
5. <i>Program Learning Outcome 5:</i> Assess and apply effective leadership theories, styles, and skills.	<p>Broad-Based Student Learning Goals to which this Outcome is Linked: 5</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1,2,6</p>
6. <i>Program Learning Outcome 6:</i> Evaluate and apply organizational principles in a global environment.	<p>Broad-Based Student Learning Goals to which this Outcome is Linked: 5</p>

Key Learning Outcomes for Master’s-Level Business Programs to which this Outcome is Linked: 1,7	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
<p><i>Direct Measure 1: Capstone Simulated Business Plan (BA 699)</i></p> <p>Program ISLOs Assessed by this Measure: 1,2,3,4,5,6</p>	<p><i>Objective (Target/Criterion) for Direct Measure 1:</i> <i>The Rubric Report assesses student performance based on actual decisions and behaviors demonstrated in the simulation. Target goal is 85% of all graduating MBA students will achieve a rubric report score of 80% or higher. Note this score is not a grade, but rather a compilation measure of performance factors relative to qualitative and quantitative decision making for the complex problems presented in the simulation.</i></p>
<p><i>Direct Measure 2: Capstone Journal (BA 699)</i></p> <p>Program ISLOs Assessed by this Measure: 1,2,3,4,5,6</p>	<p><i>EOU Critical Thinking Rubric (ISLO 1); EOU Communications Rubric (ISLO 2); EOU Civic Engagement and Responsibilities Rubric (ISLO 3); EOU Inquiry (ISLO 4); Content Knowledge (ISLO 5 and 6). The benchmark for MBA students is 90% of students will be assessed to perform proficiently.</i></p>
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
<p>1. <i>Indirect Measure 1: MBA Alumni Survey</i></p> <p>Program ISLOs Assessed by this Measure: 1,2,3,4,5,6</p>	<p><i>Objective (Target/Criterion) for Indirect Measure 1:</i> <i>On the alumni survey instrument, at least 80% of all third-year MBA alumni will indicate they achieved a “proficient” or “advanced” ability in each of the program ISLOs #1 through #6.</i></p>
<p>2. <i>Indirect Measure 2: MBA Exit Survey (administered in BA 699)</i></p> <p>Program ISLOs Assessed by this Measure: 1,2,3,4,5,6</p>	<p><i>Objective (Target/Criterion) for Indirect Measure 2:</i> <i>On the exit survey instrument, at least 80% of all graduating MBA students will indicate their assessment of the level at which they acquired the ability relating to the ISLO outcome as “proficient” or “advanced”.</i></p>
<p>3. <i>Indirect Measure 2: College of Business Advisory Committee (BAC)</i></p> <p>Program ISLOs Assessed by this Measure: 1,2,3,4,5,6</p>	<p><i>Objective (Target/Criterion) for Indirect Measure 3:</i> <i>90% of the BAC will annual determine the MBA Program “Proficiently” or “Exceptionally” prepares graduates for future work force needs and demands.</i></p>

Section III: Operational Assessment

Intended Operational Outcomes for the <i>(Name of your Academic Business Unit):</i>
<p>1. <i>Develop an adjunct faculty handbook to mentor new adjuncts aligned with the EOU operations and COB strategic plan.</i> Adjunct handbook includes sections from getting started through course planning and assessment. Establish policies and criteria specifying requirements for the initial academic preparation and professional experience of adjunct business faculty members and aligned with program and course deployment</p>
<p>2. <i>Ensure all new position descriptions and postings for full time and adjunct faculty define the specifics of department, discipline and typical course assignments aligned with the COB strategic hiring plan and minimum academic and/or professional qualifications to teach in the indicated program field or discipline.</i> Strategically hire, onboard and mentor only FT and adjunct faculty who possess significant academic and professional preparation so students receive instruction from appropriately-qualified faculty and as searches arise.</p>
<p>3. <i>Provide detailed feedback on COB pre-tenure and post-tenured faculty annual Plans for all FT tenured, nontenured and fixed term faculty.</i> Establish and reinforce minimum expectations for the ongoing scholarly and professional activity of all COB faculty in ways that benefit students, the faculty member.</p>
<p>4. <i>Establish honor societies in Acct/Business (Sigma Beta Delta) and Economic Omicron Delta Epsilon to celebrate scholastic achievement in Acct/Bus and Economics.</i></p>
<p>5. <i>Update the University Five-year program review template and publish cycle internally and available to all COB faculty and staff and relevant offices including AA and Institutional Research.</i> Enforce a staggered 5-year program review cycle to ensure our degrees and minors remain current, relevant, and reflect the expectations of professionals in the academic and business communities.</p>
<p>6. <i>Assign COB program courses only to appropriately-qualified faculty.</i> Strategically deploy faculty within business programs who are properly appropriately-qualified faculty to support our students and so at least one full-time faculty member who is academically-qualified or professionally-qualified for teaching at the appropriate program level and field by Summer term 2020.</p>
<p>7. <i>Establish and maintain a Google folder so faculty can and will be required to update their vita and scholarly and professional activities annually.</i> Maintain a current and accessible database of faculty vita, qualifications and scholarly and professional activities.</p>
<p>8. <i>Manual completed, schedule and hold first year of meetings of the Business Advisory Council (BAC) starting in AY 20-21.</i> Establish a Business Advisory Council to ensure a continuous linkage to business practitioners and organizations and currency and relevance of our educational programs by December 2020, first meeting Winter term 2021.</p>
<p>9. <i>Hold regional 10-county Entrepreneur & Day Business Plan Competition, EOU business plan competition with our students competing in Invent Oregon.</i> Develop partnerships, organize and co-sponsor special events/competitions with business, industry, regional cities and counties and economic development agencies starting with Entrepreneur Day.</p>
<p>Execute new and updated articulation agreements with Walla Wall CC, TVCC and BMCC, Blue Mountain Regional FBLA Conference hosted again in Feb 2021; and Entrepreneurial Thinking Student Success Academy held summer 2020.</p>

Expand recruitment efforts by regional CC and K-12 event hosting and recruitment during the academic year and summers via Success Academies and updated articulations and dual enrollment inclusion by September 2020.	
10. <i>Planning and logistics reports and outside funding sources completed by July 2020.</i> Regional 10-county Entrepreneur & Day Business Plan Competition held September 2020, EOU business plan competition held fall 2020 and students compete in Invent Oregon.	
11. <i>Manage EOU-SBDC budget and student intern placements. and collaborative endorsement and marketing efforts completed.</i> Provide budget oversight and leadership support for the EOU SBDC as part of the Oregon SBDC network and facilitate internship placements there.	
12. <i>Partner with the city, EOU, EOU-SBDC and NEODD to develop a downtown center and entrepreneurship curriculum downtown and collaboratively hold an entrepreneurial thinking summer high school academy Summer 2021.</i> Submit at least one successful joint grant application to regional and state-wide agencies	
Assessment Measures/Methods for Intended Operational Outcomes:	Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:
1. <i>An adjunct faculty handbook created and used to mentor new adjuncts aligned with the EOU operations and COB strategic plan.</i>	<i>Handbook Completed and accessible.</i>
2. <i>Review all new position descriptions and postings for full time and adjunct faculty to ensure they define the specifics of department, discipline and typical course assignments aligned with the COB strategic hiring plan and minimum academic and/or professional qualifications to teach in the indicated program field or discipline.</i>	<i>Completed staffing plan and updated two adjunct and full-time position PDs hiring to align with new strategy.</i>
3. <i>Documents reveal pre-tenure and post-tenured faculty annually reflections and projections toward improvement plans pre and post-tenure plans reviewed and approved.</i>	<i>Pre-tenure progressive review and post-tenure biennial report outline, observation and evaluative documents updated to ensure a focus on demonstrated improvements.</i>
4. <i>Honor societies in Acct/Business (Sigma Beta Delta) and Economic Omicron Delta Epsilon to reward discipline-based honors to our highly successful COB students established, induction ceremonies held.</i>	<i>Establish chapters and hold initial Sigma Beta Delta Sigma and Omicron Delta Epsilon. Hold induction ceremonies for each during AY20-21</i>
5. <i>Update the University Five-year program review template and publish cycle internally and available to all COB faculty and staff and relevant offices including AA and Institutional Research.</i>	<i>Program review process and cycle updated and aligned with specialized accreditation reporting and timed with initial or reaffirmation years.</i>
6. <i>Assign COB program courses only to appropriately-qualified faculty. by Summer term 2020.</i>	<i>AY Course schedules reflect academically and professionally qualified FT and adjunct only Strategically deploy faculty within business programs who are properly appropriately-qualified faculty to support our students and so at least one full-time faculty member who is academically-qualified or professionally-qualified for teaching at the appropriate program level and field</i>

<p>7. <i>Review of folders each Fall and Spring terms to ensure compliance. Google folder established so faculty can and will be required to update annually.</i></p>	<p><i>Folders prepared, made accessible and faculty qualifications and scholarship vita/profiles consistently updated, reported annually and current.</i></p>
<p>8. <i>Business Advisory Council manual and recruitment complete, regional reputation impacts student employment and internship opportunities.</i></p>	<p><i>Manual credited, membership established, objectives refined and biannual meetings held. Schedule and hold first year of meetings of the BAC starting in AY 20-21.</i></p>
<p>9. <i>Regional 10-county Entrepreneur & Day Business Plan Competition, EOU business plan competition held with our students competing in Invent Oregon.</i></p>	<p><i>Postponed events due to pandemic, rescheduling for Winter term 2021. Partnerships established to co-sponsor special events/competitions with business, industry, regional cities and counties and economic development agencies starting with Entrepreneur Day.</i></p>
<p>10. <i>New and updated articulation agreements with Walla Wall CC, TVCC and BMCC, Blue Mountain Regional FBLA Conference hosted again in Feb 2021; and Entrepreneurial Thinking Student Success Academy held summer 2020. COB offers its first dual enrollment courses.</i></p>	<p><i>Articulations updated and aligned with changes to each's curriculum included and tied to Oregon's business program transfer initiative. Grant funded entrepreneurial thinking summer high school academy planned for Summer 2021 and COB courses offered through EOUs dual enrollment program by Fall 2021.</i></p>
<p>11. <i>Outside funding sources obtained to support major initiatives.</i></p>	<p><i>Grants received in support of initiatives: BA/BS in interdisciplinary Agriculture Entrepreneurship degree, Eastern Oregon Center for Economic Information (EOCEI) and entrepreneurship minor/certificate work.</i></p>
<p>12. <i>RFP process completed for EOU-SBDC directorship, FY 21 budget request to the SBDCN and SBA reflects increases. Annual Internship placements increase to four.</i></p>	<p><i>Budget reveals an increases and student internship placements are at least four at the EOU-SBDC and regional career employment and internships doubled from two to four/year.</i></p>
<p>13. <i>Grant partnership successful with city, NEODD, SBDC, the city and Union county to support downtown center and entrepreneurship curriculum downtown. Collaboratively hold an entrepreneurial thinking summer high school academy Summer 2021.</i></p>	<p><i>Successful ROI grant, Joint City, local entrepreneur, EOU and regional economic development Entrepreneurial Center received. Center completed - plans moving forward for a student-run coffee shop, presentation and guest speaker room, and indoor/outdoor café completed by Fall 2021.</i></p>

Section IV: Linkage of Outcomes Assessment with Strategic Planning and Budgeting

A. Provide a narrative that describes the ways in which the results from implementing your outcomes assessment plan (i.e., changes and improvements needed) are linked to the strategic planning processes of the academic business unit and the institution.

Outcomes assessment data are utilized to help identify areas of strength and opportunities for improvement for each academic program offered by the College of Business. The campus strategic planning process aligns with the NWCCU Accreditation process and allows for the development of strategic initiatives designed to positively impact areas that indicate an opportunity for improvement. Once initiatives are implemented, the Plan-Do-Study-Assess cycle of assessment continues to occur at the university and program-level and progress toward successful resolution or completion of initiatives is assessed and reported annually.

The recently updated and revised COB Strategic Mission, Vision, Values Statements and Focus areas are aligned with Goals, Objectives and KPIs in the University-wide Ascent Plan. The following bulleted items identify the strategic planning process focus areas and describe the changes in alignment with the University's Ascent Plan.

- Focus Area I – Strategic Planning – prior to 2019-20, the University only required Colleges to report progress each AY on University Objectives and KPIs. This effort was aimed at revealing progress toward and support for the University's Strategic Plan Framework. In Fall 2018, The University Board of Trustees approved the separation of the former College of Business and Education, led by a K-12 Education-prepared, into two separate Colleges, COB and COE, led by two discipline-specific Deans. This separation was effective July 1, 2019.
 - Upon arrival of the new COB Dean in July 2019, a new collaboratively developed strategic plan was created and to establish a more focused and ongoing plan to address both the University's framework. This plan articulates and addresses objectives and focus areas specific to the newly formed COB's needs. The plan includes the following six areas of focus:
- Focus area I: Strategic Planning - to address the absence of such a faculty and Dean collaborative, working and data-driven document to drive academic and fiscal decisions. This aligns with the expectation of AA and the University to better coordinate resources, drive assessment and budgeting decisions and set a concerted direction for the COB.
- Focus Area II - Academic Quality – and Focus Area III: Career Readiness were established to connect to the University Goals 1: Student Success and Goal 2: Transformational Education. Changes in process or completed in line with this focus area and University objectives include:
 - Strategic hiring, orientation and mentoring plans and policies for ensuring the future deployment of highly appropriately- (academically and professionally) qualified faculty to teach in business programs
 - Establish a set of common classroom observation and online supervisor and peer course evaluation instruments to more consistently and regularly evaluate untenured, fixed term and post tenured faculty in line with the University's faculty promotion and tenure handbook and criteria.
 - Create a curriculum review cycle, a business advisory committee (BAC), and linkages with business practitioners to ensure relevancy with all new and revised curriculum and courses. The first change was a revision to the first BS in Accounting degree approved in Spring 2019 that the Dean and faculty agreed was not particularly well aligned with national AICPA guidelines and IACBE accounting accreditation standards.
 - All degrees going forward must demonstrate currency and relevance through external validation, PLO/SLO and assessment mapping and high impact learning activities. Likewise, new and revised curriculum must show how they met IACBE Principle 4 and continuous improvement.
 - A new 5-year program review process, cycle, criteria and timeline for all University degree programs will be implemented in AY 20-21. COB programs will be aligned with that schedule and with IACBE reaccreditation timelines.
 - Credentials of all Full time and adjunct faculty in the database have been review for appropriate (academic and/or professional) qualifications as they relate to past deployment decisions. Starting in

Winter 2020 and by Summer 2020, all COB course assignments will be made to appropriately qualified faculty to teach a particular course or within a particular program or at the u.g., or graduate program level.

- Focus Area IV - Student Success – aligned with University Goals 1 Student Success, 2 Transformational Education and 3: Grow the number of lives impacted and 5 Relevance and interconnection. This area was identified to ensure we leverage partnerships with EOU offices and COB faculty and staff to continually recruit, monitor, intervene (early alert system) and share data on enrollment, retention, persistence and graduation rates leading to best practices that impact student success. Changes in process or completed in line with this focus area and University objectives include:
 - Formalizing and promoting our COB retention committee efforts and work and successes, leading recently to other Colleges desiring their input on best practices.
 - Reports identifying all COB student demonstrating high risk behaviors in attendance and course performance by week 4 of our ten-week terms.
 - Mandatory advising holds on student in Spring term so faculty advisors must contact all of our students to ensure academic, career and personal goals are on target.
 - Recent reconnections with area Community Colleges have led to long overdue revisions to several existing articulation agreements and renewed relationships.
 - An enrollment dashboard in process through the IR office will help monitor more closely and reveal areas where targeted recruitment is needed.
 - The University signed a contract with Wiley’s The Learning House to market, recruit and help retain EOU online programs starting Winter 2020. We receive weekly reports of the impact by COB programs and will help with course scheduling.
 - The IR office has shared retention data but only on a nationally normed basis, first time first term freshman to first time second year first term Sophomore so we are working to obtain more tailored reports and a dashboard by cohort including transfers and grad students, a project to be completed by Fall 2020.
 - Launched student exit and alumni survey.
 - Review NSSE data relative to student success.
- Focus Area V - Sustainability and Growth - aligned with University Goal 6 reflects the need to establish partnerships with business, industry, regional cities and economic development agencies, grant agencies, donors, foundations, the EOU SBDC and state network and alumni for funding support for student success. Changes in process or completed in line with this focus area and University objectives include:
 - Onsite location sustainability studies by the Dean for our three (3) offsite locations: Ontario, Pendleton/Hermiston and Gresham. The studies resulted in the approved closure of all three locations due to consistently low enrollment patterns and trends and failure to meet financial and ROIs targets. These changes are effective the end of our Spring 2020 term in June.
 - One FT faculty located at Gresham and in his tenure application year, will have his tenure line relocated to main campus here in La Grande effective the Fall 2020 term.
 - Facing substantive enrollment declines, ongoing course schedule and planning reviews partially started in Fall 2020 to eliminate low enrolled and unnecessary courses and reassigning qualified faculty has resulted in substantive, improvements in course occupancy rates and on financial sustainability (see Focus Areas II and III notes).
 - Strategic course scheduling has also been implemented to maximize the effective utilization of our faculty resources.
 - A 3-year staffing plan was created based on current and projected on campus and online (in conjunction with Wiley’s The Learning House’s projections– see above Focus Area IV) enrollments. Enrollments currently do not warrant adding FT tenure track faculty for FY21 but searches are proposed to begin under new search and more specifically defined job descriptions and guidelines in AY 20-21 for a new business management/marketing and finance instructor for Fall 21.
 - Strategic budgeting and Dean and COM oversight have tightened, based on various metrics including enrollment projections, faculty deployment, and sustainability of offsite locations, has

projected needs for more JIT adjunct funding for AY 21 as enrollment growth is as yet unpredictable but will necessitate our ability to react swiftly.

- Focus Area VI -Faculty Success – aligned with University Goals 2 and 4 Thriving University Community - was created to more consistently engage and support all our academically and professionally qualified faculty in a relevant and reasonable balance of scholarly and professional activities consistent with the five types of as outlined in Principle 5.3. Although all FT faculty must annually engage in and report on the equivalent of 9 credit hours per academic year in the “commitment to the discipline, commitment to the institution and College and outreach to the general public” (source: 2019-20 Faculty Promotion and tenure Handbook), a review of past such reports and faculty vita reveal a number of recurring success stories about also inconsistencies and less engagement by some. Changes in process or completed and in line with this focus area and University objectives include:
 - Required more annual detailed Faculty Success Plans
 - Realigning academically and professionally qualified FT faculty with appropriate discipline-specific courses.
 - Updating an evaluation cycle for FT faculty in line with the FPC Handbook guidelines.
 - Enforcing required “Post Tenure Review Biennial Development Plans”
 - Includes Deans and faculty collaborative reflection on faculty responsibilities and projections for improvements.
 - Updating an evaluation cycle for adjuncts
 - Evaluating all FT and adjuncts credentials and past course assignments to ensure we have appropriately qualified faculty instructing our students.
 - Purging under and/or marginally qualified adjuncts from our adjunct list is in process and nearly complete
 - Realigning academically and professionally qualified adjuncts with appropriate discipline-specific courses and has begun for Spring 2020 and forward

B. If possible, the academic business unit’s outcomes assessment process should also be connected to the institutional budgeting process. If applicable, provide a narrative that describes this connection.

The campus budgeting process includes review and evaluation at two points during the academic year. During this process, key performance indicators (many included as assessment measures) are reviewed to ensure that the campus is meeting goals, and that the necessary resources are available. This process is utilized for all programs in the College of Business, including the Master of Business Administration Program. See discussion and changes as noted under Focus Area V - Sustainability and Growth – above for additional observations.

Section V: Appendices

APPENDIX A – BSDM1

Bachelor-Level Direct Measure 1: Comprehensive Capstone Research Paper (BA 498)

ISLO 1 (Content Knowledge); ISLO 2 (COM); ISLO 3 (Critical Thinking); ISLO 4 (Civic Responsibility) and ISLO 5 (INQUIRY)

Assessment Instrument: Comprehensive Capstone Research Paper

Section 1: (**POs 1-2-3-5**) In preparation for writing the Integrative Capstone Paper Assignment, select any publicly traded company listed on either the New York Stock Exchange (NYSE) or the NASDAQ that you are interested in conducting research. The company may produce a product/service you like or you may be interested in working for once you have your degree. Make your choice and email it to your faculty member to ensure it complies with the assignment details. If you are interested in conducting research on a not-for-profit organization, please email with your choice as well.

Section 2 (POs1-2-3-5):

- Go to: <https://www.fastcompany.com/most-innovative-companies/2019> and select any 3 companies from the 50 mentioned in the article;
- In a one-page essay, describe your choices and their innovative strategies;
- Evaluate why the strategy differentiates the firm from its competitors;
- Analyze if the strategy is a temporary novelty or if it is supportable for 5-10 years.

Section 3 (ISLO 1-2-3-5):

Go to onstrategyhq.com/resources/ten-common-causes-of-business-failure/ and read the *10 common reasons businesses close their doors*. 2) Select a news report from a credible contemporary news source that reports about the failure of a business.

In a one-page double spaced essay, summarize the news story and cite the report in correct APA 6 format.

Choose from any of the *10 common reasons businesses close* what reason/reasons you believe caused the business to fail.

Evaluate why the business you selected failed and the 3 most important lessons learned from this study in failure.

Section 4 (ISLO 1-4) Go to <https://ethisphere.com/> and find the 2020 List of Most Ethical Companies to see if the company you are studying made the list.

- Ethisphere uses the following criteria to determine the worlds' most ethical companies: "We evaluate a company's (i) Ethics and Compliance Program, (ii) Culture of Ethics, (iii) Corporate Citizenship and Responsibility, (iii) Governance, and (iv) Leadership and Reputation." Search the company you are studying to locate any of the previous criteria (usually found in the Annual Report) – available online, and determine if the firm has policies to address the criteria.
- In a one-page essay, using evidence you located, determine the quality of the company you are studying ethics and make a conclusion if you believe the firm is an ethically oriented enterprise.
- Section 2: (ISLO 3): In a one page-paper, report out the EBIT/EBT/EAT/EPS for the company you selected for your analysis. It is suggested the most recent annual report (available on the firm's website) be used for the calculation. After reporting the 4 key figures, check with credible online stock sources to find out if your firm is meeting market financial performance expectations or otherwise. Please cite in APA 6 reference format the sources of your information. Include a cover page and upload the assignment into the appropriate place in the Canvas course portal. Please follow all APA 6 formatting protocols in this assignment.

Section 5 (POs 1-5):

The course will culminate in a complete formal written report (submission of all 12 sections of the Comprehensive Company Research Paper– a total of 15 pages with 10-15 quality references – NO WIKIPEDIA references permitted. Submit the entire Comprehensive Company Research Paper (including Sections 1-12 and all portions of the paper including the title page, executive summary, table of contents and references) about a publicly traded company (must be listed on the New York Stock Exchange (NYSE) or NASDAQ. The final sections of the paper (sections 7-12 of the paper along with the abstract will be the primary source of grading for this assignment. However; the grade will also reflect how well corrections made in the first 6 sections (Assignment 5) were done of the paper along with attention to detail.

Upload your entire Comprehensive Company Research Paper (sections 1-12) into the appropriate place in the Canvas course portal.

Sections of your Paper should include:

Section 1 History of Company

Section 2 Company Mission

Section 3 Stakeholders

Section 4 Governance Structure

Section 5 Corporate Social Responsibility

Section 6 Macroenvironment
Section 7 Competitive Advantage
Section 8 Business-Level Strategies
Section 9 Life Cycle
Section 10 Corporate Structure
Section 11 Control Systems
Section 12 Conclusions and Recommendations

APPENDIX B – BSDM2

Bachelor-Level Direct Measure 2: Civic Engagement Project (BA 411)

ISLO 2 (Communications), ISLO 3 (Critical Thinking), ISLO 4 (Civic Responsibility) and ISLO 5 (Inquiry)

Assessment Instrument:

Part 1 (ISLO 3,4, and 5): ***Please describe the Civic Engagement project you will be completing.*** This project must address an ethical dilemma with community level impacts. The community must be one you are personally involved. Each student must have a unique project so please review other submissions prior to posting yours. Please also provide a rationale for why it is an ethical dilemma for the community. I want you to identify it and be able to consider it from a 360-degree perspective and utilize the frameworks for ethical dilemmas presented in your textbook to analyze the ethical dilemma.

Part 2 (ISLO 4 and 5): Conduct background research on the ethical dilemma you have chosen to review. Remember the ethical dilemma should have relevance to a community/group you are a part of. Complete an *Annotated Bibliography and Outline of the ethical issue.*

Please provide:

- A brief outline of the issue at hand. You should include 1-2 sentences per point, with brief description of the item, and the resource you will use to provide that information (include proper citation).
- Annotated bibliography in APP format. Six sources in addition to your text. Four of those sources must be scholarly articles (peer reviewed/journal articles). Be sure to evaluate the other 4 sources before choosing them. A link to preparing an annotated bibliography can be found under your writing resources page. I expect 3-5 sentences per source. Provide a summary of the source and an evaluation of the source.
- Your annotated bibliography is not what will be included in your final paper. You will still be required to include appropriate citations and references in your paper.

Part 3 (ISLO 2,3,4 and 5): Develop a short survey to determine members of the community's stance on the ethical dilemma. You must survey a minimum of 20 people from various viewpoints on the issue. You will provide a summary of your results in a professional, visual format (graphs, tables, etc). You must use at least three different types of graphs and 2 tables and provide, short and concise description for what you are presenting. In addition, all graphs must have a title. Be sure use proper APA format for your tables and figures. Your results should be presented in a proper business memorandum format.

Part 4 (ISLO 2,3,4, and 5): Write a letter to the entity that will be making the decision related to the community ethical issue (public or school official, organization, individual, etc) expressing concern over the issue with ethical implications. Your letter should address the following points:

- Identify and define why this is an ethical dilemma facing the community?
- Identify the facts associated with the dilemma.
- Identify the individuals involved with the decision. Identify the values at stake. Identify the stakeholders and the possible impacts of possible outcomes on the stake holders.
- Analyze this dilemma and apply the concepts from your textbook along with information from peer-review journal articles and other sources.
- Determine a systematic approach to address the ethical dilemma.
- Identify what options are available to resolve this dilemma.

You will want to ***clearly define the ethical issue*** and the results of your survey in the letter. ***Be sure to provide analysis of the ethical issue and not just a summary.*** Do not advocate for a decision or a position. You should focus on the 360-degree review of the dilemma. Your letter should be in a business format and be no longer than 2 pages single spaced. You must use APA format for your in-text citations. A minimum of 6 citations from your textbook is required. Additional citations from a minimum of 6 other scholarly sources is required. You will be assessed on the quality of your critical thinking, communications, and inquiry.

APPENDIX C: BSDM3:

Bachelor-Level Direct Measure: Content Knowledge Signature Assignments

ISLO 1 (Content Knowledge) and ISLO 5 (Inquiry)

Assessment Instrument: A performance task will be identified in key content areas of the business program and include Accounting, Business Law, Finance, Marketing, Management, and Economics.

A performance task is any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency of the key content areas of business. Performance tasks yield a tangible product and/or performance that serve as evidence of learning. These performance tasks as indicated by selection as a signature assignment will ensure the application of knowledge and skills and not just recall or recognition. The performance tasks or signature assignments will require thoughtful application of knowledge and skills in context of the knowledge area being assessed. These performance tasks or signature assignments will be determined during the 20-21 academic year and will be further reported in the future.

APPENDIX D – MBADM1

Master Level Direct Measure 1: MBA Capstone Simulation Business Plan (BA 699)

Assessment Instrument

Individual Simulation in Global Market (Companies will change each year)

In a free market country such as the United States, well-managed business firms are guided by a vision to accomplish the following goals (Kaplan and Norton, 1992; Thompson, Peteraf, Gamble, and Strickland, 2014): 1. Financial goals – to survive and realize profitability. 2. Operational goals – to achieve operational excellence (ISLO. 3. Customer goals – to attain customer satisfaction. 4. Innovative goals – to be positioned for business distinction by introducing new or improved goods and services. Business simulations are designed to help participants to practice managerial responsibilities and, in the process, accomplish key goals of the firm as indicated in the previous section. These goals also align with the Intended Program Learning Outcomes (ISLOs) of the MBA Program.

In the business simulation, the participants' ultimate goal is to build a successful business as defined by such performance measures as revenue, profit, market share, brand loyalty, stock price, and the like. A team is to manufacture and sell a product while at the same time compete with firms managed by other team members or the computer. The simulation progresses in preset periods as determined by the simulation manager (i.e., instructor). The players (e.g., students) must make decisions for each time period about resource allocation for various aspects of the business enterprise, including manufacturing, research and development, sales, promotion, advertising, price, and employment. As is the case in a perfect competition model, the simulation permits participants to monitor market conditions and performance of other competing teams.

The simulation will provide participants with an opportunity to manage a virtual firm that engages in business activities in different regions of the world. All companies start out on the same footing— with equal resources. Each decision period in represents a quarter. You will make variety of decisions each period relating to product pricing, staffing, R&D, sales and marketing, and targeting different consumer profiles and market territories. In addition, there is accounting and cost data to examine.

The overall goal of your company is to achieve net profitability, a comprehensive measure that accounts for a combination of profitability and the different ways in which you make management decisions for your company. Your cumulative rank score is calculated based on the company's achievement of each of the eleven performance targets are as follows (for ISLOs 1-6):

- Company Rank - overall performance ranking relative to key performance indicators
- Company Achievement - compared to other businesses
- Trends – percentage of periods where your performance score stayed the same or increased
- Profit – total profit earned compared to other businesses
- Revenue – total revenue earned compared to other businesses
- Product competitiveness – combination of price, brand, and R&D scores
- Inventory Management – percent of missed unit sales compared to units sold
- Marketing – total brand equity scored
- Advertising – advertising effectiveness score
- HR Management – HR Score
- Ethics – Ethics Score
- Cumulative rank score (out of 100)

The cumulative total score is composed of an average of your cumulative rank score, scaled market share, scaled price competitiveness, scaled advertising effectiveness, scaled web site usability, and scaled revenues. *Note the raw scores in each of these areas is scaled based on your performance relative to the other groups in the simulation and represent performance in the MBA ISLOs 1-6.*

APPENDIX E – MBADM2

Master Level Direct Measure 2: MBA Capstone Journal (BA 699)

Assessment Instrument

1. Each group member must adequately contribute to the group's decision-making process. This will require each group member to provide quality input to the decision used for each decision point and document it through individual professional communications (ISLO 1,2,4).
2. Students must demonstrate their critical thinking and analytical reasoning skills (ISLO 1,4) in their journal. This should include consideration of ethical and stakeholder issues (ISLO 3); application of appropriate leadership theories, styles, and skills (ISLO 5); and global dimensions and business environment (ISLO 6).
3. Group strategy and communications should be logged and available for submission to your faculty instructor.
4. All communications should demonstrate advanced communication skills using appropriate methodologies and technologies (ISLO 2).
5. Students must document their use of data and quantitative methods for decision making in their journal (ISLO 1). Charts and graphs are recommended to illustrate the process (ISLO 2)

Please create a google document and share the link with your professor. Quality input would include, but not be limited to, applying knowledge from previous MBA courses, experiences from previous classes and work, input based on simulation reports and previous simulations. You may also submit links to google hangouts as well. Each member should contribute ideas and justifications for different decision-making thought processes. This should be documented in your Strategy and Communications Journal (i.e. Google document).

APPENDIX F – BSDM1 RUBRIC:

The EOU COB Content Knowledge will be used to assess students’ level of knowledge and skill in the content area to assess ISLO 1. Students are expected to have a minimum threshold of achievement of meeting the established standard for content knowledge. The benchmark for COB students is 80% of bachelor-level students are as assess to perform adequately and 60% are considered to be proficient. The EOU Rubrics for Communications (ISLO 2), Critical Thinking (ISLO 3), Civic Engagement and Responsibility (ISLO 4) and Inquiry (ISLO 5) will be used to assess ISLOs 2-5. The benchmark for COB students is 80% of bachelor-level students are as assess to perform adequately and 60% are considered to be proficient.

COB Content Knowledge Rubric – ISLO 1	Developing - 1	Adequate - 2	Proficient - 3	Score 0-3 based on level of competency assessed. Overall Score is Average Score
General Content Knowledge	Recalls some business content and definitions but not always accurately. Explains business ideas, concepts and principles with limited accuracy and irrelevant examples.	Identifies most business definitions, principles, methodologies and theories accurately. Explains business ideas, concepts and principles with some accuracy and relevant Examples.	Identifies significant business definitions, principles, methodologies and theories accurately. Explains business ideas, concepts and principles accurately and relevant examples.	
Content Knowledge Application	Applies business knowledge and concepts with little consistency or accuracy.	Applies business knowledge and concepts with some degree of consistently and accuracy.	Applies business knowledge and reasoning with consistently and accuracy.	
Content Knowledge Analysis	Analyzes major theories, strategies, and/or methods into their elements with difficulty. Determines with a minimal degree of effectiveness appropriate business theories, practices, policies, or choices in problem solving.	Analyzes major theories, strategies, and/or methods into their elements with minimal difficulty. Determines with some degree of effectiveness appropriate business theories, practices, policies, or choices in problem solving.	Analyzes major theories, strategies, and/or methods into their elements with accuracy. Demonstrates ability to assess the effectiveness of appropriate business theories, practices, policies, or choices in problem solving	
Content Knowledge Integration	Integrates relevant knowledge from diverse business perspectives with little depth and breadth	Integrates relevant knowledge from diverse business perspectives with some depth and breadth	Integrates relevant knowledge from diverse business perspectives with depth and breadth	

Communication – ISLO 2	Developing - 1	Adequate - 2	Proficient - 3	Score 0-3 based on level of competency assessed.

<i>Demonstrate the ability to communicate effectively in speech, writing, and/or with discipline specific skills taking into consideration purpose, audience, and occasion.</i>	<ul style="list-style-type: none"> • Fails to focus or logically organize communication • Presents overgeneralizations • Fails to edit carefully and accurately • Employs graphics, media, and source materials inappropriately and/or unethically 	<ul style="list-style-type: none"> • Generally, focuses and organizes communication with some consistency • Presents some specific evidence • Edits with some patterns of error • Employs graphics, media, and source materials ethically but sometimes ineffectively 	<ul style="list-style-type: none"> • Clearly focuses and logically organizes communication • Presents convincing evidence • Edits carefully and accurately • Employs graphics, media, and source materials appropriately and ethically 	
EOU Critical Thinking Rubric – ISLO 3	Developing - 1	Adequate - 2	Proficient - 3	Score 0-3 based on level of competency assessed.
<i>Demonstrate the ability to identify and explain issues, recognize contexts and assumptions, acknowledge multiple perspectives or approaches to problem solving, evaluate sources and support positions with evidence to reach conclusions.</i>	<ul style="list-style-type: none"> • Inconsistently identifies and explains issues • Ignores contexts and assumptions • Is not able to acknowledge multiple perspectives or approaches to problem solving • Inconsistently evaluates evidence to reach conclusions 	<ul style="list-style-type: none"> • Can often identify and explain issues • Generally, recognizes contexts and assumptions • Acknowledges perspectives or approaches to problem solving other than one's own • Can often evaluate sources and support position with evidence to reach conclusions 	<ul style="list-style-type: none"> • Identifies and explains issues • Recognizes contexts and assumptions • Acknowledges multiple perspectives or approaches to problem solving • Evaluates sources and supports positions with evidence to reach conclusions 	
EOU Civic Engagement and Responsibilities Rubric – ISLO 4	Developing - 1	Adequate - 2	Proficient - 3	Score 0-3 based on level of competency assessed.

<p><i>Demonstrate a readiness for further learning and for service to society.</i></p>	<ul style="list-style-type: none"> • When required, reflects on and applies skills and knowledge acquired in the classroom to settings in the public sector. • Demonstrates limited awareness of multiple viewpoints. • Demonstrates limited ability to listen, communicate, and act in inclusive ways within a civic discourse community. • Demonstrates little commitment to civic engagement via participation in campus and community-based groups. 	<ul style="list-style-type: none"> • Reflects on and applies skills and knowledge acquired in the classroom to settings in the public sector. • Explores multiple viewpoints and occasionally reflects on changes in personal attitudes and beliefs. • Demonstrates some ability to listen, communicate, and act in inclusive ways within a civic discourse community. • Demonstrates adequate readiness for civic engagement via participation in campus and community-based groups. 	<ul style="list-style-type: none"> • Purposefully reflects on and applies skills and knowledge acquired in the classroom to settings in the public sector. • Synthesizes multiple viewpoints and reflects on changes in personal attitudes and beliefs. • Demonstrates an ability to listen, communicate, and act in inclusive ways within a civic discourse community. • Demonstrates a consistent readiness for civic engagement via participation in campus and community-based groups. 	
<p>EOU Inquiry Rubric – ISLO 5</p>	<p>Developing - 1</p>	<p>Adequate - 2</p>	<p>Proficient - 3</p>	<p>Score 0-3 based on level of competency assessed.</p>
<p><i>Demonstrate the ability to employ approaches to inquiry from any given discipline.</i></p>	<ul style="list-style-type: none"> • Inquiry emanates from an assigned question that can result in deeper knowledge or understanding. Student rarely exhibits curiosity other than complying with the course assignments. • Inquiry applies a methodology that may be flawed or may be inappropriate to the discipline, or the conclusion may not fit the data. • Inquiry demonstrates little use of technology. 	<ul style="list-style-type: none"> • Inquiry emanates from a question agreed to by the student that can result in deeper knowledge or understanding. Student follows the intellectual stimulation provided by the instructor. • Inquiry has a simple methodology appropriate to the discipline leading to a conclusion based on the data. • Inquiry demonstrates a basic use of technology. • Inquiry is based on some background information. 	<ul style="list-style-type: none"> • Inquiry emanates from a question of interest to the student that can result in deeper knowledge or understanding. Student exhibits intellectual curiosity and asks questions. • Inquiry has a well-conceived methodology appropriate to the discipline leading to a conclusion based on the data. • Inquiry demonstrates appropriate use of technology. • Inquiry is connected to relevant research and expertise. 	

APPENDIX G – BSDM2 RUBRIC

The EOU Rubrics for Civic Engagement and Responsibility (ISLO 4) and Inquiry (ISLO 5) will be used to assess ISLOs 4 and 5. The benchmark for COB students is 80% of bachelor-level students are as assess to perform adequately and 60% are considered to be proficient.

Communication – ISLO 2	Developing - 1	Adequate - 2	Proficient - 3	Score 0-3 based on level of competency assessed.
<i>Demonstrate the ability to communicate effectively in speech, writing, and/or with discipline specific skills taking into consideration purpose, audience, and occasion.</i>	<ul style="list-style-type: none"> • Fails to focus or logically organize communication • Presents overgeneralizations • Fails to edit carefully and accurately • Employs graphics, media, and source materials inappropriately and/or unethically 	<ul style="list-style-type: none"> • Generally, focuses and organizes communication with some consistency • Presents some specific evidence • Edits with some patterns of error • Employs graphics, media, and source materials ethically but sometimes ineffectively 	<ul style="list-style-type: none"> • Clearly focuses and logically organizes communication • Presents convincing evidence • Edits carefully and accurately • Employs graphics, media, and source materials appropriately and ethically 	
EOU Critical Thinking Rubric – ISLO 3	Developing - 1	Adequate - 2	Proficient - 3	Score 0-3 based on level of competency assessed.
<i>Demonstrate the ability to identify and explain issues, recognize contexts and assumptions, acknowledge multiple perspectives or approaches to problem solving, evaluate sources and support positions with evidence to reach conclusions.</i>	<ul style="list-style-type: none"> • Inconsistently identifies and explains issues • Ignores contexts and assumptions • Is not able to acknowledge multiple perspectives or approaches to problem solving • Inconsistently evaluates evidence to reach conclusions 	<ul style="list-style-type: none"> • Can often identify and explain issues • Generally, recognizes contexts and assumptions • Acknowledges perspectives or approaches to problem solving other than one’s own • Can often evaluate sources and support position with evidence to reach conclusions 	<ul style="list-style-type: none"> • Identifies and explains issues • Recognizes contexts and assumptions • Acknowledges multiple perspectives or approaches to problem solving • Evaluates sources and supports positions with evidence to reach conclusions 	
EOU Civic Engagement and Responsibilities Rubric – ISLO 4	Developing - 1	Adequate - 2	Proficient - 3	Score 0-3 based on level of competency assessed.

<p><i>Demonstrate a readiness for further learning and for service to society.</i></p>	<ul style="list-style-type: none"> • When required, reflects on and applies skills and knowledge acquired in the classroom to settings in the public sector. • Demonstrates limited awareness of multiple viewpoints. • Demonstrates limited ability to listen, communicate, and act in inclusive ways within a civic discourse community. • Demonstrates little commitment to civic engagement via participation in campus and community-based groups. 	<ul style="list-style-type: none"> • Reflects on and applies skills and knowledge acquired in the classroom to settings in the public sector. • Explores multiple viewpoints and occasionally reflects on changes in personal attitudes and beliefs. • Demonstrates some ability to listen, communicate, and act in inclusive ways within a civic discourse community. • Demonstrates adequate readiness for civic engagement via participation in campus and community-based groups. 	<ul style="list-style-type: none"> • Purposefully reflects on and applies skills and knowledge acquired in the classroom to settings in the public sector. • Synthesizes multiple viewpoints and reflects on changes in personal attitudes and beliefs. • Demonstrates an ability to listen, communicate, and act in inclusive ways within a civic discourse community. • Demonstrates a consistent readiness for civic engagement via participation in campus and community-based groups. 	
<p>EOU Inquiry Rubric – ISLO 5</p>	<p>Developing - 1</p>	<p>Adequate - 2</p>	<p>Proficient - 3</p>	<p>Score 0-3 based on level of competency assessed.</p>
<p><i>Demonstrate the ability to employ approaches to inquiry from any given discipline.</i></p>	<ul style="list-style-type: none"> • Inquiry emanates from an assigned question that can result in deeper knowledge or understanding. Student rarely exhibits curiosity other than complying with the course assignments. • Inquiry applies a methodology that may be flawed or may be inappropriate to the discipline, or the conclusion may not fit the data. • Inquiry demonstrates little use of technology. 	<ul style="list-style-type: none"> • Inquiry emanates from a question agreed to by the student that can result in deeper knowledge or understanding. Student follows the intellectual stimulation provided by the instructor. • Inquiry has a simple methodology appropriate to the discipline leading to a conclusion based on the data. • Inquiry demonstrates a basic use of technology. • Inquiry is based on some background information. 	<ul style="list-style-type: none"> • Inquiry emanates from a question of interest to the student that can result in deeper knowledge or understanding. Student exhibits intellectual curiosity and asks questions. • Inquiry has a well-conceived methodology appropriate to the discipline leading to a conclusion based on the data. • Inquiry demonstrates appropriate use of technology. • Inquiry is connected to relevant research and expertise. 	

APPENDIX H – BSDM3 RUBRIC

The EOU COB Content Knowledge will be used to assess students' level of knowledge and skill in the content area to assess ISLO 1. Students are expected to have a minimum threshold of achievement of meeting the established standard for content knowledge. The benchmark for COB students is 80% of bachelor-level students are at least adequately trained in the content knowledge and 60% are proficient. The EOU Rubric for Inquiry will be used to assess ISLO 5. The benchmark for COB students is 80% of bachelor-level students are as assess to perform adequately and 60% are considered to be proficient.

<i>COB Content Knowledge Rubric – ISLO 1</i>	Developing - 1	Adequate - 2	Proficient - 3	Score 0-3 based on level of competency assessed. Overall Score is Average Score
General Content Knowledge	Recalls some business content and definitions but not always accurately. Explains business ideas, concepts and principles with limited accuracy and irrelevant examples.	Identifies most business definitions, principles, methodologies and theories accurately. Explains business ideas, concepts and principles with some accuracy and relevant Examples.	Identifies significant business definitions, principles, methodologies and theories accurately. Explains business ideas, concepts and principles accurately and relevant examples.	
Content Knowledge Application	Applies business knowledge and concepts with little consistency or accuracy.	Applies business knowledge and concepts with some degree of consistently and accuracy.	Applies business knowledge and reasoning with consistently and accuracy.	
Content Knowledge Analysis	Analyzes major theories, strategies, and/or methods into their elements with difficulty. Determines with a minimal degree of effectiveness appropriate business theories, practices, policies, or choices in problem solving.	Analyzes major theories, strategies, and/or methods into their elements with minimal difficulty. Determines with some degree of effectiveness appropriate business theories, practices, policies, or choices in problem solving.	Analyzes major theories, strategies, and/or methods into their elements with accuracy. Demonstrates ability to assess the effectiveness of appropriate business theories, practices, policies, or choices in problem solving	
Content Knowledge Integration	Integrates relevant knowledge from diverse business perspectives with little depth and breadth	Integrates relevant knowledge from diverse business perspectives with some depth and breadth	Integrates relevant knowledge from diverse business perspectives with depth and breadth	
<i>EOU Inquiry Rubric – ISLO 5</i>	Developing - 1	Adequate - 2	Proficient - 3	Score 0-3 based on level of competency assessed.

<p><i>Demonstrate the ability to employ approaches to inquiry from any given discipline.</i></p>	<ul style="list-style-type: none"> • Inquiry emanates from an assigned question that can result in deeper knowledge or understanding. Student rarely exhibits curiosity other than complying with the course assignments. • Inquiry applies a methodology that may be flawed or may be inappropriate to the discipline, or the conclusion may not fit the data. • Inquiry demonstrates little use of technology. 	<ul style="list-style-type: none"> • Inquiry emanates from a question agreed to by the student that can result in deeper knowledge or understanding. Student follows the intellectual stimulation provided by the instructor. • Inquiry has a simple methodology appropriate to the discipline leading to a conclusion based on the data. • Inquiry demonstrates a basic use of technology. • Inquiry is based on some background information. 	<ul style="list-style-type: none"> • Inquiry emanates from a question of interest to the student that can result in deeper knowledge or understanding. Student exhibits intellectual curiosity and asks questions. • Inquiry has a well-conceived methodology appropriate to the discipline leading to a conclusion based on the data. • Inquiry demonstrates appropriate use of technology. • Inquiry is connected to relevant research and expertise. 	
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APPENDIX I – MBADM1 RUBRIC

The Rubric Report assesses student performance based on actual decisions and behaviors demonstrated in the simulation. *Target goal is 85% of all graduating MBA students will achieve a rubric report score of 80% or higher.* Note this score is not a grade, but rather a compilation measure of performance factors relative to qualitative and quantitative decision making for the complex problems presented in the simulation and is produced within the simulation.

Example of GoVenture Performance Rubric

10/14/2020

GoVenture CEO - Rubric Report



Print | Close

Rubric Report :: #9927562 Euro Brewery Startup – 699 Fall 2017

This report enables you to generate a balanced score for each business based on a combination of SAVES MADE (participation), PERFORMANCE SCORE (winning), HUMAN RESOURCES, ETHICS, and RESULTS SCORE (decision making).

- You may choose a percentage for each metric for a total of 100%.
- Click the SAVE button to save your settings and generate the RUBRIC SCORE in the green column in the table below.
- To disable the formula, set all metrics to 0%.
- To grade on a triple bottom line, include Performance (if set to Net Profit) plus Human Resources plus Ethics. Saves Made and Rubric Score can also be added for additional assessment criteria.
- Players can view their own Rubric Reports (but not the data for other players) from within the Performance Report.

Results Score $+$ Performance Score $+$ HR Score $+$ Ethics Score $+$ Saves Made $=$ 0%

$+$ $+$ $+$ $+$ $=$

Cumulative Results Quarter 1 – 12

Company	First Name	Last Name	Rubric Score	Results Score	Performance Score	HR Score	Ethics Score	Saves Made	Period Joined	Tutorial Quiz
Siren Sea Brewery	Randi Rae	Sexton-Strahm	-	93%	100%	0%	100%	12 of 12	1	-
Compu Brewery	Computer Run	Business	-	34%	8%	0%	68%	12 of 12	1	-
Cyber Brewery	Computer Run	Business	-	34%	8%	0%	71%	12 of 12	1	-
CPU Brewery	Computer Run	Business	-	33%	8%	0%	59%	12 of 12	1	-

Show Keys and Simulation Numbers

Results Score

The Results Score assesses player performance on the 10 business metrics listed below. Scores are based on cumulative results. Each metric is scored on a scale of 0 to 10 with all combined totaling 100.

Profit Total

Total Profit earned compared to other businesses.

Profit Margin

Net Profit Margin = $\frac{\text{Net Income}}{\text{Total Revenue}} \times 100\%$. Score 0 if Net Profit Margin < -20%. Score 10 if Net Profit Margin >= 25%. Score 1 to 9 if -20% to 25%.

<https://aoventureceo.com/Report/Rubric.asp>

1/2

Revenue

Total Revenue earned compared to other businesses.

Competitiveness

Score is based on average combination of price, brand, and R&D scores.

Inventory Management

Percentage of missed unit sales plus expired inventory compared to total units produced and sold. Lower percentage scores higher.

Marketing

Overall Brand Equity Score ÷ 10.

Advertising

Advertising Effectiveness Score ÷ 10.

HR Management

HR Score ÷ 10.

Achievements

Total number of achievements earned compared to other businesses.

Trend

Percentage of periods Performance Score stayed the same or increased.

Results Score Details

This table shows scores earned for each item in the Scoring Rubric. Scores are 1 to 10 for each with a maximum total of 100.

Company	Total Results Score	Profit Total	Profit Margin	Revenue	Competitiveness	Inventory Management	Marketing	Advertising	HR Management	Achievements Earned	Trend
Siren Sea Br	93	10	10	10	7	6	10	10	10	10	10
Compu Brewer	34	1	0	1	6	1	3	10	10	1	1
Cyber Brewer	34	1	0	1	7	1	3	9	10	1	1
CPU Brewery	33	1	0	1	7	1	2	9	10	1	1

Performance Evaluation Notes:

- You may want to include the Strategy Journal in performance evaluation.
- Some metrics are based on individual performance in the simulation (those that are not significantly impacted by competitors) while others are based upon comparison with competing businesses in the same Simulation Competition.
- If a module is turned off, all businesses will receive 10 points for that metric.
- Saves Made is the number of periods in which decisions were saved in this Simulation Competition.
- Tutorial Quiz is the score earned in the quiz that tests knowledge of the user guide and tutorial video. It is not included in the Rubric Score but you may want to consider it.
- Show Results table with all data combined

Print | Close

APPENDIX J – MBADM2 RUBRIC

EOU Critical Thinking Rubric (ISLO 1); EOU Communications Rubric (ISLO 2); EOU Civic Engagement and Responsibilities Rubric (ISLO 3); EOU Inquiry (ISLO 4); Content Knowledge (ISLO 5 and 6). *The benchmark for MBA students is 90% of students will be assessed to perform proficiently.*

EOU Critical Thinking Rubric – MBA ISLO 1	Developing - 1	Adequate - 2	Proficient - 3	Score 0-3 based on level of competency assessed.
<i>Demonstrate the ability to identify and explain issues, recognize contexts and assumptions, acknowledge multiple perspectives or approaches to problem solving, evaluate sources and support positions with evidence to reach conclusions.</i>	<ul style="list-style-type: none"> • Inconsistently identifies and explains issues • Ignores contexts and assumptions • Is not able to acknowledge multiple perspectives or approaches to problem solving • Inconsistently evaluates evidence to reach conclusions 	<ul style="list-style-type: none"> • Can often identify and explain issues • Generally, recognizes contexts and assumptions • Acknowledges perspectives or approaches to problem solving other than one’s own • Can often evaluate sources and support position with evidence to reach conclusions 	<ul style="list-style-type: none"> • Identifies and explains issues • Recognizes contexts and assumptions • Acknowledges multiple perspectives or approaches to problem solving • Evaluates sources and supports positions with evidence to reach conclusions 	
Communication – MBA ISLO 2	Developing - 1	Adequate - 2	Proficient - 3	Score 0-3 based on level of competency assessed.
<i>Demonstrate the ability to communicate effectively in speech, writing, and/or with discipline specific skills taking into consideration purpose, audience, and occasion.</i>	<ul style="list-style-type: none"> • Fails to focus or logically organize communication • Presents overgeneralizations • Fails to edit carefully and accurately • Employs graphics, media, and source materials inappropriately and/or unethically 	<ul style="list-style-type: none"> • Generally, focuses and organizes communication with some consistency • Presents some specific evidence • Edits with some patterns of error • Employs graphics, media, and source materials ethically but sometimes ineffectively 	<ul style="list-style-type: none"> • Clearly focuses and logically organizes communication • Presents convincing evidence • Edits carefully and accurately • Employs graphics, media, and source materials appropriately and ethically 	
EOU Civic Engagement and Responsibilities Rubric – MBA ISLO 3	Developing - 1	Adequate - 2	Proficient - 3	Score 0-3 based on level of competency assessed.

<p><i>Demonstrate a readiness for further learning and for service to society.</i></p>	<ul style="list-style-type: none"> • When required, reflects on and applies skills and knowledge acquired in the classroom to settings in the public sector. • Demonstrates limited awareness of multiple viewpoints. • Demonstrates limited ability to listen, communicate, and act in inclusive ways within a civic discourse community. • Demonstrates little commitment to civic engagement via participation in campus and community-based groups. 	<ul style="list-style-type: none"> • Reflects on and applies skills and knowledge acquired in the classroom to settings in the public sector. • Explores multiple viewpoints and occasionally reflects on changes in personal attitudes and beliefs. • Demonstrates some ability to listen, communicate, and act in inclusive ways within a civic discourse community. • Demonstrates adequate readiness for civic engagement via participation in campus and community-based groups. 	<ul style="list-style-type: none"> • Purposefully reflects on and applies skills and knowledge acquired in the classroom to settings in the public sector. • Synthesizes multiple viewpoints and reflects on changes in personal attitudes and beliefs. • Demonstrates an ability to listen, communicate, and act in inclusive ways within a civic discourse community. • Demonstrates a consistent readiness for civic engagement via participation in campus and community-based groups. 	
<p>EOU Inquiry Rubric –MBA ISLO 4</p>	<p>Developing - 1</p>	<p>Adequate - 2</p>	<p>Proficient - 3</p>	<p>Score 0-3 based on level of competency assessed.</p>
<p><i>Demonstrate the ability to employ approaches to inquiry from any given discipline.</i></p>	<ul style="list-style-type: none"> • Inquiry emanates from an assigned question that can result in deeper knowledge or understanding. Student rarely exhibits curiosity other than complying with the course assignments. • Inquiry applies a methodology that may be flawed or may be inappropriate to the discipline, or the conclusion may not fit the data. • Inquiry demonstrates little use of technology. 	<ul style="list-style-type: none"> • Inquiry emanates from a question agreed to by the student that can result in deeper knowledge or understanding. Student follows the intellectual stimulation provided by the instructor. • Inquiry has a simple methodology appropriate to the discipline leading to a conclusion based on the data. • Inquiry demonstrates a basic use of technology. • Inquiry is based on some background information. 	<ul style="list-style-type: none"> • Inquiry emanates from a question of interest to the student that can result in deeper knowledge or understanding. Student exhibits intellectual curiosity and asks questions. • Inquiry has a well-conceived methodology appropriate to the discipline leading to a conclusion based on the data. • Inquiry demonstrates appropriate use of technology. • Inquiry is connected to relevant research and expertise. 	
<p>COB Content Knowledge Rubric – ILSO 1</p>	<p>Developing - 1</p>	<p>Adequate - 2</p>	<p>Proficient - 3</p>	<p>Score 0-3 based on level of competency assessed. Final Score is Average Score</p>

General Content Knowledge	Recalls some business content and definitions but not always accurately. Explains business ideas, concepts and principles with limited accuracy and irrelevant examples.	Identifies most business definitions, principles, methodologies and theories accurately. Explains business ideas, concepts and principles with some accuracy and relevant Examples.	Identifies significant business definitions, principles, methodologies and theories accurately. Explains business ideas, concepts and principles accurately and relevant examples.	
Content Knowledge Application	Applies business knowledge and concepts with little consistency or accuracy.	Applies business knowledge and concepts with some degree of consistency and accuracy.	Applies business knowledge and reasoning with consistency and accuracy.	
Content Knowledge Analysis	Analyzes major theories, strategies, and/or methods into their elements with difficulty. Determines with a minimal degree of effectiveness appropriate business theories, practices, policies, or choices in problem solving.	Analyzes major theories, strategies, and/or methods into their elements with minimal difficulty. Determines with some degree of effectiveness appropriate business theories, practices, policies, or choices in problem solving.	Analyzes major theories, strategies, and/or methods into their elements with accuracy. Demonstrates ability to assess the effectiveness of appropriate business theories, practices, policies, or choices in problem solving	
Content Knowledge Integration	Integrates relevant knowledge from diverse business perspectives with little depth and breadth	Integrates relevant knowledge from diverse business perspectives with some depth and breadth	Integrates relevant knowledge from diverse business perspectives with depth and breadth	