



July 30, 2020

Kevin Walker
Program Chair – Special Topics
Eastern Oregon University
One University Boulevard
La Grande, OR 97850-2807

Dear Dr. Walker:

At its July 2020 meeting, the IACBE Board of Commissioners considered your request for the accreditation of the business programs offered by the College of Business at the Eastern Oregon University. I am pleased to report that the Board of Commissioners approved your request and granted specialized accreditation to the business program(s) as identified below, accompanied by the following note(s) and observation(s).

Organizational and Programmatic Profile:

1. Due to the program changes identified in your response to the Report of Findings, please provide an update of the number of students in each program (2019-2020) for which you are seeking accreditation.
2. For the B.A. in Business Administration with a concentration in Marketing, provide a copy of an official student transcript, diploma supplement, or other official record of program completion on which the degree or program name appears.

Notes

Notes are an indicator that while the program is in compliance with the Principles, additional monitoring is warranted. The School of Business is required to take action as specified below and respond to the IACBE by October 30, 2020 using the IACBE Notes Report. The reporting form can be found on our website at: www.iacbe.org/reports-note-compliance.asp.

Principle 2.1: Assessment Planning

1. Adjust items included in the sections titled **Assessment Instruments for Intended Student Learning Outcomes** to identify the assessment instrument or tool that is completed by the student, such as an exam, project, or paper. Currently, most instruments are the AAC&U rubrics that are used to evaluate student performance, but there is no indication of the performance task (instrument). You correctly identify the following in this section for the bachelor-level and MBA programs to provide your examples: comprehensive company research paper, BS/BA Senior Exit Survey, and MBA Exit Survey. (The GoVenture Performance should be indicated as

you have it in the **Performance Objectives for Direct Measures** section to the right ... GoVenture CEO Capstone Simulation).

2. A copy of each assessment instrument or tool should be included with the associated rubrics in the appendix to the Outcomes Assessment Plan. Provide this for the Comprehensive Company Research Paper (rubric is already provided) and for the instrument associated with the set of AAC&U rubrics for the BA/BS programs. Provide a copy of the GoVenture CEO Capstone Simulation documents and of the instrument associated with the AAC&U rubrics for the MBA program.
3. Except in the case of objective-type comprehensive examinations, ensure the direct measures are accompanied by rubrics that contain performance criteria that are directly and explicitly tied back, related, or mapped to the ISLOs being measured.
 - a. The link between the rubrics used to assess achievement of the ISLO and the ISLO itself are not always clear. For example, for the MBA program, the Information Literacy rubric does not appear to measure ISLO #6 related to global environment. In the undergraduate part of the OAP, the Civic Engagement rubric does not appear to measure BS/BA ISLO #5 related to leadership skills, and the Oral and Written Communication rubrics do not appear to measure BS/BA ISLO #1 related to core business areas. The Critical Thinking rubric does not appear to measure BS/BS ISLO #6 related to legal and ethical issues. These are examples.
 - b. The Comprehensive Company Research paper used as an instrument in the BS/BA programs is indicated to assess ISLOs 1, 2, 3, 4 and 6. The associated rubric does not contain performance dimensions that link to ISLO #2 (teams), ISLO #4 (quantitative methods), or ISLO #6 (legal and ethical issues). The rubric should be expanded to include all ISLO performance areas that it is intended to measure.
 - c. All ISLO-rubric pairings should be reviewed for the clarity of their linkages and the suitability of each rubric to evaluate students' achievement of the specified learning outcome.
 - d. Review items on the Senior Exit Survey and MBA Exit Survey to ensure that they reflect the current ISLOs for each program. For example, the 2020-2021 ISLO #1 for the BS/BA programs is "Students will be able to identify the principal concepts, theories, and practices in the functional areas of business.," while the related 2020-2021 survey item is "Students will integrate the core areas of business to inform decision making."
 - e. While the performance targets connected to the rubrics are clear, how rubric scores are determined should be indicated or explained. For instance, is a 3 score determined as an average across the performance areas on the rubric?
4. Ensure that no overall grades, percentage scores, or marks on any learning assessment instrument are being used as direct measures of student learning.

It appears that the overall score on the GoVenture CEO Capstone simulation is being used as a direct measure of all ISLOs in the MBA program. The overall score should not be used. Look to determine if there are sub-scores that align with the ISLOs that you intend to measure using the simulation.

5. In the statement of the performance objective for assessment measure #1 for operational outcomes, clarify what indicates the “approval” of the business advisory committee.
 - a. For example, is each curriculum voted on?
 - b. In the statement of the performance objective for assessment measure #3 for operational outcomes, clarify what indicates the appropriate qualification and deployment of faculty?

Principle 4.6: Information Technology Skills

Please provide a response to item #2 in 4.6 as it pertains to the masters-level program:

For each business program included in the accreditation review (including majors contained within the program), describe the student learning opportunities that are incorporated into the program’s curriculum for the purpose of developing the necessary knowledge and skills in data creation, data mining, data analysis, data transformation, data reporting, data sharing, and data storage for the purpose of generating meaningful and reliable business information for decision making.

Principle 5.4: Professional Development of Business Faculty

Demonstrate the effectiveness of the professional development activities of the business faculty by providing examples of the results of their implementation within the academic business unit. Your response to this item from the Report of Findings only restated the answer provided in the original self-study, which included only one professional development example and no details regarding its implementation.

Principle 6.2: Academic Policies and Procedures

Clearly delineate the policies for both bachelors and masters-level programs. For example, information in 6.2.1 provides only the GPA requirements and conditions for probation or suspension for the MBA program.

In your response to the Report of Findings you address 6.1.1 Admissions Policies and Procedures, where there was no finding, rather than 6.2.1, which the finding referred to. Please describe the academic policies and procedures pertaining to the program, and demonstrate that they clearly delineate standards, conditions, processes, or criteria for a. the academic performance of (undergraduate) students.

Observations

Observations are suggestions for further quality enhancements that the Board of Commissioners believes would be helpful for you in achieving excellence in business education but are not required for compliance with the IACBE's Accreditation Principles. Action on observations is optional, and reporting is not required.

Principle 2.1 Assessment Planning

Some ISLOS are measured multiple times, adding to the complexity of determining assessment results. Consider using one direct measure for each ISLO. For IACBE compliance, each ISLO needs to be measured only twice, with one measure being Direct.

Accreditation represents a continuing relationship between an institution and its accrediting organization. Specialized program accreditation by the IACBE is dependent upon your institution remaining (i) in good standing with your institutional accrediting body and (ii) in compliance with the IACBE's Accreditation Principles and Policies.

Your Current Period of Accreditation is: January 1, 2014-December 31, 2020

Your Next Approved Period of Accreditation is: January 1, 2021-December 31, 2027

In addition to the compliance reports due annually, all accredited members of the IACBE are required to submit an Interim Quality Assurance Report (IQAR) during their period of accreditation. The IQAR for the College of Business will be due by November 1, 2023. For more information on these reports, please refer to the IACBE website under Accreditation > Compliance.

The following language must be used on the College of Business homepage, linking to your IACBE status page at <https://iacbe.org/memberpdf/EasternOregonUniversity.pdf>

The College of Business at the Eastern Oregon University has received specialized accreditation for its business programs through the International Accreditation Council for Business Education (IACBE) located at 11374 Strang Line Road in Lenexa, Kansas, USA. For a list of accredited programs click [here](#).

If the list of accredited programs is provided in other official print publications, the following notice pertaining to your accreditation status with the IACBE must be used.

The College of Business at Eastern Oregon University has received specialized accreditation for the following business programs through the International Accreditation Council for Business Education (IACBE) located at 11374 Strang Line Road in Lenexa, Kansas, USA.

| Business Programs |
|--|
| Master of Business Administration |
| Bachelor of Arts in Business Administration with concentrations in: <ul style="list-style-type: none">• Accounting |

| |
|--|
| <ul style="list-style-type: none"> • Leadership, Organization, and Management • Marketing |
| Bachelor of Science in Business Administration with concentrations in: <ul style="list-style-type: none"> • Accounting • Leadership, Organization, and Management • Marketing |

The following locations are approved to offer the above listed business programs:

| Locations | |
|--|--|
| Main Campus | One University Boulevard, La Grande, OR 97580 |
| Eastern Oregon Center for Higher Education | 975 SE Columbia Drive, Hermiston, OR 97838 |
| Mt. Hood Community College | 26000 SE Stark Street, AC 3308A, Gresham, OR 97030 |
| Ontario Campus | 676 SW 5 th Avenue, Ontario, OR 97914 |

The College of Business will be publicly recognized for achieving accreditation at the 2021 IACBE Annual Conference and Assembly Meeting on April 12-16, 2021 in Orlando, Florida, USA. We very much look forward to seeing you there.

We encourage the business faculty in the College of Business to be actively involved in the IACBE’s professional development programs and activities, including participation in the IACBE’s Annual Conference and Assembly Meetings, regional conferences, and workshops, and serving as site-visit team peer reviewers.

If you have any questions or if we can be of assistance, please feel free to contact Ted Collins at tcollins@iacbe.org, or 913-631-3009.

Sincerely,

Dr. Patrick Hafford, Chair
Board of Commissioners

C: Dr. Sarah Witte, Provost/Senior vice President of Academic Affairs
Dr. Laura Gow-Hogge, Chair of Curriculum/Business Faculty