



**THE UNIVERSITY *of* MONTANA WESTERN**

Department of Business & Technology

Outcomes Assessment Plan (OAP)  
2015



# Outcomes Assessment Plan

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**Institution:** \_\_\_\_\_ The University of Montana Western \_\_\_\_\_  
**Academic Business Unit:** \_\_\_\_\_ Business and Technology \_\_\_\_\_  
**Date:** \_\_\_\_\_ 2015-2016 \_\_\_\_\_

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**OUTCOMES ASSESSMENT PLAN**  
*Institution*  
*Name of your Academic Business Unit*

**Section I: Mission and Broad-Based Goals**

Mission Statement

**Mission of the *Name of your Academic Business Unit*:**

*Mission Statement:*

*Offering a unique combination of traditional business courses and options that incorporate technology, problem-based learning, and hands-on and team-based projects, Western Montana's BSBA degree is designed to challenge students to acquire the practical, intellectual, technological, problem-solving, and communications skills necessary for successful participation in a diverse, dynamic, and global society. While the program is delivered using a small business, rural context, graduates are well prepared for joining a large corporation as well as pursuing a master's degree in business administration, or other related areas.*

Broad-Based Goals

**Broad-Based Student Learning Goals:**

1. *Learning Goal 1: Students will demonstrate ability to individually and collaboratively share ideas in both oral and written formats.*
2. *Learning Goal 2: Students will understand ethical consideration as it relates to society and global impacts.*
3. *Learning Goal 3: Students will demonstrate understanding for both theory and practice as it relates to business concepts.*

**Broad-Based Operational Goals:**

1. *Operational Goal 1: UMW provides current and relevant curriculum to prepare students for industry jobs as well as graduate programs.*

2. *Operational Goal 2: UMW prepares students with tools that will enhance career opportunities.*

3. *Operational Goal 3: UMW provides quality instruction by hiring faculty who have relevant experience in their respected fields as well as also being effective teachers*

## Section II: Student Learning Assessment

### ASSOCIATE-LEVEL PROGRAMS

#### Student Learning Assessment

Intended Student Learning Outcomes:	
General Program Intended Student Learning Outcomes (General Program ISLOs)	
1. <i>Program Learning Outcome 1</i>  Understand and apply economics, law, accounting, and ethical principles. Broad-based student learning goals associated with this outcome: 3	
2. <i>Program Learning Outcome 2</i>  Develop an ability to identify problems, collect and assess data, and present solutions using innovation and organizational skills. Broad-based student learning goals associated with this outcome: 1, 2, 3	
3. <i>Program Learning Outcome 3</i>  Utilize computer software and hardware tools for problem solving, decision-making and communication. Broad-based student learning goals associated with this outcome: 1, 2, 3	
4. <i>Program Learning Outcome 4</i>  Exhibit effective oral and written communications skills for successful interactions in business settings. Broad-based student learning goals associated with this outcome: 1	
5. <i>Program Learning Outcome 5</i>  Demonstrate creative, ethical behavior in individual and team-based projects while learning to stay focused and use personal initiative to accomplish established goals. Broad-based student learning goals associated with this outcome: 1, 2, 3	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. <i>Direct Measure 1</i>	<i>Objective (Target/Criterion) for Direct Measure 1</i>

<p>General Program ISLOs Assessed by this Measure: (ISLO's 2, 3, 4, &amp; 5)</p> <p><i>Oral/Written Assessment/Group-Teamwork:</i> Students create a business plan research assignment. Students are assessed using a standard, departmental-developed rubric(s) at two points: entry (WRIT 217) entry and conclusion BMGT 210 (Small business Entrepreneurship).</p>	<p><i>The goal is to have continual cumulative improvement over the course of the degree program. On the rating scale in the research paper, with proficient being the highest, AAS students will achieve a performance rating of Basic or higher on each of the evaluation criterion associated with the program ISLOs assessed by this measure.</i></p>
<p>2. <i>Direct Measure 2</i></p> <p>General Program ISLOs Assessed by this Measure: (ISLO's 1)</p> <p>End of program comprehensive exam--a nationally-normed exam (Peregrine Academic Services) is administered to every associate degree seeking student in their final course. The exam is given in BMGT 210 Small Business Entrepreneurship course.</p>	<p><i>Objective (Target/Criterion) for Direct Measure 2</i></p> <p><i>The goal is to have At least 80% of our students score at or above 80% proficiency in each of the areas of Economics, Law, Accounting, Ethics, and International Dimension (proficiency is defined as IACBE average scores). Students are also expected to achieve at or above the IACBE average in the composite score.</i></p>
<p>3. <i>Direct Measure 3</i></p> <p>General Program ISLOs Addressed by this Measure: (ISLO's 2, 3)</p> <p>A nationally-normed exam for IT Literacy (IC3) is administered to each student in their final course before graduation. The exam is given in BMGT 210 Small Business Entrepreneurship.</p>	<p><i>The goal is A 100% proficiency exam rate on each evaluation criterion associated with the program ISLOs.</i></p>
<p><b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b></p>	<p><b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b></p>
<p>1. <i>Indirect Measure 1</i></p> <p>General Program ISLOs Assessed by this Measure: (ISLO's 1,2,3,4,5)</p> <p>Face to face focus group interview</p>	<p><i>Objective (Target/Criterion) for Indirect Measure 1</i></p> <p>At least 95% of the students graduating with an AAS will indicate their perception of preparedness in focus group interviews in achieving each of the program ISLOs. (see Focus Group questions).</p>
<p>2. <i>Indirect Measure 2</i></p> <p>General Program ISLOs Assessed by this Measure: (ISLO's 1,2,3,4 ,5)</p> <p>Exit survey</p>	<p><i>Objective (Target/Criterion) for Indirect Measure 2</i></p> <p>Collection of At least 95% of the graduating AAS students will complete survey with at least a 90% satisfaction rating for each ISLO. (see Program Exit Survey)</p>

**BACHELOR’S-LEVEL PROGRAMS: BACHELOR OF SCIENCE BUSINESS ADMINISTRATION AND BACHELOR OF APPLIED SCIENCE**

Student Learning Assessment

<b>Intended Student Learning Outcomes:</b>	
<b>General Program Intended Student Learning Outcomes (General Program ISLOs)</b>	
1. <i>Program Learning Outcome 1</i>  Understand and apply fundamental concepts and practices of business administration primarily Marketing, Management, Economics, Finance, Law, Accounting, Ethics, and International Dimension(s). Broad-based student learning goals associated with this outcome: 2, 3	
2. <i>Program Learning Outcome 3</i>  Develop an ability to identify problems, collect and assess data, and present solutions using innovation and organizational skills. Broad-based student learning goals associated with this outcome: 1, 3	
3. <i>Program Learning Outcome 4</i>  Utilize computer software and hardware tools for problem solving, decision-making and communication. Broad-based student learning goals associated with this outcome: 1, 3	
4. <i>Program Learning Outcome 5</i>  Exhibit effective oral and written communications skills for successful interactions in business settings. Broad-based student learning goals associated with this outcome: 1, 2, 3	
5. <i>Program Learning Outcome 6</i> Demonstrate creative, ethical behavior in individual and team-based projects while learning to stay focused and use personal initiative to accomplish established goals. Broad-based student learning goals associated with this outcome: 1, 2, 3	
6. <i>Program Learning Outcome 7</i> Recognize and respect the diversity implicit in global society. Broad-based student learning goals associated with this outcome: 2, 3	
<b>Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Direct Measures:</b>



<p>1. <i>Direct Measure 1</i></p> <p>General Program ISLOs Assessed by this Measure: (ISLO's 2,3,4,5,6)  <i>Oral/Written Assessment/Group-Teamwork:</i> Students create a business plan research assignment based on simulation in capstone.</p> <p>Students are assessed using a standard, department-developed rubric(s) at three points: entry (WRIT 217), (BMGT 335), and exit (BMGT 499).</p> <p>Assessment taking place over Final project for BMGT 499 includes Group presentation/Business Plan development/Peer Evaluations.</p>	<p><i>Objective (Target/Criterion) for Direct Measure 1:</i></p> <p><i>The goal is to have continual cumulative improvement over the course of the degree program. On the rating scale in the research paper, with proficient being the highest, BSBA/BAS students will achieve a performance rating of Proficient or Mastery on each of the evaluation criterion associated with the program ISLOs assessed by this measure.</i></p>
<p>2. <i>Direct Measure 2</i></p> <p>General Program ISLOs Assessed by this Measure: (ISLO's 1 )</p> <p>End of program comprehensive exam--a nationally-normed exam (Peregrine Academic Services) is administered to every BSBA/BAS degree seeking student in their final course (BMGT 499) .</p>	<p><i>Objective (Target/Criterion) for Direct Measure 2:</i></p> <p><i>The goal is to have At least 80% of our students score at or above 80% proficiency in each of the areas of Marketing, Management, Economics, Finance, Law, Accounting, Ethics, and International Dimension(s) (proficiency is defined as IACBE average scores). Students are also expected to achieve at or above the IACBE average in the composite score.</i></p>
<p>3. <i>Direct Measure 3</i></p> <p>General Program ISLOs Addressed by this Measure: (ISLO's 2,3)</p> <p>A nationally-normed exam for IT Literacy (IC3) is administered to each student in their final course. The exam is given in BMGT 499 Capstone.</p>	<p><i>The goal is A 100% proficiency exam rate on each evaluation criterion associated with the program ISLOs.</i></p>
<p><b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b></p>	<p><b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b></p>
<p>1. <i>Indirect Measure 1</i></p> <p>General Program ISLOs Assessed by this Measure: (ISLO's 1,2,3,4,5,6,7)</p> <p>Face to face focus group interview (BMGT 499 Capstone)</p>	<p><i>Objective (Target/Criterion) for Indirect Measure 1:</i></p> <p>At least 95% of the students graduating with an BSBA/BAS will indicate their perception of preparedness in focus group interviews in achieving each of the program ISLOs. (see Focus Group questions).</p>
<p>2. <i>Indirect Measure 2</i></p>	<p><i>Objective (Target/Criterion) for Indirect Measure 2:</i></p>

<p>General Program ISLOs Assessed by this Measure: (ISLO's 1,2,3,4,5,6,7) Exit survey (Assessment given in BMGT 499 Capstone)</p>	<p>Collection of At least 95% of the graduating BSBA/BASstudents will complete survey with at least a 90% satisfaction rating for each ISLO. (see Program Exit Survey)</p>
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### Section III: Operational Assessment

<p><b>Intended Operational Outcomes for the University of Montana Western Business Department:</b></p>
<p>1. <i>Intended Operational Outcome 1</i>  <i>Faculty members will be highly qualified in their teaching disciplines.</i> <i>Broad-based operational goals associated with this outcome: 3</i></p>
<p>2. <i>Intended Operational Outcome 2</i>  <i>Faculty members will be engaged in relevant professional activities, including professional development, scholarly activities, and community involvement.</i> <i>Broad-based operational goals associated with this outcome: 2, 3</i></p>
<p>3. <i>Intended Operational Outcome 3</i>  <i>Students will participate in relevant internships appropriate to their field of interest.</i> <i>Broad-based operational goals associated with this outcome: 1, 2</i></p>
<p>4. <i>Intended Operational Outcome 4</i>  <i>Students will receive high quality academic advising to ensure appropriate graduation.</i> <i>Broad-based operational goals associated with this outcome: 2, 3</i></p>
<p>5. <i>Intended Operational Outcome 5</i>  <i>Faculty members will provide high quality learning and technological resources for students in their courses to ensure relevant preparation for industry or graduate programs.</i> <i>Broad-based operational goals associated with this outcome: 1, 2, 3</i></p>

Assessment Measures/Methods for Intended Operational Outcomes:	Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:
<p>1. <i>Operational Assessment Measure/Method 1</i> Faculty credentials reviewed at time of hire and throughout the promotion and tenure process.</p>	<p><i>Objective (Target/Criterion) for Measure/Method 1:</i> At least 90% of Bustech faculty (full time/part-time) will be doctorally or professionally qualified to teach in their respected area of expertise. University annual evaluation tools will be used as a measurement</p>
<p>2. <i>Operational Assessment Measure/Method 2</i> Faculty evaluation process</p>	<p><i>Objective (Target/Criterion) for Measure/Method 2:</i> Faculty will provide documentation of activities and involvement at the annual department retreat to ensure process takes place. University level annual reviews will be used in professional development analysis.</p>
<p>3. <i>Operational Assessment Measure/Method 3</i> Internship report</p>	<p><i>Objective (Target/Criterion) for Measure/Method 3:</i> 100% of students will complete an internship focusing on area of interest (Program requirement). Students documents include: Weekly Reports, Supervisor evaluations, portfolio, and poster presentation</p>
<p>4. <i>Operational Assessment Measure/Method 4</i> Student Satisfaction survey and Graduation rate analysis from registrar</p>	<p><i>Objective (Target/Criterion) for Measure/Method 4</i> At least 70% of graduates (first time/ full time freshmen) will complete program within 5 years with satisfaction of advisement addressed Focus Group Exercise</p>
<p>5. <i>Operational Assessment Measure/Method 5</i> Student Satisfaction Survey of program</p>	<p><i>Objective (Target/Criterion) for Measure/Method 5:</i> Student satisfaction survey completion</p>
<p>6. <i>Operational Assessment Measure/Method 6</i> Intended Operational Outcomes Assessed by this Measure: <i>List of Outcomes</i></p>	<p><i>Objective (Target/Criterion) for Measure/Method 6:</i> At least 80% of students will feel academically prepared for both industry and graduate programs. See questionnaire exit survey</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.*
- At the conclusion of each spring semester, the department faculty and program advisory board participate in a program retreat focusing on continual improvement working toward realization of strategic goals (departmental and institutional). The annual meeting allows the department to review yearly data (specific assessment results including both direct and indirect measures for Associate and Bachelors degrees), faculty development participation, general curriculum review, and trends impacting our department. Once the data is discussed and probable solutions derived, action plans are used to implement changes to areas needing improvement.
- 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.*
- As of this point, no departmental strategic planning is linked to institutional budgeting. This was a factor in our previous review for accreditation and has not been sufficiently addressed by the administration up to this point.
  - Regardless of the lack of involvement in institutional planning/budgeting, the department actively develops and implements a departmental budgeting plan. This plan is continually assessed in the departmental retreat and throughout the academic year to allocate of resources in order to achieve strategic goals. Specific discussion at each department meeting addresses and implements on an “as needed” basis.

## Section V: Appendices

- A. *Provide blank copies of all the assessment instruments that will be used as measures of intended student learning outcomes and intended operational outcomes. These should be separated by tabs and identified in a table of contents.*
- B. *Provide blank copies of all the evaluation rubrics associated with the assessment instruments identified in Part A above. These should be separated by tabs and identified in a table of contents.*

**Note:** For security and copyright reasons, if you are using a purchased exam from an external vendor as a direct measure of student learning, do not include a copy of the exam in your outcomes assessment plan. Most vendors will provide an exam content outline that summarizes the types of questions included on the exam. Please use this content summary for this purpose.

## APPENDIX A

NAME \_\_\_\_\_

### Business & Technology Oral Business Presentation Rubric

	Not proficient 1	Developing 2	Basic 3	Proficient 4	Mastery 5	ISLO Addressed
<u>Eye Contact</u>	Essentially no eye contact. Reads continuously, glancing up only once or twice a minute. Stares at ceiling or consistently looks at slide screen	Somewhere between no and moderate eye contact.	Moderate eye contact. Either faces audience but refers to notes or slides occasionally (couple of times a minute) or turns body sometimes to screen.	Somewhere between moderate and continuous eye contact.	Continuous eye contact. Faces audience and refers to notes or slides less than once a minute. Rarely glances at slide screen or at part of room away from audience.	4
<u>Body Language</u>	Distracting. Sways, paces, or fidgets so that audience is distracted from presentation. Poor use of hands (in pockets, jingling keys, playing with pen).	Somewhere between distracting and neutral body language.	Neutral. Stands facing the audience. Occasionally uses hands and body movements appropriately, but may still be a little stiff or nervous.	Somewhere between neutral and engaging body language.	Engaging. Uses gestures (e.g., pointing with hands) and expressions to enhance the presentation. Speaker looks very comfortable and natural.	4
<u>Voice Qualities</u>	Poor. Halting, uneven pace. Cannot hear all of the words due to mumbling, speaking too softly, speaking too quickly, or in a monotone.	Somewhere between poor and adequate voice qualities.	Adequate pace and volume. Speaks fairly clearly but lacks sufficient variations in vocal intonation for emphasis.	Somewhere between adequate and excellent voice qualities.	Fluid, natural delivery. Speaks moderately slowly with good vocal variety, articulation, and volume.	4
<u>Command of Material</u>	Poor. Struggles often to find words. Reads most of presentation. Poor flow and timing	Somewhere between poor and adequate command of material. Flow and timing need work	Reads less than once a minute, struggles occasionally to find words. Flow and timing are adequate	Somewhere between adequate and excellent command of material. Flow and timing is good	Excellent. Flow and timing are exact for presentation. Expresses ideas fluently in own words.	2
<u>Visual Aids</u>	Ineffective. Overheads, slides, or handouts are hard to read, distracting, or inadequate for presentation.	Somewhere between ineffective and adequate visual aids.	Adequate. Readable overheads, handouts. Enhance presentation.	Somewhere between adequate and excellent visual aids.	Excellent overheads or slides. Easy to read, attractive, greatly enhance presentation.	2
<u>Content</u>	Poor. Purpose not clear, information disjointed or inadequate.	Somewhere between poor and adequate content.	Adequate. Information is usually relevant and appropriate to audience.	Somewhere between adequate and engaging content.	Engaging. Information is relevant to audience. Excellent details.	1, 2, 3
<u>Terminology</u>	Did not use terminology	Used but did not define terminology	Defined, but did not apply	Used and defined, but not analyzed	Used defined and analyzed	1, 2, 4

\*\*This rubric is used for all presentations within the business administration program. Students who are freshman & sophomores should understand a Basic score is classified as an A. Junior/Seniors must score in the Proficient/Mastery areas for a grade of A.

## APPENDIX B

NAME \_\_\_\_\_

### Business & Technology Writing Assignment Rubric

	Not Proficient	Developing	Basic	Proficient	Mastery	ISLOs Addressed
<b>Documentation</b>	Does not use proper documentation throughout paper. APA format is not used correctly in referencing or bibliography. Use of source material did not increase writer understanding of the issues. Did not use references/corroborating materials in aiding in broader student understanding	Partially meets assignment criteria: Partial use of documentation throughout paper. Uses APA style in referencing and bibliography, intermittently. Use of source material intermittently increased writer understanding of the issues. Partially used references/corroborating materials in aiding in broader student understanding	Use of documentation throughout paper. Uses APA style in referencing documentation and bibliography.	Use of documentation throughout paper. Uses APA style in referencing documentation and in bibliography. Use of source material intermittently increased writer understanding of the issues. Used references/corroborating materials in aiding in broader student understanding	Use of scholarly documentation throughout paper. Correctly uses APA style in referencing documentation and in bibliography. Use of excellent source material significantly led to writer understanding of issues. Excellent development & use of references/corroborating materials	2, 3, 4
<b>Writing: Organization &amp; Development</b>	Transitional words, phrases, and or sentences are inappropriate. Most of the ideas are not logically stated or connected. Poor organization and/or development—does not lead towards easy reader understanding. Paragraph breaks are illogical or do not exist. Inappropriate length of paper, use of font size, spacing, and/or margins.	Transitional words, phrases, and/or sentences are sometimes absent or inappropriate. Some ideas are not logically stated or connected. Needs organization and/or more thorough development to aid reader understanding. Sometimes paragraph breaks are illogical or does not support idea flow. Responded to each segment,	Opening provides clear orientation for the reader. Paper is developed and organized in a way that leads to easy/thorough reader understanding	Opening provides clear orientation for the reader. Paper is developed and organized in a way that leads to easy/thorough reader understanding. Ideas are logically stated and connected. Use of appropriate transitional words, phrases, and/or sentences. Insightful responses in each segment. Appropriate length of paper, use of font size,	Opening (statement) is clearly articulated for reader. Paper is clearly developed & organized in a way that leads to easy/thorough reader understanding. Ideas are logically stated and connected. Use of appropriate transitional words, phrases and/or sentences. Insightful responses in each segment. Appropriate length of paper,	2, 3, 4



		but without much insight. Somewhat appropriate length of paper, use of font size, spacing, and/or margins.		spacing, and/or margins.	use of font size, spacing, and/or margins	
	<b>Not Proficient</b>	<b>Developing</b>	<b>Basic</b>	<b>Proficient</b>	<b>Mastery</b>	
<b>Writing: Language Context</b>	Poor word choices that may result in inaccurate conclusions; sentence construction is inappropriate; sentences do not vary in length.	Word choice is sometimes inaccurate or awkward. Sentence construction is sometimes inappropriate.	Sentences vary in length and clear, cohesive paragraphs are formed.	Word choice is accurate and fitting. Sentence structure is appropriate; sentences vary in length.	Word choice exceeds course requirements and is scholarly in structure. Sentence structure is appropriate; sentences vary in length.	2, 3, 4
<b>Grammar &amp; Mechanics</b>	Sentence construction (ex: run-on sentences; fragments; parallel structure; subject verb agreement; pronoun references agreement) is grammatically inappropriate. Several sentences have mechanical errors.	Sentence Construction (ex: run-on sentences; fragments; parallel structure; subject verb agreement; pronoun references agreement) is intermittently grammatically inappropriate. Some sentences are grammatically incorrect. Some sentences have mechanical errors.	Most sentence construction (ex: run-on sentences; fragments; parallel structure; subject verb agreement; pronoun references agreement) is grammatically correct and appropriate. May still have some minor mechanical errors.	Sentence construction (ex: run-on sentences; fragments; parallel structure; subject verb agreement; pronoun references agreement) is grammatically correct and appropriate. Sentences are mechanically correct (punctuation, spelling, capitalization).	Paper is scholarly sound in sentence construction (ex: run-on sentences; fragments; parallel structure; subject verb agreement; pronoun references agreement) is grammatically correct and appropriate. Sentences are mechanically correct (punctuation, spelling, capitalization).	2
<b>Content Area</b>	None or very little knowledge shown. None or very little patterns and connections explaining topic. Applies very little information. Development is	Little inquiry. Limited knowledge shown. Separates into few parts. Detects few facts or ideas. Needs more development. Conceives few	Some knowledge from different sources is displayed, yet not all knowledge is	Explores topic with curiosity. Adequate knowledge from variety of sources displayed. Sifts and organizes information. Detects patterns.	Knowledge base displays scope, thoroughness, and quality. Prospects for patterns and connections. Uses plans or models to explain the nature of the whole topic.	1

	incomplete. Conceives little or no ideas. Draws little or no inferences. The meaning of the topic is not clear.	ideas. Draws few inferences. The meaning of the topic is somewhat vague.	organized showing patterns. Information is loosely connected.	Connects information to explain the topic. Assembles and combines new knowledge to form a coherent whole. Uses perspectives and insights to explain relationships. Reflects real life.	Combines facts and ideas to create new knowledge that is comprehensive and significant. Point of view reveals meaning of topic with insight into its significance. Applies to real life.	
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**\*\*This rubric is used for all writing assignments within the business administration program. Students who are freshman & sophomores should understand a Basic score is classified as an A. Junior/Seniors must score in the Proficient/Mastery areas for a grade of A.**

## APPENDIX C

### Nationally Normed Assessment for program completion

[www.peregrineacademics.com](http://www.peregrineacademics.com)

The University of Montana Western Department of Business and Technology uses **Peregrine Academic Services** to administer its nationally normed exam at the conclusion of both the Associate degree areas as well as the Bachelor degree.

Associate of Applied Science exam categories:

- Accounting
- Business Ethics
- Economics
- Economics: Microeconomics
- Global Dimensions of Business
- Legal Environment of Business

Bachelor of Science Business Administration exam categories:

- Accounting
- Business Ethics
- Business Finance
- Business Integration and Strategic Management
- Business Leadership
- Economics
- Economics: Microeconomics
- Global Dimensions of Business
- Legal Environment of Business
- Management
- Management: Operations/Production Management
- Management: Organizational Behavior
- Marketing

## APPENDIX D

### Graduate Exit Survey

At the conclusion of each program, both Associate and Bachelor level, an exit survey is administered to the graduating group. The questionnaire consists of 25 questions that relate to the perception of career preparation the student feels they received at UM Western. The questionnaire is linked with the Peregrine Assessment tool, and data is provided via Peregrine at the conclusion of the exam. The survey is administered in BMGT 210 Small Business Entrepreneurship for the Associate degree and BMGT 499 Capstone for the Bachelor of Science Business Administration degree as well as the Bachelor of Applied Science in Business.

## Section I: Respondent Demographics

### Question/Answers # of Students

#### Gender (optional):

Male  
Female

#### Please indicate which degree you have earned from Western.

Bachelor of Science in Business (BS)  
Bachelor of Science Business Administration (BSBA)  
Bachelor of Applied Science in Business (BAS)  
Associate of Applied Science in Business (AAS)

#### Were you a transfer student?

Yes  
No

#### I believe I understand the functions of finance, marketing, operations, and management and how they interrelate.

Strongly Agree 1  
Agree  
Neither Agree nor Disagree  
Disagree  
Strongly Disagree

#### I believe I understand the relationship between business and its environments, including legal, professional and ethical responsibilities.

Strongly Agree  
Agree  
Neither Agree nor Disagree  
Disagree  
Strongly Disagree

#### I can use computer software and hardware as tools for problem solving, decision-making, and for presenting information in a clear and concise format.

Strongly Agree  
Agree  
Neither Agree nor Disagree  
Disagree  
Strongly Disagree

#### I can gather, analyze, and use data.

Strongly Agree  
Agree  
Neither Agree nor Disagree  
Disagree 0  
Strongly Disagree 0

#### I have developed independent learning abilities that I can apply to real-world problems on my job.

Strongly Agree  
Agree  
Neither Agree nor Disagree  
Disagree  
Strongly Disagree

#### I believe Western's business program adequately prepared me for my present job or graduate school.

Strongly Agree  
Agree  
Neither Agree nor Disagree

Disagree  
Strongly Disagree

**Are you working at a job related to your degree?**

Yes  
No

**What is your employment status?**

Employed full time  
Employed part time  
Seeking work  
Other

**Are you enrolled in or considering graduate school in the next five years?**

Enrolled  
Considering

**Are you interested in receiving information from time to time from the department of business and technology? If yes, please send a separate email to Business & Technology Department.**

Yes  
No

**I understand the functions of operations, marketing, finance, and management and how they interrelate.**

Strongly Agree  
Agree  
Neither Agree nor Disagree  
Disagree  
Strongly Disagree  
Does not apply to my job situation

**I understand and can apply economic principles.**

Strongly Agree  
Agree  
Neither Agree nor Disagree  
Disagree  
Strongly Disagree  
Does not apply to my job situation

**I can identify problems, collect and assess data, and present solutions using innovation and organizational skills.**

Strongly Agree  
Agree  
Neither Agree nor Disagree  
Disagree  
Strongly Disagree  
Does not apply to my job situation

**I can use computer software and hardware as tools for problem solving, decision-making, and for presenting information in a clear and concise format.**

Strongly Agree  
Agree  
Neither Agree nor Disagree  
Disagree  
Strongly Disagree  
Does not apply to my job situation

**I exhibit effective oral and written communications skills.**

Strongly Agree  
Agree  
Neither Agree nor Disagree  
Disagree  
Strongly Disagree  
Does not apply to my job situation

**I demonstrate creative, ethical behavior in individual and team-based situations while staying focused and using personal initiative in completing tasks.**

Strongly Agree  
Agree  
Neither Agree nor Disagree  
Disagree  
Strongly Disagree  
Does not apply to my job situation 0

**I recognize and respect the diversity implicit in society.**

Strongly Agree  
Agree  
Neither Agree nor Disagree  
Disagree  
Strongly Disagree  
Does not apply to my job situation

**I understand the relationship between business and its environments, including legal, professional and ethical responsibilities.**

Strongly Agree  
Agree  
Neither Agree nor Disagree  
Disagree  
Strongly Disagree  
Does not apply to my job situation

**I have developed independent learning abilities that I can apply to real-world problems on my job.**

Strongly Agree

Agree

Neither Agree nor Disagree

Disagree

Strongly Disagree

Does not apply to my job situation

**Western's BSBA program adequately prepared me for my present job or graduate school.**

Strongly Disagree

Disagree

Neither Agree nor Disagree

Agree

Strongly Agree

**Are you working at a job related to your degree?**

Yes

No

**What is your employment status?**

Full time

Part time

Seeking Work

Other

**Are you enrolled in or considering graduate school in the next three years?**

Enrolled

Considering

**Are you living/working in Montana?**

Yes

No

## APPENDIX E

### Graduate Focus Group

At the conclusion of each program, both Associate and Bachelor level, a Focus Group is moderated by a faculty member to the graduating students. The Focus Group discusses their perceptions, opinions, beliefs, and attitudes towards the program, advising, courses, and general satisfaction students feel they received at UM Western. The focus group is moderated in BMGT 210 Small Business Entrepreneurship for the Associate degree and BMGT 499 Capstone for the Bachelor of Science Business Administration degree.

**1. I understand the functions of finance, marketing, operations, and management and how they interrelate. Why?**

**2. I can gather, analyze, and use data. How?**

**3. I understand the relationship between business and its environments, including legal, professional, and ethical responsibilities.**

**4. Western's BSBA program adequately prepared me for my present job or graduate school. How?**

**5. Now that you have completed this program, what do you consider to be your areas of strength? Why?**

**6. In what areas do you feel the business program could be improved? Why?**

**7. What can we do to attract more in-state and out-of-state students?**

**8. I feel the advising process received prepared me to graduate on my intended time frame? I met with my advisor regularly and help develop a rotation plan.**

## APPENDIX F

**TEAMWORK RUBRIC:** The assessment process for the Teamwork is composed of two parts. The first will be peer evaluation where every member in a team will evaluate his peers in the same team (GLO-BUS Simulation). The second will be done by the course instructor or the assessment committee which will depend mainly on the final business plan of each group. These rubrics are designed for evaluating the role of individuals in acquiring these skills.

### **PART-I: Peer Evaluation Rubrics:**

Category	Proficient	Basic	Developing	Not Proficient	ISLOs Addressed
<b>Contributions</b>	Routinely provides useful ideas when participating in the group and in classroom discussion. <u>A leader who contributes a lot of effort.</u>	Usually provides useful ideas when participating in the group and in classroom discussion. <u>A strong group member who tries hard!</u>	Sometimes provides useful ideas when participating in the group and in classroom discussion. <u>A satisfactory group member who does what is required.</u>	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.	5
<b>Problem-solving</b>	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.	2, 3
<b>Attitude</b>	Is never publicly critical of the project or the work of others. <u>Always has a positive attitude about the task(s).</u>	Is rarely publicly critical of the project or the work of others. <u>Often has a positive attitude about the task(s).</u>	Is occasionally publicly critical of the project or the work of other members of the group. <u>Usually has a positive attitude about the task(s).</u>	Is often publicly critical of the project or the work of other members of the group. <u>Is often negative about the task(s).</u>	5
<b>Focus on the task</b>	Consistently stays focused on the task and what needs to be done. <u>Very self-directed.</u>	Focuses on the task and what needs to be done most of the time. <u>Other group members can count on this person.</u>	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on task.	Rarely focuses on the task and what needs to be done. <u>Lets others do the work.</u>	2, 3, 5
<b>Working with Others</b>	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause “waves” in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.	1, 2, 3, 5



**PART-II: Project-Based Teamwork Assessment Rubrics:**

	Proficient	Basic	Developing	Not Proficient	ISLOs Addressed
<b>Teamwork</b>	<ol style="list-style-type: none"> <li>1. The project was carried out by more than TWO members</li> <li>2. The work load and variety on each member seems fair</li> <li>3. Leadership role being assumed by each member for different tasks is evident</li> <li>4. scheduled meetings minutes are Always recorded and the contribution of each team members are identified</li> </ol>	<ol style="list-style-type: none"> <li>1. The project was carried out by more than TWO members</li> <li>2. The work load and variety on each member seem fair</li> <li>3. Leadership role being assumed by each member for different tasks is NOT apparent</li> <li>4. scheduled meetings minutes are Usually recorded and the contribution of each team members are identified</li> </ol>	<ol style="list-style-type: none"> <li>1. The project was carried out by more than TWO members</li> <li>2. The work load and variety on each member does not seem to be fair or at least one member has been assigned trivial non-technical tasks (e.g. writing the report)</li> <li>3. Scheduled meetings minutes are Often recorded and the contribution of each team members are NOT identified</li> </ol>	<ol style="list-style-type: none"> <li>1. The project was carried out by more than TWO members</li> <li>2. The work load and variety on each member does not seem to be fair or at least one member has been assigned trivial non-technical tasks (e.g. writing the report)</li> <li>3. Scheduled meetings minutes are Rarely recorded and the efforts are scattered.</li> </ol>	2, 3, 5