IACBE

International Assembly for Collegiate Business Education

Annual Report – Accredited Member

Institution:	The University of Montana Western
Academic Business Unit:	Business and Technology
Academic Year:	2014-2015

IACBE ANNUAL REPORT

For Academic Year: 2014-15

This annual report should be completed for your academic business unit and submitted to the IACBE by November 1 of each year.

General Information

Institution's Name: The University of Montana Western

Institution's Address: 710 South Atlantic Ave

City and State or Country: Dillon, MT   Zip or Postal Code   59725

Name of Submitter: Dr. Fredrick Chilson

Title: Professor

Your Email Address: fred.chilson@umwestern.edu

Telephone (with country code if outside of the United States):   406-683-7178

Type of Institution: Bachelor   Public   x   Private Nonprofit   Private For-Profit

Date of Submission: October 31

Total Headcount Enrollment of the Institution for 2014-2015:   1340

Administrative Information

1. Provide the following information pertaining to the current president/chief executive officer of your institution:

   Name: Dr. Beth Weatherby

   Title: Chancellor

   Highest Earned Degree: Ph.D.   Email: Beth.weatherby@umwestern.edu

   Telephone (with country code if outside of the United States):   406-683-7000

   Fax (with country code if outside of the United States):   406-683-7343

   __x__   Check here if this represents a change from the previous year.

2. Provide the following information pertaining to the current chief academic officer of your institution:

   Name: Dr. Sylvia Moore

   Title: Interim Provost

   Highest Earned Degree: Ph.D.   Email: Sylvia.moore@umwestern.edu

   Telephone (with country code if outside of the United States):   406-683-7115

   Fax (with country code if outside of the United States):   406-683-7809

   Check here if this represents a change from the previous year.
   __x__

3. Provide the following information pertaining to the current head of your academic business unit:

Name: Kevin Engellant

Title: Department Chair/Assistant Professor

Highest Earned Degree: Ed.D.   Email: Kevin.engellant@umwestern.edu

Telephone (with country code if outside of the United States): 406-683-7404   Fax (with country code if outside of the United States): 406-683-7816

_____ Check here if this represents a change from the previous year.

4. Provide the following information pertaining to your current primary representative to the IACBE, i.e., the person who is your primary contact for the IACBE and who votes on behalf of the academic business unit on IACBE matters (if not the same as the head of the academic business unit):

Name: Dr. Fredrick Chilson

Title: Professor

Highest Earned Degree: Ph.D.   Email: Fred.chilson@umwestern.edu

Telephone (with country code if outside of the United States): 406-683-7178   Fax (with country code if outside of the United States): 406-683-7816

__X__ Check here if this represents a change from the previous year.

5. Provide the following information pertaining to your current alternate representative to the IACBE:

Name: Dr. Denise Holland

Title: Assistant Professor

Highest Earned Degree: Ed.D.   Email: Denise.holland@umwestern.edu

Telephone (with country code if outside of the United States): 406-683-7203   Fax (with country code if outside of the United States): 406-683-7816

__X__ Check here if this represents a change from the previous year.

Accreditation Information

1. If applicable, when is your next institutional accreditation site visit?   <u>   2017   </u>   Year

2016

2. When is your next reaffirmation of IACBE accreditation site visit?   <u>   </u>   Year

3. Provide the website path to the page containing your public notification of accreditation by the IACBE:

   (**Note**: Do not provide URL addresses. Beginning with the institution's home page, describe the link on each page in the path on which someone would click in order to advance to the next page in the path.

   For example:
   1. Click on "Academics"
   2. Click on "School of Business"
   3. Click on "IACBE Accreditation"
   etc.)

   1. <u>Home page www.umwestern.edu</u>
   2. <u>Programs/degrees, business technology</u>
   3. <u>Click IACBE accreditation click here</u>
   4. <u>Click IACBE</u>
   5. <u>Choose report</u>
   6. <u>   </u>
   7. <u>   </u>
   8. <u>   </u>
   9. <u>   </u>
   10. <u>   </u>

4. Provide the website path to the page containing your public disclosure of student learning assessment results:

   (**Note**: Do not provide URL addresses. Beginning with the institution's home page, describe the link on each page in the path on which someone would click in order to advance to the next page in the path.

   For example:
   1. Click on "Academics"
   2. Click on "School of Business"
   3. Click on "IACBE Accreditation"
   etc.)

   1. <u>Same as above</u>
   2. <u>   </u>
   3. <u>   </u>
   4. <u>   </u>
   5. <u>   </u>
   6. <u>   </u>
   7. <u>   </u>
   8. <u>   </u>
   9. <u>   </u>
   10. <u>   </u>

5. If your accreditation letter from the IACBE Board of Commissioners contained "notes" that identified issues that needed to be addressed, please list the number of the IACBE's Accreditation Principle for each note in the table below. Indicate whether action has already been taken or that you have made plans to do so. (Insert additional rows as necessary.)

Commissioners' Notes	Action Already Taken	Action Planned
6.1 Financial Resources; need additional support personnel	1. To date, has not happened	1. No plans for improvement by the administration have emerged. Administration has not tied budgeting to any type of departmental strategic plan

Programmatic Information

1. For each of your IACBE-accredited business programs, provide the total headcount enrollment and the number of degrees conferred in the program (including each major, concentration, specialization, emphasis, option, or track) for 2013-14 (insert rows in the table as needed):

Program	Enrollment 2014-15	Number of Degrees Conferred 2014-15
BSBA	184	56
BAS	1	0
Totals for All Programs Combined **(In the totals, please do not double-count students who pursued multiple programs during the reporting year, e.g., students who double-majored in both accounting and finance.)**	185	56

2. Do you offer any of your IACBE-accredited business programs outside of your home country?

__X__ No.

_____ Yes. If yes, please identify the programs and countries in the table below. In addition, if the programs are delivered in partnership with other institutions, please identify those institutions as well. (Insert rows in the table as needed.)

Program	Country or Countries	Partner Institution(s)

3. Did you terminate any IACBE-accredited business programs during the reporting year?

__X__ No.

_____ Yes. If yes, please identify the terminated programs in the table below and provide a brief description of your termination plan (e.g., plan for teaching-out the program, when last graduates are expected, etc.). (Insert rows in the table as needed.)

Terminated Programs	Termination Plan

4. Were changes made in any of your IACBE-accredited business programs during the reporting year? (**Note**: You do not have to identify course-level changes, e.g., changes in course names, course coding, course numbering, course content, etc.; identify only program-level changes, e.g., changes in program names, program curricula, etc.)

   X No.

      Yes. If yes, please identify the changes on a separate page at the end of this report.

5. Were any new business programs (including new majors, concentrations, specializations, emphases, options, and/or tracks) established during the reporting year?

   X No.

      Yes. If yes, please identify the new programs and the locations at which they are offered in the table below. (Insert rows in the table as needed.) Please also describe the curricular requirements for the programs on a separate page at the end of this report, and answer item 6 below.

New Programs	Locations

Note: Any new programs (including new majors, concentrations, specializations, emphases, options, and/or tracks) cannot be listed, identified, or advertised as being accredited by the IACBE until they have undergone an accreditation review and have been granted accreditation by the Board of Commissioners.

6. If applicable, was approval of your institutional accrediting body required for any of the new programs identified in item 5 above?

   X No.

      Yes. If yes, please attach a copy of the material that you sent to your institutional accrediting body.

7. Did you establish any new locations/instructional sites during the reporting year?

   X No.

      Yes. If yes, please identify the new locations/instructional sites and the IACBE-accredited programs offered at those locations/sites in the table below. Please also indicate whether you anticipate that any of the locations/sites will account for 25% or more of the total student credit hours (or contact hours as applicable) in business. (Insert rows in the table as needed.)

New Locations/Instructional Sites	Programs Offered	25% or More of Total SCH?

8. If applicable, was approval of your institutional accrediting body required for any of the new locations/instructional sites identified in item 7 above?

  <u>X</u> No.

  <u>   </u> Yes. If yes, please attach a copy of the material that you sent to your institutional accrediting body.

Do you offer any majors, concentrations, specializations, emphases, options, or tracks as part of your business programs?

   X   Yes. If yes, proceed to item 2 below.

       No. If no, proceed to item 4 below.

2. Do your majors, concentrations, specializations, emphases, options, or tracks appear on students' transcripts, diplomas, diploma supplements, or other official records of program completion?

       Yes. If yes, proceed to item 3 below.

   X   No. If no, proceed to item 4 below.

3. Does your current outcomes assessment plan include student learning assessment information for all majors, concentrations, specializations, emphases, options, and tracks contained within your business programs?

   X   Yes. If yes, proceed to item 4 below.

       No. If no, please submit a revised outcomes assessment plan with your annual report that addresses student learning assessment for all majors, concentrations, specializations, emphases, options, and tracks comprising any portion of your business programs. Information about this requirement can be found on the IACBE website at the following address: www.iacbe.org/oa-key-areas.asp.

4. Is the outcomes assessment plan that you submitted to the IACBE still current or have you made changes?

   X   The outcomes assessment plan that we have previously submitted is still current.

       Changes have been made and the revised plan is attached.

       We have made changes and the revised plan will be sent to the IACBE by: _____

5. Complete the Outcomes Assessment Results form below and include it with this annual report to the IACBE. **Note:** Section II of the form (Operational Assessment) needs to be completed only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.

   An example of a completed form can be found in a separate document that is available for download on the IACBE's website at: www.iacbe.org/accreditation-documents.asp.

   Section I (Student Learning Assessment) of the Outcomes Assessment Results form 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) majors, concentrations, specializations, emphases, options, or tracks in the programs, (iii) intended student learning outcomes, and (iv) intended operational outcomes. In the sections of the assessment results tables entitled "Summary of Achievement of Intended Student Learning Outcomes" and "Summary of Achievement of Intended Operational Outcomes," **do not add or delete columns**. Space is provided in these sections for four direct measures of student learning, four indirect measures of student learning, and eight operational

assessment measures/methods. If you are employing fewer than this number of assessment instruments, simply leave cells in the unused columns blank. If you are employing more than this number of instruments, you will need to create additional summary-of-achievement tables to report your assessment information.

Delete rows in the assessment results tables that do not apply to your academic business unit (e.g., if the business unit does not offer any majors, concentrations, specializations, emphases, options, or tracks in its programs, or if the business unit's current outcomes assessment plan does not include student learning assessment information for the majors, concentrations, specializations, emphases, options, or tracks in its programs, then delete those rows in the tables).

In the sections of the assessment results tables entitled "Summary of Achievement of Intended Student Learning Outcomes" and "Summary of Achievement of Intended Operational Outcomes," enter "Met" in a given cell of the table if the performance target for the instrument in that column was achieved for the intended outcome in that row; "Not Met" if the performance target for the instrument in that column was not achieved for the intended outcome in that row; or "N/A" (Not Assessed) if the instrument in that column does not measure the intended outcome in that row.

Student learning performance objectives are the measurable targets/criteria associated with the assessment instruments and rubrics used by the academic business unit in determining whether the intended student learning outcomes have been achieved. For example, if the academic business unit is using a comprehensive project in a capstone course as a direct measure of student learning, then a performance objective might be that, on the project evaluation rubric, at least 80% of the students will be rated at the highest level (e.g., proficient, exemplary, etc.) on each learning-outcome-related project evaluation criterion.

Operational performance objectives are the measurable targets/criteria associated with the assessment instruments used by the academic business unit in determining whether the intended operational outcomes have been achieved. For example, if the academic business unit has identified an operational outcome pertaining to faculty teaching and is using a senior exit survey as a measure of this outcome, then a performance objecitve might be that 90% of the students will be either "satisfied" or "highly satisfied" with various aspects of faculty teaching as identified by relevant items in the survey form.

Your student learning assessment results tables need to include two or more direct measures of student learning and two or more indirect measures of student learning for each IACBE-accredited program. These measures must be used at the program level.

At the bottom of each assessment results table, space is provided to identify changes and improvements that you plan to make as a result of your assessment activity.

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

Other Issues

Briefly comment on other issues pertaining to your academic business unit that you would like to share with the IACBE.

After a year and a half of an open accounting/finance faculty search, we have hired a qualified member. Dr. Charles Ericksen has significant expertise and experience to add depth to our curriculm.

We have also hired an adjunct faculty member to teach operations management. Gary Lorenzen was brought back to teach operations and brings extensive experience as he was previously a VP for Motorolla.

Outcomes Assessment Results
Bachelor of Applied Science
For Academic Year:　　　2014-15

Section I: Student Learning Assessment

Name of Academic Business Unit
Student Learning Assessment for *Program 1*
General Program Intended Student Learning Outcomes (General Program ISLOs)
1. *Program Learning Outcome 1 Understand and apply fundamental concepts and practices of business administration primarily management, marketing, finance, and operations.*
2. *Program Learning Outcome 2 Understand and apply economic principles*
3. *Program Learning Outcome 3 Develop an ability to identify problems, collect and assess data, and present solutions using innovation and organizational skills*
4. *Program Learning Outcome 4 Utilize computer software and hardware tools for problem solving, decision-making and communication*
5. *Program Learning Outcome 5 Exhibit effective oral and written communications skills for successful interactions in business settings*
6. Program Learning Outcome 6 Demonstrate creative, ethical behavior in individual and team-based projects while learning to stay focused and use personal initiative to accomplish established goals
7. Program Learning Outocme 7 Recognize and respect the diversity implicit in global society

Assessment Instruments for Intended Student Learning Outcomes—Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. *Direct Measure 1* General Program ISLOs Assessed by this Measure: *Outcomes List* *Major, Concentration, Specialization, Emphasis, Option, Track* ISLOs Assessed by this Measure: *Outcomes List*	*Objective (Target/Criterion) for Direct Measure 1* *Using a rubric, students are assessed at three points: WRIT 217, BMKT 325 & BMGT 335, and BMGT 499. The goal is to have continual cumulative improvement over the course of the degree program.*
2. *Direct Measure 2* General Program ISLOs Assessed by this Measure: *Outcomes List* *Major, Concentration, Specialization, Emphasis, Option, Track* ISLOs Assessed by this Measure: *Outcomes List*	*Objective (Target/Criterion) for Direct Measure 2* *Peregrine exam administered during capstone. The goal is to have 90% of the students score at Basic or above in marketing, management, economics, finance and law and 80% of the students score at Basic or above in*

General Program ISLOs Assessed by this Measure: *Outcomes List* *Major, Concentration, Specialization, Emphasis, Option, Track* ISLOs Assessed by this Measure: *Outcomes List*	*accounting, social environment, and international issues.*
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	**Performance Objectives (Targets/Criteria) for Indirect Measures:**
1. *Indirect Measure 1* General Program ISLOs Assessed by this Measure: *Outcomes List* *Major, Concentration, Specialization, Emphasis, Option, Track* ISLOs Assessed by this Measure: *Outcomes List*	*Objective (Target/Criterion) for Indirect Measure 1* *Internship Supervisor Review: Completed at the conclusion of the internship experience by the on-site supervisor, the goal is to have 90% of the interns receive scores of 7-10 on 100% of the items evaluated.*
2. *Indirect Measure 2* General Program ISLOs Assessed by this Measure: *Outcomes List* *Major, Concentration, Specialization, Emphasis, Option, Track* ISLOs Assessed by this Measure: *Outcomes List*	*Objective (Target/Criterion) for Indirect Measure 2* *Exit Interviews: Formal interviews are conducted at the conclusion of every internship and/or thesis* *presentation (at which point the students have completed their degree work). Goal is to collect information from 100% of the graduating BSBA students. Alumni Surveys: Sent to business program alums every spring, the goal is to achieve a response rate (with useful information) of 5%*

Assessment Results: *Program 1 with a Major, Concentration, Specialization, Emphasis, Option, or Track in Area 1*
Summary of Results from Implementing Direct Measures of Student Learning:
1. *Summary of Results for Direct Measure 1 Summary of Results for Direct Measure 1 The outcome of the oral/written assessments show that, overall, student performance showed a direct improvement from the lower division to upper division assessment. Average student score for lower division classes (BUS 217) is 48.5 percent or 29 points of 60, whereas the average student score for upper division classes (BMKT 325, BMGT 335) is 86 percent or 51 points out of 60. In the capstone course (BMGT 499), students performed on average at 90 percent 54 out of 60 points. (The percentages are scored based on five oral dimensions and four written dimensions combined for a possible 100%.)*
2. *Summary of Results for Direct Measure 2. The 2014-2015 184 assessment established a baseline for us, as we switched our exam over to Peregrine Academic Services for our second year. Our goal is to have 90% of our students score at or above the IACBE average in the areas of Marketing, Management, Econonomcis, Finance, Law, Accounting, Ethics, and International Dimension. We scored above the IACBE average in the areas of Economics (UMW 56 IACBE 49), Global (UMW 49 IACBE 49), Management (UMW 57 IACBE 57), Finance (UMW 46 IACBE 43). We scored below average in the areas of Accounting (UMW 50 vs IACBE 53), Marketing (UMW 44 vs IACBE 45), and Ethics (UMW 52 vs IACBE 58) Law (UMW 52 IACBE 57).*
Summary of Results from Implementing Indirect Measures of Student Learning:
1. *Summary of Results for Indirect Measure 1 Summary of Results for Indirect Measure 1:* A face-to-face focus group interview is conducted at the conclusion of BMGT 210 Small Business Entrepreneurship course to determine the students' perceptions of program and preparedness of

student.

Note: Prior to the self-study, UMW's associate of applied science degree was not accredited by IACBE. Therefore, specific data was collected and <u>only</u> addressed internally prior to the new OAP and was not reported to IACBE. Indirect measure 1, was only given at the conclusion of the Bachelor degree area to the students who were both AAS and Bachelor degree seeking, at that time, data was not divided out by degreed area and therefore not fully identified as AAS only. Indirect Measure 1 will now be completed in final AAS course BMGT 210 Small Business Entrepreneurship.

The outcome results:

100 percent of the students in the Associate of Applied Science participated in the Focus Group.

The following is an overview of the themes created from the focus group meeting:
Most of the students understand and feel comfortable with the business core functions and can interrelate them. However, the block system provides some unique challenges for classes like accounting in which case students often cannot really sit with and digest the material. To make their learning experience even more experiential, students suggested to undertake more projects with local businesses, attend start-up weekends, use comprehensive case studies, string projects throughout the semester over several courses, and tie computer classes more to business applications. A majority of students feels comfortable with gathering, analyzing, and using data. The students also indicated that they have been prepared well for the professional world and for graduate school. Quite a few students expressed interest in having an Ag (Farm and Ranch Management) business option due to the strategic location of and the industry surrounding UM Western. Another area suggested for improvement were internships; students would like to see that the department offer more networking for internships, less expensive credits, and a job shadow mid-program preceding the actual internship.

2. *Summary of Results for Indirect Measure 2 Summary of Results for Indirect Measure 2:* An exit survey is conducted at the conclusion of the Peregrine assessment to determine students' perceptions of program and preparedness.
Collection of At least 95% of the graduating AAS students will complete survey with a 90% satisfaction rating for program preparation for each ISLO.

Note: Prior to the self-study, UMW's associate of applied science degree was not accredited by IACBE. Therefore, specific data was collected and only addressed internally prior to the new OAP and not reported to IACBE. Indirect measure 2, was only given at the conclusion of the Bachelor degree area to the students who were both AAS and Bachelor degree seeking, at that time, data was not divided out by degreed area and therefore not fully identified as AAS only. Indirect Measure 2 will now be completed in final AAS course BMGT 210 Small Business Entrepreneurship.

The outcome results:

100 percent of the students in the Associate of Applied Science participated in the exit survey. The satisfaction rate was 100% of the program.

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures							
General Program ISLOs	*Direct Measure 1*	*Direct Measure 2*	*Direct Measure 3*	*Direct Measure 4*	*Indirect Measure 1*	*Indirect Measure 2*	*Indirect Measure 3*	*Indirect Measure 4*
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. *Program Learning Outcome 1 Understand and apply fundamental concepts and practices of business administration primarily management, marketing, finance, and operations.*	Not Met (only one are was below average: Marketing, Accounting, Ethics, Law	Met			Met	N/A		
2. *Program Learning Outcome 2 Understand and apply economic principles*	N/A	Met			N/A	N/A		
3. *Program Learning Outcome 3 Develop an ability to identify problems, collect and assess data, and present solutions using innovation and organizational skills*	N/A (Takes place in capstone)	N/A			Met	N/A		
4. *Program Learning Outcome 4 Utilize computer software and hardware tools for problem solving, decision-making and communication*	N/A (assessed with IC3 exam)	N/A			N/A	N/A		
5. *Program Learning Outcome 5 Exhibit effective oral and written communications skills for successful interactions in business settings*	Met	N/A			Met (portfolio developme nt)	N/A		
6. *Program Learning Outcome 6 Demonstrate creative, ethical behavior in individual and team-*	N/A (assessed in	N/A			N/A	N/A		

based projects while learning to stay focused and use personal initiative to accomplish established goals	capstone course)						
7. *Program Learning Outocme 7 Recognize and respect the diversity implicit in global society*	Met	N/A			N/A	N/A	

Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:
1. *Course of Action 1 Due to insufficient alumni data, the department uses other avenues to gather student information. We have opted to gather other student data. The department holds focus group with graduating students (to attain more detailed data about the program, student learning and student needs). We feel this feedback is critical in improving our educational experience for our student population. Currently, the university registrar and alumni offices does not provide the necessary alumni information to enable an adequate alumni survey. At this point we will not consider using this feeback tool.*
2. *Course of Action 2 The department replaced the PBL examination a year ago, which was used previously, but had a different reporting format. Within our second academic year the Peregrine exam was used again. We have updated the departmental assessment plan to reflect the Peregrine reporting format. We continue monitoring the assessment feedback of dificiencies in student performance areas.*
3. *Course of Action 3*
4. *Course of Action 4*

Section II: Operational Assessment (Note: Complete this section only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.) The University of Montana Western was accredited in 2009, and will be up for re-affirmation 2015-2016 year.