



Outcomes Assessment Plan

Institution	<u>Montana Tech of The University of Montana</u>
Academic Business Unit	<u>Department of Business and Information Technology</u>
Date	<u>July 26, 2018</u>

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
Montana Tech of The University of Montana
Department of Business and Information Technology

Section I: Mission and Broad-Based Goals

Mission Statement

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

Mission Statement

The mission of the Business and Information Technology Department is to prepare tomorrow's business leaders for the challenges of a dynamic global business environment through the innovative integration of a traditional business curriculum with state-of-the-art information technology.

Broad-Based Goals

Broad-Based Student Learning Goals:

1. Students will acquire a relevant core business knowledge and competencies related to their program of study.
2. Students will be able to apply information technology and other analytical tools to a variety of business problems and effectively apply them in a business decision environment.
3. Students will acquire effective business-related professional skills and will learn to be an effective contributor to projects and other team efforts.
4. Students will acquire knowledge related to the global and other environments in which businesses may operate.

Broad-Based Operational Goals:

1. The Department will provide a curriculum that embraces a balanced, comprehensive, and well-rounded examination of the theory and application of best-practice business models that will successfully prepare its students for academic and professional careers, graduate school, and professional advancement.
2. The Department will provide an opportunity to its students to engage in various experiential learning platforms.
3. The Department will recruit and retain qualified faculty focused on instructional excellence and student success.
4. The Department will provide an educational environment that promotes excellence in business education and focuses on student success.

Section II: Student Learning Assessment

BACHELOR'S-LEVEL PROGRAMS

Student Learning Assessment for the Bachelor of Science in Business and Information Technology	
Program Intended Student Learning Outcomes (Program ISLOs)	
1. Students will be able integrate multiple disciplines and functions within a business to inform decision making.	<p>Broad-Based Student Learning Goals to which this Outcome is Linked: 1,2</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1,4</p>
2. Students will be able to identify business problems and recommend potential solutions.	<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: 1,5</p>
3. Students will be able to apply legal and ethical principles to organizational decision making.	<p>Broad-Based Student Learning Goals to which this Outcome is Linked: 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 7</p>
4. Students will be able to communicate by applying written, oral, and nonverbal communication skills in a business environment.	<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: 3</p>
5. Students will be able to contribute, either as a participant or as a leader, to work performed within teams.	<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: 2,6</p>
6. Students will be able to apply information technology to recommend solutions to business problems (in the accomplishment of business objectives and in the solving of business problems).	

<p>Broad-Based Student Learning Goals to which this Outcome is Linked: 1,2,4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 5</p>	
<p>7. Students will be able to identify the implications of international issues that characterizes today's global business environment.</p> <p>Broad-Based Student Learning Goals to which this Outcome is Linked: 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 7</p>	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
<p>1. The Business Strategy Game – Comprehensive Exam Learning Assurance Report</p> <p>Program ISLOs Assessed by this Measure: 1,2,7</p>	<p>At least 60 percent of our students studying under the Bachelor of Science program would equal or exceed the worldwide 50th percentile ranking for the Comprehensive Exam as reported at the Business Strategy Game website. (ISLO 1)</p> <p>At least 60 percent of our students studying under the Bachelor of Science program would equal or exceed the worldwide 50th percentile ranking for the Evaluating Strategies section of the Comprehensive Exam as reported at the Business Strategy Game website. (ISLO 2)</p> <p>At least 60 percent of our students studying under the Bachelor of Science program would equal or exceed the worldwide 50th percentile ranking for the Global Market Factors section of the Comprehensive Exam as reported at the Business Strategy Game website. (ISLO 7)</p>
<p>2. The Business Strategy Game – Simulation Learning Assurance Report</p> <p>Program ISLOs Assessed by this Measure: 5</p>	<p>At least 60 percent of our students studying under the Bachelor of Science program would equal or exceed the worldwide 50th percentile ranking for both the Leadership Skills component and the Collaboration and Teamwork component of the Learning Assurance Report under the Business Strategy Game.</p>
<p>3. Capstone Class - The Business Strategy Game Board Meeting</p> <p>Program ISLOs Assessed by this Measure: 4,5</p>	<p>At least 80 percent of our students studying under the Bachelor of Science program would receive a performance rating of at least Competent in the scoring rubric related to oral and nonverbal communication skills. (ISLO 4)</p> <p>At least 80 percent of our students studying under the Bachelor of Science program would receive a performance rating of at least Competent in the</p>

	scoring rubric related to the ability to contribute to work performed in teams. (ISLO 5)
4. Capstone Class – Legal/Ethics Assignment Program ISLOs Assessed by this Measure: 3	At least 80 percent of our students studying under the Bachelor of Science program would receive a performance rating of at least Competent in the scoring rubric related to the legal and ethical assignment.
5. Capstone Class – Comprehensive Case Study Program ISLOs Assessed by this Measure: 2,4	At least 80 percent of our students studying under the Bachelor of Science program would receive a performance rating of at least Competent in the scoring rubric related to the ability to identify business problems and recommend potential solutions. (ISLO 2) At least 80 percent of our students studying under the Bachelor of Science program would receive a performance rating of at least Competent in the scoring rubric related to applying written communication skills. (ISLO 4)
6. Business Modeling Assignment Program ISLOs Assessed by this Measure: 6	At least 80 percent of our students studying under the Bachelor of Science program would receive a performance rating of at least Competent in the scoring rubric related to the application of information technology to provide support in a business decision making process.
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
1. Capstone Class – Student Exit Survey Program ISLOs Assessed by this Measure: 1,2,3,4,5,6,7	At least 90 percent of our students studying under the Bachelor of Science program would state that they believe they have been either successful or very successful in their acquisition of the ability related to the program’s nine ISLOs.

Student Learning Assessment for the *Bachelor of Applied Science - Business*

Program Intended Student Learning Outcomes (Program ISLOs)

1. Students will be able to apply major business principles and concepts within the traditional areas of business.

Broad-Based Student Learning Goals to which this Outcome is Linked: 1

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 4

2. Students will be able to apply multiple disciplines and functions within a business to inform decision making.

Broad-Based Student Learning Goals to which this Outcome is Linked: 2

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1,4

3. Students will be able to identify business problems and recommend potential solutions.

Broad-Based Student Learning Goals to which this Outcome is Linked: 2

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1,5

4. Students will be able to apply legal and ethical principles to organizational decision making.

Broad-Based Student Learning Goals to which this Outcome is Linked: 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 7

5. Students will be able to communicate by applying written, oral, and nonverbal communication skills in a business setting.

Broad-Based Student Learning Goals to which this Outcome is Linked: 3

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 3

6. Students will be able to contribute, either as a participant or as a leader, to work performed within teams.

Broad-Based Student Learning Goals to which this Outcome is Linked: 3

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2,6

7. Global and Inter-cultural fluency ---Students will be able to identify the implications of international issues that characterizes today's global business environment.

Broad-Based Student Learning Goals to which this Outcome is Linked: 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 7

Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
<p>1. ETS Major Field of Study Exam</p> <p>Program ISLOs Assessed by this Measure: 1</p>	<p>At least 50 percent of our students studying under the Bachelor of Applied Science program would equal or exceed the published mean score of at the ETS Major Field Test site.</p>
<p>2. The Business Strategy Game – Comprehensive Exam Learning Assurance Report</p> <p>Program ISLOs Assessed by this Measure: 2,3,7</p>	<p>At least 40 percent of our students studying under the Bachelor of Applied Science program would equal or exceed the worldwide 50th percentile ranking for the Comprehensive Exam as reported at the Business Strategy Game website. (ISLO 2)</p> <p>At least 40 percent of our students studying under the Bachelor of Applied Science program would equal or exceed the worldwide 50th percentile ranking for the Evaluating Strategies section of the Comprehensive Exam as reported at the Business Strategy Game website. (ISLO 3)</p> <p>At least 40 percent of our students studying under the Bachelor of Applied Science program would equal or exceed the worldwide 50th percentile ranking for the Global Market Factors section of the Comprehensive Exam as reported at the Business Strategy Game website. (ISLO 7)</p>
<p>3. The Business Strategy Game – Simulation Learning Assurance Report</p> <p>Program ISLOs Assessed by this Measure: 6</p>	<p>At least 40 percent of our students studying under the Bachelor of Applied Science program would equal or exceed the worldwide 50th percentile ranking for both the Leadership Skills component and the Collaboration and Teamwork component of the Learning Assurance Report under the Business Strategy Game.</p>
<p>4. Capstone Class - The Business Strategy Game Board Meeting</p> <p>Program ISLOs Assessed by this Measure: 5,6</p>	<p>At least 60 percent of our students studying under the Bachelor of Applied Science program would receive a performance rating of at least Competent in the scoring rubric related to oral and nonverbal communication skills. (ISLO 5)</p>

	At least 60 percent of our students studying under the Bachelor of Applied Science program would receive a performance rating of at least Competent in the scoring rubric related to the ability to contribute to work performed in teams. (ISLO 6)
5. Capstone Class – Comprehensive Case Study Program ISLOs Assessed by this Measure: 3,5	At least 80 percent of our students studying under the Bachelor of Applied Science program would receive a performance rating of at least Competent in the scoring rubric related to the ability to identify business problems and recommend potential solutions. (ISLO 3) At least 80 percent of our students studying under the Bachelor of Applied Science program would receive a performance rating of at least Competent in the scoring rubric related to applying written communication skills. (ISLO 5)
6. Capstone Class – Legal/Ethics Assignment Program ISLOs Assessed by this Measure: 4	At least 70 percent of our students studying under the Bachelor of Applied Science program would receive a performance rating of at least Competent in the scoring rubric related to the legal and ethical assignment.
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
1. Capstone Class – Student Exit Survey Program ISLOs Assessed by this Measure: 1,2,3,4,5,6,7	At least 80 percent of our students studying under the Bachelor of Applied Science program would state that they believe they have been either successful or very successful in their acquisition of the ability related to the program’s nine ISLOs.

Section III: Operational Assessment

Intended Operational Outcomes for the (<i>Name of your Academic Business Unit</i>):	
1. The Department of Business and Information Technology will be successful in placing its graduates in appropriate entry-level professional positions of in graduate school.	Broad-Based Operational Goals to which this Outcome is Linked: 1
2. The Department will graduate its students in a timely manner.	Broad-Based Operational Goals to which this Outcome is Linked: 4
3. The Department's faculty members will be highly-qualified regarding their teaching disciplines.	Broad-Based Operational Goals to which this Outcome is Linked: 3
4. The Department's students will have the opportunity to participate in relevant internships as a part of their academic coursework.	Broad-Based Operational Goals to which this Outcome is Linked: 2
5. The Department will provide high quality learning and technological resources to its students.	Broad-Based Operational Goals to which this Outcome is Linked: 4
6. The Department's students will engage with the community.	Broad-Based Operational Goals to which this Outcome is Linked: 2
7. The Department's faculty will provide effective academic advising to its students.	Broad-Based Operational Goals to which this Outcome is Linked: 4
8. The Department's faculty will provide high-quality instruction to its students.	Broad-Based Operational Goals to which this Outcome is Linked: 4
9. The Department's faculty will be engaged in an appropriate level of scholarly activity and professional development.	Broad-Based Operational Goals to which this Outcome is Linked: 3

10. The Department's academic programs will meet the current needs of the business community.

Broad-Based Operational Goals to which this Outcome is Linked: 4

Assessment Measures/Methods for Intended Operational Outcomes:	Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:
<p>1. <i>Capstone Class – Student Exit Survey</i></p> <p>Intended Operational Outcomes Assessed by this Measure: 1,4,5,6,7,8</p>	<p>At least 50% of the students completing the Student Exit Survey will have accepted either a professional position related to their field of study or have been accepted into graduate school. (IOO #1)</p> <p>At least 80% of the students completing the Student Exit Survey will have stated that internship opportunities were either Good or Excellent. (IOO #4)</p> <p>At least 80% of students completing the Student Exit Survey will report a score of good or excellent regarding the Department's ability to provide high quality learning and technological resources. (IOO #5)</p> <p>At least 80% of students completing the Student Exit Survey will report a score of good or excellent regarding the Lectures/presentations from outside business professionals. (IOO #6)</p> <p>At least 80% of students completing the Student Exit Survey will report a score of good or excellent regarding the Department's ability to provide effective academic advising. (IOO #7)</p> <p>At least 80% of students completing the Student Exit Survey will report a score of good or excellent regarding the Full-time faculty teaching in the Department. (IOO #8)</p>
<p>2. <i>Graduation Data from the Department of Enrollment Services</i></p> <p>Intended Operational Outcomes Assessed by this Measure: 2</p>	<p>At least 90% of students completing the Student Exit Survey will have completed their degree program within Financial Aid Guidelines.</p>
<p>3. <i>Department of Business and Information Technology Faculty Annual Self Evaluations and Department Head Evaluations</i></p>	<p>At least 90% of the student credit hours taught by the Department will be taught by faculty that are either doctor ally or professionally-qualified to teach in their respective disciplinary areas. (IOO #3)</p>

<p>Intended Operational Outcomes Assessed by this Measure: 3,8,9,10</p>	<p>At least 80 % of the full-time faculty in the Department will achieve the level of satisfactory or greater in instruction as defined in the Departmental Standards annually. (IOO #8)</p> <p>At least 75 % of the full-time faculty in the Department will achieve the level of satisfactory or greater in scholarly activity as defined in the Departmental Standards annually. (IOO #9)</p> <p>At least 90 % of the full-time faculty in the Department will engage in continuing education in their field(s) of interest annually. (IOO #10)</p>
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Section IV: Linkage of Outcomes Assessment with Strategic Planning and Budgeting

The Department Head accumulates the assessment results related to both the student learning and Departmental operational outcomes after the end of the spring semester. The results are shared with the Department faculty at the first Friday Department meeting of the next academic year. The Department's faculty considers the results and identifies the areas that need either changes or improvements. The discussion includes an extensive evaluation of possible strategies and techniques that best address the identified issues. After reaching a consensus, the Department will develop a plan to execute the strategies and techniques. The Department Head will lead the plan for changes and improvements and will report accomplishments and achievements to the rest of the faculty at the weekly Department meetings. The assessment results, and the related Departmental plans to address the changes and improvements, are shared with the Department's Industrial Advisory Board at their next meeting.

The weekly Departmental meetings are also used to address strategic issues of interest to the Department. The faculty devotes a significant amount of meeting time to discuss strategic issues and any action items related to strategy are initiated in a manner like the plan for changes and improvements stemming from the assessment results mentioned previously. Any potential changes in Department's strategy also are communicated to the Dean of the College of Letters, Sciences, and Professional Studies and the Department's Industrial Advisory Board. The related input received from these parties is generally weighed heavily in developing the final strategy and related strategic action plan.

All departments on the campus are required to submit program reviews every other year. The program review provides an opportunity for the Department to disclose its strategic planning process. The last program review for the Department of Business and Information Technology was submitted in January 2017.

The Dean of the College of Letters Sciences and Professional Studies meets with all the College's department heads once or twice a semester. A discussion, and the sharing, of the strategic planning process for both the Department and the College is an integral part of these meetings. Also, the Chancellor and Provost of the University meet with the faculty of the Department once a semester to discuss strategic items related to the University as a whole.

The budgeting process for the University is generally very centralized. The Department Head is responsible for a relatively static operating budget. This operating budget primarily consists of faculty salaries but includes a small amount of discretionary money that can be spent according to the Department's strategic plan. The amount of money available to the Department, under this small discretionary fund, at the beginning of the 2017 – 2018 academic year was \$18,400. This amount was reduced roughly 28 percent by the end of the academic year due to a drop in overall University student enrollment. As of the time of this report, it appears that this reduced amount, approximately \$13,262, will be the initial discretionary budget available to the Department for the 2018 – 2019 academic year. Additional operating amounts, such as amounts available for faculty teaching overloads and adjunct faculty, are funded at the Dean level.

Additional funds for strategic related items are available through the Dean's budget or through various University funds related to capital equipment, research seed money, instructional improvement, and some miscellaneous monies. Annual, nonrecurring, monies have also been available in the past when

actual University student enrollment has exceeded the corresponding budgeted amount. The Department has asked for and received monies from these sources on several occasions for strategic related purposes. For example, monies from this source have been used to pay for the Department's initial membership into the SAP University Alliance, various classroom improvements, and for faculty travel to SAP and critical thinking conferences.

Finally, several the departments at the university have raised additional monies for strategic purposes through the assessment of student fees upon their student majors. The Department was able to show its commitment to the SAP University Alliance, during the spring and summer of 2017, and was able to initiate a student fee of \$65 per semester upon its majors to fund its membership in the Alliance and to train its faculty to incorporate SAP into the curriculum. This fee generated approximately \$23,000 for the Department during academic year 2017 – 18 and is scheduled to carry forward into future academic years.

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Exhibit 1 – Major Field Test

Find out how to prove — and improve —
the effectiveness of your **Business**
program with the **ETS® Major Field Tests.**

Content Validity

The *ETS® Major Field Test (MFT) in Business*, first administered in 1990, assesses mastery of concepts, principles and knowledge by graduating Business students. To ensure fairness and content relevance, the test is revised approximately every four to five years.

Developed by Leading Educators in the Field

Experienced faculty members representing all of the relevant areas of the discipline determine test specifications, questions and types of scores reported. ETS assessment experts subject each question to rigorous tests of sensitivity and reliability. Every effort is made to include questions that assess the most common and important topics and skills.

In addition to factual knowledge, the test evaluates students' abilities to analyze and solve problems, understand relationships and interpret material. Questions that require interpretation of graphs, diagrams and charts are included. Academic departments may add up to two subgroups and as many as 50 additional locally written questions to test areas of the discipline that may be unique to the department or institution.

National Comparative Data

A *Comparative Data Guide*, published each year, contains tables of scaled scores and percentiles for individual student scores, departmental mean scores and any subscores or group assessment indicators that the test may support. The tables of data are drawn from senior-level test takers at a large number of diverse institutions. Nearly 1,500 colleges and universities employ one or more of the Major Field Tests for student achievement and curriculum evaluation each year.

Who Develops the MFT in Business?

Individuals who serve or recently have served on the Committee for the MFT in Business are faculty members from the following institutions:

Marymount University
Middle Tennessee State University
Murray State University
Rutgers University
Saint Vincent College
University of Central Oklahoma

For more information about the MFT in Business:

Phone: **1-800-745-0269**
Email: highered@ets.org
Visit: www.ets.org/mft

Educational Testing Service
Rosedale Road
Princeton, NJ 08541



Measuring the Power of Learning.™

Test Content — Business

The Major Field Test in Business contains 120 multiple-choice items; some are based on case studies. The questions are designed to measure a student's knowledge and ability to apply that knowledge analytically. To assess levels of achievement, Business Test questions cover a broad range of difficulty, and encompass both the depth and the breadth of business knowledge. The programs can select the time and venue of the two-hour test, which may be split into two sessions. This test must be given by a proctor. Mathematical operations do not require the use of a calculator.

Following the general guidelines of business school accrediting agencies, the Business Test covers areas outlined in the Common Core Standards for undergraduate business education. Two assumptions inform the Business Test: 1) most institutions will offer a common core that includes accounting, economics, finance, law, management, marketing, information systems, quantitative analysis and international business; 2) the Common Core will address important social and international considerations of modern business operations.

The Business Test has five key objectives:

1. Measure students' knowledge of the multidisciplinary subject matter representative of undergraduate business education
2. Provide information to students regarding their level of achievement
3. Provide information on student achievement to faculty to enable institutions to assess their performance relative to their specific mission and objectives
4. Provide information to facilitate development of appropriate goals and educational programs
5. Strengthen the accountability of undergraduate business education

The distribution of the content areas with some examples of the topics covered is as follows:

I. Accounting (~15%)

- A. Financial accounting
 1. Conceptual foundations
 2. Income statement and statement of retained earnings
 3. Balance sheet
 4. Statement of cash flows
- B. Managerial accounting
 1. Cost concepts
 2. Product-costing systems
 3. Activity-based costing
 4. Cost, volume and profit analysis
 5. Budgeting (except capital budgeting covered under Finance)
 6. Standard costing
 7. Nonroutine decisions on making
- C. International accounting

II. Economics (~13%)

- A. Basic Economic Concepts
 1. Scarcity and opportunity cost
 2. Production possibilities frontier
 3. Comparative advantage and specialization
 4. Economic systems
- B. Microeconomics
 1. Supply and demand
 2. Models of consumer choice
 3. Production and costs
 4. Product market structures
 5. Resource markets
 6. Market failure and the role of government
- C. Macroeconomics
 1. Measurement of economic performance
 2. Aggregate demand and aggregate supply
 3. Money and the banking system
 4. Monetary policy and fiscal policy
- D. International economics
 1. International trade and policy
 2. Exchange rates
 3. Balance of payments

III. Management (~15%)

- A. Management principles
 1. History and theory
 2. Functions (organizing, leading, planning and controlling)
 3. Group/team dynamics

- B. Organizational behavior
 1. Leadership and motivation
 2. Communication
 3. Managing diversity
 4. Human resource management
- C. Operations Management
 1. Operations design
 2. Operations execution
 3. Total quality management
- D. Strategy and policy
 1. Strategic analysis
 2. Policy determination
- E. International/cross cultural management
- F. Entrepreneurship

IV. Quantitative Business Analysis (~11%)

- A. Probability and statistics
 1. Measure of set operations
 2. Conditional/joint probabilities
 3. Counting rules
 4. Measures of central tendency and dispersion
 5. Distributions (including normal and binomial)
 6. Sampling and estimation
 7. Hypothesis testing
 8. Correlation and regression
 9. Time-series forecasting
 10. Statistical concepts in quality control
- B. Quantitative Operations Management Techniques
 1. Linear programming
 2. Project scheduling (including PERT and CPM)
 3. Inventory modeling
 4. Statistical process control
 5. Special topics (including queuing theory, simulation and decision analysis)

V. Information Systems (~10%)

- A. Information Systems in Business and Society
 1. Information management in a global society
 2. Security, privacy and ethical issues
- B. Information Technology Concepts
 1. Hardware technology
 2. Software technology
 3. Database management systems

4. Network and internet technology
- C. Business Information Systems
 1. Automation and support systems
 2. Transaction processing systems
 3. Management information systems
 4. Decision support and expert systems
 5. Enterprise systems (ERP)
 - D. Systems Development
 1. Systems investigation and analysis
 2. Systems planning development and implementation

VI. Finance (~13%)

- A. Corporate Finance
 1. Time value of money
 2. Capital budgeting
 3. Working capital management
 4. Financial statement analysis
 5. Cost of capital
 6. Capital structure
- B. Investments
 1. Risk and returns
 2. Valuation of securities
 3. Financial markets and environments
- C. International Finance

VII. Marketing (~13%)

- A. Identifying attractive markets
 1. Strategic marketing planning
 2. Scanning marketing environment
 3. Marketing research and information technology tools
 4. Consumer and organizational buyer behavior
- B. Serving Selected Markets
 1. The marketing mix (Product, Price, Place and Promotion)
 2. Segmenting consumer and organizational markets
 3. Marketing services
 4. Marketing for not-for-profit organizations
 5. Marketing of social causes
- C. International Marketing

VIII. Legal and Social Environment (~10%)

- A. Legal environment

1. Courts and legal systems
 2. Constitution and business
 3. Administrative law
 4. Tort law
 5. Crimes
- B. Regulatory environment
 1. Employment law
 2. Labor law
 3. Antitrust law
 4. Consumer protection
 5. Environmental and international law
 6. Security regulation
 - C. Business relationships
 1. Contract and sales law (UCC)
 2. Business organizations
 3. Law of agency
 4. Intellectual property
 - D. Ethics and Social Responsibility
 1. Ethics
 2. Social responsibility

IX. International Issues (overlapping and drawn from other content areas above)

How scores for the Major Field Test in Business are reported:

Total Score — Reported for each student and summarized for the group

Assessment Indicators — Reported for the group* only

- Accounting (18)
- Economics (16)
- Management (18)
- Quantitative Business Analysis (13)
- Information Systems (12)
- Finance (16)
- Marketing (16)
- Legal and Social Environment (12)
- International Issues (~9, drawn from other content areas)

Numbers in parentheses are the approximate number of questions in each category.

*A minimum of five (5) students is required for assessment indicators to be reported.

Exhibit 2 – Business Strategy Game – Comprehensive Exam

The Comprehensive Exam Learning Assurance Report

This Comprehensive Exam Learning Assurance Report provides solid empirical data regarding how well each member of your class understands the many strategy-related aspects of running a BSG company in head-to-head competition with companies run by other class members. The post-simulation comprehensive exam consists of 40 multiple choice questions that measure student proficiencies in six areas; however, many of the 40 questions entail knowledge and skills pertaining to more than just one of the six measures. The six measures, along with the number of questions relating to each measure, are listed below:

1. Interpreting/analyzing market data and diagnosing the factors affecting a company's prior-year performance (10 questions)
2. Evaluating the strategies and actions of rival companies (7 questions)
3. Identifying strategic actions with good prospects for improving company performance (27 questions)
4. Identifying promising ways to build competitive advantage (13 questions)
5. Identifying ways to improve a company's operating efficiency (11 questions)
6. Identifying ways to cope effectively with fluctuating exchange rates, tariffs, and other global market factors (6 questions)

The test bank for the comprehensive exam consists of 5 versions of each of the 40 questions. Each person taking the comprehensive exam has a unique test version, consisting of a random selection of the five versions of each question, with random ordering of both the 40 questions and the five answer selections for each question. This was done to make it exceptionally difficult (impossible?) for students to collaborate on the answers in the time allotted, thereby protecting the integrity of each student's test score.

Be aware that the comprehensive exam is, in effect, an "open book" test. All students are informed that they should not begin taking the test unless they have (1) a printout of the Footwear Industry Report for any year, (2) a printout of the Competitive Intelligence Report for any year, and (3) a calculator (calculators are required for a few questions). Furthermore, they are informed that they are allowed/encouraged/expected to consult any of the Help Pages for any of the decision screens and reports for assistance in answering any of the questions. In constructing the test questions, we concluded that the test scores should not be a reflection of "how much have you memorized" or "how much can you recall" but rather scores should signal "how much have you learned." This seemed particularly apropos in the case of questions relating to information in the Footwear Industry Report, the Competitive Intelligence Report, or the Help Pages. We concluded that the principal purpose of the exam should be to discover the extent to which students have learned about interpreting and applying the information available to them in making good strategic and business decisions to improve their company's performance.

Rest assured that the "open book" nature of the exam does not translate into test questions that are "easy" or "dumbed down" to where all class members will be able to earn scores in the 80s or 90s without really knowing very much about assessing competitive conditions in the athletic footwear marketplace, the strategies and maneuvering of their footwear rivals, and options at their disposal for improving their company's performance. Indeed, as you will quickly discover from perusing the percentage of correctly answered questions to the six learning measures and the overall scores, the questions are challenging and probe fairly deeply into how much students really know and have learned from the BSG exercises.

DO NOT BE DISTURBED IF A PREPONDERANCE OF THE PERCENT-CORRECT SCORES ARE "LOW" The test questions were deliberately formulated to be difficult and likely result in scores spread along a continuum ranging from the 20s to the 90s (but rarely higher). Such a spread provides you with feedback that clearly separates the performances on the exam from "outstanding" to "excellent" to "very commendable" to "average" to "subpar" to "very poor." Only the sharpest and most knowledgeable company managers are likely to answer 30 or more of the 40 questions correctly—thus a score of 75 or higher should be viewed as "excellent" to "outstanding" and "worthy" of a grade of A- or higher. Students with a "very good-to-good" understanding of how to manage company operations and achieve acceptable company performance are likely to answer between 24 and 30 of the questions correctly (which equates to a %-correct score of 60 to 75). Students who have paid scant attention to the market data and competitive maneuvers of rivals and made lots of seat-of-the-pants decisions will be hard-pressed to correctly answer more than half of the questions. Students who have only a dim understanding of company operations and have relied heavily on one or more team members to do most (all?) of the strategic thinking and analysis will likely earn %-correct scores of less than 40, most often a lot less.

The Business Strategy Game

Comprehensive Exam Learning Assurance Report

www.bsg-online.com

William Thompson

Industry 1

March 1, 2015

Percentile Rankings Are Versus All Participants Worldwide Completing the Comprehensive Exam Since November 17, 2014
(Population Statistics: Exams = 31, Schools = 9, Courses = 4)

SPECIAL NOTE: Many of the 40 questions comprising the comprehensive exam relate to more than one of the six learning measures.

Student/Participant	Interpreting/analyzing the market data and diagnosing the factors affecting a company's prior-year performance (10 questions)		Evaluating the strategies and actions of rival companies (7 questions)		Identifying strategic actions with good prospects for improving company performance (27 questions)		Identifying promising ways to build competitive advantage (13 questions)		Identifying ways to improve a company's operating efficiency (11 questions)		Identifying ways to cope effectively with exchange rates, tariffs, and other global market factors (6 questions)		OVERALL (40 questions)	
	% Correct	Percentile	% Correct	Percentile	% Correct	Percentile	% Correct	Percentile	% Correct	Percentile	% Correct	Percentile		
Abemathy, Dennis	70.0	80	42.9	52	81.5	97	84.6	96	100.0	100	83.3	97	82.5	88
Burison, Bonnie	60.0	50	57.1	71	59.3	58	38.5	25	45.5	45	66.7	83	32.5	48
Ellison, Joseph	50.0	51	0.0	3	40.7	19	48.2	32	27.3	20	0.0	4	32.5	38
Ellenberger, Elizabeth	40.0	40	28.6	22	59.3	58	69.2	72	45.5	45	50.0	53	60.0	59
Scanlan, Kathryn	70.0	80	42.9	52	63.0	63	69.2	72	63.6	84	33.3	32	57.5	54
Shepherd, Denis	80.0	92	85.7	96	70.4	78	76.0	85	81.8	86	53.3	57	80.0	86
Smith, Carmen	60.0	50	57.1	71	74.1	84	76.0	85	82.6	84	33.3	32	67.5	70
Williams, VKI	60.0	50	42.9	52	29.8	12	23.1	10	36.4	32	33.3	32	30.0	13
Class Average	61.3	55	44.7	52	59.7	59	66.6	69	58	63	47.9	54	57.8	58

Suggested Assessment of the %-Correct Scores (given the challenging nature/difficulty of the questions):

- 75% or Higher: Excellent to Outstanding
- 60%-74.9%: Good to Very Good
- 50% -59.9%: Average
- Below 50%: Very Poor to Subpar

Exhibit 3 – Business Strategy Game – Learning Assurance Report

The Learning Assurance Report

The Learning Assurance Report (LAR) provides solid empirical data regarding the business skills and decision-making capabilities of your students relative to other students who have completed The Business Strategy Game. The LAR offers credible evidence about the business proficiencies of your students on the following measures (which are defined at the bottom of the report):

- 1. Leadership Skills
- 2. Collaboration & Teamwork
- 3. Analytical Skills
- 4. Operations Management
- 5. Financial Management
- 6. Marketing Management
- 7. Human Resources Management
- 8. Strategic Planning & Analysis

Measures 1 and 2 relating to "Leadership Skills" and "Collaboration & Teamwork" are based on each student's individual performance as viewed by their company co-managers; data for these two columns of the report will not be available unless and until your students have completed the Post-Game Peer Evaluation exercise.

Data for measure 3 "Analytical Skills" is based on student answers to selected questions in BSG Quiz 2 (LAR Data for this measure is not reported unless you assign completion of BSG Quiz 2).

The percentiles for the remaining measures are all based on data relating to the performance of the group of co-managers comprising each company in the simulation. The percentiles for these measures (while shown for whatever number of years that have been completed if you access this report prior to the end of the simulation) should not be considered "valid" until the conclusion of the simulation; this is because the data for the students in other classes or at other schools is based on the results of their entire simulation experience.

The Learning Assurance Report is useful in two very important respects: 1) It provides you with a clear overview of how well your students rank relative to others who have completed the competition-based simulation exercise. 2) Because the report offers highly credible evidence regarding the caliber of business understanding and decision-making process of your students, it can be used to help assess whether your school's academic curriculum in business is providing students with the desired degree of business understanding and decision-making acumen. Professors, department chairs, and deans at many business schools in the U.S. are engaged in developing ongoing evidence of whether their academic programs meet the Assurance of Learning Standards now being applied by the AACSB; a prime goal of this Learning Assurance Report is to contribute significantly to that effort.

The Business Strategy Game **Learning Assurance Report** www.bsg-online.com

William Thompson Industry 2 March 1, 2015

Percentile Ranking vs. All Simulation Players Worldwide Over the Past 12 Semesters
(Population statistics: Students = 41,300; Schools = 1487; Sites = 1487)

LEARNING MEASURE	LEADERSHIP SKILLS	COLLABORATION & TEAMWORK	ANALYTICAL SKILLS	FINANCIAL MANAGEMENT	OPERATIONS MANAGEMENT	MARKETING MANAGEMENT	HUMAN RESOURCES MANAGEMENT	STRATEGIC ANALYSIS & PLANNING	CORPORATE SOCIAL RESPONSIBILITY
Abemahy, Dennis	64	69	70	79	99	26	10	48	69
Burkson, Bonnie	50	42	70	76	98	37	21	55	42
Elison, Joseph	88	69	93	63	25	43	60	75	79
Perry, Diana	50	69	70	81	40	53	26	67	81
Scanlan, Kallieyn	86	69	99	81	40	53	26	67	45
Shepherd, Denis	86	69	70	83	25	43	60	75	30
Smith, Carmar	50	69	93	79	69	26	19	48	71
Williams, Will	64	69	93	81	40	53	26	67	78
Class Average	68	72	82	75	58	42	30	63	62

Leadership Skills	Assessment of the individual's leadership and independent thinking skills. Based on co-managers' answers for items 4, 5, 6, 7, 10 on the peer evaluation exercise.
Collaboration & Teamwork	Assessment of the individual's collaborative skills, teamwork, and ability to work well with others. Based on co-managers' answers for items 1, 3, 8, 9, 11 on the peer evaluation exercise.
Analytical Skills	Assessment of the individual's skills in analyzing information in the Footwear Industry Report and Competitive Intelligence Report, calculating financial ratios, and identifying appealing ways to improve company performance. Based on the individual's answers to 10 questions from Quiz #2.
Financial Management	Assessment of the group's ability to apply financial management principles. Based on the company's ROE, credit rating, and stock price performance.
Operations Management	Assessment of the group's ability to manage production operations and control production costs. Based on the company's production cost competitiveness as measured by production costs per unit (adjusted for product quality and product line breadth), capacity utilization, and management of finished goods inventories.
Marketing Management	Assessment of the group's ability to effectively market the company's product and control marketing costs. Based on the company's market image and marketing costs per unit sold.
Human Resources Management	Assessment of the group's proficiency in workforce management and controlling labor costs. Based on work force composition, workforce productivity, and labor costs per unit sold.
Strategic Analysis & Planning	Assessment of the group's strategic planning and strategic thinking skills. Based on scores achieved on the 3-Year Strategic Plan exercise.
Corporate Social Responsibility	Assessment of group's awareness of and commitment to operating the company in a socially responsible manner and being a "model corporate citizen." Based on the % of company revenues spent on the six corporate social responsibility initiatives.

Exhibit 4 – Capstone Class - Board Meeting Rubric

BMGT 426 - Spring 2018
BSG Final Board Meeting Evaluation

Company Name _____ Evaluator: _____

Team/Group Assessment	Performance Rating						Comments
	Beginning		Competent		Accomplished		
	1	2	3	4	5	6	
1 Does the group understand the business component of the BSG?							
2 Does the group seem to understand the industry and their current position in the industry?							
3 Did the group seem to work together? Are all group members participating?							
4 Did the group clearly present their strategy going forward?							
5 Overall assessment of the Team							

Individual Assessment	Performance Rating						Comments
	Beginning		Competent		Accomplished		
	1	2	3	4	5	6	
1 Students will be able to communicate by applying written, oral, and nonverbal communication skills.							
2 Students will be able to contribute, either as a participant or as a leader, to work performed within teams.							
3 Students will be able integrate multiple disciplines and functions within a business to inform decision making.							
4 Overall assessment of the Individual							

Exhibit 5 – Capstone Class – Comprehensive Case Study Rubric

BMGT 426
Final Case Study Write Up - ISLOs 3 and 5

The overall objective of this assignment is to provide an assessment of the Department ISLOs 3 and 4. The assignment is the fifth and final case study write up submitted by the students in the course and is considered useful in the assessment of the student's ability to identify business problems and provide appropriate recommendations. The write up is also appropriate to assess the student's ability to apply the appropriate written communication skills.

ISLO 3: Students will be able to identify business problems and recommend potential solutions
ISLO 5: Students will be able to communicate by applying written, oral, and nonverbal communication skills

Student: _____

Evaluator/Date: _____

Semester/Year _____

Intended Outcomes:	Performance Rating						Comments
	Beginning		Competent		Accomplished		
	1	2	3	4	5	6	
ISLO 3: Students will be able to identify business problems and recommend potential solutions							
The student provides a list of multiple problems related to the assigned case and presents them in the appropriate format							
The student provides an appropriate actionable recommendation for each specific problem							
The student supports each recommendation with an appropriate amount of analysis							
ISLO 5: Students will be able to communicate by applying written, oral, and nonverbal communication skills							
The student's submission follows APA format							
The student's submission is free of grammatical issues							
The student's writing is clear and can be followed							
Overall assessment of the Case Study							

Exhibit 6: Capstone Class – Legal and Ethics Assignment Rubric

**BMGT 426 - Exam 1
Legal and Ethical Principles - ISLO #4**

The primary objective of this assignment is to assess the student's ability to make decision under legal and ethical guidelines.

This assessment is divided into two parts: 1. Is the student can apply legal principles to a related business decision? 2. Is the student can apply appropriate business ethical decision-making skills to a specific business issue decision?

ISLO 4: Students will be able to apply legal and ethical principles to organizational decision making

Student:

Evaluator/Date:

Semester/Year

Performance Rating

Intended Outcomes:

Part I - Necessary items for a valid contract: The student can communicate the items necessary for a valid business contract.

Part II - Application of appropriate business ethics principles to a business decision: The student can communicate the application of appropriate business ethical principles to a specific situation.

	Beginning		Competent		Accomplished		Comments
	1	2	3	4	5	6	
Overall assessment of the Project							

Exhibit 7: Information Technology Assignment Rubric

**BMIS 375
Business Modeling Project - Portfolio Project**

The overall objective of this assignment is to work with an actual client to 1. understand their business need, 2. model their business need using process and data flow diagrams, 3. ensure the suitability of the proposed solution, 4. create a suitable solution, 5. create technical and user documentation for the solution, and 6. provide a professional presentation of the solution.

ISLO 7: Students will be able to apply information technology to recommend solutions to business problems (in the accomplishment of business objectives and in the solving of business problems).

Student:

Evaluator/Date:

Semester/Year

Performance Rating

Intended Outcomes:	Beginning		Competent		Accomplished		Comments
	1	2	3	4	5	6	
Correct identification of the client objective and business need.							
Accurate process and data flow charts utilized.							
Efficient, effective solution designed							
Accurate technical and user documentation provided.							
Professional demonstration of the project							
Overall assessment of the Project (including client's evaluation)							

Exhibit 8 – Capstone Class – Student Exit Survey

Department of Business and Information Technology
Student Exit Survey - Spring 2018
Bachelor of Science (BS) Program

This survey is part of our continuing efforts to improve the academic programs in the Department of Business and Information Technology. We ask for your candid responses to the following questions as they will provide valuable data and information to help us identify area where changes and improvements may be needed. Thank you in advance for your time to complete this survey.

General Instructions:

This survey consists of three parts:

Part I: Student Learning Outcomes

Part II: Evaluation of the Academic Program and Learning Environment

Part III: Summary Evaluation and other Comments

Please consider each of the questions and please provide candid, accurate answers. Most of the questions have room to provide specific written comments, please provide your comments as necessary. Your identity will remain anonymous in any reports that are produced from this survey.

Part I: Department of Business and Information Technology - Student Learning Outcomes - Bachelor of Science - BS

Please Identify your option of study (check all that apply)

- Accounting
- Health Information Technology
- Information Technology
- Management
- Marketing
- Natural Resource Management

The Department of Business and Information Technology has identified several student learning outcomes that it expects student to have achieved upon graduation from its programs. Please reflect on your studies in the Department and mark the box in the rating scale that most closely corresponds to your assessment of the degree to which you were successful in acquiring the ability related to the outcome (1 = very unsuccessful; 2 = unsuccessful; 3 = successful; 4 = very successful). Please provide any comments related to suggestions for improvement.

Bachelor of Science (BS) in Business and Information Technology

Upon completion of a degree in Business and Information Technology, a student:

1	2	3	4
Very Unsuccessful	Unsuccessful	Successful	Very Successful

1 Students will be able to apply general business principles and concepts.

--	--	--	--

Comments:

1	2	3	4
Very Unsuccessful	Unsuccessful	Successful	Very Successful

2 Students will possess competency in their chosen field of study.

--	--	--	--

Comments:

1	2	3	4
Very Unsuccessful	Unsuccessful	Successful	Very Successful

3 Students will be able to identify business problems and recommend potential solutions.

--	--	--	--

Comments:

1 Very Unsuccessful	2 Unsuccessful	3 Successful	4 Very Successful
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4 Students will be able to apply legal and ethical principles to organizational decision making.

--	--	--	--	--

Comments:

1 Very Unsuccessful	2 Unsuccessful	3 Successful	4 Very Successful
---------------------------	-------------------	-----------------	-------------------------

5 Students will be able to communicate by applying written, oral, and nonverbal communication skills.

--	--	--	--	--

Comments:

1 Very Unsuccessful	2 Unsuccessful	3 Successful	4 Very Successful
---------------------------	-------------------	-----------------	-------------------------

6 Students will be able to contribute, either as a participant or as a leader, to work performed within teams.

--	--	--	--	--

Comments:

1 Very Unsuccessful	2 Unsuccessful	3 Successful	4 Very Successful
---------------------------	-------------------	-----------------	-------------------------

7 Students will be able to apply information technology to recommend solutions to business problems (in the accomplishment of business objectives and in the solving of business problems).

--	--	--	--	--

Comments:

1 Very Unsuccessful	2 Unsuccessful	3 Successful	4 Very Successful
---------------------------	-------------------	-----------------	-------------------------

8 Students will be able integrate multiple disciplines and functions within a business to inform decision making.

--	--	--	--	--

Comments:

1 Very Unsuccessful	2 Unsuccessful	3 Successful	4 Very Successful
---------------------------	-------------------	-----------------	-------------------------

- 9 Global and Inter-cultural fluency ---Students will be able to articulate the diversity in business practices, cultures, and regulation as well as the economic interdependence that characterizes today's global business environment.

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Comments:

Part II: Evaluation of the Academic Program and Learning Environment of the Department of Business and Information Technology

The Department of Business and Information Technology is interested in your assessment of several items related to its general learning environment. Please reflect on your studies in the Department and mark the box in the rating scale that most closely corresponds to your assessment of that aspect of the Department's learning environment. Please provide any comments related to suggestions for improvement.

	1 Poor	2 Fair	3 Good	4 Excellent
1 Full time faculty teaching in the Department				

Comments:

	1 Poor	2 Fair	3 Good	4 Excellent
2 Adjunct faculty teaching in the Department				

Comments:

	1 Poor	2 Fair	3 Good	4 Excellent
3 Faculty advising in the Department				

Comments:

	1 Poor	2 Fair	3 Good	4 Excellent
4 Business curriculum in the academic program				

Comments:

	1 Poor	2 Fair	3 Good	4 Excellent
5 Variety of course offerings				

Comments:

	1 Poor	2 Fair	3 Good	4 Excellent
6 Class sizes				

Comments:

1 Poor	2 Fair	3 Good	4 Excellent
-----------	-----------	-----------	----------------

7 Availability and access of Department faculty during office hours

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Comments:

	1 Poor	2 Fair	3 Good	4 Excellent
8 Learning and technological resources				

Comments:

	1 Poor	2 Fair	3 Good	4 Excellent
9 Classroom facilities				

Comments:

	1 Poor	2 Fair	3 Good	4 Excellent
10 Library resources in business				

Comments:

	1 Poor	2 Fair	3 Good	4 Excellent
11 Career counseling and placement services				

Comments:

	1	2	3	4
12 Internship opportunities				

Comments:

	1 Poor	2 Fair	3 Good	4 Excellent
13 Student organizations and clubs				

Comments:

	1 Poor	2 Fair	3 Good	4 Excellent
14 Overall quality of the Department of Business and Information Technology				

Comments:

	1 Poor	2 Fair	3 Good	4 Excellent
15 Lectures/presentations from outside business professionals				

Comments:

	1 Poor	2 Fair	3 Good	4 Excellent
16 Emphasis on information technology				

Comments:

17 Availability of on-line coursework.

	1 Poor	2 Fair	3 Good	4 Excellent

Comments:

Part III: Summary Evaluation and other Comments

Considering your current professional position, please reflect on your studies in the Department and mark the box in the rating scale that most closely corresponds to your assessment of the following general statements. Please provide any comments related to suggestions for improvement.

1 Please indicate your overall degree of satisfaction with the Department of Business and Information Technology.

Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied

Comments:

2 In your opinion, what are the three strengths of the Department of Business and Information Technology?

1 _____

2 _____

3 _____

3 In your opinion, what are the three weaknesses of the Department of Business and Information Technology?

1 _____

2 _____

3 _____

4 In your opinion, which three classes at Montana Tech were of most value and best prepared you for your professional career?

1 _____

2 _____

3 _____

5 In your opinion, which three classes at Montana Tech were of least value and least prepared you for your professional career?

1 _____

2 _____

3

6 In your opinion, what are the three greatest obstacles for a graduate of the Department of Business and Information Technology?

1

2

3

7 In your opinion, what three items should the Department of Business and Information Technology accomplish in the next five years to better prepare its students for success after graduation?

1

2

3

8 Have you found employment in your field of study?

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Yes

No, but I am actively looking for employment

No, but I have additional coursework to take to complete my degree.

If yes, with whom are you employed and what is your position?

Company employed:

<input type="text"/>
<input type="text"/>

Position:

9 Are you planning to attend graduate school?

<input type="checkbox"/>
<input type="checkbox"/>

Yes

No

If yes, in what degree program are you planning to study?

Degree program

10 Would you recommend the Montana Tech Business program to a friend/family member or other prospective student?

<input type="checkbox"/>
<input type="checkbox"/>

Yes

No

End of the Survey.

Thank you so much for your time and your answers. Your input is of great value to the Department

