



Public Disclosure of Student Learning

Institution	Nathan M. Bisk Florida Institute of Technology
Academic Business Unit	College of Business
Academic Year	2015 (CY)

Report of Student Learning and Achievement

Institution

Name of your Academic Business Unit

For Academic Year: 15 (CY)

Mission of the *College of Business*

Mission Statement

The Nathan M . Bisk College of Business (CoB) is an integral academic unit of Florida Tech. The CoB provides well-rounded, high quality educational experiences to prepare graduates for a variety of careers in the global business environment.

The CoB supports all undergraduate and graduate programs as follows:

- provides foundational knowledge in all areas of business and exposes students to ethical decision-making and leadership challenges.
- continuously improves curricula, being responsive to a rapidly changing global workforce.
- furthers intellectual growth opportunities for both faculty and students.
- serves society through quality educational offerings that target the needs of working professionals and traditional college students, encouraging a culturally diverse student experience.
- builds effective partnerships with university stakeholders to further program excellence and lifelong learning.

Student Learning Assessment for *Masters of Business Administration Degrees*

Program Intended Student Learning Outcomes (Program ISLOs)

1. *Students will write business documents with clear focus, development, organization and mechanical correctness.*
2. *Students will identify problem (s)/issue (s) of a business scenario, present and evaluate plausible alternatives, and defend the chosen solution based on ethical principles, discipline-specific understanding, and reasoned judgement.*
3. *Students will demonstrate competency in business and management concepts.*

4. <i>Program Learning Outcome 4</i>	
5. <i>Program Learning Outcome 5</i>	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. <i>Case Study</i>	<i>80% of the students achieve a "2" or above based on a faculty developed rubric.</i>
2. <i>Case Study</i>	<i>80% of the students achieve a "2" or above based on a faculty developed rubric.</i>
3. <i>Common Professional Componente (CPC) Exam</i> Program ISLOs Assessed by this Measure: <i>National average for the "total score" component of the CPC exam fluctuates between 40-50% annually</i>	<i>80% of students achieve a 50% or above on the CPC exam.</i>
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
1. <i>Alumni Survey</i> Program ISLOs Assessed by this Measure: <i>"somewhat agree" to "strongly agree"</i>	<i>80% of respondents would rate each question as "somewhat agree" to "strongly agree". Objective (Target/Criterion) for Indirect Measure 1</i>
2. <i>Course Evaluation</i> Program ISLOs Assessed by this Measure: <i>"overall value" of the course.</i>	<i>A weighted average score of 4 or greater on the following survey item in the capstone course pertaining to the "overall value" of the course.</i>
Assessment Results: Program 1	

Summary of Results from Implementing Direct Measures of Student Learning:								
1. 97% of students rated a “2” or higher on each criteria of the assessment. Sample size = 134.								
2. 59% of students rated a 2 or higher on each criteria of the assessment. Sample size = 122. Our weakest scores are specifically within the multiple/alternative solution analysis.								
3. 73% of the students scored at or above a 50% on the Management Component of the CPC exam. Sample Size is 130.								
4.								
Summary of Results from Implementing Indirect Measures of Student Learning:								
1. <i>Alumni survey targets were met with an average score of 92% “somewhat agree” or “strongly agree”. Sample size is 26.</i>								
2.								
3.								
4.								
Summary of Achievement of Intended Student Learning Outcomes:								
Intended Student Learning Outcomes	Learning Assessment Measures							
Program ISLOs	<i>Direct Measure - Case Study</i>	<i>Direct Measure - Case Study</i>	<i>Direct Measure – CPC Exam</i>	<i>Direct Measure 4</i>	<i>Indirect Measure - Survey</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	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. <i>Students will write business documents with clear focus, development, organization and mechanical correctness.</i>	Met	Met	NA		Met			
2. <i>Students will identify problem (s)/issue (s) of a business scenario, present and evaluate plausible alternatives, and defend the chosen solution based on ethical principles,</i>	Not Met	Not Met	NA		Met			

<i>discipline-specific understanding, and reasoned judgement.</i>								
3. <i>Students will demonstrate competency in business and management concepts</i>	Not Met	Not Met	Not Met		Met			
4.								
5.								
Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:								
<p>1. <i>SLO2 - MBA - Critical Thinking - 59% of students achieving the target metric with a goal of 80%. Sample size = 122 Our weakest scores are specifically within the analyze and evaluate alternatives Therefore, in order to improve critical thinking scores we will provide additional support in this area. We will provide a decision-making framework as part of the core MBA class structure. This will be introduced in BUS 5601/5602 as part of the initial case studies and then carried through to BUS 5480 where the assessment takes place. In addition, we plan to incorporate more case studies across the MBA track to increase exposure to critical thinking concepts across the board.</i></p>								
<p>2. <i>SLO3 - MBA – CPC Exam - 73% of students achieving the target metric with a goal of 80%. Sample size = 130. The following areas were identified as sections within the CPC exam as areas of improvement for the overall MBA student population: global business, organizational behavior, and quantitative research. In order to address this, we will consider the following course of actions: Identify areas for inclusion of statistical analysis/global business in existing courses. The core MBA programs do not require a class specifically in quantitative methods or international business (with the exception of the International Business specialization). Students are primarily exposed to these topics in our introductory BUS 5601/BUS 5602 series, some of whom may waiver out of the courses due to business background. We will evaluate how to add the material students need with in course during the last two semesters: including the capstone strategy course.</i></p>								
3.								
4.								
5.								

Student Learning Assessment for Bachelors of Science Degrees

Program Intended Student Learning Outcomes (Program ISLOs)

1. Students will produce written documents that are clear and concise, grammatically correct, incorporate logical, complete, and articulate thoughts, and retain a professional appearance
2. *Students will make effective oral presentations on business topics.*
3. *Students will be able to identify and analyze relevant facts and information in a complex business situation.*
4. *Students will demonstrate foundational knowledge in general business concepts.*
5. *Students will be able to recognize and apply fundamental concepts in their field of study.*

Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:

Performance Objectives (Targets/Criteria) for Direct Measures:

- | | |
|--|---|
| 6. <i>Term Paper</i> | <i>70% of students sampled will score a 2 or higher on each trait of a faculty developed rubric</i> |
| 7. <i>Elevator Pitch</i> | <i>70% of students sampled will score a 2 or higher on each trait of a faculty developed rubric</i> |
| 8. <i>Case Study</i> | <i>70% of the students sampled will achieve a 2 or higher on each trait of a faculty developed rubric</i> |
| 4. <i>Case Study</i> | <i>70% of the students achieve a "2" or above based on a faculty developed rubric.</i> |
| 5. <i>Common Professional Component (CPC) exam</i> | <i>70% of students achieve a 40% or above on the CPC exam.</i> |

Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:

Performance Objectives (Targets/Criteria) for Indirect Measures:

- | | |
|----------------------------------|--|
| 1. <i>Recent Graduate Survey</i> | <i>80% of respondents would rate each question as "somewhat agree" to "strongly agree". Objective (Target/Criterion) for Indirect Measure 1</i> |
| 2. <i>Course Evaluation</i> | <i>A weighted average score of 4 or greater on the following survey item in the capstone course pertaining to the "overall value" of the course.</i> |

Assessment Results: Program 1

Summary of Results from Implementing Direct Measures of Student Learning:

1. 66% of students rated a 2 or higher on each criteria of the assessment. Sample Size = 72.
2. 86% of students rated a 2 or higher on each criteria of the assessment. Sample Size = 72.
3. 52% of students achieved a "2" or higher on each trait of the faculty developed rubric for Critical thinking 1. 53% of students achieved a "2" or higher on each trait of the faculty developed rubric for Critical thinking 2. Sample size = 83.
4. 86% of the students achieved a 40% or above on the "Final Score" component of the CPC exam. Sample Size = 90
5. 74% of the students scored a 50% or above on the marketing component of the CPC exam. Sample size = 27.

Summary of Results from Implementing Indirect Measures of Student Learning:

1. All Graduate survey targets were met except Oral Communications (67%). Sample size for OC was too small (9) to obtain an adequate measure.
- 2.
- 3.
- 4.

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures							
Program ISLOs	<i>Direct Measure 1 Term Paper</i>	<i>Direct Measure 2 Elevator Pitch</i>	<i>Direct Measure 3 Case Study</i>	<i>Direct Measure 4 Case Study</i>	<i>Direct Measure 5 CPC Exam</i>	<i>Indirect Measure 1 Survey</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>
	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. <i>Students will produce written documents that are clear and concise, grammatically correct, incorporate logical, complete, and articulate thoughts, and retain a professional appearance. Students will write</i>	NOT MET	NOT MET	MET NOT	NOT MET	N/A	MET		

<i>business documents with clear focus, development, organization and mechanical correctness.</i>								
<i>2. Students will make effective oral presentations on business topics.</i>	MET	MET	MET	MET	N/A	NOT MET		
<i>3. Students will be able to identify and analyze relevant facts and information in a complex business situation.</i>	NOT MET	NOT MET	NOT MET	NOT MET	N/A	NOT MET		
<i>4. Students will identify and evaluate core decision alternatives and use their analysis of facts and information to make sound business decisions.</i>	MET	MET	MET	MET	N/A	MET		
<i>5. Students will be able to understand and use general business concepts</i>	N/A	N/A	N/A	N/A	MET	MET		

Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:

SLO-1 The College of Business was within 3 students of meeting the written communication objective for CY2015. We have a two prong approach in achieving this objective. The Associate Dean and the Curriculum review committee are evaluating courses that span the CoB student population to determine where more written assignments could be emphasized in a bid to increase student exposure prior to the assessment. We are also reviewing the rubric to determine if a change from a 3 point rubric to a 5 point rubric would reduce rater variance so we have a clearer view of student progress. Rubrics will also be shared with the students for the assessment assignment so they will know the expectations of the assessment instrument. Successful implementation of added emphasis in student assignments and a clearer rubric should positively affect student performance. We also expecting that changes made to freshman curriculum in 2014 will also begin to show positive results in 2017 assessment.

SLO-3 The College of Business would need another 21 students from this sample to meet the CY2015 objective. We previously implemented an action plan in 2013 focusing on improving critical thinking through additional initial courses focused on critical thinking and creative skills that all freshmen and incoming transfer students would have to take. These students would not be assessed until their senior year, with the first cohort of these students expected in 2017. The Associate Dean and the Curriculum review committee are evaluating courses that span the CoB student population to determine where more case assignments could be emphasized in a bid to increase student exposure prior to the assessment. We are also reviewing the rubric to

determine if a change from a 3 point rubric to a 5 point rubric would reduce rater variance so we have a clearer view of student progress. Rubrics will also be shared with the students for the assessment assignment so they will know the expectations of the assessment instrument. Successful implementation of added emphasis in student assignments and a clearer rubric should positively affect student performance.

Student Learning Assessment for Bachelors of Art Degrees

Program Intended Student Learning Outcomes (Program ISLOs)

1. Students will produce written documents that are clear and concise, grammatically correct, incorporate logical, complete, and articulate thoughts, and retain a professional appearance. Students will write business documents with clear focus, development, organization and mechanical correctness.
2. Students will make effective oral presentations on business topics.
3. Students will be able to identify and analyze relevant facts and information in a complex business situation.
4. Students will demonstrate foundational knowledge in general business concepts.
5. Students will be able to recognize and apply fundamental concepts in their field of study.

Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:

Performance Objectives (Targets/Criteria) for Direct Measures:

1. Term Paper	70% of students sampled will score a 2 or higher on each trait of a faculty developed rubric
2. Elevator Pitch	70% of students sampled will score a 2 or higher on each trait of a faculty developed rubric
3. Case Study	70% of the students sampled will achieve a 2 or higher on each trait of a faculty developed rubric
4. Case Study	70% of the students achieve a "2" or above based on a faculty developed rubric.
6. Common Professional Component (CPC) exam	70% of students achieve a 40% or above on the CPC exam.

Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:

Performance Objectives (Targets/Criteria) for Indirect Measures:

1. Recent Graduate Survey	80% of respondents would rate each question as "somewhat agree" to "strongly agree". Objective (Target/Criterion) for Indirect Measure 1
2. Course Evaluation	A weighted average score of 4 or greater on the following survey item in the capstone course pertaining to the "overall value" of the course.
Assessment Results: Program 1	
Summary of Results from Implementing Direct Measures of Student Learning:	
1. 92% of students achieved a "2" or higher on each trait of the faculty developed rubric. Sample Size = 36.	
2. 73% of the students achieved a "2" or higher on each criteria of the faculty developed rubric. Sample size = 44.	
3. 92% of students achieved a "2" or higher on each trait of the faculty developed rubric for Critical thinking #1 & #2. Sample size = 36.	
4. 91% of the students achieved a 40% or higher on the "Final score" component of the CPC. Sample Size = 107.	
5. 100% of the students scored a 50% or above on all component of the CPC exam. Sample size = 4.	
Summary of Results from Implementing Indirect Measures of Student Learning:	
1. All Graduate survey targets were met except Oral Communications (67%). Sample size for OC was too small (9) to obtain an adequate measure.	
2.	
3.	
4.	
Summary of Achievement of Intended Student Learning Outcomes:	
Intended Student Learning Outcomes	Learning Assessment Measures

Program ISLOs	Direct Measure 1 Term Paper	Direct Measure 2 Elevator Pitch	Direct Measure 3 Case Study	Direct Measure 4 Case Study	Direct Measure 5 CPC Exam	Indirect Measure 1 Survey	Indirect Measure 2	Indirect Measure 3
	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. Students will produce written documents that are clear and concise, grammatically correct, incorporate logical, complete, and articulate thoughts, and retain a professional appearance. Students will write business documents with clear focus, development, organization and mechanical correctness.	MET	MET	MET	MET	N/A	MET		
2. Students will make effective oral presentations on business topics.	MET	MET	MET	MET	N/A	MET		
3. Students will be able to identify and analyze relevant facts and information in a complex business situation.	MET	MET	MET	MET	N/A	MET		
4. Students will identify and evaluate core decision alternatives and use their analysis of facts and information to make sound business decisions.	MET	MET	MET	MET	N/A	MET		
5. Students will be able to understand and use general business concepts	N/A	N/A	N/A	N/A	MET	MET		
Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:								