



## Public Disclosure of Student Learning

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Institution	Nathan M. Bisk Florida Institute of Technology
Academic Business Unit	College of Business
Academic Year	2016 (CY)

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# Report of Student Learning and Achievement

*Institution*

*Name of your Academic Business Unit*

For Academic Year: 16 (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>	
<b>Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Direct Measures:</b>
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>
<b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b>
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>
<b>Assessment Results: Program 1</b>	

Summary of Results from Implementing Direct Measures of Student Learning:								
1. 74% of students rated a "2" or higher on each criterion of the written comm. assessment. Sample size = 248. Spelling and grammar are the lowest scoring at 88% while all the other criterion scores 94%-100%.								
2. 77% of students rated a "2" or higher on each criterion of the assessment. Sample size = 248. Our weakest scores are specifically within the analyze and evaluate alternatives.								
3. 72% of the students scored at or above a 50% on the Management Component of the CPC exam. Sample Size is 129.								
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"</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>	Not Met	Not 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.								

<b>Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:</b>								
<p>1. <i>MBA - Written Communication – Sample size = 248. Spelling and grammar are the lowest scoring at 88% while all the other criterion scores 94%-100%. Overall 74% of students achieved the target metric with a goal of 80%; this represents a downturn from previous years. As a result, we plan to incorporate changes and policies to better prepare students earlier on. This will include standardizing the use of the ETS e-rater technology in Turnitin, reviewing existing rubrics and retroactively incorporating more emphasis on grading in the area of spelling/grammar, and providing additional written assignments for students to engage in earlier on in the curriculum. In particular we have revamped our BUS 5450 Organizational Behavior course to include an increased focus on writing. This course serves as a gateway course that students typically take after completion of the two-part essentials series (BUS 5601/BUS 5602) that both received updates in the previous cycle.</i></p>								
<p>2. <i>MBA - Critical Thinking – Sample size = 248. Our weakest scores are specifically within the analyze and evaluate alternatives. 77% of students achieving the target metric with a goal of 80%. However, the previous cycle was 59%, resulting in a marked improvement overall from the previous year. This is a reflection of the improvements we made in the last cycle and will continue to enhance going forward. BUS 5480 Strategic Management, the capstone course that our students are evaluated in, has received a complete overhaul and redevelopment during the Spring 2017 term with the updates scheduled to go live this Fall. We will continue to monitor progress in this course with an emphasis on alternative evaluations.</i></p>								
<p>3. <i>MBA – General - Sample size = 383. 69% of students achieving the target metric with a goal of 80%. 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 captone strategy course.</i></p>								
<p>4. <i>MBA – Accounting – Sample size = 28. When the accounting students and the Accounting &amp; Finance students scores are combined, 92% of the students achiveve the target; however when just the Accounting &amp; Finance student scores are calculated 74% achieve the target. This represents a</i></p>								

*downturn from previous years. As a result, we plan to incorporate changes and policies to better prepare students earlier on; we will continue monitoring.*

*5. MBA – Healthcare Management – Sample size = 62. 74% of the students achieved an 80% or higher. This represents a downturn from previous years. As a result, we plan to incorporate changes and policies to better prepare students earlier on; we will continue monitoring.*

*6. MBA –Information Technology Management– Sample size = 23. 74% of the students achieved an 80% or higher. This represents a downturn from previous years. As a result, we plan to incorporate changes and policies to better prepare students earlier on; we will continue monitoring.*

*7. MBA –Management – Sample size = 129. 72% of the students achieved an 80% or higher on the management component of the CPC exam. This represents a downturn from previous years. As a result, we plan to incorporate changes and policies to better prepare students earlier on; we will continue monitoring.*

*8. MBA –Project Management – Sample size = 62. 61% of the students achieved an 80% or higher. In order to increase Project Management discipline specific performance we will be implementing a new pre-requisite into the course BUS 5669 Mastering Project Management. This course is the one we assess and currently does not require any of the previous Project Management courses as a pre-requisite. By enforcing the three core PM courses before this we should have a more even performance across the board. In addition, we hired a new academic chair of project management to oversee enhancements to the existing program starting in January of 2016.*

**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. 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 identify and evaluate core decision alternatives and use their analysis of facts and information to make sound business decisions.

5. Students will be able to understand and use general business concepts.

**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.

5. 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


**Assessment Results: Program 1**

**Summary of Results from Implementing Direct Measures of Student Learning:**

1. 78% of students achieved a "2" or higher on each trait of the faculty developed written communication rubric. Sample Size = 37.
2. 77% of the students achieved a "2" or higher on each criteria of the faculty developed oral communication rubric. Sample size = 91.
3. 79% of students achieved a "2" or higher on each trait of the faculty developed critical thinking (#1 & #2) rubric. Sample size = 99.
4. 82% of the students achieved a 40% or higher on the "Final score" component of the CPC. Sample Size = 82.

**Summary of Results from Implementing Indirect Measures of Student Learning:**

1. All Graduate survey targets were met except Oral Communications and Critical Thinking which 79% of respondents "agreed" or "strongly agreed" with the statement. Sample Size is 24 of that 19 (OC) and 18 (CT) count for the 79%. Had a single student that indicated "somewhat agree" answered differently target would have been met.
- 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. 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	MET	MET		
2. Students will make effective oral presentations on business topics.	MET	MET	MET	MET	MET	NOT MET		
3. Students will be able to identify and analyze relevant facts and information in a complex business situation.	MET	MET	MET	MET	MET	NOT 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	MET	MET		
5. Students will be able to understand and use general business concepts	MET	MET	MET	MET	MET	MET		
<b>Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:</b>								
<p>Survey Indirect Measures Across all BS programs</p> <p>The indirect measure for oral skills is partially met because 79% instead of 80% agreed or strongly agreed with the statement. Since this is an optional survey the total number of surveys are from an aggregated survey sent to all BA (count 13) and BS (count 12). The total number that responded to any questions is 25 and of those 24 answered all the necessary questions. For the Oral question 11 strongly agreed and 8 agreed = 79.16%. We have implemented steps to collect more surveys and to improve the value of this indirect measure. We have confidence in all students on these skills indicating existing action plans are working. As we increase the number of surveys per program we should be able to distinguish difference among programs</p>								
<i>Student Learning Assessment for Bachelors of Art Degrees</i>								

<i>Program Intended Student Learning Outcomes (Program ISLOs)</i>	
<i>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.</i>	
<i>2. Students will make effective oral presentations on business topics.</i>	
<i>3. Students will be able to identify and analyze relevant facts and information in a complex business situation.</i>	
<i>4. Students will demonstrate foundational knowledge in general business concepts.</i>	
<i>5. Students will be able to recognize and apply fundamental concepts in their field of study.</i>	
<b>Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Direct Measures:</b>
<i>4. Term Paper</i>	<i>70% of students sampled will score a 2 or higher on each trait of a faculty developed rubric</i>
<i>5. Elevator Pitch</i>	<i>70% of students sampled will score a 2 or higher on each trait of a faculty developed rubric</i>
<i>6. Case Study</i>	<i>70% of the students sampled will achieve a 2 or higher on each trait of a faculty developed rubric</i>
<i>4. Case Study</i>	<i>70% of the students achieve a "2" or above based on a faculty developed rubric.</i>
<i>6 Common Professional Component (CPC) exam</i>	<i>70% of students achieve a 40% or above on the CPC exam.</i>
<b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b>
<i>1. 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>
<i>2. 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. 92% of students achieved a "2" or higher on each trait of the faculty developed written communication rubric. Sample Size = 75.
- 2. 79% of the students achieved a "2" or higher on each criteria of the faculty developed oral communication rubric. Sample size = 97.
- 3. 89% of students achieved a "2" or higher on each trait of the faculty developed rubric for Critical thinking #1 & #2. Sample size = 75.
- 4. 85% of the students achieved a 40% or higher on the "Final score" component of the CPC. Sample Size = 146.
- 5. 84% of the students scored a 50% or above on individual fields of study of the CPC. Sample Size = 27.

**Summary of Results from Implementing Indirect Measures of Student Learning:**

- 1. All Graduate survey targets were met except Oral Communications (79%) and Critical Thinking (79%) which was partially met due to one student not rating the questions one point higher.. Sample Size = 19.
- 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>
	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:**

1. The marketing specific measurement findings for 2016-2017 were 57% with a target of 70% in the course project. The EMK (Marketing) courses have been flagged as "out of date" in the previous cycle and have gone under extensive redevelopment. EMK 3601 Marketing Principles and BUS 3605 Consumer Behavior have both completed a full redevelopment in Spring 2017. The remaining marketing core courses are slated for redevelopments in the second half of 2017. As we phase in these courses we anticipate an increase in CPC scores related to this field going forward.