

2008 -2009 Assessment Results Begin on the Next Page

Principle 1: Outcomes Assessment

1.0 Outcomes Assessment

Excellence in business education is evaluated through the assessment of student learning outcomes and operational outcomes. This requires the business school to have developed and fully implemented an outcomes assessment process. This process includes an outcomes assessment plan, identification of necessary changes and improvements, integration of those changes into its strategic planning process, and documentation of realized outcomes.

1. A copy of the outcomes assessment plan for each business program.

A copy of the outcome assessment plan for each business program can be found in Appendix 1.

2. Results of the implementation of each outcomes assessment plan in the following areas:

a. Mission and broad-based goals of the business school

As part of the assessment plan of the Rinker School of Business, a faculty retreat is held each summer to review the goals of the school, the outcome measures and the results. During the 2008 faculty retreat, the RSB faculty revised the mission and goals of the school.

Mission

Through a Christ-centered educational experience, we prepare students to be ethical business leaders that will operate effectively in a global business and social environment. Graduates of the Rinker School of Business will be committed, compassionate, competent, and confident business professionals.

Core Values

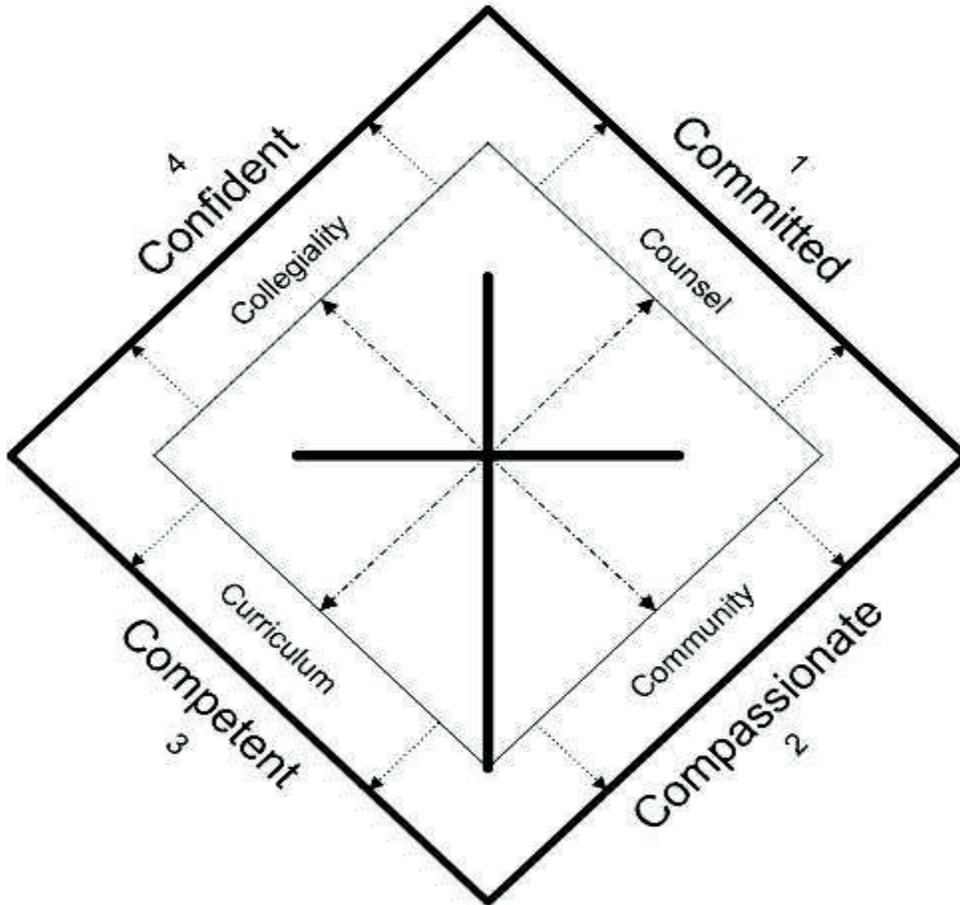
- **Christ-centered.** Everything that we do has Christ at the center. We integrate a Christian theistic worldview into business courses.
- **Business ethics.** Our courses include Christian theism so as to develop business professionals with the highest ethical standards.
- **Focus on free enterprise.** Our programs highlight the critical role of morality in the free enterprise system.
- **Development of student maturity.** Our programs develop students who are:
 - **Committed.** Through our faculty's counsel, our students commit to invest the time and effort required to become ethical business leaders.
 - **Compassionate.** Through our faculty's community involvement, students demonstrate compassion for those in the business and social community.
 - **Competent.** Through our faculty's innovative curriculum, students display competence of leading issues in their chosen fields.
 - **Confident.** Through our faculty's collegiality and scholarly commitment, students develop confidence in their knowledge, skills, and abilities.
- **Research and consulting.** Students and faculty serve the community by engaging in research and consulting projects.

During the summer faculty retreat, the key outcomes of student learning were identified and the C4 Diamond framework (see Figure 1) was developed. This framework identifies the transformational process for the RSB student which is summarized in a word correlating to their specific academic year at Palm Beach Atlantic University.

Figure 1

Rinker School of Business C4 Framework

"A Christ-Centered Approach to Student Transformation"



Capstone Course Rubrics (Direct Assessment)

The student learning outcomes are measured directly via two rubrics in the Capstone course using the assignments of Group Case and Group Industry Project. The rubrics used for assessment are included (Appendix 2).

Group Case

Students complete a comprehensive group case whereby they are tasked with assessing the current scenario, identifying strengths, weaknesses, opportunities and threats, then formulating a key problem or issue, followed by the generation of alternative solutions, justifying the best solution, ending with an implementation plan of that solution. The students tend to communicate better in the case study, most likely because the structure and guidelines are very specific. However, critical thinking skills are lower, most likely due to the numerous possibilities presented in a case as well as the complexities of providing a detailed implementation plan.

Group Industry Project

The group industry project requires more independent research. Students are tasked with going to external sources of information and then providing specific information in a synthesized report. Structure is less important in this project, while managerial application and real world results are stressed. Students must formulate a decision in this paper and then justify their rationale.

It is expected that at least 75 percent of the RSB undergraduate students will complete the assignment with at least a score of good or better in each of the 4 measured categories. During the AY 2008/2009, 73 students completed the course. The total scores for each student are calculated, and then the mean score for the assignment is determined. The mean scores are provided in Table B. Results indicate that students are exceeding the expectations set out in this measure.

	Group Case	Group Industry Project
Communication	84 %	80 %
Group Skills	87 %	84 %
Critical Thinking	81 %	83 %
Core Business Skills	88 %	87 %

MFAT (Direct Assessment)

The learning outcomes are also directly measured through administration of the Major Field Achievement Test (MFAT). The results are reviewed based on the student's major area of study, their GPA and previous year results as shown in Appendix 3.

The identified goal score on the MFAT is 150. Table C presents the total number of students completing the exam in December 2008 and May 2009, along with the average MFAT score, number of scores above 150 as well as the percentage of scores over 150. During the 2008-2009 academic year, 90 students completed the MFAT with the average score at 141. Twenty-one students or 23% of the students scored above 150.

	Total # of Students Tested	Average MFAT Score	# of Scores 150 +	% of Scores 150 +
December 2008	30	147	12	4
May 2009	60	136	9	15
TOTAL	90	141	21	23

Table D presents the average MFAT scores by major along with the percentage of scores over 150. This table demonstrates the consistency that Accounting and Finance majors perform better on the MFAT.

Undergraduate Majors	Average MFAT Score	% of Scores 150 +
Accounting	153	75
Applied Finance and Accounting	149	54
Entrepreneurship and Small Business	135	0
Finance	159	1
International Business	141	25
Management	139	24
Marketing	136	5
Sport Management	126	0

Tables E & F presents the RSB majors with their average MFAT score and average GPA in their major. The results show that Finance and Accounting majors perform best on the exam (159 and 153) which correlates with their overall GPAs in their major (3.77 and 3.61). The highest score on the MFAT for May 2009 is 159 and the lowest is 126.

RSB Majors	# of Students Tested	Average MFAT Score	Average GPA in Major
Accounting	0		
Applied Finance and Accounting	5	160	3.56
Entrepreneurship & Small Business	3	135	3.24
Finance	0		
International Business	4	156	3.39
Management	10	145	3.02
Marketing	8	141	3.30
Sport Management	0		

RSB Majors	# of Students Tested	Average MFAT Score	Average GPA in Major
Accounting	4	153	3.61
Applied Finance and Accounting	6	139	3.10
Entrepreneurship and Small Business	8	136	3.07
Finance	1	159	3.77
International Business	12	136	3.11
Management	15	134	3.16
Marketing	9	131	3.05
Sport Management	5	126	3.19

Table G presents the MFAT assessment indicators and the mean percent of correct answers in December 2008 and May 2009. In December students performed best in the areas of Management, International Issues, Marketing and Finance. In May scores decreased overall and most significantly in the areas of Quantitative Analysis and Marketing.

MFAT Assessment Indicators	Mean % Correct Answers (December 2008)	Mean % Correct Answers (May 2009)	+/- Change (Dec. 2008 - May 2009)
Management	51	43	-8
Quant. Bus. Analysis	44	30	-14
International Issues	51	42	-9
Legal & Social Environment	41	33	-8
Marketing	49	35	-14
Accounting	44	36	-8
Economics	45	37	-8
Finance	49	40	-9

IDEA (Indirect Assessment)

The Individual Development and Educational Assessment (IDEA) is a course evaluation tool used to assess a student’s perception of their learning in the classroom. Faculty rate the importance of the question by assigning weight to each thereby allowing the faculty member to find a correlation between what faculty have determined is important and the perception of the students. The IDEA Student Ratings System originated at Kansas State University during the 1968-69 school year. The emphasis was unique, as it provided constructive feedback aimed at improving the quality of instruction and student learning. <http://www.theideacenter.org/>

IDEA is administered approximately three quarters of the way into the semester in key courses relative to the student learning outcomes. IDEA is administered in key courses to assess the student learning outcomes, as well as in all adjunct courses, all new courses, and courses where faculty are being evaluated.

Communication skills are assessed in the Internship course and show that 75% of the students responded “more true than false” or “definitely true” that they are developing skills in expressing themselves orally or in writing (Table H). Students were also asked about the development of their ability to organize their thinking through the process of writing and 56.25% responded “more true than false” (25) or “definitely true” (31.25) (Table I).

Table H						
Developing skill in expressing myself orally or in writing						
Respondents (Total #)	Definitely False	More False than True	In Between	More True than False	Definitely True	Omitted
ALL RSB (1739)	8.11%	8.05%	19.03%	24.67%	38.47%	1.67%
Internship (48)	6.25%	4.17%	14.58%	29.17%	45.83%	0.00%

Table I						
As a result of taking this course, I have developed my ability to organize my thinking through the process of writing						
Respondents (Total #)	Definitely False	More False than True	In Between	More True than False	Definitely True	Omitted
ALL RSB (1739)	5.69%	7.76%	19.78%	23.29%	27.03%	16.45%
Internship (48)	4.17%	4.17%	20.83%	25.00%	31.25%	14.58%

Team Collaboration skills are assessed in the Introduction to Business and Business Strategy (capstone) courses. In Introduction to Business, 87.66% of the students responded “more true than false” or “definitely true” to the statement that in the course the professor “formed teams or discussion groups to facilitate learning.” In response to the statement that they “acquired skills in working with others as a team member” in Introduction to Business, 76.55% responded “more true than false” or “definitely true.” (Table J).

In Business Strategies, 87.8% of the students responded “more true than false” or “definitely true” to the statement that in the course the professor “formed teams or discussion groups to facilitate learning.” In response to the statement that they “acquired skills in working with others as a team member,” 95.12% responded “more true than false” or “definitely true” as shown in Table K.

A blank IDEA Form is included in Appendix 4.

Total Respondents Introduction to Business	Table J Formed "teams" or "discussion groups" to facilitate learning					
81	Definitely False	More False than True	In Between	More True than False	Definitely True	Omitted
	2.47%	3.70%	6.17%	28.40%	59.26%	0.00%
Total Respondents	Objective 5 - Acquiring skills in working with others as a member of a team					
81	Definitely False	More False than True	In Between	More True than False	Definitely True	Omitted
	2.47%	4.94%	16.05%	37.04%	39.51%	0.00%

Total Respondents Business Strategies	Table K Formed "teams" or "discussion groups" to facilitate learning					
41	Definitely False	More False than True	In Between	More True than False	Definitely True	Omitted
	0.00%	0.00%	12.20%	21.95%	65.85%	0.00%
Total Respondents	Acquiring skills in working with others as a member of a team					
41	Definitely False	More False than True	In Between	More True than False	Definitely True	Omitted
	0.00%	0.00%	2.44%	39.02%	56.10%	2.44%

Critical Thinking skills are a key assessment criteria as the university has identified critical thinking as an area for development within its Quality Enhancement Plan. IDEA is used to assess critical thinking for RSB students in the Business Strategy capstone course. Students are asked if the course allows them to learn to analyze and critically evaluate ideas, arguments, and points of view. An overwhelming 93.33% of the students responded “more true than false” (28.33) and “definitely true” (65) (Table L).

Table L Learning to analyze and critically evaluate ideas, arguments, and points of view						
Respondents (Total #)	Definitely False	More False than True	In Between	More True than False	Definitely True	Omitted
ALL RSB (1739)	3.85%	6.15%	16.39%	29.04%	43.01%	1.55%
Strategy (60)	0.00%	0.00%	5.00%	28.33%	65.00%	1.67%

In responding to the question “as a result of taking this course, my thinking in this subject area is more focused and systematic” 70% of the students responded “more true than false” or “definitely true” as demonstrated in Table M.

Table M						
As a result of taking this course, my thinking in this subject area is more focused and systematic						
Respondents (Total #)	Definitely False	More False than True	In Between	More True than False	Definitely True	Omitted
ALL RSB (1739)	3.62%	3.97%	12.59%	28.12%	35.65%	16.04%
Strategy (60)	0.00%	0.00%	3.33%	35.00%	35.00%	26.67%

Students were also asked “as a result of taking this course, I find that I am better able to take seriously and weigh the view of others.” More than 63% of them responded “more true than false” or “definitely true” (Table N).

Table N						
As a result of taking this course, I find that I am better able to take seriously and weigh the views of others						
Respondents (Total #)	Definitely False	More False than True	In Between	More True than False	Definitely True	Omitted
ALL RSB (1739)	2.76%	5.00%	18.69%	28.87%	28.46%	16.22%
Strategy (60)	0.00%	0.00%	11.67%	31.67%	31.67%	25.00%

Finally, students were asked “in this course, I improved my ability to give sound reasons for my beliefs and opinions regarding issues in this subject area” and 58.28% responded “more true than false” or “definitely true (Table O).

Table O						
In this course, I improved my ability to give sound reasons for my beliefs and opinions regarding issues in this subject area						
Respondents (Total #)	Definitely False	More False than True	In Between	More True than False	Definitely True	Omitted
ALL RSB (1739)	3.34%	4.26%	18.92%	26.97%	30.13%	16.39%
Strategy (60)	0.00%	0.00%	15.00%	26.67%	31.67%	26.67%

It should be noted that response rates decrease for the “additional questions” on IDEA, which increases the number of students not responding (omitted) in the questions represented in Tables M, N, and O.

The integration of Christian Worldview principles and ideas is important to the fabric of the student’s experiences at PBA. Via IDEA, students are asked if Christian principles/ideas were integrated into their courses. Across all course work in the Rinker School of Business, 58.19% of students responded “more true than false” or “definitely true”. Management (41.75), Accounting (38.67), International Business (41.86), and Business Law (46.03) courses scored above the RSB average for “definitely true” (Table P).

Table P							
Christian Integration Results from IDEA							
2008-09	N	Definitely False	More False than True	In Between	More True than False	Definitely True	Omitted
All courses	1739	4.43%	5.00%	16.04%	25.13%	33.06%	16.33%
Marketing	206	3.40%	0.49%	14.56%	28.64%	33.01%	19.90%
Management	206	0.97%	0.49%	11.65%	26.21%	41.75%	18.93%
Finance	167	8.38%	8.98%	19.16%	14.37%	16.77%	13.17%
Accounting	308	2.60%	4.22%	18.51%	25.32%	38.64%	10.71%
International Business	215	1.86%	6.05%	14.88%	24.65%	41.86%	10.70%
Economics	156	4.49%	9.62%	12.82%	28.21%	23.72%	21.15%
Research/Stats	183	10.38%	10.38%	18.58%	22.95%	20.22%	17.49%
Business Law	63	3.17%	0.00%	3.17%	23.81%	46.03%	23.81%
Info Systems	47	2.13%	4.26%	19.15%	27.66%	17.02%	29.79%
Sport Mgmt	27	11.11%	11.11%	33.33%	18.52%	3.70%	22.22%

Employer Evaluation (Indirect Assessment)

All students in the Rinker School of Business are required to complete an internship. The internship experience is considered an important part of the curriculum and a true test of the student's performance in the workplace. At the completion of the internship experience, the internship employer completes an evaluation of the student.

In the area of learning ability 89% (Fall) and 94% (Spring) of employers rated the students as "consistently performs exceptionally" or "exceeds expectations."

In the area of reliability/attendance 97% (Fall) and 100% (Spring) of employers rated the students as "consistently performs exceptionally" or "exceeds expectations."

In the area of written communication skills 92% (Fall) and 97% (Spring) of employers rated the students as "consistently performs exceptionally" or "exceeds expectations."

In the area of verbal communication skills 90% (Fall) and 98% (Spring) of employers rated the students as "consistently performs exceptionally" or "exceeds expectations."

In the area of cooperation with others/teamwork skills 100% (Fall) and 97% (Spring) of employers rated the students as "consistently performs exceptionally" or "exceeds expectations."

In the area of leadership skills 87% (Fall) and 82% (Spring) of employers rated the students as "consistently performs exceptionally" or "exceeds expectations."

In the area of interpersonal skills 100% (Fall) and 99% (Spring) of employers rated the students as "consistently performs exceptionally" or "exceeds expectations."

The Internship Employer Evaluation Form is included in Appendix 5.

The overall results of the 2008-2009 academic year from the Internship Employer Evaluations are found in Table Q. In the area of job performance 96% (Fall) and 98% (Spring) of employers rated the students as "consistently performs exceptionally" or "exceeds expectations."

Table Q
EMPLOYERS' EVALUATION – PERCENTAGE RATINGS OF STUDENT INTERNS BY EVALUATION CRITERIA
FOR 2008/2009

Evaluation Criteria	5 Consistently Performs Exceptionally		4 Exceeds Expectations		3 Meets Expected Performance Standards		2 Often Performs Below Standards		1 Consistently Performs Below Standards		Not Rated	
	Fall 2008	Spring 2009	Fall 2008	Spring 2009	Fall 2008	Spring 2009	Fall 2008	Spring 2009	Fall 2008	Spring 2009	Fall 2008	Spring 2009
Job Performance	72%	78%	24%	20%		2%	4%					
Learning Ability	60%	64%	29%	30%	11%	6%	-	-	-	-	-	-
Reliability/ Attendance	82%	86%	15%	14%	3%	-	-	-	-	-	-	-
Written Comm. Skills	61%	71%	31%	26%	8%	3%	-	-	-	-	-	-
Verbal Comm. Skills	64%	69%	26%	29%	8%	2%	2%	-	-	-	-	-
Cooperation with Others Teamwork Skills	90%	88%	10%	9%	-	3%	-	-	-	-	-	-
Leadership Skills	66%	63%	21%	19%	13%	9%	-	-	-	-	-	-
Interpersonal Skills	76%	73%	24%	27%	-	-	-	-	-	-	-	-

Graduate:

The RSB faculty has identified four key outcome areas of graduate student learning with their respective outcomes assessment measure, stemming from the “C4” mission stated goals. These four learning outcomes encompass the essence of what the RSB aims to achieve.

1. Students will demonstrate professional communication and teamwork skills (Capstone, IDEA).
2. Students will exhibit successful problem recognition, task management and strategic integration skills (Capstone, MFAT).
3. Students will display sound, critical thinking, decision-making skills using both qualitative and quantitative techniques (Capstone Rubric, MFAT, Business Research Rubric, IDEA).
4. Students will exhibit the ability to express a *Christian Worldview* as it relates to business practices (IDEA).

Capstone Rubric (Direct Assessment)

The student learning outcomes are measured directly via two rubrics in the Capstone course using the assignments of Group Case and Group Industry Project. The rubrics used for assessment are included in Appendix 2.

Group Case

Students complete a comprehensive group case whereby they are tasked with assessing the current scenario, identifying strengths, weaknesses, opportunities and threats, then formulating a key problem or issue, followed by the generation of alternative solutions, then justifying the best solution, then ending with an implementation plan of that solution.

Group Industry Project

The group industry project requires more independent research. Students are tasked with going to external sources of information and then providing this information in a synthesized report. Structure is less important in this project, while managerial application and real world results are stressed. Students must formulate a decision in this paper and then justify their rationale.

It is expected that at least 80 percent of the RSB graduate students will complete the assignment with at least a score of good or better in each of the four measured categories. The rubrics used in this capstone class do not measure Christian Integration. During the AY2008/2009, 51 students completed the course. The total scores for each student are calculated, and then the mean score for the assignment is determined. The mean scores are provided in Table R. Results indicate that students are exceeding the expectations set out in this measure.

Table R		
Graduate Capstone Course Rubric Results		
	Group Case	Group Industry Project
Communication	84 %	83 %
Group Skills	83 %	84 %
Critical Thinking	86 %	83 %
Qualitative/Quantitative	88 %	85 %

MFAT (Direct Assessment)

The learning outcomes are also directly measured through administration of the Major Field Assessment Test (MFAT). The results are reviewed based on the student’s major area of study, their GPA and previous year results as demonstrated in Appendix 6.

The identified goal score on the MFAT is 250. Table S presents the total number of students completing the exam in December 2008 and May 2009, along with the average MFAT score, number of scores above 250 as well as the percentage of scores over 150. During the 2008-2009 year, 24 students completed the MFAT with the average score at 232.5. Two or 18% of the students scored above 250.

	Total # of Students Tested	Average MFAT Score	# of Scores 250 +	% of Scores 250 +
December 2008	14	232	1	7
May 2009	9	233	1	11
TOTAL	24	232.5	2	18

Table T presents the mean percentage scores of correct answers for Fall and Spring participants, and then provides the change percentage between the two exam dates. Results show that there is a very modest positive change between the Fall 2008 and the Spring 2009 results.

MFAT Assessment Indicators	Mean % of Correct Answers (December 2008)	Mean % of Correct Answers (May 2009)	+/- Change in % of Correct Answers
Management	39	36	-3
Strategic Integration	37	39	+2
Marketing	43	46	+3
Managerial Accounting	35	36	+1
Finance	31	35	+4

Business Research Methods Rubric (Direct Assessment)

The Business Research Methods rubric is designed to assess the performance of students completing a comprehensive research project. The project is designed to demonstrate the students understanding on complex quantitative analysis. Table U provides the mean results of all students scoring a three (3-good) on the rubric measure (Appendix 7).

	Percent Scoring Good
Use reference material in explaining analytical concepts	67 %
Demonstrates understanding of analytical concepts	63 %
Applies critical thought in analyzing information	58 %

Results suggest that students generally grasped the quantitative concepts of the project. One of the shortfalls of this rubric is that there are only 3 measures of performance, (poor, fair, good). Furthermore, this assignment appears tied more to course objectives than program objectives. It provides good data, but in this case it may be somewhat misleading.

IDEA (Indirect Assessment)

As noted in the undergraduate section, the Individual Development and Educational Assessment (IDEA) is used to assess communication, teamwork, critical thinking, and Christian integration. Select questions for the survey are quantified in an attempt to ascertain whether the curriculum is covering the graduate student learning objectives. The following table summarizes the results.

Communication

Table V highlights that about 75 percent of students responding believe the strategy course helped the student to develop skills to express themselves either orally or in writing.

Table V		Developing skills in expressing myself orally or in writing					
	Responses	Definitely False	More False than True	In Between	More True than False	Definitely True	Omitted
	216	4	12	33	45	118	4
		1.85%	5.56%	15.28%	20.83%	54.63%	1.85%

Teamwork

The teamwork results are also very encouraging. Over 80 percent of student, in both of the team related questions responded convincingly that their classroom experience increased their teamwork/group work skills.

Table W		Formed "teams" or "discussion groups" to facilitate learning					
	Responses	Definitely False	More False than True	In Between	More True than False	Definitely True	Omitted
	216	5	8	12	41	148	2
		2.31%	3.70%	5.56%	18.98%	68.52%	0.93%
		Acquiring skills in working with others as a member of a team					
	Responses	Definitely False	More False than True	In Between	More True than False	Definitely True	Omitted
	216	2	8	24	56	120	6
		0.93%	3.70%	11.11%	25.93%	55.56%	2.78%

Critical Thinking

The analysis of critical thinking skills is an essential piece of assessment. Results in Table X overwhelmingly show that students in the MBA program believe they are learning critical thinking skills and ability to reason logically. Between 75 and 80 percent felt somewhat more true than false, or definitely true, that their critical thinking skills were strengthened.

Table X		Learning to apply course material (to improve thinking, problem solving, and decisions)					
		Definitely False	More False than True	In Between	More True than False	Definitely True	Omitted
	Responses						
	216	1	6	22	64	120	3
		0.46%	2.78%	10.19%	29.63%	55.56%	1.39%
		Learning to analyze and critically evaluate ideas, arguments, and points of view					
	Responses	Definitely False	More False than True	In Between	More True than False	Definitely True	Omitted
	216	0	8	29	47	129	3
		0.00%	3.70%	13.43%	21.76%	59.72%	1.39%
		As a result of taking this course, I find that I am better able to take seriously and weigh the views of others					
	Responses	Definitely False	More False than True	In Between	More True than False	Definitely True	Omitted
	216	1	6	33	64	100	12
		0.46%	2.78%	15.28%	29.63%	46.30%	5.56%
		In this course, I improved my ability to give sound reasons for my beliefs and opinions regarding issues in this subject area					
	Responses	Definitely False	More False than True	In Between	More True than False	Definitely True	Omitted
	216	2	5	26	58	113	12
		0.93%	2.31%	12.04%	26.85%	52.31%	5.56%

Christian Integration

The final examined piece of the assessment process using IDEA is Christian integration. Christian integration is an important component of the RSB student learning outcomes and the PBA mission. Through this survey, specific results are provided which assist the faculty in measuring their impact. Table Y includes two questions, one regarding personal values and the other regarding integration of Christian principles. About 80 percent suggest that the MBA program somewhat to definitely helped the student understand their personal values better. And about 71 percent somewhat or definitely affirmed that Christian principles were integrated into their courses.

Table Y		Developing a clearer understanding of, and commitment to, personal values					
		Responses	Definitely False	More False than True	In Between	More True than False	Definitely True
	216	7	10	24	54	119	2
		3.24%	4.63%	11.11%	25.00%	55.09%	0.93%
		Christian principles/ideas were integrated into this course					
	Responses	Definitely False	More False than True	In Between	More True than False	Definitely True	Omitted
	216	12	3	35	46	108	12
	5.56%	1.39%	16.20%	21.30%	50.00%	5.56%	

c. Basic skills development of students

Undergraduate:

FYE

To ensure that students have the basic skills necessary to operate at a college level the university requires students to take the First Year Experience (FYE) course. FYE 1001 is a required one-credit-hour class for freshmen. FYE introduces students to the philosophy and value of a Christian Liberal Arts education. Developed in harmony with the General Education learning outcomes of the University, FYE lays a foundation for successful transition to college by providing students with the opportunity to acquire essential skills that will enhance social and academic integration into college. This is accomplished by investigation and practice of specific academic skills, inquiry into life skills necessary for citizenship in any diverse community, and introduction to the history, traditions, and current campus life at PBA.

FYE includes:

- **Academic Advising Session** a group advising session that helps students learn the basics of degree planning and understanding academic policies.
- **SOS: Save Our Semester!** A workshop for students who need to regroup and take a fresh approach to college-level academic work. Faculty and advisors provide encouragement and study tips to finish the semester strong.
- **FYE Commissioning Service** this ceremony celebrates the end of the freshman year at PBA.

College Algebra

College Algebra is a pre-requisite for most courses in the Rinker School of Business. It was discovered that some students were waiting to take College Algebra and as a result were having difficulty with business math-related courses such as statistics. By requiring College Algebra as a freshmen level course for business majors, we are ensuring that students have the basic skills in place to succeed in later quantitative courses. As College Algebra is a foundational course, there are also tutoring sessions available for students.

Tutoring

Each semester, faculty recommended students are hired as peer tutors to provide free individual or small group tutorial assistance to their colleagues. Through the peer tutoring service, difficult

concepts are simplified in a manner and in an atmosphere conducive to learning, and cover many courses in each of the academic schools on campus. Through this medium, tutors are available for Math, Statistics, Science, Spanish, Finance, Accounting, Music, Computer Programming and more. Faculty can refer students for tutoring in the various areas.

The tutoring schedule is included in Appendix 8.

Smarthinking

Smarthinking is an online tutoring service that Palm Beach Atlantic University has made available to students. Students can receive tutoring in mathematics (basic math through Calculus, including Bilingual Math), Biology, Chemistry, Intro Human A&P, Organic Chemistry, Physics, Economics (Macro and Micro), Intro to Finance, Accounting, Spanish, and Writing. Tutoring is available 24 hours a day, seven days a week. Via Smarthinking, students can accomplish the following: connect with an e-structor and interact with a live tutor; submit writing for any class to the Online Writing Lab; and submit a question and receive a reply from a tutor.

Academic Support Office

The Academic Support Office meets with students to help them access any of the academic support programs as well as assess their situation. Students can elect to access services or a faculty member can refer a student for services. The Academic Support Office has also developed a series of manuals and documents to help students in the following areas:

The Importance of Study Groups	Tips for Better Test Taking
Tips for Successful Studying	How to Listen Effectively
Tips for Preparing and Taking Exams	Relaxation Techniques
4 Helpful Memory Techniques	SQR Study Method
Eliminate Procrastination	Ten Ways to Get the Most Out of Now
Qualities of a Master Student	Coping Strategies

Think for Yourself and Write for Others™

Palm Beach Atlantic University is also committed to preparing students in critical thinking and written composition. Our Quality Enhancement Plan (QEP) developed as an element of the University's regional accreditation (Southern Association of Colleges and Schools (SACS) is "Think for Yourself and Write for Others™."

Think for Yourself—Write for Others™ is PBA's five-year plan to improve the critical thinking and writing skills of undergraduate students at Palm Beach Atlantic University through initiatives in three areas:

- Instruction and Assessment—including critical thinking and writing skills in selected general education classes, using common learning outcomes and grading standards in all the classes.
- Faculty Development—providing training, resources and incentives to support the improved teaching of critical thinking and writing skills.
- Academic Support—establishing a Center for Writing Excellence to provide writing instruction and support beyond what is received in the classroom.

The Center for Writing Excellence

The Center for Writing Excellence (CWE) is designed with the community in mind, and all members of the PBA family are encouraged to take advantage of the services offered. The

Center's knowledgeable tutors work with students to determine the mode of tutoring best meeting the student's learning style. The Center can assist students with each stage of the writing process: pre-writing, outlining, drafting, and proofreading to help strengthen ideas, streamline thoughts and build skills for future assignments.

The Center, which first opened in fall 2008, is open Monday through Friday and is located in the Warren Library Rotunda. Students are encouraged to make an appointment, but walk-in appointments are available. The Center also hosts workshops on the following writing topics: Thesis Statement; Paragraphs; Transitions; Subject-Verb Agreement; Structure and Conclusions; Fused/Run-on Sentences; Fragments; Comma Splices; Unnecessary or Missing Apostrophe-Possessives; Commas-introductory Element; Pronoun/Antecedent Agreement; and Unnecessary Commas.

Graduate:

The Center for Writing Excellence

The Center for Writing Excellence (CWE) is designed with the community in mind, and all members of the PBA family are encouraged to take advantage of the services offered. The Center's knowledgeable tutors work with students to determine the mode of tutoring best meeting the student's learning style. The Center can assist students with each stage of the writing process: pre-writing; outlining; drafting; and proofreading to help strengthen ideas, streamline thoughts and build skills for future assignments.

Tutoring

Each semester, faculty-recommended students are hired as peer tutors to provide free individual or small group tutorial assistance to their colleagues. Specifically, tutors are available in statistics, finance, accounting, and computer information systems for graduate students. Faculty can refer students for tutoring in the various areas.

d. Personal and professional development of students

Undergraduate:

Workshop

Workshop is a distinctive community service program that has been at the heart of PBA since its founding in 1968. Workshop combines "work" with "worship," serving God through serving our community. Through Workshop, our students are encouraged to make a Christian response to human needs by volunteering in nonprofit agencies, churches and schools. All full-time undergraduate students are required to serve 45 hours per year. Students may choose from PBA-sponsored group service events, or may serve individually at an nonprofit organization, church or school of their choice.

AY2008-2009 Workshop Statistics are that 1,623 students volunteered 118,605 hours in nonprofit organizations. Since the program's inception, students have volunteered for a total of 1,953,342 hours. Students make an impact in hundreds of organizations in Palm Beach County and throughout the world.

Chapel

Held in the beautiful DeSantis Family Chapel, the chapel programs involve students as both participants and leaders in worship. Chapel helps promote an increased commitment to God, a great sense of campus community, the integration of faith and learning as preparation for service, and an openness to and understanding of various forms of worship. Chapel is a requirement for all full-time students. Chapel is held four times weekly in the DeSantis Family Chapel Monday through Thursday at 11 a.m., as well as other times, dates and locations that are listed on the chapel calendar. The 2008-2009 Chapel schedule is included in Appendix 9.

Career Services

Palm Beach Atlantic University offers career service counseling and resources for students looking to enter the workforce or change careers. Specifically, the two primary functions are as follow:

- Resource Center
Has books, magazines, brochures and other information available to help with career decisions. Most are available to check out for up to two weeks.
- Meeting With A Career Counselor
Helps student decide on a major and determine what can be accomplished with a specific degree, offer help with writing a resume and can set up practice interviews.

There is also an active job posting system powered by the College Central Network available to students looking for part-time and full-time employment. Also, there is information about:

- How to Write a Resume
- How to Get Into Graduate School
- How to Find A Job
- How to Interview With Success
- Professional Etiquette

SIFE

Students in Free Enterprise (SIFE) is offered as an upper-level elective in the Rinker School of Business. Students in the class take what they learn in the classroom and then teach others in the community on the principles of the free enterprise system. The goal is to create economic opportunity for others by teaching them critical skills. Students develop, implement and evaluate their efforts and then present their results at regional and national competitions. The PBA SIFE team has advanced to national competition in three of the past four years. The SIFE 2008-2009 Annual Report is included in Appendix 10.

International Travel

Students participating in the Annual RSB Global Business Trips develop global business skills through interacting with senior management at destinations around the world. The annual global business trip is required for undergraduate international business majors and is a required trip component in the Regional Business Environment class. The course is available as an elective for business majors. Students in the MBA program are offered the opportunity to participate in the trip by enrolling in Global Business Environment.

During AY 2008/2009, the RSB traveled to China on February 22 through March 7. There were 39 students and 4 faculty. The students visited 8 business sites and spent time touring cultural sites in Beijing and Shanghai. Students also have the opportunity to travel abroad outside the business school, with various PBA sanctioned options. Business faculty encourage these opportunities as students gain valuable experience which adds to their academic maturity.

The International Business (IB) Club was recently established coming from a new RSB initiative and now has 20 student members. The IB Club is the perfect opportunity for any business student to network, travel, and explore international opportunities. With a focus on culture, the club is an ideal resource for keeping up-to-date with global occurrences, multinational company updates, and foreign economic developments.

Graduate:

Career Services

Palm Beach Atlantic University offers career service counseling and resources for students looking to enter the workforce, or change careers. Specifically, the two primary functions are as follow:

- Resource Center
Has books, magazines, brochures and other information available to help with career decisions. Most are available to check out for up to two weeks.

Meeting With A Career Counselor

Helps student decide on a major and determine what can be accomplished with a specific degree, offer help with writing a resume and can set up practice interviews. An active job posting system powered by the College Central Network is available to students looking for part-time and full-time employment. Also, there is information on the following:

- How to Write a Resume
- How to Get Into Graduate School
- How to Find A Job
- How to Interview With Success
- Professional Etiquette

MBA Annual Networking Event

The Rinker School of Business annually hosts a significant networking event in conjunction with the honoring of outstanding MBA alumni and MBA scholarship recipients. All current business graduate students are invited and encouraged to meet and potentially build relationships with the many local business leaders that are attending the event. The event is co-sponsored with the PBA Development Office.

e. Operational effectiveness of the business school

The Rinker School of Business has four operational outcomes or goals, along with the five undergraduate and four graduate student learning outcomes. These operational goals also come from the new RSB mission and vision. The four goals are as follows:

1. Practice leadership that promotes open and clear communication at all levels of the Business school, which includes administration, faculty, staff and students.
2. Apply an experiential learning process that promotes both student maturity and success.
3. Continuously appraise our Christian-integrated business skills curriculum for the purpose of providing our students with the most contemporary and robust learning experience possible.
4. Develop an atmosphere of scholarly and professional development for faculty.

Goals 1 and 2 are difficult to measure in terms of direct assessment. Although this was apparent when they were drafted, they were included anyway in an effort to promote clear and open communication especially during periods of leadership transition. As a result of attention and assessment of the outcomes, faculty have now begun to strive to communicate more effectively with students. Some of the new communication initiatives include:

- Full access to meeting minutes of which the Dean attends.
- Twice a month faculty meetings, chaired by a faculty member.
- Two yearly comprehensive faculty retreats.
- Higher percentage use of eCollege, an online curriculum aid for students.
- Two yearly RSB-wide meetings with all undergraduate students and faculty.

Implementation of the new C4 student transformation model, developed by the faculty as a result of the continuous examination of student expectation, student reality and the value added nature of the RSB, will continue. The continuation of this approach will occur over the next five years. The focus of activity will be in clearly defining those educational opportunities which enhance the experiential nature of the learning process, along with appropriate measuring techniques for determining whether or not a student has truly been transformed.

Goals 3 and 4 are much more straightforward to assess by using various tools available to the RSB. Tables Z and AA assess the general performance of students and faculty. The results confirm that the Rinker School of Business students are performing similarly to students at other institutions. Secondly, the RSB programs appear, through the data, to have a strong deliberate Christian integration occurring in both the undergraduate and graduate programs.

MFAT Results

RSB Majors	# of Students Tested	Average MFAT Score	Average GPA in Major
Accounting	4	153	3.61
Applied Finance and Accounting	6	139	3.10
Entrepreneurship and Small Business	8	136	3.07
Finance	1	159	3.77
International Business	12	136	3.11
Management	15	134	3.16
Marketing	9	131	3.05
Sport Management	5	126	3.19
Master of Business Administration	24	232.5	-

IDEA

2008-09	N	Definitely False	More False than True	In Between	More True than False	Definitely True	Omitted
All courses	1739	4.43%	5.00%	16.04%	25.13%	33.06%	16.33%
Marketing	206	3.40%	0.49%	14.56%	28.64%	33.01%	19.90%
Management	206	0.97%	0.49%	11.65%	26.21%	41.75%	18.93%
Finance	167	8.38%	8.98%	19.16%	14.37%	16.77%	13.17%
Accounting	308	2.60%	4.22%	18.51%	25.32%	38.64%	10.71%
Intl. Business	215	1.86%	6.05%	14.88%	24.65%	41.86%	10.70%
Economics	156	4.49%	9.62%	12.82%	28.21%	23.72%	21.15%
Research/Stats	183	10.38%	10.38%	18.58%	22.95%	20.22%	17.49%
Business Law	63	3.17%	0.00%	3.17%	23.81%	46.03%	23.81%
Info Systems	47	2.13%	4.26%	19.15%	27.66%	17.02%	29.79%
Sport Mgmt	27	11.11%	11.11%	33.33%	18.52%	3.70%	22.22%
MBA	216	5.56%	1.39%	16.20%	21.30%	50.00%	5.56%

FAPR

Specifically, Goal 4 addresses the scholarly and professional development nature of the environment within the RSB. The university uses the Faculty Activities Performance Report (FAPR) as an opportunity to assess current performance and activities of faculty and plan how to make improvements in the future. Results of the FAPR are summarized in Table AB. The form and subsequent process recognizes the work of an academic professional in fulfilling the faculty role is continuous and developmental with benchmark achievements that are not always confined to an academic year time frame. This plan and its related report of accomplishments provide a

way for directing faculty and administrative efforts toward the achievement of mutually accepted individual, department, school, and institutional goals and objectives. It identifies the variety and distribution of professional activities that are pursued and on which evaluation occurs at the end of each year of the plan. Please see Appendix 11.

Table AB	
Summary of 2008-2009 FAPR Results	
	<i>Percent of Full-Time RSB Faculty Engaged</i>
New Curriculum Development	69 %
Proactive Approach to Christian Integration	76 %
Research and Scholarly Activity	85 %
Professional Growth	46 %
University Service	54 %

Results indicate that the faculty is actively engaged in those activities typical of faculty. Teaching, research and administrative opportunities appear highly rated and supported in the Rinker School of Business demonstrating Goal 4 is being met. These results will be helpful when they are examined longitudinally.

3. A summary of the changes and improvements that are needed based on the results of the implementation of the outcomes assessment plan(s).

There are twelve defined items that need to be addressed in AY2008/2009. They are separated by the categorical level of change (i.e. assessment, curriculum etc.) and whether they are undergraduate level, graduate level or both.

Undergraduate and Graduate:

Strategic Policy

1. As the mission and goals of the school were revised in the previous year, the faculty is now working on operationalizing the C4 goals.

Assessment

2. Over the past several years, the RSB has not been satisfied with the student results on the MFAT. The faculty reviewed the MFAT assessment results and concluded that a primary issue was that the exam was not tied to any academic credit or incentive. Therefore, students did not put forth a significant effort in taking the exam, resulting in subpar results. Additionally, the exam reflected nationally standardized learning outcomes that may not be directly related to the RSB learning outcomes. Faculty recommended that an RSB specific exam be developed. The Rinker Learning Assessment Test (RLAT) was developed to provide a stronger direct assessment of student learning. RSB faculty provided seven multiple-choice test questions from each core course in the curriculum. The test will consist of 75 questions, five from each business core course. The exam will be administered to freshmen during the Introduction to Business course as well as to seniors in the capstone Business Strategy course. The pre- and post-program administration of the exam will allow for better assessment of the

programmatic impact on students in the RSB, with the focus shifting to true value added.

3. A second new indirect measure of student learning will be implemented during the 2009-2010 academic year. A series of exit interview questions have been compiled. All students enrolled in the capstone course will complete the RSB exit interview. This will be an open-ended survey, intended on soliciting open feedback. The purpose of this tool is to analyze the learning experience specific to the RSB student. See Appendix 12 for the current version of the questionnaire.

Operational

There are three operational issues that need to be specifically addressed. These issues stem from an examination of the operational outcomes assessment and from discussion with the Rinker Advisory Board,

4. Update library business collection to be more quantitative – the RSB curriculum has been somewhat lacking in the delivery of quantitative material. Students have been strong in qualitative areas, however curriculum has not always focused on the development of quantitative skills. As a beginning step, the faculty would like to increase the number of databases that support quantitative assignments and projects. Once in place faculty will be able develop more quantitative based activities in their class.
5. Establish several new business school organizations – in keeping with the further development of our experiential/transformational approach to learning, the faculty has concluded that more student-student interaction needs to occur. By encouraging student group activity, students will benefit more from their environment, and not just from faculty.
6. Increase Rinker Advisory Board from five to nine members – currently the Rinker School of Business Advisory Board has five members. Logistically, five members create some difficulty when trying to attain synergy and new ideas. Furthermore, if one or two members cannot make meetings, a large percentage of the board is missing. Increasing the Board size would also more effectively meet the directive set out in the Board directives.

Undergraduate Only:

Assessment

7. As a new indirect measure, internship reflection questions have been developed. Students will reflect upon their coursework and experiences in the Rinker School of Business. They will quantitatively and qualitatively respond to a reflection question on each of the student learning outcomes. At the conclusion of each semester, the student will respond to the following questions:

- My course work and experiences in the Rinker School of Business have adequately prepared me in the area of “insert student learning outcome.”

Strongly Disagree Disagree Neutral Agree Strongly Agree

- Please take a moment to reflect on your course work and experiences in the area of “insert student learning outcome.” Describe the course work or experiences that positively or negatively affected your preparedness in the area of “insert student learning outcome.”

The Internship Reflection assignment is included in Appendix 13.

Results of the Employer Evaluations identified that, although performing well, students were not receiving high marks in the area of leadership. During the 2008-2009 the faculty voted on including a new course titled Leadership & Ethics.

Curriculum

8. Add a Leadership and Ethics course to the business core, and remove Professional Communications as Public Speaking is within the scope of the General Education Program.
9. Revise the Accounting curriculum structure so graduating students can immediately sit for the CPA exam.
10. Revise from an elective business trip to a mandatory business trip in the International Business major.

Graduate Only:

RSB Policy

11. Based on graduate student feedback, the faculty has decided to revise graduate program entrance requirements so that they are more objective and further assist the faculty in ascertaining the viability of success for our future students. An entrance equation will be established using applicant GPA, GMAT score, and work experience. All prerequisites will be course related as opposed to the current program related structure.
12. Also, through survey, and an analysis of competitors, the Rinker School of Business believes the delivery time schedule needs to be revised, from 16 weeks to 8 weeks for the MBA program. This change would make the program more competitive and innovative. Course curriculum will need to be updated along with consensus from all administrative and support units.

4. A summary of the action plans that are developed to implement the identified changes and improvements.

Table AC summarizes the action items, level of impact, category type, and objective for the changes.

Table AC				
Action Plan Items with Outcomes				
Action Item	Program	Category	Objective	Status
Operationalize C4 Learning Model.	Undergraduate, Graduate	Strategic Plan	Ensure student learning outcomes. Continuous improvement.	
Change direct assessment measure from MFAT to RLAT.	Undergraduate, Graduate	Assessment	Ensure student learning outcomes. Continuous improvement.	
Add new indirect assessment measure using internship reflection assignment.	Undergraduate	Assessment	Ensure student learning outcomes. Continuous improvement.	
Add new indirect assessment measure using student exit interviews.	Undergraduate, Graduate	Assessment	Ensure student learning outcomes. Continuous improvement.	
Revise graduate program entrance requirements.	Graduate	RSB Policy	Improve student success rate.	
Revise the MBA program course delivery sequence from 16 to 8 weeks.	Graduate	RSB Policy	Student satisfaction. Improved student success rate.	
Add a Leadership and Ethics course to the business core, and remove Professional Communications.	Undergraduate	Curriculum	Improve teaching and learning, align curriculum with objectives.	
Revise the Accounting curriculum structure so that graduating students can immediately sit for the CPA exam.	Undergraduate	Curriculum	Competitive advantage, improve student satisfaction.	
Revise from an elective business trip to a mandatory business trip in the International Business major.	Undergraduate	Curriculum, RSB Policy	Ensure student learning outcomes. Continuous improvement.	
Update library business collection to be more quantitative.	Undergraduate, Graduate	Operational	Improve the quantitative skills of students.	
Start several new business school organizations.	Undergraduate, Graduate	Operational	Offer more experiential opportunities for RSB students.	
Increase Rinker Advisory Board from 5 to 9 members.	Undergraduate, Graduate	Operational	Facilitate more input into the guidance and control of the RSB.	

5. *A summary of the realized outcomes that result from the execution of the action plans.*

Table AD below has added the current status of the action items identifies above. All items are currently being developed and implemented or have already been completed.

Table AD				
Action Plan Items with Current Status				
Action Item	Program	Category	Objective	Status
Operationalize C4 Learning Model.	Undergraduate, Graduate	Strategic Plan	Ensure student learning outcomes. Continuous improvement.	Currently underway, theoretical research completed, assigning measures to model.
Change direct assessment measure from MFAT to RLAT.	Undergraduate, Graduate	Assessment	Ensure student learning outcomes. Continuous improvement.	RLAT test has been developed, will be implementing in Fall 2009.
Add new indirect assessment measure using internship reflection assignment.	Undergraduate	Assessment	Ensure student learning outcomes. Continuous improvement.	Internship reflection instrument has been developed, will begin in Fall 2009.
Add new indirect assessment measure using student exit interviews.	Undergraduate, Graduate	Assessment	Ensure student learning outcomes. Continuous improvement.	Exit interview has been developed, will be implemented in Fall 2009.
Revise graduate program entrance requirements.	Graduate	RSB Policy	Improve student success rate.	Currently getting proper approvals, expect imp. Jan.2010.
Revise the MBA program course delivery sequence from 16 to 8 weeks.	Graduate	RSB Policy	Student satisfaction. Improved student success rate.	Completed Spring 2009.
Add a Leadership and Ethics course to the business core, and remove Professional Communications.	Undergraduate	Curriculum	Improve teaching and learning, align curriculum with objectives.	Course has been developed, and added as business core in Fall 2009.
Revise the Accounting curriculum structure so that graduating students can immediately sit for the CPA exam.	Undergraduate	Curriculum	Competitive advantage, improve student satisfaction.	Curriculum change completed, started in Fall 2009.
Revise from an elective business trip to a mandatory business trip in the International Business major.	Undergraduate	Curriculum, RSB Policy	Ensure student learning outcomes. Continuous improvement.	Decision has been completed, first trip policy to be enforced, Spring 2010.
Update library business collection to be more quantitative.	Undergraduate, Graduate	Operational	Improve the quantitative skills of students.	New quantitative databases have been added for Fall 2009.
Start several new business school organizations.	Undergraduate, Graduate	Operational	Offer more experiential opportunities for RSB students.	Two new RSB student organizations have been formed.
Increase Rinker Advisory Board from 5 to 9 members.	Undergraduate, Graduate	Operational	Facilitate more input into the guidance and control of the RSB.	Selection process has begun, 4 additional members should start by Jan. 2010.

6. A narrative that describes the ways in which outcomes assessment results are integrated into strategic planning and budgeting.

Assessment results are realized most often through curriculum development and change, as discussed in Principle 3.5 questions 1 and 2. However, there are moments, as was the case in 2008 where the faculty examined not only the specific outcome measures and their relationship to curriculum, but also examined the overall learning experience of the student. It was at this point that the vision, mission and much of the strategic plan changed to encompass a transformational process of learning as opposed to a linear process of course completion through pedagogical prerequisites. The C4 model, mentioned earlier, was the direct result of a faculty retreat whereby assessment measures were being examined, when questions of whether or not the “right” questions were being asked or if the students were truly motivated to perform well on the test. This led to the discussion of what do we want the student to look like when he/she graduates. From this, the RSB amended their strategic plan.

Data from assessment is used in the budget planning and justification process. New initiatives directly related to assessment needing funding in order to make them a reality are a part of the process. If ratified by the faculty, the Dean would need to make the requests and justifications in the next budgetary cycle showing a need for funds to support the assessment initiative. Budgetary decisions include the Dean, the Provost, the Chief Financial Officer, the President, and ultimately the Board of Trustees. An institutional process is in place and is managed through the Office of Business Affairs.