



IACBE

International Assembly for Collegiate Business Education

Annual Report – Accredited Member

Institution: Palm Beach Atlantic University
Academic Business Unit: Rinker School of Business
Academic Year: 2010-11

International Assembly for Collegiate Business Education
P.O. Box 3960
Olathe, Kansas 66063
USA

IACBE ANNUAL REPORT
For Academic Year: 2010-11

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

General Information

Institution's Name: Palm Beach Atlantic University

Institution's Address: 901 South Flagler Dr

City and State or Country: West Palm Beach, FL Zip or Postal Code 33416

Name of Submitter: Dr. Leslie Turner

Title: Interim Dean

Your Email Address: Leslie_turner@pba.edu

Telephone (with country code if outside of the United States): 561-803-2450

Date Submitted: October 28, 2011

Accreditation Information

1. If applicable, when is your next institutional accreditation site visit? _____ Year
2. When is your next reaffirmation of IACBE accreditation site visit? 2013 Year

3. Provide the website address for the location of your public notification of accreditation by the IACBE: <http://www.pba.edu/bus-accreditation>

4. Provide the website address for the location of your public disclosure of student learning results: <http://cdn.trustedpartner.com/docs/library/PalmBeachAtlanticUniversity2010/PDFS/RinkerSchool/Accreditation%20for%20Rinker.pdf>

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

<i>Commissioners' Notes</i>	<i>Action Already Taken</i>	<i>Action Planned</i>

Administrative Information

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

Name: Mr. Bill Fleming

Title: President

Highest Earned Degree: Bachelor of Science Email: william_fleming@pba.edu

Telephone (with country code if outside of the United States): 561-803-2012 Fax (with country code if outside of the United States): 561-803-2008

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

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

Name: Dr. Joe Kloba

Title: Provost and Vice President for Academic Affairs

Highest Earned Degree: EdD Email: Joe_kloba@pba.edu

Telephone (with country code if outside of the United States): 561-803-2058 Fax (with country code if outside of the United States): _____

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

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

Name: Dr. Leslie Turner

Title: Interim Dean of the Rinker School of Business

Highest Earned Degree: D.B.A. Email: Leslie_turner@pba.edu

Telephone (with country code if outside of the United States): 561-803-2470 Fax (with country code if outside of the United States): 561-803-2455

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

4. Provide the following information pertaining to your current primary representative to the IACBE (if not the same as the head of the academic business unit):

Name: _____

Title: _____

Highest Earned Degree: _____ Email: _____

Telephone (with country code if outside of the United States): _____ Fax (with country code if outside of the United States): _____

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

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

Name: Dr. Cora Barnhart

Title: Associate Professor

Highest Earned Degree: Ph.D. Email: Cora_barnhart@pba.edu

Telephone (with country code if outside of the United States): 561-803-2484 Fax (with country code if outside of the United States): 561-803-2455

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

Programmatic Information

1. Did you terminate any business programs during the reporting year?

No

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

2. Were changes made in any of your business programs?

No

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

3. Were any new business programs (including new majors, concentrations, and/or emphases) established during the academic year?

No (skip to the *Outcomes Assessment* section below)

Yes. If yes, please identify the new programs on a separate page at the end of this report, and answer item 4 below.

4. If applicable, was approval of your institutional accrediting body required for any of the programs identified in item 3 above?

No

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

Outcomes Assessment

1. Has your outcomes assessment plan been submitted to the IACBE?

Yes

No. If no, when will the plan be submitted to IACBE? _____

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

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

Changes have been made and the revised plan is attached.

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

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

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

Section I (Student Learning Assessment) of the Outcomes Assessment Results form must be completed for each business program that is accredited by the IACBE (i.e., a separate table must be provided for each program).

Performance targets/criteria are the criteria used by the academic business unit in evaluating assessment results to determine whether intended outcomes have been achieved. For example, if the academic business unit is using the ETS Major Field Test as one of its direct measures of student learning, then a performance target might be that the Institutional Mean Total Score on the exam will place students in the upper quartile nationally; or if the academic business unit is using a comprehensive project in a capstone course as a direct measure of student learning, then a performance target might be that 80% of the students will score at the highest level (e.g., proficient, exemplary, etc.) on each project evaluation criterion.

Remember that your outcomes assessment plan needs to include two or more direct and two or more indirect measures of student learning. These measures should be used at the program level.

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

Italicized entries in the form represent areas where the academic business unit should insert its own assessment information. Add tables and insert rows in the tables as needed.

Other Issues

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

Outcomes Assessment Results

For Academic Year: 2010-11

Section I: Student Learning Assessment

Student Learning Assessment for <i>the Major in Business Administration - Undergraduate</i>	
Intended Student Learning Outcomes for <i>Major in Business Administration - Undergraduate</i>	
1. <i>Students will exhibit business appropriate communication skills.</i>	
2. <i>Students will exhibit the ability to successfully perform in a group or team.</i>	
3. <i>Students will exhibit an understanding of elements, standards, and application of critical thinking.</i>	
4. <i>Students will exhibit business skills in the following areas: technology, research, finance, accounting, marketing, global business, management, and business law.</i>	
5. <i>Students will exhibit the ability to express a Christian Worldview as it relates to business practices.</i>	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. <i>Course rubric</i>	<i>75% of RSB students in the business capstone course will complete the assignment with a score of good or better in the first 4 learning outcomes above.</i>
2. <i>Rinker Learning Assessment Test (RLAT)</i>	<i>Improvement in mean score from pre-test to post-test.</i>
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. <i>IDEA evaluations in four areas: Communication skills Team collaboration Critical thinking Christian integration</i>	<i>Meet or exceed the baseline measures established in the 2009-2010 academic year. The baseline measure is the mean percentage of respondents selecting a “4” or “5” on 2009-2010 IDEA forms (tables E through M of assessment report.</i>

2. <i>Employer evaluation</i>	<i>Meet or exceed the baseline measures established in the 2009-2010 academic year. The baseline measure is 65%, the mean percentage of respondents selecting a "4" or "5" on 2009-2010 employer evaluation forms (table N of the assessment report) academic year.</i>	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>Course Rubric: Using the course rubric in our undergraduate business strategy capstone course, the percentage of students completing the assignments with a score of good or better exceeded 75% in each of the four measured categories.</i>	X	
2. <i>Rinker Learning Assessment Test: The RLAT assessment is an internally designed and administered test covering each major discipline. It is designed to be administered as a pre-test (Intro to Business) and post-test (Business Strategy). Since this was the second academic year we administered it, we are unable to compare pre-test to post-test for the same students. However, the senior-level students did have a higher mean score (14% points higher) than freshmen students. This is some evidence that students gain business skills and knowledge from the courses taken.</i>	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>IDEA evaluations: The baseline measure is the mean percentage of respondents selecting a "4" or "5" on 2009-2010 IDEA forms (tables E through M of assessment reports).</i>	X	
2. <i>Employer evaluation: The baseline measure is the mean percentage of employer respondents selecting a "4" or "5" on 2009-2010 IDEA forms (table N of assessment reports).</i>	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1.		

Student Learning Information for the Major in Business Administration - MBA		
Intended Student Learning Outcomes for the Major in Business Administration - MBA		
1. <i>Students will demonstrate professional communication and teamwork skills.</i>		
2. <i>Students will exhibit successful problem recognition, task management, and strategic integration tools.</i>		
3. <i>Students will display sound, critical thinking, decision making skills using both qualitative and quantitative techniques.</i>		
4. <i>Students will exhibit the ability to express a Christian Worldview as it relates to business practices.</i>		
Assessment Tools/Methods for Intended Student Learning Outcomes— Direct Measures of Student Learning	Performance Targets/Criteria for Direct Measures:	
1. <i>Course rubric in MBA Strategy course</i>	<i>75% of RSB students in the MBA capstone course will complete the assignment with a score of good or better in the first 3 learning outcomes above.</i>	
2. <i>Course rubric in MBA Business Research Course</i>	<i>75% of RSB students in the MBA capstone course will complete the assignment with a score of good or better in the first 3 learning outcomes above.</i>	
3. <i>Rinker Learning Assessment Test (RLAT)</i>	<i>Improvement in mean score from pre-test to post-test.</i>	
Assessment Tools/Methods for Intended Student Learning Outcomes— Indirect Measures of Student Learning	Performance Targets/Criteria for Indirect Measures:	
1. <i>IDEA evaluations in four areas: Communication skills Team collaboration Critical thinking Christian integration</i>	<i>Meet or exceed the baseline measures established in the 2009-2010 academic year. The baseline measure is the mean percentage of respondents selecting a "4" or "5" on 2009-2010 IDEA forms (tables E through M of assessment report.</i>	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>Course Rubric: Using the course rubric in our MBA strategy capstone course, the percentage of students completing the assignments with a score of good or better exceeded 75% in each of the four measured categories.</i>	X	

2. <i>Course Rubric: Using the course rubric in our MBA business research course, the percentage of students completing the assignments with a score of good or better exceeded 50% in each of the four measured categories.</i>	X	
3. <i>Rinker Learning Assessment Test: The RLAT assessment is an internally designed and administered test covering each major discipline. It 2008-2009, we designed and used the undergraduate RLAT exam. We then intended to use that experience to build a graduate version of the RLAT for MBA students. That test was not completed during 2010-2011.</i>		X
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>IDEA evaluations: The baseline measure is the mean percentage of respondents selecting a "4" or "5" on 2009-2010 IDEA forms (tables Q through X of assessment reports).</i>		X
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
<p>1. <i>(Direct measures) RLAT: As of the end of 2009-2010, the MBA version of RLAT was not completed. (Direct Measure #3). The RLAT exam we have been using in the undergraduate degree program is not yielding the richness of data analysis that we desire. In the 2012-2013 academic year, we will be returning to the use of Major Field Achievement Test (MFAT) for both undergraduate and graduate degree programs. MFAT will become the replacement for our internally generated RLAT.</i></p> <p><i>(Indirect Measures) IDEA Evaluation Results: We were slightly below the baseline mean in three of the four areas of IDEA evaluations. Communication skills 61%, baseline of 66%; Critical thinking 67%, baseline of 71%; Christian Integration 50%, baseline of 53%. We exceeded the baseline in Team collaboration at 80%, with a baseline of 76%. We will continue using these assessments and in our courses we will continue our focus on communication skills, team collaboration, critical thinking, and Christian integration. (See Table Z)</i></p>		

Section II: Operational Assessment (Note: Complete this section only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.)

Operational Assessment for <i>(Name of Academic Business Unit)</i>		
Mission of the <i>(Name of Academic Business Unit)</i> :		
<i>(Mission Statement)</i>		
Intended Operational Outcomes:		
1. <i>(Intended Operational Outcome 1)</i>		
2. <i>(Intended Operational Outcome 2)</i>		
3. <i>(Intended Operational Outcome 3)</i>		
4. <i>(Intended Operational Outcome 4)</i>		
Assessment Measures for Intended Operational Outcomes:	Performance Targets/Criteria for Operational Assessment Measures:	
1. <i>(Measure for Intended Operational Outcome 1)</i>	<i>(Target/Criterion for Measure 1)</i>	
2. <i>(Measure for Intended Operational Outcome 2)</i>	<i>(Target/Criterion for Measure 2)</i>	
3. <i>(Measure for Intended Operational Outcome 3)</i>	<i>(Target/Criterion for Measure 3)</i>	
4. <i>(Measure for Intended Operational Outcome 4)</i>	<i>(Target/Criterion for Measure 4)</i>	
Summary of Results from Implementing Operational Assessment Measures:	Performance Target Was...	
	Met	Not Met
1. <i>(Results for Measure 1)</i>		
2. <i>(Results for Measure 2)</i>		
1. <i>(Results for Measure 3)</i>		

2. <i>(Results for Measure 4)</i>		
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. <i>(Course of Action 1)</i>		
2. <i>(Course of Action 2)</i>		
3. <i>(Course of Action 3)</i>		
4. <i>(Course of Action 4)</i>		

Page 4, Question 3

During 2010-2011, a new track within the management major, non-profit management, became effective. Students in this track take the same general education, business core, and management core of all management majors. The track consists of three courses in non-profit management. The courses are:

- Fundraising and Marketing for Non-Profit Organizations
- Volunteer & Board Development for Non-Profit Organizations
- Program Management & Evaluation for Non-Profit Organizations

During the development of this track, the Dean, Dr. David Smith, contacted IACBE staff to inquire about IACBE approval of the new track. The answer we received was the change was not significant enough to require IACBE approval.

Academic Year 2010-2011 Learning Outcomes Assessment

Undergraduate

Coverage of Core Curriculum in Courses

Table A																
Learning Outcomes per Core Business Course		ACG 2013	ACG 2023	BUS 3193	BUI 3633	BUS 2353	BUS 2343	BUF 2173	BUM 2183	BUS 4303	BUR 2153	BUS 1183	BUSV 4713	BUS 2013	BUS 3053	BUS 2133
Students will exhibit business appropriate <i>communication skills</i>			X		X	X	X		X	X	X	X	X		X	
Student will exhibit the ability to successfully perform in a <i>group or team</i>			X			X	X				X					
Students will exhibit and understand elements, standards, and application of <i>critical thinking</i>		X	X			X	X		X	X			X		X	
Students will exhibit business skills in the following areas:																
<i>Technology</i>							X							X	X	X
<i>Research</i>										X					X	X
<i>Finance</i>			X				X		X	X						
<i>Accounting</i>		X	X					X	X	X						
<i>Marketing</i>										X	X	X				
<i>Global Business</i>					X							X	X			
<i>Management</i>									X	X		X	X			
<i>Business Law</i>				X												
Students will exhibit the ability to express a <i>Christian Worldview</i> as it relates to business practices		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Direct Measures:

Business Strategy Course Rubric

Table B					
<i>Capstone Course Rubric Results</i>					
	Group Case		Group Industry Project		
	09/10	10/11	09/10	10/11	
Communication	82%	78%	76%	78%	
Group Skills	80%	81%	80%	84%	
Critical Thinking	80%	82%	80%	84%	
Core Business Skills	78%	77%	82%	82%	

Rinker Learning Assessment Test Results

Table C		
<i>RLAT Course Grades</i>		
	Intro to Business	Business Strategy
A	36%	30%
A-	1%	0%
B+	12%	0%
B	28%	45%
B-	0%	0%
C+	8%	0%
C	14%	18%
C-	0%	0%
D+	0%	0%
D	0%	3%
D-	0%	0%
F	1%	3%

Table D		
<i>RLAT Scores by Discipline and Overall</i>		
	Intro to Business	Business Strategy
Intro to Business	63%	82%
Macroeconomics	40%	50%
Microeconomics	43%	47%
Financial Accounting	45%	64%
Managerial Accounting	45%	70%
Global Business	32%	59%
Finance	41%	70%
Information Systems	30%	38%
Marketing	42%	72%
Statistics	30%	41%
Business Res. Methods	35%	52%
Management	36%	42%
Leadership & Ethics	46%	55%
Business Law I	29%	36%
Business Strategy	25%	24%
Overall Mean Score	39%	53%

Indirect Measures:

Communication Skills As Assessed in IDEA Evaluations

Table E						
Developing skill in expressing myself orally or in writing (Question 28)						
Respondents (Total #)	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	Omitted
ALL RSB (935)	6.4%	8.3%	15.8%	28.8%	38.5%	2.1%
Internship (20)	0.0%	0.0%	5.0%	15.0%	70.0%	10.0%

Table F						
As a result of taking this course, I have developed my ability to organize my thinking through the process of writing (Question 51)						
Respondents (Total #)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Omitted
ALL RSB (935)	5.1%	7.2%	18.5%	24.7%	28.8%	15.7%
Internship (20)	0.0%	0.0%	0.0%	10.0%	35.0%	55.0%

Team Collaboration Skills As Assessed in IDEA Evaluations

Table G						
Formed "teams" or "discussion groups" to facilitate learning (Question 5)						
Respondents (Total #)	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Omitted
ALL RSB (935)	7.9%	3.3%	12.9%	22.9%	51.3%	1.6%
Introduction to Business (106)	2.8%	0.9%	8.5%	27.4%	58.5%	1.9%

Table H						
Formed "teams" or "discussion groups" to facilitate learning (Question 5)						
Respondents (Total #)	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Omitted
ALL RSB (935)	7.9%	3.3%	12.9%	22.9%	51.3%	1.8%
Strategy (31)	0.0%	3.2%	0.0%	9.7%	87.1%	0.0%

Critical Thinking Skills As Assessed in IDEA Evaluations

Table I						
Learning to analyze and critically evaluate ideas, arguments, and points of view (Question 31)						
Respondents (Total #)	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	Omitted
ALL RSB (935)	2.6%	5.3%	13.8%	27.6%	48.1%	2.6%
Strategy (31)	0.0%	12.9%	25.8%	16.1%	45.2%	0.0%

Table J						
As a result of taking this course, my thinking in this subject area is more focused and systematic (Question 48)						
Respondents (Total #)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Omitted
ALL RSB (935)	2.1%	2.1%	13.7%	29.5%	37.3%	15.2%
Strategy (31)	3.2%	0.0%	16.1%	38.7%	35.5%	6.5%

Table K						
As a result of taking this course, I find I am better able to take seriously and weigh views of others (Question 49)						
Respondents (Total #)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Omitted
ALL RSB (935)	2.9%	4.1%	18.8%	28.1%	30.9%	15.2%
Strategy (31)	3.2%	0.0%	25.8%	45.2%	19.4%	6.5%

Table L						
In this course, I improved my ability to give sound reasons for my beliefs and opinions regarding issues in this subject area (Question 50)						
Respondents (Total #)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Omitted
ALL RSB (935)	2.5%	3.3%	18.0%	27.4%	33.4%	15.5%
Strategy (31)	0.0%	0.0%	22.6%	41.9%	29.0%	6.5%

Christian Integration As Assessed in IDEA Evaluations

Table M Christian principles/ideas were integrated into this course (Question 55)											
Respondents (Total #)	N	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
		Disagree	Strongly Disagree	Disagree	Strongly Disagree	Neutral	Strongly Neutral	Agree	Strongly Agree	Agree	Strongly Agree
ALL RSB	935	4.0%	4.0%	4.3%	4.3%	15.8%	15.8%	24.5%	24.5%	35.6%	35.6%
Accounting	138	5.1%	5.1%	7.2%	7.2%	8.7%	8.7%	21.0%	21.0%	39.1%	39.1%
Business Law	49	2.0%	2.0%	2.0%	2.0%	8.2%	8.2%	30.6%	30.6%	49.0%	49.0%
Economics	100	4.0%	4.0%	4.0%	4.0%	17.0%	17.0%	25.0%	25.0%	41.0%	41.0%
Entrepreneurship	22	0.0%	0.0%	0.0%	0.0%	9.1%	9.1%	18.2%	18.2%	50.0%	50.0%
Finance	76	17.1%	17.1%	10.5%	10.5%	26.3%	26.3%	14.5%	14.5%	13.2%	13.2%
International Management	89	0.0%	0.0%	1.1%	1.1%	16.9%	16.9%	27.0%	27.0%	47.2%	47.2%
Marketing	270	2.2%	2.2%	2.2%	2.2%	16.7%	16.7%	26.7%	26.7%	34.8%	34.8%
Research/Stat	72	1.4%	1.4%	2.8%	2.8%	16.7%	16.7%	29.2%	29.2%	34.7%	34.7%
Sport Mgt	45	4.4%	4.4%	4.4%	4.4%	28.9%	28.9%	26.7%	26.7%	17.8%	17.8%
	6	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Employer Evaluations

Table N Employers' Evaluation - Percentage Rating of Student Interns For 2010/2011										
Evaluation Criteria	5		4		3		2		1	
	Exceptional	Exceeded Expectations	Met Expectations	Below Expectations	Unacceptable	Unacceptable	Unacceptable	Unacceptable	Unacceptable	Unacceptable
Job performance	80%	78%	15%	17%	5%	6%	0%	0%	0%	0%
Ability to learn	70%	67%	20%	28%	10%	6%	0%	0%	0%	0%
Reliability/Attendance	75%	78%	15%	6%	5%	17%	5%	0%	0%	0%
Written comm. skills	65%	44%	24%	44%	12%	11%	0%	0%	0%	0%
Verbal comm. skills	70%	56%	15%	39%	15%	6%	0%	0%	0%	0%
Teamwork skills	75%	78%	25%	6%	0%	17%	0%	0%	0%	0%
Leadership skills	50%	50%	30%	44%	15%	6%	5%	0%	0%	0%
Interpersonal Skills	65%	61%	35%	28%	0%	11%	0%	0%	0%	0%

Graduate – MBA

Direct Measures:

Table O - Results: 2009/2010 – 2010/2011				
<i>Capstone Course Rubric Results</i>				
	Group Case		Group Industry Project	
	09/10	10/11	09/10	10/11
Communication	82 %	86 %	76 %	80 %
Group Skills	80 %	80 %	80 %	84 %
Critical Thinking	80 %	79 %	80 %	85 %
Core Business Skills	78 %	80 %	82 %	84 %

Table P	
Business Research Methods Course Rubric Results	
	Percent Scoring Good
Use reference material in explaining analytical concepts	80 %
Demonstrates understanding of analytical concepts	80 %
Applies critical thought in analyzing information	70 %

Indirect Measures:

Communication Skills As Assessed in IDEA Evaluations

Table Q						
Developing skill in expressing myself orally or in writing (Question 28)						
Respondents (Total #)	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	Omitted
ALL MBA (229)	3.1%	6.1%	18.3%	29.3%	39.3%	3.9%

Table R						
As a result of taking this course, I have developed my ability to organize my thinking through the process of writing (Question 51)						
Respondents (Total #)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Omitted
ALL MBA (229)	0.9%	2.2%	24.9%	26.6%	27.1%	18.3%

Team Collaboration Skills As Assessed in IDEA Evaluations

Table S						
Formed "teams" or "discussion groups" to facilitate learning (Question 5)						
Respondents (Total #)	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Omitted
ALL MBA (229)	3.5%	5.7%	7.9%	21.0%	59.4%	2.6%

Critical Thinking Skills As Assessed in IDEA Evaluations

Table T						
Learning to analyze and critically evaluate ideas, arguments, and points of view (Question 31)						
Respondents (Total #)	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	Omitted
ALL MBA (229)	1.3%	3.9%	16.6%	28.4%	45.9%	3.9%

Table U						
As a result of taking this course, my thinking in this subject are is more focused and systematic (Question 48)						
Respondents (Total #)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Omitted
ALL MBA (229)	1.3%	2.6%	10.0%	33.2%	36.2%	16.6%

Table V						
As a result of taking this course, I find I am better able to take seriously and weigh views of others (Question 49)						
Respondents (Total #)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Omitted
ALL MBA (229)	0.9%	3.1%	19.2%	28.8%	30.6%	17.5%

Table W						
In this course, I improved my ability to give sound reasons for my beliefs and opinions regarding issues in this subject area (Question 50)						
Respondents (Total #)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Omitted
ALL MBA (229)	1.3%	1.3%	16.2%	30.6%	32.8%	17.9%

Christian Integration As Assessed in IDEA Evaluations

Table X						
Christian principles/ideas were integrated into this course (Question 55)						
Respondents (Total #)	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	Omitted
ALL MBA (229)	6.6%	7.0%	17.9%	26.2%	24.0%	18.3%

Overall Summary of Undergraduate and Graduate IDEA Evaluation Results

Table Y			
Overall summary of IDEA Evaluation Results - Undergraduate			
Undergraduate IDEA Evaluations (marked 4 or 5)	09/10	10/11	Change
Communication skills (Questions 28, 51)	58.0%	60.4%	2.4%
Team collaboration (Question 5)	70.7%	74.2%	3.5%
Critical thinking (Questions 31, 48, 49, 50)	63.1%	65.6%	2.5%
Christian integration (Question 55)	61.0%	60.1%	-0.9%
Overall mean	63.2%	65.1%	1.9%
Employer evaluation	90.7%	91.0%	0.3%

Table Z			
Overall summary of IDEA Evaluation Results - Undergraduate			
MBA IDEA Evaluations (marked 4 or 5)	09/10	10/11	Change
Communication skills (Questions 28, 51)	65.7%	61.2%	-4.5%
Team collaboration (Question 5)	75.7%	80.4%	4.7%
Critical thinking (Questions 31, 48, 49, 50)	71.3%	66.6%	-4.7%
Christian integration (Question 55)	53.0%	50.2%	-2.8%
Overall mean	66.4%	64.6%	-1.8%
Employer evaluation (N/A for MBA Program)			