



Annual Report – Accredited Member

Institution:	_____ Palm Beach Atlantic University _____
Academic Business Unit:	_____ Rinker School of Business _____
Academic Year:	_____ 2014-15 _____

International Assembly for Collegiate Business Education
11374 Strang Line Road
Lenexa, Kansas 66215
USA

IACBE ANNUAL REPORT
For Academic Year: 2014-15

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 S. Flagler Dr, P.O.Box 24708

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

Name of Submitter: Leslie Turner

Title: Dean, Rinker School of Business

Your Email Address: Leslie.Turner@pba.edu

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

Type of Institution: _____ Public Private Nonprofit _____ Private For-Profit _____

Date of Submission: October 31, 2015

Total Headcount Enrollment of the Institution for 2013-14: 3,865

Administrative Information

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

Name: William 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) 803-2004 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: Gene Fant

Title: Provost

Highest Earned Degree: Ph.D. Email: Gene_Fant@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): (561) 803-2054

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: Leslie Turner

Title: Dean

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

Telephone (with country code if outside of the United States): (561) 803-2450 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, i.e., the person who is your primary contact for the IACBE and who votes on behalf of the academic business unit on IACBE matters (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: 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.

Accreditation Information

1. If applicable, when is your next institutional accreditation site visit? 2017 Year
2. When is your next reaffirmation of IACBE accreditation site visit? 2017 Year

3. Provide the website path to the page containing your public notification of accreditation by the IACBE:

(Note: Do not provide URL addresses. Beginning with the institution’s home page, describe the link on each page in the path on which someone would click in order to advance to the next page in the path.

For example:

- 1. Click on “Academics”
- 2. Click on “School of Business”
- 3. Click on “IACBE Accreditation” etc.)

- 1. Click on “Future Students”
- 2. Click on “Rinker School of Business”
- 3. Click on “Accreditation”
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

4. Provide the website path to the page containing your public disclosure of student learning assessment results:

(Note: Do not provide URL addresses. Beginning with the institution’s home page, describe the link on each page in the path on which someone would click in order to advance to the next page in the path.

For example:

- 1. Click on “Academics”
- 2. Click on “School of Business”
- 3. Click on “IACBE Accreditation” etc.)

- 1. Click on “Future Students”
- 2. Click on “Rinker School of Business”
- 3. Click on “Accreditation”
- 4. Scroll down the page to the list of years and
- 5. Click on the pdf symbol for the appropriate year
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

5. If your accreditation letter from the IACBE Board of Commissioners contained “notes” that identified issues that needed to be addressed, please list the number of the IACBE’s Accreditation Principle for each note in the table below. Indicate whether action has already been taken or that you have made plans to do so. (Insert additional rows as necessary.)

Commissioners’ Notes	Action Already Taken	Action Planned
Principle 2.0: A list of student learning objectives, and measurement processes within the body of the strategic plan. (Self Study Report, Volume 2, Section 1)	Student learning outcomes were in listed in Principle 1.0, page 5 of the 2008-2009 Self Study Report, but have also been added to volume 2, section one.	
Principle 7.7: Provide URL of Assessment Results.	URL was updated in the letter from Dean Dr. David Smith, February 10, 2010 to Dr. Dennis Gash at IACBE. The correct URL has been reported in subsequent annual reports.	

Programmatic Information

1. For each of your IACBE-accredited business programs, provide the total headcount enrollment and the number of degrees conferred in the program (including each major, concentration, specialization, emphasis, option, or track) for 2013-14 (insert rows in the table as needed):

Program	Enrollment 2013-14	Number of Degrees Conferred 2013-14
Accounting	46	5
Finance	46	9
International Business	75	15
Marketing	67	12
Management – General Management and Entrepreneurship and Small Business Tracks	149	17
MBA	106	38
Totals for All Programs Combined (In the totals, please do not double-count students who pursued multiple programs during the reporting year, e.g., students who double-majored in both accounting and finance.)	489	96

2. Do you offer any of your IACBE-accredited business programs outside of your home country?

No.

Yes. If yes, please identify the programs and countries in the table below. In addition, if the programs are delivered in partnership with other institutions, please identify those institutions as well. (Insert rows in the table as needed.)

Program	Country or Countries	Partner Institution(s)

3. Did you terminate any IACBE-accredited business programs during the reporting year?

No.

Yes. If yes, please identify the terminated programs in the table below and provide a brief description of your termination plan (e.g., plan for teaching-out the program, when last graduates are expected, etc.). (Insert rows in the table as needed.)

Terminated Programs	Termination Plan

4. Were changes made in any of your IACBE-accredited business programs during the reporting year? **(Note:** You do not have to identify course-level changes, e.g., changes in course names, course coding, course numbering, course content, etc.; identify only program-level changes, e.g., changes in program names, program curricula, etc.)

No.

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

5. Were any new business programs (including new majors, concentrations, specializations, emphases, options, and/or tracks) established during the reporting year?

No.

Yes. If yes, please identify the new programs and the locations at which they are offered in the table below. (Insert rows in the table as needed.) Please also describe the curricular requirements for the programs on a separate page at the end of this report, and answer item 6 below.

New Programs	Locations

Note: Any new programs (including new majors, concentrations, specializations, emphases, options, and/or tracks) cannot be listed, identified, or advertised as being accredited by the IACBE until they have undergone an accreditation review and have been granted accreditation by the Board of Commissioners.

6. If applicable, was approval of your institutional accrediting body required for any of the new programs identified in item 5 above?

No.

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

7. Did you establish any new locations/instructional sites during the reporting year?

No.

Yes. If yes, please identify the new locations/instructional sites and the IACBE-accredited programs offered at those locations/sites in the table below. Please also indicate whether you anticipate that any of the locations/sites will account for 25% or more of the total student credit hours (or contact hours as applicable) in business. (Insert rows in the table as needed.)

New Locations/Instructional Sites	Programs Offered	25% or More of Total SCH?

8. If applicable, was approval of your institutional accrediting body required for any of the new locations/instructional sites identified in item 7 above?

No.

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

Outcomes Assessment

1. Do you offer any majors, concentrations, specializations, emphases, options, or tracks as part of your business programs?

Yes. If yes, proceed to item 2 below.

No. If no, proceed to item 4 below.

2. Do your majors, concentrations, specializations, emphases, options, or tracks appear on students' transcripts, diplomas, diploma supplements, or other official records of program completion?

Yes. If yes, proceed to item 3 below.

No. If no, proceed to item 4 below.

3. Does your current outcomes assessment plan include student learning assessment information for all majors, concentrations, specializations, emphases, options, and tracks contained within your business programs?

Yes. If yes, proceed to item 4 below.

No. If no, please submit a revised outcomes assessment plan with your annual report that addresses student learning assessment for all majors, concentrations, specializations, emphases, options, and tracks comprising any portion of your business programs. Information about this requirement can be found on the IACBE website at the following address: www.iacbe.org/oa-key-areas.asp. (REVISED PLAN INCLUDED)

4. Is the 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: _____

5. 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).

Add tables, and insert or delete rows in the tables as needed in order to accommodate the number of your (i) business programs, (ii) majors, concentrations, specializations, emphases, options, or tracks in the programs, (iii) intended student learning outcomes, and (iv) intended operational outcomes. In the sections of the assessment results tables entitled "Summary of Achievement of Intended Student Learning Outcomes" and "Summary of Achievement of Intended Operational

Outcomes,” **do not add or delete columns**. Space is provided in these sections for four direct measures of student learning, four indirect measures of student learning, and eight operational assessment measures/methods. If you are employing fewer than this number of assessment instruments, simply leave cells in the unused columns blank. If you are employing more than this number of instruments, you will need to create additional summary-of-achievement tables to report your assessment information.

Delete rows in the assessment results tables that do not apply to your academic business unit (e.g., if the business unit does not offer any majors, concentrations, specializations, emphases, options, or tracks in its programs, or if the business unit’s current outcomes assessment plan does not include student learning assessment information for the majors, concentrations, specializations, emphases, options, or tracks in its programs, then delete those rows in the tables).

In the sections of the assessment results tables entitled “Summary of Achievement of Intended Student Learning Outcomes” and “Summary of Achievement of Intended Operational Outcomes,” enter “Met” in a given cell of the table if the performance target for the instrument in that column was achieved for the intended outcome in that row; “Not Met” if the performance target for the instrument in that column was not achieved for the intended outcome in that row; or “N/A” (Not Assessed) if the instrument in that column does not measure the intended outcome in that row.

Student learning performance objectives are the measurable targets/criteria associated with the assessment instruments and rubrics used by the academic business unit in determining whether the intended student learning outcomes have been achieved. For example, if the academic business unit is using a comprehensive project in a capstone course as a direct measure of student learning, then a performance objective might be that, on the project evaluation rubric, at least 80% of the students will be rated at the highest level (e.g., proficient, exemplary, etc.) on each learning-outcome-related project evaluation criterion.

Operational performance objectives are the measurable targets/criteria associated with the assessment instruments used by the academic business unit in determining whether the intended operational outcomes have been achieved. For example, if the academic business unit has identified an operational outcome pertaining to faculty teaching and is using a senior exit survey as a measure of this outcome, then a performance objective might be that 90% of the students will be either “satisfied” or “highly satisfied” with various aspects of faculty teaching as identified by relevant items in the survey form.

Your student learning assessment results tables need to include two or more direct measures of student learning and two or more indirect measures of student learning for each IACBE-accredited program. These measures must be used at the program level.

At the bottom of each assessment results table, 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.

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: 2014-15

Section I: Student Learning Assessment

<i>Rinker School of Business, Palm Beach Atlantic University</i>
Student Learning Assessment for Undergraduate Business Majors (Accounting, Finance, International Business, Marketing, and Management)
General Program Intended Student Learning Outcomes (General Program ISLOs)
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, Business Law.</i>
5. <i>Students will exhibit the ability to express a Christian Worldview as it relates to business practices</i>
Intended Student Learning Outcomes: Accounting Major ISLOs
1. <i>Students should demonstrate an under-standing of financial accounting theory and be able to prepare and analyze financial statements.</i>
2. <i>Students will be able to prepare a federal income tax return and appropriate supporting schedules.</i>
Intended Student Learning Outcomes: Finance Major ISLOs
1. <i>Students will employ a financial concept to analyze the impact a current event will have on lenders, borrowers, financial institutions, or security prices.</i>
2. <i>Students will demonstrate practical aspects of investment valuation and portfolio management.</i>
Intended Student Learning Outcomes: International Business Major ISLOs
1. <i>Students will develop critical thinking skills that demonstrate an understanding of the globalization process in the business world.</i>
2. <i>Students will understand and articulate the economic, legal, political structures and differences in a capi-talist, socialist and communist society.</i>
Intended Student Learning Outcomes: Management Major ISLOs
1. <i>Students will apply appropriate quantitative analysis to the scientific facets of managerial decision making.</i>
2. <i>Students will demonstrate the ability to evaluate the various aspects of manage-ment for firms seeking to do business in another country.</i>

Intended Student Learning Outcomes: <i>Marketing Major</i> ISLOs	
1. <i>Students will demonstrate the ability to develop a marketing plan.</i>	
2. <i>Students will demonstrate the ability to develop an integrated marketing communications plan.</i>	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. Group case and Industry Case in Core Capstone Class, BUS 4303 General Program ISLOs Assessed by this Measure: 1, 2, 3, and 4.	It is assessed with a comprehensive case rubric with 6 levels (Poor, Fair, Average, Good, Very Good, Outstanding). Target is 75% of observations will demonstrate competency at good or better levels for each ISLO. (Table B in attachments)
2. Rinker Learning Assessment Test in Core Capstone Class General Program ISLOs Assessed by this Measure: 4	Improvement in mean score over time. (Table D in Attachments)
3. ALEKS Software Project on the Accounting Cycle <i>Major, Concentration, Specialization, Emphasis, Option, Track</i> ISLOs Assessed by this Measure: Accounting Major ISLO 1	90% of students in ACG 3113 will successfully and accurately complete the accounting project in 13 hours or less (time is measured by the software)
4. Federal Tax Return Project <i>Major, Concentration, Specialization, Emphasis, Option, Track</i> ISLOs Assessed by this Measure: Accounting Major ISLO 2	In ACG 3713, of the 75 data inputs into the tax return preparation software, average student performance will be 75% or higher on the project (i.e., students will correctly enter at least 56 of the inputs in the tax software).
5. Written Summary Presentations from WSJ <i>Major, Concentration, Specialization, Emphasis, Option, Track</i> ISLOs Assessed by this Measure: Finance Major ISLO 1	70% of students will demonstrate a level of proficient or better on 5 presentations.
6. Term paper on Practical aspects of portfolio management. <i>Major, Concentration, Specialization, Emphasis, Option, Track</i> ISLOs Assessed by this Measure: Finance Major ISLO 2	70% of all majors demonstrate a level of proficient or highly proficient..
7. Research report and presentations identifying current global business issues in an emerging country <i>Major, Concentration, Specialization, Emphasis, Option, Track</i> ISLOs Assessed by this Measure: International Business Major ISLO 1	80% of the students will successfully complete the research project / presentation and meet good or higher on the rubric.
8. Comparative research project and presentations.	80% of the students will successfully complete the research project and de-

<p><i>Major, Concentration, Specialization, Emphasis, Option, Track ISLOs Assessed by this Measure: International Business Major ISLO 2</i></p>	bate presentation and meet good or higher on the rubric.
<p>9. In BUM 4013 Production and Operations Management, an embedded assignment is a research paper that is a comprehensive Production and Operations Management Project.</p> <p><i>Major, Concentration, Specialization, Emphasis, Option, Track ISLOs Assessed by this Measure: Management Major ISLO 1</i></p>	80% of management majors will demonstrate good or higher on the project.
<p>10. In BUI 4513 International Management, an embedded assignment is a comprehensive project on an international human resource strategy</p> <p><i>Major, Concentration, Specialization, Emphasis, Option, Track ISLOs Assessed by this Measure: Management Major ISLO 2</i></p>	80% of management majors will demonstrate good or higher on the project.
<p>11. Successful completion of the written case assignment in BUR 4443 Marketing Management..</p> <p><i>Major, Concentration, Specialization, Emphasis, Option, Track ISLOs Assessed by this Measure: Marketing ISLO 1</i></p>	80% of the marketing students will earn a score of satisfactory or exemplary based on the rubric.
<p>12. Integrated marketing communications plan assignment in BUR 3163.</p> <p><i>Major, Concentration, Specialization, Emphasis, Option, Track ISLOs Assessed by this Measure: Marketing Major ISLO 2</i></p>	80% of the marketing students will receive a designation of satisfactory or better. A rubric is used to assess the student's integrated marketing communications plan..
<p>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</p>	<p>Performance Objectives (Targets/Criteria) for Indirect Measures:</p>
<p>1. IDEA evaluations (student course evaluations)</p> <p>General Program ISLOs Assessed by this Measure: 1, 2, 3, and 5.</p>	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 Attachment).
<p>2. Internship Employer Evaluations</p> <p>General Program ISLOs Assessed by this Measure: 1 and 2.</p>	Meet or exceed the baseline measures established in the 2009-2010 academic year. The baseline measure is 90.7%, the mean percentage of respondents selecting a "4" or "5" on 2009-2010 employer evaluation forms (Table N of the Attachments) academic year.

<p>3. Senior Exit Interviews</p> <p>General Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5.</p>	<p>A large majority of positive comments</p>
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Assessment Results: Program 1 with a Major, Concentration, Specialization, Emphasis, Option, or Track in Area 1

Summary of Results from Implementing Direct Measures of Student Learning:

1. All case assessment observations were above the target of 75%.
2. RLAT results were mean score of 44.6%
3. 56% completed the ALEKS project with 100% accuracy and under targeted total hours.
4. 83% of 12 students completed the project with 75% or higher accuracy.
5. 55.56% of 18 students of students demonstrated a level of proficient or better on 5 presentations
6. 78% of 15 students demonstrated a level of proficient or highly proficient
7. 100% of the 16 students participating in the final research project successfully completed the project with good or higher proficiency level.
8. 16 of the 16 students participating in the final research project (100%) successfully completed the project with good or higher proficiency.
9. 11/19 (57.9%) students scored good or higher on the required project.
10. 14 students of 14 (100%) received good or higher on designing and implementing a global Human Resource Strategy.
11. 68.8% of all majors demonstrated a level of proficient or exemplary.
12. 100% of the 15 students successfully completed the course with scoring good or higher meeting the criteria of satisfactory or better in Criteria for Success.

Summary of Results from Implementing Indirect Measures of Student Learning:

1. Two out of four of the IDEA percentages were higher than the base year measures from 2009/2010 (Table Y)
2. Overall mean of intern employers was slightly below the base year measure from 2009/2010 (Tables N and Y).
3. The large majority of student comments in the exit interviews were positive.

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures							
General Program ISLOs	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance	Performance	Performance	Performance	Performance	Performance	Performance	Performance

	Target Was...	Target Was...	Target Was...	Target Was...	Target Was...	Target Was...	Target Was...	Target Was...
1. <i>Program Learning Outcome 1</i>	Met				Met	Not Met	Met	
2. <i>Program Learning Outcome 2</i>	Met				Not Met	Not Met	Met	
3. <i>Program Learning Outcome 3</i>	Met				Met		Met	
4. <i>Program Learning Outcome 4</i>	Met	Not Met					Met	
5. <i>Program Learning Outcome 5</i>					Met		Met	
Intended Student Learning Outcomes: Major, Concentration, Specialization, Emphasis, Option, or Track in Area 1	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1</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>Accounting Intended Learning Outcome 1</i>	Not Met							
2. <i>Accounting Intended Learning Outcome 2</i>		Met						
3. <i>Finance Intended Learning Outcome 1</i>	Not Met							
4. <i>Finance Intended Learning Outcome 2</i>		Met						
5. <i>International Business Intended Learning Outcome 1</i>	Met							
6. <i>International Business Intended Learning Outcome 2</i>		Met						
7. <i>Management Intended Learning Outcome 1</i>	Not Met							
8. <i>Management Intended Learning Outcome 2</i>		Met						
9. <i>Marketing Intended Learning Outcome 1</i>	Not Met							
10 <i>Marketing Intended Learning Outcome 2</i>		Met						

Assessment Results: Undergraduate Program with a Majors

Summary of Results from Implementing Direct Measures of Student Learning:

1. *Accounting Major Direct Measure 1: 56.25% completed the ALEKS project with 100% accuracy and under 11 total hours.*
2. *Accounting Major Direct Measure 2: 83% of 11 students completed the project with 75% or higher accuracy.*
3. *Finance Major Direct Measure 1: 55.6 % completed assignment at least at proficient level.*
4. *Finance Major Direct Measure 2: 78% of 15 students demonstrated a level of proficient or highly proficient.*
5. *International Business Major Direct Measure 1: 100% of the 16 students participating in the final research project successfully completed the project with good or higher proficiency level.*
6. *International Business Major Direct Measure 2: 16 of the 16 students participating in the final research project (100%) successfully completed the project with good or higher proficiency.*
7. *Management Major Direct Measure 1: 11/19 (57.9%) students scored good or higher on the required project.*
8. *Management Major Direct Measure 2: 14 students of 14 (100%) received good or higher on designing and implementing a global Human Resource Strategy.*
9. *Marketing Major Direct Measure 1: 68.8% of all majors demonstrated a level of proficient or exemplary.*
10. *Marketing Major Direct Measure 2: 100% of the 15 students successfully completed the course with scoring good or higher meeting the criteria of satisfactory or better in Criteria for Success.*

Summary of Results from Implementing Indirect Measures of Student Learning:

1. *Summary of Results for Indirect Measure 1: None*

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

1. *Direct Measure 2, ISLO 4: Review scores of individual section of RLAT to determine where and how to focus more classroom or project attention.*
2. *Indirect Measure 1, ISLO 1,2, 3, and 5: We had mixed results in that we met the target in two areas (ISLO 1 and 3), but we were slightly below in the other two areas (ISLOs 2 and 5). Since we were close to the target, we will continue to measure in the 15-16 academic year and then re-assess.*
3. *Indirect Measure 2, ISLO 1, 2, and 3: This is the second year that we did not meet the target, and we sincerely believe that the target is too high. The target was set when a different person controlled internships and there were fewer students in internship. We will slightly revise the target.*
4. *Accounting Major Direct Measure 1, ISLO 1: Even though we had analyzed and changed targeted hours to 13 hours, the revised target was still not met. We will reexamine the target for 2015-2016 academic year.*
5. *Accounting Major Indirect Measure 1, ISLO 4: This is the first year that we used a revised target. We believe that we need to continue using the target in the 15-16 academic year and determine whether changes are needed in the course or the measure at that point.*

- | |
|--|
| <p>6. <i>Finance Major Direct Measure 1, ISLO 4: This is the first year that a new rubric was used to measure results to discontinue using grades as a measure. We need to use the rubric again in the 15-16 academic year to determine whether changes in the course or the measure are needed at that point.</i></p> |
| <p>7. <i>Management Major Direct Measure 1, ISLO 1: The instructions on the project were not as detailed as they should have been. This caused the quality of the projects to be lower than expected. For the 15-16 academic year, an expended instruction set will be given to students.</i></p> |
| <p>8. <i>Marketing Major Direct Measure 1, ISLO 1: The instructor allowed students to choose their own case. This led to inconsistency in the assessment of the cases. The instructor believes assigning the same case to each student will increase the reliability of the assessments made.</i></p> |

Rinker School of Business, Palm Beach Atlantic University

Student Learning Assessment for Master of Business Administration, MBA (No Concentrations or Tracks)

General Program Intended Student Learning Outcomes (General Program ISLOs)

1. *Students will exhibit business appropriate communication skills.*
2. *Students will exhibit the ability to successfully perform in a group or team.*
3. *Students will exhibit an understanding of elements, standards, and application of critical thinking.*
4. *Students will exhibit business skills in the following areas: Technology, Research, Finance, Accounting, Marketing, Global Business, Management, Business Law.*
5. *Students will demonstrate the understanding of analytical concepts.*
6. *Students will exhibit the ability to express a Christian Worldview as it relates to business practices*

Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. Group case and Industry Case in Core Capstone Class, BUS 5093 General Program ISLOs Assessed by this Measure: 1, 2, 3, and 4.	It is assessed with a comprehensive case rubric with 6 levels (Poor, Fair, Average, Good, Very Good, Outstanding). Target is 80% of observations will demonstrate competency at good or better levels for each ISLO. (Table O in attachments)
2. Business Research Methods Class Project General Program ISLOs Assessed by this Measure: 3 and 5.	It is assessed with a rubric with 3 levels (Poor, Fair, Good). Target is 80% of observations will demonstrate competency at good or better levels for the ISLO. Improvement in mean score over time. (Table P in Attachments)
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
1. IDEA evaluations (student course evaluations) General Program ISLOs Assessed by this Measure: 1, 2, 3, and 6.	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 Attachment).
2. Graduating MBA Exit Interviews General Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 7.	A large majority of positive comments

Assessment Results: Program 1 with a Major, Concentration, Specialization, Emphasis, Option, or Track in Area 1

Summary of Results from Implementing Direct Measures of Student Learning:

1. Case assessment observations were above the target of 80% across ISLOs 1 and 2. Case assessments were slightly below target for ISLOs 3 and 4. (79% and 78% instead of 80%). However, it is so close that we consider it mostly met expectations.
2. All case assessment observations were above the target of 80% across ISLOs 3 and 5.

Summary of Results from Implementing Indirect Measures of Student Learning:

1. IDEA scores exceeded the base year target for ISLOs 1, 2, and 6. The score for ISLO 3 did not exceed the base year target.
2. A large majority of exit interviews were positive.

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures							
General Program ISLOs	Direct Measure 1	Direct Measure 2	Direct Measure 3	Direct Measure 4	Indirect Measure 1	Indirect Measure 2	Indirect Measure 3	Indirect Measure 4
	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. Program Learning Outcome 1	Met				Met	Met		
2. Program Learning Outcome 2	Met				Met	Met		
3. Program Learning Outcome 3	Met				Not Met	Met		
4. Program Learning Outcome 4	Met					Met		
5. Program Learning Outcome 5		Met						
6. Program Learning Outcome 6					Met	Met		

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

1. For ISLO 3, the indirect measure IDEA scores was only 2.8% below the target. Since it was only a minimal amount, we will not make any changes and will continue to monitor it next year.

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

<i>Name of Academic Business Unit</i>	
Operational Assessment	
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>	
5. <i>Intended Operational Outcome 5</i>	
6. <i>Intended Operational Outcome 6</i>	
7. <i>Intended Operational Outcome 7</i>	
8. <i>Intended Operational Outcome 8</i>	
Assessment Measures/Methods for Intended Operational Outcomes:	Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:
1. <i>Operational Assessment Measure/Method 1</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Measure/Method 1</i>
2. <i>Operational Assessment Measure/Method 2</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Measure/Method 2</i>
3. <i>Operational Assessment Measure/Method 3</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Measure/Method 3</i>
4. <i>Operational Assessment Measure/Method 4</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Measure/Method 4</i>

5. <i>Operational Assessment Measure/Method 5</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Measure/Method 5</i>
6. <i>Operational Assessment Measure/Method 6</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Measure/Method 6</i>
7. <i>Operational Assessment Measure/Method 7</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Measure/Method 7</i>
8. <i>Operational Assessment Measure/Method 8</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Measure/Method 8</i>

Summary of Results from Implementing Operational Assessment Measures/Methods:

1. *Summary of Results for Measure/Method 1*
2. *Summary of Results for Measure/Method 2*
3. *Summary of Results for Measure/Method 3*
4. *Summary of Results for Measure/Method 4*
5. *Summary of Results for Measure/Method 5*
6. *Summary of Results for Measure/Method 6*
7. *Summary of Results for Measure/Method 7*
8. *Summary of Results for Measure/Method 8*

Summary of Achievement of Intended Operational Outcomes:

Intended Operational Outcomes	Operational Assessment Measures/Methods							
	<i>Operational Assessment Measure/Method 1</i>	<i>Operational Assessment Measure/Method 2</i>	<i>Operational Assessment Measure/Method 3</i>	<i>Operational Assessment Measure/Method 4</i>	<i>Operational Assessment Measure/Method 5</i>	<i>Operational Assessment Measure/Method 6</i>	<i>Operational Assessment Measure/Method 7</i>	<i>Operational Assessment Measure/Method 8</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>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>								
5. <i>Intended Operational Outcome 5</i>								
6. <i>Intended Operational Outcome 6</i>								
7. <i>Intended Operational Outcome 7</i>								
8. <i>Intended Operational Outcome 8</i>								
Proposed Courses of Action for Improvement in Operational Outcomes 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>								

Academic Year 2014-2015 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	
Student will exhibit the ability to successfully perform in a <i>group or team</i>		X		X	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
<i>Research</i>					X	X			X				X	X	
<i>Finance</i>		X				X	X		X						
<i>Accounting</i>	X	X							X						
<i>Marketing</i>										X	X				
<i>Global Business</i>				X							X				
<i>Management</i>								X	X		X				
<i>Business Law</i>			X		X						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 Capstone Course Rubric Results				
	Group Case		Group Industry Project	
	13/14	14/15	13/14	14/15
Communication	81%	80%	78%	78%
Group Skills	80%	82%	77%	78%
Critical Thinking	85%	76%	84%	77%
Core Business Skills	80%	78%	82%	83%

Rinker Learning Assessment Test Results

Table D	
<i>RLAT Scores by Discipline and Overall</i>	
Business Strategy	
Intro to Business	73.4%
Macroeconomics	33.6%
Microeconomics	44.8%
Financial Accounting	51.4%
Managerial Accounting	50.2%
Global Business	50.6%
Finance	41.8%
Information Systems	56.2%
Marketing	55.4%
Statistics	28.6%
Business Res. Methods	41.2%
Management	49.6%
Leadership & Ethics	33.2%
Business Law I	28.6%
Business Strategy	29.8%
Overall Mean Score	44.6%

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 (948)	7.4%	8.3%	17.7%	21.1%	43.1%	1.3%
Internship (20)	0.0%	0.0%	0.0%	17.0%	83.0%	0.0%

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 (948)	6.0%	5.4%	19.1%	22.8%	32.6%	14.1%
Internship (20)	0.0%	0.0%	0.0%	17.0%	83.0%	0.0%

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 (948)	10.9%	7.6%	13.9%	20.3%	46.5%	0.7%
Introduction to Business (126)	6.6%	9.0%	15.0%	30.7%	34.9%	3.9%

Table H						
Formed "teams" or "discussion groups" to facilitate learning (Question 5)						
Respondents (Total #)	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Omitted
ALL RSB (948)	10.9%	7.6%	13.9%	20.3%	46.5%	0.7%
Strategy (29)	0.0%	0.0%	4.5%	22.7%	68.2%	4.5%

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 (948)	4.9%	4.3%	14.5%	29.9%	44.9%	1.5%
Strategy (29)	0.0%	0.0%	9.1%	27.3%	59.1%	4.5%

Table J						
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 RSB (948)	2.4%	3.4%	14.5%	24.1%	41.4%	14.1%
Strategy (29)	0.0%	0.0%	13.6%	31.8%	40.9%	13.6%

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 (948)	2.6%	4.2%	16.5%	27.1%	35.5%	14.1%
Strategy (29)	4.5%	0.0%	22.7%	31.8%	27.3%	13.6%

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 (948)	2.8%	3.5%	16.9%	24.4%	38.3%	14.0%
Strategy (29)	4.5%	0.0%	13.6%	45.5%	22.7%	13.6%

Christian Integration As Assessed in IDEA Evaluations

Respondents (Total #)	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Omitted
ALL RSB	948	2.9%	3.8%	14.8%	23.7%	40.5%	14.4%
Accounting		5.0%	7.0%	15.0%	24.0%	43.0%	6.0%
Business Law		21.0%	7.0%	29.0%	36.0%	7.0%	0.0%
Economics		0.0%	0.0%	10.0%	42.0%	46.0%	2.0%
Entrepreneurship		0.0%	0.0%	0.0%	17.0%	0.0%	83.0%
Finance		3.0%	6.0%	18.0%	30.0%	34.0%	9.0%
International		1.0%	2.0%	10.0%	19.0%	52.0%	16.0%
Management		3.0%	3.0%	16.0%	25.0%	35.0%	18.0%
Marketing		0.0%	1.0%	15.0%	25.0%	50.0%	8.0%
Research/Stat		4.0%	3.0%	14.0%	24.0%	23.0%	32.0%

Employer Evaluations

Evaluation Criteria	5		4		3		2		1	
	Exceptional		Exceeded Expectations		Met Expectations		Below Expectations		Unacceptable	
	Fall 2014	Spr 2015	Fall 2014	Spr 2015	Fall 2014	Spr 2015	Fall 2014	Spr 2015	Fall 2014	Spr 2015
Ability to learn	47%	67%	35%	22%	18%	11%	0%	0%	0%	0%
Motivation	47%	61%	35%	11%	12%	22%	0%	6%	6%	0%
Written comm. skills	38%	38%	13%	38%	44%	13%	0%	6%	6%	6%
Verbal comm. skills	41%	39%	29%	33%	24%	28%	6%	0%	0%	0%
Interpersonal Skills	41%	50%	29%	39%	29%	11%	0%	0%	0%	0%
Enthusiasm	53%	67%	18%	22%	24%	11%	6%	0%	0%	0%
Leadership skills	50%	50%	13%	25%	38%	13%	0%	6%	0%	6%
Honesty	71%	83%	24%	17%	6%	0%	0%	0%	0%	0%
Reliability/Atten dance	53%	67%	24%	22%	24%	11%	0%	0%	0%	0%
Teamwork skills	65%	71%	18%	18%	18%	12%	0%	0%	0%	0%
Self-confidence	47%	44%	35%	28%	18%	22%	0%	0%	0%	6%
Overall Job Performance	47%	56%	41%	33%	12%	11%	0%	0%	0%	0%

Graduate – MBA

Direct Measures:

Table O				
<i>Capstone Course Rubric Results</i>				
	Group Case		Group Industry Project	
	13/14	14/15	13/14	14/15
Communication	83%	82%	79%	80%
Group Skills	83%	84%	83%	80%
Critical Thinking	82%	79%	84%	76%
Core Business Skills	81%	78%	83%	86%

Table P	
<i>Business Research Methods Course Rubric Results</i>	
Demonstrates understanding of analytical concepts	53%
Applies critical thought in analyzing information	93%

Indirect Measures:

Communication Skills As Assessed in IDEA Evaluations

Table Q						
<i>Developing skill in expressing myself orally or in writing (Question 28)</i>						
Respondents (Total #)	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	Omitted
ALL MBA (244)	3.5%	10.0%	10.0%	29.7%	46.3%	0.6%

Table R						
<i>As a result of taking this course, I have developed my ability to organize my thinking through the process of writing (Question 51)</i>						
Respondents (Total #)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Omitted
ALL MBA (244)	2.6%	4.0%	20.0%	29.3%	34.7%	9.4%

Team Collaboration Skills As Assessed in IDEA Evaluations

Table S						
<i>Formed "teams" or "discussion groups" to facilitate learning (Question 5)</i>						
Respondents (Total #)	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Omitted
ALL MBA (244)	1.8%	3.1%	7.6%	17.0%	69.5%	1.0%

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 (244)	4.1%	6.1%	9.1%	28.8%	50.6%	1.2%

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 (244)	4.6%	3.0%	13.6%	29.1%	40.4%	9.4%

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 (244)	3.5%	3.7%	19.2%	30.5%	34.4%	8.6%

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 (244)	3.3%	1.9%	18.7%	33.5%	33.4%	9.1%

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 (244)	8.5%	5.1%	17.3%	18.8%	40.8%	9.4%

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	14/15	Change
Communication skills (Questions 28, 51)	63.0%	65.1%	2.1%
Team collaboration (Question 5)	71.5%	67.3%	-4.2%
Critical thinking (Questions 31, 48, 49, 50)	70.7%	74.5%	3.8%
Christian integration (Question 55)	71.9%	65.9%	-6.0%
Overall mean	69.3%	68.2%	-1.1%
Employer evaluation	90.7%	79.7%	-11.0%

Table Z			
Overall summary of IDEA Evaluation Results - Graduate			
MBA IDEA Evaluations (marked 4 or 5)	09/10	14/15	Change
Communication skills (Questions 28, 51)	70.2%	73.5%	3.3%
Team collaboration (Question 5)	76.7%	87.4%	10.7%
Critical thinking (Questions 31, 48, 49, 50)	78.3%	75.5%	-2.8%
Christian integration (Question 55)	65.0%	65.9%	0.9%
Overall mean	72.6%	75.6%	3.0%
Employer evaluation (N/A for MBA Program)			