IACBE Annual Report
For Academic Year: _____2010-11_____

Program-Level Intended Outcomes Form

Student Learning Information for *A.S. & B.S. (Business Management)*

Mission of the School of Business:	To enhance the career potential of students from various academic and societal backgrounds through a traditional and enterprising education that provides the applied career skills and knowledge of best practices that is desired by employers in the public, private, and non-profit sectors. The School of Business will be the regional leader in developing and adapting programs that prepare students with the skills desired in the workforce through excellence in management programs and business discipline programs.

Intended Student Learning Outcomes for *A.S. & B.S. (Business Management)* (detailed definition of learning objectives attached):
1. Work well with others and with a demonstrated appreciation of individual differences and a sensitivity to diversity. (Teamwork) – Assessment Target in 2010-2011
2. Clearly communicate thoughts and ideas both verbally and in writing. (Communication) – Assessment Target in 2009/2010
3. Apply information technology tools and techniques to meet the needs and expectations of the workplace. (Information Technology)
4. Analyze, integrate and communicate complex information to facilitate management decision-making. (Decision Making/Problem Solving/ Critical Thinking) – Assessment Target in 2010-2011
5. Apply theory and practice in solving organizational problems. (Theory and Practice)

Assessment Tools/Methods for Intended Student Learning Outcomes—Direct Measures of Student Learning	Performance Targets/Criteria for Direct Measures:
1. TEAMWORK: Case Study with Presentations using BMGT 417 – Strategic Planning course	Assessment used to establish baseline measurement for Teamwork outcomes
2. DECISION-MAKING: Report evaluating the financial strength of a company by analyzing the financial documents and also tracking the stock prices of the company during the semester. Using BMGT 300 Corporate Finance course. (Rubric attached.)	The standard for achievement is that 50% of students will score an average of 3.0 or higher on the rubric.
3. 3rd Annual Business Plan Contest – Group Presentation and Report (Shared Measure for Introduction to Business core course)	Participants achieve "above average" or better based on rubric

Assessment Tools/Methods for Intended Student Learning Outcomes—Indirect Measures of Student Learning	Performance Targets/Criteria for Indirect Measures:

1. Student Self Reflection (assignment as defined in Direct Measure 1. above)	Assessment used to establish baseline measurement for Teamwork outcomes	
2. Student Peer Review Made by Presenter (assignment as defined in Direct Measure 1. above)	Assessment used to establish baseline measurement for Teamwork outcomes	
3. Instructor Reflection (assignment as defined in Direct Measure 1. above)	Assessment used to establish baseline measurement for Teamwork outcomes	
4. NSSE Bi-Annual Survey of freshman and senior undergraduate respondents for total School of Business (breakdown by program is unavailable at this time)	85% or higher of Survey Responses are equal to or better than Point Park University, Middle States, Carnegie class and/or NSSE respondent pool - measured for freshman and senior respondents respectively	

	Performance Target Was…	
Summary of Results from Implementing Direct Measures of Student Learning:	Met	Not Met
1. TEAMWORK: Each team prepared a multidimensional team assessment of a company selected using nine analytical tools and a SWOT. These assignments were graded and returned. Each team made a separate in-class presentation of the firm, its current status and evaluatd three alternatives for its future direction. Students excelled in the application of strategic management tools to a major firm. However, not all teams came together to work effectively.	Setting Baseline	
2. DECISION-MAKING: BMGT 300 (Corporate Finance) was selected as the target course for assessing this objective. All full time faculty participated in the assessment. The target performance level of 50% of students achieving a minimum score of 3.0 was not met – only 6 out of 13 students were able to achieve the target level. However 4 students missed the standard by one point. Students were weak in the financial analysis section, while stronger in the content area. This indicates that students had the data, but did not completely analyze the data.		X
3. Judges from the University and external community assessed all contest groups as having done a great job. We continue to see improvement year over year in the quality and creativity of the students' ideas and presentation.	X	

	Performance Target Was…	
Summary of Results from Implementing Indirect Measures of Student Learning:	Met	Not Met
1. TEAMWORK (all indirect measures): BMGT 417 tudents reported satisfaction with the multi-dimensional team assessment activity. They feld that it made the material presented in the book and class more relevant. Students reported mixed results on the in-class presentation, largely because of the poor participation by some members. Students reported that they learned from the team application exercises. While many students felt the team exercise was a way of improving collaboration, some students did not participate fully.	Setting Baseline	
2. DECISION-MAKING: Overall, students indicated they were very satisfied with the BMGT 300 – Corporate Finance course. In particular, students remarked at how the assignment helped them to analyze the information contained in the report.	Setting Baseline	

3. School of Business Result: Freshman respondents on 2009 survey rated the School of Business on par or above one or more peers for 96% of metrics, with 6% of metrics evaluated as statistically significantly higher than one or more peers and 4% of metrics statistically significantly lower than peers. Senior respondents rated the School of Business on par or above one or more peers for 94% of metrics, with 2% of metrics evaluated as statistically significantly higher than one or more peers and 6% of metrics statistically significantly lower than peers. Main areas of opportunity for both student populations include increased engagement with faculty and programming outside of the classroom. Results consistent with significant number of working professionals within student population.	X	

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:
1. **Teamwork Direct Measure**: Continue the multi-dimensional team assessment approach. Move the team presentation earlier in thesemester. These presentations had to compete with many other assignments in this and other classes.
2. **Teamwork Indirect Measure**: Ask students to provide a midterm team member assessment in addition to the end of semester assessment.
3. **Decision Making Direct Measure:** The curriculum should place greater emphasis on analysis, including content-heavy courses. Faculty will review curriculum for opportunities to strengthen analysis components, and indentify additional resources as appropriate.
4. **Business Plan Contest**: Opportunity to expand the Business Plan Contest to other courses, or to take winning ideas beyond the planning phase in to later coursework, such as BMGT 417 – Strategic Planning.
5. School of Business Action Plan for NSSE Results: Main areas of opportunity for both student populations include increased engagement with faculty and programming outside of the classroom. Results consistent with significant number of working professionals within student population.

NOTE:

1. Teamwork Direct Measure and Indirect Measure (Student Self-Assessment of Report) covered students in Business Management, Human Resources Management, and Management Services. Results for these measures are reported in both Business Management and Management Services program reports. Human Resources Management assessment results are also presented in anticipation of accreditation as part of the 2011 re-affirmation process.

2. Direct Measure (3rd Annual Business Plan Contest - Presentation and Report) was applied to all business programs that require the BMGT 101 - Introduction to Business core course. Results were assessed for the total participant pool, and are reported as such for each program.

3. **Feedback Loop for 2009-2010 outcomes assessment:** the 2009-2010 learning outcomes assessment noted a deficiency in the results of the direct measurement of student learning objective – "Clearly communicate thoughts and ideas both verbally and in writing (Communication)". Recommended action was implemented and a feedback loop instituted to measure the effectiveness of remediation. The results of the follow up assessment, using the same rubric, were that 100% of all Business Management, HRM, and Management Services majors met or exceeded expectations, versus only 52% in the original assessment. See "B.S. Business Management, HRM, and Management Services Programs – Closing the Loop Assessment on Communications Objective".

Program-Level Intended Outcomes Form

Student Learning Information for *A.S. & B.S. (Human Resources Management)*
Mission of the School of Business: To enhance the career potential of students from various academic and societal backgrounds through a traditional and enterprising education that provides the applied career skills and knowledge of best practices that is desired by employers in the public, private, and non-profit sectors. The School of Business will be the regional leader in developing and adapting programs that prepare students with the skills desired in the workforce through excellence in management programs and business discipline programs.

Intended Student Learning Outcomes for *A.S. & B.S. (Business Management)* (detailed definition of learning objectives attached):
1. Work well with others and with a demonstrated appreciation of individual differences and a sensitivity to diversity. (Teamwork) – Assessment Target in 2010-2011
2. Clearly communicate thoughts and ideas both verbally and in writing. (Communication) – Assessment Target in 2009/2010
3. Apply information technology tools and techniques to meet the needs and expectations of the workplace. (Information Technology)
4. Analyze, integrate and communicate complex information to facilitate management decision-making. (Decision Making/Problem Solving/ Critical Thinking)
5. Apply theory and practice in solving organizational problems. (Theory and Practice)

Assessment Tools/Methods for Intended Student Learning Outcomes— Direct Measures of Student Learning	Performance Targets/Criteria for Direct Measures:
1. Case Study with Presentations using BMGT 417 – Strategic Planning course	Assessment used to establish baseline measurement for Teamwork outcomes
2. 3rd Annual Business Plan Contest – Group Presentation and Report (Shared Measure for Introduction to Business core course)	Participants achieve "above average" or better based on rubric

Assessment Tools/Methods for Intended Student Learning Outcomes— Indirect Measures of Student Learning	Performance Targets/Criteria for Indirect Measures:
1. Student Self Reflection (assignment as defined in Direct Measure 1. above)	Assessment used to establish baseline measurement for Teamwork outcomes
2. Student Peer Review Made by Presenter (assignment as defined in	Assessment used to establish baseline measurement for Teamwork outcomes

			Performance Target Was…	

	Direct Measure 1. above)			
3.	Instructor Reflection (assignment as defined in Direct Measure 1. above)	Assessment used to establish baseline measurement for Teamwork outcomes		
4.	NSSE Bi-Annual Survey of freshman and senior undergraduate respondents for total School of Business (breakdown by program is unavailable at this time)	85% or higher of Survey Responses are equal to or better than Point Park University, Middle States, Carnegie class and/or NSSE respondent pool - measured for freshman and senior respondents respectively		

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. Each team prepared a multidimensional team assessment of a company selected using nine analytical tools and a SWOT. These assignments were graded and returned. Each team made a separate in-class presentation of the firm, its current status and evaluatd three alternatives for its future direction. Students excelled in the application of strategic management tools to a major firm. However, not all teams came together to work effectively.	Setting Baseline	
2. Judges from the University and external community assessed all contest groups as having done a great job. We continue to see improvement year over year in the quality and creativity of the students' ideas and presentation.	X	

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. TEAMWORK (all indirect measures): BMGT 417 tudents reported satisfaction with the multi-dimensional team assessment activity. They feld that it made the material presented in the book and class more relevant. Students reported mixed results on the in-class presentation, largely because of the poor participation by some members. Students reported that they learned from the team application exercises. While many students felt the team exercise was a way of improving collaboration, some students did not participate fully.	Setting Baseline	
2. School of Business Result: Freshman respondents on 2009 survey rated the School of Business on par or above one or more peers for 96% of metrics, with 6% of metrics evaluated as statistically significantly higher than one or more peers and 4% of metrics statistically significantly lower than peers. Senior respondents rated the School of Business on par or above one or more peers for 94% of metrics, with 2% of metrics evaluated as statistically significantly higher than one or more peers and 6% of metrics statistically significantly lower than peers. Main areas of opportunity for both student populations include increased engagement with faculty and programming outside of the classroom. Results consistent with significant number of working professionals within student population.	X	

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:
1. **Teamwork Direct Measure**: Continue the multi-dimensional team assessment approach. Move the team presentation earlier in thesemester. These presentations had to compete with many other assignments in this and other classes.
2. **Teamwork Indirect Measure**: Ask students to provide a midterm team member assessment in addition to the end of semester assessment.

3. **Business Plan Contest**: Opportunity to expand the Business Plan Contest to other courses, or to take winning ideas beyond the planning phase in to later coursework, such as BMGT 417 – Strategic Planning.

4. School of Business Action Plan for NSSE Results: Main areas of opportunity for both student populations include increased engagement with faculty and programming outside of the classroom. Results consistent with significant number of working professionals within student population.

NOTE:

1. Direct Measure and Indirect Measure (Student Self-Assessment of Report) covered students in Business Management, Human Resources Management, and Management Services. Results for these measures are reported in both Business Management and Management Services program reports. Human Resources Management assessment results are also presented in anticipation of accreditation as part of the 2011 re-affirmation process.

2. Direct Measure (3rd Annual Business Plan Contest - Presentation and Report) was applied to all business programs that require the BMGT 101 - Introduction to Business core course. Results were assessed for the total participant pool, and are reported as such for each program.

3. **Feedback Loop for 2009-2010 outcomes assessment:** the 2009-2010 learning outcomes assessment noted a deficiency in the results of the direct measurement of student learning objective – "Clearly communicate thoughts and ideas both verbally and in writing (Communication)". Recommended action was implemented and a feedback loop instituted to measure the effectiveness of remediation. The results of the follow up assessment, using the same rubric, were that 100% of all Business Management, HRM, and Management Services majors met or exceeded expectations, versus only 52% in the original assessment. See "B.S. Business Management, HRM, and Management Services Programs – Closing the Loop Assessment on Communications Objective".

4. 2010-2011 program assessment was conducted on existing Human Resources Management curriculum. HRM curriculum was updated during the academic year to align with the learning objectives and recommended educational content of the Society for Human Resources Management (SHRM). Proposed remediation actions will be applied to the new curriculum, which becomes effective in the 2011-2012 academic year.

Program-Level Intended Outcomes Form

Student Learning Information for *B.S. (Management Services)*

Mission of the School of Business:	To enhance the career potential of students from various academic and societal backgrounds through a traditional and enterprising education that provides the applied career skills and knowledge of best practices that is desired by employers in the public, private, and non-profit sectors. The School of Business will be the regional leader in developing and adapting programs that prepare students with the skills desired in the workforce through excellence in management programs and business discipline programs.

Intended Student Learning Outcomes for *B.S. (Management Services)* (detailed definition of learning objectives attached):
1. Work well with others and with a demonstrated appreciation of individual differences and a sensitivity to diversity. (Teamwork) – Assessment Target in 2010-2011
2. Clearly communicate thoughts and ideas both verbally and in writing. (Communication) – Assessment Target in 2009/2010
3. Apply information technology tools and techniques to meet the needs and expectations of the workplace. (Information Technology)
4. Analyze, integrate and communicate complex information to facilitate management decision-making. (Decision Making/Problem Solving/ Critical Thinking)
5. Apply theory and practice in solving organizational problems. (Theory and Practice)

Assessment Tools/Methods for Intended Student Learning Outcomes—Direct Measures of Student Learning	Performance Targets/Criteria for Direct Measures:
1. Case Study with Presentations using BMGT 417 – Strategic Planning course	Assessment used to establish baseline measurement for Teamwork outcomes
2. 3rd Annual Business Plan Contest – Group Presentation and Report (Shared Measure for Introduction to Business core course)	Participants achieve "above average" or better based on rubric

Assessment Tools/Methods for Intended Student Learning Outcomes—Indirect Measures of Student Learning	Performance Targets/Criteria for Indirect Measures:
1. Student Self Reflection (assignment as defined in Direct Measure 1. above)	Assessment used to establish baseline measurement for Teamwork outcomes
2. Student Peer Review Made by Presenter (assignment as defined in	Assessment used to establish baseline measurement for Teamwork outcomes

	Performance Target Was…	
Direct Measure 1. above)		
3. Instructor Reflection (assignment as defined in Direct Measure 1. above)	Assessment used to establish baseline measurement for Teamwork outcomes	
4. NSSE Bi-Annual Survey of freshman and senior undergraduate respondents for total School of Business (breakdown by program is unavailable at this time)	85% or higher of Survey Responses are equal to or better than Point Park University, Middle States, Carnegie class and/or NSSE respondent pool - measured for freshman and senior respondents respectively	

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. Each team prepared a multidimensional team assessment of a company selected using nine analytical tools and a SWOT. These assignments were graded and returned. Each team made a separate in-class presentation of the firm, its current status and evaluatd three alternatives for its future direction. Students excelled in the application of strategic management tools to a major firm. However, not all teams came together to work effectively.	Setting Baseline	
2. Judges from the University and external community assessed all contest groups as having done a great job. We continue to see improvement year over year in the quality and creativity of the students' ideas and presentation.	X	

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. TEAMWORK (all indirect measures): BMGT 417 tudents reported satisfaction with the multi-dimensional team assessment activity. They feld that it made the material presented in the book and class more relevant. Students reported mixed results on the in-class presentation, largely because of the poor participation by some members. Students reported that they learned from the team application exercises. While many students felt the team exercise was a way of improving collaboration, some students did not participate fully.	Setting Baseline	
2. School of Business Result: Freshman respondents on 2009 survey rated the School of Business on par or above one or more peers for 96% of metrics, with 6% of metrics evaluated as statistically significantly higher than one or more peers and 4% of metrics statistically significantly lower than peers. Senior respondents rated the School of Business on par or above one or more peers for 94% of metrics, with 2% of metrics evaluated as statistically significantly higher than one or more peers and 6% of metrics statistically significantly lower than peers. Main areas of opportunity for both student populations include increased engagement with faculty and programming outside of the classroom. Results consistent with significant number of working professionals within student population.	X	

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:
1. **Teamwork Direct Measure**: Continue the multi-dimensional team assessment approach. Move the team presentation earlier in thesemester. These presentations had to compete with many other assignments in this and other classes.
2. **Teamwork Indirect Measure**: Ask students to provide a midterm team member assessment in addition to the end of semester assessment.

3. **Business Plan Contest**: Opportunity to expand the Business Plan Contest to other courses, or to take winning ideas beyond the planning phase in to later coursework, such as BMGT 417 – Strategic Planning.

4. School of Business Action Plan for NSSE Results: Main areas of opportunity for both student populations include increased engagement with faculty and programming outside of the classroom. Results consistent with significant number of working professionals within student population.

NOTE:

1. Direct Measure and Indirect Measure (Student Self-Assessment of Report) covered students in Business Management, Human Resources Management, and Management Services. Results for these measures are reported in both Business Management and Management Services program reports. Human Resources Management assessment results are also presented in anticipation of accreditation as part of the 2011 re-affirmation process.

2. Direct Measure (3rd Annual Business Plan Contest - Presentation and Report) was applied to all business programs that require the BMGT 101 - Introduction to Business core course. Results were assessed for the total participant pool, and are reported as such for each program.

3. **Feedback Loop for 2009-2010 outcomes assessment:** the 2009-2010 learning outcomes assessment noted a deficiency in the results of the direct measurement of student learning objective – "Clearly communicate thoughts and ideas both verbally and in writing (Communication)". Recommended action was implemented and a feedback loop instituted to measure the effectiveness of remediation. The results of the follow up assessment, using the same rubric, were that 100% of all Business Management, HRM, and Management Services majors met or exceeded expectations, versus only 52% in the original assessment. See "B.S. Business Management, HRM, and Management Services Programs – Closing the Loop Assessment on Communications Objective".

IACBE Annual Report
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Program-Level Intended Outcomes Form

Student Learning Information for *A.S. & B.S. (Accounting)*	
Mission of the School of Business:	To enhance the career potential of students from various academic and societal backgrounds through a traditional and enterprising education that provides the applied career skills and knowledge of best practices that is desired by employers in the public, private, and non-profit sectors. The School of Business will be the regional leader in developing and adapting programs that prepare students with the skills desired in the workforce through excellence in management programs and business discipline programs.

Intended Student Learning Outcomes for *A.S. & B.S. (Accounting)* (detailed definition of learning objectives attached):	
1. Work well with others and with a demonstrated appreciation of individual differences and a sensitivity to diversity. (Teamwork)	
2. Clearly communicate thoughts and ideas both verbally and in writing. (Communication) – Assessment Target in 2009/2010	
3. Apply information technology tools and techniques to meet the needs and expectations of the workplace. More specifically, demonstrate ability to utilize software that is commonly used in industry. (Information Technology) – Assessment Target in 2010-2011	
4. Analyze, integrate and communicate complex information to facilitate management decision-making. (Decision Making/Problem Solving/ Critical Thinking)	
5. Apply theory and practice in solving organizational problems. (Theory and Practice)	

Assessment Tools/Methods for Intended Student Learning Outcomes— Direct Measures of Student Learning	Performance Targets/Criteria for Direct Measures:
1. Given a project/case study and QuickBooks, students will apply knowledge of Generally Accepted Accounting Principles (GAAP) and knowledge of QuickBooks software to complete the accounting cycle and generate accurate financial reports.	The standard for achievement is that 70% of students will score 75% or higher on the rubric.
2. 3rd Annual Business Plan Contest – Group Presentation and Report (Shared Measure for Intro to Business core course)	Participants achieve "above average" or better based on rubric

Assessment Tools/Methods for Intended Student Learning Outcomes— Indirect Measures of Student Learning	Performance Targets/Criteria for Indirect Measures:		
1. Students will be asked to complete a survey upon completion of the course. Survey questions will pertain to student's perceived comfort level in applying various QuickBooks core competencies.	Content of Course evaluations – establish baseline.		
2. NSSE Bi-Annual Survey of freshman and senior undergraduate respondents for total School of Business (breakdown by program is unavailable at this time)	85% or higher of Survey Responses are equal to or better than Point Park University, Middle States, Carnegie class and/or NSSE respondent pool - measured for freshman and senior respondents respectively		

		Performance Target Was…	
Summary of Results from Implementing Direct Measures of Student Learning:		Met	Not Met
1. The case study assigned in ACCT 204 (Computer Applications in Accounting) was used for the direct measure. All full time accounting faculty graded the case studies using the rubric and these grades were compared to the original grade. The standard for achievement is that 70% of students will score 75% or higher on the rubric. This standard was exceeded, with only one student scoring below the 75% threshold. The weakest line item on the scoring rubric was related to achievement of the final net income, total asset balance, and statement of cash flow figures. In these cases, the student did not return to the detail general ledger to uncover errors in transaction entry or adjustments. Failure to return to the detail to find errors would be unacceptable in a professional accounting position. In terms of strengths, students excelled in entering transactions and accurately locating and printing specified documents as required by the project deliverables list.		X	
2. Judges from the University and external community assessed all contest groups as having done a great job. We continue to see improvement year over year in the quality and creativity of the students' ideas and presentation.		X	

		Performance Target Was…	
Summary of Results from Implementing Indirect Measures of Student Learning:		Met	Not Met
1. Over 92% of the students surveyed either agreed or strongly agreed that they could use QuickBooks to create and manage an accounting system for an organization with a high degree of competence and that they understood how a professional accountant would use QuickBooks for client recordkeeping purposes. Students responses indicated that they were confident of their ability to apply the knowledge learned in the course to real-world work scenarios. However, only 57% of the students who were asked to take the Blackboard Survey actually completed the survey.		X	
2. School of Business Result: Freshman respondents on 2009 survey rated the School of Business on par or above one or more peers for 96% of metrics, with 6% of metrics evaluated as statistically significantly higher than one or more peers and 4% of metrics statistically significantly lower than peers. Senior respondents rated the School of Business on par or above one or more peers for 94% of metrics, with 2% of metrics evaluated as statistically significantly higher than one or more peers and 6% of metrics statistically significantly lower than peers. Main areas of opportunity for both student populations include increased engagement with faculty and programming outside of the		X	

classroom. Results consistent with significant number of working professionals within student population.		
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. **Improvement of the Direct Measurement**: The rubric for the case study should be refined and re-weighted to account for a broader range of submission possibilities and be presented to the student as part of the syllabus package. Additionally, the importance of taking the time to review work and correct erros before final deliverables submission must be emphasized.		
2. **Improvement of the Indirect Measurement**: A small point value could be assigned to completion of the survey to encourage all students to complete it. Additionally, more specific survey questions could be added to the Blacboard Survey to further enhance faculty's understand of student perceptions.		
3. **Business Plan Contest**: Opportunity to expand the Business Plan Contest to other courses, or to take winning ideas beyond the planning phase in to later coursework, such as BMGT 417 – Strategic Planning.		
4. School of Business Action Plan for NSSE Results: Main areas of opportunity for both student populations include increased engagement with faculty and programming outside of the classroom. Results consistent with significant number of working professionals within student population.		

NOTE:

1. Direct Measure (3rd Annual Business Plan Contest - Presentation and Report) was applied to all business programs that require the BMGT 101 - Introduction to Business core course. Results were assessed for the total participant pool, and are reported as such for each program.

Program-Level Intended Outcomes Form

Student Learning Information for *B.S. (Business – Saturday FAST)*	
Mission of the School of Business:	To enhance the career potential of students from various academic and societal backgrounds through a traditional and enterprising education that provides the applied career skills and knowledge of best practices that is desired by employers in the public, private, and non-profit sectors. The School of Business will be the regional leader in developing and adapting programs that prepare students with the skills desired in the workforce through excellence in management programs and business discipline programs.

Intended Student Learning Outcomes for *B.S. (Business – Saturday FAST)* (detailed definition of learning objectives attached):	

1. Work well with others and with a demonstrated appreciation of individual differences and a sensitivity to diversity. (Teamwork) – Assessment Target in 2010-2011
   • Develop and demonstrate team building skills
   • Manage a team to analyze a problem and achieve a goal
   • Use social network skills to cultivate and build relationships with class members
   • Develop ability to participate effectively and cooperatively as a team member	

2. Clearly communicate thoughts and ideas both verbally and in writing. (Communication) – Assessment Target in 2009/2010	
3. Apply information technology tools and techniques to meet the needs and expectations of the workplace. (Information Technology)	
4. Analyze, integrate and communicate complex information to facilitate management decision-making. (Decision Making/Problem Solving/ Critical Thinking)	
5. Apply theory and practice into solving organizational problems. (Theory and Practice)	

Assessment Tools/Methods for Intended Student Learning Outcomes—Direct Measures of Student Learning	Performance Targets/Criteria for Direct Measures:
1. Strategic Plan Assignment written as a group	Establish baseline

Assessment Tools/Methods for Intended Student Learning Outcomes—Indirect Measures of Student Learning	Performance Targets/Criteria for Indirect Measures:
1. Student reflection paper (based on direct measure experience)	Establish baseline

		Performance Target Was…	
2. Instructor reflection paper (based on direct measure experience)	Establish baseline		
3. NSSE Bi-Annual Survey of freshman and senior undergraduate respondents for total School of Business (breakdown by program is unavailable at this time)	85% or higher of Survey Responses are equal to or better than Point Park University, Middle States, Carnegie class and/or NSSE respondent pool - measured for freshman and senior respondents respectively		

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. The group project was assigned in BUS 417 (Dynamics of Business & Strategy) was used for the direct measure. One section was offered during the measurement term.	Setting Baseline	

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. As reported in Student Reflections, 2 of 3 groups worked extremely well together, with one group encountering time management problems that dealt with procrastination. Two of the groups demonstrated a strong work ethic, met deadlines and exhibited good communication skills. Challenged group had difficulty with the assignment requirements, but waited until the last minute to complete the project and failed to anticipate challenges with coordinating work schedules.	Setting Baseline	
2. The instructor noted in the reflection document that overall comprehension and work ethic of the class was very good. Groups were well-balanced, where the weekly "look-up" assignment provided a discrete source of engagement. Many of the student engagement techniques worked well. Instructor noted need for professional development to refine and enhance instructional techniques to foster inclusion and engagement of all students.	Setting Baseline	
3. School of Business Result: Freshman respondents on 2009 survey rated the School of Business on par or above one or more peers for 96% of metrics, with 6% of metrics evaluated as statistically significantly higher than one or more peers and 4% of metrics statistically significantly lower than peers. Senior respondents rated the School of Business on par or above one or more peers for 94% of metrics, with 2% of metrics evaluated as statistically significantly higher than one or more peers and 6% of metrics statistically significantly lower than peers. Main areas of opportunity for both student populations include increased engagement with faculty and programming outside of the classroom. Results consistent with significant number of working professionals within student population.	X	

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:
1. Provide training & development opportunities for facultyto assist with teamwork activities and student engagement.
2. Introduce more team exercises elsewhere in the program curriculum to develop student competencies in working more effectively as teams.
3. School of Business Action Plan for NSSE Results: Main areas of opportunity for both student populations include increased engagement with faculty and programming outside of the classroom. Results consistent with significant number of working professionals within student population.

NOTE:

1. **Feedback Loop for 2009-2010 outcomes assessment:** the 2009-2010 learning outcomes assessment noted a deficiency in the results of the direct measurement of student learning objective – "Clearly communicate thoughts and ideas both verbally and in writing (Communication)". Recommended action was implemented and a feedback loop instituted to measure the effectiveness of remediation. The results of the follow up assessment, using the same rubric, were that scores ranged from 35-49 out of a possible 50 Points. In both years, the assessment goals were met. However, additional areas where improvements are needed were identified, mainly in the area of documenting sources. Future action plans have been developed including the preparation of instructions on documenting sources for students, and additional training for faculty. See "B.S. Business -Accelerated Programs – Closing the Loop Assessment on Communications Objective".

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Program-Level Intended Outcomes Form

<table>
<tr><td colspan="2">Student Learning Information for A.S. & B.S. (Information Technology)</td></tr>
<tr><td>Mission of the School of Business:</td><td>To enhance the career potential of students from various academic and societal backgrounds through a traditional and enterprising education that provides the applied career skills and knowledge of best practices that is desired by employers in the public, private, and non-profit sectors. The School of Business will be the regional leader in developing and adapting programs that prepare students with the skills desired in the workforce through excellence in management programs and business discipline programs.</td></tr>
<tr><td colspan="2">Intended Student Learning Outcomes for A.S. & B.S. (Information Technology) (detailed definition of learning objectives attached):</td></tr>
<tr><td colspan="2">1.   Work well with others and with a demonstrated appreciation of individual differences and a sensitivity to diversity. (Teamwork)</td></tr>
<tr><td colspan="2">2.   Clearly communicate thoughts and ideas both verbally and in writing. (Communication) – Assessment Target in 2009/2010</td></tr>
<tr><td colspan="2">3.   Apply information technology tools and techniques to meet the needs and expectations of the workplace. (Information Technology)</td></tr>
<tr><td colspan="2">4.   Analyze, integrate and communicate complex information to facilitate management decision-making. (Decision Making/Problem Solving/ Critical Thinking) – Assessment Target in 2010-2011</td></tr>
<tr><td colspan="2">5.   Apply theory and practice into solving organizational problems. (Theory and Practice)</td></tr>
<tr><td>Assessment Tools/Methods for Intended Student Learning Outcomes—Direct Measures of Student Learning</td><td>Performance Targets/Criteria for Direct Measures:</td></tr>
<tr><td>1.   Project 1: Database Construction, Web Interface, Function and Form (Rubric attached)</td><td>The standard for achievement is that 70% of students (organized in teams) will score 70% or higher on the rubric.</td></tr>
<tr><td>2.   Project 2: Web Interface, Function and Form (Rubric attached)</td><td>The standard for achievement is that 70% of students (organized in teams) will score 70% or higher on the rubric.</td></tr>
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</table>

		Performance Target Was…	
coursework to be successful. Success depends on student level of comprehension gained from previous courses. (Rubric attached)			
2. NSSE Bi-Annual Survey of freshman and senior undergraduate respondents for total School of Business (breakdown by program is unavailable at this time)	85% or higher of Survey Responses are equal to or better than Point Park University, Middle States, Carnegie class and/or NSSE respondent pool - measured for freshman and senior respondents respectively		

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. Project 1: Database Construction, Web Interface, Function and Form in CMPS 425 (Advanced Database Management Systems) was used for the direct measure. 11 out of 13 students met the standard of 70% or better performance in the integration of concepts learned in CMPS 320 (Web Design and Development) andCMPS 325 (Introduction to Database Systems). There was strong performance in application of database construction (12 out of 13), while only 9 out of 13 students were able to apply web interface concepts at a level of proficiency at 70% or better. Results were strongly influenced by the small class size (13 students) and a grade of "0" received by one student in the class.	X	
2. Project 2: Web Interface, Function and Form in CMPS 425 (Advanced Database Management Systems) was used for the direct measure. The performance target was not met, given 6 out of 13 students did not meet the standard of 70% or better performance measured by the assignment. Directly measuring effectiveness in the application of skills learned in CMPS 320 in the performance of students on Project 2, 9 out of 13 met the performance target. Results of this embedded measurement were influenced by the small class size (13 students) and a grade of "0" received by one student in the class. In particular, students showed a weakness in scripting skills and web skills, with four students choosing not to attempt those sections of the project.		X
3. Group Project: Database Design, PowerPoint Presentation, Web Site Active Prototype,and Application Programs in CMPS 425 (Advanced Database Management Systems) was used for the direct measure. All students met the standard of 70% or better performance in the integration of concepts learned in CMPS 320 (Web Design and Development) andCMPS 325 (Introduction to Database Systems) in addition to meeting the standard when measuring the specific performance on skills learned in these individual pre-requisite courses. Students did best on the group project, where the synergy of the group overcame the individual weaknesses shown in the individual projects.	X	

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. Indirect measure captured student application of skills acquired in CMPS 320 (Web Design and Development) andCMPS 325 (Introduction to Database Systems) in each of the three direct measures. In all three projects, all students demonstrated an ability to integrate skills learned in prior coursework as an individual and when working in a group. Overall, students indicated tat they were very satisfied with the course, but believed they would have benefited by more work with web scripting.	Setting Baseline	

2. School of Business Result: Freshman respondents on 2009 survey rated the School of Business on par or above one or more peers for 96% of metrics, with 6% of metrics evaluated as statistically significantly higher than one or more peers and 4% of metrics statistically significantly lower than peers. Senior respondents rated the School of Business on par or above one or more peers for 94% of metrics, with 2% of metrics evaluated as statistically significantly higher than one or more peers and 6% of metrics statistically significantly lower than peers. Main areas of opportunity for both student populations include increased engagement with faculty and programming outside of the classroom. Results consistent with significant number of working professionals within student population.	X	

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:
1. The curriculum needs to adapt to expose the students to more scripting languages. Faculty are reviewing curriculum to address this gap, and will identify resource requirements based on recommendations arising from this review.
2. School of Business Action Plan for NSSE Results: Main areas of opportunity for both student populations include increased engagement with faculty and programming outside of the classroom. Results consistent with significant number of working professionals within student population.

NOTE:

1. Direct Measure and Indirect Measure (Student Self-Assessment of Report) covered students in Information Technology and Information Technology & Management programs. Results for these measures are reported in program reports for these degrees. In particular, Information Technology & Management program assessment results are also presented in anticipation of accreditation as part of the 2011 re-affirmation process.

Program-Level Intended Outcomes Form

Student Learning Information for *B.S. (Information Technology and Management)*	
Mission of the School of Business:	To enhance the career potential of students from various academic and societal backgrounds through a traditional and enterprising education that provides the applied career skills and knowledge of best practices that is desired by employers in the public, private, and non-profit sectors. The School of Business will be the regional leader in developing and adapting programs that prepare students with the skills desired in the workforce through excellence in management programs and business discipline programs.

Intended Student Learning Outcomes for *B.S. (Information Technology and Management)* (detailed definition of learning objectives attached):	
1. Work well with others and with a demonstrated appreciation of individual differences and a sensitivity to diversity. (Teamwork)	
2. Clearly communicate thoughts and ideas both verbally and in writing. (Communication) – Assessment Target in 2009/2010	
3. Apply information technology tools and techniques to meet the needs and expectations of the workplace. (Information Technology)	
4. Analyze, integrate and communicate complex information to facilitate management decision-making. (Decision Making/Problem Solving/ Critical Thinking) – Assessment Target in 2010-2011	
5. Apply theory and practice into solving organizational problems. (Theory and Practice)	

Assessment Tools/Methods for Intended Student Learning Outcomes—Direct Measures of Student Learning	Performance Targets/Criteria for Direct Measures:
1. Project 1: Database Construction, Web Interface, Function and Form (Rubric attached)	The standard for achievement is that 70% of students (organized in teams) will score 70% or higher on the rubric.
2. Project 2: Web Interface, Function and Form (Rubric attached)	The standard for achievement is that 70% of students (organized in teams) will score 70% or higher on the rubric.
3. Group Project: Database Design, PowerPoint Presentation, Web Site Active Prototype,and Application Programs (Rubric attached)	The standard for achievement is that 70% of students (organized in teams) will score 70% or higher on the rubric.

Assessment Tools/Methods for Intended Student Learning Outcomes—Indirect Measures of Student Learning	Performance Targets/Criteria for Indirect Measures:
1. Students must use techniques and strategies developed in prior coursework to be successful. Success depends on student level of	Lessons Learned Summary to form baseline for future measurement

		Performance Target Was…	
comprehension gained from previous courses. (Rubric attached)			
2. NSSE Bi-Annual Survey of freshman and senior undergraduate respondents for total School of Business (breakdown by program is unavailable at this time)	85% or higher of Survey Responses are equal to or better than Point Park University, Middle States, Carnegie class and/or NSSE respondent pool - measured for freshman and senior respondents respectively		

	Performance Target Was…	
Summary of Results from Implementing Direct Measures of Student Learning:	Met	Not Met
1. Project 1: Database Construction, Web Interface, Function and Form in CMPS 425 (Advanced Database Management Systems) was used for the direct measure. 11 out of 13 students met the standard of 70% or better performance in the integration of concepts learned in CMPS 320 (Web Design and Development) andCMPS 325 (Introduction to Database Systems). There was strong performance in application of database construction (12 out of 13), while only 9 out of 13 students were able to apply web interface concepts at a level of proficiency at 70% or better. Results were strongly influenced by the small class size (13 students) and a grade of "0" received by one student in the class.	X	
2. Project 2: Web Interface, Function and Form in CMPS 425 (Advanced Database Management Systems) was used for the direct measure. The performance target was not met, given 6 out of 13 students did not meet the standard of 70% or better performance measured by the assignment. Directly measuring effectiveness in the application of skills learned in CMPS 320 in the performance of students on Project 2, 9 out of 13 met the performance target. Results of this embedded measurement were influenced by the small class size (13 students) and a grade of "0" received by one student in the class. In particular, students showed a weakness in scripting skills and web skills, with four students choosing not to attempt those sections of the project.		X
3. Group Project: Database Design, PowerPoint Presentation, Web Site Active Prototype,and Application Programs in CMPS 425 (Advanced Database Management Systems) was used for the direct measure. All students met the standard of 70% or better performance in the integration of concepts learned in CMPS 320 (Web Design and Development) andCMPS 325 (Introduction to Database Systems) in addition to meeting the standard when measuring the specific performance on skills learned in these individual pre-requisite courses. Students did best on the group project, where the synergy of the group overcame the individual weaknesses shown in the individual projects.	X	

	Performance Target Was…	
Summary of Results from Implementing Indirect Measures of Student Learning:	Met	Not Met
1. Indirect measure captured student application of skills acquired in CMPS 320 (Web Design and Development) andCMPS 325 (Introduction to Database Systems) in each of the three direct measures. In all three projects, all students demonstrated an ability to integrate skills learned in prior coursework as an individual and when working in a group. Overall, students indicated tat they were very satisfied with the course, but believed they would have benefited by more work with web scripting.	Setting Baseline	

2. School of Business Result: Freshman respondents on 2009 survey rated the School of Business on par or above one or more peers for 96% of metrics, with 6% of metrics evaluated as statistically significantly higher than one or more peers and 4% of metrics statistically significantly lower than peers. Senior respondents rated the School of Business on par or above one or more peers for 94% of metrics, with 2% of metrics evaluated as statistically significantly higher than one or more peers and 6% of metrics statistically significantly lower than peers. Main areas of opportunity for both student populations include increased engagement with faculty and programming outside of the classroom. Results consistent with significant number of working professionals within student population.	X	

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:
1. The curriculum needs to adapt to expose the students to more scripting languages. Faculty are reviewing curriculum to address this gap, and will identify resource requirements based on recommendations arising from this review.
2. School of Business Action Plan for NSSE Results: Main areas of opportunity for both student populations include increased engagement with faculty and programming outside of the classroom. Results consistent with significant number of working professionals within student population.

NOTE:

1. Direct Measure and Indirect Measure (Student Self-Assessment of Report) covered students in Information Technology and Information Technology & Management programs. Results for these measures are reported in program reports for these degrees. In particular, Information Technology & Management program assessment results are also presented in anticipation of accreditation as part of the 2011 re-affirmation process.

Program-Level Intended Outcomes Form

Student Learning Information for *B.S. (Economics & Finance)*	
Mission of the School of Business:	To enhance the career potential of students from various academic and societal backgrounds through a traditional and enterprising education that provides the applied career skills and knowledge of best practices that is desired by employers in the public, private, and non-profit sectors. The School of Business will be the regional leader in developing and adapting programs that prepare students with the skills desired in the workforce through excellence in management programs and business discipline programs.

Intended Student Learning Outcomes for *B.S. (Economics & Finance)* (detailed definition of learning objectives attached):	
1. Work well with others and with a demonstrated appreciation of individual differences and a sensitivity to diversity. (Teamwork)	
2. Clearly communicate thoughts and ideas both verbally and in writing. (Communication) – Assessment Target in 2009/2010	
3. Apply information technology tools and techniques to meet the needs and expectations of the workplace. (Information Technology)	
4. Analyze, integrate and communicate complex information to facilitate management decision-making. (Decision Making/Problem Solving/ Critical Thinking) – Assessment Target in 2010-2011	
5. Apply theory and practice into solving organizational problems. (Theory and Practice)	

Assessment Tools/Methods for Intended Student Learning Outcomes— Direct Measures of Student Learning	Performance Targets/Criteria for Direct Measures:
1. Report evaluating the financial strength of a company by analyzing the financial documents and also tracking the stock prices of the company during the semester. (Rubric attached)	The standard for achievement is that at 50% of students will score an average of 3.0 or higher on the rubric.
2. 3rd Annual Business Plan Contest – Group Presentation and Report (Shared Measure for Intro to Business core course)	Participants achieve "above average" or better based on rubric

Assessment Tools/Methods for Intended Student Learning Outcomes— Indirect Measures of Student Learning	Performance Targets/Criteria for Indirect Measures:
1. Student Self Assessment of what they learned from the project (Rubric attached)	Student Self-Assessment input to form baseline for future measurement
2. NSSE Bi-Annual Survey of freshman and senior undergraduate	85% or higher of Survey Responses are equal to or better than Point Park

	University, Middle States, Carnegie class and/or NSSE respondent pool - measured for freshman and senior respondents respectively		

respondents for total School of Business (breakdown by program is unavailable at this time)

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. BMGT 300 (Corporate Finance) was originally selected as the target course for assessing this objective. All full time faculty participated in the assessment. The target performance level of 50% of students achieving a minimum score of 3.0 was not met – only 6 out of 13 students were able to achieve the target level. However 4 students missed the standard by one point. Students were weak in the financial analysis section, while stronger in the content area. This indicates that students had the data, but did not completely analyze the data. Upon further examination of the student composition in the class, it was determined that no Economics & Finance majors were enrolled in these sections. The faculty decided to extend the measurement to ECON 203 (Economic History of the United States), utilizing a position paper assigned in the course and a restructured course specific rubric. For the second assessment, all full time and adjunct course instructors participated in the assessment. The target performance level of 50% of students achieving a minimum score of 3.0 was not met – only 3 out of 8 students were able to achieve the target level. Students did best on the content measure of the rubric (62% or 5 out of 8 met or exceeded the miminum score), while students did worst on the analysis measure (37% or 3 out of 8 met or exceeded the mimimun score). This performance confirmed the strengths (content capture) and weaknesses (analysis of content) observed in the assessment of BMGT 300.		X
2. Judges from the University and external community assessed all contest groups as having done a great job. We continue to see improvement year over year in the quality and creativity of the students' ideas and presentation.	X	

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. Overall, students indicated they were very satisfied with both courses. In particular, students in BMGT 300 remarked at how the assignment helped them to analyze the information contained in the report. Students participating in ECON 203 noted the amount of new information they learned, but only one student noted an improvement in analytical skills as a result of the assignment.	Setting Baseline	
2. School of Business Result: Freshman respondents on 2009 survey rated the School of Business on par or above one or more peers for 96% of metrics, with 6% of metrics evaluated as statistically significantly higher than one or more peers and 4% of metrics statistically significantly lower than peers. Senior respondents rated the School of Business on par or above one or more peers for 94% of metrics, with 2% of metrics evaluated as statistically significantly higher than one or more peers and 6% of metrics statistically significantly lower than peers. Main areas of opportunity for both student populations include increased engagement with faculty and programming outside of the classroom. Results consistent with significant number of working professionals within student population.	X	

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

1.	**Improvement of the Direct Measurement**: Enrollment in the couse should be reviewed before a course is chosen to ensure that the majority of students in the course represent the major/program being evaluated. In addition, all faculty need to submit data and evaluations in the same format and level of detail to facilitate depth and completeness of the analysis.
2.	The curriculum should place greater emphasis on analysis, including content-heavy courses. Faculty will review curriculum for opportunities to strengthen analysis components, and identify additional resources as appropriate.
3.	**Business Plan Contest**: Opportunity to expand the Business Plan Contest to other courses, or to take winning ideas beyond the planning phase in to later coursework, such as BMGT 417 – Strategic Planning.
4.	School of Business Action Plan for NSSE Results: Main areas of opportunity for both student populations include increased engagement with faculty and programming outside of the classroom. Results consistent with significant number of working professionals within student population.

NOTE:

1. Economics & Finance program assessment results are also presented in anticipation of accreditation as part of the 2011 re-affirmation process.

Program-Level Intended Outcomes Form

Student Learning Information for *B.S. (Sport, Arts & Entertainment Management)*	
Mission of the School of Business:	To enhance the career potential of students from various academic and societal backgrounds through a traditional and enterprising education that provides the applied career skills and knowledge of best practices that is desired by employers in the public, private, and non-profit sectors. The School of Business will be the regional leader in developing and adapting programs that prepare students with the skills desired in the workforce through excellence in management programs and business discipline programs.

Intended Student Learning Outcomes for *B.S. (Sport, Arts & Entertainment Management)* (detailed definition of learning objectives attached):	

1. Work well with others and with a demonstrated appreciation of individual differences and a sensitivity to diversity. (Teamwork) – Assessment Target in 2010-2011
    • Demonstrate ability to work well with others and execute events that relate to the sport, arts, and entertainment fields.
    • Research and develop team presentations that are well organized and grammatically correct.	

2. Clearly communicate thoughts and ideas both verbally and in writing. (Communication) – Assessment Target in 2009/2010	
3. Apply information technology tools and techniques to meet the needs and expectations of the workplace. (Information Technology)	
4. Analyze, integrate and communicate complex information to facilitate management decision-making. (Decision Making/Problem Solving/ Critical Thinking)	
5. Apply theory and practice into solving organizational problems. (Theory and Practice)	

Assessment Tools/Methods for Intended Student Learning Outcomes— Direct Measures of Student Learning	Performance Targets/Criteria for Direct Measures:
1. First of three project assignments in SAEM 202 – SAE Marketing & Promotion (Rubric attached)	Setting Baseline
2. Second of three project assignments in SAEM 202 – SAE Marketing & Promotion (Rubric attached)	Setting Baseline
3. Third of three project assignments in SAEM 202 – SAE Marketing & Promotion (Rubric attached)	Setting Baseline
Assessment Tools/Methods for Intended Student Learning Outcomes—	Performance Targets/Criteria for Indirect Measures:

Indirect Measures of Student Learning			
1. Student/Team Self Reflections (Rubric attached)	Student Self-Reflection input to form baseline for future measurement		
2. Instructor Reflection	Setting baseline for future assessment design		
3. NSSE Bi-Annual Survey of freshman and senior undergraduate respondents for total School of Business (breakdown by program is unavailable at this time)	85% or higher of Survey Responses are equal to or better than Point Park University, Middle States, Carnegie class and/or NSSE respondent pool - measured for freshman and senior respondents respectively		

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
The three direct measures included three projects, one from each are of sport, arts and entertainment, that build upon each other to expose students to all aspects of developing and writing a marketing plan. Each project required that the teams select different clients from the business community. The projects represented successively more difficult areas of analysis and integration, and challenged the teams to work more closely together in order to complete the assignment. Measurement was captured for each project, and compared for trends across measurement points. The students exhibited growth in their evaluation of each other's teamwork for each project, as well as in their evaluation of their own team work efforts. Students struggle with evaluation of their own teamwork performance and that of their peers. Changing teams for each project helped to increase their diversity of experience and their team skills.	Setting Baselines	

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. Student grades improved overall from project 1 to 3, although dropped from project 2 to 3. The latter observation may be due to the greater amount of time spent by teams in preparation for project 2, versus requirements for project 3.	Setting Baseline	
2. School of Business Result: Freshman respondents on 2009 survey rated the School of Business on par or above one or more peers for 96% of metrics, with 6% of metrics evaluated as statistically significantly higher than one or more peers and 4% of metrics statistically significantly lower than peers. Senior respondents rated the School of Business on par or above one or more peers for 94% of metrics, with 2% of metrics evaluated as statistically significantly higher than one or more peers and 6% of metrics statistically significantly lower than peers. Main areas of opportunity for both student populations include increased engagement with faculty and programming outside of the classroom. Results consistent with significant number of working professionals within student population.	X	

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:
1. Faculty were encouraged by positive learning results in changing team composition for each assignment.
2. More time needs to be allocated for preparing for project 3.
3. Faculty are encouraged to increase time spent on coaching and giving feedback to students during team projects. Opportunity to position team

work as a valuable skill for use as a management tool as well as improving personal effectiveness in team settings.
4. School of Business Action Plan for NSSE Results: Main areas of opportunity for both student populations include increased engagement with faculty and programming outside of the classroom. Results consistent with significant number of working professionals within student population.

NOTE:

1. Sport, Arts & Entertainment management program assessment results are also presented in anticipation of accreditation as part of the 2011 re-affirmation process.