

## Outcomes Assessment Results

For Academic Year: 2013-14

### Section I: Student Learning Assessment

<i>Point Park University School of Business</i>	
<b>Student Learning Assessment for B.S. and Post-Baccalaureate in Accounting</b>	
<b>General Program Intended Student Learning Outcomes (General Program ISLOs)</b>	
1. Work well with others and with a demonstrated appreciation of individual differences and sensitivity to diversity. (Teamwork)	
2. Clearly communicate thoughts and ideas both verbally and in writing. (Communication)	
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)	
<b>Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Direct Measures:</b>
1. <i>The Accounting Program conducted direct assessments using an internally developed rubric to assess a team project.</i>	<i>80% or more of students must have earned a score of 75% or higher to meet the standard.</i>
2.	
<b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b>
1. <i>Student self-assessment survey</i>	<i>80% or more of students must have assessed themselves as earning a score of 75% or higher to meet the standard.</i>
2. <i>2013 NSSE Survey Results</i>	<i>Responses equivalent or higher than Carnegie Classification Peers</i>
<b>Assessment Results: B.S. and Post-Baccalaureate in Accounting</b>	
<b>Summary of Results from Implementing Direct Measures of Student Learning:</b>	
1. <i>51 student artifacts were assessed. 34 students (67%) got a score of 4.5 (equivalent to 75%) or higher.</i>	

2. *Summary of Results for Direct Measure 2*

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

1. 29 students did a self-assessment of their own work. 27 students (93%) gave themselves a score of 4.5 (equivalent to 75%) or higher.
2. *Learning Objective 1: Senior responses to working effectively with others is 2.5 out of 4.0, lower than Carnegie Classification Peers.*  
*Learning Objective 2: Senior responses to writing clearly and speaking clearly is 2.5 out of 4.0, lower than Carnegie Classification Peers.*  
*Learning Objective 3: Senior responses to acquiring job related skills is 2.58 out of 4.0, equivalent to Carnegie Classification Peers.*  
*Learning Objective 4: Senior responses to using numerical information to reach conclusion is 2.89 out of 4.0, higher than Carnegie Classification Peers.*  
*Learning Objective 5: Senior responses to using information to examine real-world problems is 2.24 out of 4.0, equivalent to Carnegie Classification Peers.*

**Summary of Achievement of Intended Student Learning Outcomes:**

Intended Student Learning Outcomes	Learning Assessment Measures							
	<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>
<b>General Program ISLOs</b>	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>Program Learning Outcome 1</i>						Not Met		
2. <i>Program Learning Outcome 2</i>						Not Met		
3. <i>Program Learning Outcome 3</i>						Met		
4. <i>Program Learning Outcome 4</i>						Met		
5. <i>Program Learning Outcome 5</i>	Not Met				Met	Met		
<b>Intended Student Learning Outcomes: Major, Concentration, Specialization, Emphasis, Option, or Track in Area 1</b>	<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>Intended Learning Outcome 1</i>	Not Applicable							
2. <i>Intended Learning Outcome 2</i>								
3. <i>Intended Learning Outcome 3</i>								

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

1. *Direct Measure #1: In many instances the students' work was partially correct, but did not receive partial credit. Faculty will adjust rubric to provide credit for partially correct work. Additionally, Faculty should assign a minimum length for essay questions to encourage students to write a complete answer.*
2. *Indirect Measure #1: Even though target was achieved, only 29 students (or 57%) participated in the self-assessment. Faculty could improve participation rates of students by adding either an incentive or deterrent to the assignment. An incentive may be to offer a bonus for students who complete the assignment. A deterrent may be to take off points for students who do not complete the assessment.*
3. *Indirect Measure #2: The accounting faculty will discuss the NSSE results that are lower than the Carnegie Classification Peers and identify opportunities to improve in these areas. Annually, we assess at least one out of the five School of Business learning objectives and two of the objectives are Teamwork and Communication. If future NSEE results show a trend lower than Carnegie Classification Peers for these learning objectives, we will consider assessing Teamwork and Communication in academic year 2015-2016.*

**Point Park University School of Business**

**Student Learning Assessment for B.S. in Economics and Finance**

**General Program Intended Student Learning Outcomes (General Program ISLOs)**

1. Work well with others and with a demonstrated appreciation of individual differences and sensitivity to diversity. (Teamwork)
2. Clearly communicate thoughts and ideas both verbally and in writing. (Communication)
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)

<b>Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Direct Measures:</b>
1. <i>Oral Presentation based on two homework assignments (research papers).</i>	<i>50% or more of students must receive a 3.0 average or higher to meet the standard.</i>
2. <i>Research Paper on the National Debt Crisis</i>	<i>50% or more of students must receive a 3.0 average or higher to meet the standard.</i>
3. <i>Research Paper on the 2008-2009 Financial Crisis</i>	<i>50% or more of students must receive a 3.0 average or higher to meet the standard.</i>
<b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b>
1. <i>Reflection paper on the two homework assignments</i>	<i>50% or more of students must state that both research papers were very informative and useful to improve their understanding of economics and social issues.</i>
2. <i>Anonymous survey about how much the coursework emphasized the “Clear communication of thoughts and ideas both verbally and in writing”.</i>	<i>50% or more of students must give at least a 3.0 score about the emphasis on the aforementioned program objective.</i>

**Assessment Results: B.S. in Economics and Finance**

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

1. 60 student oral presentations were assessed. Approximately 60% earned at least a 3.0 average on the rubric for the oral presentation based on the two homework assignments. Students could have taken more advantage of the graphs and tables that they included in their research papers to make stronger conclusions and recommendations.
2. 60 student artifacts (research paper on the National Debt Crisis) were assessed. More than 70% of students received a 3.0 average or better on the first homework assignment (research paper). Student work demonstrated good analysis of the subject and the organization of the paper.
3. 60 student artifacts (research paper on the 2008-2009 Financial Crisis) were assessed. Approximately 70% of students received a 3.0 average or better on the second homework assignment (research paper). Student work demonstrated good analysis of the subject and the organization of the paper.

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

1. More than 70% of students stated that they learned a great deal from both homework assignments and the course overall.
2. In the anonymous survey, most students (about 70%) stated that the coursework demanded significant work that made them put into practice and improve their writing and oral communication skills. Most students (about 70%) stated that they did significant work integrating ideas from different sources and including diverse perspectives in their homework assignments, which was also evident in their oral presentations.

**Summary of Achievement of Intended Student Learning Outcomes:**

Intended Student Learning Outcomes	Learning Assessment Measures							
	Direct Measure 1	Direct Measure 2	Direct Measure 3	Direct Measure 4	Indirect Measure 1	Indirect Measure 2	Indirect Measure 3	Indirect Measure 4
<b>General Program ISLOs</b>	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								
2. Program Learning Outcome 2	Met	Met	Met		Met	Met		
3. Program Learning Outcome 3								
4. Program Learning Outcome 4								
5. Program Learning Outcome 5								
<b>Intended Student Learning Outcomes: Major, Concentration, Specialization, Emphasis, Option, or Track in Area 1</b>	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 Learning Outcome 1</i>	Not Applicable
2. <i>Intended Learning Outcome 2</i>	
3. <i>Intended Learning Outcome 3</i>	
<b>Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:</b>	
<p>1. <i>Direct Measures #1-3: The importance of both the oral and written communication, and the analytical requirement components of the homework assignments and course, should be more explicitly stated (especially in the syllabus of the course). The instructor's lecture will make greater emphasis on the importance of active class participation and well elaborated homework assignments, especially regarding analysis and content. Higher coordination of faculty teaching the same subject matter will also be useful.</i></p>	

**Point Park University School of Business**

**Student Learning Assessment for B.S. and Post-Baccalaureate in Human Resource Management & B.S. Capstone in Human Resource Management**

**General Program Intended Student Learning Outcomes (General Program ISLOs)**

1. Work well with others and with a demonstrated appreciation of individual differences and sensitivity to diversity. (Teamwork)
2. Clearly communicate thoughts and ideas both verbally and in writing. (Communication)
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 Instruments for Intended Student Learning Outcomes—  
Direct Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Direct Measures:**

1. *Portfolio of Academic Artifacts and Career Documents*

*Since this was the first year where a Portfolio was required, the Goal was to have every HR Student in the BMGT 418 Portfolio and Career Planning Course prepare an electronic portfolio.*

2. *Comprehensive Society of Human Resource Managers (SHRM) Exam*

*Since this was the first year that this exam was available and used, the Goal was to have every HR Student in the BMGT 418 Portfolio and Career Planning Course take the exam.*

**Assessment Instruments for Intended Student Learning Outcomes—  
Indirect Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Indirect Measures:**

1. *Student Journal*

*Since this was the first year where a Journal was required, the Goal was to have every HR Student in the BMGT 418 Portfolio and Career Planning Course prepare a weekly Journal, in which they included an assessment of their career preparedness, and HR knowledge.*

2. *2013 NSSE Survey Results*

*Responses equivalent or higher than Carnegie Classification Peers*

**Assessment Results: B.S. and Post-Baccalaureate in Human Resource Management & B.S. Capstone in Human Resource Management**

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

1. *17 student portfolios were submitted (2 in Summer term, 9 in Fall term, and 6 in Spring term).*
2. *2 out of 2 qualified Summer term students passed SHRM exam. None of the 2 Fall term students qualified to take the SHRM exam passed (missed*

by small margin). Test discontinued in Spring term due to cost and administrative difficulties with the exam.

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

1. Every student completed their Journals on a weekly basis.
2. Learning Objective 1: Senior responses to working with students on a course project is 3.14 out of 4.0, higher than Carnegie Classification Peers.  
 Learning Objective 2: Senior responses to giving course presentations is 3.24 out of 4.0, higher than Carnegie Classification Peers.  
 Learning Objective 3: Senior responses to developing code of ethics and values is 2.67 out of 4.0, equivalent to Carnegie Classification Peers.  
 Learning Objective 4: Senior responses to using numerical information to reach conclusion is 2.73 out of 4.0, equivalent to Carnegie Classification Peers.  
 Learning Objective 5: Senior responses to using information to examine real-world problems is 2.40 out of 4.0, equivalent to Carnegie Classification Peers.

**Summary of Achievement of Intended Student Learning Outcomes:**

Intended Student Learning Outcomes	Learning Assessment Measures							
	Direct Measure 1	Direct Measure 2	Direct Measure 3	Direct Measure 4	Indirect Measure 1	Indirect Measure 2	Indirect Measure 3	Indirect Measure 4
General Program ISLOs	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		
2. Program Learning Outcome 2	Met	Mixed			MET	MET		
3. Program Learning Outcome 3	Met	Mixed			MET	MET		
4. Program Learning Outcome 4						MET		
5. Program Learning Outcome 5	Met	Mixed			MET	MET		
Intended Student Learning Outcomes: Major, Concentration, Specialization, Emphasis, Option, or Track in Area 1	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. Intended Learning Outcome 1	Not Applicable							
2. Intended Learning Outcome 2								
3. Intended Learning Outcome 3								

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



1. *Direct Measure #1: Beginning in Spring term, students began working closely with Career Services professionals, and are now using the University Portfolio System in order to continue to access their portfolios as alums. Instructors also considering team teaching the portfolio course to enable review by two faculty members, or including a Career Services professional to teach the course and/or review the student portfolios. Lead faculty is also considering the creation of a portfolio instruction sheet for all HR majors, and seeking to have instructors designate assignments that are appropriate for inclusion in the student portfolios.*
2. *Direct Measure #2: Faculty determined that it is inappropriate to require the SHRM exam until the “bugs” are ironed out of the exam and administrative process. Faculty also recommends that the University cover the cost of the exam given its value in the assessment process. Starting in Spring term, students were given the option to take the Graduating Senior, or other Certification Exam, based on the appropriateness of the exam. Exam results would be included in the portfolio. The development of a review segment for the course is also being considered, where each semester, suggested review topics have been collected from students.*
3. *Indirect Measure #1: Although all students met the indirect measures, the plan for the next year is to provide more structure for the Journals, and to include a group feedback component or other activity; possibly an evaluation from the Career Development Office.*
4. *Indirect Measure #2: Although all students met the indirect measures, it would be useful to focus on one element to achieve improvement over the Carnegie Classification Peers; by focusing on a Case Study or other “real world” example.*

**Point Park University School of Business**

**Student Learning Assessment for B.S. in Sports, Arts & Entertainment Management**

**General Program Intended Student Learning Outcomes (General Program ISLOs)**

1. Work well with others and with a demonstrated appreciation of individual differences and sensitivity to diversity. (Teamwork)
2. Clearly communicate thoughts and ideas both verbally and in writing. (Communication)
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)
6. Develop & implement reasoning and reflection skills in order to practice ethical decision-making given data on what is morally/ethically at stake in the situation. (Ethics)

**Assessment Instruments for Intended Student Learning Outcomes—  
Direct Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Direct Measures:**

1. *Portfolio Scored by Faculty Developed Rubrics*

*Overall Rubric Score of 2 (Meets Standards) or Above. 3 is highest score.*

**Assessment Instruments for Intended Student Learning Outcomes—  
Indirect Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Indirect Measures:**

1. *Alumni Survey*

*Achieve 85 percent overall alumni respondents indicating the program prepared them for the workforce.*

2. *Student Reflection Essay [mentioned in Assessment Results]*

*Overall Rubric Score of 2 (Meets Standards) or Above. 3 is highest score.*

**Assessment Results: B.S. in Sports, Arts & Entertainment Management**

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

1. *33 student e-portfolios were submitted. Average scores for all respondents across evaluators exceeded target rubric score of 2 (Meets Standards). Despite technical challenges with the e-portfolio software, the students submitted much stronger portfolios in 2013-2014. Information technology scores nearly doubled to 81%, with significant improvement also realized in scores for problem solving. Lowest score was in measuring ethics objective; however this was the first assessment attempt and indicates a need for a better artifact for measuring the outcome.*

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

1. *29 alumni responded to survey. 96.55% of respondents felt that the SAEM program prepared them adequately or better for after graduation. Alumni responses indicate that they felt the best prepared in the areas of communication skills, teamwork, and ethics. The area that they feel*

least prepared in was information technology.

2. 26 student essays were submitted. The student essays about their learning were insufficient to support valid evaluation.

**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	Insufficient Results		
2. Program Learning Outcome 2	Met				Met			
3. Program Learning Outcome 3	Met				Met			
4. Program Learning Outcome 4	Met				Met			
5. Program Learning Outcome 5	Met				Met			
6. Program Learning Outcome 6	Met				Met			
Intended Student Learning Outcomes: Major, Concentration, Specialization, Emphasis, Option, or Track in Area 1	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. Intended Learning Outcome 1	Not Applicable							
2. Intended Learning Outcome 2								
3. Intended Learning Outcome 3								
Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:								
1. Direct Measure #1: Even though results exceeded the target standards, faculty will seek a better mechanism to measure the learning outcomes related to all learning objectives, but especially ethics (which was a new program objective in 2013-2014, and newly added to all courses).								
2. Indirect Measure #1: Discussions are in progress with the IT faculty on improvements to the CMPS 110 course based on alumni survey results. Faculty will also be revising the activities in all of the SAEM classes to ensure that they are incorporating all of the program outcomes more thoroughly.								
3. Indirect Measure #2: Student essay will be modified to elicit more targeted responses.								

**Point Park University School of Business**

**Student Learning Assessment for *B.S. and Post-Baccalaureate in Business Management and B.S. in Management Services***

**General Program Intended Student Learning Outcomes (General Program ISLOs)**

1. Work well with others and with a demonstrated appreciation of individual differences and sensitivity to diversity. (Teamwork)
2. Clearly communicate thoughts and ideas both verbally and in writing. (Communication)
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 Instruments for Intended Student Learning Outcomes—  
Direct Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Direct Measures:**

1.

2.

**Assessment Instruments for Intended Student Learning Outcomes—  
Indirect Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Indirect Measures:**

1. *2013 NSSE Survey Results*

*Responses equivalent or higher than Carnegie Classification Peers*

2.

**Assessment Results: *B.S. and Post-Baccalaureate in Business Management and B.S. in Management Services***

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

1.

2.

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

1. *Learning Objective 1: Senior responses to discussions with people of a race or ethnicity other than your own is 3.20 out of 4.0, higher than Carnegie Classification Peers.  
Learning Objective 2: Senior responses to giving course presentations is 3.24 out of 4.0, higher than Carnegie Classification Peers.  
Learning Objective 3: Senior responses to acquiring job related or work related knowledge and skills is 3.02 out of 4.0, equivalent to Carnegie Classification Peers.*

*Learning Objective 4: Senior responses to solving complex, real world problems is 2.79 out of 4.0, equivalent to Carnegie Classification Peers.*

*Learning Objective 5: Senior responses to thinking critically and analytically is 3.14 out of 4.0, equivalent to Carnegie Classification Peers.*

2.

**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 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>Program Learning Outcome 1</i>					MET			
2. <i>Program Learning Outcome 2</i>					MET			
3. <i>Program Learning Outcome 3</i>					MET			
4. <i>Program Learning Outcome 4</i>					MET			
5. <i>Program Learning Outcome 5</i>					MET			
Intended Student Learning Outcomes: <i>Major, Concentration, Specialization, Emphasis, Option, or Track in Area 1</i>	<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>Intended Learning Outcome 1</i>	Not Applicable							
2. <i>Intended Learning Outcome 2</i>								
3. <i>Intended Learning Outcome 3</i>								
Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:								

**Point Park University School of Business**

**Student Learning Assessment for *B.S. in Business***

**General Program Intended Student Learning Outcomes (General Program ISLOs)**

1. Work well with others and with a demonstrated appreciation of individual differences and sensitivity to diversity. (Teamwork)
2. Clearly communicate thoughts and ideas both verbally and in writing. (Communication)
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 Instruments for Intended Student Learning Outcomes—  
Direct Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Direct Measures:**

1. Portfolio completed in BUS 480 ( capstone course)

*100% completion of portfolio requirement*

2.

**Assessment Instruments for Intended Student Learning Outcomes—  
Indirect Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Indirect Measures:**

1. *2013 NSSE Survey Results*

*Responses equivalent or higher than Carnegie Classification Peers*

2.

**Assessment Results: *B.S. in Business***

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

1. *20 students completed the BUS480 course in which the portfolio is assessed. All 20 students successfully submitted a portfolio. The portfolios were assessed against all 5 learning outcomes. 17 out of 20 students were scored as satisfactory or better, with 1 student not meeting requirements and 2 students submitting incomplete portfolios.*

2.

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

1. *Learning Objective 1: Senior responses to working effectively with others is 2.96 out of 4.0, equivalent to Carnegie Classification Peers.  
Learning Objective 2: Senior responses to writing clearly and effectively is 3.50 out of 4.0, equivalent to Carnegie Classification Peers.  
Learning Objective 3: Senior responses to using numbers, graphs, and other information to reach conclusions is 2.73 out of 4.0, equivalent to*

*Carnegie Classification Peers.*

*Learning Objective 4: Senior responses to solving complex, real world problems is 2.79 out of 4.0, equivalent to Carnegie Classification Peers.*

*Learning Objective 5: Percentage of seniors responding that they participate in internship/co-op is 22%, lower than Carnegie Classification Peers at 45%.*

2.

**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 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>Program Learning Outcome 1</i>	MET				MET			
2. <i>Program Learning Outcome 2</i>	MET				MET			
3. <i>Program Learning Outcome 3</i>	MET				MET			
4. <i>Program Learning Outcome 4</i>	MET				MET			
5. <i>Program Learning Outcome 5</i>	MET				NOT MET			
Intended Student Learning Outcomes: <i>Major, Concentration, Specialization, Emphasis, Option, or Track in Area 1</i>	<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>Intended Learning Outcome 1</i>	Not Applicable							
2. <i>Intended Learning Outcome 2</i>								
3. <i>Intended Learning Outcome 3</i>								
Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:								
1. <i>Direct Measure #1 The program is investigating electronic portfolio solutions. We will also provide an orientation to the portfolio process to all BUS course instructors to assure that assignments align across all courses.</i>								
2. <i>Indirect Measure #1: Changes to the advising and registration processes through the Student Success Center are expected to repair some of the issues.</i>								

**Point Park University School of Business**

**Student Learning Assessment for *Masters in Business Administration***

**General Program Intended Student Learning Outcomes for the MBA**

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.

1. To provide skilled, knowledgeable and socially responsive leadership for business and other institutions.
2. To provide an academically rigorous and pragmatic program in business management.
3. To provide students with the broader skills to recognize the nature, direction and timing of change in both the domestic and global business environment, and to respond to these changes effectively.
4. To provide an understanding of international business and cultures.
5. Develop and demonstrate team building skills.
6. Manage a team to analyze a problem and achieve a goal.
7. Demonstrate ability to present and evaluate ideas clearly in both written and oral form.
8. Research and develop analytical reports.
9. Develop and demonstrate a basic knowledge and understanding of information technology and basic concepts.
10. Demonstrate ability to utilize software that is commonly used in the industry

**Assessment Instruments for Intended Student Learning Outcomes—  
Direct Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Direct Measures:**

1. *Portfolio*

*Baseline completion by both students and faculty*

**Assessment Instruments for Intended Student Learning Outcomes—  
Indirect Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Indirect Measures:**

1. *Graduating Student Survey*

*Rating of 3.0 or higher on scale of 5.0.*

**Assessment Results: *Masters in Business Administration***

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

1. The portfolio requirement for MBA students was not processed through the University governance process in sufficient time to become effective with the 2013-2104 MBA cohort. The MBA portfolio requirement is in effect for this academic year, and will serve as the basis for the 2014-2015



MBA program assessment.

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

1. *Baseline results tabulated for learning outcomes. Survey results were collected through Summer 2014.*

**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 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>Program Learning Outcome 1</i>	Portfolio requirement not in place in 2013-2014				Met			
2. <i>Program Learning Outcome 2</i>					Met			
3. <i>Program Learning Outcome 3</i>					Met			
4. <i>Program Learning Outcome 4</i>					Met			
5. <i>Program Learning Outcome 5</i>					Met			
6. <i>Program Learning Outcome 6</i>					Met			
7. <i>Program Learning Outcome 7</i>					Met			
8. <i>Program Learning Outcome 8</i>					Met			
9. <i>Program Learning Outcome 9</i>					Not Met			
10. <i>Program Learning Outcome 10</i>					Not Met			
<b>Intended Student Learning Outcomes: Major, Concentration, Specialization, Emphasis, Option, or Track in Area 1</b>	<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>Intended Learning Outcome 1</i>	Not Applicable							
2. <i>Intended Learning Outcome 2</i>								
3. <i>Intended Learning Outcome 3</i>								
<b>Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:</b>								
1. <i>Indirect Measure #1: Survey results under-review to address results below target. New Strategic Plan for the School of Business has several</i>								

*initiatives regarding information technology. Survey will also be reviewed for potential improvements in clarity and focus.*