



Annual Report – Accredited Member

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| Institution: | Point Park University |
| Academic Business Unit: | School of Business |
| Academic Year: | 2014-15 |

Outcomes Assessment

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

Yes. If yes, proceed to item 2 below.
 No. If no, proceed to item 4 below.

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

Yes. If yes, proceed to item 3 below.
 No. If no, proceed to item 4 below.

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

Yes. If yes, proceed to item 4 below.
 No. If no, please submit a revised outcomes assessment plan with your annual report that addresses student learning

assessment for all majors, concentrations, specializations, emphases, options, and tracks comprising any portion of your business programs. Information about this requirement can be found on the IACBE website at the following address: www.iacbe.org/oa-key-areas.asp.

Please note that a revised outcomes assessment plan pertaining to concentrations, etc. will be included in overall revised assessment plan to be submitted by June 1, 2016 (see response to #4 below).

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

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

Changes have been made and the revised plan is attached.

We have made changes and the revised plan will be sent to the IACBE by: June 1, 2016

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

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

Outcomes Assessment Results

For Academic Year: 2014-15

Section I: Student Learning Assessment

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| Point Park University School of Business | |
| Student Learning Assessment for B.S. and Post-Baccalaureate in Accounting | |
| 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: |
| <i>Direct Measure 1</i> – The Accounting Program conducted direct assessments using an internally developed rubric to assess a theory and practice problem. | <i>Objective (Target/Criterion) for Direct Measure 1</i> |
| Apply theory and practice in solving organizational problems. | 70% of students must have earned a 2 or higher to meet the standard. |

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| <p><i>Direct Measure 2 – Chair’s Challenge Business Case Competition:</i> The School of Business hosted a business case competition for students majoring in accounting and business management.</p> <p>Work well with others and with a demonstrated appreciation of individual differences and sensitivity to diversity.</p> <p>Clearly communicate thoughts and ideas both verbally and in writing.</p> <p>Apply information technology tools and techniques to meet the needs and expectations of the workplace.</p> <p>Analyze, integrate and communicate complex information to facilitate management decision-making.</p> | <p><i>Baseline measure – as this is the first administration.</i></p> |
| <p>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</p> | <p>Performance Objectives (Targets/Criteria) for Indirect Measures:</p> |
| <p>1. <i>Indirect Measure 1 – NSSE Results (See Appendix A: National Survey of Student Engagement Content Summary)</i></p> <p>General Program ISLOs Assessed by this Measure:</p> <p><i>All learning objectives will be assessed by this measure.</i></p> <p>Question 4: During the current school year, how much has your coursework emphasized the following? 1 = very little, 2 = some, 3 = quite a bit, 4 = very much</p> <p>b. Applying facts, theories, or methods to practical problems or new situations (ISLO 4)</p> <p>Question 17: How much has your experience at this institution</p> | <p><i>Objective (Target/Criterion) for Indirect Measure 1</i></p> <p><i>Student responses equal to or greater than our Carnegie classification peers.</i></p> |

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| <p>contributed to your knowledge, skills, and personal development in the following areas? 1 = very little, 2 = some, 3 = quite a bit, 4 = very much</p> <ul style="list-style-type: none"> a. Writing clearly and effectively (ISLO 2) b. Speaking clearly and effectively (ISLO 2) e. Acquiring job or work-related knowledge and skills (ISLO 3) f. Working effectively with others (ISLO 1) i. Solving complex, real-world problems (ISLO 5) | |
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| Assessment Results: B.S. and Post-Baccalaureate in Accounting | |
| Summary of Results from Implementing Direct Measures of Student Learning: | |
| <p><i>Direct Measure 1:</i> 41 students participated in the assessment assignments. The assignment was a decision case whereby students had to determine if a business should open based upon the student’s analysis of cost-volume-profit data and other business plan assumptions. 66% scored a 2 or higher on the individual project.</p> | |
| <p><i>Direct Measure 2:</i> Juniors and seniors majoring in accounting, business management, and economics and finance were invited to participate in a business case competition. Eleven students comprising three teams participated. One team consisted of all accounting majors and the assessment results for that team are presented for Accounting Program assessment. Teams prepared a written business plan that included marketing, operations, and financial plans. Students presented a 10-minute oral presentation and answered questions from judges. The business case competition results indicated that accounting students had fair to good teamwork and communication skills, fair to good decision-making and problem-solving skills, and fair IT skills.</p> | |
| Summary of Results from Implementing Indirect Measures of Student Learning: | |
| <p><i>Indirect Measure 1: Performance target was met for NSSE questions mapped to:</i></p> <p>ISLO 1 Work well with others and with a demonstrated appreciation of individual differences and sensitivity to diversity. (Teamwork)</p> <p>ISLO 3 Apply information technology tools and techniques to meet the needs and expectations of the workplace. (Information Technology)</p> | |

ISLO 5 Apply theory and practice in solving organizational problems. (Theory and Practice)

Performance target was not met for NSSE questions mapped to:

ISLO 2 Clearly communicates thoughts and ideas both verbally and in writing. (Communication)

ISLO 4 Analyze, integrate and communicate complex information to facilitate management decision-making. (Decision Making/Problem Solving/Critical Thinking)

| NSSE Question / Mapped to ISLO | Point Park University School of Business Score | Carnegie Classification Peer Score | Mean Difference |
|--------------------------------|--|------------------------------------|-----------------|
| 4b (ISLO 4) | 3.19 | 3.20 | -0.01 |
| 17a (ISLO 2) | 3.03 | 3.10 | -0.07 |
| 17b (ISLO 2) | 2.98 | 3.00 | -0.02 |
| 17e (ISLO 3) | 3.22 | 3.00 | 0.22 |
| 17f (ISLO 1) | 3.14 | 3.10 | 0.04 |
| 17i (ISLO 5) | 2.83 | 2.80 | 0.03 |

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> |
| 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. Work well with others and with a demonstrated appreciation of | | Baseline | | | | Met | | |

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| individual differences and sensitivity to diversity. (Teamwork) | | | | | | | | |
| 2. Clearly communicate thoughts and ideas both verbally and in writing. (Communication) | | Baseline | | | | Not Met | | |
| 3. Apply information technology tools and techniques to meet the needs and expectations of the workplace. (Information Technology) | | Baseline | | | | Met | | |
| 4. Analyze, integrate and communicate complex information to facilitate management decision-making. (Decision Making/Problem Solving/Critical Thinking) | | Baseline | | | | Not Met | | |
| 5. Apply theory and practice in solving organizational problems. (Theory and Practice) | Not Met | | | | | Met | | |
| Intended Student Learning Outcomes: Major, Concentration, Specialization, Emphasis, Option, or Track in Area 1 | <i>Direct Measure 1</i> | <i>Direct Measure 2</i> | <i>Direct Measure 3</i> | <i>Direct Measure 4</i> | <i>Indirect Measure 1</i> | <i>Indirect Measure 2</i> | <i>Indirect Measure 3</i> | <i>Indirect Measure 4</i> |
| | Performance Target Was... | Performance Target Was... | Performance Target Was... | Performance Target Was... | Performance Target Was... | Performance Target Was... | Performance Target Was... | Performance Target Was... |
| 1. <i>Intended Learning Outcome 1</i> | | | | | | | | |
| 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: |
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| <i>Direct Measure 1:</i> The Accounting faculty will meet to discuss the best method for improving student ability to analyze and interpret data to make decisions. Decision making was the lowest average score per the grading rubric. The faculty's recommendation will be incorporated into the spring 2016 assessment assignment. |
| <i>Indirect Measure 1:</i> Students will be required to take two "writing intensive" designated courses to improve communication skills. |
| <i>Indirect Measure 1:</i> Decision making will be addressed similar to the remediation approach discussed above for Direct Measure 1. |

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| 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: |
| <p><i>Direct Measure 1 – Chair's Challenge Business Case Competition:</i> The School of Business hosted a business case competition for students majoring in accounting and business management.</p> <p>Work well with others and with a demonstrated appreciation of individual differences and sensitivity to diversity.</p> <p>Clearly communicate thoughts and ideas both verbally and in</p> | <p><i>Objective (Target/Criterion) for Direct Measure 1</i></p> <p><i>Baseline measure – as this is the first administration.</i></p> |

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| <p>writing.</p> <p>Apply information technology tools and techniques to meet the needs and expectations of the workplace.</p> <p>Analyze, integrate and communicate complex information to facilitate management decision-making.</p> | |
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| <p>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</p> | <p>Performance Objectives (Targets/Criteria) for Indirect Measures:</p> |
| <p>1. <i>Indirect Measure 1</i> – NSSE Results (See Appendix A: National Survey of Student Engagement Content Summary)</p> <p>General Program ISLOs Assessed by this Measure:</p> <p><i>All learning objectives will be assessed by this measure.</i></p> <p>Question 4: During the current school year, how much has your coursework emphasized the following? 1 = very little, 2 = some, 3 = quite a bit, 4 = very much</p> <p style="padding-left: 40px;">b. Applying facts, theories, or methods to practical problems or new situations (ISLO 4)</p> <p>Question 17: How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1 = very little, 2 = some, 3 = quite a bit, 4 = very much</p> <p style="padding-left: 40px;">a. Writing clearly and effectively (ISLO 2) b. Speaking clearly and effectively (ISLO 2)</p> | <p><i>Objective (Target/Criterion) for Indirect Measure 1</i></p> <p><i>Student responses equal to or greater than our Carnegie classification peers.</i></p> |

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| <p>e. Acquiring job or work-related knowledge and skills (ISLO 3)</p> <p>f. Working effectively with others (ISLO 1) Solving complex, real-world problems (ISLO 5)</p> | | | |
| 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: | | | |
| <p><i>Direct Measure 1: Juniors and seniors majoring in accounting, business management, and economics and finance were invited to participate in a business case competition. Eleven students comprising three teams participated. Two teams consisted of business management majors and the assessment results for those teams are presented for Business Management Program assessment. Teams prepared a written business plan that included marketing, operations, and financial plans. Students presented a 10-minute oral presentation and answered questions from judges. The business case competition results indicated that business management students had poor to good teamwork and communication skills, fair to good decision-making and problem-solving skills, and fair IT skills.</i></p> | | | |
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| Summary of Results from Implementing Indirect Measures of Student Learning: | | | |
| <p><i>Indirect Measure 1: Performance target was met for NSSE questions mapped to all ISLOs:</i></p> <p><i>ISLO 1 Work well with others and with a demonstrated appreciation of individual differences and sensitivity to diversity. (Teamwork)</i></p> <p><i>ISLO 2 Clearly communicate thoughts and ideas both verbally and in writing. (Communication)</i></p> <p><i>ISLO 3 Apply information technology tools and techniques to meet the needs and expectations of the workplace. (Information Technology)</i></p> <p><i>ISLO 4 Analyze, integrate and communicate complex information to facilitate management decision-making. (Decision Making/Problem Solving/Critical Thinking)</i></p> <p><i>ISLO 5 Apply theory and practice in solving organizational problems. (Theory and Practice)</i></p> | | | |
| NSSE Question / Mapped to ISLO | Point Park University School of Business Score | Carnegie Classification Peer Score | Mean Difference |

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|--------------|------|------|------|--|
| 4b (ISLO 4) | 3.21 | 3.20 | 0.01 | |
| 17a (ISLO 2) | 3.16 | 3.10 | 0.06 | |
| 17b (ISLO 2) | 3.06 | 3.00 | 0.06 | |
| 17e (ISLO 3) | 3.34 | 3.00 | 0.34 | |
| 17f (ISLO 1) | 3.31 | 3.10 | 0.21 | |
| 17i (ISLO 5) | 2.94 | 2.80 | 0.14 | |

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> |
| | 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. Work well with others and with a demonstrated appreciation of individual differences and sensitivity to diversity. (Teamwork) | Baseline | | | | Met | | | |
| 2. Clearly communicate thoughts and ideas both verbally and in writing. (Communication) | Baseline | | | | Met | | | |
| 3. Apply information technology tools and techniques to meet the needs and expectations of the workplace. (Information Technology) | Baseline | | | | Met | | | |

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|---|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| 4. Analyze, integrate and communicate complex information to facilitate management decision-making. (Decision Making/Problem Solving/Critical Thinking) | Baseline | | | | | Met | | | |
| 5. Apply theory and practice in solving organizational problems. (Theory and Practice) | | | | | | Met | | | |
| Intended Student Learning Outcomes: Major, Concentration, Specialization, Emphasis, Option, or Track in Area 1 | <i>Direct Measure 1</i> | <i>Direct Measure 2</i> | <i>Direct Measure 3</i> | <i>Direct Measure 4</i> | <i>Indirect Measure 1</i> | <i>Indirect Measure 2</i> | <i>Indirect Measure 3</i> | <i>Indirect Measure 4</i> | |
| | Performance Target Was... | Performance Target Was... | Performance Target Was... | Performance Target Was... | Performance Target Was... | Performance Target Was... | Performance Target Was... | Performance Target Was... | Performance Target Was... |
| 1. <i>Intended Learning Outcome 1</i> | | | | | | | | | |
| 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:

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| Point Park University School of Business | |
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| 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: |
| <i>Direct Measure 1</i> – Program Portfolios completed in BUS 480 (capstone course) scored by internally developed rubric. All learning objectives will be assessed by this measure. | 100% completion of portfolio requirement with all five learning outcomes represented. |
| <i>Direct Measure 2</i> – Practicum completed in BUS 480 (capstone course). All learning objectives will be assessed by this measure. | 100% completion of practicum requirement that incorporates the five learning outcomes. |
| Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning: | Performance Objectives (Targets/Criteria) for Indirect Measures: |
| All learning objectives will be assessed by this measure. | |
| 2. <i>Indirect Measure 2</i> – NSSE Results (See Appendix A: National Survey of Student Engagement Content Summary) General Program ISLOs Assessed by this Measure: | <i>Objective (Target/Criterion) for Indirect Measure 2</i> Student responses equal to or greater than our Carnegie classification |

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| <p>All learning objectives will be assessed by this measure.</p> <p>Question 4: During the current school year, how much has your coursework emphasized the following? 1 = very little, 2 = some, 3 = quite a bit, 4 = very much</p> <p>b. Applying facts, theories, or methods to practical problems or new situations (ISLO 4)</p> <p>Question 17: How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1 = very little, 2 = some, 3 = quite a bit, 4 = very much</p> <p>a. Writing clearly and effectively (ISLO 2) b. Speaking clearly and effectively (ISLO 2) e. Acquiring job or work-related knowledge and skills (ISLO 3) f. Working effectively with others (ISLO 1) g. Solving complex, real-world problems (ISLO 5)</p> | <p>peers.</p> |
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Assessment Results: B.S. in Business

Summary of Results from Implementing Direct Measures of Student Learning:

Direct Measure 1: Portfolio Requirement: 21 students completed the BUS 480 course in which the portfolio is assessed. All 21 students submitted portfolios, which were assessed against all five learning outcomes. 19 of the 21 students scored as satisfactory or better. Two students submitted portfolios and failed to identify which artifacts were associated with each learning outcome.

Direct Measure 2: Practicum Requirement: All 21 students submitted and satisfactorily completed workplace practicums that incorporated the five learning outcomes.

Summary of Results from Implementing Indirect Measures of Student Learning:

Indirect Measure 1: Program Reflection Paper Requirement: 19 of 21 students submitted program reflection papers. Over 57% did an outstanding job showing how they met learning outcomes, nearly 29% did a good job, and almost 5% did a satisfactory job.

Indirect Measure 2: Students scored lower than Carnegie classification peers on questions mapped to all program objectives except ISLO 3.

Performance target was met for NSSE questions mapped to:

ISLO 3 Apply information technology tools and techniques to meet the needs and expectations of the workplace. (Information Technology)

Performance target was not met for NSSE questions mapped to:

ISLO 1 Work well with others and with a demonstrated appreciation of individual differences and sensitivity to diversity. (Teamwork)

ISLO 2 Clearly communicate thoughts and ideas both verbally and in writing. (Communication)

ISLO 4 Analyze, integrate and communicate complex information to facilitate management decision-making. (Decision Making/Problem Solving/Critical Thinking)

ISLO 5 Apply theory and practice in solving organizational problems. (Theory and Practice)

| NSSE Question / Mapped to ISLO | Point Park University School of Business Score | Carnegie Classification Peer Score | Mean Difference |
|---------------------------------------|---|---|------------------------|
| 4b (ISLO 4) | 3.18 | 3.20 | -0.02 |
| 17a (ISLO 2) | 2.91 | 3.10 | -0.19 |
| 17b (ISLO 2) | 2.91 | 3.00 | -0.09 |
| 17e (ISLO 3) | 3.09 | 3.00 | 0.09 |
| 17f (ISLO 1) | 2.97 | 3.10 | -0.13 |
| 17i (ISLO 5) | 2.71 | 2.80 | -0.09 |

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. Work well with others and with a demonstrated appreciation of individual differences and sensitivity to diversity. (Teamwork) | Met | Met | | | Met | Not Met | | |
| 2. Clearly communicate thoughts and ideas both verbally and in writing. (Communication) | Met | Met | | | Met | Not Met | | |
| 3. Apply information technology tools and techniques to meet the needs and expectations of the workplace. (Information Technology) | Met | Met | | | Met | Met | | |
| 4. Analyze, integrate and communicate complex information to facilitate management decision-making. (Decision Making/Problem Solving/Critical Thinking) | Met | Met | | | Met | Not Met | | |
| 5. Apply theory and practice in solving organizational problems. (Theory and Practice) | Met | Met | | | Met | Not Met | | |
| Intended Student Learning Outcomes: Major, Concentration, Specialization, Emphasis, Option, or Track in Area 1 | <i>Direct Measure 1</i> | <i>Direct Measure 2</i> | <i>Direct Measure 3</i> | <i>Direct Measure 4</i> | <i>Indirect Measure 1</i> | <i>Indirect Measure 2</i> | <i>Indirect Measure 3</i> | <i>Indirect Measure 4</i> |
| | Performance Target Was... | Performance Target Was... | Performance Target Was... | Performance Target Was... | Performance Target Was... | Performance Target Was... | Performance Target Was... | Performance Target Was... |

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| 1. <i>Intended Learning Outcome 1</i> | |
| 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: |
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| <i>Direct Measure 1:</i> Finish master syllabi for all BUS classes that include required portfolio project components as well as grading rubrics to facilitate instructor feedback, and ensure there are projects/items from every class, including accounting and quantitative classes, that could be included in the portfolio. |
| <i>Direct Measure 1:</i> Develop a self-reflection rubric to include in the portfolio where students will rank 1-10 their perceptions of their skills upon entering the program and at graduation to document perceptions of improvement. |
| <i>Direct Measure 1:</i> Students will be required to take two “writing intensive” designated courses to improve communication skills. |
| <i>Direct Measure 2:</i> Create a grading rubric for the workplace practicum that will quantify results. |
| <i>Direct Measures 1 & 2:</i> It was unusual this year that two students did not accurately complete the portfolio requirement. Consideration will be given to making completion of all three major requirements (portfolio, practicum, program reflection paper) mandatory for students to pass the capstone course. |

| <i>Point Park University School of Business</i> | |
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| 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) | |
| Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning: | Performance Objectives (Targets/Criteria) for Direct Measures: |
| <p>1. <i>Direct Measure 1</i> – Presentation scored by internally developed rubric</p> <p>General Program ISLOs Assessed by this Measure:</p> <p><i>Analyze, integrate and communicate complex information to facilitate management decision making.</i></p> | <p><i>Objective (Target/Criterion) for Direct Measure 1</i></p> <p><i>50% of students will receive a rubric score of 3.0 or higher.</i></p> |
| Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning: | Performance Objectives (Targets/Criteria) for Indirect Measures: |
| <p>1. <i>Indirect Measure 1</i> – Internally designed survey</p> <p>General Program ISLOs Assessed by this Measure:</p> <p><i>Analyze, integrate and communicate complex information to facilitate management decision making.</i></p> | <p><i>Objective (Target/Criterion) for Indirect Measure 1</i></p> <p><i>50% of students will respond that coursework emphasized the analysis, integration and communication of complex information to facilitate</i></p> |

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| | management decision making. |
| <p>2. <i>Indirect Measure 2</i> – NSSE Results (See Appendix A: National Survey of Student Engagement Content Summary)</p> <p>General Program ISLOs Assessed by this Measure:</p> <p>All learning objectives will be assessed by this measure.</p> <p>Question 4: During the current school year, how much has your coursework emphasized the following? 1 = very little, 2 = some, 3 = quite a bit, 4 = very much</p> <p style="padding-left: 40px;">b. Applying facts, theories, or methods to practical problems or new situations (ISLO 4)</p> <p>Question 17: How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1 = very little, 2 = some, 3 = quite a bit, 4 = very much</p> <p style="padding-left: 40px;">a. Writing clearly and effectively (ISLO 2) b. Speaking clearly and effectively (ISLO 2) e. Acquiring job or work-related knowledge and skills (ISLO 3) f. Working effectively with others (ISLO 1) i. Solving complex, real-world problems (ISLO 5)</p> | <p><i>Objective (Target/Criterion) for Indirect Measure 2</i></p> <p>Student responses equal to or greater than our Carnegie classification peers.</p> |

Assessment Results: B.S. in Economics and Finance

Summary of Results from Implementing Direct Measures of Student Learning:

Direct Measure 1: Performance target was met. 63% of students scored at least a 3.0 average on the rubric. Students were effective in communicating the most important ideas they learned from the two documentaries (that included very complex information), which facilitates management decision-making.

Summary of Results from Implementing Indirect Measures of Student Learning:

Indirect Measure 1: Performance target was met. 75% of students stated that they did (at least) quite a lot of work analyzing and integrating ideas from different sources to facilitate management decision-making (in their assignments, they were required to make policy recommendations to reduce the national debt and to avoid future severe financial crises).

Indirect Measure 2: Performance target was met for NSSE questions mapped to:

ISLO 1 Work well with others and with a demonstrated appreciation of individual differences and sensitivity to diversity. (Teamwork)

ISLO 3 Apply information technology tools and techniques to meet the needs and expectations of the workplace. (Information Technology)

ISLO 5 Apply theory and practice in solving organizational problems. (Theory and Practice)

Performance target was not met for NSSE questions mapped to:

ISLO 2 Clearly communicates thoughts and ideas both verbally and in writing. (Communication)

ISLO 4 Analyze, integrate and communicate complex information to facilitate management decision-making. (Decision Making/Problem Solving/Critical Thinking)

| NSSE Question / Mapped to ISLO | Point Park University School of Business Score | Carnegie Classification Peer Score | Mean Difference |
|--------------------------------|--|------------------------------------|-----------------|
| 4b (ISLO 4) | 3.19 | 3.20 | -0.01 |

| | | | | |
|--------------|------|------|-------|--|
| 17a (ISLO 2) | 3.03 | 3.10 | -0.07 | |
| 17b (ISLO 2) | 2.98 | 3.00 | -0.02 | |
| 17e (ISLO 3) | 3.22 | 3.00 | 0.22 | |
| 17f (ISLO 1) | 3.14 | 3.10 | 0.04 | |
| 17i (ISLO 5) | 2.83 | 2.80 | 0.03 | |

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> |
| | 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. Work well with others and with a demonstrated appreciation of individual differences and sensitivity to diversity. (Teamwork) | | | | | | Met | | |
| 2. Clearly communicate thoughts and ideas both verbally and in writing. (Communication) | | | | | | Not Met | | |
| 3. Apply information technology tools and techniques to meet the needs and expectations of the workplace. (Information Technology) | | | | | | Met | | |
| 4. Analyze, integrate and communicate complex information to facilitate management decision-making. (Decision | Met | | | | Met | Not Met | | |

| | | | | | | | | |
|---|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Making/Problem Solving/Critical Thinking) | | | | | | | | |
| 5. Apply theory and practice in solving organizational problems. (Theory and Practice) | | | | | | Met | | |
| Intended Student Learning Outcomes: Major, Concentration, Specialization, Emphasis, Option, or Track in Area 1 | <i>Direct Measure 1</i> | <i>Direct Measure 2</i> | <i>Direct Measure 3</i> | <i>Direct Measure 4</i> | <i>Indirect Measure 1</i> | <i>Indirect Measure 2</i> | <i>Indirect Measure 3</i> | <i>Indirect Measure 4</i> |
| | Performance Target Was... | Performance Target Was... | Performance Target Was... | Performance Target Was... | Performance Target Was... | Performance Target Was... | Performance Target Was... | Performance Target Was... |
| 1. <i>Intended Learning Outcome 1</i> | | | | | | | | |
| 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:

The importance of both the oral and written communication, and the analytical requirement components of assignments and coursework, will be more explicitly stated (especially in the syllabus of the course). Instructors' lectures 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.

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: |
|---|---|
| <p>1. <i>Direct Measure 1</i> – Portfolio scored by internally developed rubric</p> <p>General Program ISLOs Assessed by this Measure:</p> <p><i>Apply theory and practice in solving organizational problems.</i></p> | <p><i>Objective (Target/Criterion) for Direct Measure 1</i></p> <p><i>Baseline measure</i></p> |
| <p>2. <i>Direct Measure 2</i> – Capstone course project scored by internally developed rubric</p> <p>General Program ISLOs Assessed by this Measure:</p> <p><i>Apply theory and practice in solving organizational problems.</i></p> | <p><i>Objective (Target/Criterion) for Direct Measure 2</i></p> <p><i>Baseline measure</i></p> |
| Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning: | Performance Objectives (Targets/Criteria) for Indirect Measures: |

| | |
|---|--|
| <p>1. <i>Indirect Measure 1</i> – Self-assessment journal</p> <p>General Program ISLOs Assessed by this Measure:</p> <p><i>Apply theory and practice in solving organizational problems.</i></p> | <p><i>Objective (Target/Criterion) for Indirect Measure 1</i></p> <p><i>Baseline measure</i></p> |
| <p>2. <i>Indirect Measure 2</i> – NSSE Results (See Appendix A: National Survey of Student Engagement Content Summary)</p> <p>General Program ISLOs Assessed by this Measure:</p> <p><i>All learning objectives will be assessed by this measure.</i></p> <p>Question 4: During the current school year, how much has your coursework emphasized the following? 1 = very little, 2 = some, 3 = quite a bit, 4 = very much</p> <p>b. Applying facts, theories, or methods to practical problems or new situations (ISLO 4)</p> <p>Question 17: How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1 = very little, 2 = some, 3 = quite a bit, 4 = very much</p> <p>c. Writing clearly and effectively (ISLO 2)</p> <p>d. Speaking clearly and effectively (ISLO 2)</p> <p>g. Acquiring job or work-related knowledge and skills (ISLO 3)</p> <p>h. Working effectively with others (ISLO 1)</p> <p>i. Solving complex, real-world problems (ISLO 5)</p> | <p><i>Objective (Target/Criterion) for Indirect Measure 2</i></p> <p><i>Student responses equal to or greater than our Carnegie classification peers.</i></p> |

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:

Direct Measure 1: Baseline measure for portfolio recorded using internally developed rubric.

| Criteria | Achievement Percent |
|---|---------------------|
| Complete e-Portfolio | 100% |
| Basic Career Documents | 100% |
| Feedback Report from Career Development, with Feedback Loop Completed | 90% |
| Academic Projects | 90% |
| Work/Internship Project | 40% |
| Demonstrated Knowledge of System | 100% |

Direct Measure 2: Baseline measure for capstone project recorded using an internally developed rubric. 82% of students met the standard.

Summary of Results from Implementing Indirect Measures of Student Learning:

Indirect Measure 1: Baseline measure for self-assessment journal was recorded using an internally developed rubric. 100% of students met the standard.

Indirect Measure 2: Performance target was met for NSSE questions mapped to:

ISLO 1 Work well with others and with a demonstrated appreciation of individual differences and sensitivity to diversity. (Teamwork)

ISLO 3 Apply information technology tools and techniques to meet the needs and expectations of the workplace. (Information Technology)

ISLO 5 Apply theory and practice in solving organizational problems. (Theory and Practice)

Performance target was not met for NSSE questions mapped to:

ISLO 2 Clearly communicates thoughts and ideas both verbally and in writing. (Communication)

ISLO 4 Analyze, integrate and communicate complex information to facilitate management decision-making. (Decision Making/Problem Solving/Critical Thinking)

| NSSE Question / Mapped to ISLO | Point Park University School of Business Score | Carnegie Classification Peer Score | Mean Difference |
|--------------------------------|--|------------------------------------|-----------------|
| 4b (ISLO 4) | 3.19 | 3.20 | -0.01 |
| 17a (ISLO 2) | 3.03 | 3.10 | -0.07 |
| 17b (ISLO 2) | 2.98 | 3.00 | -0.02 |
| 17e (ISLO 3) | 3.22 | 3.00 | 0.22 |
| 17f (ISLO 1) | 3.14 | 3.10 | 0.04 |
| 17i (ISLO 5) | 2.83 | 2.80 | 0.03 |

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> |
| | 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. Work well with others and with a demonstrated appreciation of individual differences and sensitivity to diversity. (Teamwork) | | | | | | Met | | |
| 2. Clearly communicate thoughts and ideas both verbally and in writing. (Communication) | | | | | | Not Met | | |

| | | | | | | | | |
|---|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| 3. Apply information technology tools and techniques to meet the needs and expectations of the workplace. (Information Technology) | | | | | | Met | | |
| 4. Analyze, integrate and communicate complex information to facilitate management decision-making. (Decision Making/Problem Solving/Critical Thinking) | | | | | | Not Met | | |
| 5. Apply theory and practice in solving organizational problems. (Theory and Practice) | Baseline | Baseline | | | Baseline | Met | | |
| Intended Student Learning Outcomes: Major, Concentration, Specialization, Emphasis, Option, or Track in Area 1 | <i>Direct Measure 1</i> | <i>Direct Measure 2</i> | <i>Direct Measure 3</i> | <i>Direct Measure 4</i> | <i>Indirect Measure 1</i> | <i>Indirect Measure 2</i> | <i>Indirect Measure 3</i> | <i>Indirect Measure 4</i> |
| | Performance Target Was... | Performance Target Was... | Performance Target Was... | Performance Target Was... | Performance Target Was... | Performance Target Was... | Performance Target Was... | Performance Target Was... |
| 1. <i>Intended Learning Outcome 1</i> | | | | | | | | |
| 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: |
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| <i>Point Park University School of Business</i> | |
|---|---|
| Student Learning Assessment for <i>B.S. in Information Technology & Management</i> (accelerated) | |
| 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: |
| <i>Program was under review in 2014-15 and was not assessed (See Appendix B for adopted curriculum proposal for revised IT program).</i> | |
| | |
| Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning: | Performance Objectives (Targets/Criteria) for Indirect Measures: |
| | |
| Assessment Results: <i>B.S. in Information Technology & Management</i> (accelerated) | |
| Summary of Results from Implementing Direct Measures of Student Learning: | |
| | |
| Summary of Results from Implementing Indirect Measures of Student Learning: | |
| 1. <i>Learning Objective 1:</i> <i>Learning Objective 2:</i> | |

| |
|---|
| <p><i>Learning Objective 3:</i></p> <p><i>Learning Objective 4:</i></p> <p><i>Learning Objective 5:</i></p> |
| |

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> |
| 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. <i>Program Learning Outcome 1</i> | | | | | | | | |
| 2. <i>Program Learning Outcome 2</i> | | | | | | | | |
| 3. <i>Program Learning Outcome 3</i> | | | | | | | | |
| 4. <i>Program Learning Outcome 4</i> | | | | | | | | |
| 5. <i>Program Learning Outcome 5</i> | | | | | | | | |
| 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> | | | | | | | | |
| 2. <i>Intended Learning Outcome 2</i> | | | | | | | | |
| 3. <i>Intended Learning Outcome 3</i> | | | | | | | | |

| Point Park University School of Business | |
|--|---|
| Student Learning Assessment for B.S. in Sports, Art, & 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: |
| <p>1. <i>Direct Measure 1</i> – E-portfolio scored by internally designed rubric</p> <p>General Program ISLOs Assessed by this Measure:</p> <p><i>All learning objectives will be assessed by this measure.</i></p> | <p><i>Objective (Target/Criterion) for Direct Measure 1</i></p> <p><i>Students will score an average of 2.0 or higher in all performance criteria.</i></p> |
| Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning: | Performance Objectives (Targets/Criteria) for Indirect Measures: |
| <p>1. <i>Indirect Measure 1</i> – Student Reflection Essay</p> <p>General Program ISLOs Assessed by this Measure:</p> | <p><i>Objective (Target/Criterion) for Indirect Measure 1</i></p> |

| | |
|--|---|
| <p>All learning objectives will be assessed by this measure.</p> | <p>Objectives met.</p> |
| <p>2. <i>Indirect Measure 2 – NSSE Results (See Appendix A: National Survey of Student Engagement Content Summary)</i></p> <p>General Program ISLOs Assessed by this Measure:</p> <p>All learning objectives will be assessed by this measure.</p> <p>Question 4: During the current school year, how much has your coursework emphasized the following? 1 = very little, 2 = some, 3 = quite a bit, 4 = very much</p> <p>b. Applying facts, theories, or methods to practical problems or new situations (ISLO 4)</p> <p>Question 17: How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1 = very little, 2 = some, 3 = quite a bit, 4 = very much</p> <p>a. Writing clearly and effectively (ISLO 2) b. Speaking clearly and effectively (ISLO 2) e. Acquiring job or work-related knowledge and skills (ISLO 3) f. Working effectively with others (ISLO 1) i. Solving complex, real-world problems (ISLO 5) g. Developing or clarifying a personal code of values and ethics (ISLO 6)</p> | <p><i>Objective (Target/Criterion) for Indirect Measure 2</i></p> <p>Student responses equal to or greater than our Carnegie classification peers.</p> |

| | |
|--|--|
| <p>3. <i>Indirect Measure 3</i> – Internally developed alumni survey</p> <p>General Program ISLOs Assessed by this Measure:</p> <p>All learning objectives will be assessed by this measure.</p> | <p><i>Objective (Target/Criterion) for Indirect Measure 3</i></p> <p>According to the alumni survey, 92.86% felt that the SAEM program prepared them adequately for after graduation.</p> |
| <p>Assessment Results: B.S. in Sports, Arts & Entertainment Management</p> | |
| <p>Summary of Results from Implementing Direct Measures of Student Learning:</p> | |
| <p><i>Direct Measure 1:</i> The majority of the students set up adequate e-portfolios, however, many neglected to include work samples, which brought the average down from 2.42 to 2.0 this year. The goal is to have scores above 2.0, which was met in all six areas. The scores in most areas, Communication Skills, Problem Solving/Critical Thinking, and Teamwork, were above 2.2. It was disappointing that the scores dipped significantly in Information Technology. Also, the score for Ethics dipped slightly.</p> | |
| <p>Summary of Results from Implementing Indirect Measures of Student Learning:</p> | |
| <p><i>Indirect Measure 1:</i> Students submitted reflection papers assessing how the SAEM program had covered the six program objectives of the SAEM program. There were significant increases in the scores for Communication Skills, Teamwork, and Theory & Practice.</p> | |
| <p><i>Indirect Measure 2: Performance target was met for NSSE questions mapped to:</i></p> <p>ISLO 1 Work well with others and with a demonstrated appreciation of individual differences and sensitivity to diversity. (Teamwork)</p> <p>ISLO 3 Apply information technology tools and techniques to meet the needs and expectations of the workplace. (Information Technology)</p> <p>ISLO 5 Apply theory and practice in solving organizational problems. (Theory and Practice)</p> <p>ISLO 6 Developing or clarifying a personal code of values and ethics (Ethics)</p> <p>Performance target was not met for NSSE questions mapped to:</p> <p>ISLO 2 Clearly communicates thoughts and ideas both verbally and in writing. (Communication)</p> <p>ISLO 4 Analyze, integrate and communicate complex information to facilitate management decision-making. (Decision Making/Problem Solving/Critical Thinking)</p> | |

| NSSE Question / Mapped to ISLO | Point Park University School of Business Score | Carnegie Classification Peer Score | Mean Difference |
|--------------------------------|--|------------------------------------|-----------------|
| 4b (ISLO 4) | 3.19 | 3.20 | -0.01 |
| 17a (ISLO 2) | 3.03 | 3.10 | -0.07 |
| 17b (ISLO 2) | 2.98 | 3.00 | -0.02 |
| 17e (ISLO 3) | 3.22 | 3.00 | 0.22 |
| 17f (ISLO 1) | 3.14 | 3.10 | 0.04 |
| 17i (ISLO 5) | 2.83 | 2.80 | 0.03 |
| 17g (ISLO 6) | 2.86 | 2.80 | 0.06 |

Indirect Measure 3: According to the alumni survey, 92.86% felt that the SAEM program prepared them adequately for after graduation. The alumni responses indicated that they felt best prepared in the areas of Communication Skills, Teamwork, and Ethics, and least prepared in the area of Information Technology, following levels of preparedness related to ISLOs:

| | Very Well | More Than Adequately | Adequately | Less Than Adequately | Poorly | Not At All |
|--|-----------|----------------------|------------|----------------------|--------|------------|
| ISLO 1 (Teamwork) | 60.71% | 14.29% | 25.00% | 0% | 0% | 0% |
| ISLO 2 (Communication) | 46.43% | 17.86% | 25.00% | 10.71% | 0% | 0% |
| ISLO 3 (Information Technology) | 32.14% | 14.29% | 35.71% | 14.29% | 3.57% | 0% |
| ISLO 4 (Decision Making/Problem Solving/Critical Thinking) | 42.86% | 35.71% | 21.43% | 0% | 0% | 0% |

| | | | | | | |
|------------------------------|--------|--------|--------|-------|----|----|
| ISLO 5 (Theory and Practice) | 35.71% | 35.71% | 25.00% | 3.57% | 0% | 0% |
| ISLO 6 (Ethics) | 50.00% | 28.57% | 21.43% | 0% | 0% | 0% |

The target was an alumni response rate of 90%. This objective was met.

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> |
| | 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. Work well with others and with a demonstrated appreciation of individual differences and sensitivity to diversity. (Teamwork) | Met | | | | Met | Met | Met | |
| 2. Clearly communicate thoughts and ideas both verbally and in writing. (Communication) | Met | | | | Met | Met | Met | |
| 3. Apply information technology tools and techniques to meet the needs and expectations of the workplace. (Information Technology) | Met | | | | Met | Met | Met | |
| 4. Analyze, integrate and communicate complex information to facilitate management decision-making. (Decision | Met | | | | Met | Met | Met | |

| | | | | | | | | |
|---|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Making/Problem Solving/Critical Thinking) | | | | | | | | |
| 5. Apply theory and practice in solving organizational problems. (Theory and Practice) | Met | | | | Met | Met | Met | |
| Intended Student Learning Outcomes: Major, Concentration, Specialization, Emphasis, Option, or Track in Area 1 | <i>Direct Measure 1</i> | <i>Direct Measure 2</i> | <i>Direct Measure 3</i> | <i>Direct Measure 4</i> | <i>Indirect Measure 1</i> | <i>Indirect Measure 2</i> | <i>Indirect Measure 3</i> | <i>Indirect Measure 4</i> |
| | Performance Target Was... | Performance Target Was... | Performance Target Was... | Performance Target Was... | Performance Target Was... | Performance Target Was... | Performance Target Was... | Performance Target Was... |
| 1. <i>Intended Learning Outcome 1</i> | | | | | | | | |
| 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:

Instructors will continue to emphasize the importance of the e-portfolio and to spend more time providing instruction on how students can link their portfolio to their blogs, LinkedIn, and other social media. Instructors will remind students throughout their four years at Point Park that they must save their coursework to include in their e-portfolios.

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: |
| <p>1. <i>Direct Measure 1 – MBA Portfolio scored by internally designed rubric (see Appendix C)</i></p> <p>General Program ISLOs Assessed by this Measure:</p> <p><i>All learning objectives will be assessed by this measure.</i></p> | <p><i>Objective (Target/Criterion) for Direct Measure 1</i></p> <p><i>Baseline: 12 students will complete the portfolio in December 2015.</i></p> |
| Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning: | Performance Objectives (Targets/Criteria) for Indirect Measures: |
| | |
| Assessment Results: <i>Masters in Business Administration</i> | |
| Summary of Results from Implementing Direct Measures of Student Learning: | |

| |
|---|
| Summary of Results from Implementing Indirect Measures of Student Learning: |
| |

| 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. 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. | | | | | | | | |
| Intended Student Learning Outcomes: Major, Concentration, Specialization, Emphasis, Option, or Track in Area 1 | <i>Direct Measure 1</i> | <i>Direct Measure 2</i> | <i>Direct Measure 3</i> | <i>Direct Measure 4</i> | <i>Indirect Measure 1</i> | <i>Indirect Measure 2</i> | <i>Indirect Measure 3</i> | <i>Indirect Measure 4</i> |
| | Performance Target Was... | Performance Target Was... | Performance Target Was... | Performance Target Was... | Performance Target Was... | Performance Target Was... | Performance Target Was... | Performance Target Was... |
| 1. <i>Intended Learning Outcome 1</i> | | | | | | | | |
| 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:

| |
|--|
| |
|--|



0% Complete

During the current school year, about how often have you done the following?

| | Very often | Often | Sometimes | Never |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Asked questions or contributed to course discussions in other ways | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Prepared two or more drafts of a paper or assignment before turning it in | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Come to class without completing readings or assignments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Attended an art exhibit, play, or other arts performance (dance, music, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Asked another student to help you understand course material | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Explained course material to one or more students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Prepared for exams by discussing or working through course material with other students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Worked with other students on course projects or assignments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Given a course presentation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

During the current school year, about how often have you done the following?

| | Very often | Often | Sometimes | Never |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Combined ideas from different courses when completing assignments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Connected your learning to societal problems or issues | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Examined the strengths and weaknesses of your own views on a topic or issue | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tried to better understand someone else's views by imagining how an issue looks from his or her perspective | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Learned something that changed the way you understand an issue or concept | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Connected ideas from your courses to your prior experiences and knowledge | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

During the current school year, about how often have you done the following?

| | Very often | Often | Sometimes | Never |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Talked about career plans with a faculty member | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Worked with a faculty member on activities other than coursework (committees, student groups, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Discussed course topics, ideas, or concepts with a faculty member outside of class | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Discussed your academic performance with a faculty member | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

During the current school year, how much has your coursework emphasized the following?

| | Very much | Quite a bit | Some | Very little |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Memorizing course material | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Applying facts, theories, or methods to practical problems or new situations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Analyzing an idea, experience, or line of reasoning in depth by examining its parts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Evaluating a point of view, decision, or information source | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Forming a new idea or understanding from various pieces of information | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

During the current school year, to what extent have your instructors done the following?

| | Very much | Quite a bit | Some | Very little |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Clearly explained course goals and requirements | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Taught course sessions in an organized way | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Used examples or illustrations to explain difficult points | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Provided feedback on a draft or work in progress | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Provided prompt and detailed feedback on tests or completed assignments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

During the current school year, about how often have you done the following?

| | Very often | Often | Sometimes | Never |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Evaluated what others have concluded from numerical information | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (Include those not yet completed.)

| | None | 1-2 | 3-5 | 6-10 | 11-15 | 16-20 | More than 20 papers |
|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Up to 5 pages | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Between 6 and 10 pages | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11 pages or more | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

During the current school year, about how often have you had discussions with people from the following groups?

| | Very often | Often | Sometimes | Never |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| People of a race or ethnicity other than your own | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| People from an economic background other than your own | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| People with religious beliefs other than your own | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| People with political views other than your own | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

During the current school year, about how often have you done the following?

| | Very often | Often | Sometimes | Never |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Identified key information from reading assignments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Reviewed your notes after class | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Summarized what you learned in class or from course materials | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

During the current school year, to what extent have your courses challenged you to do your best work?



Which of the following have you done or do you plan to do before you graduate?

| | Done or in progress | Plan to do | Do not plan to do | Have not decided |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Participate in an internship, co-op, field experience, student teaching, or clinical placement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Hold a formal leadership role in a student organization or group | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Participate in a learning community or some other formal program where groups of students take two or more classes together | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Participate in a study abroad program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Work with a faculty member on a research project | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

About how many of your courses at this institution have included a community-based project (service-learning)?

- All
- Most
- Some
- None

Indicate the quality of your interactions with the following people at your institution.

| | Poor 1 | 2 | 3 | 4 | 5 | 6 | Excellent 7 | Not Applicable |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Academic advisors | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Faculty | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student services staff (career services, student activities, housing, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other administrative staff and offices (registrar, financial aid, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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How much does your institution emphasize the following?

| | Very much | Quite a bit | Some | Very little |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Spending significant amounts of time studying and on academic work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing support to help students succeed academically | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Using learning support services (tutoring services, writing center, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing opportunities to be involved socially | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing support for your overall well-being (recreation, health care, counseling, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Helping you manage your non-academic responsibilities (work, family, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Attending campus activities and events (performing arts, athletic events, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Attending events that address important social, economic, or political issues | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

About how many hours do you spend in a typical 7-day week doing the following?

| | Hours per week | | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | 0 | 1-5 | 6-10 | 11-15 | 16-20 | 21-25 | 26-30 | More than 30 |
| Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Working for pay on campus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Working for pay off campus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Doing community service or volunteer work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing care for dependents (children, parents, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Commuting to campus (driving, walking, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Of the time you spend preparing for class in a typical 7-day week, about how much is on *assigned reading*?

- Very little
- Some
- About half
- Most
- Almost all

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

| | Very much | Quite a bit | Some | Very little |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Writing clearly and effectively | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Speaking clearly and effectively | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Thinking critically and analytically | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Analyzing numerical and statistical information | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Acquiring job- or work-related knowledge and skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Working effectively with others | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Developing or clarifying a personal code of values and ethics | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Solving complex real-world problems | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Being an informed and active citizen | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

How would you evaluate your entire educational experience at this institution?

- Excellent
- Good
- Fair
- Poor

If you could start over again, would you go to the *same institution* you are now attending?

- Definitely yes
- Probably yes
- Probably no
- Definitely no

How many majors do you plan to complete? (Do not count minors.)

- One
- More than one

Please enter your major or expected major:

Major

Second Major

Continue



70% Complete

[Why do we ask about your personal background?](#)

What is your class level?

- Freshman/first-year
- Sophomore
- Junior
- Senior
- Unclassified

Thinking about this current academic term, are you a full-time student?

- Yes
- No

How many courses are you taking for credit this current academic term?

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7 or more

Of these, how many are entirely online?

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7 or more

What have most of your grades been up to now at this institution?

- A
- A-
- B+
- B
- B-
- C+
- C
- C- or lower

Did you begin college at this institution or elsewhere?

- Started here
- Started elsewhere

Since graduating from high school, which of the following types of schools have you attended *other than* the one you are now attending? (Select all that apply.)

- Vocational or technical school
- Community or junior college
- 4-year college or university other than this one
- None
- Other

What is the highest level of education you ever expect to complete?

- Some college but less than a bachelor's degree
- Bachelor's degree (B.A., B.S., etc.)
- Master's degree (M.A., M.S., etc.)
- Doctoral or professional degree (Ph.D., J.D., M.D., etc.)

What is the highest level of education completed by either of your parents (or those who raised you)?

- Did not finish high school
- High school diploma or G.E.D.
- Attended college but did not complete degree
- Associate's degree (A.A., A.S., etc.)
- Bachelor's degree (B.A., B.S., etc.)
- Master's degree (M.A., M.S., etc.)
- Doctoral or professional degree (Ph.D., J.D., M.D., etc.)

What is your gender identity?

- Man
- Woman
- Another gender identity
- I prefer not to respond

Enter your year of birth (e.g., 1994):

Are you an international student?

- Yes
- No

What is your racial or ethnic identification? (Select all that apply.)

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White
- Other
- I prefer not to respond

Are you a member of a social fraternity or sorority?

- Yes
- No

Which of the following best describes where you are living while attending college?

- Dormitory or other campus housing (not fraternity or sorority house)
- Fraternity or sorority house
- Residence (house, apartment, etc.) *within walking distance* to the institution
- Residence (house, apartment, etc.) *farther than walking distance* to the institution
- None of the above

Are you a student-athlete on a team sponsored by your institution's athletics department?

- Yes
- No

Are you a current or former member of the U.S. Armed Forces, Reserves, or National Guard?

- Yes
- No

Have you been diagnosed with any disability or impairment?

- Yes
- No
- I prefer not to respond

Which of the following has been diagnosed? (Select all that apply.)

- A sensory impairment (vision or hearing)
- A mobility impairment
- A learning disability (e.g., ADHD, dyslexia)
- A mental health disorder
- A disability or impairment not listed above

Which of the following best describes your sexual orientation? [Question administered per institution request.]

- Heterosexual
- Gay
- Lesbian
- Bisexual
- Another sexual orientation
- Questioning or unsure
- I prefer not to respond

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CURRICULUM PROPOSAL

Proposal Number:

School: Business

Department: Business

Program: B.S. in Information Technology

Preparer/Contact Person: Mark Voortman and Fred Kitner

Telephone Extension: 6152 and 3949

Date Submitted: November 17, 2014

Revision Submission Date:

Implementation Date Requested: The first day of the Fall 2015 semester.

I. PROPOSAL.

The last cohort of students was admitted into the I.T. program in the Spring of 2014 and since then the administration has made the decision to stop admitting new students. This proposal introduces a state-of-the-art I.T. program that supersedes the old program. The framework will focus on establishing a strong foundation in basic skills and a rich set of electives to provide a robust education in Information Technology.

II. DESCRIPTION OF THE PROPOSAL.

A. Deletion of course(s) or credit(s) from program(s)

The courses that will be deleted from the I.T. programs after all existing students have been processed are:

CMPS 315, CMPS 318, CMPS 320, CMPS 321, CMPS 322, CMPS 325,
CMPS 335, CMPS 338, CMPS 406, CMPS 422, CMPS 423, CMPS 425,
CMPS 444, CMPS 445.

The following courses will be removed from the I.T. program for students that major in I.T. but will be maintained for other programs:

CMPS 110, CMPS 111, CMPS 116, CMPS 216, CMPS 300, CMPS 330,
CMPS 430.

B. Addition of course(s) or credits(s) to programs(s)

All the new courses for the proposed I.T. program are introduced in this document in section F.

C. Provision for interchangeable use of course(s) with program(s)

Entrepreneurship Minor
CMPS 300 Information Technology for Managers
Dual Listed Engineering Technology
CMPS 204 C Programming for Science and Technology

D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the college catalog.

All courses with identical or similar titles are being deleted and redone as new courses with similar titles but a different description and credit value. See the new course offerings in Section F and Appendix A.

E. Other changes to existing courses such as changes to title, course number, and elective or required status.

All courses with identical or similar titles are being deleted and redone as new courses with similar titles but a different description and credit value. See the new course offerings in Section F and Appendix A.

F. Creation of new course(s).

The courses for the new program can be broken down into four different groups. The first group consists of the University Core courses (42 credits), the second group is the business requirements (33 credits), the third group is the I.T. Core courses (30 credits), and finally there are the I.T. (9 credits) and general (9 credits) electives. This will satisfy the required 120 credits required for a B.S. degree from Point Park University. Here is the breakdown in detail:

University Core (42 credits total):

| Course No | Course Title | Credit | Prerequisites | Status |
|-----------|-------------------------------|--------|---------------|----------|
| UNIV 101 | City-University Life | 3 | | Required |
| COMM 101 | Oral Communication & Present. | 3 | | Required |
| ENGL 101 | College Composition | 3 | | Required |
| UCORE1 | Explore the World – Choice 1 | 3 | | Required |
| UCORE2 | Explore the World – Choice 2 | 3 | | Required |
| UCORE3 | Investigate Science | 3 | | Required |
| UCORE4 | Investigate Mathematics | 3 | | Required |
| UCORE5 | Become a Storyteller | 3 | | Required |
| UCORE6 | Understand People – Choice 1 | 3 | | Required |
| UCORE7 | Understand People – Choice 2 | 3 | | Required |
| UCORE8 | Succeed in Business | 3 | | Required |
| UCORE9 | Appreciate & Apply the Arts | 3 | | Required |
| UCORE10 | Discover Technology | 3 | | Required |
| UCORE11 | Capstone | 3 | | Required |

Business requirements for I.T. (33 credits total):

| Course No | Course Title | Credit | Prerequisites | Status |
|-----------|----------------------------|--------|---------------|----------|
| ACCT 101 | Introductory Accounting I | 3 | | Required |
| ACCT 102 | Introductory Accounting II | 3 | ACCT 101 | Required |

| | | | | |
|----------|--------------------------|---|------------------------------------|----------|
| BMGT 101 | Introduction to Business | 3 | | Required |
| BMGT 201 | Business Law I | 3 | BMGT 101 | Required |
| BMGT 202 | Business Law II | 3 | BMGT 201 | Required |
| BMGT 205 | Principles of Marketing | 3 | | Required |
| BMGT 208 | Principles of Management | 3 | BMGT 101 | Required |
| BMGT 221 | Bus. Comm. And Research | 3 | BMGT 101, ENGL 151 | Required |
| BMGT 300 | Corporate Finance | 3 | BMGT 101, ACCT 102, MATH 175 | Required |
| BMGT 310 | Management Science | 3 | MATH 175, MATH 180 | Required |
| BMGT 417 | Strategic Planning | 3 | | Required |

I.T. Core (30 credits) and I.T. Electives:

| Course No | Course Title | Credit | Prerequisites | Status |
|--|--|--------|--|----------|
| MATH 175 | Elementary Statistics | 3 | | Required |
| MATH 180 | College Algebra | 3 | | Required |
| CMPS 160 | Databases | 3 | | Required |
| CMPS 161 | Networking and Security | 3 | | Required |
| CMPS 162 | Introduction to Programming | 3 | CMPS 160 | Required |
| CMPS 163 | Business Analytics | 3 | | Required |
| CMPS 260 | Data Structures | 3 | CMPS 162 | Required |
| CMPS 261 | Server Management | 3 | CMPS 162 | Required |
| CMPS 262 | Advanced Programming | 3 | CMPS 260 | Required |
| CMPS 360 | Survey of Programming Languages | 3 | CMPS 261, 262 | Elective |
| CMPS 361 | Web Application Development | 3 | CMPS 261, 262 | Elective |
| CMPS 362 | Networking | 3 | CMPS 161 | Elective |
| CMPS 363 | Digital Security | 3 | CMPS 161 | Elective |
| CMPS 364 | NoSQL Databases | 3 | CMPS 163, 261 | Elective |
| CMPS 460 | Mobile Application Development | 3 | CMPS 361 | Elective |
| CMPS 461 | Big Data Applications | 3 | CMPS 364 | Elective |
| CMPS 462 | Data Mining | 3 | CMPS 163, 261, 262 | Elective |
| CMPS 463 | Entrepreneurship for Software Developers | 3 | CMPS 163, 361 | Elective |
| CMPS 464 | Software Development for E-Commerce | 3 | CMPS 163, 361 | Elective |
| Existing courses that will not change | | | | |
| CMPS 480 | Senior Project | 3 | All I.T. core classes | Required |
| CMPS 355 | Internship in Information Technology I | 3 | Junior standing and GPA greater than 2.5 and | Elective |

| | | | | |
|----------|---|-----|---|----------|
| | | | permission | |
| CMPS 356 | Internship in Information Technology II | 3 | Junior standing and GPA greater than 2.5 and permission | Elective |
| CMPS 295 | Special Topics in Information Technology | 1-6 | Permission | Elective |
| CMPS 395 | Special Topics in Information Technology | 1-6 | Permission | Elective |
| CMPS 495 | Special Topics in Information Technology | 1-6 | Permission | Elective |
| CMPS 296 | Independent Study in Information Technology | 1-6 | GPA 3.0 or Permission | Elective |
| CMPS 396 | Independent Study in Information Technology | 1-6 | GPA 3.0 or Permission | Elective |
| CMPS 496 | Independent Study in Information Technology | 1-6 | GPA 3.0 or Permission | Elective |

Sequencing:

| Year 1 | Semester 1 | Credits | Semester 2 | Credits | |
|---------------|-------------------|----------------|-------------------|----------------|-----------|
| | UNIV 101 | 3 | COMM 101 | 3 | |
| | ENGL 101 | 3 | BMGT 101 | 3 | |
| | MATH 175 | 3 | MATH 180 | 3 | |
| | CMPS 160 | 3 | CMPS 162 | 3 | |
| | CMPS 161 | 3 | CMPS 163 | 3 | |
| | | 15 | | 15 | 30 |
| Year 2 | Semester 1 | Credits | Semester 2 | Credits | |
| | UCORE1 | 3 | UCORE4 | 3 | |
| | UCORE2 | 3 | UCORE5 | 3 | |
| | UCORE3 | 3 | ACCT 102 | 3 | |
| | ACCT 101 | 3 | CMPS 261 | 3 | |
| | CMPS 260 | 3 | CMPS 262 | 3 | |
| | | 15 | | 15 | 30 |
| Year 3 | Semester 1 | Credits | Semester 2 | Credits | |
| | UCORE6 | 3 | UCORE8 | 3 | |
| | UCORE7 | 3 | UCORE9 | 3 | |
| | BMGT 201 | 3 | BMGT 202 | 3 | |
| | BMGT 205 | 3 | BMGT 208 | 3 | |
| | CMPS Elect. | 3 | CMPS Elect. | 3 | |

| | | | | | |
|---------------|--------------------------------|----------------|-------------------|----------------------|------------|
| | | | General Elect. | 3 | |
| | | 15 | | 18 | 33 |
| Year 4 | Semester 1 | Credits | Semester 2 | Credits | |
| | UCORE10 | 3 | UCORE11 | 3 | |
| | BMGT300 | 3 | BMGT417 | 3 | |
| | BMGT310 | 3 | General Elect. | 3 | |
| | CMPS Elect.* | 3 | CMPS 480 | 3 | |
| | BMGT 221 | 3 | General Elect. | 3 | |
| | | 15 | | 15 | 30 |
| | | | | Total Credits | 123 |
| | * Suggest CMPS 463 or CMPS 464 | | | | |

G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed changes(s). Include how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours?

We will continue to offer the following courses:
 CMPS 110, CMPS 111, CMPS 116, CMPS 216, CMPS 300, CMPS 330, CMPS 430. These courses are removed from the I.T. degree but are still offered for non-I.T. majors.

H. Should this proposal affect any course or program in another school, a memo must be sent to the chair of the Department impacted.

It does not affect any course or program in another school besides what has already been mentioned.

III. ASSESSMENT.

Assessment upon completion of the program is done in the evaluation of the Senior Project. This semester long course requires the student to apply the different topics studied during their progression through the program. It is the last course in the sequence of material that students are required to master. The project is discipline specific so as to adequately judge the success of the student's comprehension of the material in the program.

This single course should provide data to assess and upgrade the objectives of the program from within a continuous feedback loop.

IV. RATIONALE FOR THE PROPOSAL.

Inspecting these links from the Governments Bureau of Labor Statistics clearly show the education required and employment prospects for a career in Information Technology and related fields; [Projections 1¹](#), [Projections 2²](#).

This career generally requires a 4 year degree, provides very little if any on the job training but provides a higher than average salary and growth potential.

Technical advances naturally force change every few years, therefore updating the curriculum for I.T. is an undertaking that occurs periodically. However, there are some fundamental ideas that should not change. They are concepts that are essential in the evolution of the discipline. This program identifies the material that is necessary to pursue the more dynamic areas of growth; they are identified in the curriculum as required areas of study. Also, a student may obtain a more specific industry focus by selecting electives that are grouped to establish a specific useful concentration of study.

V. ADDITIONAL COMMENTS.

The faculty believes that a portable computer such as a high quality, professional grade, laptop provides a more consistent vehicle to accomplish the academic tasks required from a student pursuing a degree in I.T. Therefore, we are recommending that owning such a device should be bundled into the cost of completing this program for every student.

The faculty believes that accessibility to good campus wireless networking, which provides easy access to the intranets and the Internet that students need must exist in all areas in and around the University campus. The students and Professors should not have to suffer with dropped or slow connections and have ready access to all the software necessary to perform all the academic tasks required of this degree.

We would need at least one additional professor with a high level of technical expertise and experience to implement this new program. The University should be prepared to hire an additional professor after the first year.

¹ http://www.bls.gov/emp/ep_table_203.htm

²

http://data.bls.gov/projections/occupationProj?_workex=on&_workex=on&_workex=on&_training=on&_training=on&_training=on&_training=on&_training=on&_education=on&_education=on&education=3&_education=on&_education=on&_education=on&_education=on&_education=on&_education=on&empBaseMn=0.4&empBaseMx=4447&empProjMn=0.5&empProjMx=4881.7&empChangeMn=-179.9&empChangeMx=580.8&empChangePctMn=-43.3&empChangePctMx=53.4&jobOpeningsMn=0.1&jobOpeningsMx=1955.7&medianWageMn=18260&medianWageMx=%3E%3D187200

APPENDIX A: COURSE DESCRIPTIONS

The following pages list the course descriptions and course objectives for all new courses:

- CMPS 160: Databases
- CMPS 161: Networking and Security
- CMPS 162: Introduction to Programming
- CMPS 163: Business Analytics
- CMPS 260: Data Structures
- CMPS 261: Server Management
- CMPS 262: Advanced Programming
- CMPS 360: Survey of Programming Languages
- CMPS 361: Web Application Development
- CMPS 362: Networking
- CMPS 363: Digital Security
- CMPS 364: NoSQL Databases
- CMPS 460: Mobile Application Development
- CMPS 461: Big Data Applications
- CMPS 462: Data Mining
- CMPS 463: Entrepreneurship for Software Developers
- CMPS 464: Software Development for E-Commerce
- CMPS 480: Senior Project

CMPS 160 – Databases

Course Description

This Database course surveys topics in database systems. The course emphasizes the effective use of database (management) systems. Topics include access methods, data models, query languages, database design, query optimization, concurrency control, recovery, security, integrity, client-server architecture, and distributed database systems. Hands-on use will be a key part of the course.

Credits: 3

Lab use required

Prerequisites: None

Course Objectives

The students will:

1. Explain the importance of database design.
2. Describe what business rules are and how they influence database design.
3. Define what data models are and why they are important.
4. Explain the details of the relational data model.
5. Perform Data Modeling with the Entity Relationship Model (ERM).
6. Define normalization and its role in the design process.
7. Implement the basic forms from 1NF to 4NF.
8. Use basic commands and functions of SQL.
9. Use SQL for data administration (to create tables, indexes, and views).
10. Use SQL for data manipulation (to add, modify, delete, and retrieve data).
11. Use SQL to query a database for useful information.

Course Topics

1. Structured Query Language
2. Use of Structured Query Language
3. Database Normalization
4. Database Design

CMPS 161 – Networking and Security

Course Description

This course introduces basic networking and security concepts. It serves as a precursor to the more advanced and specialized networking and security courses. Coverage of topics focuses on identifying and understanding the nomenclature of hardware and software use in modern networks.

Credits: 3

Prerequisites: None

Course Objectives

The students will:

1. Describe how networks work.
2. Explain how the Internet works.
3. List and explain the protocols that make these possible.
4. Demonstrate how computer security can be breached.
5. Show and discuss methods to detect security breaches.
6. Demonstrate how to prevent security breaches.

Course Topics

1. Historical evolution of hardware and software used in computer networks
2. Describe what computer networking is
3. Client/Server networks
4. Bits, bytes and bandwidth
5. Network file sharing
6. Types of computer networks
7. Network hardware
8. Network protocols for moving messages

CMPS 162 – Introduction to Programming

Course Description

This course introduces basic programming concepts. Hands-on programming will be a key part of the course. The course is designed to teach and reinforce basic programming techniques and strategies.

Credits: 3

Lab use required

Prerequisites: CMPS 160

Course Objectives

The students will:

1. Define and use fundamental programming techniques with primitive data types.
2. Define and use control statements.
3. Define and use functions and/or methods.
4. Define and use and arrays.
5. Define and use objects.
6. Translate simple problems into working solutions.
7. Provide a user interface as a solution to simple problems.

Course Topics

1. Simple data types
2. Complex data types
3. Decision structures
4. Loops and arrays
5. Functions and methods
6. Problem solving

CMPS 163 – Business Analytics

Course Description

This course will provide you with concepts and tools to utilize data for making informed business decisions. We will start with the raw data and work our way to conclusions and examine all the intermediate steps in detail. Topics as data collection, model selection, built-in assumptions, and uncertainty will be at the core of the course. You will familiarize yourself with tools to apply these concepts in practice.

Credits: 3

Prerequisites: None

Course Objectives

The students will:

1. Formulate a detailed plan to go from gathering and analyzing data to making a decision.
2. Select the appropriate concepts for the decision at hand.
3. Appraise and employ the applicable tools for the decision at hand.
4. Verify what assumptions are being made about the data.
5. Assess whether the assumptions being made are appropriate.
6. Judge the amount of uncertainty in the data and selected model and how it affects the decision.

Course Topics

1. Business Analytics terminology
2. Decision making
3. Data mining
4. Data warehousing
5. Reasoning under uncertainty
6. Problem solving
7. Practical application of tools

CMPS 260 – Data Structures

Course Description

In this course fundamental data structures will be explored that are indispensable when programming. Some major areas are objects, lists, arrays, stacks, queues, and more. Tradeoffs in terms of computational complexity and operations on these data structures are also discussed.

Credits: 3

Lab use required

Prerequisites: CMPS 162

Course Objectives

The students will:

1. Describe what kinds of data structures exist.
2. Identify when these data structures are applicable.
3. Compare data structures.
4. Perform operations on these data structures.
5. Have some familiarity with the computational complexity tradeoffs.
6. Model basic data structures with a programming language.

Course Topics

1. Data structures
2. Arrays, lists, stacks and queues
3. Sorting methods
4. Computational complexity

CMPS 261 – Server Management

Course Description

In this course, students will learn how to administer a server. This ranges from installing an operating system, remotely installing software packages through a package manager, configuring the system, managing security and encryption, backups, to shell scripting. A big component of this course is lab work.

Credits: 3

Lab use required

Prerequisites: CMPS 162

Course Objectives

The students will:

1. Install an operating system.
2. Remotely install software on an operating system.
3. Configure and run the installed programs.
4. Install security patches.
5. Perform maintenance remotely.
6. Learn to write simple shell scripts for automating common tasks.

Course Topics

1. Server installation
2. Server configuration
3. Remote management
4. Backups
5. Practical security and encryption
6. Shell scripting

CMPS 262 – Advanced Programming

Course Description

This course continues where CMPS 162 and CMPS 260 leave off. The focus will be on problem solving but with a much higher difficulty level. The students will be required to write programs that involve multiple units of organization, e.g., classes. Several advanced algorithms will be discussed and should be implemented by the students.

Credits: 3

Lab use required

Prerequisites: CMPS 260

Course Objectives

The students will:

1. Apply all knowledge from CMPS 162 and CMPS 260 to solve real problems.
2. Learn fundamental algorithms like sorting.
3. Solve problems using recursion.
4. Decompose complex problems to find solutions.
5. Construct complex user interfaces for running algorithms that solve problems.

Course Topics

1. Advanced problem solving
2. Recursion
3. Search algorithms
4. Sorting algorithms
5. User interfaces

CMPS 360 – Survey of Programming Languages

Course Description

Provides students with a wide array of programming languages and emphasizes strengths and weaknesses relative to a given problem. Students will work on a practical problem in a language of choice to gain real world experience.

Credits: 3

Prerequisites: CMPS 261, CMPS 262

Course Objectives

The students will:

1. List programming languages.
2. Describe tradeoffs between programming problems.
3. Explain programming paradigms.
4. Identify which language is particularly useful for a given problem.
5. Design and implement programs in a given language.

Course Topics

1. Programming languages
2. Programming styles
3. Programming paradigm tradeoffs
4. Problem solving

CMPS 361 – Web Application Development

Course Description

This course will provide a foundation in several facets of establishing and maintaining a website. This includes the latest advances in client side as well as server side technologies. The goal is to have students design, implement, and run advanced web applications. It will also cover in some detail the protocols required for web development.

Credits: 3

Lab use required

Prerequisites: CMPS 261, CMPS 262.

Course Objectives

The students will:

1. Describe the different technologies involved in deploying web applications.
2. Deploy server side technology to host web applications.
3. Write both server and client side programs to implement web applications.
4. Analyze user interfaces to improve usability.

Course Topics

1. Web browser and server technologies
2. Server side technologies
3. Web applications
4. User interfaces

CMPS 362 – Networking

Course Description

Techniques for the design of computer networks beyond the user level are discussed. Perspectives on network design, estimation of traffic demand and application requirements, network cost analysis, topological design, and virtual network design, wireless network design issues are also discussed.

Credits: 3

Prerequisites: CMPS 161

Course Objectives

The students will:

1. Describe how networks work.
2. Explain how the Internet works.
3. List and explain the protocols that make these possible.
4. Explain how ARP, IP, TCP, and UDP work and how they are related.
5. Develop client-server programs or something similar.

Course Topics

1. Network topologies
2. Network protocols
3. Security considerations
4. Writing client-server programs

CMPS 363 – Digital Security

Course Description

This class will provide an overview of computer security. The concepts of security in the context of the digital world will be discussed. The nuts and bolts of threat prevention, detection and removal are discussed. The student will be required to use a lab environment to simulate troubleshooting, preventing and fixing problems.

Credits: 3

Lab use required

Prerequisites: CMPS 161

Course Objectives

The students will:

1. Prepare information and present material in a professional manner.
2. Research developments in the application of computer security in a business environment and report the findings.
3. Assess security needs in a business environment.
4. Explain the design and implementation of security systems.
5. Use tools to analyze, detect and remove threats.
6. Use tools to analyze network traffic.

Course Topics

1. Security vulnerabilities
2. Buffer overflows
3. Current state of available tools
4. Analyzing network traffic

CMPS 364 – NoSQL Databases

Course Description

This course explores modern databases that do not strictly follow the relational database design and SQL. Advantages and disadvantages will be discussed. Students will be required to work with at least one NoSQL databases and write a program that utilizes it.

Credits: 3

Lab use required

Prerequisites: CMPS 163, CMPS 261

Course Objectives

The students will:

1. Decide when NoSQL databases are applicable.
2. List the differences between SQL and NoSQL databases.
3. Explain the tradeoffs of NoSQL databases.
4. Analyze scalability considerations.
5. Learn to work with at least one NoSQL database.

Course Topics

1. NoSQL databases
2. Scalability
3. Query languages

CMPS 460 – Mobile Application Development

Course Description

In this course, students will learn how to develop applications for mobile devices. Mobile devices are more restricted in screen space but also have new opportunities such as built in GPS. This course requires completing a group project for a given mobile platform.

Credits: 3

Lab use required

Prerequisites: CMPS 361

Course Objectives

The students will:

1. Write applications for mobile devices.
2. Understand the specific design considerations for mobile devices.
3. Utilize sensors only available on mobile devices.
4. Create user interface designs for mobile devices.

Course Topics

1. Mobile devices
2. Tools for development on mobile devices
3. Design considerations for mobile devices
4. Application development

CMPS 461 – Big Data Applications

Course Description

This course continues where CMPS 364 leaves off and focuses on architectures and implementations that are able to handle large data sets. For this course several tools will be applied to real data sets.

Credits: 3

Lab use required

Prerequisites: CMPS 364

Course Objectives

The students will:

1. Learn what tools are available to handle enormous data sets.
2. Apply these tools.
3. Explain the tradeoffs of the different approaches and tools.
4. Use these tools to implement a realistic problem.

Course Topics

1. Big data
2. Data mining
3. Data warehousing
4. Business intelligence
5. Scalability
6. Problem solving

CMPS 462 – Data Mining

Course Description

A follow up course on CMPS 163 that is much more technical. In addition to a mathematical understanding of algorithms this course also lets students implement their own algorithms.

Credits: 3

Lab use required

Prerequisites: CMPS 163, CMPS 261, CMPS 262

Course Objectives

The students will:

1. Explain the mathematical underpinnings of data mining algorithms.
2. Implement data mining algorithms.
3. Solve a problem by using data mining algorithms and providing a user interface.

Course Topics

1. Algorithms
2. Data mining
3. Data warehousing
4. Business intelligence
5. Data sets
6. Problem solving

CMPS 463 – Entrepreneurship for Software Developers

Course Description

Course in which students will learn how to commercialize their ideas and software into a profitable business. The focus is on customer development, i.e., acquiring customers, and uses the lean business model canvas. The essential element of this course is to create a prototype and investigate whether a customer base can be identified.

Credits: 3

Prerequisites: CMPS 163, CMPS 361

Course Objectives

The students will:

1. Present business ideas.
2. Acquire customers.
3. Define value propositions.
4. Learn how to get investments.
5. Create a prototype to explore commercialization.

Course Topics

1. Business model canvas
2. Customer development
3. Prototyping

CMPS 464 – Software Development for E-Commerce

Course Description

The course will give students a clear understanding of the field of electronic commerce. Included will be the fundamental business processes/plans that are necessary to understand before conducting electronic commerce. The student will learn principles underlying the construction of data driven systems, particularly relational ones, and apply these principles to an actual semester long group project. The project is a good sized one, and provides an opportunity for the application of software engineering principles.

Credits: 3

Prerequisites: CMPS 163, CMPS 361

Course Objectives

The students will:

1. Compare traditional business activities to business on the Internet.
2. Describe how to plan and implement a web site.
3. Explore the Internet's impact on computer security.
4. Research developments in the application of technology in e-business environment.
5. Construct a Functional Database using the principals developed in CMPS 160
6. Provide a User Interface to a Database using principals developed in CMPS 361.
7. Define data driven application.
8. Develop specialize applications that can manipulate a database.

Course Topics

1. Database Technology for e-commerce
2. Network Technology for e-commerce
3. Web User Interfaces for e-commerce
4. Application programming for client/server applications

CMPS 480 – Senior Project

Course Description

In this course the student will demonstrate their mastery of material undertaken in coursework by selecting and creating a programming solution to a significant business application. The group will work together to construct their solution and present a working model of their problem to the class. This project is designed to give the student a hands-on demonstration of their coursework suitable for a portfolio of accomplishments.

Credits: 3

Lab use required

Prerequisites: All I.T. Core classes

Course Objectives

The students will:

1. Play different team roles: such as, system analyst, database application developer, tester, user interface designer, and programmer.
2. Work as a team to design and prototype different components of an information system.
3. Document the process of designing and prototyping the interface, business, and/or database layers of an information system.
4. Participate in a formal presentation to the class and answer any questions that arise.
5. Explain and justify designs based on design principles, patterns, and heuristics.
6. Analyze system requirements and model problem domains.
7. Design and construct a working model of a complete application.
8. Work well with others and with a demonstrated appreciation of individual differences and sensitivity to diversity.
9. Prepare and present material to a class in a professional manner.
10. Clearly communicate thoughts and ideas both verbally and in writing
11. Develop the skill necessary to provide a total problem solution as a member of a project team.
12. Define and construct a business problem solution as a member of a team and present it to the class for critique at the end of a semester long group project.

Course Topics

1. Data driven applications
2. Team dynamics
3. Working models
4. Documentation
5. Presentation dynamics
6. Justification process

MBA PORTFOLIO SYNOPSIS

As per International Assembly for Collegiate Business Education (IACBE) requirements, it was determined a student portfolio will be used as proof of meeting the criteria of MBA Program objectives. Your portfolio must contain at least one artifact per course. As per the graduate catalog, the following program objectives are supposed to be met by the time a student completes the requirements for the MBA degree:

| | |
|----|--|
| 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. |
| 11 | Ability to use various research sources including online and library databases to do in depth research and to abreast of current events. |

The following is an array of artifacts that a student may consider using for courses: research papers, presentations, assignments, case studies and other pertinent materials related to the course. On the MBA checklist, only one artifact is to be listed as meeting the criterion pertaining to a program objective. If applicable, one artifact may be used to meet the criteria of one or two program objectives.

Your portfolio is required to include the following:

- Table of Contents
- Portfolio Summary Report (Write a one page summary of your MBA portfolio)
- A completed MBA program objectives checklist
- At least one artifact for each course preceded with an artifact description cover sheet

TABLE OF CONTENTS

- I. Portfolio summary report
- II. MBA Program Objectives Checklist
- III. Core Courses
(Attach one or more artifacts for each MBA core course. Artifacts may include research papers, presentations, assignments, case studies or other pertinent materials relating to the course.)
 - A. MBA 511 Accounting for Managers
 - B. MBA 570 Global Environment of Business
 - C. MBA 571 Legal Environment of Business
 - D. MBA 572 Marketing
 - E. MBA 573 Corporate Finance
 - F. MBA 574 Organizational Behavior
 - G. MBA 576 Quantitative Methods
 - H. MBA 578 Managerial Economics
- IV. International Business Track courses
(List your concentration courses and attach one or more artifacts for each course. Artifacts may include research papers, presentations, assignments, case studies or other pertinent materials relating to the course.)
 - A. MBA 514 International Economics
 - B. MBA 517 International Finance
 - C. MBA 541 Cultures of International Business
 - D. MBA 596 Special Topics in International Business

MBA Checklist for Portfolio
Student Name

| PROGRAM OBJECTIVES | | Criterion Met* |
|---------------------------|--|--|
| 1 | To provide skilled, knowledgeable and socially responsive leadership for business and other institutions. | <i>(provide your own)</i> |
| 2 | To provide an academically rigorous and pragmatic program in business management. | <i>(provide your own)</i> |
| 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. | <i>(example)</i> MBA 570 Sp 2013 Research Paper: Global Economy in Crisis |
| 4 | To provide an understanding of international business and cultures. | <i>(example)</i> MBA 570 Sp 2013 Research Paper: Global Economy in Crisis |
| 5 | Develop and demonstrate team building skills. | <i>(provide your own)</i> |
| 6 | Manage a team to analyze a problem and achieve a goal. | <i>(provide your own)</i> |
| 7 | Demonstrate ability to present and evaluate ideas clearly in both written and oral form. | <i>(provide your own)</i> |
| 8 | Research and develop analytical reports. | <i>(provide your own)</i> |
| 9 | Develop and demonstrate a basic knowledge and understanding of information technology and basic concepts. | <i>(provide your own)</i> |
| 10 | Demonstrate ability to utilize software that is commonly used in the industry. | <i>(provide your own)</i> |
| 11 | Ability to use various research sources including online and library databases to do in depth research and to abreast of current events. | <i>(provide your own)</i> |

- * Only one artifact is to be listed as meeting the criterion pertaining to a program objective. If applicable, one artifact may be used to meet the criteria of one or two program objectives.