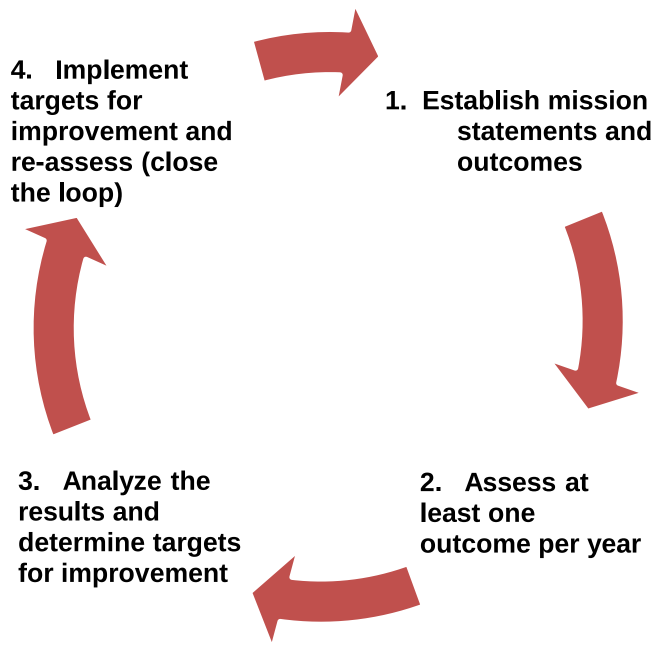
Guide to University Assessment

In Non-Academic Areas at

Point Park University

A Cycle of Continuous Improvement



The *Guide to University Assessment at Point Park University* describes assessment processes for non-academic units in Point Park University, and was originally published in Fall 2012. This guide is updated annually to reflect policy changes and is published in an electronic format on the University Assessment Blackboard page.

Materials included were developed by former Associate Vice President of Academic and Student Affairs, Dr. Diane Maldonado, Director of Institutional Research, Chris Choncek, and Assessment Coordinator, Lindsay Onufer. Dr. Maldonado, Chris Choncek, and Lindsay Onufer designed processes and tools for ongoing, systematic University Assessment, which mirror the academic program assessment cycle.

Non-academic units receive assessment training through the Center for Teaching Excellence in order to craft mission statements, measurable outcomes, to select or construct assessment tools, and to analyze data. Assessment plans and results are communicated to the University Community via the University Assessment Blackboard site, as well as through regular reports to and meetings with non-academic unit heads.

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University Assessment (non-academic areas)

Definition of Institutional Assessment MSCHE:

1. Develop clearly articulate written statements, expressed in observable terms, of key institutional and unit-level goals that are based on the involvement of the institutional community.
2. Design objectives or strategies to achieve those goals.
3. Assess achievement of those key goals.
4. Use results to improve programs and services with appropriate links to the institution's ongoing planning and resource allocation process.

Unit level outcome assessment results should feed into divisional level assessment results which should be used to inform Strategic Planning initiatives and the Annual Operating Plan's specific objectives. In addition, all of these assessment results should also inform our Dashboard Indicators.

UNIVERSITY ASSESSMENT (4 Strategic Initiatives)

DIVISIONAL LEVEL ASSESSMENT

UNIT LEVEL ASSESSMENT

I. <u>Institutional Assessment</u>

a. Academic Excellence
b. Managed Resources
c. Quality Student Experience
d. Community Engagement

II. <u>Divisional Assessment</u>

a. Academic and Student Affairs
b. Finance and Operations
c. External Affairs
d. Development and Alumni Relations
e. Legal Affairs
f. Enrollment Management
g. Office of the VP for Special Campaigns

III. <u>Unit Assessment</u>

a. Academic and Student Affairs
    i. Office of the Registrar
    ii. Graduate Education
        1. Library
    iii. Program for Academic Success
    iv. Center for Teaching Excellence
    v. Institutional Research
        1. Center for Student Success
    vi. Honors Program
    vii. Title IX Compliance
    viii. Student Affairs
        1. Student Life
            a. Housing and Occupancy Management
            b. Student Activities
            c. Health Services
            d. Student Center
        2. Athletics
        3. Student Conduct
        4. Retention Services (Finish Line)
        5. Student Engagement
            a. Career Services
        6. Mental Health Services

b. *Finance and Operations*
    i. Human Resources
    ii. Business Contracts & Insurance
    iii. Finance/Controller
        1. Payroll
        2. Student Financial Services
            a. Student Accounts
        3. Finance
    iv. Information Technology
    v. Operations
        1. Conference and Event Services
        2. Operations
        3. Transportation and Administrative Services
    vi. Public Safety

c. *External Affairs*

d. *Development and Alumni Relations*

e. *Legal Affairs*

f. *Enrollment Management*
    i. Admissions
    ii. Articulation and Veterans' Services
    iii. Graduate and Adult Enrollment
    iv. International Student Services and Enrollment
    v. Financial Aid
    vi. Enrollment Marketing
    vii. Division of Online Learning

g. *Office of the VP for Special Campaigns*

Steps/Timeline in the University Assessment Process

Step 1: Summer – Compose a mission statement and outcomes. Select one outcome to measure during the Fall semester.

Step 2: Due first week of September – Plan two means of assessing the outcome you have selected. You may either use two direct assessment measures or one direct and one indirect assessment measure. Submit your Assessment Plan, which consists of the top and first column of the **University Assessment Form** to Lindsay Onufer at lonufer@pointpark.edu.

Step 3: Fall semester – Conduct your assessments. Complete data analysis (contact L. Onufer at lonufer@pointpark.edu for assistance with data compilation and analysis if needed) and determine what are your strongest and weakest results.

Step 3: December – Respond to emailed request for a check in or status update on your assessment process.

Step 4: Due the first week of February – Fill out the remainder of the University Assessment Form, including targets for improvement. Submit the form and documentation or evidence of your assessments to Lindsay Onufer at lonufer@pointpark.edu.

Step 5: To be completed the next year – After you implement the improvement strategies outlined on your University Assessment Form, conduct your assessment again. Were your improvements successful? Document results in the final column of the University Assessment Form, under “Closing the Loop.”

Step 1: Composing a Mission Statement

A good mission statement:

- **States what you do/services you provide**
- **Identifies your constituents (the people/groups to whom you provide services)**
- **Is succinct and easy to understand**

Example:

Center for Teaching Excellence Mission Statement:

The Center for Teaching Excellence supports faculty and staff in efforts to improve student learning by providing resources, instruction, and assistance in curriculum development and review, creation and implementation of outcomes-based assessment measures, and technology tools' instruction.

What do you do? Who do you serve?

____

____

____

____

____

____

Step 1: Writing Unit-Level SMART Outcomes

Outcomes should be:

- SMART = Specific, Measurable, Achievable, Realistic and Time-bound
- Challenging, but attainable
- Linked to the University's/Division's mission/goals/philosophy

How will relevant constituencies benefit by using this service?

Step 1: In order to write an assessable outcome, first answer the following questions:

- Content: What do you want them to know?
- Values: What do you want them to have?
- Skills: What do you want them to do?

Step 2: Complete the following statement:

Upon successful completion of this service, constituents will be able to:

(Use verbs – Bloom's Taxonomy).

-
-
-
-
-

Bloom's Taxonomy Guide and Verb Bank

LEVEL #1: Knowledge	**Verbs:**			
Knowledge of:	Identify	Describe	Define	Tell
Specifics	List	Cite	Choose	Arrange
Ways or means of dealing with specifics	Group	Find	Label	Select
The universals and abstractions in a field	Match	Locate	Name	Offer
	Omit	Quote	Repeat	Reset
	Say	Show	Sort	Spell
	Write	Underline	Tally	Transfer
	Recite	Recall	Recognize	Review
LEVEL #2: Comprehension	**Verbs:**			
Comprehension:	<u>Translate</u>	<u>Interpret</u>	<u>Extrapolate</u>	
Translation	Restate	Infer	Project	
Interpretation	Change	Define	Propose	
Extrapolation	Reword	Explain	Advance	
	Construe	Spell out	Contemplate	
	Convert	Outline	Submit	
	Expand	Annotate	Contrive	
	Transform	Expound	Offer	
	Retell	Account for	Calculate	
	Qualify		Scheme	
	Moderate			
	Describe			
	Compare			

<table>
<tr><td></td><td>Contrast

Rephrase

Explain main idea</td></tr>
<tr><td>LEVEL #3: Application

Application is described by Bloom as “the use of abstract forms in particular and concrete situations. The abstractions may be in the form of general ideas, rules or procedures, generalized methods.”</td><td>Verbs:

Relate Solve Adopt

Employ Use Capitalize on

Exploit Profit by Mobilize

Operate Handle Manipulate

Exert Exercise Put into action

Make use of Take up Develop

Classify Choose Write an example

Show Illustrate Teach

Record/chart Diagram/map Demonstrate</td></tr>
<tr><td>LEVEL #4: Analysis

Analysis of

Elements

Relationships

Organizational principles</td><td>Verbs:

Break down Uncover Dissect

Examine Take apart Simplify

Reason Deduce Audit

Inspect Assay Test for

Survey Search Screen

Compare/contrast Order/sequence Investigate

Categorize Classify Draw conclusions

Identify motives or causes Determine evidence

Justify</td></tr>
<tr><td>Level #5: Synthesis

Synthesis:

Communicating in a unique way</td><td>Verbs:

Create Combine Build

Compile Make Structure</td></tr>
</table>

Developing a plan or proposing a set of operations Developing a set of abstract relations (to hypothesize)	Reorder Produce Blend Make up Originate Invent Design Devise Hypothesize	Reorganize Compose Yield Form Conceive Predict Synthesize Solve Estimate	Develop Construct Generate Constitute Formulate Write Improve Imagine
Level #6: Evaluation In terms of internal standards In terms of external criteria	**Verbs:** Judge Prioritize Weigh Assess Decree Criticize Classify Evaluate Recommend	 Decide Appraise Accept Adjudge Rule on Censure Grade Verify Conclude	 Rate Rank Reject Arbitrate Award Settle Argue Select

Step 2: Selecting an Outcome and Constructing a University Assessment Plan

Select at least one outcome to assess. You should select a different outcome each year. Revise outcomes as necessary to be sure that they accurately reflect the tasks of your department.

Choose one direct and one indirect (or two direct) method(s) of measuring that outcome.

Complete the **top and first column** of the University Assessment Form, located on the University Assessment Blackboard site, and submit it, **along with any tools you plan on using (rubrics, surveys, interview questions, forms, etc…)**, to L. Onufer at lonufer@pointpark.edu during the first week of September.

Direct Assessment Techniques: Concrete, tangible evidence of achievement of the outcome

Examples:

- Pre and Post Tests
- Processes, artifacts, or performances scored by rubrics
- Tallies, schedules, or tracking information
- Reports with hard data

For assistance designing an assessment tool like a rubric, contact L. Onufer at lonufer@pointpark.edu.

Indirect Assessment Techniques: Based on *perception* or *opinion* of achievement of the outcome

Examples:

- Surveys, either created by your unit, or existing institution-wide surveys like the NSSE and SSI (Contact Lindsay Onufer at lonufer@pointpark.edu for NSSE data and Chris Choncek at cchoncek@pointpark.edu for SSI data relevant to your outcome)
- Focus groups
- Interviews
- Evaluation Forms

Sample 2016-2017 University Assessment Plan/Results Form

The Plan/Results form was revised to clarify due dates and expectations for University Assessment.

University Assessment Results

Division:

Unit/Department:

Year:

Outcome Measured:

Tools (PLAN) **Due 9/5/16**	**Results** **Due 2/6/17**	**Targets for Improvement** **Due 2/6/17**	**Owner** **Due 2/6/17**	**Resources** **Due 2/6/17**	**Commun-ication** **Due 2/6/17**	**Closing The Loop** **Due 2/5/18**
What tools will be used to measure the results? **Direct:** What is your target/goal/benchmark? **Indirect/2nd Direct:** What is your target/goal/benchmark?	What are the results? **Direct:** Did you meet your target/goal/benchmark? **Indirect/2nd Direct:** Did you meet your target/goal/benchmark?	Based on the results, what changes should be made to ensure that the target/goal/benchmark is achieved?	Who is responsible?	What personnel, financial, technical, or facility resources are needed?	How will this information be communicated to appropriate constituencies?	Re-measure the same outcome the same way after implementing targets for improvement the following year. What were changes in results? Were improvements successful?

***Attach supporting evidence of results**

Sample University Assessment Plan: Center for Teaching Excellence (2015-2016)

This form has been modified. See p. 11 for the correct form for the 2016-2017 year.

Division: Academic and Student Affairs

Unit/Department: CTE

Year: 2015-2016

Outcome Measured: As a result of having received our services, constituents will be able to assess and improve student learning in classes.

Tools	**Results**	**Targets for Improvement**	**Owner**	**Resources**	**Communication**	**Closing The Loop**
What tools will be used to measure the results? What standards of measurement/benchmarks will be used Direct: Attendance of CTE trainings dealing with assessment and improving student learning Indirect/2nd Direct: Survey of training participants	What are the results? Strongest: Weakest:	Based on the results, what changes should be made to ensure that the goal is achieved?	Who is responsible?	What personnel, financial, technical, or facility resources are needed?	How will this information be communicated to appropriate constituencies?	Was the change made? Was it successful?

Sample Assessment Tool Accompanying Plan

Participant Feedback Form Center for Teaching Excellence

Workshop Topic/Date:

My **overall rating** of this workshop:

Very Good	Good	Average	Poor	Very Poor

	Strongly Agree	**Agree**	**Undecided**	**Disagree**	**Strongly Disagree**
The workshop description let me know what I was going to learn.	☐	☐	☐	☐	☐
The workshop objectives were clearly stated.	☐	☐	☐	☐	☐
The facilitator was knowledgeable.	☐	☐	☐	☐	☐
The handouts/materials added value.	☐	☐	☐	☐	☐
I plan to use what I learned in this workshop.	☐	☐	☐	☐	☐
I would recommend this workshop to a colleague.	☐	☐	☐	☐	☐
The workshop venue was appropriate.	☐	☐	☐	☐	☐
I am likely to attend another CTE workshop.	☐	☐	☐	☐	☐
The skills/knowledge I learned in this workshop will help me improve student learning in my classes.	☐	☐	☐	☐	☐
The skills/knowledge I learned in this workshop will help me to better assess student learning in my classes.	☐	☐	☐	☐	☐

The **most useful** part of the workshop was:

____

The **least useful** part of the workshop was:

____

I wish the CTE would offer a workshop on:

____

Step 3: Complete Assessment, Compile and Analyze Results

Complete your assessments during the Fall semester.

Compile and analyze your results (The CTE offers regular open workshop sessions on analyzing assessment results. Contact Lindsay Onufer at lonufer@pointpark.edu for assistance).

Identify your strongest and weakest results. *Strongest results are the results that best support your outcome (not necessarily the largest number). Weakest results are the results that least support your outcome (not necessarily the smallest number).* Did you achieve your outcome?

Based on your results, determine targets for improvement, or changes you would make to ensure that your outcome is achieved next year.

During December, you will receive the following email:

Good afternoon,

The University Assessment process was updated in order to provide additional assistance to staff members completing assessment. To identify and respond to questions or problems regarding the University Assessment process earlier, we ask that you please take a moment to respond to the following questions:

1. What steps have you or members of your unit taken to complete University Assessment this year?
2. What questions or concerns do you have regarding this year's assessment?
3. Would you like to register for training?

   The Center for Teaching Excellence will host workshops on conducting data analysis and completing University Assessment forms on:

In response to the emailed questions, you may provide a short update on your assessment process, identify difficulties you might be having, ask questions, or register for training.

Step 4: Submit Completed University Assessment Results Form and Evidence

Complete the University Assessment Results Form, listing:

- Your results
- Targets for improvement
- Owners (individuals responsible)
- Resources you might need to achieve your outcome next time. *Note: University Assessment Forms and data may be attached to budget request forms.*
- To whom you have/will communicate the results of your assessment

Sample University Assessment Results: SafeZone (2015-2016)

University Assessment Results

Division: SafeZone
Unit/Department: Title IX
Year: 2015-2016
Outcome Measured:

1. SafeZone will provide training to faculty, staff, and student leaders to increase awareness and knowledge of LGBTQ issues, gender, and sexuality.
2. SafeZone will prepare faculty, staff, and student leaders to interact with members of the LGBTQ campus community in a positive, supportive manner and to provide referrals and resources as necessary.

Tools (PLAN)	**Results**	**Targets for Improvement**	**Owner**	**Resources**	**Communication**	**Closing The Loop**
What tools will be used to measure the results? What standards of measurement/benchmarks will be used? **Direct 1:** Number of training participants (baseline) **Direct 2:** Number of University community members that use SafeZones **Indirect 1**: Survey completed by training participants	What are the results? Strongest: **Direct 1:** 55 faculty, staff, and students completed SafeZone training in 2015-2016. Of those 55, 23 staff and 8 faculty completed contracts to become SafeZone volunteers. There was significant interest in the training. So much so, in fact, that we added a second training session to accommodate staff and faculty interest. **Direct 2:** 67 University community members used SafeZones during the 2015-2016 year. **Indirect 1:** Results of the survey were 100% positive.	Based on the results, what changes should be made to ensure that the goal is achieved? Results clearly indicate a desire for additional training. We will need budget funds to host at least 2 more sessions of the Persad-led initial training. Ideally, I would like to pool resources with related groups on campus (like the Rainbow and Feminist clubs) to host additional trainings as well. There have been requests for trainings on how to be a better ally and how to combat street harassment. It would be good to co-host at least one social event with student clubs too (maybe for National Coming Out Day or the Trans Day of Visibility, etc…). I will add resources to the Blackboard	Who is responsible? Lindsay Onufer, SafeZone Coordinator SafeZone volunteers	What personnel, financial, technical, or facility resources are needed? Funding for 2 Persad trainings, and at least one additional training and one social event (possibly sharing the cost with clubs).	How will this information be communicated to appropriate constituencies? I will email assessment results to Lib Rosemeyer and post them to the University Assessment Blackboard page. I will consult with Lib and JW about how to secure necessary funds given that SafeZone is an initiative rather than a department.	Was the change made? Was it successful?

	See attached pdf for complete results. Weakest: **Direct 1:** While there was a very positive response to the trainings, none of the student CFs completed a SafeZone contract, likely because the contract (which was still in working draft form on the date of that training) was emailed to them after-the-fact. **Direct 2:** While significant numbers of (mostly) students used SafeZones, about half sought assistance for issues unrelated to the LGBTQ community. While I don't believe that this is a weakness of the program, I do think that it suggests that we might want to expand training topics and the resource glossary beyond LGBTQ issues to touch on other common problems students experienced, like where to seek help for mental health issues, after experiencing sexual harassment or assault, and/or how to address bullying. **Indirect 1:** None	site and resource glossary, so that SafeZone volunteers have additional information on non-LGBTQ issue referrals.				

Step 5: Closing the Loop

Implement your targets for improvement.

During the following academic year (one year after you complete the first assessment), you will both choose a new outcome to assess *AND* re-assess the outcome from the previous year using the same measures.

Were your targets for improvement successful?

Document the changes made and the success of those changes in the last column of the University Assessment Results Form you submitted the year prior and submit it to Lindsay Onufer at lonufer@pointpark.edu.
Note: If you met goals for the previous year and therefore do not need to conduct Closing the Loop assessment, please notify L. Onufer of this when submitting results.

Sample Closing the Loop Results: Graduate and Adult Enrollment (2014-2015)

University Assessment Results

Division: **Enrollment Management**
Unit/Department: **Graduate & Adult Enrollment**
Year: **2014-2015**
Outcome Measured: **Make an informed decision on enrolling at Point Park. New use of a social media tool (University Linked In Page) to expand outreach to adult audience. Provide an opportunity to interact with GAE staff throughout the admissions decision making process. Alert followers to events of interest occurring on campus and GAE outreach into the community.**

Tools	Results	Targets for Improvement	Owner	Resources	Communication	Closing The Loop
What tools will be used to measure the results? What standards of measurement/benchmarks will be used? **Direct: Number of prospective students who view and follow Univ. Linked IN page.** **Indirect: Survey results of matric and non-matric students regarding awareness of Linked In page and if it factored into their enrollment decision. Spring 15 new students only now receiving survey question (Jan. 2015)**	What are the results? Strongest: **Number of Linked In followers has increased 7.2% from Sept 14(13,844) to Jan. 15 (14,841).** Weakest: **Targeted message to Linked in followers at specific employers had weak response. (.54% - 3.12% click through rate)**	Based on the results, what changes should be made to ensure that the goal is achieved? **Tweak messages to designated LinkedIn employees to achieve better response.** **Content calendar continually updated to provide continuous items of interest to prospects.**	Who is responsible? **Grad & Adult Enrollment Director.** **2 GAE staff members responsible for providing content for LinkedIn Page – Misty Williams and Dayna Coleman**	What personnel, financial, technical, or facility resources are needed? **Work with Manager of Social Media to train GAE staff to develop and post information of interest to adult population.** **Survey Tool** **LinkedIn analytics technology (measures usage)**	How will this information be communicated to appropriate constituencies? **Communication flow to prospect pool will be directed to the LinkedIn page and encouraged to participate. Info on page will be targeted and updated when appropriate. Targeted messages went to followers with particular employers – highlighted tuition discount. Survey results shared with Univ.**	Was the change made? Was it successful? 12/15/15 update: Most recent data from Manager of Social Media (Nov.2015) indicates 17,151 University Linked In Followers (14% growth from Jan. 2015 and 19% growth since Sept. 2014. Sp15 survey question response available.

University Assessment Frequently Asked Questions

University Assessment Frequently Asked Questions

1. What is University Assessment? Why do we participate in University Assessment?

Point Park has adopted MSCHE's definition of Institutional Assessment, which is as follows:

> 1. Develop clearly articulate written statements, expressed in observable terms, of key institutional and unit-level goals that are based on the involvement of the institutional community.
> 2. Design objectives or strategies to achieve those goals.
> 3. Assess achievement of those goals.
> 4. Use results to improve programs and services with appropriate links to the institution's ongoing planning and resource allocation process.

We participate in University Assessment in order to document departmental improvement efforts, as required by Middle States, the Pennsylvania Department of Education, and President Hennigan's initiative for continuous improvement. University Assessment results will influence strategic planning and budget allocations.

**** As part of the 2016 Periodic Review Report (PRR) that we will submit to MSCHE, we much have documented proof of university-wide, systemic, non-academic assessment processes taking place.***
MSCHE is currently revising standards and increasingly emphasizing assessment, specifically, the use of assessment data (and alignment of assessment data with strategic planning and budget allocation.

2. What should my department do prior to beginning the University Assessment process?

Prior to beginning an assessment plan, your department must draft a mission statement and outcomes. Your mission statement should states which constituents your department serves and summarize how you serve them.
Outcomes list what constituents will be able to do following successful completion of the service your department provides.
Most departments will list between 5 and 10 outcomes, sometimes split amongst sub-units (in larger departments). Outcomes must be tangible and measurable. Use Bloom's Taxonomy verbs to craft outcomes. Avoid beginning outcomes with abstract verbs like "understand" or "know."

****If your department already has a mission statement and outcomes, revisit and revise them as necessary. Make sure that outcomes accurately describe services you provide, are not redundant, and can be measured.***

3. What are the steps/timeline of the University Assessment process.

Step 1 – Summer – Compose a mission statement and outcomes. Select at least one outcome to measure during the Fall semester.

Step 2 – Due first week of September – Plan two means of assessing the outcome you have selected. You may either use two direct assessment measures or one direct and one indirect assessment measure. Submit your Assessment Plan, which consists of the top and first column of the **University Assessment Form** to Lindsay Onufer at lonufer@pointpark.edu.

Step 3 – Fall semester – Complete your assessments. Complete data analysis and determine what are your strongest and weakest results.

Step 4 – Due early February – Fill out the remainder of the University Assessment Form, including targets for improvement. Submit the form and documentation or evidence of your assessments to Lindsay at lonufer@pointpark.edu.

Step 5 – To be completed the next year – After you implement the improvement strategies you outlined on your University Assessment form, conduct your assessment again. Were your improvements successful? Document results in the final column of the University Assessment Form, under "Closing the Loop." If you met your standard for achievement, you do not need to submit Closing the Loop results.

Per MSCHE standards, we must be able to document that you are using assessment data to make improvements as necessary.

4. Assessment tools: What is the difference between a direct and an indirect assessment? What are some examples of direct and indirect assessment tools.

Direct assessment refers to hard data and statistics. Direct assessment is objective.
Direct assessments tools might include tallies, reports, pre and post-tests, and rubrics used to score the success of a project or product.

Indirect assessment refers more to the perception of your constituents and may be subjective. Indirect assessment tools might include surveys, focus groups, or reflections.

Note: Your department, other departments, and the Office of Institutional Research have already been gathering data which might pertain to the outcome you wish to measure. Contact Chris Choncek at cchoncek@pointpark.edu to determine whether preexisting tools could be used for your assessment.

5. Data analysis and results: How do I determine what my strongest and weakest results are?

Your strongest results best support the outcome that you measured. For example, Health Services measured the following outcome: Receive an assessment and treatment of minor injuries and illnesses at times convenient to most students, staff, and faculty. They used a student survey for their indirect assessment tool. The strongest result from the survey they conducted was that 79% of students are either somewhat or very satisfied with the Student Health Center's hours of operation.
Your weakest results are those that do not support the outcome you measured. Using the same example, Health Services noted that 91% of respondents would be at least somewhat interested in hours of operation that include a 4 hour block on Saturday and extended evening hours.

***Identifying your weakest results is important for developing targets for improvement.**

6. What does it mean to "Close the Loop?" When should we complete this step?
Closing the Loop is the final step in an assessment process. After you complete your initial assessment, identify targets for improvement, then actually implement those improvement measures, you will re-assess, using the same tools, to see what impact your improvement measures have made.
Closing the Loop is often completed the semester or year after the initial assessment. If you completed your initial assessment during Fall of 2012, for example, you might complete the Closing the Loop step during Spring of 2012 or Fall of 2013. If you meet your benchmark standard of achievement, you do not need to complete Closing the Loop.

7. I need help! Who should I contact?

Lindsay Onufer X 4773 or lonufer@pointpark.edu