



January 6, 2021

Steve Tanzilli
Dean
Rowland School of Business
Point Park University
201 Wood Street
Pittsburgh, PA 15222

Dear Mr. Tanzilli:

At its December 2020 meeting, the IACBE Board of Commissioners considered your request for the accreditation of the business programs offered by the Rowland School of Business at Point Park University. I am pleased to report that the Board of Commissioners approved your request and granted specialized accreditation to the business program(s) as identified in the “Business Programs” table below, accompanied by the following note(s) and observation(s).

Notes

Notes are an indicator that while the program is in compliance with the Principles, additional monitoring is warranted. The Rowland School of Business is required to take action as specified below and respond to the IACBE by March 8, 2021 using the IACBE Notes Report. The reporting form can be found on our website at: www.iacbe.org/reports-note-compliance.asp.

Principle 2.1 Assessment Planning

Provide a revised Outcomes Assessment Plan, including updated rubrics, surveys, and other assessment instruments. For example, the following items should be addressed along with any other areas that the school identifies as needing revision.

For the undergraduate programs

1. Direct Measure Rubrics – Rubrics associated with specific ISLOs in each program should contain language that clearly reflects the ISLO. Currently, the Analytical Tools rubric contains no reference to information technology tools, which is terminology used in the related ISLO for Accounting, ACS, Business Management, Economics and Finance (though Information Literacy is used as the ISLO title for this program) and SAE programs. Because your ISLOs are similar but distinct in both their names and content, and you use the same rubrics for differently stated ISLOs, ensure that the rubrics capture the content of the ISLOS. For example, the Business Core rubric appears to be used in all programs, and the ISLOs related to business core reflect distinct abilities: integrate and apply (accounting), apply (ACS, Bus Management, Econ and Finance), comprehend (HR) and explain (SAE).

2. Program ISLOs – Ensure that the ISLOs are appropriately and consistently labeled. For example, The Critical Thinking ISLO in the Business Management program is the Scholarship ISLO in the ACS and Econ and Finance program. The Analytical Tools ISLO for all other programs is labeled Information Literacy in the HR program, though the ISLO content is the same as Analytical Tools for most programs, and there is no separate Information Literacy rubric.
3. Direct Measure Performance Objectives – Ensure that performance objectives are provided for student performance related to each ISLO rather than an average across ISLOs. Provide the performance level descriptor from each rubric that identifies the performance target, rather than the number alone. Performance objectives are stated appropriately for the master’s level programs, and so you can use that as a model for the undergraduate programs.
4. Direct Measures – Ensure that each ISLO in each program is assessed by at least one direct measure. The direct measure for the Economics and Finance program is indicated to be a “Discussion Board –Program Outcome Reflection.” Lacking a description of the assignment or associated rubric, this appears to be an indirect measure of student learning if it is different than the BMGT 481 Business Plan instrument used in other programs.
5. 5) Indirect Measures – Ensure that ISLO-related questions included in the Senior Exit Survey directly reflect the language used in the ISLOs. Because the language used in the ISLOs differs by program, this will require having a separate Senior Exit Survey for programs with distinctly worded ISLOs. The response options appear to be different for items in the Senior Exit Survey for the ACS program (reflecting level of agreement with each statement) than for the Senior Exit Survey for the other programs (reflecting level of preparation in each ISLO area). The Senior Exit Survey was not provided (the wrong document was provided labeled as the survey) as part of the self-study (only the SAE Senior Exit Survey was provided), and so it is difficult to determine whether there are two surveys or one. The response options should be clarified and a copy of the survey(s) provided.

For the graduate programs

1. Instruments – Provide the instrument description for the e-Portfolio direct measure in the MBA program. Provide the Alumni Survey used in the MBA and MHA programs.
2. Direct Measure Performance Objectives – Edit the performance target for the MHA program to reflect the target for performance related to each ISLO. Edit the performance target for the MBA program to clarify “*Students will achieve at least 75% of the students ...*”

Principle 2.2: Assessment of Student Learning and Operational Effectiveness

- 1) For undergraduate programs ensure results are presented as the percentage of students meeting target. Using the prescribed table 2.1 from the Self-Study Manual, revise all Tables 2.1 to shift from group level performance to individual level performance (the percentage of students meeting target). Following that, remove “inconclusive” language in Table 2.1 for the Economics and Finance program and replace it with either “met” or “not met.”
- 2) For graduate programs, provide all results by ISLO.

Observations

Observations are suggestions for further quality enhancements that the Board of Commissioners believes would be helpful for you in achieving excellence in business education but are not required for compliance with the IACBE’s Accreditation Principles. Action on observations is optional, and reporting is not required.

1. ISLO #1 for the MBA program is not linked to any Broad-Based Student Learning Goal. Consider the appropriateness of linking ISLO #1 regarding social responsibility and ethical decision-making to BBSLG #1 related to critical thinking and problem-solving.

Accreditation represents a continuing relationship between an institution and its accrediting organization. Specialized program accreditation by the IACBE is dependent upon your institution remaining (i) in good standing with your institutional accrediting body and (ii) in compliance with the IACBE’s Accreditation Principles and Policies.

Your Approved Period of Accreditation is: January 1, 2021-December 31, 2027

In addition to the annual compliance reports, all accredited members of the IACBE are required to submit an Interim Quality Assurance Report (IQAR) during their period of accreditation. The IQAR for the Rowland School of Business will be due by November 1, 2023. For more information on these reports, please refer to the IACBE website under Accreditation > Compliance.

The following language must be used on the Rowland School of Business homepage, where “[status page](#)” is linking to your IACBE status page at <https://iacbe.org/memberpdf/PointParkUniversity.pdf>

The Rowland School of Business at the Point Park University has received specialized accreditation for its business programs through the International Accreditation Council for Business Education (IACBE) located at 11374 Strang Line Road in Lenexa, Kansas, USA. For a list of accredited programs refer to our IACBE member [status page](#).

If the list of accredited programs is provided in other official print publications, the following notice pertaining to your accreditation status with the IACBE must be used.

The Rowland School of Business at Point Park University has received specialized accreditation for the following business programs through the International Accreditation Council for Business Education (IACBE) located at 11374 Strang Line Road in Lenexa, Kansas, USA.

Business Programs
Master of Business Administration
Master of Science in Healthcare Administration and Management
Bachelor of Science in Accounting
Bachelor of Science in Applied Computer Science

Bachelor of Science in Business Management
Bachelor of Science in Economics and Finance
Bachelor of Science in Human Resource Management
Bachelor of Science in Marketing and Sales
Bachelor of Science in Sports, Arts, and Entertainment Management
Bachelor of Science Post Baccalaureate in Accounting
Bachelor of Science Post Baccalaureate in Business Management
Bachelor of Science Post Baccalaureate in Human Resource Management

The following locations are approved to offer the above listed business programs:

Locations	
Main Campus	201 Wood Street, Pittsburgh, PA 15222
Homestead Campus	385 E. Waterfront Drive, Homestead, PA 15120
Station Square Campus	225 W. Station Square, Pittsburgh, PA 15219

The Rowland School of Business will be publicly recognized for achieving accreditation at the 2021 IACBE Annual Conference and Assembly Meeting held virtually on April 15, 2021. We very much look forward to seeing you there.

We encourage the business faculty in the Rowland School of Business to be actively involved in the IACBE's professional development programs and activities, including participation in the IACBE's Annual Conference and Assembly Meetings, regional conferences, and workshops, and serving as site-visit team peer reviewers.

If you have any questions or if we can be of assistance, please feel free to contact your liaison Ted Collins at tcollins@iacbe.org, or 913-631-3009.

Sincerely,



Dr. Patrick Hafford, Chair
Board of Commissioners

cc: Teresa Gregory, Associate Professor and Coordinator Assessment & Accreditation