Outcomes Assessment Results

For Academic Year: 2010-11

Section I: Student Learning Assessment

Student Learning Assessment for Undergraduate Business and Economics Major	
Intended Student Learning Outcomes for the Undergraduate Business and Economics Major :	
1. Understand and apply normative ethical frameworks in workplace decision-making.	
2. Demonstrate the ability to work in teams by integrating organizational and management theory to interact effectively with superiors, peers and subordinates.	
3. Be able to use the skills of critical thinking and problem-solving to synthesize the knowledge of business disciplines (e.g., accounting, finance, marketing, operations, management, and economics) in the ethical operation of a business in a global environment.	
4. Demonstrate knowledge of basic economic principles, marketing principles, communication, legal issues, operations management and quantitative decision theory, accounting, management (general and nonprofit), leadership, strategy, and financial principles as they apply to the modern global business environment.	
5. Be prepared (understand the market, create a resume, demonstrate the ability to interview) for finding employment or seeking higher academic degrees within a reasonable period following completion of their college career.	
6. Be able to communicate effectively in business.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. ETS Standardized Test in Business and Economics (given during the capstone BSE 4520 Strategic Management Class)	The average student score should be at or above the mean scores from other universities and colleges nationally on both the test as a whole and in each sub-section.
2. Peer evaluation on team project to simulate a business which is required in BSE 4520 will assess objective	90% of student scores on the peer evaluation should be at 85% or above.
3. Local Ethics Test (given during Business Ethics class)	90% or more have either excellent or good evaluations.

4. Faculty and /or business professional's evaluation of a mock interview with the student as well as an evaluation of the student's resume and cover letter (given during BSE 2540)	90% have either excellent or good assessment.
Assessment Tools for Intended Student Learning Outcomes—Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Program survey given to senior students (during the capstone course)	Generally speaking, scores of 70-100% (agree or strongly agree) are acceptable and scores under 70% (agree or strongly agree) should receive special attention and specific action plans for improvement
2. Alumni survey (one year out) sent each year	Generally speaking, scores of 70-100% (agree or strongly agree) are acceptable and scores under 70% (agree or strongly agree) should receive special attention and specific action plans for improvement.

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. The average student score was below the average mean score for other universities and colleges nationally on both the test as a whole and in all but three sub-section. The SBNM mean score was above the national mean for accounting, economics and finance.		X
2. 86% of students assessed scored above 85%.		X
3. 98% of students tested scored excellent or good.	X	
4. 98% of students tested scored excellent or good.	X	

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. Subsets of Question 1 and Questions 2 and 3 address the quality of the North Park Business program. At least 70% of respondents indicated the factor being measured "Exceeded" or "Met Expectations" or was "Very Good," "Good" or "Slightly Good" or "Strongly agree", "Agree," or "Slightly Agree."	X	
2. Questions 1, 27 and 29 address the quality of the North Park Business program. All factors received a 70% score (Very Good, Good or Slightly Good) or better.	X	

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:
1. A committee has been formed to review the undergraduate academic experience. This committee is conducting monthly meeting with the

	faculty as a whole to review the core undergraduate business curriculum. These in-depth review sessions will ensure we are adequately covering the key competency areas which should result in better ETS scores and a more enriching academic experience.
2.	The professors teaching the capstone class are aware of the team score and were asked to more closely address successful team strategies and dynamics within their class discussions.

Section I: Student Learning Assessment

Student Learning Assessment for Undergraduate Advertising Major	
Intended Student Learning Outcomes for the Undergraduate Advertising Major :	
1. Understand and apply normative ethical frameworks in workplace decision-making.	
2. Demonstrate the ability to work in teams by integrating organizational and management theory to interact effectively with superiors, peers and subordinates.	
3. Be able to use the skills of critical thinking and problem-solving to synthesize the knowledge of advertising disciplines (e.g., marketing, consumer behavior, creative strategy, etc.) in the ethical operation of a business in a global environment.	
4. Demonstrate knowledge of basic marketing principles, art design, media studies, public relations concepts, consumer behavior, economics, copywriting, and creative strategy as they apply to the modern global advertising business environment.	
5. Be prepared (understand the market, create a resume, demonstrate the ability to interview) for finding employment or seeking higher academic degrees within a reasonable period following completion of their college career.	
6. Be able to communicate effectively in business.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Portfolio assignment for Integrated Marketing Communications Executions course (BSE 3624) that incorporates understanding of marketing and advertising principles into creative strategy and execution.	90% or more have either excellent or good evaluations.
2. Local Ethics Test (given during Business Ethics class)	90% or more have either excellent or good evaluations.
3. Faculty and /or business professional's evaluation of a mock interview with the student as well as an evaluation of the student's resume and cover letter (given during BSE 2540)	90% have either excellent or good assessment.
Assessment Tools for Intended Student Learning Outcomes—	Performance Targets/Criteria for Indirect Measures:

Indirect Measures of Student Learning:	
1. Program survey given to senior students (during the capstone course)	Generally speaking, scores of 70-100% (agree or strongly agree) are acceptable and scores under 70% (agree or strongly agree) should receive special attention and specific action plans for improvement
2. Alumni survey (one year out) sent each year	Generally speaking, scores of 70-100% (agree or strongly agree) are acceptable and scores under 70% (agree or strongly agree) should receive special attention and specific action plans for improvement.

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. 100% of students assessed scored excellent or good.	X	
2. 100% of students assessed scored excellent or good.	X	
3. 100% of students assessed scored excellent or good.	X	

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. With one respondent, this is not statistically significant enough to measure.	N/A	N/A
2. Questions 1, 27 and 29 address the quality of the North Park Business program. With only three Advertising respondents, the results (no category with a score over 70%), were not statistically significant.	N/A	N/A

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

Section I: Student Learning Assessment

Student Learning Assessment for MBA	
Intended Student Learning Outcomes for the MBA :	
1. Demonstrate the ability to participate within diverse teams by integrating organizational and management theory to contribute to the successful completion of team objectives, in a participatory and/or leadership role.	
2. Demonstrate an understanding and an ability to apply normative ethical frameworks in workplace decision-making.	
3. Demonstrate the ability to collect, analyze, and discern quantitative and qualitative data into an appropriate format for use in problem-solving and managerial decision-making.	
4. Demonstrate knowledge of core subject areas – organizational behavior and ethics, leadership, finance, accounting, marketing, microeconomics, macroeconomics, strategic management, statistics, and forecasting - as they apply to the modern global management environment.	
5. Demonstrate self-awareness of personality, of leadership styles and/ or values as they relate to ethical management practices.	
6. Demonstrate oral and written communication skills as they relate to the responsible participation in an organization—with focus at the managerial level.	
Assessment Tools for Intended Student Learning Outcomes—Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Capstone paper prepared for the Ethical Strategic Management course	90% or more have either excellent or good evaluations.
2. Peer evaluation on team project to simulate a business which is required in SBNM 5991	90% of student scores on the peer evaluation should be at 85% or above.
3. The final paper written in the Ethical Leadership course	90% have either excellent or good assessment.
Assessment Tools for Intended Student Learning Outcomes—Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Annual program survey given to students	Generally speaking, scores of 70-100% (agree or strongly agree) are

	acceptable and scores under 70% (agree or strongly agree) should receive special attention and specific action plans for improvement
2. Annual alumni survey given	Generally speaking, scores of 70-100% (agree or strongly agree) are acceptable and scores under 70% (agree or strongly agree) should receive special attention and specific action plans for improvement.

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. 85% of MBA students assessed received either excellent or good evaluations.		X
2. Not measure for the 2010-2011 academic year. Will be implemented for the 2011-2012 academic year.	N/A	N/A
3. 100% of students assessed scored excellent or good.	X	

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. Subsections of question 24 that relate to student learnings and question 25 address satisfaction with the program and the faculty. 70% of MBA respondents responded at least “Good” or “Very Good” to all categories. Question 31 also addresses the quality of the North Park Business program. At least 70% of respondents indicated they “Almost Always” or “Mostly” agreed with the factors being measured.	X	
2. Subsections of question 1 and 21 that relate to student learnings and question 22 address the alumni’s perspective on the quality of the education and experience at North Park. 70% of responses were “Very Good,” “Good,” “Slightly Good,” “Strongly Agree,” “Agree” or “Slightly Agree” for all questions.	X	

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:
1. A committee has been formed to review the graduate academic experience. This committee is conducting a review the core graduate curriculum and an analysis of the capstone courses. This in-depth review will ensure we are adequately covering the key competency areas which should result in better capstone paper scores and a more enriching academic experience.

Section I: Student Learning Assessment

Student Learning Assessment for Master of Management	
Intended Student Learning Outcomes for Master of Management:	
1. Demonstrate the ability to participate within diverse teams by integrating organizational and management theory to contribute to the successful completion of team objectives, in a participatory and/or leadership role.	
2. Demonstrate an understanding and an ability to apply normative ethical frameworks in workplace decision-making.	
3. Demonstrate the ability to collect, analyze, and discern quantitative and qualitative data into an appropriate format for use in problem-solving and managerial decision-making.	
4. Demonstrate knowledge of core subject areas – organizational behavior and ethics, leadership, human resources, finance, accounting, marketing, macroeconomics, diversity, negotiation, change management and strategic management - as they apply to the modern global management environment.	
5. Demonstrate self-awareness of personality, of leadership styles and/ or values as they relate to ethical management practices.	
6. Demonstrate oral and written communication skills as they relate to the responsible participation in an organization—with focus at the managerial level.	
Assessment Tools for Intended Student Learning Outcomes—Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Capstone paper prepared for the Ethical Strategic Management course	90% or more have either excellent or good evaluations.
2. Peer evaluation on team project to simulate a business which is required in SBNM 5991	90% of student scores on the peer evaluation should be at 85% or above.
3. The final paper written in the Ethical Leadership course	90% have either excellent or good assessment.
Assessment Tools for Intended Student Learning Outcomes—Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:

1. Annual program survey given to students	Generally speaking, scores of 70-100% (agree or strongly agree) are acceptable and scores under 70% (agree or strongly agree) should receive special attention and specific action plans for improvement
2. Alumni survey (one year out) sent each year	Generally speaking, scores of 70-100% (agree or strongly agree) are acceptable and scores under 70% (agree or strongly agree) should receive special attention and specific action plans for improvement.

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. 100% of MM students assessed received either excellent or good evaluations.	X	
2. Not measure for the 2010-2011 academic year. Will be implemented for the 2011-2012 academic year.	N/A	N/A
3. 100% of students assessed scored excellent or good.	X	

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. Subsections of question 24 that relate to student learnings and question 25 address satisfaction with the program and the faculty. 70% of MBA respondents responded at least “Good” or “Very Good” to all categories. Question 31 also addresses the quality of the North Park Business program. At least 70% of respondents indicated they “Almost Always” or “Mostly” agreed with the factors being measured.	X	
2. Subsections of question 1 and 21 that relate to student learnings and question 22 address the alumni’s perspective on the quality of the education and experience at North Park. 70% of responses were “Very Good,” “Good,” “Slightly Good,” “Strongly Agree,” “Agree” or “Slightly Agree” for all questions.	X	

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

Section I: Student Learning Assessment

Student Learning Assessment for Master of Nonprofit Administration	
Intended Student Learning Outcomes for the Master of Nonprofit Administration:	
1. Demonstrate the ability to participate within diverse teams by integrating organizational and management theory to contribute to the successful completion of team objectives, in a participatory and/or leadership role.	
2. Demonstrate an understanding and an ability to apply normative ethical frameworks in workplace decision-making.	
3. Demonstrate the ability to collect, analyze, and discern quantitative and qualitative data into an appropriate format for use in problem-solving and managerial decision-making.	
4. Demonstrate the knowledge of the core subject areas – organizational behavior and ethics, leadership, human resources, nonprofit principles, nonprofit finance, nonprofit marketing, nonprofit strategic management, measuring outcomes and assessment, fundraising, legal issues, board governance, and volunteer management - as they apply to the modern nonprofit management environment.	
5. Demonstrate self-awareness of personality, of leadership styles and/ or values as they relate to ethical management practices.	
6. Demonstrate oral and written communication skills as they relate to the responsible participation in an organization—with focus at the managerial level.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Capstone paper prepared for the Nonprofit Strategic Management course	90% or more have either excellent or good evaluations.
2. Peer evaluation on team project to simulate an evaluation project which is required in SBNM 5780	90% of student scores on the peer evaluation should be at 85% or above.
3. The final paper written in the Ethical Leadership course	90% have either excellent or good assessment.
Assessment Tools for Intended Student Learning Outcomes—	Performance Targets/Criteria for Indirect Measures:

Indirect Measures of Student Learning:	
1. Annual program survey given to students	Generally speaking, scores of 70-100% (agree or strongly agree) are acceptable and scores under 70% (agree or strongly agree) should receive special attention and specific action plans for improvement
2. Annual alumni survey given	Generally speaking, scores of 70-100% (agree or strongly agree) are acceptable and scores under 70% (agree or strongly agree) should receive special attention and specific action plans for improvement.

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. 100% of students assessed received either excellent or good evaluations.	X	
2. Not measure for the 2010-2011 academic year. Will be implemented for the 2011-2012 academic year.	N/A	N/A
3. 100% of students assessed scored excellent or good.	X	

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. Subsections of question 24 that relate to student learnings and question 25 address satisfaction with the program and the faculty. 70% of MBA respondents responded at least “Good” or “Very Good” to all categories. Question 31 also addresses the quality of the North Park Business program. At least 70% of respondents indicated they “Almost Always” or “Mostly” agreed with the factors being measured.	X	
2. Subsections of question 1 and 21 that relate to student learnings and question 22 address the alumni’s perspective on the quality of the education and experience at North Park. 70% of responses were “Very Good,” “Good,” “Slightly Good,” “Strongly Agree,” “Agree” or “Slightly Agree” for all questions.	X	

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

Section I: Student Learning Assessment

Student Learning Assessment for Master of Higher Education Administration	
Intended Student Learning Outcomes for Master of Higher Education Administration:	
1. Demonstrate the ability to participate within diverse teams by integrating organizational and management theory to contribute to the successful completion of team objectives, in a participatory and/or leadership role.	
2. Demonstrate an understanding and an ability to apply normative ethical frameworks in workplace decision-making.	
3. Demonstrate the ability to collect, analyze, and discern quantitative and qualitative data into an appropriate format for use in problem-solving and managerial decision-making.	
4. Demonstrate knowledge of core subject areas – organizational behavior and ethics, leadership, nonprofit finance, nonprofit marketing, higher education principles, higher education organization and governance, the contemporary college student, curriculum development, law of higher education, fundraising, measuring outcomes and assessment, and strategic management - as they apply to the modern higher education management environment.	
5. Demonstrate self-awareness of personality, of leadership styles and/ or values as they relate to ethical management practices.	
6. Demonstrate oral and written communication skills as they relate to the responsible participation in an organization—with focus at the managerial level.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Capstone paper prepared for the Nonprofit Strategic Management course	90% or more have either excellent or good evaluations.
2. Peer evaluation on team project to simulate an evaluation project which is required in SBNM 5780	90% of student scores on the peer evaluation should be at 85% or above.

3. The final paper written in the Ethical Leadership course	90% have either excellent or good assessment.
Assessment Tools for Intended Student Learning Outcomes—Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Annual program survey given to students	Generally speaking, scores of 70-100% (agree or strongly agree) are acceptable and scores under 70% (agree or strongly agree) should receive special attention and specific action plans for improvement
2. Annual alumni survey given	Generally speaking, scores of 70-100% (agree or strongly agree) are acceptable and scores under 70% (agree or strongly agree) should receive special attention and specific action plans for improvement.

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. 100% of students assessed received either excellent or good evaluations.	X	
2. Not measure for the 2010-2011 academic year. Will be implemented for the 2011-2012 academic year.	N/A	N/A
3. No MHEA students assessed.	N/A	N/A

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. Subsections of question 24 that relate to student learnings and question 25 address satisfaction with the program and the faculty. 70% of MHEA respondents responded at least “Good” or “Very Good” to all categories. Question 31 also addresses the quality of the North Park Business program. At least 70% of respondents indicated they “Almost Always” or “Mostly” agreed with the factors being measured with the exception of the category: the program has helped me to develop, advance and focus my career objectives.		X
2. Subsections of question 1 and 21 that relate to student learnings and question 22 address the alumni’s perspective on the quality of the education and experience at North Park. 70% of responses were “Very Good,” “Good,” “Slightly Good,” “Strongly Agree,” “Agree” or “Slightly Agree” for all questions.	X	

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:
1. A committee has been formed to review the graduate academic experience. This committee is conducting a review the core graduate curriculum and an analysis of the capstone courses. This in-depth review will ensure we are adequately covering the key competency areas which should result in better capstone paper scores and a more enriching academic experience.

Section I: Student Learning Assessment

Student Learning Assessment for Master of Human Resource Management	
Intended Student Learning Outcomes for the Master of Human Resources Management :	
1. Demonstrate the ability to participate within diverse teams by integrating organizational and management theory to contribute to the successful completion of team objectives, in a participatory and/or leadership role.	
2. Demonstrate an understanding and an ability to apply normative ethical frameworks in workplace decision-making.	
3. Demonstrate the ability to collect, analyze, and discern quantitative and qualitative data into an appropriate format for use in problem-solving and managerial decision-making.	
4. Demonstrate knowledge of core subject areas – organizational behavior and ethics, leadership, human resources management, strategic human resources planning, diversity, negotiation, talent development and retention, building high performance teams, employment law, compensation and benefits administration, strategy and metrics in human resource management, change management and organizational communications - as they apply to the modern global human resource management environment.	
5. Demonstrate self-awareness of personality, of leadership styles and/ or values as they relate to ethical management practices.	
6. Demonstrate oral and written communication skills as they relate to the responsible participation in an organization—with focus at the managerial level.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Paper prepared for the capstone Human Resources course	90% or more have either excellent or good evaluations.
2. Peer evaluation on final team project which is required in SBNM 5070	90% of student scores on the peer evaluation should be at 85% or above.

3. The final paper written in the Ethical Leadership course	90% have either excellent or good assessment.
Assessment Tools for Intended Student Learning Outcomes—Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Annual program survey given to students	Generally speaking, scores of 70-100% (agree or strongly agree) are acceptable and scores under 70% (agree or strongly agree) should receive special attention and specific action plans for improvement
2. Annual alumni survey given	Generally speaking, scores of 70-100% (agree or strongly agree) are acceptable and scores under 70% (agree or strongly agree) should receive special attention and specific action plans for improvement.

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. 75% of students assessed received either excellent or good evaluations.		X
2. 100% of students assessed received an 85% or above on their peer evaluation.	X	
3. 100% of students assessed scored excellent or good.	X	

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. Subsections of question 24 that relate to student learnings and question 25 address satisfaction with the program and the faculty. 70% of MHRM respondents responded at least “Good” or “Very Good” to all categories except Relevance to Real Life Work Force and Organization and Preparedness (of faculty). Question 31 also addresses the quality of the North Park Business program. At least 70% of respondents indicated they “Almost Always” or “Mostly” agreed with the factors being measured.		X
2. Subsections of question 1 and 21 that relate to student learnings and question 22 address the alumni’s perspective on the quality of the education and experience at North Park. 70% of responses were “Very Good,” “Good,” “Slightly Good,” “Strongly Agree,” “Agree” or “Slightly Agree” for all questions.	X	

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:
1. A committee has been formed to review the graduate academic experience. This committee is conducting a review the core graduate curriculum and an analysis of the capstone courses. This in-depth review will ensure we are adequately covering the key competency areas which should result in better capstone paper scores and a more enriching academic experience.

2.	Over the past twelve months, three adjunct professors teaching in the Human Resource area had stopped teaching due to personal reasons. This has caused some inconsistency in the program. However, the SBNM reacted quickly to replace these adjuncts and ensure stability for the students. It is expected with the replacement of these adjuncts, the assessment results will improve for MHRM students.

Section II: Operational Assessment (**Note: Complete this section only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011**.)

Operational Assessment for the School of Business and Noprofit Management	
Mission of the School of Business and Nonprofit Management	
To prepare students for lives of significance and service through high quality professional and baccalaureate business and nonprofit management education	
Intended Operational Outcomes:	
1.	Over the past few years the number of students who “stop out” and do not finish their intended program have been tracked. We would like to reduce the number of “stop outs” to the lowest level possible.
2.	Our objective is to be as efficient as possible within the context of student satisfaction in scheduling of classes.
3.	Keeping the curriculum up-to-date is a never ending process. Our goal is to constantly refresh our degree programs and other certificates to reflect new knowledge, the need for consistency in topics across different instructors, improved pedagogy, and changing student interest.
4.	North Park focuses on teaching and learning. We aim to provide the best learning experience possible, given our resources, for our students in both the graduate and undergraduate programs.
5.	Our goal is to develop a strong pool of adjuncts to pick from in each content area and to follow a high-quality process in hiring and orienting adjunct instructors.
6.	Our objective is to balance our expense budget each year and provide a healthy surplus of revenue over expenses for use by the central administration.

7.	Our facilities need to be at a level of quality to allow for learning and teaching to occur. Students should leave North Park with a positive view of the facilities so as to pass that information along to potential new students they might meet.
8.	We aim to restrict our graduate courses to students who have an academic background that would fit our program.
9.	Our goal for enrollment in our undergraduate major courses is to remain steady over the coming years. At the graduate level we are trying to grow as quickly as possible within the resource constraints of the university, student quality, and the general market for graduate business & nonprofit management education.
10	Chicago is our classroom and all Chicagoans are our teachers. Our goal at North Park and SBNM is to engage the people, corporations, and nonprofit organizations of Chicago as we teach and learn.
11	SBNM seeks to a globally recognized leader of integrated-- business and nonprofit -- management education.

Assessment Measures for Intended Operational Outcomes:	Performance Targets/Criteria for Operational Assessment Measures:
1. We measure the percent of graduate students who have stopped out by looking at the recruitment class from one year out. To calculate, we look at past year's recruitment class. After removing those students who completed their program (either degree or certificate), what percent are no longer enrolled in class as of January of the current year.	Achieve graduate retention rate of 75% or better / stop out rate of 25% or less.
2 a. Efficiency is measured by looking at the number of section offerings that are enrolled at a level 70 percent or more of the cap.	a. We aim to have 70 percent of our classes at the 70 percent of cap level.
b. Scheduling effectiveness for the graduate program is measured by the first four survey questions under the heading "Course Offerings". The questions deal with (1) offering enough courses, (2) offering courses at convenient times, (3) offering courses at convenient locations, and (4) class size is appropriate.	b. Scores for the four questions in this category should be over 70 percent of the respondents reporting satisfaction "almost always" or "mostly".
c. The graduating senior survey for undergraduates will have three questions added that deal with (1) offering enough courses, (2) offering courses at convenient times, and (3) class size is appropriate.	c. Scores for the three questions in this category should be over 70 percent of the respondents reporting satisfaction "almost always" or "mostly".

3. a. Our goal is to constantly refresh our degree programs and other certificates to reflect new knowledge, the need for consistency in topics across different instructors, improved pedagogy, and changing student interest. We will measure the frequency with which we update our curriculum. b. We want to explore new areas with topics courses that might end up a part of our core program. We will measure the frequency with which we introduce new topics courses.	*a.* Both our undergraduate and graduate programs should be refreshed every five years on a rotating basis. b. Every two years we should be introducing at least one new topics course that might eventually give way to full programs in new areas.
4. We assess each course in our program using the IDEA evaluation system. We look to see if students successfully met their learning outcomes and whether the professors taught effectively.	After removing any statistically unreliable results, our goal is to have 85 percent of our course assessment results above the "Much Lower" category (for every sub-category on the form) on the summary IDEA sheet.
5. We assess the adjunct hiring process according to the following hiring/orientation procedure: (1) search that includes at least one highly-capable candidate not closely affiliated with North Park (2) interview that includes a content expert from SBNM faculty or staff (3) references checked before hiring (4) observation of presentation ability (5) providing materials to the new adjunct for orientation—handbook, viewbook, book on how to teach (6) new adjunct participates in the North Park orientation program (7) the new adjunct is visited in the classroom (or online) during the middle of their first course (8) conference to review of the adjunct's teaching evaluation (IDEA form) after teaching his or her first course.	Our goal is to abide by the following hiring/orientation procedure for 95% of our hires each year:
6. We will evaluate our budget to actual numbers each year to assess our ability to balance our budget.	a. We aim to have our actual expenses match our budgeted expenses with a factor of 95% or higher each year. b. Similarly, our actual tuition revenue compared to budgeted revenue should be within 95% or higher each year.
7. a. Each year we ask our undergraduate students what they think about our facilities. The question asks about (1) Helwig Recreation Center (2) Campus Computer Facilities (3) Campus Library (4) Magnuson Center (5) Carlson Classrooms (6) Grayslake Campus.	*a.* We expect 70 percent or higher responses in the "very good" or "good" category for each facility.

b. Each year we ask our graduate students what they think about our facilities. Question 25 asks about (1) Helwig Recreation Center (2) Campus Computer Facilities (3) Campus Library (4) Magnuson Center (5) Carlson Classrooms (6) Grayslake Campus.	b. We expect 70 percent or higher responses in the "very good" or "good" category for each facility.
8. We have been tracking the GPA and GMAT/GRE test scores for our incoming graduate students (scores only for those with low GPA).	a. Our goal would be to have 75 percent of our incoming graduate students at the 3.0+ GPA level. b. We would also have at least 70% of respondents submit an "almost always" or "mostly" score on the question relating to peer.
9. We will track our graduate and undergraduate enrollments each year.	Our undergraduate enrollment should be at least 550 or higher enrollments per semester. Our graduate enrollment should grow by at least 5 percent per year.
10 Our students should come away from North Park telling us that they have engaged with the City of Chicago. We will look at various measures to ensure this occurs.	*a.* 70% of Chicagoland students will respond with "almost always" or "mostly" to a question on the graduating senior survey relating to engagement with Chicago . *b.* 70% of Chicagoland students will respond with "almost always" or "mostly" to a question on the graduate program survey relating to engagement with Chicago . *c.* We will also track the number of guest speakers in our classes. We aim to have at least 25 speakers each year. *d.* Finally, we aim to have at least two SBNM Advisory Board meetings per year with at least 15 members at each meeting.
11 Our students should come away from North Park telling us that we have integrated business and nonprofit management in their program. We will look at various measures to ensure this occurs.	*a.* 70% of students will respond with "almost always" or "mostly" to a question on the integration of business and nonprofit management on the graduating senior survey. *b.* 70% of students will respond with "almost always" or "mostly" to a question on the integration of business and nonprofit management on the graduate program survey. *c.* Have 25% of students respond with "very good" or "good" on a question relating to the national reputation of North Park's School of Business and Nonprofit Management on the

	graduating senior survey. *d.* Have 25% of students respond with "very good" or "good" on a question relating to the national reputation of North Park's School of Business and Nonprofit Management on the graduate program survey. *e.* The number of public (news media) mentions of our nonprofit programs, and the Axelson Center in particular, should grow in recognition each year by 5 percent.

Summary of Results from Implementing Operational Assessment Measures:	Performance Target Was…	
	Met	Not Met
1. The stop out rate of students one year out during the 2010-2011 academic year was 29%		X
2. a. 50% of our undergraduate and graduate classes were filled to at least 70%		X
b. All responses were above the 70% threshold	X	
c. All responses were above the 70% threshold	X	
3. a. Both the undergraduate and graduate curriculum have been refreshed within the last five years.	X	
b. We have offered a new topics course in 2008 and 2010.	X	
4. 81% of course assessments were above the "much lower" category.		X
5. The adjunct hiring process was followed for 45% of adjunct hires in the 2010-2011 academic year.		X
6. a. 2010-11 actual expense was 0.4% under budgeted expenses.	X	
b. 2010-11 actual revenue was 12.5% higher than projected revenues.	X	
7. a. Scores for the campus computing facilities and the Carlson Classrooms were below 70%. All other scores were about the 70% threshold.		X
b. Scores for the Magnuson Center Classrooms and the Carlson Classrooms were below 70%. All other scores were above the 70% threshold.		X
8. *a*. 69.3% of our incoming graduate students have a 3.0 or higher GPA in their previous education.		X
b. 80.2% of respondents submit an "almost always" or "mostly" score on the question relating to peer	X	

preparedness and qualifications on the graduate survey.		
9. a. Undergraduate enrollment was 564 in the Fall and 641 in the Spring. b. Total graduate enrollment for the 2010-2011 year increased by 3% from the previous year.	X	 X
10 a. 72% of undergraduate respondents answered “almost always” or “mostly on the question relating to engagement with Chicago. b. 52.6% of graduate respondents answered “almost always” or “mostly” on the question relating to engagement with Chicago. c. The SBNM had well over 25 guest speakers during the 2010-2011 academic year. d. Two Advisory Board meetings were held during the 2010-2011 academic year and each meeting had more than 15 members attend.	X X X	 X
11 a. 61% of undergraduates surveyed indicated “almost always” or “mostly” on the question relating to successful integration of business and nonprofit management. b. 87.4% of graduate students surveyed indicated “almost always” or “mostly” on the question relating to successful integration of business and nonprofit tmanagement. c. Not measured during the 2010-2011 academic year. d. Not measured during the 2010-2011 academic year. *e.* There were 73 medi coverages of the Axelson Center during the 2010-2011 year. This is a 66% increase from the previous year.	X N/A N/A X	X

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

1. The percentage of students “stopping out” has decreased each of the past few years. We are hoping to see this trend continue and will continue to be proactive to address student issues and increase their satisfaction (Result 1 above).
2. When the opportunity arises to increase efficiency, we are proactive in initiating change (we combined several undergrad and graduate classes for implementation over the past year and it has resulted in much higher enrollments). In addition, we are reviewing our strategy in Grayslake over the course of this year and will implement any necessary changes to ensure this campus runs as efficiently as possible (Result 2 above).
3. Our Director of Operations is focused on improving our adjunct hiring process and continuing to work with our adjuncts to better develop and prepare them for the classroom. We expect to see considerable improvement in this area throughout this year as Kathy has only been with SBNM full-time for one year (Results 4 and 5 above).
4. We continue to request of the central office new or improved facilities for the SBNM (Result 7 above).
5. We will work with the Admissions Department to be as selective as possible in admitting graduate students to our program (Result 8 above).

6.	The current national trend seems to indicate that graduate enrollments are down slightly. As such, we will evaluate the feasibility of this outcome and continue to request additional promotional dollars from the central office to attract more graduate students to our program (Result 9 above).
7.	We recently created an opportunity for our graduate students to network with our Advisory Board more frequently. We will continue to seek out more opportunities for our graduate students to interact with the greater Chicago business and nonprofit community and encourage them to participate in these opportunities (Result 10 above).
8.	We recently added an undergraduate nonprofit course requirement to our undergraduate program. We expect to see these results increase as surveyed students take part in this new required course (Result 11 above).