

Annual Report – Accredited Member

Institution:	North Park University
Academic Business Unit:	School of Business and Nonprofit Management
Academic Year:	2011-12

International Assembly for Collegiate Business Education 11374 Strang Line Road Lenexa, Kansas 66215 USA

IACBE ANNUAL REPORT

For Academic Year: 2011-12

This annual report should be completed for your academic business unit and submitted to the IACBE by November 1 of each year.

General Information

Ins	titution's Name:	North Park Univer	sity				
Ins	titution's Address:	3225 W. Foster Av	enue, B	ox 27			
Cit	y and State or Country	Chicago, Illinois			Zip or Po	stal Code <u>60625</u>	
Na	Name of Submitter: Wesley E. Lindahl						
Titl	e:	Nils Axelson Profe Dean, School of Bu		-	_	t	
Υοι	ur Email Address:	wlindahl@northpa	ark.edu				
	ephone (with country code if tside of the United States):	773.244.5667					
Da	te Submitted:	November 1, 2012	2				
Tot	tal Headcount Enrollment of th	ne Institution for 20	11-12:	3,719 – 2,44	0 undergra	duate and 1,279	graduate
		Accredit	ation	Informati	ion		
1.	If applicable, when is your	next institutional	accred	itation site vis	it?	2020	Year
2.	When is your next reaffirm	nation of IACBE ac	credita	tion site visit?	-	2018	Year
3.	Provide the website addre the location of your public notification of accreditation		Busin		rofit-Man	academics/School agement/Accro	
4.	Provide the website addre the location of your public disclosure of student learn	ss for	http://	//www.northp	oark.edu/A profit-Man	academics/Scho	

5. If your accreditation letter from the IACBE Board of Commissioners contains "notes" that identified areas needing corrective action, please list the number of the IACBE's Accreditation Principle for each note in the table below. Indicate whether corrective action has already been taken or that you have made plans to do so. (Insert additional rows as necessary.)

Commissioners' Notes	Action Already Taken	Action Planned
Submission of Outcomes Assessment Plan in IACBE plan template	Outcomes Assessment Plan input into IACBE plan template and sent to IACBE on March 23, 2012	No further action needed
Low CPC coverage in Advertising Degree	Justification for low coverage sent to IACBE on May 1, 2012	No further action needed

Administrative Information

۱a	ma:	David L. Barkyn	
	your institution:		
1.	Provide the followi	ing information pertaining to the current president/chief execu	itive officer of

ivallie.	David L. Faikyii		
Title:	President, North Park Univer	sity	
Highest Earned Degree:	Ph.D.	Email: <u>dparkyn@No</u>	orthpark.edu
Telephone (with country code if outside of the United States):	773.244.5710	Fax (with country code if outside of the United States):	773.244.4953
Check here if this re	epresents a change from the p	revious year.	
Provide the followir institution: Name:	ng information pertaining to Joseph Jones	o the current chief ac	cademic officer of your
Title:	Provost		
Highest Earned Degree:	Ph.D.	Email: <u>jjones@nortl</u>	hpark.edu
Telephone (with country code if outside of the United States):	773.244.5570	Fax (with country code if outside of the United States):	773.244.4953
Check here if this re	epresents a change from the p	revious year.	

3. Provide the following information pertaining to the current head of your academic business unit:

Name:	Wesley E. Lindahl			
	Nils Axelson Professor of Nonprofit Management			
Title:	Dean, School of Business and Nonprofit Management			
Highest Earned Degree:	Ph. D.	Email: <u>wlindahl@northpark.edu</u>		
Telephone (with country code if outside of the	773.244.5667	Fax (with country code if outside of 773.244.5285		

Check here if this repres	sents a change from the previous year.
IACBE, i.e., the person v	formation pertaining to your current primary representative to the who is your primary contact for the IACBE and who votes on behalf of the on IACBE matters (if not the same as the head of the academic business
Name:	
Title:	
Highest Earned Degree:	Email:
Telephone (with country code if outside of the United States):	Fax (with country code if outside of the United States):
Check here if this repres	sents a change from the previous year.
5. Provide the following in IACBE:	formation pertaining to your current alternate representative to the
Name: Me	lissa Patterson
Title: Gra	duate Advisor / Operations Specialist
Highest Earned Degree: MB	A Email: <u>mpatterson2@northpark.edu</u>
Telephone (with country code if outside of the United States): 773	Fax (with country code if outside of the United States): 773.244.5285
	sents a change from the previous year.

Programmatic Information

1. For each of your IACBE-accredited business programs, provide the total headcount enrollment and the number of degrees conferred in the program (including each major, concentration, specialization, and emphasis) for 2011-12 (insert rows in the table as needed):

Program	Enrollment 2011-12	Number of Degrees Conferred 2011-12
Bachelor's-Level Programs:		
Bachelor of Arts in Business and Economics	15	12
Bachelor of Science in Business and Economics with a concentration in:		
Accounting	21	11
Economics	5	1
Finance	9	6
International Business	8	1
Management	15	7
Marketing	4	3
Nonprofit Management	6	4
Bachelor of Arts in Advertising	3	2
Bachelor of Science in Advertising	10	3
Master's-Level Programs:		
MBA-Master in Business Administration	164	60
MHEA – Master in Higher Education Administration	23	7
MHRM-Master in Human Resource Management	15	7
MM-Master in Management	24	6
MNA-Master in Nonprofit Administration	119	30
Certificate / Non-degree seeking	92	93 completed certificates
Totals for All Programs Combined		
(Please do not double-count students who pursued multiple programs during the reporting year, e.g., students who double-majored in both accounting and finance.)	533	250

Do you offer any of your IACBE-accredited business programs outside of your home country?
 X No. If no, proceed to item 3 below.

Yes. If yes, please identify the programs and countries in the table below. In addition, if the programs are delivered in partnership with other institutions, please identify those institutions as well. (Insert rows in the table as needed.)

Program	Country or Countries	Partner Institution(s)				
3. Did you terminate any business programs X No. If no, proceed to item 4 below.	during the reporting year?					
Yes. If yes, please identify the terminated programs	s in the table below. (Insert rows i	n the table as needed.)				
Termin	ated Programs					
4. Were changes made in any of your busine No. If no, proceed to item 5 below.	ss programs?					
X Yes. If yes, please identify the changes on a separat	te page at the end of this report.					
5. Were any new business programs (including emphases) established during the academ		ons, specializations, and/or				
X No. If no, proceed to the <i>Outcomes Assessment</i> sec	X No. If no, proceed to the <i>Outcomes Assessment</i> section below.					
Yes. If yes, please identify the new programs on a s	eparate page at the end of this re	port, and answer item 6 below.				
6. If applicable, was approval of your institut programs identified in item 5 above?	ional accrediting body requi	ired for any of the				
X No. If no, proceed to the <i>Outcomes Assessment</i> sec	ction below.					
Yes. If yes, please attach a copy of the material that you sent to your institutional accrediting body.						
Outcome	s Assessment					
Has your outcomes assessment plan been sub						
X Yes						
No. If no, when will the plan be submitted to IACBE	?					

1.

2.	Is the original or revised 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.
	X 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:

3. 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.

Section I (Student Learning Assessment) of the Outcomes Assessment Results form must be completed for each business program that is accredited by the IACBE (i.e., a separate table must be provided for each program).

Performance targets/criteria are the criteria used by the academic business unit in evaluating assessment results to determine whether intended outcomes have been achieved. For example, if the academic business unit is using the ETS Major Field Test as one of its direct measures of student learning, then a performance target might be that the Institutional Mean Total Score on the exam will place students in the upper quartile nationally; or if the academic business unit is using a comprehensive project in a capstone course as a direct measure of student learning, then a performance target might be that 80% of the students will score at the highest level (e.g., proficient, exemplary, etc.) on each project evaluation criterion.

Remember that your outcomes assessment plan needs to include two or more direct and two or more indirect measures of student learning. These measures should be used at the program level.

At the bottom of each section of the form, space is provided to identify changes and improvements that you plan to make as a result of your assessment activity.

Italicized entries in the form represent areas where the academic business unit should insert its own assessment information. Add tables and insert rows in the tables as needed.

Other Issues

Briefly comment on other issues pertaining to your academic business unit that you would like to share with the IACBE.

None

Outcomes Assessment Results

For Academic Year: 2011-12

Section I: Student Learning Assessment

Student Learning Assessment for Undergraduate Business and Economics Major

Intended Student Learning Outcomes for 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:			
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.			
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 e	valuations.		
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)	dent as well as an evaluation of the student's			
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Me	easures:		
1. Program survey given to senior students (during the capstone course) Generally speaking, scores of 70-100% (agree or streetive special attention and specific action programs of the capstone acceptable and scores under 70% (agree or streetive special attention and specific action programs of the capstone acceptable and scores under 70% (agree or streetive special attention and specific action programs of the capstone acceptable and scores under 70% (agree or streetive special attention and specific action programs of the capstone acceptable and scores under 70% (agree or streetive special attention and specific action programs of the capstone acceptable and scores under 70% (agree or streetive special attention and specific action programs of the capstone acceptable and scores under 70% (agree or streetive special attention and specific action programs of the capstone acceptable and scores under 70% (agree or streetive special attention and specific action programs of the capstone acceptable ac			trongly agree) should plans for improvement	
2. Alumni survey (one year out) sent each year acceptable and scores under 70% (agree or st receive special attention and specific action p			trongly agree) should	
Summary of Results from Implementing Direct Measures of Student Lea	ning:	Performance Target Was		
Summary of Results from implementing birect Measures of Student Learning.			Not Met	
1. The average student score was at or above the average mean score for other universities and colleges nationally on both the test as a whole and in all sub-section.				
2. 91% of students assessed scored above 85%				
3. 96% of students assessed scored either excellent or good		Х		
4. 95% of students assessed scored either excellent or good	Х			
Summary of Results from Implementing Indirect Measures of Student Le	orning	Performance Target Was		
Summary of Results from Implementing Indirect Measures of Student Le	arriing.	Met	Not Met	
1. Questions 1, 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." The only exception to this relates to sports where only 63% of respondents rated this as "Exceeded Expectations" or "Met Expectations" and engagement with Chicago where only 58% of student rated this "Very Good", "Good" or "Slightly Good".			х	
2. Questions 1, 27 and 28 address the quality of the North Park Business program. There was only one factor that did not receive a 70% score (Very Good, Good or Slightly Good) or better. This was advising.			Х	

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

- 1. We have established a committee in the 2012-2013 academic year to look at strategies for better engagement with Chicago.
- 2. The advising system has been altered and now requires students to meet with an advisor before they are able to register for the next semester. We expect this to improve the advising assessments.

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.

	sessment Tools for Intended Student Learning Outcomes— rect 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 assessmen	nt.	
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Me	easures:	
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		should
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		should
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.		Х	
2. 100% of students assessed scored excellent or good.		Х	
3. 100% of students assessed scored excellent or good.		Х	
		Performance	Target Was
Summary of Results from Implementing Indirect Measures of Student Lea	rning:	Met	Not Met
1. Questions 1, 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." The only exception to this relates to sports where only 63% of respondents rated this as "Exceeded Expectations" or "Met Expectations" and engagement with Chicago where only 58% of student rated this "Very Good", "Good" or "Slightly Good".			х
2. Questions 1, 27 and 28 address the quality of the North Park Business not receive a 70% score (Very Good, Good or Slightly Good) or better.	· •		Х
Proposed Courses of Action for Improvement in Areas for which Performa	nce Targets Were Not Met:	,	

2. The advising system has been altered and now requires students to meet with an advisor before they are able to register for the next semester. We expect this to improve the advising assessments.

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:
Capstone paper prepared for the Ethical Strategic Management course	90% or more have either excellent or good evaluations.
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 Me	easures:	
 Annual program survey given to students Annual alumni survey given 	acceptable and scores under 70% (agree or s receive special attention and specific action p Generally speaking, scores of 70-100% (agree acceptable and scores under 70% (agree or s	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 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
86% of MBA students assessed received either excellent or good evaluations.			Х
2. 92% of MBA students assessed received an 85% team assessment or above.		Х	
3. 97% the final Ethical Leadership papers for MBA students scored either excellent or good.		Х	
		Performance Target Was	
Summary of Results from Implementing Indirect Measures of Student Learning:		Met	Not Met
1. Questions 24 and 25 address satisfaction with the program and the faculty. 70% of MBA respondents responded at least "Good" or "Very Good" to all categories except <i>Development of Decision-Making Skills and Connection to Chicago</i> . 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.			х
2. Questions 1, 22 and 23 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 except connectivity to Chicago and advising.			х
Proposed Courses of Action for Improvement in Areas for which Per	formance Targets Were Not Met:		
1. We have established a committee in the 2012-2013 academic year to look at strategies for better engagement with Chicago.		Chicago.	

2. We have established a committee in the 2012-2013 academic year to develop strategies for improving the quality of our graduate students. We also have a committee reviewing needed changes to the curriculum. We expect that these two committees will address the issue of students developing decision-making skills and improving their performance on the capstone paper.

3. We have implemented changes regarding our approach to advising (i.e. contacting new students, reaching out to stop out students, better communicating advising services) and anticipate seeing improvements to our survey results.

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:
Capstone paper prepared for the Ethical Strategic Management course	90% or more have either excellent or good evaluations.
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.

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Performance Targets/Criteria for Indirect Me	asures:		
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		should	
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.		should	
Summary of Results from Implementing Direct Measures of Student Learning:		Target Was	
		Not Met	
1. 89% of MM students assessed received either excellent or good evaluations.		Х	
2. 92% of MM students assessed received an 85% team assessment or above.			
3. 100% the final Ethical Leadership papers for MM students scored either excellent or good.			
Summary of Results from Implementing Indirect Measures of Student Learning:		Performance Target Was	
		Not Met	
1. Questions 24 and 25 address satisfaction with the program and the faculty. 70% of MM 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.			
2. Questions 1, 22 and 23 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 except connectivity to Chicago and advising.		Х	
ance Targets Were Not Met:			
1. We have established a committee in the 2012-2013 academic year to develop strategies for improving the quality of our graduate students. Value also have a committee reviewing needed changes to the curriculum. We expect that these two committees will address the issue of students improving their performance on the capstone paper.			
2. We have established a committee in the 2012-2013 academic year to look at strategies for better engagement with Chicago.			
	Generally speaking, scores of 70-100% (agree acceptable and scores under 70% (agree or streceive special attention and specific action). Generally speaking, scores of 70-100% (agree acceptable and scores under 70% (agree or streceive special attention and specific action). In thing: In thing:	acceptable and scores under 70% (agree or strongly agree) sereceive special attention and specific action plans for improsed Generally speaking, scores of 70-100% (agree or strongly agree) sereceive special attention and specific action plans for improsed improsed in the series of	

3. We have implemented changes regarding our approach to advising (i.e. contacting new students, reaching out to stop out students, better communicating advising services) and anticipate seeing improvements to our survey results.

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:
Capstone paper prepared for the Nonprofit Strategic Management course	90% or more have either excellent or good evaluations.
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		should
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.		should
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.		Х	
2. 100% of MNA students assessed received a 85% team assessment or above		Х	
3. 100% the final Ethical Leadership papers for MNA students scored either excellent or good.		Х	
Summary of Pasults from Implementing Indirect Measures of Student Lea		Performance	Target Was
Summary of Results from Implementing Indirect Measures of Student Learning:			ranger rrasiii
, , , , , , , , , , , , , , , , , , ,	rning:	Met	Not Met
 Questions 24 and 25 address satisfaction with the program and the fa least "Good" or "Very Good" to all categories except Connection to Ch of the North Park Business program. At least 70% of respondents indic agreed with the factors being measured. 	culty. 70% of MNA respondents responded at nicago. Question 31 also addresses the quality		<u>-</u>
 Questions 24 and 25 address satisfaction with the program and the fa least "Good" or "Very Good" to all categories except Connection to Ch of the North Park Business program. At least 70% of respondents indic 	culty. 70% of MNA respondents responded at nicago. Question 31 also addresses the quality cated they "Almost Always" or "Mostly" y of the education and experience at North		Not Met
 Questions 24 and 25 address satisfaction with the program and the faleast "Good" or "Very Good" to all categories except Connection to Choof the North Park Business program. At least 70% of respondents indicagreed with the factors being measured. Questions 1, 22 and 23 address the alumni's perspective on the quality Park. 70% of responses were "Very Good," "Good," "Slightly Good," "Slightly Good," 	culty. 70% of MNA respondents responded at nicago. Question 31 also addresses the quality cated they "Almost Always" or "Mostly" y of the education and experience at North Strongly Agree," "Agree" or "Slightly Agree"		Not Met
 Questions 24 and 25 address satisfaction with the program and the faleast "Good" or "Very Good" to all categories except Connection to Choof the North Park Business program. At least 70% of respondents indicagreed with the factors being measured. Questions 1, 22 and 23 address the alumni's perspective on the qualit Park. 70% of responses were "Very Good," "Good," "Slightly Good," "Sood," "Slightly Good," "Slightly Good	culty. 70% of MNA respondents responded at nicago. Question 31 also addresses the quality cated they "Almost Always" or "Mostly" y of the education and experience at North Strongly Agree," "Agree" or "Slightly Agree" unce Targets Were Not Met:	Met	Not Met X

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:
Capstone paper prepared for the Nonprofit Strategic Management course	90% or more have either excellent or good evaluations.
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:
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. An	nnual alumni survey given	Generally speaking, scores of 70-100% (agree acceptable and scores under 70% (agree or streegive special attention and specific action)	trongly agree)	should
Summ	ary of Results from Implementing Direct Measures of Student Learn	ing:	Performance Target Was	
Julilli	January of Results from implementing Direct Measures of Student Learning.		Met	Not Met
1. 10	1. 100% of students assessed received either excellent or good evaluations.		Х	
2. 100% of MHEA students assessed received a 85% team assessment or above		Х		
3. 100% the final Ethical Leadership papers for MHEA students scored either excellent or good.		Х		
Summary of Results from Implementing Indirect Measures of Student Learning:		Performance Target Was.		
		Met	Not Met	
1. Questions 24 and 25 address satisfaction with the program and the faculty. 70% of MHEA respondents responded at least "Good" or "Very Good" to all categories except <i>Development of Communication Skills, Development of Quantitative Skills, Development of Decision-Making Skills, Connection to Chicago, Faculty's Ability to Facilitate Learning</i> and their <i>Availability</i> . 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 except <i>the program has helped me to develop, advance and focus my career objectives.</i>			х	
Pa	uestions 1, 22 and 23 address the alumni's perspective on the quality rk. 70% of responses were "Very Good," "Good," "Slightly Good," "Sr all questions except connectivity to Chicago and advising	•		Х
Propos	sed Courses of Action for Improvement in Areas for which Performa	nce Targets Were Not Met:		-
als	e have established a committee in the 2012-2013 academic year to one of the curriculum. We weloping communication, quantitative and decision-making skills.		-	
2. W	e have established a committee in the 2012-2013 academic year to l	ook at strategies for better engagement with	Chicago.	
3. We have established a committee in the 2012-2013 academic year to improve teaching effectiveness that should address the issues of facility to facilitate learning and availability.		es of faculty		

4. We have implemented changes regarding our approach to advising (i.e. contacting new students, reaching out to stop out students, better communicating advising services) and anticipate seeing improvements to our survey results.

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.
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 N	leasures:	
1. Annual program survey given to students	acceptable and scores under 70% (agree or	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 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	acceptable and scores under 70% (agree or		
Summary of Results from Implementing Direct Measures of Student Learning:		Performance Target Was	
		Met	Not Met
1. 100% of MHRM students assessed received either excellent or good evaluations.		Х	
2. 100% of students assessed received an 85% or above on their peer evaluation.		Х	
3. 100% of students assessed scored excellent or good.		Х	
Summary of Results from Implementing Indirect Measures of St	tudent Learning:	Performanc	e Target Was
Summary of Results from implementing maneet ineasures of st	tudent Learning.	Met	Not Met
1. Questions 24 and 25 address satisfaction with the program at least "Good" or "Very Good" to all categories except <i>Dev Life Work Force, Connection to Chicago, Faculty's Availabilit</i> Park Business program. At least 70% of respondents indicat factors being measured except <i>the integration of business of</i>	relopment of Communication Skills, Relevance to Real ty. Question 31 also addresses the quality of the North red they "Almost Always" or "Mostly" agreed with the		х
2. Questions 1, 22 and 23 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 except connectivity to Chicago and advising.			Х
for all questions except connectivity to Chicago and advising	g.		
for all questions except connectivity to Chicago and advising Proposed Courses of Action for Improvement in Areas for which			
	n Performance Targets Were Not Met: nic year to develop strategies for improving the quality rriculum. We expect that these two committees will ad	-	

- 3. We have established a committee in the 2012-2013 academic year to improve teaching effectiveness, which will address the faculty availability issue.
- 4. We have implemented changes regarding our approach to advising (i.e. contacting new students, reaching out to stop out students, better communicating advising services) and anticipate seeing improvements to our survey results.

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 (Name of Academic Business Unit)

Mission of the (Name of Academic Business Unit):

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.

<u></u>			
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.		
 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		
 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	a. Both our undergraduate and graduate programs should be		

	topics across different instructors, improved pedagogy, and changing student interest. We will measure the frequency with which we update our curriculum.	refreshed every five years on a rotating basis.
	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.	 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	Performance Target Was	
		Met	Not Met	
1.	The stop out rate for students one year out during the 2011-2012 academic year was 25.5%, a significant improvement from the previous year.		х	
2.	 43% of our undergraduate and graduate classes combined were filled to at least 70% All responses were above the 70% threshold. Questions relating to class size and course challenge were above the 70% threshold. However, questions relating to frequency and time of course offerings were below the 70% threshold. 	х	x x	
3.	1) Undergrad: 2003-04 review; 2008-09 review Grad: 2004-05 review; 2007-08 review 2) Sustainability Topic 2008; Social Media 2010; Social Entrepreneurship 2011	X X		
4.	78.3% of course assessments were above the "much lower" category.		Х	
5.	The process was followed for 91% of our adjunct hires in the 2011-2012 academic year. This is a significant improvement of the prior year.		Х	
6.	 2011-12 actual expense was 1.6% over budgeted expenses. 2011-12 actual revenue was 3.9% lower than projected revenues. 	х		
7.	1) Scores for the Magnuson Center Classrooms and the Carlson Classrooms were below 70%. All others were above 70%.		Х	
	 Scores for the campus computing facilities and the Magnuson and Carlson Classrooms were below 70%. All others were 70% or above. 		х	
8.	 62.1% of our incoming graduate students have a 3.0 or higher GPA in their previous education. 80.2% of students responded "almost always" or "mostly" 	Х	Х	

9.	1)	Enrollment of 600 in Fall semester and 608 in Spring semester.	Х	
	2)	- 0		Х
		there was a slight increase.		^
10	1)	57.8% of respondents answered "very good", "good" or "slightly good" on the question relating to		X
		engagement with Chicago.		
	2)	50.4% of respondents answered "almost always" or "mostly" on the question relating to connection with		Х
		Chicago.	Х	
	3)	Objective with well over 25 guest speakers during the school year.		
	4)	We held two Advisory Board meetings during the 2011-2012 academic year. Each meeting had more than	Х	
		fifteen board members in attendance.	^	
11	1)	87% of respondents answered "very good", "good" or "slightly good" on the question relating to the		
		integration of business and nonprofit management.	Х	
	2)	84.3% of graduate students surveyed indicated "almost always" or "mostly" on the question relating to	Х	
		successful integration of business and nonprofit management		
	3)	Not measured during the 2010-2011 academic year. Question to be added in the 2011-2012 academic year.		
	4)	Not measured during the 2010-2011 academic year. Question to be added in the 2011-2012 academic year.		

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

- 1. Over the last couple of years, we have implemented interventions to reduce the stop out rate. Based on the notable reductions in the stop out percentage over this period, these interventions appear to be effective. As such, we will continue to utilize these strategies and anticipate continued reductions. (results 1 above)
- 2. Achieving efficient enrollment in class sections is a balance between meeting the needs of students for frequency and flexibility of class selection and maximizing class enrollments. We continue to work through scheduling adjustments that allow us to best balance both needs and anticipate continued improvement. (results 2 above)
- 3. We have established a committee in the 2012-2013 academic year to improve teaching effectiveness and anticipate that the work of this committee shall help improve evaluation scores.(results 4 above)
- 4. Following the adjunct hiring process for 91% of our hires is a significant improvement over the prior year and is nearing our goal of 95%. Kathy Acles, Director of Operations, recently started her second year with SBNM and continues to focus on the area of adjunct hiring as part of her role. As such, the percentage is expected to continue to improve. (results 5 above)
- 5. We continue to request of the central office new or improved facilities for the SBNM. (result 7 above)

- 6. We have established a committee in the 2012-2013 academic year to develop strategies for improving the quality of our graduate students. We also have a committee reviewing needed changes to the curriculum. We expect that these two committees will address the issue of incoming student quality.
- 7. 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).
- 8. We have established a committee in the 2012-2013 academic year to look at strategies for better engagement with Chicago.(results 10 above)

Changes to the Curriculum during the 2011-2012 Academic Year:

1) Graduate Level Internship Credit Hours:

SBNM graduate students may be interested in doing an internship for more than just one semester hour of credit in a Quad or Semester. The change to the catalog from 1 hour to 1-4 hours will allow that option. It will also clarify that the student must take at least one semester hour of credit per each quad.

2) Undergraduate Nonprofit Courses Changes:

We noticed that the course descriptions and prerequisites for BSE 3720 and BSE 3730 were not up-to-date and did not reflect our intentions.

Prerequisite change and rationale: The new prerequisite will be either BSE 2211 Principles of Macroeconomics or Sophomore status or higher. BSE 2211 would be used for BSE majors and sophomore or higher status would be for Nonprofit Leadership Alliance (American Humanics) Certificate students. This new prerequisite requirements prevents a student from taking this course a first year experience. It also allows for both majors and certificate students.

Course description change and rationale: BSE 3720 is still a requirement for the Nonprofit Leadership Alliance Certificate, but that requirement documentation is not in the new catalog description of the course. The old description talks about enrolling each semester as a workshop. This is no longer a requirement.

3) New Undergraduate Sports Management Concentration:

This concentration was approved during the 2011-2012 academic year but will not be implemented until the 2013-2014 academic year. Below is a proposed outline of the concentration for the Catalog:

Catalog Language

Major requirements for the B.S. degree in Business and Economics (with a concentration in Sports Management)

Required semester hours: 52 sh

Prerequisites and supporting courses: PHIL 2530, STAT 1490, COMM 1910, EXS 1400

Select one course among: EXS 2950, EXS 2290 (new), or EXS 1610

Required core courses: BSE 2810 (new), 2110, 2120, 2211, 2212, 2310, 2510, 2520, 2540, 2610, 3360 (new), 3520, 3660 (new), 3720, 4520

Notes and restrictions: Students are required to complete an internship (BSE 4970) or to provide documentation of other work experience.