Indiana University Lilly Family School of Philanthropy
IUPUI
Annual Report on Assessment
2014-2015

Introduction

This report provides a summary review of the efforts of the Indiana University Lilly Family School of Philanthropy (LFSOP) to assess it academic degree programs. Formally established in the spring of 2013, LFSOP is one of the newest schools in the Indiana University system and on the IUPUI campus. It emerged out of the 25+ year history of the Indiana University Center on Philanthropy which was housed in and offered degrees through the Indiana University School of Liberal Arts (SLA). Up until spring 2013, all degree assessment reporting was subsumed under SLA's reporting structures. Since that time, LFSOP has been establishing itself as a school by developing its faculty governance model, hiring faculty, adopting policies and procedures, and implementing systems and procedures necessary for effective and efficient operation as a stand-alone school. This ongoing developmental process will continue at least into the next five years and has implications for the school's evolving structures and capacity for assessing its degree programs. Consequently, this report summarizes the current status of assessment processes and plans for further evolving them during this transitional period of becoming a school.

Background

The vision of LFSOP calls for the field of Philanthropic Studies to be recognized as an integrated field of study that develops positive and lasting change in the world. The mission of LFSOP states that the School increases the understanding of philanthropy and improves its practice worldwide through critical inquiry, interdisciplinary research, teaching, training, and civic engagement. The School pursues its vision and mission by offering academic degree programs, continuing education training, and research on philanthropy and nonprofit organizations. The School's work is guided by its strategic plan, and the School views assessment as an important element for achieving the six core goals articulated in the plan, especially:

- Goal 2: Enhance the excellence of the academic programs in providing students with diverse perspectives on Philanthropic Studies and the world-wide practice of philanthropy;

- Goal 5: Attract outstanding and diverse students to the School and support them in their academic and professional pursuits.

As a new entity with a developing base of full time faculty, the School will place continuing emphasis and resources on assessment. The School has 18 core faculty members (50% or more FTE in the School), and more than 40 affiliate and adjunct faculty based in other schools across the IU system. Three of the core faculty members serve as program directors for the following

academic programs: 1) B.A.; 2: M.A.; and 3) Ph.D. Additionally, the Schools' new dean, Amir Pasic, assumed leadership during the reporting period in January 2015.

B.A. Degree Program

The B.A. degree program in Philanthropic Studies began in 2010 and requires completion of 120 credit hours, of which 33 credit hours are within the major. These 33 credit hours include 18 hours in core content, 12 hours in electives, and 3 hours in internship. The remaining credit hours are distributed across general education and traditional requirements for the liberal arts degree. The School encourages its majors to pursue certificates and minors in supplementary fields to enhance their intellectual and professional development, including those in—but not limited to—Nonprofit Management, Civic Leadership, Events Management, and Business. During the 2014-2015 year, there were 54 B.A. majors and 16 minors in the program.

The design of the B.A. degree curriculum was informed by the Curricular Guidelines for Undergraduate Study in Nonprofit Leadership, the Nonprofit Sector, and Philanthropy published by the National Academic Centers Council (NACC), a voluntary association of colleges and universities that offer programs in this field. Currently, there is not a formal national accreditation body or requirement for the field of Philanthropic Studies, but NACC represents the closest approximation of such. LFSOP faculty have been instrumental in the leadership and organization of NACC and in the articulation of its curricular guidelines. LFSOP faculty approved a set of six learning outcomes for the B.A. degree program which guide instruction of all courses and will serve as the basis for assessment of the program. These outcomes are mapped to the IUPUI Principles of Undergraduate Learning and provide direction for all courses in the major. Please see the appendix for the B.A. degree program's learning outcomes.

During the 2014-2015 academic year, ten students graduated from the B.A. degree program. After graduation, 6 accepted full time employment in the nonprofit sector, 3 entered graduate school, and one student chose to focus on family.

M.A. Degree Programs

The M.A. degree program in Philanthropic Studies requires completion of 36 credit hours. These credits include 24 hours of course work central to the study of philanthropy, 6 hours of elective courses, 3 hours of internship, and 6 hours of thesis work. In lieu of the thesis option, students may take 6 hours of additional course work. The design of the M.A. degree curriculum partially served as the model for the development of the national Curricular Guidelines for Graduate Study in Nonprofit Leadership, the Nonprofit Sector, and Philanthropy published by NACC. During the 2014-2015 year, there were 77 students in the master's level programs, including 62 in the master's degree program and 15 in the graduate certificate program.

The M.A. degree program has two modes of delivery: 1) traditional format; and 2) executive hybrid distance format. The traditional format is a residential, campus-based program, and tends to attract recent college graduates and local residents and professionals. The executive

hybrid distance program tends to attract working professionals whose personal and professional obligations prevent them from relocating to Indiana for the two-year residential program. It utilizes a mix of online instruction and 6 intensive one-week long residential courses to make the 36 credits hours accessible to students.

In addition to the master's degree, the School also offers a graduate level certificate in Philanthropic Studies. The certificate program is designed for those who have an interest, and perhaps career need, for this education, but who do not wish to pursue an M.A. or Ph.D. in Philanthropic Studies. It provides opportunities both for students interested in learning more about the field as well as career professionals looking to expand their knowledge. The certificate requires completion of 12 credits, which are comprised of core courses from the master's degree curriculum.

The faculty developed four key learning objectives to guide curriculum in the M.A. degree programs. Students in the program will:

1. Gain knowledge of the history and cultural traditions of philanthropy and the nonprofit sector in a global context and the multi-disciplinary theories that explore and explain philanthropic behavior and why nonprofit organizations exist in society.
2. Understand how to interpret and apply ethical frameworks and concepts to philanthropic activity in society and to act ethically and work skillfully with others to achieve educational and professional goals.
3. Be able to acquire knowledge of research and resources in the field of philanthropic studies and to use that knowledge to create scholarly products and conduct research.
4. Gain knowledge and skills needed to pursue further graduate work, and to network with others to pursue careers in the philanthropic/nonprofit sector.

During the reporting period, there were 34 master's level graduates. Seventy-six percent secured employment before or after graduation, 6% entered graduate school, and the status of the remaining 18% is unknown at the present time.

Ph.D. Degree Program

The Ph.D. degree program in Philanthropic Studies requires completion of 90 credit hours. These credits include 15 hours of core content, 12 hours in a minor concentration area, 9 hours of research methods, 6 hours of electives, and 18 hours in dissertation research. An additional 30 hours of relevant master's level coursework may be transferred into the program. This doctoral degree program is the first of its kind in the nation; thus, there were no curricular standards to consult in its development. However, the School remains actively involved in the national conversation about philanthropy education through NACC.

The faculty developed four key learning objectives to guide curriculum in the Ph.D. program. Students in the program will:

1. Gain knowledge of the history and cultural traditions of philanthropy and the nonprofit sector in a global context and understand multi-disciplinary theories that explore and explain philanthropic behavior and why nonprofit organizations exist in society.
2. Understand how to interpret and apply ethical frameworks and disciplinary concepts to philanthropic activity in society and to act ethically and work skillfully with others to achieve educational, scholarly, and professional goals.
3. Be able to acquire knowledge of research and resources in the field of philanthropic studies and to use that knowledge to conduct original research, generate new knowledge, and create scholarly products.
4. Be able to apply ethical standards to the pursuit of professional, scholarly, and societal goals to advance the common good.

During the 2014-2015 year, there were 34 doctoral students enrolled in the program, and six students completed the program. These 6 graduates acquired employment in academic or nonprofit institutions either before or after finishing the program.

Current Assessment Apparatus

To date, most assessment work has occurred at the course level directly by instructors. At the end of each semester, the School administers course evaluations to students. The data is compiled and reported to the School and respective instructors. The associate dean for academic programs and research and respective program directors review the results and share them with individual faculty members along with comments from the associate dean and respective program directors, which may include recommendations for improvement. Faculty members then reflect upon their own course evaluations to consider what worked well and what needs improvement. Typically, faculty report on improvements made directly with their respective program director and via their Faculty Annual Reports (FAR), through which they describe such improvements under the categories of "Improving Instruction" or "Course Major Revision."

At the program level, three mechanisms have been established to support assessment and begin developing an assessment plan. First, the faculty's Teaching, Learning, and Assessment Committee has overall responsibility for this function. The committee has oversight of peer review of teaching and review of student learning outcomes. As the School develops its comprehensive assessment plan, this committee will play a key role in its development and administration. The second mechanism in place to support the School's assessment work is the Faculty Learning Community (FLC). This group of faculty members meets a few times per year. During its meetings, the FLC has discussed the assessment needs of the B.A. degree program, and by extension, this process facilitated some conversation about the assessment needs of the M.A. and Ph.D. degree programs. In past years, the FLC completed the signature assignments process with the IUPUI Center for Teaching and Learning and facilitated curricular improvements in the first course in the undergraduate major, PHST-P 201 Introduction to Philanthropic Studies. These processes led to broader conversations about the need for curriculum development and assessment in the graduate programs. As a result, faculty made a decision to expand the FLC into a comprehensive learning community for the entire faculty, not just the undergraduate faculty, in order to facilitate conversations and engagement around key

issues in curriculum development and assessment of teaching and learning. The new expanded faculty learning community launched during the reporting period and focused on integrating new faculty hires and facilitating faculty-wide conversations about the state of the field of Philanthropic Studies and implications for our curriculum. In upcoming semesters, this group will support the development of an assessment plan and provide an important space for faculty conversations about the character and forms of assessment to be undertaken.

The third mechanism in support of assessment is the implementation of eportfolios in the undergraduate program. The senior capstone course in Philanthropic Studies requires students to create an eportfolio that presents artifacts which demonstrate their significant achievement of the program's learning outcomes. The 2014-2015 year was one of experimentation in the use of eportfolios and new supportive technology (i.e., Taskstream). Instructors of the capstone course conducted qualitative assessments of the students' eportfolios. In past semesters, the FLC held conversations about the construction of the eportfolio matrix, the quality of student reflections, and the quantity of student artifacts. From these discussions, the matrix construction was validated, the allowable number of student artifacts was increased from a maximum of one to an unlimited number, and parameters were suggested for the quality of student reflection. As a result of these faculty conversations, faculty decided that the eportfolio must be integrated across the program and not just used in the capstone in order to successfully document student learning and to support the School's assessment needs. Consequently, in upcoming semesters, the School will develop a plan for introducing the eportfolio across the curriculum.

Assessment Measures

Currently, course level evaluations are the predominant form of feedback about instruction and learning. The School is working to identify and develop a comprehensive set of assessment measures and tools to track across programs. In preparation for formative and summative assessment at the program level, the undergraduate degree program has identified its learning outcomes, mapped those outcomes to the PULS, and identified signature assignments that support those learning outcomes (see Appendix). Work continues on developing the tools to support comprehensive assessment of these learning outcomes. One promising tool in development is the use of an eportfolio in the senior capstone course. Additionally, the degree requires completion of a 3-credit internship and 12 students completed the internship during the reporting period. One hundred percent of the hosting organizations reported that students met or exceeded their expectations and that they would host another intern from the School again. Given the central role that the internship plays in the curriculum, we will continue to monitor this metric in assessing the program's ability to prepare students for success in their internships and in the general workplace. The M.A. degree program currently conducts assessment at the course level based on course evaluations. The Ph.D. degree program utilizes comprehensive exams as a means for assessing students' knowledge of the field and their readiness for doctoral candidacy, and completed doctoral dissertations as evidence of students' readiness for graduation and employment in the field. During the reporting period, 3 candidates took and successfully completed their comprehensive exams, and six successfully defended dissertations.

Since most assessment is happening at the course level via student evaluations, continuous improvement is implemented by individual faculty members and in consultation with program directors. As we develop the formalized measures and tools, we plan to include feedback loops based on evidence not only at the course level, but also at the program level.

Plans for 2015-2016

The School will undergo a five year review of its academic programs during the 2015-2016 academic year. Even though the School was formally established in the spring 2013, its programs, as previously mentioned, were assessed as part of the School of Liberals when they were housed in the former Center on Philanthropy. The last review was conducted in 2010; thus, the pending review for 2015-2016. This academic year is expected to be one of preparation for and engagement with the formal five year review process. We anticipate that feedback from this process will be very instructive for our assessment purposes.

The School must establish its own assessment planning and evaluation processes. Some important steps have been taken and there's more to be done. At the undergraduate level, work will continue to identify and develop the eportfolio as a tool for comprehensive program-level assessment with both qualitative and quantitative measures of learning. Over the past two years, faculty have refined the eportfolio matrix and expectations. Further, the campus introduced new technology to support eportfolios and we are currently adapting it. At the graduate level, faculty are reviewing and revising learning outcomes for the master's degree programs and mapping them to the Principles for Graduate Learning. Once completed, this work will inform the development of assessment measures and tools. During August 2015, the PhD program offered a pre-semester boot camp for new and returning students designed to improve their proficiency in research methodologies as a result of faculty identifications of student deficiencies at the course level. The boot camp was successful and will be continued and expanded in future years.

Student Learning Outcomes for B.A. in Philanthropic Studies
September 19, 2012 – *Draft for Review by PHST Faculty*

1. Understanding philanthropic traditions in societies.   (PUL 5; PUL 2)

   a) Summarizing basic terms (e.g., advocacy, charity, civil society, fund development, nonprofit organization, public policy) in philanthropy.

   b) Connecting key historical events, people, trends, social movements and explaining their influence on philanthropy today.

   c) Interpreting contemporary events, people, trends, and social movements and placing them in the broader context of philanthropy.

   d) Examining philanthropic traditions by using a multi-disciplinary perspective (e.g. economics, history, philosophy, psychology, political science, religion, sociology).

   e) Comparing and contrasting the nature of civil society and philanthropy across traditions, cultures and contexts.

2. Understanding ethics, values, norms and motivations in philanthropy.   (PUL 6; PUL 2)

   a) Defining the meanings of philanthropy.

   b) Explaining key concepts (e.g., common good, donor intent, moral imagination, reciprocity, stewardship, tolerance, trustee, voluntary action) in philanthropy.

   c) Explaining the critiques of philanthropy (e.g., philanthropy as social control, tainted money, fundraising fraud and abuses, philanthropy as cultural imperialism).

   d) Interpreting ethical schools of thought to understand philanthropic activity.

e) Clarifying ethical principles in decision making.
f) Comparing and contrasting diverse perspectives, motivations, and goals in philanthropy.
3. Understanding the role of nonprofit organizations in society. (PUL 1; PUL 5)
a) Identifying the size, scope, types, roles, and limitations of nonprofit organizations.
b) Explaining the roles and relationships between sectors in society (e.g., government, nonprofit, for profit, household) in securing resources to address social issues.
c) Gathering and analyzing data related to philanthropy (e.g., civil society, community need, giving trends, nonprofit organizations, public policy, social issues, voluntary action).
d) Examining theories that explain why nonprofit organizations exist in civil society.
e) Explaining the role of social relationships and social movements in philanthropy.
f) Evaluating differences in approaches used by nonprofit organizations on the local, national, and global level.
4. Using communication skills effectively for varied audiences. (PUL 1; PUL 3; PUL 4)
a) Explaining the role of communication in philanthropy.
b) Using principles of good writing, including accurate citation of sources.
c) Demonstrating ability to articulate ideas and produce evidence through writing, visual presentations, speech, and technology.
d) Questioning ideas and approaches through discussions, interviews, and research.

e) Understanding communication and leadership strategies that are effective for diverse audiences.
5. Using interpersonal skills to address issues.   (PUL 1; PUL 3; PUL 6)
a) Describing one's own position on issues.   b) Examining diverse approaches to solving problems.   c) Understanding the role of collaboration and teamwork in addressing issues.   d) Examining strategies of leadership, teambuilding and consensus-building for addressing issues.
6. Articulating philanthropic values, civic identity, and strategies for increasing capacity to take action.   (PUL 3; PUL 6)
a) Recognizing philanthropic values and civic identity in society.   b) Describing one's own philanthropic autobiography.   c) Identifying career options that align with one's philanthropic values and civic identity.   d) Examining personal and professional experiences related to philanthropy through coursework, reflection, and feedback from others.   e) Generating and describing ideas and strategies for addressing philanthropic issues.

Undergraduate Signature Assignments in Philanthropic Studies

Course Name	Description	Learning Outcome	Signature Assignment
P201 Introduction to Philanthropic Studies	Introduces the disciplines, theories, and issues surrounding the formal study of philanthropy and nonprofit organizations.	Understanding the role of nonprofit organizations in society.	Philanthropic Autobiography Essay.
P210 Philanthropy & the Social Sciences	Examines voluntary action and philanthropic organizations in society as well as the problems and questions that shape social science perspectives on them from disciplines such as anthropology, economics, ethnic studies, political science, psychology, sociology.	Understanding the role of nonprofit organizations in society.	Organizational Research Project.
P211 Philanthropy & the Humanities	Addresses the question of responsible and meaningful action in philanthropy and nonprofit organizations through study of humanities perspectives taken from the arts, history, literature, philosophy, and religion.	Using communications skills effectively for varied audiences.	Indianapolis Cultural Trails Project.
P301 Historical Contexts for and Contemporary Approaches to Philanthropy	Explores the historical and political evolution of the concept of philanthropy in civil society and provides a foundation for current approaches (e.g., social entrepreneurship).	Understanding philanthropic traditions in societies. Using interpersonal skills to address issues.	Social Entrepreneur Research Paper and Group Archival Project
P401 Ethics & Values in Philanthropy	Introduces the ethics of philanthropy and how philanthropy has been understood within various value systems, as expressed by classical and contemporary philosophers and authors.	Understanding ethics, values, norms and motivations in philanthropy.	Ethical Dilemmas Project.
P450 Capstone in Philanthropic Studies	Integrates the knowledge, skills, and dispositions gained to prepare students for their future careers.	Articulating philanthropic values, civic identity, and strategies for increasing capacity to take action.	Electronic Portfolio and Capstone Research Paper
P490 Internship in Philanthropic Studies	Requires completion of a minimum of 150 hours with a nonprofit in an area of student interest.	Using interpersonal skills to address issues.	Electronic Portfolio.