Indiana University Lilly Family School of Philanthropy
IUPUI
Annual Report on Assessment
2016-2017

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 several 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 21 core faculty members (50% or more FTE in the School), 32 affiliate faculty, and 11 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. The School's hiring plan will continue to add faculty annually over the next few years.

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 2016-2017 year, there were 66 B.A. majors and 17 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. During the reporting period, the board of NACC voted to begin the process of formally exploring accreditation options for the field. 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. During the 2016-2017 academic year, twelve students graduated from the B.A. degree program.

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 2016-2017 year, there were 134 students in the master's level programs, including 85 in the master's degree program and 49 in the graduate certificate program.

The M.A. degree program has three options for delivery: 1) on-campus format; 2) executive format (hybrid); and 3) online format beginning with the 2017-2018 academic year. The on-campus format is a residential, full-time program, and tends to attract recent college graduates and local residents and professionals. The executive format tends to attract working professionals from around the U.S. whose personal and professional obligations prevent them from attending school full time. Executive students may take courses in person, online, or in hybrid format with a combination of online and intensive, one-week residential instruction. The course formats are substitutable across the three options. In general, on-campus students tend to take most classes in person, executive students tend to take most classes online plus in hybrid format, and online students tend to take most classes online.

In addition to the master's degree, the School also offers a Graduate 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. Students can complete the Graduate Certificate in person, online, or through a combination of both.

The revised student learning outcomes are supported across the curriculum. Having described the courses in detail, we have elaborated on the specific alignment of courses and their alignment with AACU's conception of liberal arts education. During the reporting period, the faculty revised the learning objectives of the M.A. degree programs and mapped them to the philanthropic studies curriculum and the IUPUI Principles of Graduate Learning. The faculty approved the graduate learning outcomes in April 2016. During the reporting period, there were 49 master's level graduates. At the time of this report, at least 90% had secured employment (of those actively seeking employment).

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 2016-2017 year, there were 30 doctoral students enrolled in the program, and three students completed the program. These three are employed. Two stayed in their current positions, and one secured a position at Springfield College in Milwaukee.

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, two 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. Through this committee, a B.A. Curricular Review Task Force was created during the reporting period to follow up on the 5-year review recommendations and examine the curriculum. The task force met from December 2016 to May 2017 and accomplished the following: 1) reviewed and discussed 5-year review recommendations; 2) reviewed revised national curricular guidelines, data on employer needs in new hires, and student feedback; 3) revised and updated the B.A program student learning outcomes; 4) revised the General Education requirements in the degree program to address student and faculty feedback; 5) refined the minor curriculum to create options for students; 6) expanded content credit hours in the major to address gaps in knowledge and skills identified by various internal and external data sources; and 7) created an advising tool to help students select General Education courses and campus service opportunities that will develop specific knowledge and skills based on their interests. Additionally, during the last reporting period, the Teaching and Learning Assessment committee created a peer review of teaching protocol that was approved by the faculty. That protocol was formally implemented during this reporting period.

The second 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, faculty 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. The capstone course was revised to enable better scaffolding of the eportfolio throughout the course based on student feedback. The eportfolio was a major focus from day one and continued until the end of the semester. A mix of in-class time and outside assignments and review activities along with peer review protocols enabled students to have more guidance and support in creating their eportfolios. As a result, students produced stronger and more comprehensive reflections, better selection of key artifacts, and broader incorporation of extracurricular activities and experiences as artifacts for and locations of learning. Additionally, we opened up the capstone eportfolio presentations to the campus and had an audience that included students, faculty, staff, and campus level administrators.

During 2016-17, the M.A. Director convened a task force to evaluate crucial elements of the degree program. Together the task force updated the core course requirements and program plan. The faculty approved the program plan in December 2016, which provides for the same requirements regardless of modality, on-campus, executive, or hybrid format. The program plan went into effect during fall 2017.

The task force considered a variety of assessment options as alternatives to the traditional thesis. Possibilities include a capstone course, portfolio, article for publication, significant grant proposal, or other creative project. The task force concluded that alternatives to the master's thesis will be best handled via independent readings and research coursework rather than amending the thesis requirement per se. The group devoted considerable time to assessment at the program level (not the course level). Rather than create a capstone class or some other final, integrative learning experience, the task force reevaluated the existing internship requirement. The group agreed this is the best vehicle for faculty to work with students to assimilate knowledge and skills from all their coursework. The Director developed a syllabus for the P590 Directed Off-site Study, replacing the handbook that had been in place for several years. The syllabus contains common learning objectives for the course and incorporates degree-level objectives as follows:

Course Objectives:

The course develops students' competencies so that they can:

- Integrate relevant and practical experience with academic training in philanthropy,
- Advance their understanding of and sensitivity to the complex ethical and cultural dimensions of the nonprofit environment,

- Apply analytical, research, and communication skills in an off-site setting in the community while simultaneously providing community service,
- Enhance their self-awareness and social and human relations skills,
- Synthesize the most recent relevant research in one area of interest to the nonprofit partner,
- Articulate their practical experience, together with their academic knowledge and skills, for future employers.
- Establish three to five specific strategies, at the outset of the directed off-site study, which will enable them to fulfill the course objectives.

Master's Degree Objectives in Philanthropic Studies:

In addition to the course-level objectives, the course integrates all the objectives of the master's degree program in Philanthropic Studies. Off-site study allows students to synthesize the theoretical framework and practical skills necessary to advance the understanding and practice of philanthropy.

Additional comments regarding the P590 Directed Off-Site Study (Internship) appear in a later section of this report.

Assessment Measures and Continuous Improvement

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. The work of the curricular task forces during the reporting period were major advances forward in this effort which resulted in revision of student learning outcomes and requirements of the major and minor as well as the development of new advising tools. The next phase will continue during the 2017-2018 academic year as the task force and relevant faculty committees will initiate curriculum and assessment mapping, review/revision of signature assignments and development of supportive rubrics, and development of an assessment plan. These major requirements will enable the assessment process to be formalized. We are in consultation with Doug Jerimolov in the Center for Teaching and Learning to assist us in this process.

During the reporting period, the School had one service course in the general education core. P105 Giving and Volunteering in America is a three (3) credit course that meets the Humanities requirement of the general education core at IUPUI. This course will be under review as part of the campus review of General Education during fall 2017

The P450 Capstone in Philanthropic Studies course is designed to be one place in the curriculum for comprehensive assessment of student learning and achievement based upon faculty-approved student learning objectives for the major. There are a total of six overall student learning objectives approved by the faculty for the BA degree program. These six learning outcomes focus on the mix of knowledge and skills students should be able to demonstrate achieving through their completion of the curriculum. The primary vehicle for assessing student achievement of the learning outcomes is the electronic portfolio. When it was first offered in 2012, the capstone course used a paper-based portfolio. During the past four years, the capstone course has been transitioning from using paper-based portfolios of student work to electronic portfolios (eportfolios). This complex process has involved consultation with the IUPUI Center for Teaching and Learning as well as the IUPUI Office of Institutional Effectiveness' ePortfolio Initiative, and continues today with ongoing development and refinement. Through the eportfolio, students assemble evidence of their achievement of the six learning outcomes by carefully reviewing and selecting elements of their work from their undergraduate career. These elements may include course assignments, papers, projects, service learning experiences, internship experiences, and extracurricular activities, and are referred to as artifacts for the eportfolio. While students focus on developing artifacts based upon their experiences in PHST classes, they may also include artifacts from their general education and advanced elective courses outside the major. Students must select and assemble artifacts that address each of the six learning outcomes, and write reflections which make claims for their achievement of the respective learning outcome. All of these items, artifacts and reflections, are then presented in the eportfolio. The instructors' assessment of the students' electronic portfolio provides evidence of successful achievement of specified learning outcomes in the Philanthropic Studies major. As the overall assessment planning process continues to unfold, the specific form and structure of program assessment that will take place in the capstone will be formalized. We experimented with an approach during the reporting period and are continuing to review its effectiveness.

The P490 Internship in Philanthropic Studies course must be completed by all majors. Students usually participate in the internship during their junior or senior years after completing a significant portion of the core curriculum. The internship is intended to be a pre-professional experience in the nonprofit sector. Students have the opportunity to gain hands-on experience in a nonprofit organization and apply course content and theory to on-site experience and practice. By design, students assume the responsibility to identify an internship host organization that aligns with their values and goals. Students work with a designated Site Supervisor at the host organization and a Faculty Advisor to develop a meaningful educational experience in their area(s) of interest such as advocacy, communications, donor relations, fundraising, grant making, grant writing, marketing, program management, special events, or volunteer recognition and recruitment. Students must work a minimum of 150 total hours to earn credit for the internship, and this requirement is usually accomplished by doing 10-20 hours per week. Students' work in the internship is guided by a learning plan which is collaboratively designed by the student and the Site Supervisor and approved by the Faculty Advisor. During the experience, students write reflection assignments on a regular basis, compose a portfolio of the internship experience, and write a final reflection paper on the total experience. A total of 15 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 P590 Internship in Philanthropic Studies is required for all master's, regardless of format. Directed off-site study provides the culminating experiential learning opportunity for students to integrate graduate-level knowledge outside the classroom. Off-site study may include any of the following: professional work within a nonprofit organization, board service for a nonprofit organization, study abroad that includes volunteering, community service, fieldwork, or another philanthropic context such as a for-profit entity's corporate social responsibility department.

The directed off-site study provides a crucial bridge between the classroom, and real-world issues in philanthropy, and skill development in a professional setting. Students work with a partner organization and a faculty advisor to develop a meaningful experience in their areas of interest such as program development, advocacy, convening, special events, fundraising, grant-making, marketing, communications, volunteer management, board development, or strategic planning. Master's students must have completed 15 credit hours with at least a 3.0 GPA to enroll in their internship. The structure and goals are similar to those in the undergraduate program: work 150 hours, apply theory to practice, craft learning objectives together with their faculty advisor, keep a journal, and complete a final paper. In contrast to the undergraduate program, master's students must not only reflect but must engage scholarly literature in their final paper. The final portfolio includes all the student's written products including sample work produced at the internship site. During the reporting period, the internship instructor piloted a series of regular meetings, called colloquia, of all students working on their internships to discuss common questions and challenges and provide additional guidance. The Director also created a permanent Canvas site for students preparing for and working on their directed-offsite study course. The site includes the following Modules: Overview and expectations, forms, pre-reading (a scholarly article on the relationship among students, campuses, and the community), colloquium materials, and resources.

Master's degrees require a combination of course work with a traditional thesis or equivalent project. Students who complete master's theses have demonstrated mastery of the curriculum by applying both content knowledge and research skills in either the humanities or the social sciences. Students who have completed theses have produced original research on a variety of philanthropic studies topic. Three or more faculty members participate as thesis committee members and together certify student's fulfillment of master's degree requirements. In the LFSOP, the master's thesis is an option which fewer than 10% of students pursue. The Director of Master's Degree Programs approves the substitution of course work that includes seminar papers or research papers that, taken together, demonstrate mastery of content knowledge and research skills. During 2016-17, the Director updated guidance for students to prepare them for pursuing the master's thesis option and met regularly with students who expressed interest in writing a thesis. For students enrolled in thesis or independent study (depending on the nature of the project), the Director may create a one-credit hour requirement for students to meet – as a group – on some regular basis. This structure would create a peer support group, under the Director's supervision, to keep students on track, share experiences, and resources. The structure would be similar to the Internship colloquia.

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, 5 students took the qualifying exams. The qualifying exams consist of three questions: one general question, one humanities question and one social science question. Three students successfully passed all three exams, 1 student passed 2 out of the three exams, having to retake or respond to questions with the third exam. Another student passed 1 exam and had to respond to questions for two exams. Both of these students successfully responded to these questions, passed the exam and advanced to candidacy.

In addition to the qualifying exams and the successful completion of the dissertation, new students are required to attend a week long methods workshop. The purpose of the methods workshop is to prepare students to critically engage with the research and material in the courses. The methods workshop covers basic qualitative and quantitative methods, as well as an introduction to the humanities. We ran the first methods workshop in August of 2015. Those who attended were asked to complete an evaluation survey of the workshop and based on that feedback we made changes to the methods workshop for 2016. We did the same in 2017. These changes included, introducing more content from the humanities and simplifying the material on basic statistics to enable students to comprehend and digest the material presented in more depth.

In 2017-2018 we will undertake a comprehensive review of the doctoral program. A task force has been appointed to spearhead this review. To inform this process, we surveyed our current students and our alumni. Initial results of these surveys were presented to our faculty. Twenty-one current students completed the survey (response rate 75%) and 15 alumni completed the survey (response rate 55%). The survey asked students about the curriculum (the five core course requirements and the two in-house methods courses), the non-curricular supports (the methods workshop, the PhD seminar, the Philanthropy Research Workshop), experience with advising and with their research committee. We also asked students about their assistantship experience and qualifying exams. Students made a number of suggestions. For example, they suggested dropping or restructuring PHST 790, now that the new methods classes are in place. They also expressed the desire to have more time with the doctoral director. They valued the doctoral-only level courses and felt that they were important for their development as researchers and future scholars. In general, compared to previous two surveys conducted in 2011 and 2014, the overall satisfaction level with the program is improving. In 2011, 63% of students said they were somewhat satisfied and 14.8% said they were very satisfied. In 2014, 50% off students said they were somewhat satisfied, and 33% said they were very satisfied. In 2017, 57% said they were somewhat satisfied and 43% said they were very satisfied. These results will be further discussed in the task force. The charge of the task force is to make recommendations to the Academic Program Committee and Directors and then to the full faculty and the Dean.

The school has also identified the need for enhanced resume-writing and interview skills among undergraduate and graduate students based on student feedback. To meet this need, Dean Amir Pasic created the Career & Leadership Preparedness (CLP) program in the summer of 2016 which provides career development and job search strategies for our undergraduate and masters' degree students under the direction of our Director of Student Services and Admissions. The program is continually evolving and includes general services and coaching. Each semester, two to four workshops are provided for students within the school, offered by staff, faculty and/or alumni. The topics range from resume writing and job search strategies to leveraging who you are to get the job and the effective use of LinkedIn. To support these efforts, the CLP coordinator is engaged with the IUPUI Career Services Council, so all campus career workshops, job fairs and other career opportunities are promoted to our students. The CLP coordinator also meets regularly with the school's Board of Visitors Career Task Force to seek their input and feedback into our efforts.

The CLP coordinator provides individual and group coaching to our students as they consider applying for internships and jobs. Coaching helps the students understand their professional calling and what they hope to accomplish in their careers. It also provides the opportunity for other related discussions on professionalism. The CLP coordinator also engages with students to help them articulate what they are learning in the classroom (learning outcomes) as they prepare for job interviews. Plans for next year include engaging the CLP coordinator to provide specific coaching and professional development for students taking the required three credit internship courses in the undergraduate and graduate programs. Students will meet with instructors and the CLP coordinator three times during the semester to debrief their internship experiences and develop their professionalism and soft skills for the workplace. Information about the CLP may be found at: https://philanthropy.iupui.edu/academics/careers/career-services.html

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. For the undergraduate program, the eportfolios provide information for the feedback loop that is shared with instructors. As we finalize how the eportfolio will develop across the curriculum, we will be in a better position to formalize the feedback loop and implement relevant enhancements.

Response to 2015-2016 Feedback

Feedback from the PRAC Report Review Subcommittee focused on 2 areas:

- Language of some of the undergraduate student learning outcomes is not consistent with best practices for facilitating measurement
- Advising services are not included in assessment practices

During the reporting period, the B.A. curricular task force reviewed and revised all student learning outcomes to bring the language into alignment with best practices, the hierarchy of Bloom's taxonomy, research on learning in our field and employer needs. For instance, the feedback noted an overuse of the term "understanding." This term has been removed and replaced with more specific and measurable terms such as explain, identify, analyze, etc. During the 2017-2018 year, the revised learning outcomes will move through the faculty's Academic Programs Committee and then onto the full faculty for a vote (Because the revisions have not yet been approved, we are unable to include them in this report, but plan to do so for next year's report). Once the faculty agree upon the revisions, plans for developing the formal assessment process will move forward and include outcomes and assessment mapping, revision of signature assignments, and creation of an assessment plan.

The School does not have a process in place for assessing student services other than employee annual performance reviews. With the addition of the Career Leadership and Preparedness series, we have begun tracking student participation in the workshops and consultations, but have not yet incorporated measurement of student learning as part of this effort. As part of the assessment planning process, we will consider how to assess student services in support of the overall assessment plan.

Finally, during the current school year, the Ph.D. program is under review and will be able to determine its plan for action to address assessment related issues based on the recommendations received. We anticipate providing an update on this process in next year's PRAC report.

Plans for 2017-2018

As indicated throughout this report, the School is taking steps to 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. We have included little hard assessment data in this year's report because faculty have not yet identified and agreed upon what that data should be so that appropriate collection, analysis, review, and planning for improvement can occur. We will continue to move our planning processes forward and aspire to have the fundamentals of a plan in operation by the end of the next reporting period.