

**Indiana University Lilly Family School of Philanthropy**  
**IUPUI**  
**Annual Report on Assessment**  
**2018-2019**

## **Introduction**

This report provides a summary review of the efforts of the Indiana University Lilly Family School of Philanthropy (LFSOP) to assess its academic degree programs. The school was formally established in the spring of 2013. 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.

The School has 20 core faculty members (50% or more FTE in the School), 28 affiliate faculty, and 10 adjunct faculty based in other schools across the IU system. Four of the core faculty members serve as program directors for the following academic programs: 1) B.A.; 2) M.A.; and 3) Ph.D. (two core faculty members share the director role for the Ph.D.).

## B.A. Degree Program

The B.A. degree program in Philanthropic Studies began in 2010 and implemented curricular revisions in 2017. The degree requires completion of 120 credit hours, of which 40 credit hours are within the major. These 40 credit hours include 27 hours in core content, 9 hours in electives, and 4 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 2018-2019 year, there were 61 B.A. majors in the program, and ten students graduated from the program.

## M.A. Degree Programs

The M.A. degree program in Philanthropic Studies requires completion of 36 credit hours. These credits include 27 hours of course work central to the study of philanthropy and 9 hours of elective courses. Students may choose to write a master's thesis, which requires 3 hours of research methods and 6 hours of thesis work. Only 2 or 3 students annually choose the thesis option as the vast majority of students prefer elective coursework. 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 2018-2019 year, there were 138 students in the master's level programs, including 96 in the master's degree program and 42 in the graduate certificate program. Since the graduate certificate program's inception, almost 50% of certificate students have chosen to apply to the master's program and continue their study with the school.

The M.A. degree program has three options for delivery: 1) on-campus format; 2) executive format (hybrid); and 3) online format. 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 world 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 motivation, 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, in hybrid format, or through a combination.

During the reporting period, there were 42 master's level graduates. At the time of this report, more than 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. Up to 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 the Nonprofit Academic Centers Council (NACC), which is a voluntary association of colleges and universities with philanthropy and nonprofit management degree programs.

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 2018-2019 year, there were 28 doctoral students enrolled in the program, and five students completed the program. Two secured faculty positions in the U.S. and one secured a faculty position in China. Two students continue in their high-level professional practice careers. In keeping with most of doctoral education, the program relies upon coursework, qualifying exams, dissertation defenses, and placement rates to assess its curriculum.

### **Current Assessment Apparatus and Continuous Improvement**

We are currently collecting the following data to support assessment processes:

- A total of 15 undergraduate 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. 87% of these students earned 85% or higher on their internship coursework.
- 100% of senior capstone students (18) achieved at least satisfactory rating on content, design, organization, and narrative of their ePortfolios.
- 94% of B.A. graduating seniors secured employed or placement in graduate school.
- A total of 43 graduate students completed the internship during the reporting period. One hundred percent passed the internship portfolio requirement.
- One graduate student completed a master's thesis.
- During the reporting period, 3 Ph.D. students took – and passed – their qualifying exams. One minor field student passed the qualifying exam in philanthropic studies.
- 100% of graduating Ph.D. students successfully secured desired employment or maintained their desired employment post-graduation.

In 2017-2018 a task force spearheaded a comprehensive review of the doctoral program. Several updates to the doctoral program went into force during the reporting period. The major improvements include modification to the P790 dissertation seminar to prepare students to submit an article for publication, greater linkage among the four other core courses, and explicit requirement of P521 or equivalent. Two core faculty now share the director function, dividing responsibilities according to their areas of expertise and increasing students' opportunities for advising and guidance regarding all aspects of the PhD program.

The doctoral directors improved the PhD boot camp to more deliberately integrate content into subsequent coursework, so that the literature and methods training are not isolated from the curriculum and therefore left for students to forget. Boot camp content is now sequenced more deliberately, beginning with orientation to disciplinary research and scholarship, humanities inquiry, qualitative methods, quantitative methods, and international research. First- and second-year students must attend boot camp; all PhD students and candidates are invited to attend sessions of interest to them. Second-year students overwhelmingly state that they gain a much deeper understand and sense of confidence during their second boot camp.

During the reporting period, the director of admissions and student services position was raised within the departmental organizational chart from academic programs to the level of the dean's cabinet to enable greater focus and energy on recruitment and student needs, as well as more formal assessment of student services.

## **Response to 2017-2018 Feedback**

Feedback from the PRAC Report Review Subcommittee focused on clarifying what the Nonprofit Academic Centers Council (NACC) is, and the Ph.D. boot camp. We have provided more explanation in the report to address these items. Additionally, there was a comment about needing more granular data. We recognize that and continue to determine the best ways for us to assess our programs, collect data and implement feedback loop. During the reporting period, we merged the Academic Programs Committee of the faculty and the Assessment of Teaching and Learning Committee of the faculty to gain more efficiencies. Now called the Academic Programs and Assessment Committee of the faculty, the group has a new chair and broader membership from across the school. Advancing the assessment agenda within the school will receive renewed attention in the next reporting year.

## **Plans for 2019-2020**

The greatest challenge to the BA program is enrollments. Our recruiting staff are renewing efforts to address this need. We are also working to engage more core faculty members in undergraduate teaching, which we believe has important implications for student satisfaction, program assessment, and long-term continuity and coherence in the curriculum.

The greatest challenge to the MA program is the gradual shift in student preference away from the traditional, full-time, on-campus format toward part-time, online and executive format. For the first time since the MA program's inception, more students (75) identify as online versus on campus (63). Similarly, more classes are delivered in the online format versus on campus and part-time enrollment is rising. This presents both opportunities and challenges for the school in scheduling, sequencing, and greater demand for summer offerings.

The doctoral directors, together with faculty who teach in the doctoral program, continue to evaluate the curriculum, advising, and research guidance based on student feedback.

A task force continues to evaluate whether or not the school will offer a "professional doctorate" in philanthropic studies, which could deliver some or all coursework online or otherwise through synchronous technology. This track would be tailored to philanthropic practitioners who will not or cannot relocate to Indianapolis for coursework and who would not give up their full-time professional employment in the sector. The task force is evaluating all aspects of the degree program: staffing, admission criteria, cost, faculty teaching and advising capacity, course content, course delivery, dissertation protocols, and timing.