

**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 its 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.

The School has 21 core faculty members (50% or more FTE in the School), 31 affiliate faculty, and 9 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 now share the director role for the Ph.D.). Three new hires were made during the reporting period.

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 2017-2018 year, there were 55 B.A. majors in the program, and eleven 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 2017-2018 year, there were 133 students in the master's level programs, including 98 in the master's degree program and 35 in the graduate certificate program. Since the graduate certificate program's inception, 1/3 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 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.

During the reporting period, there were 30 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 2017-2018 year, there were 29 doctoral students enrolled in the program, and eight students completed the program – the highest number of doctoral graduates since the program's inception. Three secured faculty positions in the U.S. and one secured a faculty position in China. Four students continue in their high-level professional practice careers. In keeping with most of doctoral education, the program relies upon qualifying exams, dissertation defenses, and placement rates to assess its curriculum.

Current Assessment Apparatus and Continuous Improvement

We made progress in moving toward a comprehensive program assessment model for the BA degree program. During the reporting period, revised program level outcomes moved out of

subcommittee to full committee for discussion. Then, they were advanced to the full faculty for a vote, and were successfully passed in April 2018. Additionally, a 4+1 accelerated BA and MA program was approved by the faculty and university. Lastly, undergraduate and graduate certificates in philanthropic fundraising were approved by the faculty and moved into university approval processes.

We recognize that our current course-level assessment practices are not fully sufficient for program-level assessment. Advancement of program level outcomes will enable curricular mapping as a foundation for the larger assessment process during the next reporting cycle, along with mapping of IUPUI PLUS.

We are currently collecting a limited amount of 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. 100% of these students earned 85% or higher on their internship coursework.
- 95% of senior capstone students achieved at least satisfactory rating on content, design, organization, and narrative of their eportfolios.
- 96% of B.A. graduating seniors secured employed or placement in graduate school.
- A total of 26 graduate students completed the internship during the reporting period. One hundred percent passed the internship portfolio requirement.
- Two graduate students pursued the thesis option, and both completed their thesis projects successfully.
- During the reporting period, 3 Ph.D. students took the qualifying exams, and successfully passed all three exams.
- 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. 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 the PHST P790 research requirement, 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% of 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.

The task force brought recommendations to the faculty for implementation related to dissertation requirements, especially related to multiple manuscript dissertations and faculty co-authored sections of dissertations. These recommendations drew on policies from similar disciplines and schools within the University (Nursing, Economics, Social Work) and multiple conversations within the faculty. Another recommendation related to integrating “boot camp” content more deliberately into the subsequent coursework, so that the literature and methods training are not isolated from the curriculum and therefore left for students to forget. The task force reviewed all syllabi from the core seminar courses with particular emphasis on eliminating redundancy and identifying crucial theories not adequately addressed.

The PhD task force could not address all the issues before it, so a modified task force continues into 2018/19. This group will 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 will evaluate all aspects of the degree program: admission criteria, cost, faculty teaching and advising capacity, course content, course delivery, dissertation protocols, and timing.

The Career & Leadership Preparedness (CLP) program is a co-curricular initiative that 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, who is our primary academic advisor. The program is continually evolving and includes general services, advising, 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.

While the academic advising process is not assessed (the performance of the Director of Student Services and Admissions is annually evaluated), feedback from students has been solicited through the CLP. Improvements were made in real-time based on this feedback to inform workshop content. CLP will be connected to our emerging eportfolio strategy, which will employ the use of eportfolios in student advising. The previously mentioned effort to develop an implementation plan for integration of eportfolios across the curriculum includes our advisor.

Response to 2016-2017 Feedback

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

- Direct connection of program learning outcomes to Principles of Undergraduate Learning and Principles of Graduate Learning
- Hard data on direct and indirect measure of learning not presented or discussed

Our program level student outcomes were mapped to the previous Principles of Undergraduate Learning back in 2010 when the program started. As a program, we knew how each course fit with both the program outcomes and the PULS. The revision of the program level outcomes occurred as the new PLUS profiles were being developed. So, the new outcomes will be mapped to PLUS during the next reporting period.

During 2016-2017 the Graduate Director led the Master's Degree Task Force to develop Principles of Graduate Learning unique to the Lilly Family School of Philanthropy. The task force considered IUPUI's Principles of Graduate Learning and Association of American Colleges & Universities' (AAC&U) principles of liberal education as foundations. The resulting degree-level outcomes were then embedded into P-590, Directed Off-site Study, as the primary assessment vehicle for master's students upon program completion. These learning objectives are:

- 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.

During 2017-2018, the Graduate Director supervised 26 master's students during their off-site study courses. Students chose research topics for their final papers that integrated theory and practice and demonstrated their command of the program-level competencies.

Finally the Ph.D. program review task force validated the appropriateness of the interrelated assessment vehicles of course work, qualifying exams, and dissertations. Task force recommendations dealt with revisions to the five core courses in the curriculum, with emphasis on expansion of core courses and qualifying exam reading lists so that they reflect diverse experiences, including historically marginalized communities and societies outside of the U.S. and Western Europe. Adaptations to boot camp, core courses, and qualifying exam reading lists will continue as the doctoral program evolves.

Plans for 2018-2019

During the next reporting period, the undergraduate program will undergo an extensive curricular mapping process to align the program with the new program learning outcomes and the IUPUI PLUS. We anticipate this process will also identify signature assignments for which data collection and analysis will form the basis for our assessment process. An action plan for implementing ePortfolios pedagogy across the curriculum will be developed simultaneously, and the resulting eportfolios will serve as a primary source of information for supporting program level assessment. The master's and Ph.D. programs will continue using their existing modes of assessment.