

Indiana University Lilly Family School of Philanthropy
IUPUI
Annual Report on Assessment
Fall 2021 – Spring 2022

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 17 core faculty members (50% or more FTE in the School), 28 affiliate faculty (based in other schools across the IU system) and 23 adjunct faculty. Three of the core faculty

member serve as Program directors for the following academic programs: 1) BA; 2) MA; and 3) PhD (two core faculty members share the director role for the PhD).

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 2021-2022 year there were 34 B.A. majors in the program and 7 students graduated from the program. Assessment of the program is driven by [six program level student learning outcomes](#) which are formally assessed in the capstone course.

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 1 or 2 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 Fall 2021-Spring 2022 year, there were 153 students in the master's level programs. Headcount reflects a 15% increase in MA and 17% decrease in graduate certificate enrollment, with overall master's level headcount increase by 10%. Since the graduate certificate program's inception, a high matriculation rate of more than 60% 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.

The Graduate Certificate in Philanthropic Fundraising was approved during 2018/19 and began during 2019/2020. This program requires completion of 15 credits, which – like the Graduate Certificate in Philanthropic Studies – are comprised of core courses from the master's degree curriculum.

During the reporting period, there were 76 master's level graduates, 27 graduate certificate and 49 master's. This graduating class reflects a 16.9% year-over-year increase in graduate-level degree completion. At the time of this report, all

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 Fall 2021-Spring 2022 year, there were 33 doctoral students enrolled in the program and 4 students completed the program. 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

During the reporting period, our classes returned to on-campus offerings. The spring capstone e-portfolio showcase was in person and also had a web page. It can be viewed here: <https://philanthropy.iupui.edu/academics/ba/capstone/index.html>

The ePortfolio remains the basis for program assessment of the undergraduate program. In the First-Year Seminar, students build ePDPs to explore their identity as college students. Then, in the P390 Internship and Career Preparedness class (most often taken at the end of the sophomore year or beginning of junior year) they will adapt the ePDP or build a new ePortfolio to support their internship search. During junior or early senior year, students will take the P490 Internship course in which they will adapt the ePortfolio from P390 to reflect their internship experiences. As seniors in the P45i0 Capstone, they will produce a capstone level ePortfolio that integrates their learning and identity development from across their undergraduate careers. We call this gradual implementation of ePortfolios across our curriculum our keystone-milestone-capstone progression. This approach has resulted in students developing and attaining a set of refined “ePortfolio makingness” skills that enabled them to produce some of the best ePortfolios the program has seen to date. We anticipate this curriculum yielding good long-term assessment data as we move into the future.

Here are the relevant indicators from the reporting period.

- A total of 11 students completed the required for credit internship during the reporting period. 95% of the hosting organizations reported that students met or exceeded their expectations and that they would host another intern from the School again. 92% of these earned 85% or higher on their internship coursework. Coursework is based on student reflection on degree program learning outcomes and PLUS profiles indicating successful attainment of the related knowledge and skills.
- 80% of senior capstone students achieved 80% or higher rating on content, design, organization, and narrative of their ePortfolios which demonstrates a good level of mastery of six degree program learning outcomes. The foundation of the ePortfolios are written reflections based on the PLUS Profiles and the six program learning outcomes. Students wrote one reflection for each Communicator, Innovator, Community Contributor, and Problem Solver using evidence from artifacts of their learning drawn from their experiences at IUPUI. These direct reflections were graded and assessed based on the quality of evidence within each artifact and the argument made for mastery and achievement of the related PLUS Profile. These outputs represent achievement of the degree program learning outcomes and the PLUS Profiles given the direct connection and design of the assignments to assess these outcomes.
- 7 students graduated from the BA program and all 7 either secured employment or went on to graduate school.

- 35 graduate students completed the internship during the reporting period. 34 students passed the internship portfolio requirement by demonstrating proficiency. 1 student has an incomplete for the course.
- No graduate students chose the thesis option.
- During the reporting period, five students took and passed their qualifying exams.
- Four PhD students graduated during the reporting period.

The Director of Graduate Programs teaches PHST P590, Directed Off-Site Study (internship) course that is required of all master's students. Significant assessment apparatus is included in the course. The syllabus emphasizes that P590 provides a crucial bridge between theory, the classroom, and real-world issues, plus practical skill development in a professional setting. P590 thus enables the culminating experiential learning opportunity for students to integrate graduate level knowledge outside the classroom and prepare integrative, competency-based portfolios. The completed portfolio represents students' integrative knowledge, intellectual skills, and applied and collaborative learning. The P590 portfolio captures students' ability to engage scholarly or professional debates in the field setting. The director adapted Kohl's theory of experiential learning, tailoring journal instructions to connect course content to practice and based on service-learning pedagogy. The syllabus requires students to engage scholarly literature in a final paper to address the bidirectional connections of theory and practice, including implications for further research, philanthropic practice or public policy.

The instructor, students and the nonprofit site manager all participate in assessment of P590. Nonprofit managers complete both qualitative and quantitative assessments. In the 100+ evaluations compiled over the past three reporting periods, manager overwhelmingly rate students as excellent, and only rarely as good.

The faculty advisor for the doctoral program took sabbatical leave during the reporting period yet remained involved in dissertation committees and limited advising. The doctoral director revised the former boot camp to reflect the challenges presented by the pandemic. Only two new doctoral students arrived on campus. Two others enrolled in online coursework to begin their program. Four informational sessions took place via zoom to cover orientation, library resources, research department opportunities, and an introduction to the required research methods seminar. First and second year students attended the sessions; all PhD students and candidates are invited to attend session of interest to them.

The Career and Leadership Preparedness (CLP) program is a co-curricular initiative that provides career development and job search strategies for our undergraduate and master's students and is under the direction of the Director of Student Services and Admissions, who is also our primary academic advisor. The program is continually evolving and includes general services, advising and coaching. Its annual plan includes offering two to four workshops for students offered by alumni or friends of the school. During this period we held an alumni panel and a session by a nonprofit executive recruiter on workplace and employment trends.

While academic advising is not assessed (the performance of the Director of Student Services and Admissions is annually evaluated), feedback from students has been solicited through CLP. Improvements were made in real-time based on this feedback to inform workshop content.

The Director of Student Services and Admissions instructs P390 – Internship and Career Prep each fall and spring. This course is taken by juniors and seniors prior to completing their internship. She worked individually with students on resume and cover letter review, LinkedIn profile review, etc. She also connects each student to at least one alumni mentor to get feedback on resume, cover letter and LinkedIn, to practice networking and to complete a mock interview. CLP also worked with students who had graduated, but not found jobs.

Response to 2019 – 2020 Feedback and Plans for 2022-2023

Feedback from the PRAC Report Review Subcommittee focused on making sure to link to BA degree program outcomes and being more explicit about assessment in the capstone course. In response to the student feedback and PRAC report feedback, the capstone course schedule was reorganized to address student concerns about having sufficient time for ePortfolio development and to improve the flow between course assignments. Previously, collected, selected, reflected upon artifacts documenting their achievement of the 4 PLUS profiles sequentially. The completed this entire cycle for each PLUS profile in one week for a total of four weeks. In the new schedule, students will spend two weeks each collecting, selecting, and reflecting upon their artifacts for all four PLUS profiles to better develop their usable artifacts earlier and to see the emerging story about their success and achievement earlier. We anticipate that this will enhance the student experience and enable the preparation of even stronger ePortfolios. In this new schedule, students will continue to produce four written reflections keyed to the PLUS Profiles using a minimum of 3 artifacts for each profile from their in-and-out-of-class learning experiences. Also, they reflect upon the six BA program learning outcomes. By combining the two levels of outcomes in the series of reflections, we are attaining richer data on student learning and development than before. The four essays are graded to assess student achievement of the PLUS profiles.

The greatest challenge to the MA and graduate certificate programs is the persistent shift in student preference away from the traditional, full-time, on-campus format toward part-time, online and executive format. MA and graduate certificate students now overwhelmingly identify as online students. Part-time enrollment has risen gradually over the last three years. This presents both opportunities and challenges for the school in scheduling, sequencing, and greater demand for online summer offerings. In addition, recovering from the COVID-19 pandemic effects has been slow in that students and faculty continue to express preference for online and hybrid modalities.

A private funder assisted with the funding and development of another new graduate program, the Graduate Certificate in Muslim Philanthropic and Humanitarian Studies, which began in fall 2020. This certificate includes 18 credit hours, including three core courses from the master's degree curriculum and three new courses. The school retained a new adjunct instructor who only teaches in this program, which has not proven to be successful. The school is actively seeking additional teaching capacity for specialized courses in the program.

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. The graduate director drafted and disseminated a student handbook that includes mentoring guidance for doctoral students.

The new PhilD program has been fully approved and a PhilD Program Director was hired. We began accepting applications in the fall of 2022. We received 86 applications for the first application cycle and selected our inaugural class of 25 students that will begin in May of 2023. We will offer a short residency period before the program begins and then the courses will be offered in an 8-week format as asynchronous classes. This program is tailored to philanthropic practitioners who will not or cannot relocate to Indianapolis and who will not give up their full-time positions.

The assessment of this program will include course evaluations, focus groups of students from each cohort; and annual analysis and discussion amongst faculty and staff involved in the program. Longer term assessment will include employer focus groups about the perceived market value and utility of this program. We aspire to create a panel study of our students as they enter and graduate and progress in their careers. This would include job titles, responsibilities, and compensation. We would also invite alumni to join in periodic focus groups to debrief on the collective value of the degree and how it might be enhanced in the future. The new program director will oversee and coordinate assessment of student learning regarding the identified learning outcomes.

We developed a BA working group to address concerns about the drop in enrollment of our BA program that occurred during the pandemic, and the fact that our enrollment has not recovered. The group's charge is to development recommendations for the future of the program. The working group consists of faculty, staff, students, and an emeritus faculty member who served in IUPUI administration. The group collected data, conducted focus groups with a wide variety of stakeholders, conducted interviews, etc. A report with recommendations will be submitted to the Dean and to the Academic Programs and Assessment Committee for review.