UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Academic Departments on Assessment Activities Reported in ___2012-2013__ Annual Reports
<u>**UNDERGRADUATE PROGRAMS**</u>

DEPARTMENT: Nonprofit Leadership   **DATE:**   5/8/2014

PROGRAM(S) COVERED IN REVIEW: Nonprofit Leadership Certificate Minor

COMMITTEE MEMBER(S) CONDUCTING REVIEW: Shari Nelson, Kevin Buettner, & Brett Johnson

1. STUDENT LEARNING GOALS

- Were any goals referenced?   YES ✔   NO____   QUALIFIED Y/N ___
- If so, were goals well articulated?   YES____   NO____   QUALIFIED Y/N ✔
- Do goals address student learning?   YES____   NO____   QUALIFIED Y/N ✔

Comments:

The annual report indicates that there is a new 2013 assessment plan. Note, however, that the previous assessment plan was used for the findings in the 2013 annual report. There is one broad goal for both the certificate program and the minor; i.e. "Possess the knowledge, skills, and character to work effectively in the nonprofit sector." As indicated in the previous review, dated 5/2/2011, the goal is very broad and the verbs "possesses" may be difficult to measure.   The assessment plan and annual report does describe the Ten Core Program Competencies, which provide greater specificity in the way of objectives, in addition to a rubric for competency achievement. These competencies include:

1. *Planning*
2. *Governance*
3. *Finance/Legal*
4. *Fund Development*
5. *Communication*
6. *Evaluation*
7. *Historical and Philosophical Foundations*
8. *Human Development and Industrial Technology*
9. *Personal and Social Responsibility*
10. *Career Development/Intellectual and Practical Skills*

It would be helpful to expand the student learning goals to include the specificity included in the competency objectives, as these are well articulated.

In addition to the program goals, please also consider UND's institutional and Essential Studies goals for student learning (shown in alignment within parentheses) and identify which goals are similar to program goals.
- ✔ 1 Communication – written or oral ("able to write and speak in various settings with a sense of purpose/audience")
- ✔ 2 Thinking and reasoning – critical thinking (or "be intellectually curious"; analyze, synthesize, evaluate)
- ✔ 3 Thinking and reasoning – creative thinking (or "be intellectually creative"; explore, discover, engage)
- ✔ 4 Thinking and reasoning – quantitative reasoning ("apply empirical data…analyze graphical information")
- ✔ 5 Information literacy ("be able to access and evaluate…for effective, efficient, and ethical use")
- ✔ 6 Diversity ("demonstrate understanding of diversity and use that understanding…")
-    7 Lifelong learning ("commit themselves to lifelong learning")
- ✔ 8 Service/citizenship ("share responsibility both for their communities and for the world")

Comments regarding program goals and alignment with institutional and Essential Studies goals:

7 out of the 8 Essential Studies goals were covered in the Ten Core Competencies.

2. ASSESSMENT METHODS

Were any specific assessment methods referenced?   YES ✔   NO____   QUALIFIED Y/N ____

- If so, were specifically chosen assessment methods appropriately aligned with individual goals?   YES____   NO____   QUALIFIED Y/N ✔
- Were both direct and indirect assessment methods used as components of a "multiple measures" approach?   YES____   NO ✔   QUALIFIED Y/N ____

Comments:

Assessment data was collected from completion of competencies embedded in course work, co-curricular involvement, internships, and community service. Surveys and evaluations of internship placement supervisors were also referenced. With the limited amount of information provided about the assessment methods, it is difficult to determine whether these were appropriately aligned with goals. It appears that only direct methods were used.

The following rubric was used for each competency: 1 = Does Not Meet Expectations, 2 = Fulfills Expectations, 3 = Exceeds Expectations. It is noted that "3" is reserved for work that is highly exceptional. Collectively and individually, nonprofit students are expected to achieve "fulfills expectations" on 90% of the expectations and indicators for each competency.

3. ASSESSMENT RESULTS

Were any assessment results reported?   YES ✔   NO____   QUALIFIED Y/N ____

- If so, were the results clear in terms of how they specifically affirm achievement of goals?   YES____   NO____   QUALIFIED Y/N ✔

If so, were the results clear in terms of how they indicate need for improvement?   YES____   NO ✔   QUALIFIED Y/N ____

- Were the results tied to goals for student learning?   YES____   NO ✔   QUALIFIED Y/N ____

Comments:

Results include general statements such as:

- *100% of graduates fulfilled or exceeded competency development as demonstrated through Departmental Plan for Assessment related to student goals and objectives. (It would be helpful to identify how "competency development" is identified and assessed.)*
- *A majority of students exceeded expectations on 80% of program competencies. (It would be beneficial to know the percentage of students who exceeded expectations.)*

More specific results would help round out the result sections, especially as the objectives under the Ten Core Competencies are very specific, with multiple objectives under each. Without specifics results tied to objectives, it is difficult to determine whether they affirm achievement of goals. In addition, the vagueness of the results does not lend itself to determination of need for improvement or whether the results are tied to student learning.

In addition to program goals, some assessment results may be applicable to institutional and Essential Studies goals. Indicate any goals for which the program presents findings, and, for indicated items, describe findings below.

_____ 1 Communication – written or oral ("able to write and speak in various settings with a sense of purpose/audience")
_____ 2 Thinking and reasoning – critical thinking (or "be intellectually curious"; analyze, synthesize, evaluate)
_____ 3 Thinking and reasoning – creative thinking (or "be intellectually creative"; explore, discover, engage)
_____ 4 Thinking and reasoning – quantitative reasoning ("apply empirical data…analyze graphical information")
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Comments regarding results and the application of results to program, institutional, and Essential Studies goals:

As identified above, without specific results, determining alignment with institutional and Essential Studies goals was not possible.

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment
results reported?   YES ✔   NO____   QUALIFIED Y/N ____

- If so, do curricular or other improvements/
  changes arising from assessment results
  directly address goals for student learning?   YES_____   NO____   QUALIFIED Y/N ✔

Comments:

Actions were taken to include:

1. *A new Competency Revalidation Project was launched to assure that the core competencies are relevant to campus programs and the workforce needs of the nonprofit sector. Competencies were changed to the following:*
   - *Governance, Leadership & Advocacy*
   - *Communication, Marketing & Public Relations*
   - *Cultural Competency & Diversity*
   - *Legal and Ethical Decision Making*
   - *Financial Resource Development and Management*
   - *Foundations & Management of the Nonprofit Sector*
   - *Program Development*
   - *Volunteer and Human Resource Management*
   - *Personal and Professional Development*
   - *Future of the Nonprofit Sector*
2. *A new departmental assessment was developed. This assessment plan will be used for next year's annual report.*

Although a new assessment plan was developed and will be utilized, it is based on the newly revised core competencies. How these address goals for student learning will be based on whether department student learning goals are also revised.

SUMMARY

Strengths	*Areas for Improvement*
✔ A specific plan for assessment is in place.	____ No specific plan for assessment is in place.
____Student learning goals are well-articulated.	✔ Student learning goals are not well-articulated.
____Assessment methods are clearly described.	✔ Assessment methods are not clearly described.
____Assessment methods are appropriately selected.	____ Assessment methods are not appropriately selected.
____Assessment methods are well-implemented.	____ Assessment methods are not well-implemented.
____Direct and indirect methods are implemented.	✔ A single type of assessment methods predominates.
✔ Results are reported.	____ No results are reported.
____Results are tied to closing the loop.	✔ Results are not clearly tied to closing the loop.
(Decision-making is tied to evidence.)	(Decision-making is not directly tied to evidence.)

OVERALL SUMMARY AND RECOMMENDATIONS:

The program is to be commended for making changes to the departmental assessment plan and for revalidating competencies. It will be helpful in the future to tie these competencies to the department's student learning goals and UND's Essential Studies goals. Student learning goals and UND ES goals are certainly embedded into the competencies but it is difficult to see this alignment. This, in turn, along with ambiguous results, makes determination of need for improvement and closing the loop challenging. It appears that this information is being collected, so the department is encouraged to report this in greater detail and to make the department's student learning goals more robust, so alignment and closing the loop activities are more apparent to outside readers.

MATERIALS REVIEWED

✔ Annual report
_____ Appendices (cited in annual report)
✔ Other (please describe) – Previous annual report

✔ Assessment plan (as posted)
✔ Previous assessment review

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Section 1: **Q**   Section 2: **Q**   Section 3: **Q**   Section 4: **Q**

Coding Key:
     Y   = yes, this is done appropriately and well (bearing in mind the kind of program(s) reviewed and recognizing that assessment is a cyclical process, i.e., with additional kinds of data to be collected and analyzed in other years)

     Q   = qualified yes as action or progress is apparent; however, evidence is lacking that this is completely and appropriately done

     N   = no, this is not done at all, or it is not done in relationship to student learning

     NA = no information reported and it's unclear whether it was done

Revision 9/25/13