

**Graduate Degree Program REVISED Assessment Plan Cover Sheet (rev. 07):**  
**UNIVERSITY OF ARKANSAS AT LITTLE ROCK**

Plan No. \_\_\_\_\_

Degree Program: <u>Graduate Certificate in Nonprofit Management</u>
Department and College: <u>Interdisciplinary (Public Administration, Mass Communication, Social Work); College of Professional Studies.</u>
Degree Type(MA, MS, EdS, EdD, PhD, Certificate): <u>Certificate</u>
Prepared by: <u>Roby Robertson, IOG Director (pre-prepared by Kim Evans, previously coordinator of the program (left the university April 1, 2011))</u>

Submitted to College Assessment Committee on _____
Approved on _____
Submitted to Provost Assessment Advisory Group on _____
Approved on _____

Respond to all four questions, following the Program Assessment Plan Form Instructions.  
Attach additional pages as needed.

1. What are your student learning goals for this graduate certificate program?

**The overall goal of the Nonprofit Management Graduate Certificate Program is to improve the theoretical managerial understanding and applied managerial skills of individuals in all types and sizes of nonprofit organizations. This revised assessment plan is submitted for approval due to significant changes in the required Guided Study (Capstone) course necessitated by reinterpreted federal financial aid eligibility requirements. The new Guided Study (Capstone) course increases the overall program credit load from 16 to 18 credit hours and will be offered beginning Fall 10.**

2. What are your learning objectives or outcomes associated with each student learning goal?

**The three learning objectives associated with the program's overall goal are:**

- 1.) **Understanding of the history, composition and identifying characteristics of the nonprofit sector (as opposed to the governmental and for profit sectors) (knowledge);**
- 2.) **Understanding the organizational form and structure of a nonprofit (adeptness); and,**
- 3.) **Understanding of the basic administrative and managerial skills relevant to nonprofit organizational operation (skill).**

3. Where will the objectives be addressed in your program? In which courses and through which activities will they be assessed? (Attach Curriculum Assessment Map.)

**See the attached curriculum map.**

4. How will you assess each objective? (a) Methods; b) Design; c) Assessment cycle; d) Stakeholder involvement.)

**(a) Methods: Assessment of learning objectives will be conducted through collection of identified relevant materials from the required courses, Nonprofit Organization Management and Guided Study (Capstone). In addition, individual student evaluations of each class taken and faculty e-mail surveys will be conducted by the program coordinator.**

**(b) Design: The identified class materials will be collected by the class instructors while the program coordinator will collect the student class evaluations and faculty surveys. The collected materials will be reviewed by an assessment team consisting of the program coordinator and a consultant from outside of the program. An assessment progress report will follow.**

**(c) Assessment cycle: Class materials and evaluations will be collected each time the relevant class is offered. Review and reporting by the assessment team will be conducted annually each summer.**

**(d) Stakeholder involvement: Stakeholder input is highly valued and will be garnered through review of the student class evaluations and assessment progress reports. Faculty will also be provided an e-mail survey from the program coordinator for their completion asking their impressions of the effectiveness of their own class and their general impression of the students in the program. Nonprofit sector stakeholder input will be garnered through ongoing discussions of professionalization needs in the sector with nonprofit leaders in the community.**

## Curriculum Assessment Map: Graduate Certificate Program Assessment

(NOTE: This is a template only. You may delete columns, change the format to landscape, or otherwise modify the layout as best fits your needs. However, the final map must include all goals and objectives, in which courses they will be addressed and how they will be assessed. Attach additional pages as needed.)

**Emphasis:** Extensive      Somewhat      Little      None  
**Assessed:** Exam      Paper      Project      Other      Not Assessed

**Overall Goal:** Increasing the managerial understanding and skills of individuals engaged in nonprofit organizations.

### Goal 1: Increasing Managerial Understanding

<b>Courses and activities</b>	<b>How outcomes are assessed</b>	<b>Outcome #1: Understanding the history, composition and identifying characteristics of the nonprofit sector</b>	<b>Outcome #2: Understanding the organizational form and structure of a nonprofit entity</b>
Nonprofit Organization Management PADM 7336, Sec. 90	<b>Emphasis:</b> Knowledge <b>Assessed:</b> Final project/paper	✓	
Nonprofit Organization Management PADM 7336, Sec. 90	<b>Emphasis:</b> Adeptness <b>Assessed:</b> Role Play		✓
Nonprofit Organization Management PADM 7336, Sec. 90	<b>Emphasis:</b> Knowledge <b>Assessed:</b> Class Participation	✓	
Guided Study (Capstone) PADM 7374, Section 90	<b>Emphasis:</b> Knowledge <b>Assessed:</b> paper	✓	
Guided Study (Capstone) PADM 7374, Section 90	<b>Emphasis:</b> Adeptness <b>Assessed:</b> Paper defense		✓

**Goal 2: Increasing Managerial Skills**

<b>Courses and activities</b>	<b>How outcomes are assessed</b>	<b>Outcome #3: Demonstrating understanding an ability in basic administrative and managerial skills relevant to nonprofit organizational operation (such as financial management, public relations, program evaluation human resources/volunteer management , etc.)</b>
Nonprofit Organization Management PADM 7336, Sec. 90	<b>Emphasis:</b> Skill <b>Assessed:</b> Case Study	✓
Guided Study (Capstone) PADM 7374, Section 90	<b>Emphasis:</b> Skill <b>Assessed:</b> paper	✓

**Plan Timeline**

<b>Method</b>	<b>Beginning</b>	<b>Frequency</b>
Course materials collected by faculty	Fall 10	Each time the course runs
Student class evaluations collected	Fall 10	Each time a course runs
Faculty E-mail survey	Fall 10	Each time a faculty member completes teaching a program course
Community stakeholder conversations	Summer 10	Ongoing
Assessment Progress Report generated	Summer 11	Annually

**Faculty E-Mail Survey**

UALR Nonprofit Management Graduate Certificate Program  
Faculty Survey

1. Were the students prepared for the academic rigor of your course?
2. Did the students this semester have the work/volunteer experience to prepare them for your class?
3. Did the students contribute to the class discussion?

4. Did the students impress you as having gained from your class?
5. Did the students impress you as having gained from the program in general?
6. The program currently consists of the following courses:

**Nonprofit Organization Management** (PADM 7336, Section 90)

**Guided Study (Capstone)**, (PADM 7374, Section 90)

**Financial Management in Nonprofits** (PADM 7331, Section 90)

**Human Resources and Volunteer Management** (PADM 7331, Section 49N)

**Grantwriting and Fundraising in Nonprofit Organizations** (PADM 7334, Section 90)

**Public Relations for 21<sup>st</sup> Century Nonprofits** (MCOM 7350, Section 90)

**Program Planning and Evaluation** (SWOK 8159, 8259, Sections 90)

Are there any changes or additions you would suggest for the future?

7. What are the managerial issues in the sector that you think are of current importance and should be covered in the program (these may be outside of the area that you teach)?

## 2010-11 Implementation of 2010 Plan

### First year

#### *Methods*

Kim Evans, Program Coordinator, initiated all of the above steps in the plan in the 2010-11 academic year. Specifically, in the Fall 2010 semester, both the PADM 7336 (the required beginning course in the program) and the Capstone course (PADM 7374) instructors evaluated the students in the relevant classes for performance toward the Objectives defined above. In addition, the other instructors were asked to complete the additional Faculty E-mail survey about student performance and understanding. *Full review of these results are to be accomplished at the end of the 2010-11 academic year. The following is a cursory review of the first semester of the plan and the various documents.*

Utilizing our Goal/Objectives Map the following were collected and analyzed

#### Goal One-Increasing Managerial Understanding

PADM 7336 and the PADM 7374 instructors (in addition to evaluating student 'knowledge' through the various exercises), also completed a survey on each student on how well the students gained the various outcomes (Survey form attached below).

#### Nonprofit Management Graduate Certificate Program Assessment Matrix

Academic Year: 2010 - 2011

Professor: ()

Course: (Nonprofit Org Management or Nonprofit Capstone)

Student\_

Performance Indicator	Performance Level				
	1	2	3	4	5

Does the student understand the history, composition and identifying characteristics of the nonprofit sector?					
Does the student understand the organizational form and structure of a nonprofit entity?					
Does the student demonstrate ability in basic administrative /managerial skills?					

The highest performance indicator is a 5-lowest is 1

In the PADM 7336 course, students ranged from 3-5 with the Median response as a 4. Only one student was in the Capstone course, and her scores were consistently 5.

#### Goal Two-Increasing Managerial Skills.

The outcome is assessed by the 'case study' in PADM 7336 and the major 'capstone' project paper in PADM 7374. Both faculty members felt the students adequately met this goal and outcome.

In addition, all faculty who taught in Fall 2010 filled out the additional survey about student learning. Faculty were generally pleased at the students' understanding and learning. One faculty specifically noted that the linkage of other classes (both required and electives) allowed her to build on other course material and focus more on student understanding.

Student evaluations of the fall courses were both strong on faculty teaching as well as student's grasp of the goals and outcomes.

#### ***b) Design and Assessment Cycle***

Given that this is the first year of the program's assessment, we will continue the assessment methodology in the Spring semester. Analysis of the Fall/Spring results will be done each summer (beginning in Summer 2011).

Thus, we have made no additional changes in the assessment until we complete the first year of the new assessment plan.

#### ***Areas for Improvement:***

In the first course (PADM 7336), although the course serves as the introductory course, other students enroll in the class who are not in the Graduate Certificate program itself. Some students then enroll in the certificate following the introductory course, thus some students are evaluated who have no intention of completing the program.

Given that this is the first year of the program's review, we have no comparisons of students at the beginning of the program and at the end, thus no direct comparisons can be made on student understanding and grasping of the two goals and the three major outcomes. This spring we will gather the same data as in the Fall semester, but no students will have moved from the beginning to the end of the program in one year.

Finally, in our plan, we also noted that we were going to have a stakeholder group meeting in the Summer 2010 to review the plan. Although three of our instructors are 'outside practitioners as

well, and each supported the plan, we did not have a stakeholders meeting last summer. This summer we will have an outside consultant along with the program coordinator evaluate the first year results.

We are not yet satisfied that our 'traditional' tools (case studies and papers) adequately address whether the desired goals and outcomes are met in the program but we want to compare the results of our faculty assessment of the students (via the first course and last course evaluations of the students on the outcomes) with these more traditional tools of evaluation following the first year implementation of the plan. Finally, we may expand the role of the Capstone course as an evaluative tool after this first year's analysis.