



2008-2009 Assessment Plan Report

PROGRAM ASSESSMENT REPORT AY 2008-2009

Report Date: June 1, 2009

School/College: College of Professional Studies

Department/Program: Master of Nonprofit Administration (MNA)

Person completing the Report: Dr. Kathleen Fletcher, Program Director

1. **Overview Statement:** Briefly summarize the assessment activities that were undertaken this academic year, indicating:
 - a. which program learning outcomes were assessed this year.
 - b. who in your department/program was involved in the assessment of the above learning outcomes

All six of the learning outcomes for the MNA program were assessed as part of a self-study for the MNA program review. Recent alumni were asked to indicate whether they felt they had achieved the learning outcomes upon graduation from the program. Kathleen Fletcher, Program Director, developed the survey and was assisted in the survey process by Associate Program Director Gleb Nikitenko and Program Assistant Frank Gigliotti.

2. **Please Answers the Following Questions for Each of the Student Outcomes Assessed:**
 - a. **What did you do?**

Describe clearly and concisely how you assessed the learning outcomes that were evaluated this year (e.g., measures, research methods, etc.).

As part of the preparation for the self-study compiled for the MNA program review, surveys were mailed to alumni in cohorts that entered the MNA program between Fall 02 and Spring 05. Several of the questions measured the alumni's perception of whether they had achieved the program learning outcomes. Each outcome was listed separately, and alumni were asked to use a scale of 1(low) to 5 (high) to rate how well they had achieved that outcome. For five of the six outcomes, the percentage indicating a rating of 4 or 5 ranged from 77% to 97%. The sixth outcome was assessed separately because it measured whether alumni felt that they could demonstrate and apply knowledge in eight different functional areas of nonprofit management. Alumni were asked to check any of the eight in which they felt they could demonstrate and apply knowledge, and results for six of the eight areas ranged from a low of 70% to a high of 96%. The other two functional areas were covered in elective classes which not all of the respondents had taken, so the percentages for



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those two areas were lower (48% and 59%). An excerpt from the self-study covering these figures is attached.

In addition, the learning outcomes for individual courses in the MNA program were revised in Fall 08, and as of Spring 09, an online survey is now being sent to students after each of their courses asking them to rate on a 4-point scale how well the course outcomes were covered by the instructor. After the results are reviewed by the program director, those results are mailed to the instructor to give him or her feedback on how well the course learning outcomes are being covered. The major purpose of this assessment is to provide the instructor with information that will help him or her make adjustments to better cover the learning outcomes when preparing to teach the course again.

b. What did the faculty in the department or program learn?

Summarize your findings and conclusions as a result of the assessment indicating strengths and weaknesses in student learning demonstrated by this assessment.

On the positive side, the faculty learned that over three-quarters of recent MNA alumni felt that they had achieved five of the six MNA program outcomes. For the sixth outcome, on average, 86% of those alumni felt they could demonstrate and apply knowledge in the six major functional areas of nonprofit management that were covered in required courses.

On the negative side, the “not sure” choice (3 on a scale of 1 to 5) was indicated by between 4% and 15% of the alumni for five of the six outcomes. Negative choices (1 and 2 on a scale of 1 to 5) ranged from 0% to 4%. Regarding functional areas of nonprofit management, in one required course only 70% felt they could demonstrate and apply knowledge in that area, whereas the percentages for the other areas ranged from 81% to 96%.

c. What will be done differently as a result of what was learned?

Discuss how courses and/or curricula will be changed to improve student learning as a result of the assessment. Include a discussion of how the faculty will help students overcome their weaknesses and improve their strengths.

These data suggest that, overall, MNA faculty are doing a good job of helping students attain the learning outcomes of the program. Since most of the faculty are adjuncts, it is important to bring them together to discuss the program outcomes and the results of the alumni survey as well as the other findings of the program review. Such a meeting will take place at the MNA Spring Faculty Meeting on June 6. Faculty input will be sought as to what can be done to improve the results in the future.



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The syllabus for the one required course about which only 70% said they could demonstrate and apply knowledge will be reviewed with the faculty members who teach that course and revisions made where appropriate. Results from the learning outcomes assessment for the first cohort to take that course after revisions are made will be especially important.

Starting at the end of the Fall 09 semester, students who have just graduated will be asked to fill out a survey similar to the alumni survey developed for the program review. In that survey, they will rate their achievement of the program learning outcomes as well as the amount of knowledge and skill they gained in individual MNA courses and the value of those courses to their career.

By the end of AY 09-10, a process for assessing the program learning outcomes as measured by the Learning Rubrics will be in place. The assessment measures described in the original assessment plan have not yet been implemented due to the amount of time spent in AY 08-09 on the self-study and the program review. The program director will work with faculty in AY 09-10 to develop a process by which the measures can be implemented.

3. **Attach a copy of the components of the department/program assessment plan that have been modified since its initial submission:**
 - a. Program Mission
 - b. Program Learning Goals
 - c. Program Learning Outcomes
 - d. Program Learning Rubrics aligned with outcomes
 - e. Curriculum map that shows the courses that pertain to the outcome

There was a slight change in the Learning Goals, which necessitated a slight modification to the Learning Outcomes, the Learning Rubrics, and the Curriculum Map for purposes of alignment. The modified plan is attached.

Please return to: Provost Office by June 1, 2009

You can send your replies as either a Word attachment (to: marin@usfca.edu) or as a hard copy to: Provost Office, Lone Mountain Rossi Wing 4th floor.

If you have any questions, please contact: William Murry, Director of Institutional Assessment (wmurry@usfca.edu or x5486).