

Assurance of Student Learning Reflection 2024-2025

College of Health and Human Services

School of Kinesiology, Recreation & Sport

Nonprofit Administration #0463

Dr. Raymond Poff

Is this an online program? ☐ Yes ☒ No

Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here
☒ Yes, they match! (If they don't match, explain on this page under **Evaluation**)

Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your **ASL Rep** by **May 15, 2025**.

Program Student Learning Outcome 1

Program Student Learning Outcome

Students will demonstrate the ability to work successfully with nonprofit agencies.

Evaluation

Yes. This learning outcome is still relevant. It represents a key goal of the program and higher education in general – preparing students to succeed in the workforce. While the measurement instrument has changed slightly over the assessment period, the SLO itself has remained consistent. This SLO is measurable, is measured regularly, and seems the most appropriate for this process. Yes, it includes measurable verbs following Bloom's Taxonomy; demonstrate is associated with the level Apply.

Measurement Instruments

Direct measure: The measurement instrument for this SLO includes the combined assessment of the components of the Nonprofit Administration Practicum from RSA 585 Nonprofit Administration. This multiple component assessment requires student progress toward the SLO throughout the course. Here are the primary elements included in the evaluation of the students.

- practicum proposal
- meeting with course instructor
- progress reports x 2
- final report
- nonprofit agency supervisor evaluation

1. Yes, the measurement instrument is measuring the outcome.
2. No reason is apparent at this time to change the SLO.
3. It is a direct measure.
4. Yes, the artifact is appropriate and represents what a student might see in professional practice.
5. Due to the experiential nature of the project, AI will have little affect on this measurement instrument. The grading process seems appropriate at this time.

Criteria & Targets	80% of the students completing these components will score 80% or higher on the overall assessment. The criteria for success and related targets seem appropriate for graduate coursework. They provide an adequate amount of interpretation of student learning and flexibility in student performance over time. The flexibility is important in the evaluation process.
Results & Conclusion	Results: The results for this SLO are consistent with expectations. During this assessment reflection cycle, 100% met or exceeded the criteria/target. Students demonstrated high levels of achievement on this project. This high achievement is likely a reflection of a vested interest among the students to do well in a professional setting and establish/reinforce a positive reputation in the nonprofit sector. Conclusions: During this period of time, the measurement instrument/evaluation process was changed slightly in an effort to help facilitate the practicum experience. For example, a meeting (Zoom, phone call, in person) with the course instructor was added to ensure the students understood the course expectations, provide a change get to know each other, and provide another opportunity to ask questions. It is perceived this has been a positive addition to the course. The number of progress reports was reduced from three to two as the additional report was determined not to be needed.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Based on our successes with this and our other student learning outcomes, no adjustment seems needed at this time. The program coordinator plans to carefully monitor this and other student learning outcomes each year. As has been the practice, faculty will continue to provide feedback and input regarding SLOs and will adjust them and the measurement instruments as needed. Additional revisions will be addressed as needed in response to curriculum changes, faculty changes, etc.

Program Student Learning Outcome 2	
Program Student Learning Outcome	Students shall demonstrate the ability to research foundations and develop significant components required for an external funding proposal.
Evaluation	Yes. This learning outcome is still relevant. It represents a key competency needed in the nonprofit sector – being able to write grants. Our measurement instrument has remained consistent and the SLO has remained consistent. This SLO is measurable, is measured regularly, and seems the most appropriate for this process. Yes, it includes measurable verbs following Bloom’s Taxonomy; demonstrate is associated with the level Apply.
Measurement Instruments	Direct measure: The measurement instrument for this SLO is the Grant Writing Final Project from RSA 565 Nonprofit Grant Writing and Fundraising. This multiple component project requires student application of content learned throughout the semester. Here are the primary elements included in the evaluation of the students. • Logic Model Template • National Common Grant Application format -or- grant format required by selected funder. • Executive Summary • Grant Cover Letter 1. Yes, the measurement instrument is measuring the outcome. 2. No reason is apparent at this time to change the SLO. 3. It is a direct measure. 4. Yes, the artifact is appropriate and represents what a student might see in professional practice.

	5. Due to the specificity of information needed about the organization and grant, AI will have likely have little affect on this measurement instrument. The grading process seems appropriate at this time.
Criteria & Targets	80% of the students submitting the project will score 80% or higher. The criteria for success and related targets seem appropriate for graduate coursework. They provide an adequate amount of interpretation of student learning and flexibility in student performance over time. The flexibility is important in the evaluation process
Results & Conclusion	Results: The results for this SLO are consistent with expectations. During this assessment reflection cycle, 83%100% met or exceeded the criteria/target. Students demonstrated high levels of achievement on this project. This high achievement is likely a reflection of the instructor's professional expertise in the area and the design structure of the course. Conclusions: During this period of time, the measurement instrument remained consistent over time; it had previously experienced revisions. The components associated with this SLO appear to work well for demonstrating student achievement/competency. The instructor, a current nonprofit sector professional, is in a unique position to teach and guide these students through this process.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Based on our successes with this and our other student learning outcomes, no adjustment seems needed at this time. The program coordinator plans to carefully monitor this and other student learning outcomes each year. As has been the practice, faculty will continue to provide feedback and input regarding SLOs and will adjust them and the measurement instruments as needed. Additional revisions will be addressed as needed in response to curriculum changes, faculty changes, etc.

Program Student Learning Outcome 3	
Program Student Learning Outcome	Students shall demonstrate the ability to make basic assessments re: the status/health of a nonprofit agency.
Evaluation	Yes. This learning outcome is still relevant. It represents a key competency needed in the nonprofit sector – being able to assess financial health of a nonprofit organization. While the SLO has remained consistent and the description of the measurement instrument have stayed the same, some revisions to the assignment instructions have been introduced over time. This SLO is measurable, is measured regularly, and seems the most appropriate for this process. Yes, it includes measurable verbs following Bloom's Taxonomy; demonstrate is associated with the level Apply. This SLO might benefit from a minor revision to more accurately reflect that it addresses both the Apply and Evaluate levels. The part which could receive greater emphasis is the 'assess' part of assessment to reflect – Evaluate.
Measurement Instruments	Direct measure: The measurement instrument for this SLO is the IRS Form 990 assignment from RSA 570 Fiscal Administration in the Nonprofit Sector. This assignment requires student application of content learned throughout the semester. Here are the primary elements included in the evaluation of the students. • Nonprofit organization's impact • Financial trends of the nonprofit • Assessment of the nonprofit's financial health • Other significant findings / attractiveness of organization for employment.

	1. Yes, the measurement instrument is measuring the outcome. 2. No reason is apparent at this time to change the SLO. 3. It is a direct measure. 4. Yes, the artifact is appropriate and represents what a student might see in professional practice. 5. Due to the specificity of information and resources to be reviewed for the assignment, AI will have likely have little affect on this measurement instrument as presently delivered. The grading process seems appropriate at this time.
Criteria & Targets	80% of students completing assignment will score 80% or higher on the assignment (In the 2023-24 review report, the program stated changing the criteria/target (beginning 2024-25) to 75% of students completing assignment will score 80% or higher on the assignment.) While the criteria for success and related targets seem appropriate for graduate coursework, the students have struggled to consistently meet/exceed this standard. See next section for more details.
Results & Conclusion	Results: The results for this SLO were <u>not</u> consistent with expectations. During this assessment reflection cycle student performance was mixed. Based on the data (see below) it seems prudent to either change the criteria and/or targets and/or provide further adjustments to the assignment. The small class sizes also make it easy to sway the statistics as each student carries a lot of weight. <u>2021-22</u> 37.5% (3/8) scored 80% or higher 75% (6/8) scored 70% or higher <u>2022-23</u> 40% (2/5) scored 80% or higher 40% (2/5) scored 70% or higher 20% (1/5) scored less than 70% <u>2023-24</u> 75% (3/4) scored 80% or higher 25% (1/4) scored less than 70% Conclusions: Although the 2024-25 data is not part of this review cycle, it might be relevant to share that for the spring 2025 course, 75% (3/4 students) scored 100% and 25% (1/4 students) scored 74%. The 2024-25 criteria/target is “75% of students completing assignment will score 80% or higher on the assignment.” During the assessment cycle for the reflection report, efforts were made over a couple of years to modify the measurement instrument to help provide additional guidance to students. For example, specific kinds of financial data/calculations were added as requirements in the student responses to the assignment questions. These additional details were intended to help prompt students to use specific skills/content covered during the course in their assessment of financial health. In addition, the importance of the assignment and the role it plays in the program assessment were shared with the students to help encourage a higher level of effort and performance.

<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Based on our earlier adjustments, and recent student improvement, no significant adjustment seems needed at this time. One minor adjustment would be revising the SLO to further emphasize the term ‘assess’ to reflect the Evaluate level of the taxonomy. The program coordinator plans to carefully monitor this and other student learning outcomes each year. As has been the practice, faculty will continue to provide feedback and input regarding SLOs and will adjust them and the measurement instruments as needed. Additional revisions will be addressed as needed in response to curriculum changes, faculty changes, etc.
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To add more outcomes, if needed, select the table above and copy & paste below.