

UW-Madison: Major in Community and Non-Profit Leadership (from Exec Summary, June 09)
Program Goals and Objectives

The CNPL curriculum is arranged under four topical areas: 1) nonprofit leadership and management; 2) community issues, philanthropy, and service; 3) planning, facilitation, and evaluation; and 4) nonprofit communications. The CNPL curriculum and the general education and elective requirements are structured for students to achieve the following 12 outcomes:

1. Know and appreciate the complex nature of today's communities, key sectors, institutions and their interrelationships.
2. Have a broad knowledge of nonprofit organizations, including purposes, types, structures, and variations.
3. Have knowledge and understanding of community issues and of continuing concerns of children, adults, and families.
4. Know how to define and analyze issues, including analysis of human and broader community dimensions, historical antecedents, and future projections.
5. Understand and appreciate the importance of diversity, including cultural, economic, gender, and other forms of diversity at individual, group, and community levels.
6. Understand the importance of communication for community support, engagement, and program effectiveness.
7. Understand the role of philanthropy in community and nonprofit work, and have an ethic of service to families and communities.
8. Know how to plan, implement, and evaluate programs addressing human and community needs.
9. Know how to participate in and organize groups, and how to facilitate learning and action by groups.
10. Have a basic knowledge of nonprofit management challenges, strategies, and methods regarding organization, finance, human resources, and governance, and entry-level skills for meeting these challenges.
11. Have a basic knowledge of community leadership challenges, strategies, and methods, and entry-level skills for meeting these challenges.
12. Have a philosophy of community and nonprofit leadership, comprising clarity regarding one's values, leadership competencies, longer-term leadership aspirations, commitment to ongoing learning, and reflective practice.

Program Assessment

To assess achievement of the program outcomes (listed above) and inform decisions about how to improve learning and program delivery, program faculty will use several methods, sometimes in partnership with the School's Student Academic Affairs staff. The focus will be on CNPL major courses and on the internship experience. For CNPL courses, the outcomes have been mapped to the twelve core courses. Embedded assignments in the courses will be used to directly evaluate student learning related to the outcomes specific for the given course. Samplings of student work will be collected from instructors and reviewed by the curriculum committee for evidence of progress to the stated outcomes. A second direct assessment of learning will draw on the internship reports that are completed by all students. The curriculum

committee will review the reports annually to identify evidence of learning across the 12 intended outcomes, with a special focus on outcomes that are emphasized in internships. These two forms of direct assessment will be supplemented with three additional information sources: 1) student perceptions of their learning described in the students' final narrative reports in which they reflect on their internship experience; 2) student perceptions of learning reported on course evaluations; and 3) results from the alumni survey conducted every three years in which alumni report their perception of learning as an undergraduate and its value in a professional setting. Progress on outcomes will be considered for relevant subpopulations (e.g. ethnic/racial background, first-generation, low-income background, disability, returning adult, etc.) when background information is available, in order to highlight success and concerns of sub-groups for further examination and improvement. Collectively, these analyses will be used to identify outcomes that are being met effectively and those that need to be improved. Information will be used to identify and amplify successful curricular elements, to enhance areas of the curriculum where outcomes are not meeting expectations, to improve site selection for internships, and to improve all aspects of the program.

Program Goals and Objectives

The primary objective of the Women's Studies Program is to provide students with a better understanding of the gendered experiences of women of all races, sexualities, and classes both historically and today, in the United States and globally. Students learn to analyze the status of women in various societies and assess the achievements of women worldwide. Seeing that women's experiences cross disciplinary borders, students understand that the study of women is relevant to any field of study. Students unite an activist approach to academic analysis and take their learning from the classroom to the community. They come away from Women's Studies with an understanding of feminist pedagogy—collaborative strategies of teaching and interaction—which they can apply to group dynamics they will encounter, a knowledge base that will strengthen their involvement in any career choice, and the capacity to critically analyze complex systems of thought. Based on years of experience assessing student learning in the Women's Studies minor, the Women's Studies Steering and Curriculum Committee has outlined the core student learning outcomes for the Women's Studies major. The skills and competencies of the major clearly demonstrate roots in the liberal arts.

I. Mastery of Key Content in Women's Studies

- a. Women's Studies majors will be able to compare different theories about how gender systems have been created and maintained, how individuals perform gendered roles and assume gendered characteristics, and how these systems privilege some individuals and limit others.
- b. Women's Studies majors will clearly understand and explain how gender interacts with other social systems of differentiation (class, race, sexual orientation), affecting individual lives at every level of privilege or oppression.
- c. Women's Studies majors will appreciate the complex relationships between feminist activism and scholarship, theory and praxis, as well as the personal and the political, gaining this knowledge through their own intensive study and work for social change.
- d. Women's Studies majors will gain insight into the complexity of reality that emerges when a critical approach to experience and an inquiry into the effects of ideas and actions become thoroughly integrated into one's world view.
- e. Women's Studies majors will know the history of women, understanding differences among them as well as common themes in their experiences, in the United States and in a global context, and, thus, learn to appreciate both the value of women's traditional activities and their struggles to transcend limiting social definitions.
- f. Women's Studies majors will be able to demonstrate how assumptions about gender permeate every institution, including science, education, and government policies, affecting every aspect of women's reality: health, socio-economic status, family life, and intellectual development.

II. Development and Demonstration of Critical Thinking and Writing Skills

a. Women's Studies majors will analyze representations of women in specific items in mass media, visual arts, literature, etc., in essays discussing both the cultural context of the works and the artists' creativity, experience and technique.

b. Women's Studies majors will compare scholarly works about women and gender, analyzing the authors' preliminary assumptions, theoretical foundations, empirical data and methodological approaches, in papers that assess the validity of evidence used and conclusions drawn in the works in question.

c. Women's Studies majors will unravel the complex intersectionality of gender, race, sexual orientation and class revealed in an autobiographical, theoretical, or artistic product created by a person from a culture different from that of the student, demonstrating both empathy and understanding of standpoint theory.

III. Assessment of the Effectiveness of Activism

Women's Studies majors will demonstrate their ability to analyze the effectiveness of feminist activism to produce social change that improves the status and lived experience of women and/or will demonstrate their ability to analyze the effectiveness of such activism in their own lives. They can observe or participate in a range of interventions such as speaking out against hate crimes, demonstrating in Take Back the Night Rallies, writing letters on women's oppression to government officials, organizing educational programs on issues affecting women such as reproductive rights, participating in the improvement of the lives of women in prisons, and actively working for the improvement of the lives of all women locally, nationally, and globally.

IV. Research Skills

Women's Studies majors will define a research problem; select appropriate methodology to explore it; find sources for data, evidence and context; develop a theoretical framework to analyze the data gathered; write their own original interpretation; and present their findings in the Senior Seminar.

Program Assessment

Program assessment includes frequent, direct, and systematic methods for assessment of student progress in attaining the program's learning objectives (listed on pp 2-3). The curriculum is designed to increase student knowledge and skills acquisition as students move from the required courses through the breadth and diversity requirements to the capstone course. The following methods will be used:

1. *Structured portfolio of student essays:* For the capstone portfolio requirement students write new essays and revise previously written essays to specifically demonstrate mastery of each of the learning goals. Additionally, students exhibit their ability to design and complete an individual research project that reflects original analysis, appropriate research methods and data interpretation. Students work closely with faculty and their peers during the senior seminar to develop, revise, and complete their portfolio and research requirements. A committee of Women's

- Studies faculty evaluates student portfolios annually. The Women's Studies Steering Committee then draws on the committee's evaluation to update the curriculum.
2. *Pre-test and Post-test Assessment Tool*: These tools will be used to capture understanding and mastery of content-specific learning outcomes. Students complete a pre-test in their first required course, "Introduction to Women's Studies." These scores are compared to students' scores on the same test taken during their capstone course, "Women's Studies Senior Seminar."
 3. *Exit Interviews*: These interviews will provide the Program with student feedback on learning outcomes, particularly skills development related to research and writing. The exit interview subcommittee synthesizes interview responses and shares the results with the Women's Studies Steering and Curriculum Committee.
 4. *Alumni Surveys*: Plans are underway to develop a follow-up survey with graduates.
 5. *Student Opinion Surveys*: Instruction in all courses is evaluated through the use of these surveys designed by the Women's Studies Program and administered by the University. The comparative results are reviewed at the program level annually and used in program assessment and curriculum development.

February 25, 2009

Community and Nonprofit Leadership Major (CNPL)

Excerpts from Proposal By Interdisciplinary Studies Department School of Human Ecology UW-Madison

3.2 Objectives:

Students will achieve the following 12 outcomes arising from the major coursework and related experiences. They will also achieve broader outcomes from completing their overall university and School of Human Ecology degree and related experiences, e.g. appreciation of humanities and sciences, quantitative and communications skills, etc. The outcomes below focus on outcomes for professional competencies specific to the major. The matrix at Appendix A shows how various courses contribute to achieving the intended outcomes.

Intended Learning Outcomes (Specific to Major)

1. Know and appreciate the complex nature of today's communities, key sectors and institutions and their inter-relationships. This includes the roles of nonprofit/civil, government and for profit sectors in addressing community issues, the critical role of stakeholder relationships, and an appreciation for the role of educational institutions and personnel.
2. Have a broad knowledge of nonprofit organizations. This includes their purposes, types, structures and variations.
3. Have knowledge and understanding of community issues and of continuing concerns of children, adults and families. This includes understanding issues within their ecological context
4. Know how to define and analyze issues. This includes analyzing human and broader community dimensions and recognizing historical antecedents and future projections
5. Understand and appreciate the importance of diversity. This includes attention to cultural, economic, gender, and other forms at individual, group and community levels.
6. Understand the importance of communications for community support, engagement and program effectiveness. This includes knowledge of various communication strategies for various audiences and situations.
7. Understand the roles of philanthropy in community and nonprofit work and have an ethic of service to families and communities. This includes an appreciation of the role of service learning in a wide range of organizations and settings
8. Know how to plan, implement and evaluate programs addressing human and community needs. This includes knowing and being able to apply optional strategies and key tasks and skills. It also includes appreciation of the role of research in these processes
9. Know how to participate in and organize groups and how to facilitate learning and action by groups
10. Have a basic knowledge of nonprofit management challenges, strategies and methods regarding organization, finance, human resources and governance and entrée level skills for meeting these challenges.
11. Have a basic knowledge of community leadership challenges, strategies and methods and entrée level skills for meeting these challenges. This includes skills for identifying and engaging assets and stakeholders, developing shared vision, building community capacity and using networking and collaboration to pursue visions.
12. Have a philosophy of community and nonprofit leadership. This includes having clarity regarding one's values, leadership competencies and one's longer term leadership aspirations. It also includes understanding and committing to a career of ongoing learning and reflective practice

Students will also gain supplementary knowledge and skill related to nonprofit management, professional skills and, or societal context according to their specialized and longer term professional goals

Appendix A
Course Contributions to Intended Outcomes of Program

Major Courses	1. Comm Sctrs Reln-shps	2. NProf Org's	3. Knwl Iss's Ecol	4. Def, Anlz Iss's	5. Divers Types Levl's	6. Comns Value Strat's	7. Philan Svc Knwl Ethic	8. Prg Pln Eval Resch	9. Fac Grps & Lrng	10. NProf Mgt	11. Com Ldsh	12. Com NP Ldshp Philos
Nonprofit Sec: Overv & Fndns	X	x	x	x	x					x	x	
Communicating w/ Key Audiences	x			x		X						
Community Issues and Svc Learning		X	X	X	x		X					
Communications Analysis and Social Marketing				x		X		x				
Survey Contemp Philanthropy	x						X					
Planning Family & Consumer Educ Progs	x				x			X	x			
Methods Teaching Family & Consumer Educ					x			x	X			
Strategic Planning for Nonprofit Organizations						x		X		x		
Evaluation & Resch for Nonprofit Orgs				x				X				
Ldshp & Mgmt of Nonprofit Organizations	x	X			x	x		x		X	x	x
Leadership Dynamics Comm Building	X			x	x				x		X	X
InterHE 399 Internship		x						x	x			x
Program Breadth & Depth – Course Selections												
Human Ecology Breadth			X	X	More depth on strategies to address specific human issues (of specialized interest to individual student) and on associated community and organization leadership and management implications.							
Professional Option	Contributions to outcomes depend on course and learning activity choices to meet specialized interests of individual student											

Note: See 3.2 in proposal for full statements of learning outcome goals.

Appendix E
Assessment Plan for Community and Nonprofit Leadership Program

Learning Outcome Goals	Learning Activities	Methods for Assessing Achievement of Goals	Timetable	Use of Assessment Information
See Learning Outcomes 1-12 in proposal section 3.2	InterHE Core Courses (See courses – outcomes matrix in Appendix A)	<p>Direct Assessment of Student Behavior or Products Showing Outcome Achievement</p> <p>-Student Internship: special project product and selected items in final narrative report - Review of sample of InterHE courses with focus on relevant syllabi components and embedded assignments for selected learning outcomes</p> <p>Indirect Assessment Based on Perceptions About Outcome Achievement:</p> <p>-Student Internship. Selected items in final narrative report -Student course evaluations, relevant ratings results considered in review of sample of courses -Outcomes component of Alumni Survey</p>	<p>Annual review of internship product & narrative report by Dept. Curric. Cmte.</p> <p>Annual review of embedded course assignments by Dept. Curric. Cmte.</p> <p>Annually consider relevant course evaluation results as part of review of embedded assignments above</p> <p>School-wide alumni survey administered by Student Affairs Office every 3 years to students graduating in the 3 year period. Results for CNPL reviewed by Dept. Curric. Cmte.</p>	<p>Annual review of student outcomes via direct assessment will identify areas of greater and lesser achievement. Outcome achievement will be considered for sub-populations. Indirect assessments will provide additional key information for interpreting outcome results. The outcome assessment component will contribute to identification of strengths and limitations of courses and learning activities. Programmatic areas needing improvement will be identified and priorities and timelines for strategic action will be established. Each annual review will also monitor action on previous improvement plans.</p>

Narrative Summary of Planned Assessment

The CNPL program aims to foster learning of a set of inter-related competencies (knowledge/understanding, skills and values) for entrée level community and nonprofit leadership. The program's intended learning outcomes (goals) are presented in 3.2. and focus on outcomes from courses specific to the major while acknowledging the broader outcomes that occur from courses and experiences that are part of the student's broader university and school experience. To assess achievement of outcomes and inform decisions about how to improve learning, program faculty will partner with Student Academic Affairs staff, as needed, and employ an array of methods. Our plan focuses on outcomes from core InterHE classes and the internship.

There are two methods of direct assessment of student behavior or products showing achievement of intended learning outcomes:

a. Internship: special project product and final report. All students complete an internship in a community or nonprofit organization. The experience helps students integrate and apply their previous program learning and in this way serves as a quasi capstone. In concert with their site supervisor they define and conduct a special project providing value to the site. In their final narrative report they describe and discuss their internship site, their activities and their contributions. These report items show student knowledge and reasoning skill. We will gather a sample of project products and final intern reports annually. The department curriculum committee will review the products and reports to identify evidence of learning across the 12 intended outcomes with a special focus on outcomes 4, 7, 8 and 12 [use new numbers] which are commonly addressed in internships. Gaps (outcomes not reflected) will be identified. Information will be used to improve site selection, task defining and other relevant aspects of future internships.

b. Assessment of embedded course assignments. On a biannual basis the curriculum committee will review a sample of InterHE courses and within those courses a sample of assignments. Completed student work for the assignments will be collected from instructors and reviewed for evidence of achievement of the designated outcomes. Information

will be used to assess outcome achievement, to evaluate utility of assignments and to identify areas for programmatic change or improvement.

There are three methods of indirect assessment based on perceptions about outcome achievement.

a. Internship. In their final narrative report students reflect on their perceived learning and achievement of internship objectives. In the review of narrative reports (see above) the curriculum committee will consider student perceptions as an indication of achievement of program outcomes.

b. In the review of a sample of courses (see b above) the curriculum committee will collect and review standard rating items from course evaluations that pertain to perceived overall course impact on students, items that address: perceived utility, thought stimulation, inspiration and improved understanding. This information will provide background context for interpreting outcome achievement demonstrated in course assignment materials.

c. Alumni Survey – Outcomes component. The School of Human Ecology conducts a school wide survey for each undergraduate program every three years. It is sent to all students who graduated in the previous three years. Students report on use and value of their undergraduate learning in their current professional role(s). The survey includes a supplement focused on the learning outcome goals for the students academic major. The InterHE curriculum committee will review disaggregated alumni survey results pertaining to learning outcomes of CNPL graduates and identify needed program improvements. Consideration of alumni survey results will be added to the items under review for the annual CNPL review occurring in the same year.

Assessment based on student behavior and student perceptions is vital to efforts to monitor program outcomes and make ongoing improvements. The department's annual review of the CNPL program will allow for in-depth consideration of direct assessment results for a sample of outcomes each year while providing comprehensive review of the program over a broader period. The periodic alumni survey will show the value of outcome achievement in the workplace. Review of direct and indirect outcomes assessments will identify areas of greater and lesser achievement of outcomes. Outcome achievement will be considered for relevant sub-populations (e.g. ethnic/racial background, first generation, low income background, disability, returning adult, etc.) when background information is available. This further sub-analysis will be exploratory and intended to highlight success and concerns of sub-groups for further examination and improvement as needed. Programmatic areas needing improvement will be identified and priorities and timelines for strategic action will be established. Annual attention to assessment will assure monitoring and follow through on planned improvements.

Note: Our first priority over the next 3 years is to conduct and utilize the two direct and the two indirect assessments described above. We anticipate possibly developing some type of portfolio system in the future. The annual review of a sample of courses and course assignments can serve as a step in that direction. As another step we may also augment the internship assessment with selected survey questions to obtain student perceptions about broader aspects of their program and university experience. These latter activities and uses will only be incorporated as time and resources allow.