

College of Liberal Arts and Sciences

School of Public and Global Affairs

Center for NGO Leadership and Development

Community Leadership and Civic Engagement

Bachelor of Arts, Bachelor of Science

September 2015

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Assessment Plan

Center for NGO Leadership and Development • Community Leadership and Civic Engagement

1. **Student Learning Outcomes**

- Students will demonstrate knowledge of civic engagement, civil society, global interconnectedness, public service, and nonprofit/non-governmental organizations and their roles, challenges, and management techniques.
- Students will demonstrate community leadership through direct experience with nonprofit/non-governmental organizations in the form of internships, service learning, engaged learning, and/or other civic engagement.
- Students will demonstrate the ability to define issues, think analytically, conduct research, synthesize information, and communicate clear arguments both orally and in writing.
- Students will demonstrate preparedness for entry-level employment or additional education after graduation.

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2. Program-by-Baccalaureate Learning Outcomes Matrix

Program Student Learning Outcome	Baccalaureate Learning Outcomes							
	A. Global inter-connections and inter-dependencies	B. Intercultural competencies	C. Analyze human life and natural world inter-connections	D. Critical, creative, and independent thought	E. Communicate clearly and effectively	F. Collaborate with others	G. Quantitative and qualitative reasoning	H. Apply knowledge/skills creatively
1. Students will demonstrate knowledge of civic engagement, civil society, global interconnectedness, public service, and nonprofit/non-governmental organizations and their roles, challenges, and management techniques.	M	M		M				
2. Students will demonstrate community leadership through direct experience with nonprofit/non-governmental organizations in the form of internships, service learning, engaged learning, and/or other civic engagement.		M		M	M	S		M
3. Students will demonstrate the ability to define issues, think analytically, conduct research, synthesize information, and communicate clear arguments both orally and in writing.			M	M	S		S	M

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Program Student Learning Outcome	Baccalaureate Learning Outcomes							
	A. Global inter-connections and inter-dependencies	B. Intercultural competencies	C. Analyze human life and natural world inter-connections	D. Critical, creative, and independent thought	E. Communicate clearly and effectively	F. Collaborate with others	G. Quantitative and qualitative reasoning	H. Apply knowledge/skills creatively
4. Students will demonstrate preparedness for entry-level employment or additional education after graduation.								
Overall	M	M		M	S	S	S	M
<i>Note.</i> Program outcome strongly supports (S), moderately supports (M), or does not support (blank) each baccalaureate outcome.								

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3. Curriculum Map

	Student Learning Outcome			
	1. Students will demonstrate knowledge of civic engagement, civil society, global interconnectedness, public service, and nonprofit/non-governmental organizations and their roles, challenges, and management techniques.	2. Students will demonstrate community leadership through direct experience with nonprofit/non-governmental organizations in the form of internships, service learning, engaged learning, and/or other civic engagement.	3. Students will demonstrate the ability to define issues, think analytically, conduct research, synthesize information, and communicate clear arguments both orally and in writing.	4. Students will demonstrate preparedness for entry-level employment or additional education after graduation.
CLCE 100	B	B	B	B
CLCE 302		B	B	B
CLCE 350		D	D	D
CLCE 410	D	P	D	D
CLCE 429	D		D	D
CLCE 495	P		P	P
<i>Note.</i> Course supports the outcome at the B=beginning, D=developing, or P=proficient level.				

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4. Assessment Methods

	Student Learning Outcome			
	1. Students will demonstrate knowledge of civic engagement, civil society, global interconnectedness, public service, and nonprofit/non-governmental organizations and their roles, challenges, and management techniques.	2. Students will demonstrate community leadership through direct experience with nonprofit/non-governmental organizations in the form of internships, service learning, engaged learning, and/or other civic engagement.	3. Students will demonstrate the ability to define issues, think analytically, conduct research, synthesize information, and communicate clear arguments both orally and in writing.	4. Students will demonstrate preparedness for entry-level employment or additional education after graduation.
Pre-Post Re-Test (CLCE 495)	S, D	S, D		
Exams (CLCE 100)	F, D			
Comprehensive Exam (CLCE 495)	S, D			
Capstone Paper (CLCE 495)			S, D	
Community Partner Evaluation (CLCE 495)			S, I	S, I
CLCE Student Survey		F, I		
Alumni Survey				S, I
<i>Note.</i> F=formative assessment, S=summative assessment, D=direct assessment, and I=indirect assessment				

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Assessment Method	Explanation				
	Description	Student-Level Target ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible
Pre-Post Re-Test (CLCE 495)	<p>Short examination to gather information about topics related to CLCE. Administered via hardcopy or online. Results are entered into SPSS database. Questions are a combination of multiple choice, fill in the blank, and short answer.</p> <p>The first Program-Level Target is associated with correctly answering a series of fill in the blank questions.</p> <p>*****</p>	<p>A student must correctly answer questions in the following areas to satisfactorily meet the student learning outcome:</p> <p>Civic Engagement Civil Society Public Service Nonprofits/NGOs</p> <p>*****</p>	<p>75% of students will correctly respond to specific questions about civic engagement and nonprofit/non-governmental organizations.</p> <p>*****</p>	<p>The Pre-Post Test is given on the first day of CLCE 100, at the end of CLCE 100, and at the end of CLCE 495.</p> <p>The final testing point (CLCE 495) will be used for these Program-Level Targets.</p>	<p>Course instructor administers the examination.</p> <p>Office Manager and/or Graduate Assistants enter results into SPSS database.</p>
	<p>Qualitative responses to questions assessing knowledge about public service, civil society, and mission statements are scored as follows:</p> <p>0 = No response, unsure, refused, or incorrect 1 = Basic/beginning 2 = Thorough/advanced</p> <p>*****</p>	<p>A student must satisfactorily answer the appropriate comprehensive exam questions at a thorough/advanced level.</p> <p>*****</p>	<p>75% of students will demonstrate a thorough/advanced understanding of public service, civil society, and mission statements.</p> <p>*****</p>		
	<p>Student familiarity with nonprofits and NGOs are assessed as follows:</p> <p>Yes = Able to name three No = Unable to name three</p>	<p>A student must correctly identify three nonprofit/non-governmental organizations.</p>	<p>75% of students will be able to identify three nonprofit organizations/non-governmental organizations.</p>		
<p><i>Note.</i> ^a Student-level target is the score or performance an individual student must demonstrate to say the student met the student learning outcome. ^b Program-level target is the percent of all students that must demonstrate they meet the student learning outcome.</p>					

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	Description	Student-Level Target ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible
Exams (CLCE 100)	<p>CLCE 100 examination questions are designed to facilitate course-based and program-level assessment. The questions identified for assessment purposes are spread throughout the three examinations. Correct responses are aggregated. Questions are asked in five domain areas:</p> <p>Definitions Nonprofit/NGO Subsectors Nonprofit/NGO Careers Challenges and Trends Interdisciplinary Model</p>	A student must correctly answer specific examination questions to satisfactorily meet the student learning outcome.	70% of students will answer correctly in each domain area.	Examinations are administered during CLCE 100.	<p>Course instructor administers the examination.</p> <p>Reports containing the necessary assessment information are generated by NIU Testing Services.</p>
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	Description	Student-Level Target ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible
Comprehensive Exam (CLCE 495)	<p>CLCE 495 comprehensive examination is designed to assess students' knowledge of CLCE-related concepts and test their ability to define issues, think analytically, synthesize information, and communicate effectively. Administered via hardcopy. All questions require an essay response.</p> <p>Qualitative responses to question assessing knowledge about civic engagement, civil society, global interconnectedness, public service, and nonprofit/non-governmental organizations are scored as follows:</p> <p>0 = No response, unsure, refused, or incorrect 1 = Basic/beginning 2 = Thorough/advanced</p>	A student must satisfactorily answer the appropriate comprehensive examination questions at a thorough/advanced level.	75% of students will demonstrate a thorough/advanced understanding of civic engagement, civil society, global interconnectedness, public service, and nonprofit/non-governmental organizations.	Examinations are administered during CLCE 495.	Course instructor administers examinations, evaluates responses, and assigns the appropriate score for each student.
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	Description	Student-Level Target ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible
Capstone Paper (CLCE 495)	<p>The capstone paper is a substantial piece of written work on a topic of relevance to CLCE. This is the culminating assignment for the CLCE major. It includes a thesis statement and significant review of literature.</p> <p>The paper is used to assess students' ability to define issues, think analytically, synthesize information, and communicate effectively. These areas are scored as follows:</p> <p>0 = No response, unsure, refused, or incorrect 1 = Basic/beginning 2 = Thorough/advanced</p>	A student must satisfactorily demonstrate a thorough/advanced ability to define issues, think analytically, synthesize information, and communicate effectively.	75% of students will demonstrate a thorough/advanced ability to define issues, think analytically, synthesize information, and communicate effectively.	The capstone paper is collected at the end of CLCE 495.	Course instructor assigns the capstone paper, evaluates the final project, and assigns the appropriate score for each student.
<p><i>Note.</i> ^a Student-level target is the score or performance an individual student must demonstrate to say the student met the student learning outcome. ^b Program-level target is the percent of all students that must demonstrate they meet the student learning outcome.</p>					

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	Description	Student-Level Target ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible
Community Partner Evaluation (CLCE 495)	<p>A standardized evaluation completed by community partners who are invited to observe CLCE 495 students present their capstone projects.</p> <p>The evaluation is used to assess students' ability to synthesize information and communicate effectively. These areas are scored as follows:</p> <p>Yes/No question directly asking if the student synthesized a wide-range of content for the presentation.</p> <p>Three areas (Content, Clarity, and Creativity) used to assess effective communication.</p> <p>*****</p> <p>The evaluation is also used to assess students' preparedness for entry-level employment:</p> <p>Yes/No question directly asking if the presentation's quality was on par with what is expected from an entry-level employee.</p>	<p>A student must earn a "Yes" related to synthesizing information and "Excellent or Acceptable" related to communication (Content, Clarity, and Creativity).</p> <p>*****</p> <p>A student must earn a "Yes" related to their employability for entry-level work.</p>	<p>75% of community partner evaluators will affirm students' ability to synthesize information.</p> <p>75% of community partner evaluators will rate students' communication (Content, Clarity, Creativity) as either "Excellent or Acceptable."</p> <p>*****</p> <p>75% of community partner evaluators will affirm students' preparedness for entry-level employment.</p>	<p>Community partner evaluations are collected at the end of CLCE 495 after students present their final capstone projects.</p>	<p>Outreach Coordinator invites community partners to attend CLCE 495 presentations.</p> <p>Course instructor distributes the community partner evaluations.</p> <p>Office Manager aggregates responses.</p>
<p><i>Note.</i> ^a Student-level target is the score or performance an individual student must demonstrate to say the student met the student learning outcome. ^b Program-level target is the percent of all students that must demonstrate they meet the student learning outcome.</p>					

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	Description	Student-Level Target ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible
CLCE Student Survey	Annual survey of students pursuing CLCE major, minor, or certificate. Provides program-level insight and opinions. Specifically used to assess students' community leadership through direct experience with nonprofit/non-governmental organizations.	A student must indicate direct experience with a nonprofit/non-governmental organization via an internship, service learning, engaged learning, and/or other form of civic engagement.	80% of students will demonstrate community leadership through direct experience with a nonprofit/non-governmental organization.	Survey is conducted annually in April.	Outreach Coordinator manages the survey, analyzes data, and generates the corresponding results.
Alumni Survey	Annual survey of alums conducted by the Office of Assessment Services. Specific questions used to determine if alums are employed or enrolled in additional education after graduating from NIU.	A student must indicate employment or enrollment in an educational program.	80% of students will demonstrate preparedness for entry-level employment or additional education after graduating from NIU.	Survey conducted annually.	Office of Assessment Services coordinates the survey and provides results. Outreach Coordinator reviews results and catalogs the applicable information for assessment purposes.
<p><i>Note.</i> ^a Student-level target is the score or performance an individual student must demonstrate to say the student met the student learning outcome. ^b Program-level target is the percent of all students that must demonstrate they meet the student learning outcome.</p>					