

## International Arts Management MMIAM

### Program Mission Statement

#### Mission Statement (Full Description):

The MMIAM program at Southern Methodist University, in cooperation with HEC Montreal, is designed to cultivate leadership within the international arts sector. By integrating advanced managerial practices and strategic frameworks, this program equips graduates to excel in diverse roles across the performing and visual arts, heritage sites, and cultural industries globally.

Students engage in a one-year curriculum, delivered for five months at SMU's Dallas campus, with other course work facilitated at partner institutions through synchronous methodologies.

The first cohort was enrolled in 2013.

#### Does your program offer courses at an off-campus instructional site (not at SMU Dallas campus)?:

Yes

#### Does your program offer courses through distance education technology (e.g., asynchronous, synchronous, or both)?:

No

#### During which academic year were students first enrolled in this program?:

Prior to AY2023-2024

#### Progress:

Complete

## Fundraising Strategy Development

#### Step 1A: SLO Number:

1

#### Step 1C: SLO Statement (Full Description):

**Commented [SS1]:** Exemplary Report > 2 little issues  
Provide a rationale for this target (e.g., is this a faculty-determined benchmark, based on previous AY data, etc.).  
Improve Mission Statement

**Commented [SS2]: A. Summary Assessment**  
This mission statement is **clear, well-structured, and distinctive**. It effectively communicates the program's **purpose** (to cultivate leadership in the international arts sector) and identifies its **global and collaborative framework** through partnerships with HEC Montréal and other institutions. The description of program structure and delivery format (Dallas campus and synchronous instruction abroad) is an exemplary level of **specificity** that meets rubric expectations.

The statement could be further strengthened by:

- Briefly connecting to **SMU's institutional mission**, emphasizing values such as ethical leadership, innovation, or global impact.
- Including a phrase about **student competencies or learning outcomes** (e.g., "developing strategic, cross-cultural, and ethical management skills").
- Slightly refining the tone for concision and to foreground the **educational purpose** before the logistical details.

#### **B. Suggestions for Improvement**

1. **Purpose:** Clarify how the program's curriculum develops specific skills or mindsets—e.g., strategic leadership, global collaboration, or arts entrepreneurship.
2. **Alignment:** Add a short phrase linking the program's international focus and leadership development to SMU's mission of fostering ethical and globally engaged leaders.
3. **Specificity:** The statement already includes delivery format and partner details—commendable. You may wish to integrate those details more fluidly so the emphasis remains on the program's educational purpose.
4. **Concision:** Consider streamlining historical details (e.g., first cohort year) for use in other documentation rather than the mission statement itself.

#### **C. Suggested Revision**

##### **Revised Mission Statement (Modeled Example):**

"The Master of Management in International Arts Management (MMIAM) at Southern Methodist University, in collaboration with HEC Montréal, prepares future leaders to navigate and shape the global arts and cultural sectors. Through an intensive one-year curriculum—delivered partly on SMU's Dallas campus and partly through synchronous coursework at partner institutions—students develop strategic, cross-cultural, and ethical management skills. Established in 2013, the program advances SMU's mission to foster innovative and globally engaged leadership."

By the end of their semester in Dallas, students will be able to design, plan, and successfully execute a fundraising event in collaboration with a local arts or nonprofit organization, demonstrating applied skills in donor engagement and event logistics.

**Step 2A: Measure:**

Students were assessed on their ability to collaboratively design, plan, and execute a fundraising event for a local arts organization. This was evaluated through a group project that required students to assume shared responsibility for the end-to-end design and implementation of a real-world fundraising event.

Teams developed event concepts, created project timelines, managed budgets, executed marketing plans, coordinated logistics, and delivered the event on schedule.

Alongside project planning and team coordination, students were expected to apply key fundraising theories and strategies introduced during the course - such as donor engagement, case statement development, philanthropic psychology, and campaign messaging - within the context of their event.

Faculty monitored progress through milestone assignments, in-class updates, and final reflection papers. Evaluation was based on the quality of the event, the application of relevant fundraising frameworks, and demonstration of team effectiveness. Individual reflections provided additional insight into student contributions and their ability to integrate theoretical knowledge with practical experience.

This measure is appropriate because it directly captures the intersection of project management skills and academic content mastery. The public nature of the events and the requirement to generate actual financial outcomes adds a layer of accountability and realism that reinforces the learning experience.

This project takes place in IAM 6354 - Fundraising in the Arts.

Attached Files

[Signature Assignment Overall Performance of the Group.pdf](#)

[Nonprofit Fundraising Project Assignment Description \(3\).pdf](#)

**Step 2B: Type of Measure (check all that apply):**

Capstone project,Rubric,Other

**Step 2C: Is Measure direct or indirect?:**

Direct

**Step 3A: Target for Measure:**

At least 80% of student teams will achieve a score of 'Above Average' or higher on their fundraising project, as evaluated by the professor.

**Step 4A: Was the target met for this Measure?:**

Met

**Step 4B: Results and Findings for this Measure:**

Both student groups successfully completed their semester-long fundraising projects, meeting the expectations outlined in the course and demonstrating key competencies in planning, executing, and evaluating real-world fundraising initiatives.

Group 1 partnered with Arts Mission Oak Cliff (AMOC) and conducted a multi-week campaign from November 4 to November 24, 2024, culminating in a featured presence at AMOC's Variety Show on November 21, 2024. The group implemented donor outreach strategies, managed raffle donations, and revised AMOC's case for support. The project raised ~\$1,500, funding 51 hours of donated sound studio time for local artists.

Group 2 began the semester intending to work with Pegasus Media Project, but due to scheduling conflicts with a mandatory client event for another class, they pivoted to a new project in coordination with the Chair of Corporate Communication and Public Affairs (CCPA) and a new community partner, Four Corners Brewing Company. Their event took place on Tuesday, November 26, 2024, from 7:00 to 9:30 PM, and successfully raised ~\$1,700 in support of the next MMIAM cohort.

Result: 2 out of 2 groups (100 percent) met or exceeded the 85 percent performance threshold. Each group received full points for the project (150/150).

Attached Files

[2025-07-26T2023 Grades-Fundraising in the Arts 001 1247.csv](#)

## **Step 4C: Interpretation of Results:**

### **(1) Interpretation of Results**

This year's student teams demonstrated strong collaborative and project management skills through the successful planning and execution of two fundraising events.

Reflections and portfolios show that students applied core concepts such as event budgeting, timeline coordination, division of labor, and stakeholder communication.

Group 1, working with Arts Mission Oak Cliff, maintained consistent contact with the client and executed a highly tailored event. Group 2, initially challenged by scheduling misalignment with their intended partner, showed flexibility and resilience by organizing a new event at Four Corners Brewing Company to benefit next year's MMIAM cohort. These examples reveal students' ability to adapt, problem-solve, and manage real-world complexities under time constraints.

A consistent strength across both groups was the ability to operationalize strategies learned in class while balancing logistics and interpersonal dynamics. Some students noted difficulties in aligning expectations within their teams, especially when responsibilities were unevenly distributed or deadlines shifted. These challenges suggest a continued need for structured peer check-ins and clearer scaffolding of project stages.

### **(2) Documentation of Modifications or Previous Changes**

Based on observations from the previous assessment cycle, faculty restructured the project timeline this year to include earlier team formation and milestone check-ins. This was intended to help students navigate planning complexities and client communication earlier in the semester. Additionally, new guidance on contingency planning was introduced following last year's feedback about unforeseen obstacles during the event execution phase.

These changes were discussed during the MMIAM faculty retreat in Summer 2024 and incorporated into the course design for the 2024–25 cycle. Their positive impact was evident in students' improved responsiveness to changing circumstances and more proactive internal team communication. Faculty will continue to evaluate the effects of these adjustments through review of portfolios and structured student feedback in the next cycle.

#### Attached Files

[Student Sample #1 \(Individual Reflection\)](#)

[Student Sample #3 \(Individual Reflection\)](#)

[Student Sample #2 \(Individual Reflection\)](#)

**Step 5A: Use of Results for Seeking Improvement (Action Plan):**

**(1) Sharing Results with Stakeholders**

Assessment results and student reflections were shared with program faculty and leadership. These findings were discussed during the MMIAM faculty retreat held on May 9, 2025. Additionally, the program director conducted informal conversations with students to better understand challenges related to early coordination, communication with clients, and project adaptation.

**(2) Use of Results for Improvement**

While both fundraising projects were ultimately successful, students in both groups experienced early-stage challenges. In response, faculty designed improvements focused on project planning and client engagement. A new Fundraising Project Launch Packet will be introduced to support students in setting clear expectations and deliverables at the outset. It will include templates for timelines, task delegation, contingency plans, and a client engagement checklist to ensure projects are feasible and well-defined before launch.

To reinforce adaptive planning and accountability, a mid-project check-in assignment has been added. Groups will submit a brief progress update, flag risks, and propose any needed adjustments. This addition directly addresses issues observed in Group 2, where the team demonstrated flexibility but encountered timeline strain after losing a client partner.

**(3) Planned Actions and Timeline**

- Launch the Fundraising Project Launch Packet in Fall 2025
- Require client engagement checklists and project approval forms by Fall 2025
- Introduce mid-project check-in assignments by October 2025
- Review outcomes and student feedback in Spring 2026
- Reassess and refine tools in Summer 2026 during faculty planning session

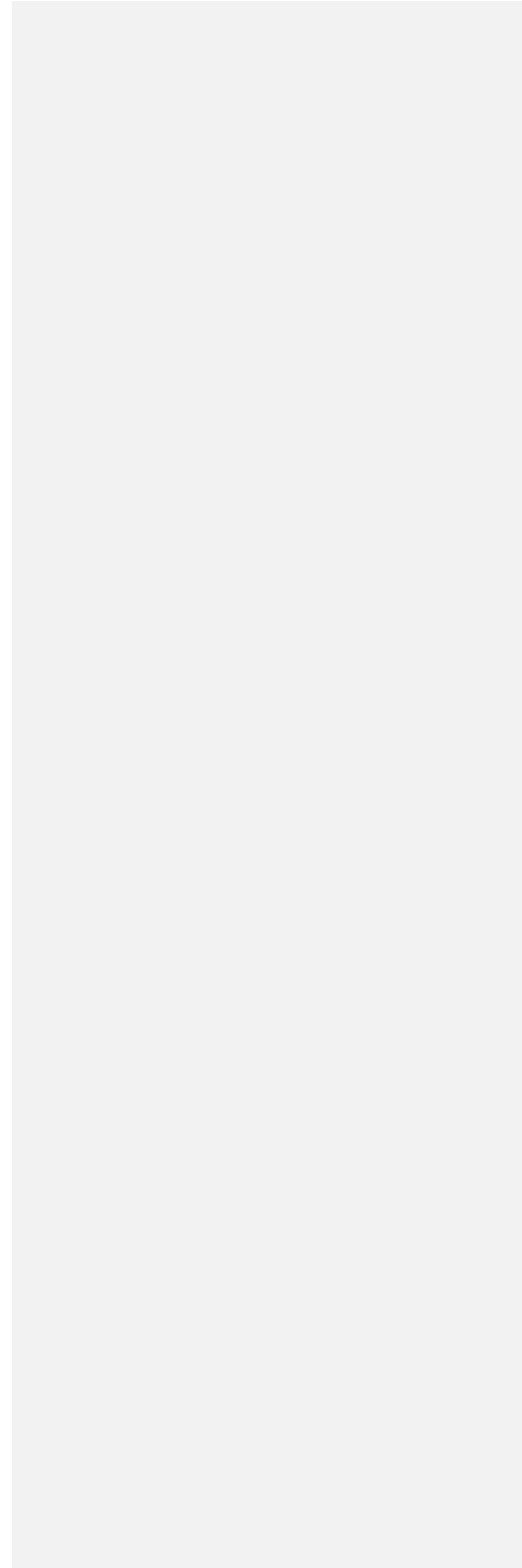
**Step 5B: Type of Action:**

Additional emphasis or time on content, Additional activities or assignments

**Step 5C: Dialogue Participants (check all that apply):**

Administrator, Faculty, Staff, Student

**Step 5D: Evidence of Dialogue:**



Assessment results and course revisions were discussed during the MMIAM faculty retreat held on May 9, 2025. During this meeting, faculty reviewed student reflections, client feedback, peer evaluations, and instructional strategies.

In addition to faculty review, the program director conducted informal check-ins with students to gather feedback on their experience with team collaboration, client engagement, and project execution.

Attached Files

[MMIAM Faculty Email.pdf](#)

**Step 5E: Type of other Improvements (check all that apply):**

Other

**Step 5F: Other Improvements (Full Description):**

In Spring 2025, the MMIAM program was refined to improve clarity of institutional responsibilities, academic integration, and student experience.

While SMU and HEC Montréal remain the official degree-granting institutions, the number of credits delivered by SDA Bocconi has been reduced from 15 to 3, aligning more appropriately with its role as a cooperating partner. Universidad de los Andes in Bogotá, Colombia, has also been added as a cooperating partner delivering 3 credits, expanding the program's global scope and providing students with valuable exposure to Latin American arts management contexts. These adjustments better reflect the academic leadership of SMU and HEC, simplify program oversight, and reduce overall student cost.

Additional modifications include the introduction of a new 1.5-credit Seminar on Conducting an Independent Project to enhance applied research skills, and an extended residency at HEC Montréal, which supports students' eligibility for Canadian post-graduate work permits.

Collectively, these changes reinforce the program's interdisciplinary, globally engaged structure while strengthening administrative efficiency and experiential learning opportunities.

Attached Files

[Request to Add New Joint Degree Non SACSCOC \(2\).pdf](#)

[Request to Add New Cooperative Agreement with Non-Title IV Entity 1 to 24.docx \(2\).pdf](#)

[Request to Modify an Existing Academic Program.pdf](#)

**Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):**

As this is the first year of implementation for this outcome, there are no previously identified action items to report. During the current assessment cycle, foundational steps were taken to support future data collection and analysis, including the development of appropriate tools and protocols. The program is in the process of establishing baseline data and will reassess this outcome in the next cycle. Future updates will reflect progress made toward achieving this outcome, along with any modifications or improvements based on findings from the initial round of data.

**Step 6B: Status Update on Previously Identified Action Plan(s):**

Not applicable for this cycle (explain in Step 6A)

**Progress:**

Complete

**Client Engagement & Stakeholder Management**

**Step 1A: SLO Number:**

2

**Step 1C: SLO Statement (Full Description):**

By the end of the semester in Dallas, students will build and apply client engagement and stakeholder management skills by conducting a fundraising project on behalf of a local arts organization. This includes initiating and maintaining professional communication with external partners, facilitating collaboration among diverse stakeholders, incorporating feedback into project planning, and demonstrating responsiveness to client expectations. Performance will be assessed using a rubric that evaluates stakeholder communication, relationship-building, adaptability, and project alignment with client goals.

**Step 2A: Measure:**

Student achievement in client engagement and stakeholder management was evaluated through a combination of direct measures. These included client evaluation rubrics (where available), faculty observation, communication documentation, and individual reflections on client interactions.

Each team was responsible for initiating contact with a nonprofit partner, conducting a needs assessment, incorporating ongoing feedback, and maintaining professional communication throughout the project.

Group 1 received a completed rubric from AMOC's Executive Director assessing responsiveness, professionalism, and alignment with client expectations. Group 2, which pivoted to an internal stakeholder project when a direct client was unavailable, was assessed via faculty review of communication logs, outreach efforts, and internal stakeholder management.

This multi-pronged assessment strategy was chosen to reflect the real-world complexities of client interaction - where not all engagements follow the same structure, but still demand proactive communication, clear planning, and adaptability. The use of rubrics and documentation provides a replicable method to evaluate how effectively students meet professional expectations in stakeholder relations.

This project will take place in IAM 6354 - Fundraising in the Arts.

**Step 2B: Type of Measure (check all that apply):**

Interview, Rubric, Other

**Step 2C: Is Measure direct or indirect?:**

Direct

**Step 3A: Target for Measure:**

At least 80% of the students will receive an 'Above Average' rating (85%) on their client engagement, as evaluated by the client using a standardized rubric. This benchmark ensures that students are proficient in stakeholder engagement and relationship management, enabling them to apply their skills effectively to achieve organizational goals.

**Step 4A: Was the target met for this Measure?:**

Partially Met

#### **Step 4B: Results and Findings for this Measure:**

Group 1, who partnered with Arts Mission Oak Cliff (AMOC), was evaluated directly by their client. Executive Director Avery-Jai Andrews completed a rubric assessing communication, responsiveness, and alignment with the organization's needs. The group received "Meets Expectations" or "Exceeds Expectations" in all categories, with a final evaluation score of 19/20 (95%). The client also provided narrative feedback praising the team's initiative, professionalism, and thoughtful engagement throughout the project.

Group 2 initially had a client engagement planned with a nonprofit partner that withdrew prior to the project's launch. As a result, the group pivoted to design and execute a fundraising event benefiting next year's MMIAM cohort. Due to the lack of an official client, no external evaluation rubric was submitted. Faculty assessed the group's stakeholder coordination, internal communication, and overall project execution through weekly check-ins, review of team documentation, and final reflection papers. The group showed marked improvement over time and demonstrated a strong commitment to the project, but encountered early challenges with timeline. Based on these factors, their stakeholder engagement was evaluated as "Partially Met."

With one of the two groups (50%) meeting or exceeding expectations based on both client and faculty assessment, and the second group demonstrating partial achievement without client validation, the overall result for this measure is considered Partially Met.

Attached Files

[AMOC Rubric.pdf](#)

#### **Step 4C: Interpretation of Results:**

##### **(1) Interpretation of Results**

The assessment indicates strong student development in client and stakeholder engagement overall, with clear strengths in communication, initiative, and professionalism - particularly when a defined external client was involved.

Group 1, working directly with AMOC, benefited from consistent client interaction and received high marks for responsiveness and alignment with client goals. Group 2 demonstrated resilience and adaptability following the loss of their external partner, but the lack of a formal client limited their ability to practice full-spectrum stakeholder management.

The absence of an external rubric for Group 2 made assessment more difficult and less consistent. While both groups ultimately completed successful fundraising events, the learning opportunity around real-time client engagement was uneven.

## **(2) Documentation of Modifications or Previous Changes**

This is the first year a formal client rubric and structured client feedback process were used to assess this outcome. These changes were made based on prior internal discussions noting that stakeholder engagement was not being consistently or clearly evaluated. Client rubrics, combined with faculty observations and reflections, offered more holistic insight into student performance. However, the unexpected client withdrawal for one group highlighted the need for contingency strategies in assessment design. Going forward, rubrics will be adapted to ensure students can still be assessed on stakeholder engagement even in the absence of an external client.

## **Step 5A: Use of Results for Seeking Improvement (Action Plan):**

### **(1) Sharing Results with Stakeholders**

Findings from client evaluations and student reflections were reviewed during the MMIAM faculty retreat held on May 9, 2025. The program director also gathered informal student feedback to better understand the sources of early-semester ambiguity. In post-project conversations, clients shared specific suggestions for improving alignment and communication during initial project phases.

### **(2) Use of Results for Improvement**

While clients consistently rated student professionalism and responsiveness highly, both faculty and students identified opportunities to improve stakeholder engagement earlier in the project cycle. Clients expressed a preference for clearer initial alignment and more proactive updates, while students reported initial confusion regarding roles and communication protocols.

To improve outcomes, two new structured checkpoints will be introduced in the 2025–2026 academic year:

- A Client Kickoff Summary, due within the first three weeks, will require students to document shared goals, deliverables, and roles in collaboration with their client.
- A Mid-Semester Client Status Update will ensure students formally check in with their partner and receive timely feedback, which will also be submitted to the instructor.

In addition, the Faculty Guide to Stakeholder Engagement, a one-page expectations resource, will be embedded in the course syllabus to provide consistent guidance on communication and collaboration standards.

### **(3) Planned Actions and Timeline**

- Integrate Faculty Guide to Stakeholder Engagement into syllabus by August 2025
- Launch Client Kickoff Summary requirement in Fall 2025 (due Week 3)

- Implement Mid-Semester Client Status Update by October 2025
- Review implementation outcomes and student/client feedback in Spring 2026
- Reassess impact of changes and revise as needed in Summer 2026 faculty review session

**Step 5B: Type of Action:**

Additional emphasis or time on content, Additional activities or assignments

**Step 5C: Dialogue Participants (check all that apply):**

Administrator, Faculty, Staff, Student

**Step 5D: Evidence of Dialogue:**

Assessment results and course revisions were discussed during the MMIAM faculty retreat held on May 9, 2025. During this meeting, faculty reviewed student reflections, client feedback, peer evaluations, and instructional strategies.

In addition to faculty review, the program director conducted informal check-ins with students to gather feedback on their experience with team collaboration, client engagement, and project execution.

Attached Files

[Faculty Meeting.pdf](#)

**Step 5E: Type of other Improvements (check all that apply):**

EPC proposal

**Step 5F: Other Improvements (Full Description):**

In Spring 2025, the MMIAM program was refined to improve clarity of institutional responsibilities, academic integration, and student experience.

While SMU and HEC Montréal remain the official degree-granting institutions, the number of credits delivered by SDA Bocconi has been reduced from 15 to 3, aligning more appropriately with its role as a cooperating partner. Universidad de los Andes in Bogotá, Colombia, has also been added as a cooperating partner delivering 3 credits, expanding the program's global scope and providing students with valuable exposure to Latin American arts management

contexts. These adjustments better reflect the academic leadership of SMU and HEC, simplify program oversight, and reduce overall student cost.

Additional modifications include the introduction of a new 1.5-credit Seminar on Conducting an Independent Project to enhance applied research skills, and an extended residency at HEC Montréal, which supports students' eligibility for Canadian post-graduate work permits.

Collectively, these changes reinforce the program's interdisciplinary, globally engaged structure while strengthening administrative efficiency and experiential learning opportunities.

**Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):**

As this is the first year of implementation for this outcome, there are no previously identified action items to report. During the current assessment cycle, foundational steps were taken to support future data collection and analysis, including the development of appropriate tools and protocols. The program is in the process of establishing baseline data and will reassess this outcome in the next cycle. Future updates will reflect progress made toward achieving this outcome, along with any modifications or improvements based on findings from the initial round of data.

**Step 6B: Status Update on Previously Identified Action Plan(s):**

Not applicable for this cycle (explain in Step 6A)

**Progress:**

Complete

**Professional Networking & Relationship-Building**

**Step 1A: SLO Number:**

3

**Step 1C: SLO Statement (Full Description):**

By the end of the semester, students will build a professional relationship rolodex consisting of at least 50 new contacts within the arts sector and Dallas community. This rolodex will demonstrate students' ability to intentionally expand their network by identifying, researching, and connecting with professionals relevant to their interests and career goals. Each entry will include

contact details, organizational affiliation, method of connection, and a brief reflection on the potential value of the relationship. This outcome supports students in developing practical networking skills aligned with leadership expectations in the arts and nonprofit fields.

**Step 2A: Measure:**

The primary measure for this outcome was the completion and quality of a professional Relationship Rolodex submitted by each student at the end of the term. The Rolodex required students to document at least 50 professional contacts, detailing their role, organization, relationship to the student, and relevance to the student's career goals. Students also provided notes on the outreach process, follow-up strategies, and networking outcomes. The measure was evaluated by faculty using a structured rubric that assessed completeness, diversity of contacts, quality of annotations, and strategic value of relationships.

This measure is appropriate because it directly assesses students' ability to intentionally build and manage a professional network, which is a critical competency for arts managers. It also requires students to apply concepts from course readings and workshops (e.g., relationship mapping, cultivation cycles, and stewardship strategy) in a tangible and individualized format. Because each Rolodex is unique to the student's interests and career aspirations, this tool allows for authentic demonstration of learning while offering evaluators insight into the depth and intentionality of each student's networking efforts.

This project takes place in IAM 6354 - Fundraising in the Arts.

Attached Files

[Relationship Rolodex.pdf](#)

[SMU Networking Tracker Template.xlsx](#)

**Step 2B: Type of Measure (check all that apply):**

Portfolio ,Rubric

**Step 2C: Is Measure direct or indirect?:**

Direct

**Step 3A: Target for Measure:**

At least 80% of students will achieve a score of 'Above Average' or higher on their Relationship Rolodex.

**Step 4A: Was the target met for this Measure?:**

Met

**Step 4B: Results and Findings for this Measure:**

100% of students (12/12) submitted completed Relationship Rolodexes and received full credit (100/100) based on the assessment rubric. Students demonstrated clear effort in making diverse and relevant connections across cultural institutions, philanthropic organizations, and creative industries.

## Attached Files

[Student Sample #2 \(Relationship Rolodex\)](#)

[Student Sample #3 \(Relationship Rolodex\)](#)

[Student Sample #1 \(Relationship Rolodex\)](#)

**Step 4C: Interpretation of Results:****(1) Interpretation of Results**

The results for this SLO indicate that students are demonstrating strong competencies in professional networking and relationship-building. 100% of students met or exceeded the benchmark by earning a score of "Above Average" or higher on the Relationship Rolodex assignment, which exceeded the target threshold of 80%. This suggests that students are effectively applying key principles of strategic relationship management, including identifying diverse stakeholder categories, initiating outreach, and reflecting on the potential value of each contact. Furthermore, students were able to articulate how specific contacts align with their professional interests and future goals, showing both strategic thinking and personal investment in relationship cultivation.

Areas of strength included accurate classification of contacts, thoughtful outreach strategies, and high levels of reflection on relationship-building practices. Minor areas for growth were noted in sustaining engagement over time - some Rolodexes lacked specific plans for follow-up or personalization strategies, suggesting an opportunity to reinforce techniques for long-term relationship maintenance.

**(2) Documentation of Modifications or Previous Changes**

Compared to previous years, students performed better in both the completeness and quality of their Rolodex entries. This improvement appears to be a direct result of instructional changes made this year, including: (a) the introduction of progress check-ins midway through the semester, (b) faculty modeling of effective networking practices during class sessions and site visits, and (c) the inclusion of sample entries to provide clearer expectations. These interventions provided timely scaffolding and more structure, which led to better performance and a deeper understanding of the value of networking in arts leadership. The impact of these changes will continue to be assessed in future cycles through both qualitative reflections and rubric analysis.

### **Step 5A: Use of Results for Seeking Improvement (Action Plan):**

#### **(1) Sharing Results with Stakeholders**

Assessment results were shared with program leadership, faculty, and students. Key feedback was reviewed during the MMIAM faculty retreat held on May 9, 2025, where faculty discussed assignment outcomes. Additionally, the program director held informal conversations with students to gather feedback on their experiences, especially related to stakeholder coordination and professional engagement.

#### **(2) Use of Results for Improvement**

The program will continue using the Relationship Rolodex assignment due to strong student performance, but will enhance it with a follow-up module focused on relationship maintenance. This module will include best practices on personalized outreach, timely follow-through, and ethical communication strategies.

To strengthen fundraising skills and deepen alignment with industry practice, the program will incorporate MOVES management into fundraising-related assignments. This structured approach - identifying, cultivating, soliciting, and stewarding donors—will be taught explicitly and practiced through student-generated outreach plans and strategy logs.

#### **(3) Planned Actions and Timeline**

- Revise the Rolodex assignment to include a brief module on relationship maintenance by Fall 2025
- Introduce MOVES management concepts and implementation tools in fundraising assignments by Fall 2025
- Monitor student outcomes and gather feedback on new modules by end of Spring 2026
- Review results and make any necessary adjustments during Summer 2026 faculty review session

**Step 5B: Type of Action:**

Additional emphasis or time on content, Additional activities or assignments

**Step 5C: Dialogue Participants (check all that apply):**

Administrator, Faculty, Staff, Student

**Step 5D: Evidence of Dialogue:**

Assessment results were reviewed at the MMIAM faculty retreat on May 9, 2025. In addition to analyzing rubrics and completed assignments, the program director gathered student feedback about the utility and relevance of the Rolodex assignment. Students reported that the assignment was helpful in pushing them beyond their existing networks and provided practical insights into the importance of early relationship-building in arts leadership.

Based on the strong student performance and positive feedback, the program will continue using the Rolodex assignment in its current form. However, to deepen the learning experience, faculty will incorporate a brief follow-up module on relationship maintenance, including best practices for personalized outreach, follow-through, and ethical professional conduct.

Attached Files

[Faculty Meeting.pdf](#)

**Step 5E: Type of other Improvements (check all that apply):**

EPC proposal

**Step 5F: Other Improvements (Full Description):**

In Spring 2025, the MMIAM program was refined to improve clarity of institutional responsibilities, academic integration, and student experience.

While SMU and HEC Montréal remain the official degree-granting institutions, the number of credits delivered by SDA Bocconi has been reduced from 15 to 3, aligning more appropriately with its role as a cooperating partner. Universidad de los Andes in Bogotá, Colombia, has also been added as a cooperating partner delivering 3 credits, expanding the program's global scope and providing students with valuable exposure to Latin American arts management contexts. These adjustments better reflect the academic leadership of SMU and HEC, simplify program oversight, and reduce overall student cost.

Additional modifications include the introduction of a new 1.5-credit Seminar on Conducting an Independent Project to enhance applied research skills, and an extended residency at HEC Montréal, which supports students' eligibility for Canadian post-graduate work permits.

Collectively, these changes reinforce the program's interdisciplinary, globally engaged structure while strengthening administrative efficiency and experiential learning opportunities.

**Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle  
(Full Description):**

As this is the first year of implementation for this outcome, there are no previously identified action items to report. During the current assessment cycle, foundational steps were taken to support future data collection and analysis, including the development of appropriate tools and protocols. The program is in the process of establishing baseline data and will reassess this outcome in the next cycle. Future updates will reflect progress made toward achieving this outcome, along with any modifications or improvements based on findings from the initial round of data.

**Step 6B: Status Update on Previously Identified Action Plan(s):**

Not applicable for this cycle (explain in Step 6A)

**Progress:**

Complete

**Team Collaboration & Project Management**

**Step 1A: SLO Number:**

4

**Step 1C: SLO Statement (Full Description):**

By the end of the semester in Dallas, students will demonstrate effective teamwork and project management skills by collaboratively designing and executing a fundraising project for a local arts organization. Students will create task delegation plans, manage group dynamics, and coordinate workflows to meet shared objectives. Success will be measured by peer evaluations, project deliverables, and the team's ability to meet agreed-upon deadlines and performance benchmarks.

**Step 2A: Measure:**

The primary measure for this PLO will be the evaluation of the fundraising project through two assessments.

- Peer assessments will evaluate each team member's contribution to teamwork and collaboration.
- Faculty will grade the portfolio reflection assignment, which requires students to reflect on their teamwork, task delegation, leadership roles, and project management experiences.

Rubrics will be used to assess both peer feedback and faculty evaluations, ensuring measurement of the group's ability to manage dynamics, delegate tasks, and achieve project goals.

This project will take place in IAM 6354 - Fundraising in the Arts.

Attached Files

[Individual Reflection Portfolio Rubric.pdf](#)

[Signature Assignment Peer Review.pdf](#)

**Step 2B: Type of Measure (check all that apply):**

Portfolio ,Reflection,Rubric

**Step 2C: Is Measure direct or indirect?:**

Direct

**Step 3A: Target for Measure:**

At least 80% of individuals will score above average (85%) in their peer assessments. Additionally, at least 80% of individuals will score above average (85%) from the faculty evaluator of their reflection portfolio.

These benchmarks ensure that students are proficient in teamwork and collaboration.

**Step 4A: Was the target met for this Measure?:**

Met

#### **Step 4B: Results and Findings for this Measure:**

This outcome was measured using two components: (1) structured peer evaluations completed by each student, and (2) a project management portfolio submitted by each student and scored by faculty.

##### Peer Evaluation Results:

- 100% of students received a peer evaluation average above 85%.
- The cohort-wide average peer evaluation score was 96.25%, indicating consistently strong teamwork, communication, accountability, and contribution to group success.

##### Project Management Portfolio Results:

- All students submitted completed project management portfolios.
- The average portfolio score was 135.5 out of 150 (or 90.33%).
- The lowest portfolio score recorded was 128, and the highest was 147.
- The rubric assessed project planning, leadership, adaptability, time management, and communication.

##### Combined Result:

- Every student exceeded the benchmark expectation of demonstrating proficiency in team collaboration and project execution.
- Based on this dual-evaluation method, the target for this measure was met.

##### Attached Files

[Student Sample #1 \(Peer Review\)](#)

[Student Sample #3 \(Peer Review\)](#)

[Student Sample #2 \(Peer Review\)](#)

#### **Step 4C: Interpretation of Results:**

##### **(1) Interpretation of Results**

The results indicate that students demonstrated strong competencies in team collaboration and project management. Peer evaluations averaged 96.25%, suggesting effective communication, reliability, and mutual accountability within teams. The average portfolio score of 135.5/150 (90.33%) further confirmed that students were able to independently plan, execute, and reflect on

collaborative projects with clarity and organization. A key strength appears to be students' ability to document and present their project processes using real-world tools and formats.

One minor weakness identified was inconsistent depth in project reflection and adaptability documentation among a small subset of portfolios. While overall performance remained strong, these variations suggest a need for greater emphasis on real-time problem-solving and adaptive leadership in future instruction.

Compared to previous cohorts, this year's scores reflect a modest increase in both peer and portfolio performance. This improvement is likely tied to refinements in instructional scaffolding and clearer expectations around collaborative deliverables.

## **(2) Documentation of Modifications or Previous Changes**

Several modifications were implemented this academic year based on prior assessment feedback and faculty discussion:

- A revised portfolio rubric was introduced to better assess time management, delegation, and conflict resolution.
- A mid-semester check-in was added to encourage earlier reflection on team dynamics and to prompt intervention if needed.
- A collaborative planning workshop was embedded earlier in the semester to provide more guided preparation.

The impact of these changes will continue to be assessed annually through rubric-aligned scoring, peer evaluations, and a qualitative review of reflective components. Additional enhancements to the planning workshop and coaching on reflective writing will be piloted in the next cycle.

## **Step 5A: Use of Results for Seeking Improvement (Action Plan):**

### **(1) Sharing of Assessment Results**

Assessment results were shared with program faculty and leadership during the faculty retreat on May 9, 2025. Peer evaluation and portfolio scoring data were reviewed alongside qualitative reflections from instructors. Instructors also contributed observations regarding team performance challenges and areas for improvement.

### **(2) Use of Assessment Results for Improvement**

Based on the data, faculty agreed to make two targeted changes to further enhance student learning outcomes in this area. First, although average peer evaluations and portfolio scores exceeded targets, it was noted that some students struggled to articulate project pivots and

decision-making in reflective components. Second, instructors observed that earlier exposure to collaborative frameworks might help prevent uneven contributions during project execution.

### **(3) Planned Actions for Improvement**

To address these findings, the following action plan will be implemented during the 2025–2026 cycle:

- Add a dedicated project management skills workshop at the beginning of the semester, focusing on communication tools, time-blocking, delegation, and collaborative planning strategies.
- Embed a structured peer debrief/reflection activity at the midpoint of the semester, allowing students to formally assess their team dynamics, identify issues, and adjust workflows.
- Refine the portfolio reflection rubric to include more specific prompts about conflict resolution, adaptability, and lessons learned from the team process.

The program director and instructional faculty will oversee these improvements. Reassessment will occur at the end of the 2025–2026 cycle using updated rubrics and student feedback.

#### **Step 5B: Type of Action:**

Additional emphasis or time on content, Additional activities or assignments

#### **Step 5C: Dialogue Participants (check all that apply):**

Administrator, Faculty, Staff, Student

#### **Step 5D: Evidence of Dialogue:**

Assessment results and course revisions were discussed during the MMIAM faculty retreat held on May 9, 2025. During this meeting, faculty reviewed student reflections, client feedback, peer evaluations, and instructional strategies.

In addition to faculty review, the program director conducted informal check-ins with students to gather feedback on their experience with team collaboration, client engagement, and project execution.

#### **Step 5E: Type of other Improvements (check all that apply):**

EPC proposal

### **Step 5F: Other Improvements (Full Description):**

In Spring 2025, the MMIAM program was refined to improve clarity of institutional responsibilities, academic integration, and student experience.

While SMU and HEC Montréal remain the official degree-granting institutions, the number of credits delivered by SDA Bocconi has been reduced from 15 to 3, aligning more appropriately with its role as a cooperating partner. Universidad de los Andes in Bogotá, Colombia, has also been added as a cooperating partner delivering 3 credits, expanding the program's global scope and providing students with valuable exposure to Latin American arts management contexts. These adjustments better reflect the academic leadership of SMU and HEC, simplify program oversight, and reduce overall student cost.

Additional modifications include the introduction of a new 1.5-credit Seminar on Conducting an Independent Project to enhance applied research skills, and an extended residency at HEC Montréal, which supports students' eligibility for Canadian post-graduate work permits.

Collectively, these changes reinforce the program's interdisciplinary, globally engaged structure while strengthening administrative efficiency and experiential learning opportunities.

### **Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):**

As this is the first year of implementation for this outcome, there are no previously identified action items to report. During the current assessment cycle, foundational steps were taken to support future data collection and analysis, including the development of appropriate tools and protocols. The program is in the process of establishing baseline data and will reassess this outcome in the next cycle. Future updates will reflect progress made toward achieving this outcome, along with any modifications or improvements based on findings from the initial round of data.

### **Step 6B: Status Update on Previously Identified Action Plan(s):**

Not applicable for this cycle (explain in Step 6A)

#### **Progress:**

Complete

#### **Career Placement**

**Step 1A: PG Number:**

1

**Step 1C: PG Statement (Full Description):**

The MMIAM program will track the employment outcomes of its graduates to evaluate the effectiveness of its interdisciplinary and globally focused training. The program aims for at least 80% of graduates to secure full-time employment or professional placement in the arts, cultural, or nonprofit sectors within twelve months of graduation. Data will be collected through alumni surveys and direct follow-up by the program director and reported annually to inform program planning and continuous improvement.

**Step 2A: Measure:**

The program will assess career placement through a post-graduation alumni survey, sent one year after program completion. The survey will ask respondents to report on their current employment status, alignment of their role with their training, satisfaction with career outcomes, and perceived value of the program in their career trajectory.

This method is appropriate because it provides direct insight into graduates' real-world application of their degree and their post-program career trajectory, while also offering feedback for program improvement.

**Step 2B: Is Measure direct or indirect?:**

Indirect

**Step 3A: Target for Measure:**

The target is set to reflect a high standard of professional readiness and success, indicative of the program's effectiveness in preparing graduates for roles.

This target exceeds the national average by 10%, responding to the findings from the 2022 Strategic National Arts Alumni Project (SNAAP) survey, which reported a workforce participation rate of 79% among the most recent alumni.

By setting the benchmark at 90%, the program aims to demonstrate its capacity to surpass typical industry outcomes, fostering leaders who are exceptionally well-prepared to thrive and contribute across various sectors.

**Step 4A: Was the target met for this Measure?:**

No data collected/reported this cycle (provided explanation in Step 4B)

**Step 4B: Results and Findings for this Measure:**

The career placement survey has not yet been deployed because the first cohort of students eligible for this measure will not reach one year post-graduation until December 2025. As such, no data was collected for this program goal during the current assessment cycle (AY 2024–2025).

**Step 4C: Interpretation of Results:****(1) Interpretation of Results**

Although the program has graduated previous cohorts, this is the first year a systematic career placement measure is being implemented. As such, no results are available for this assessment cycle. A key strength of this new process is that it will enable the program to establish a consistent mechanism for tracking graduate outcomes. A limitation of prior years was the absence of post-graduation contact methods, which has now been resolved by collecting personal contact information.

**(2) Documentation of Modifications or Previous Changes**

In response to internal conversations about improving alumni tracking and demonstrating program effectiveness, the program began collecting personal (non-SMU) email addresses at the time of graduation. This action enables the launch of a career placement survey one year after students complete the program. The survey is scheduled for deployment in January 2026, targeting students who graduated in December 2024 and May 2025. The impact of these changes will be assessed through response rates and reported outcomes in the next assessment cycle.

**Step 5A: Use of Results for Seeking Improvement (Action Plan):**

The program is preparing to launch its first annual alumni career placement survey in January 2026, now that personal email data is collected systematically at graduation. Once the survey is deployed and results are gathered, the program will analyze data to determine:

- Employment status of alumni

- Use of program-related skills in current roles
- Satisfaction with career trajectory

These results will be shared with faculty and administrators in Spring 2026. If the results fall below the established benchmark or reveal areas for improvement, action items may include revising curriculum content, bolstering career preparation resources, or expanding alumni support.

**Responsible Party**

Program Director

**Timeline**

- Survey finalized: Fall 2025
- Distributed: January 2026
- Reviewed: Spring 2026
- Reassessed: Summer/Fall 2026 planning cycle

**Step 5B: Dialogue Participants (check all that apply):**

Administrator ,Faculty,Staff,Student

**Step 5C: Evidence of Dialogue:**

Assessment results and course revisions were discussed during the MMIAM faculty retreat held on May 9, 2025. Faculty reviewed student reflections, client feedback, and instructional strategies, with particular attention to how course activities supported students' professional readiness. Recommendations - including the stakeholder simulation activity, client communication toolkit, and enhanced emphasis on career pathways - were developed to better align coursework with the skills and expectations of global arts and nonprofit employers.

Attached Files

[Faculty Meeting.pdf](#)

**Step 5D: Type of other Improvements (check all that apply):**

Other

**Step 5E: Other Improvements (Full Description):**

In Spring 2025, the MMIAM program was refined to improve clarity of institutional responsibilities, academic integration, and student experience.

While SMU and HEC Montréal remain the official degree-granting institutions, the number of credits delivered by SDA Bocconi has been reduced from 15 to 3, aligning more appropriately with its role as a cooperating partner. Universidad de los Andes in Bogotá, Colombia, has also been added as a cooperating partner delivering 3 credits, expanding the program's global scope and providing students with valuable exposure to Latin American arts management contexts. These adjustments better reflect the academic leadership of SMU and HEC, simplify program oversight, and reduce overall student cost.

Additional modifications include the introduction of a new 1.5-credit Seminar on Conducting an Independent Project to enhance applied research skills, and an extended residency at HEC Montréal, which supports students' eligibility for Canadian post-graduate work permits.

Collectively, these changes reinforce the program's interdisciplinary, globally engaged structure while strengthening administrative efficiency and experiential learning opportunities.

**Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):**

As this is the first year of implementation for this outcome, there are no previously identified action items to report. During the current assessment cycle, foundational steps were taken to support future data collection and analysis, including the development of appropriate tools and protocols. The program is in the process of establishing baseline data and will reassess this outcome in the next cycle. Future updates will reflect progress made toward achieving this outcome, along with any modifications or improvements based on findings from the initial round of data.

**Step 6B: Status Update on Previously Identified Action Plan(s):**

Not applicable for this cycle (explain in Step 6A)

**Progress:**

Complete