

**Indiana University Lilly Family School of Philanthropy  
IUPUI  
Annual Report on Assessment  
2015-2016**

**Introduction**

This report provides a summary review of the efforts of the Indiana University Lilly Family School of Philanthropy (LFSOP) to assess its academic degree programs. Formally established in the spring of 2013, LFSOP is one of the newest schools in the Indiana University system and on the IUPUI campus. It emerged out of the 25+ year history of the Indiana University Center on Philanthropy which was housed in and offered degrees through the Indiana University School of Liberal Arts (SLA). Up until spring 2013, all degree assessment reporting was subsumed under SLA's reporting structures. Since that time, LFSOP has been establishing itself as a school by developing its faculty governance model, hiring faculty, adopting policies and procedures, and implementing systems and procedures necessary for effective and efficient operation as a stand-alone school. This ongoing developmental process will continue at least into the next several years and has implications for the school's evolving structures and capacity for assessing its degree programs. Consequently, this report summarizes the current status of assessment processes and plans for further evolving them during this transitional period of becoming a school.

**Background**

The vision of LFSOP calls for the field of Philanthropic Studies to be recognized as an integrated field of study that develops positive and lasting change in the world. The mission of LFSOP states that the School increases the understanding of philanthropy and improves its practice worldwide through critical inquiry, interdisciplinary research, teaching, training, and civic engagement. The School pursues its vision and mission by offering academic degree programs, continuing education training, and research on philanthropy and nonprofit organizations. The School's work is guided by its strategic plan, and the School views assessment as an important element for achieving the six core goals articulated in the plan, especially:

- Goal 2: Enhance the excellence of the academic programs in providing students with diverse perspectives on Philanthropic Studies and the world-wide practice of philanthropy;
- Goal 5: Attract outstanding and diverse students to the School and support them in their academic and professional pursuits.

As a new entity with a developing base of full time faculty, the School will place continuing emphasis and resources on assessment. The School has 18 core faculty members (50% or more FTE in the School), and more than 40 affiliate and adjunct faculty based in other schools across the IU system. Three of the core faculty members serve as program directors for the following

academic programs: 1) B.A.; 2) M.A.; and 3) Ph.D. Additionally, the School's dean, Amir Pasic, assumed leadership in January 2015.

### B.A. Degree Program

The B.A. degree program in Philanthropic Studies began in 2010 and requires completion of 120 credit hours, of which 33 credit hours are within the major. These 33 credit hours include 18 hours in core content, 12 hours in electives, and 3 hours in internship. The remaining credit hours are distributed across general education and traditional requirements for the liberal arts degree. The School encourages its majors to pursue certificates and minors in supplementary fields to enhance their intellectual and professional development, including those in—but not limited to—Nonprofit Management, Civic Leadership, Events Management, and Business. During the 2015-2016 year, there were 56 B.A. majors and 22 minors in the program.

The design of the B.A. degree curriculum was informed by the Curricular Guidelines for Undergraduate Study in Nonprofit Leadership, the Nonprofit Sector, and Philanthropy published by the National Academic Centers Council (NACC), a voluntary association of colleges and universities that offer programs in this field. Currently, there is not a formal national accreditation body or requirement for the field of Philanthropic Studies, but NACC represents the closest approximation of such. LFSOP faculty have been instrumental in the leadership and organization of NACC and in the articulation of its curricular guidelines. LFSOP faculty approved a set of six learning outcomes for the B.A. degree program which guide instruction of all courses and will serve as the basis for assessment of the program. These outcomes are mapped to the IUPUI Principles of Undergraduate Learning and provide direction for all courses in the major. Please see the appendix for the B.A. degree program's learning outcomes. During the 2015-2016 academic year, eighteen students graduated from the B.A. degree program.

### M.A. Degree Programs

The M.A. degree program in Philanthropic Studies requires completion of 36 credit hours. These credits include 24 hours of course work central to the study of philanthropy, 6 hours of elective courses, 3 hours of internship, and 6 hours of thesis work. In lieu of the thesis option, students may take 6 hours of additional course work. The design of the M.A. degree curriculum partially served as the model for the development of the national Curricular Guidelines for Graduate Study in Nonprofit Leadership, the Nonprofit Sector, and Philanthropy published by NACC. During the 2015-2016 year, there were 120 students in the master's level programs, including 80 in the master's degree program and 40 in the graduate certificate program.

The M.A. degree program has two modes of delivery: 1) traditional format; and 2) executive hybrid distance format. The traditional format is a residential, campus-based program, and tends to attract recent college graduates and local residents and professionals. The executive hybrid distance program tends to attract working professionals whose personal and professional obligations prevent them from relocating to Indiana for the two-year residential program. It

utilizes a mix of online instruction and 6 intensive one-week long residential courses to make the 36 credits hours accessible to students.

In addition to the master's degree, the School also offers a Graduate Certificate in Philanthropic Studies. The certificate program is designed for those who have an interest, and perhaps career need, for this education, but who do not wish to pursue an M.A. or Ph.D. in Philanthropic Studies. It provides opportunities both for students interested in learning more about the field as well as career professionals looking to expand their knowledge. The certificate requires completion of 12 credits, which are comprised of core courses from the master's degree curriculum.

While not every philanthropic studies course supports every one of the four outcomes directly, multiple courses do support each outcome. Having described the courses in detail, we have elaborated on the specific alignment of courses and their alignment with AAC&U's conception of liberal arts education. During the reporting period, the faculty revised the learning objectives of the M.A. degree programs and mapped them to the philanthropic studies curriculum and the IUPUI Principles of Graduate Learning. The faculty approved the graduate learning outcomes in April 2016. Please see the appendix for the new learning objectives. During the reporting period, there were 29 master's level graduates. At the time of this report, at least 90% had secured employment.

#### Ph.D. Degree Program

The Ph.D. degree program in Philanthropic Studies requires completion of 90 credit hours. These credits include 15 hours of core content, 12 hours in a minor concentration area, 9 hours of research methods, 6 hours of electives, and 18 hours in dissertation research. An additional 30 hours of relevant master's level coursework may be transferred into the program. This doctoral degree program is the first of its kind in the nation; thus, there were no curricular standards to consult in its development. However, the School remains actively involved in the national conversation about philanthropy education through NACC.

The faculty developed four key learning objectives to guide curriculum in the Ph.D. program. Students in the program will:

1. Gain knowledge of the history and cultural traditions of philanthropy and the nonprofit sector in a global context and understand multi-disciplinary theories that explore and explain philanthropic behavior and why nonprofit organizations exist in society.
2. Understand how to interpret and apply ethical frameworks and disciplinary concepts to philanthropic activity in society and to act ethically and work skillfully with others to achieve educational, scholarly, and professional goals.
3. Be able to acquire knowledge of research and resources in the field of philanthropic studies and to use that knowledge to conduct original research, generate new knowledge, and create scholarly products.
4. Be able to apply ethical standards to the pursuit of professional, scholarly, and societal goals to advance the common good.

During the 2015-2016 year, there were 33 doctoral students enrolled in the program, and six students completed the program. These 5 of these 6 graduates acquired employment in academic or nonprofit institutions either before or after finishing the program.

### **Current Assessment Apparatus**

To date, most assessment work has occurred at the course level directly by instructors. At the end of each semester, the School administers course evaluations to students. The data is compiled and reported to the School and respective instructors. The associate dean for academic programs and research and respective program directors review the results and share them with individual faculty members along with comments from the associate dean and respective program directors, which may include recommendations for improvement. Faculty members then reflect upon their own course evaluations to consider what worked well and what needs improvement. Typically, faculty report on improvements made directly with their respective program director and via their Faculty Annual Reports (FAR), through which they describe such improvements under the categories of “Improving Instruction” or “Course Major Revision.”

At the program level, two mechanisms have been established to support assessment and begin developing an assessment plan. First, the faculty’s Teaching, Learning, and Assessment Committee has overall responsibility for this function. The committee has oversight of peer review of teaching and review of student learning outcomes. As the School develops its comprehensive assessment plan, this committee will play a key role in its development and administration. During the reporting period, this committee supported assessment in two key ways. It was one of many actively involved in the 5-year review of the School, and it also developed and recommended to the faculty a complete peer review of teaching protocol following extensive study. Previously, peer review of teaching was subsumed under the School of Liberal Arts and faculty coordinated their own peer reviews. The TLA committee’s new formalized process was passed by the faculty and will begin implementation during the 2016-2017 year.

The second mechanism in support of program assessment is the implementation of eportfolios in the undergraduate program. The senior capstone course in Philanthropic Studies requires students to create an eportfolio that presents artifacts which demonstrate their significant achievement of the program’s learning outcomes. The 2014-2015 year was one of experimentation in the use of eportfolios and new supportive technology (i.e., Taskstream). Instructors of the capstone course conducted qualitative assessments of the students’ eportfolios. In past semesters, the FLC held conversations about the construction of the eportfolio matrix, the quality of student reflections, and the quantity of student artifacts. From these discussions, the matrix construction was validated, the allowable number of student artifacts was increased from a maximum of one to an unlimited number, and parameters were suggested for the quality of student reflection. As a result of these faculty conversations, faculty decided that the eportfolio must be integrated across the program and not just used in the capstone in order to successfully document student learning and to support the School’s assessment needs. During the reporting period, the capstone course was revised to enable better scaffolding of the eportfolio throughout

the course based on student feedback. The eportfolio was a major focus from day one and continued until the end of the semester. A mix of in-class time and outside assignments and review activities along with peer review protocols enabled students to have more guidance and support in creating their eportfolios. As a result, this year's eportfolios were the strongest we have seen since starting the initiative with stronger and more comprehensive reflections, better selection of key artifacts, and incorporation of extracurricular activities and experiences as artifacts for and locations of learning.

### **Assessment Measures and Continuous Improvement**

Currently, course level evaluations are the predominant form of feedback about instruction and learning. The School is working to identify and develop a comprehensive set of assessment measures and tools to track across programs. In preparation for formative and summative assessment at the program level, the undergraduate degree program has identified its learning outcomes, mapped those outcomes to the PULS, and identified signature assignments that support those learning outcomes (see Appendix). Work continues on developing the tools to support comprehensive assessment of these learning outcomes. During the reporting period, the most work was done on the general education service course and the senior capstone course.

The School has one undergraduate service course in the general education core. P105 Giving and Volunteering in America is a three (3) credit course that meets the Humanities requirement of the general education core at IUPUI. As such, students from any major may take it to satisfy this requirement. This course is offered four times per year (during every semester), fall, spring, Summer I, and Summer II. During the fall and spring semesters, the course is offered face to face. During the two summer sessions, the course is offered online. The face to face offerings of the course utilize service-learning as a major pedagogy to engage students in community service on or off campus. The number of sections per semester has varied over time, but has ranged from 1 to 6. Students in the P105 Giving and Volunteering in America course have positively self-reported their learning and development through the course. Students have consistently reported high levels of agreement with the statements: I gained knowledge or skills in this course (See Table below).

*Mean Student Response to: I gained knowledge or skills in this course? (5-point scale)*

<b>2013</b>	<b>2014</b>	<b>2015</b>
4.6	4.4	4.7

*Mean Student Response to: I recommend this course? (5-point scale)*

<b>2013</b>	<b>2014</b>	<b>2015</b>
4.3	3.9	4.6

Final grades in P105 are tied to specific assignments designed to assess students' success in achieving course learning outcomes. In particular, assignments (including signature assignments) such as the Social Issues Presentation, the Perspectives in Philanthropy Paper, and the Multi-Media Philanthropic Autobiography each directly relate to the course's learning

objectives for students and compromise the bulk of students' final grades. Student performance indicate a significant level of student learning is occurring in this course as a majority of students met or exceeded assignment expectations by achieving an 80% or higher (See Table below).

*Percent of Students in PI05 who Met or Exceeded Expectations by Achieving 80% or higher*

<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
75	86	81	83	91

The P450 Capstone in Philanthropic Studies course is designed to be one place in the curriculum for comprehensive assessment of student learning and achievement based upon faculty-approved student learning objectives for the major. There are a total of six overall student learning objectives approved by the faculty for the BA degree program (see Appendix). These six learning outcomes focus on the mix of knowledge and skills students should be able to demonstrate achieving through their completion of the curriculum. The primary vehicle for assessing student achievement of the learning outcomes is the electronic portfolio. When it was first offered in 2012, the capstone course used a paper-based portfolio. During the past four years, the capstone course has been transitioning from using paper-based portfolios of student work to electronic portfolios (eportfolios). This complex process has involved consultation with the IUPUI Center for Teaching and Learning as well as the IUPUI Office of Institutional Effectiveness' ePortfolio Initiative, and continues today with ongoing development and refinement. Through the eportfolio, students assemble evidence of their achievement of the six learning outcomes by carefully reviewing and selecting elements of their work from their undergraduate career. These elements may include course assignments, papers, projects, service learning experiences, internship experiences, and extracurricular activities, and are referred to as artifacts for the eportfolio. While students focus on developing artifacts based upon their experiences in PHST classes, they may also include artifacts from their general education and advanced elective courses outside the major. Students must select and assemble artifacts that address each of the six learning outcomes, and write reflections which make claims for their achievement of the respective learning outcome. All of these items, artifacts and reflections, are then presented in the eportfolio. The instructors' assessment of the students' electronic portfolio provides evidence of successful achievement of specified learning outcomes in the Philanthropic Studies major (see Table below).

*P450 Capstone Course in Philanthropic Studies Spring 2015*

<i>ePortfolio Component</i>	<i>Average Score</i>
Selection Matrix	24.5/25
Content	126/150
Introductory Statement	37.18/50
Presentation	50/50
Reflection Statement	19.27/25
Total	256.95/300 = 86% competency

Please see appendices for final assessment of the capstone eportfolios. Of the 18 eportfolios reviewed, 50% were distinguished, 44% were proficient, and 6% were satisfactory.

The P490 Internship in Philanthropic Studies course must be completed by all majors. Students usually participate in the internship during their junior or senior years after completing a significant portion of the core curriculum. The internship is intended to be a pre-professional experience in the nonprofit sector. Students have the opportunity to gain hands-on experience in a nonprofit organization and apply course content and theory to on-site experience and practice. By design, students assume the responsibility to identify an internship host organization that aligns with their values and goals. Students work with a designated Site Supervisor at the host organization and a Faculty Advisor to develop a meaningful educational experience in their area(s) of interest such as advocacy, communications, donor relations, fundraising, grant making, grant writing, marketing, program management, special events, or volunteer recognition and recruitment. Students must work a minimum of 150 total hours to earn credit for the internship, and this requirement is usually accomplished by doing 10-20 hours per week. Students' work in the internship is guided by a learning plan which is collaboratively designed by the student and the Site Supervisor and approved by the Faculty Advisor. During the experience, students write reflection assignments on a regular basis, compose a portfolio of the internship experience, and write a final reflection paper on the total experience. A total of 17 students completed the internship during the reporting period. One hundred percent of the hosting organizations reported that students met or exceeded their expectations and that they would host another intern from the School again. Given the central role that the internship plays in the curriculum, we will continue to monitor this metric in assessing the program's ability to prepare students for success in their internships and in the general workplace.

The P590 Internship in Philanthropic Studies is required for all master's, including executive masters, students. Master's students gain hand-on nonprofit work experience, while executive master's students may use the internship opportunity with board service, community volunteering, or an extended project with their employer. Master's students must have completed 9 credit hours with at least a 3.0 GPA to enroll in their internship. The structure and goals are similar to those in the undergraduate program: work 150 hours, apply theory to practice, craft learning objectives together with their faculty advisor, keep a journal, and complete a final paper. In contrast to the undergraduate program, master's students must not only reflect but must engage scholarly literature in their final paper. The final portfolio includes all the student's written products including sample work produced at the internship site. During the reporting period, the internship instructor piloted a series of regular meetings of all students working on their internships to discuss common questions and challenges and provide additional guidance. The school identified the need for enhanced resume-writing and interview skills among graduate students based on student feedback. The school's Chief Operating Officer is addressing this professional development opportunity in 2016-17 through a new initiative, Career and Leadership Preparedness.

Master's degrees require a combination of course work with a traditional thesis or equivalent project. Students who complete master's theses have demonstrated mastery of the curriculum by applying both content knowledge and research skills in either the humanities or the social sciences. Students who have completed theses have produced original research on a

variety of philanthropic studies topic. Three or more faculty members participate as thesis committee members and together certify student's fulfillment of master's degree requirements. In the LFSOP, the master's thesis is an option which approximately 10% of students pursue. The Director of Master's Degree Programs approves the substitution of course work that includes seminar papers or research papers that, taken together, demonstrate mastery of content knowledge and research skills. During 2015-16, the Director updated guidance for students to prepare them for pursuing the master's thesis option. During 2016-17, the Director will evaluate and present to the faculty a variety of assessment options as alternatives to the traditional thesis. Possibilities include a capstone course, portfolio, article for publication, significant grant proposal, or other creative project.

The Ph.D. degree program utilizes comprehensive exams as a means for assessing students' knowledge of the field and their readiness for doctoral candidacy, and completed doctoral dissertations as evidence of students' readiness for graduation and employment in the field. During the reporting period, 7 students took the qualifying exams. The qualifying exams consist of three questions: one general question, one humanities question and one social science question. Three students successfully passed all three exams, three students passed 2 out of the three exams, having to retake or respond to questions with the third exam and one student failed all three exams and exited the program. Six students successfully defended dissertations.

In addition to the qualifying exams and the successful completion of the dissertation, new students are required to attend a week long methods workshop. The purpose of the methods workshop is to prepare students to critically engage with the research and material in the courses. The methods workshop covers basic qualitative and quantitative methods, as well as an introduction to the humanities. We ran the first methods workshop in August of 2015. Those who attended were asked to complete an evaluation survey of the workshop and based on that feedback we made changes to the methods workshop for 2016. We will continue to use student feedback to improve the methods workshop. We have already received informal feedback that the second workshop was much improved, and this information will be formally presented during the next reporting period.

Since most assessment is happening at the course level via student evaluations, continuous improvement is implemented by individual faculty members and in consultation with program directors. As we develop the formalized measures and tools, we plan to include feedback loops based on evidence not only at the course level, but also at the program level. For the undergraduate program, the eportfolios provide information for the feedback loop that is shared with instructors. As we finalize how the eportfolio will develop across the curriculum, we will be in a better position to formalize the feedback loop and implement relevant enhancements.

### **Plans for 2016-2017**

The School underwent a five-year review of its academic programs during the 2015-2016 academic year. Even though the School was formally established in the spring 2013, its programs, as previously mentioned, were assessed as part of the School of Liberals when they



were housed in the former Center on Philanthropy. The last review was conducted in 2010. The feedback from this process has been edifying and instructive for our assessment purposes. The external evaluation team noted that implementation of the Principles of Undergraduate Learning “has taken root in some courses, and assessment itself, at the individual course level, has received serious attention. Moreover, faculty members have taken steps that indicate LFSOP has given serious thought about routinizing certain aspects of learning outcomes and assessment” (2016, p18). The reviewers also noted that “the School has taken seriously the role signature assignments can play in the assessment process,” and encouraged continual development and integration of the assignments across the curriculum (p. 18). Further, the review team noted, “In many ways a highlight for their work as a School is the way in which faculty members have designed the P450 capstone course. Instructors have implemented the use of electronic portfolios into the structure of the course, and they are making good use of this tool to be able to highlight student progress. In this regard indications are that LFSOP is further along than many programs in the systematic application of electronic portfolios to learning outcomes” (p. 19). Finally, the review team noted that the kinds of assessment of learning taken place at the undergraduate level need to be replicated at the graduate level, including better integration of the Principles of Graduate Learning, and developing a stronger focus on measurement of learning outcomes and not only placement outcomes. In total, the external review has generated important feedback that will be used to enhance assessment processes as we move forward.

The School must continue to establish its own assessment planning and evaluation processes. Some important steps have been taken and there’s more to be done. At the undergraduate level, work will continue to identify and develop the eportfolio as a tool for comprehensive program-level assessment with both qualitative and quantitative measures of learning. Over the past two years, faculty have refined the eportfolio matrix and expectations. Further, the campus introduced new technology to support eportfolios and we are currently adapting it. During the reporting period, we developed a rubric for assessment of eportfolios (see appendix for results). We did not make progress on the external review protocol for faculty, but seek to implement it in the next reporting period. At the graduate level, the Director of Master’s Degree Programs mapped course-level learning outcomes to the IUPUI Principles for Graduate Learning. The faculty subsequently approved revised learning outcomes for the master’s degree programs. This work will inform the development of additional assessment measures in 2016-17. During August 2015, the PhD program offered a pre-semester boot camp for new and returning students designed to improve their proficiency in research methodologies as a result of faculty identifications of student deficiencies at the course level. The boot camp was successful and will be continued and expanded in future years. Based on feedback from students and faculty, the schedule for the 2016-2017 boot camp will be changed to the first week of classes to enable more participation by students and faculty, and the content will be revised with more focus.

## Student Learning Outcomes for B.A. in Philanthropic Studies

September 19, 2012 – *Draft for Review by PHST Faculty*

1. Understanding philanthropic traditions in societies. (PUL 5; PUL 2)

- a) Summarizing basic terms (e.g., advocacy, charity, civil society, fund development, nonprofit organization, public policy) in philanthropy.
- b) Connecting key historical events, people, trends, social movements and explaining their influence on philanthropy today.
- c) Interpreting contemporary events, people, trends, and social movements and placing them in the broader context of philanthropy.
- d) Examining philanthropic traditions by using a multi-disciplinary perspective (e.g. economics, history, philosophy, psychology, political science, religion, sociology).
- e) Comparing and contrasting the nature of civil society and philanthropy across traditions, cultures and contexts.

2. Understanding ethics, values, norms and motivations in philanthropy. (PUL 6; PUL 2)

- a) Defining the meanings of philanthropy.
- b) Explaining key concepts (e.g., common good, donor intent, moral imagination, reciprocity, stewardship, tolerance, trustee, voluntary action) in philanthropy.
- c) Explaining the critiques of philanthropy (e.g., philanthropy as social control, tainted money, fundraising fraud and abuses, philanthropy as cultural imperialism).
- d) Interpreting ethical schools of thought to understand philanthropic activity.

<ul style="list-style-type: none"> <li>e) Clarifying ethical principles in decision making.</li> <li>f) Comparing and contrasting diverse perspectives, motivations, and goals in philanthropy.</li> </ul>
<p>3. Understanding the role of nonprofit organizations in society. (PUL 1; PUL 5)</p>
<ul style="list-style-type: none"> <li>a) Identifying the size, scope, types, roles, and limitations of nonprofit organizations.</li> <li>b) Explaining the roles and relationships between sectors in society (e.g., government, nonprofit, for profit, household) in securing resources to address social issues.</li> <li>c) Gathering and analyzing data related to philanthropy (e.g., civil society, community need, giving trends, nonprofit organizations, public policy, social issues, voluntary action).</li> <li>d) Examining theories that explain why nonprofit organizations exist in civil society.</li> <li>e) Explaining the role of social relationships and social movements in philanthropy.</li> <li>f) Evaluating differences in approaches used by nonprofit organizations on the local, national, and global level.</li> </ul>
<p>4. Using communication skills effectively for varied audiences. (PUL 1; PUL 3; PUL 4)</p>
<ul style="list-style-type: none"> <li>a) Explaining the role of communication in philanthropy.</li> <li>b) Using principles of good writing, including accurate citation of sources.</li> <li>c) Demonstrating ability to articulate ideas and produce evidence through writing, visual presentations, speech, and technology.</li> <li>d) Questioning ideas and approaches through discussions, interviews, and research.</li> </ul>

e) Understanding communication and leadership strategies that are effective for diverse audiences.	
5. Using interpersonal skills to address issues.	(PUL 1; PUL 3; PUL 6)
a) Describing one's own position on issues.	
b) Examining diverse approaches to solving problems.	
c) Understanding the role of collaboration and teamwork in addressing issues.	
d) Examining strategies of leadership, teambuilding and consensus-building for addressing issues.	
6. Articulating philanthropic values, civic identity, and strategies for increasing capacity to take action.	(PUL 3; PUL 6)
a) Recognizing philanthropic values and civic identity in society.	
b) Describing one's own philanthropic autobiography.	
c) Identifying career options that align with one's philanthropic values and civic identity.	
d) Examining personal and professional experiences related to philanthropy through coursework, reflection, and feedback from others.	
e) Generating and describing ideas and strategies for addressing philanthropic issues.	

## Undergraduate Signature Assignments in Philanthropic Studies

Course Name	Description	Learning Outcome	Signature Assignment
<b>P201 Introduction to Philanthropic Studies</b>	Introduces the disciplines, theories, and issues surrounding the formal study of philanthropy and nonprofit organizations.	Understanding the role of nonprofit organizations in society.	Philanthropic Autobiography Essay.
<b>P210 Philanthropy &amp; the Social Sciences</b>	Examines voluntary action and philanthropic organizations in society as well as the problems and questions that shape social science perspectives on them from disciplines such as anthropology, economics, ethnic studies, political science, psychology, sociology.	Understanding the role of nonprofit organizations in society.	Organizational Research Project.
<b>P211 Philanthropy &amp; the Humanities</b>	Addresses the question of responsible and meaningful action in philanthropy and nonprofit organizations through study of humanities perspectives taken from the arts, history, literature, philosophy, and religion.	Using communications skills effectively for varied audiences.	Indianapolis Cultural Trails Project.
<b>P301 Historical Contexts for and Contemporary Approaches to Philanthropy</b>	Explores the historical and political evolution of the concept of philanthropy in civil society and provides a foundation for current approaches (e.g., social entrepreneurship).	Understanding philanthropic traditions in societies.  Using interpersonal skills to address issues.	Social Entrepreneur Research Paper and Group Archival Project
<b>P401 Ethics &amp; Values in Philanthropy</b>	Introduces the ethics of philanthropy and how philanthropy has been understood within various value systems, as expressed by classical and contemporary philosophers and authors.	Understanding ethics, values, norms and motivations in philanthropy.	Ethical Dilemmas Project.
<b>P450 Capstone in Philanthropic Studies</b>	Integrates the knowledge, skills, and dispositions gained to prepare students for their future careers.	Articulating philanthropic values, civic identity, and strategies for increasing capacity to take action.	Electronic Portfolio and Capstone Research Paper
<b>P490 Internship in Philanthropic Studies</b>	Requires completion of a minimum of 150 hours with a nonprofit in an area of student interest.	Using interpersonal skills to address issues.	Electronic Portfolio.

2016 PHST-P 450 Capstone in Philanthropic Studies ePortfolio Final Assessment Matrix

<b>Last Name</b>	<b>SLO 1 Rating</b>	<b>SLO 2 Rating</b>	<b>SLO 3 Rating</b>	<b>SLO 4 Rating</b>	<b>SLO 5 Rating</b>	<b>SLO 6 Rating</b>	<b>Score</b>	<b>Points</b>
Student 1	Distinguished	Distinguished	Distinguished	Distinguished	Distinguished	Distinguished	100%	200
Student 2	Satisfactory	Distinguished	Satisfactory	Satisfactory	Satisfactory	Proficient	80%	160
Student 3	Proficient	Satisfactory	Proficient	Proficient	Satisfactory	Proficient	80	160
Student 4	Distinguished	Proficient	Distinguished	Distinguished	Distinguished	Distinguished	95	190
Student 5	Distinguished	Distinguished	Distinguished	Distinguished	Distinguished	Distinguished	90	180
Student 6	Proficient	Proficient	Satisfactory	Proficient	Satisfactory	Proficient	80	160
Student 7	Proficient	Distinguished	Distinguished	Proficient	Proficient	Distinguished	90	180
Student 8	Distinguished	Distinguished	Distinguished	Distinguished	Distinguished	Distinguished	100	200
Student 9	Proficient	Distinguished	Distinguished	Distinguished	Distinguished	Distinguished	90	180
Student 10	Distinguished	Distinguished	Proficient	Distinguished	Proficient	Proficient	90	180
Student 11	Distinguished	Distinguished	Distinguished	Distinguished	Distinguished	Distinguished	100	200
Student 12	Distinguished	Proficient	Proficient	Distinguished	Proficient	Proficient	87	174
Student 13	Distinguished	Distinguished	Distinguished	Distinguished	Distinguished	Distinguished	90	178
Student 14	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Unsatisfactory	Proficient	75	150
Student 15	Distinguished	Distinguished	Distinguished	Distinguished	Distinguished	Distinguished	90	180
Student 16	Proficient	Proficient	Distinguished	Distinguished	Proficient	Distinguished	87	174
Student 17	Satisfactory	Distinguished	Distinguished	Distinguished	Proficient	Proficient	87	174
Student 18	Proficient	Proficient	Proficient	Proficient	Distinguished	Proficient	85	170

## **Previous M.A. Learning Outcomes**

The faculty developed four key learning objectives to guide curriculum in the M.A. degree programs. Students in the program will:

1. Gain knowledge of the history and cultural traditions of philanthropy and the nonprofit sector in a global context and the multi-disciplinary theories that explore and explain philanthropic behavior and why nonprofit organizations exist in society.
2. Understand how to interpret and apply ethical frameworks and concepts to philanthropic activity in society and to act ethically and work skillfully with others to achieve educational and professional goals.
3. Be able to acquire knowledge of research and resources in the field of philanthropic studies and to use that knowledge to create scholarly products and conduct research.
4. Gain knowledge and skills needed to pursue further graduate work, and to network with others to pursue careers in the philanthropic/nonprofit sector.

## Revised

### Master of Arts in Philanthropic Studies - Objectives and Outcomes

Through the master's program curriculum in Philanthropic Studies, students are equipped with both the theoretical framework and practical skills necessary to advance the understanding and practice of philanthropy. Students gain the knowledge and skills of philanthropic action to prepare for careers in the nonprofit sector or related fields or the pursuit of further graduate study. Students investigate the concepts of philanthropy from a variety of disciplinary perspectives and utilize the interdisciplinary base of humanities and social science for critical inquiry into the values, culture, and history of philanthropy. Learning outcomes of the program include:

**Demonstrating broad knowledge of the values, culture, and history of philanthropy** – The Philanthropic Studies curriculum encompasses the philanthropic tradition in U.S. society and in comparative perspective, the public policy environment in which nonprofits operate, the voluntary sector in relation to business/government/family, changes in philanthropy over time, and perspectives of donor/recipient/organization. The curriculum explores why philanthropy and collective action occurs, and why nonprofit organizations form and continue to exist. Students differentiate among the multiple meanings and motivations of philanthropy, generosity, charity, and other prosocial behaviors (P515, P521, P523, P527, P557, P558, E514, P535);

**Interpreting a specific aspect of philanthropy in depth** – The curriculum teaches origin, purpose, and organization of all forms of philanthropic behavior and voluntary action in the U.S. and in comparison with other countries and cultures. Philanthropic Studies includes human behavior and the organization of behavior into grassroots and formal nonprofit organizations. Cultural and technological shifts influence these behaviors, and critically evaluating the origins and impact of these behaviors is integrated into the program (all MA courses);

**Modeling individual empowerment and ethical behavior** – Philanthropic Studies emphasizes individual agency and responsibility in giving, volunteering, and social action, including agency as a member of a community, voluntary association, or formal nonprofit organization. Students are equipped to make informed and principled choices based on in-depth understanding of how philanthropy operates and is expressed at individual, organizational, sectoral, and societal levels (P521, PHIL542, P590);

**Developing a sense of social responsibility and leadership** – Philanthropic Studies students select this master's program because of a heightened sense of social responsibility. The curriculum reinforces the value of both individual and collective action in society in addressing individual problems, quality of life, and structural inequities (P521, P523, PHIL542, P590);



**Negotiating societal complexity, diversity, and change** – The curriculum underscores that philanthropy is often a response to change and illustrates many types of responses to problems or perceived problems in the human condition. Students learn to anticipate that philanthropy and the public good can be deeply personal and highly contested (P521, P523, P527, P515);

**Integrating knowledge, communicate effectively, and solve problems in real-world settings** –Philanthropic Studies students apply their prior volunteering and work experience in the classroom and in the workplace to prepare for future philanthropic leadership. The majority of students integrate work and study (e.g. as graduate assistants or interns). All students complete an internship that integrates on-site nonprofit work with academic subject matter (P590).

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The Philanthropic Studies master’s degree program outcomes support **IUPUI’s Principles of Graduate Learning:**

1. Demonstrating mastery of the knowledge and skills expected for the degree and for professionalism and success in the field;
2. Thinking critically, applying good judgment in professional and personal situations;
3. Communicating effectively to others in the field and to the general public;
4. Behaving in an ethical way both professionally and personally.

Approved by Academic Programs Committee, April 2016.