

Master of Nonprofit Administration

Assessment of Learning Plan and Report

Phase 1: Assessment planning.

The Assessment of Learning Process for the Master of Nonprofit Administration (MNA) aligns the process of assessing specific learning goals (LGs) and Learning Outcomes (LOs) with the overall evaluation of the program's mission, configuration of courses, pedagogical methods, and overall relevance of the program to prepare effective nonprofit managers and value based leaders for an evolving and diverse social sector. It is also an ongoing effort to continue a dialogue with MNA stakeholders to assess, improve and modify the program to address the program's mission:

"The Master of Nonprofit Administration (MNA) prepares nonprofit professionals to leadership and managerial positions in the social sector. In line with the University's motto "Change the world from here" the MNA program promotes competent nonprofit leaders and managers for strategic, effective and systemic solutions to make the world a better place." (Revised and approved on 02/02/16).

The structural initiatives that were implemented to achieve the MNA mission while promoting community / sector engagement, innovative approaches, and social impact analysis were:

1. Creation and development of the advisory board **AB-MNA** including nonprofit professionals and alumni.
2. Creation and development of the Nonprofit Student Council (**NSC**) to engage all MNA students in the process of program development and participatory assessment.
3. Organization of faculty meeting and communication with semester based in person and conference based meetings along an ongoing communication platform with repository documents, announcement, and discussion boards (**MNA Program Depot**)
4. Participation in the accreditation process and curricula guidelines updated along other nonprofit educational programs associated with the Nonprofit Academic Centers Council (**NACC**).
5. Engagement with the large **MNA alumni network** with creation and management of a private LinkedIn group where alumni are invited to participate and engage in surveys, discussions and professional initiatives connected to the MNA mission.

AY 2014-2015 Assessment

Learning Outcome(s) to be assessed:

During the 2014-2015 Academic year, under the leadership of Dr. Marco Tavanti, MNA Program Director who had just began his tenure in the program in Fall 2014, the MNA faculty with a recently created advisory board of nonprofit leaders, experts and MNA alumni and MNA students (Nonprofit Student Council) embarked on a series of consultations and dialogues to assess the alignment of the program with the main nonprofit managerial and leadership competencies as identified by the Nonprofit Academic Center Council (NACC).

The following learning goals and related outcomes were assessed in relation to the program design, program activities and course content:

MNA Learning Goals (2014 version) *see Appendix 1 for the 2016 MNA LGs version*

1. Understand the roles of the nonprofit sector in the political, economic, legal, and social environment both in the US and internationally.
2. Understand the similarities and differences between managing a nonprofit organization and managing a for-profit or public sector organization.
3. Be prepared to carry out and/or supervise the functional areas necessary to manage nonprofit organizations: financial management, fundraising, strategic planning, board governance, legal requirements, human resources, marketing, and advocacy.
4. Identify and appreciate the ethical considerations inherent to all aspects of nonprofit management.
5. Know how to conduct research and evaluation and use data analysis to improve decision-making.

MNA Learning Outcomes (2014 version) * *See Appendix 1 for the 2016 MNA LOs version*

By the end of the program, students will be able to:

1. Describe the roles of the nonprofit sector in the US and internationally, and provide examples of those roles. (Goal 1)
2. Identify and explain the similarities and differences between nonprofit management and management in the for-profit and public sectors. (Goal 2)
3. Demonstrate and apply knowledge in strategic planning, board governance, fundraising, nonprofit financial management, legal requirements, human resources, marketing, and advocacy. (Goal 3)
4. Identify ethical issues in nonprofit management and discuss how these ethical considerations impact the work of nonprofit managers. (Goal 4)
5. Design and carry out an evaluation research project for a nonprofit organization, analyze collected for the project, and make recommendations based on their findings. (Goal 5)

Assessment Method:

Provide a description of the assessment plan (i.e.-exam, other class assignment, non-class assignment activities including indirect measures)

The capstone projects, final papers and reports associated with the final courses: NPA 616: Summary project later renamed as NPA 684: Career Contributions were utilized in the review of LG2 and LO2.

The NPO case studies analyses and final paper of the introductory course NPA 671: Navigating and Negotiating in the nonprofit sector were used to assess the relevance and effectiveness of such goals and objectives.

Rubric for the Evaluation

Outcome	Very Poor Achievement of Outcome	Poor Achievement of Outcome	Average Achievement of Outcome [Benchmark Standard]	Good Achievement of Outcome	Very Good Achievement of Outcome
1. Describe the roles of NPOs in the US and internationally and provide examples of those roles.	Poor identification of roles of NPOs in the US and NPOs internationally and/or failure to provide adequate examples	Identification of one role of NPOs in the US and NPOs internationally and/or failure to provide adequate examples	Identification of at least 2 roles of NPOs in the US and NGOs internationally and provision of at least one NPO and one NGO example	Identification of at least 3 roles of NPOs in the US and NGOs internationally and provision of at least two NPO and two NGO examples	Identification of at least 4 roles of NPOs in the US and NGOs internationally and provision of at least two NPO and two NGO examples
2. Identify and explain the similarities and differences between NP management and management in for-profit and public sectors	Unable to compare NPOs to either FPOs or public sector and/or failure to provide adequate examples	Failure to compare NPOs to either FPOs or public sector and/or failure to provide adequate examples	Identification of at least one similarity and one difference between mgmt in NPOs when compared to FPOs and public sector orgs and provision of one example for each sector	Identification of at least two similarities and two differences between mgmt in NPOs when compared to FPOs and public sector orgs and provision of two examples for each sector	Identification of at least three similarities and three differences between mgmt in NPOs when compared to FPOs and public sector orgs and provision of two examples for each sector
3. Demonstrate and apply knowledge in strategic planning, board governance, fundraising,	Unable to identify at least 3 important concepts or facts for half or more of the 8 nonprofit	Unable to identify at least 3 key concepts or facts for one or more of the 8 nonprofit management	Able to identify at least 3 key concepts or facts that are important for a nonprofit executive to	Able to identify at least 4 key concepts or facts that are important for a nonprofit executive to	Able to identify at least 5 key concepts or facts that are important for a nonprofit executive to

nonprofit financial management, legal requirements, human resources, marketing, and advocacy.	management areas, and/or unable to identify at least 3 actions that they would take (or are taking) in carrying out or supervising half or more of the 8 nonprofit management areas	areas, and/or unable to identify at least 3 actions that they would take (or are taking) in carrying out or supervising one or more of the 8 nonprofit management areas	understand about each of the 8 nonprofit management areas, and able to identify at least 3 actions that they would take (or are taking) in carrying out or supervising each of the 8 nonprofit management areas.	understand about each of the 8 nonprofit management areas, and able to identify at least 4 actions that they would take (or are taking) in carrying out or supervising each of the 8 nonprofit management areas.	understand about each of the 8 nonprofit management areas, and able to identify at least 5 actions that they would take (or are taking) in carrying out or supervising each of the 8 nonprofit management areas.
4. Identify ethical issues brought forth in their MNA courses and discuss how ethical considerations impact the work of nonprofit managers.	Unable to identify issues in at least half of the course areas, and/or superficial writing about how ethical considerations impact the work of nonprofit managers.	Unable to identify issues in all course areas, and/or superficial writing about how ethical considerations impact the work of nonprofit managers.	Able to identify at least one ethical issue from each MNA course and to write an essay on how ethical considerations impact the work of nonprofit managers.	Able to identify at least 2 ethical issues from each MNA course and to write an above-average-quality essay on how ethical considerations impact the work of nonprofit managers.	Able to identify at least 3 ethical issues from each MNA course and to write a superior-quality essay on how ethical considerations impact the work of nonprofit managers.
5. Design and carry out an applied research project to answer research	Unable to complete the capstone research project required of MNA students.	Unable to meet acceptable standards of quality in designing their capstone	Able to design an appropriate capstone research project, carry out the research, and	Able to design an appropriate capstone research project, carry out the research, and	Able to design an appropriate capstone research project, carry out the research, and

questions faced by nonprofit organizations		research project, carrying out the research, and/or reporting the results.	report the results, meeting acceptable standards of quality	report the results, meeting above average standards of quality	report the results, meeting superior standards of quality
6. Analyze data and make recommendations based on their findings.	Unable to complete the capstone research project required of MNA students.	Unable to produce an acceptable analysis of research results from their capstone project, and/or recommendations are not consistent with data.	Able to produce an acceptable analysis of research results from their capstone project and make appropriate recommendations based on their analysis.	Able to produce an above-average analysis of research results from their capstone project and make appropriate recommendations based on their analysis.	Able to produce a superior-quality analysis of research results from their capstone project and make appropriate recommendations based on their analysis.

Targeted performance, based on rubrics:

The targeted performance was set at 75% of students with the demonstrated capacity to be Good or Very Good level of performance as indicated in the above Rubric

Courses where learning outcome(s) will be assessed (if applicable):

NPA 671: Navigating and Negotiation in the Nonprofit Sector
 NPA 616 / 684: Summary Project / Career Applications

Evaluator(s):

Representative of Course Instructor: Marco Tavanti
 Representative of the MNA faculty: Kevin Hickey
 Representative of MNA Advisory Board: Annabel Lavielle
 Representative of NSC: Virginia Turner

Completed on May 31, 2015

Planned AY 2015-2016 Program Level Review Activities

Program Assessment Activities:

The MNA program was challenged to formulate an apparently nonexistent (or not made available to the new director) comprehensive competency mapping of the program. While changes in the curricula through renaming courses are welcome, the process was not apparently directly linked to the formulation and tracking on competencies. This made it difficult to engage in an effective evaluation process and required having a more comprehensive approach in reviewing the mapping of competencies throughout the program, along the courses and in relation to the curricula changes. This process was instrumental for two reasons:

- 1) The formulation of the Full-Time version of the MNA (Global MNA) with an emphasis on international nonprofits, global engagement and experiential learning. The program, originally approved by the GPC with the reformulation of the MNA Part-Time version (Working Professional MNA) from 3 to 4 credit courses. However, the formulation of the degree was left for the newly hired MNA director without any background information on competency mapping.
- 2) The re-formulation of the MNA program to better align with the NACC curricula guidelines (Updated in 2015) which included new elements like: 1) Comparative and internal elements in the global social sector; 2) Primacy of experiential learning and project based / consultancy learning; 3) Integration of new organizational dimensions vivid in hybrid organizations such as social enterprises; 4) integration of technology and assessment of social impact (see Phase 2: Action Section).

To this end, the MNA program implemented the following:

- 1) The creation of a **comprehensive competency exit** survey for MNA graduates. Such a survey compiles 100 questions assessing the student self-perceived development level achieved during the MNA program on various competencies in relation to the program LGs and LOs, the NASPAA curricula topics, the AACSB learning outcomes, the NASPAA universal required competencies, and other competencies identified as relevant to the field of nonprofit by major associations, publications and organizations.
- 2) The creation of standardized **templates for course syllabi**. These were very helpful to work with faculty in the formulation of specific course activities, course learning outcomes, and session's specific learning outcomes. This step was also instrumental to help our faculty to shift from a content-teaching centered approach into a student-learning centered approach.
- 3) Integration of competencies into the **portfolio capstone project**. Through a template students were able to reflect, synthesize and report on their three major management competencies related to nonprofit management, three related nonprofit leadership values and three related skills. With the portfolio, students also reflect on their career development and describe how the three selected samples of assignments of the program exemplify their competencies.

Historical Evolution of the MNA program

When the Master of Nonprofit Administration (MNA) was established in 1983, it was part of the College of Professional Studies (CPS). Since 2012, the degree program has been part of the School of Management and collaborates with other sectors represented in the MPA programs, MBA programs, MSOD program and other business and management related programs. When Dr. Michael O’Neill established the MNA program 33 years ago, it was the first, full-time master’s degree program in nonprofit management and leadership offered at any university in the United States. The academic program was supported and paralleled by a research institute – Institute for Nonprofit Organization Management (INOM), which made significant and pioneering contributions to the broader fields of research in nonprofit and philanthropic studies. On November 8, 2013, the Graduate Program Committee (GPC) of the School of Management approved a revised curriculum of the same Part-Time version of the MNA program in 36 credit unit but converting the courses from 3 units into 4 and 2 units. This permitted the inclusion of a few electives and an Academic Global Immersion (AGI) program emphasizing NGOs and global issues in the nonprofit sectors.

External Program Assessment

On May 15, 2009 the MNA Program was subject of a review on the occasion of the WASC accreditation. The External Review Team compiled a report with several observations and recommendations to improve the program. Due to changes in the program leadership some of these recommendations were not fully integrated or considered until Spring 2015 and Spring 2016 when an integrated process of the assessment of learning of the program was implemented. The External Review Team noticed that, with a few exceptions of the basic content and structure of the MNA degree program, the program has changed relatively little since the program was established in 1983. They observed how “this is both an enduring strength of the MNA program and, perhaps, a growing weakness.” The original course sequence included the following courses. All courses were 3 credit units and core requirements with the exception of the last two courses that were electives.

- Management and Organizational Behavior
- Governance and Strategic Planning
- Fundraising in Nonprofit Organizations
- Nonprofit Human Resource Management
- Legal Issues Affecting Nonprofit Organizations
- Financial Management of Nonprofit Organizations
- Nonprofits and Public Policy
- Research and Evaluation Methods Data Analysis
- Summary Project
- Marketing for Nonprofit Organizations
- Information and Communications

The External Review Team concluded: “The rapid advancements in the field of nonprofit management and leadership education over the past 10-15 years may not yet be appropriately reflected in the MNA program. We believe it is now possible to update the curriculum of the MNA degree program to ensure that it is keeping pace with the “best thinking” in the field.” The original formulation of the MNA clearly reflected substantial elements to perform as Executive Directors in NPOs. However, this version of the program (MNA 1.0) lacked updated elements reflecting the developments, diversity and innovations in

the nonprofit field. The External Review Team also made several suggestions for improvements which unfortunately were not integrated into the assessment of learning and were not used to implement the intermediate changes which occurred in Fall 2013 (start Fall 2014) for the 4-2 credit unit program (MNA 2.0 – See Appendix 5 for compatibility of MNA 2014 and MNA 2016, or MNA 3.0 version). The External Review Team suggested the following implementations:

0. Follow the curricula guidelines of NACC
1. Consider increasing the 36 units required in the program
2. Increase the number of electives
3. Reorganize the course to include combined topics
4. Revise the sequencing and segmenting of courses
5. Revisit the capstone project to make it a more meaningful experience
6. Identify competent faculty to lead the capstone / thesis
7. Increase communication with students
8. Increase the number of seat time as required in the Carnegie Standards
9. Determine appropriate and diverse classroom times (class length problem)
10. Increase flexibility for students beyond a strict cohort model (attrition problem)
11. Consider specializations in the program
12. Increase USF participation in MNA courses.
13. Offer nonprofit certifications to USF students as add on or professionals
14. Implement online programs and hybrid formats (accessibility and enrolment)
15. Increase the number of FT faculty dedicated to the MNA to at least 3.
16. Increase qualifications of faculty with terminal degrees
17. Reduce number of MNA alumni faculty to less than 20%
18. Increase MNA student access to career and other student services

In spite of the importance of this document, it was not shared with the new MNA Program Director, Dr. Marco Tavanti. However, after retrieving it after a thorough search of library and archived material, it has turned out to be quite useful to confirm the process and new implementation on the MNA program. Several changes clearly reflect these recommendations from the external review team. They also represent a response to the concerns of the students and what the MNA stakeholders suggested to focus as strategic directions.

Phase 2: Results Assessment and Planned Action

The MNA program has integrated a system to monitor and evaluate the quality and effectiveness of the program through:

1. A stakeholder process of communication and collaboration directed to the MNA program revisions by systemic communications of advisors, professionals, alumni, faculty, and students.
2. A comprehensive survey assessing MNA graduating students in their competency development comprehensive of NACC, AACSB, NASPAA criteria and competencies.
3. A direct assessment of specific course related assignments including: case studies, literature reviews, portfolio, and poster / report of assessments and collaborative projects with nonprofit organizations.

Although these direct and indirect assessments were linked directly to LO1 and LO2, the fact that they were distributed to the introductory class and the final course were also helpful to assess the overall effectiveness of the program and, along with other insights from stakeholders and those out in the field, they were instrumental in making recommendations based on the analysis of the emerged data.

Results:

Direct Data: MNA Program Assessment of Learning Survey Results

Comprehensive Survey for MNA Graduating Students between 2014-2016.

Participants: 22

Female: 77%

Years of Experience: More than 10: 31%; Between 10-3: 63%; Less than 3: 4%

The following sample questions assess the student's self-perceived level of development on selected competencies and sub-fields in the nonprofit sector. They were rated as: Significant development; Moderate Development; Poor Development; N/A.

The following items provided a high score with more than 85% of respondents reporting that they achieved a significant or moderate development.

- Nonprofit sector in the US and internationally (91%)
- Cross sector comparison (86%)
- Strategic planning (91)
- Board governance (100%)
- Financial management (100%)
- Human resources (95%)
- Program evaluation (100%)
- Ethical issues (91%)
- Nonprofit engagement (95%)
- Needs assessment (95%)
- Advocacy (91%)

The competencies that appears to have been developed the least (Poor development) with 15% or more are:

- Ethical leadership (18%)
- Marketing (23%)
- Nonprofit ethics (18%)
- Legal issues (18%)
- Consulting (18%)
- Fundraising (18%)

The competencies that appear to be borderline with not very clear development (high number of Poor development and Moderate development combined) with more than 75% are:

- Social impact (78%)
- Entrepreneurship (63%)

While some of the lower scores of these and other competencies tracked in the comprehensive survey depend on the effectiveness of specific classes and instruction, others are indicators of insufficiently explored topics. These results reflect, in large part, the recommendations from the field and the integration of emerging competencies in nonprofit education (NACC 2015) that still needs to be intentionally and strategically integrated into the MNA curricula.

The MNA cohorts who have graduated since December 2014 have completed this survey but they have not all been able to report on their learning of competencies, values and skills as currently required in the Capstone and Portfolio assignment. Those who have completed this survey (since Spring 2015), demonstrate the following significant or moderate levels of development in the main competencies associated with the MNA program and currently mapped along the NACC guidelines and MNA curricula (See appendix 1, 2).

The emerged competencies with a higher level of development (Highest level of significant development higher than 50% combined with a high level of moderate development higher than 20%) are:

- Ethics (Significant: 53%; Moderate: 29%)
- Leadership (Significant: 53%; Moderate: 29%)
- Sector (Significant: 67%; Moderate: 33%)
- Diversity (Significant: 62%; Moderate: 21%)

The emerged competencies that still need improvement (poor development higher than 20%) are:

- Marketing & Communication (Poor: 25%)
- Global & International (Poor: 29%)

Fundraising (Poor: 25%)
Information technology (Poor: 26%)

Direct Date 2: Portfolio Analysis

The MNA students who have graduated since Spring 2015 have been asked to compile a portfolio self-assessing their main nonprofit competencies, leadership values and management skills developed and exemplified in their work produced during the MNA program. In addition to the formulation of their professional profiles, MNA students prepared an attentive description of their main 3 competencies exemplified by papers, presentations or other works produced in some of the MNA courses. They also selected some corresponding or related leadership values skills and managerial skills with reference to their learning process during the MNA program. Most of them updated their LinkedIn profiles where they included their profile description, skills and work examples. Some of them even developed an electronic version (e-portfolio or website) as a professional profile of their competencies, skills and public service values. Upon the review of the submitted portfolio the following competencies, values and skills were more frequently mentioned:

MNA students' frequent *nonprofit competencies*:

- Program development (project development) (7)
- Sector knowledge (history, diversity, values) (5)
- Program evaluation (needs assessment, stakeholder engagement) (8)
- Financial Management (compliance, ethical decision making) (6)
- HR Management (capacity development) (5)

MNA students' frequent *leadership values*:

- Social benefit (Poverty alleviation, public service) (5)
- Social accountability (social responsibility, social investing) (4)
- Shared leadership (collaboration) (3)
- Servant leadership (service, transformational) (4)
- Diversity (cross-cultural, inclusion, tolerance) (3)

MNA students' frequent *management skills*:

- Communication (public speaking, professional writing) (5)
- Strategic planning (SWOT, PESTLE) (4)
- Board development (coaching, OD, decision making) (3)
- Cross-sector (XS partnership, XS development) (4)
- Participatory Action Research (PAR) (3)
- Asset Based Community Development (ABCD) (4)
- Appreciative Inquiry Approach (AIA) (3)

Ignatian Pedagogical Paradigm (IPP) (3)

Although some students overlapped their understanding and definitions of competencies versus skills and values, they also clearly exemplify these 'main' characteristics of their profiles as professional nonprofit managers and leaders were clearly linked to works and activities elaborated during the MNA program.

Indirect Data 1: NACC curricula guidelines

NACC is in the process of transforming the 'curricula guidelines' for graduate program (updated 2015) into a more substantial accreditation for nonprofit educational programs and degree granting centers and institutes. The 2015 curricula guidelines expanded the 2007 graduate curricula guidelines by identifying the following topics and suggested themes to be represented in graduate nonprofit programs:

1. Nonprofit Organizations: Comparative Global Perspectives on the Nonprofit Sector, Voluntary Action and Philanthropy: 501c, NPOs, NGOs, CSOs, SMOs, NCOs, CICs, etc.
2. Cross-Sector Relations: Scope and Significance of the Nonprofit Sector, Voluntary Action and Philanthropy: Cross-sector perspectives.
3. Social sector: History and Theories of the Nonprofit Sector, Voluntary Action and Philanthropy
4. Ethics and Values: civic engagement, social justice, common good, ethical decision-making, social responsibility, code of conduct.
5. Strategic Governance: Nonprofit Governance and Leadership: board development, fiduciary responsibility, board diversity, strategic development.
6. Public Policy, Advocacy and Social Change: lobbying and political processes for social advocacy and systemic changes.
7. Nonprofit Law: legal constitutions of organizations, labor laws, nonprofit legal obligations
8. Nonprofit Economics: theories and effect of global economies and national economic systems.
9. Nonprofit Finance: theory and practice of financial administration.
10. Fundraising and Resource Development: Grants, contracting, crowdsourcing, major gifts, planned giving.
11. Financial Management and Accountability: Transparency, financial planning, budgeting, reporting.
12. Leadership, Management, Innovation and Entrepreneurship: Stakeholders, partnerships, sustainable organizations, social innovation and social entrepreneurship.
13. Nonprofit Human Resource Management: staff development, volunteer management, diversity, cross-cultural relations, labor laws.
14. Nonprofit Marketing and Communications: Public relation, stakeholder engagement, mission and impact reporting.

15. Information Technology, Social Media and Data Management: big data and analytics.
16. Assessment, Evaluation and Decision-Making Methods: program evaluation, organizational development, and social impact analysis.

Indirect Data 2: Consultations and Focus Groups

Additional data emerged from consultation with the following MNA stakeholders held in meetings and focus groups throughout the 2014-2015 academic year:

MNA Faculty: Full time and Part Time

1. Recommendations for integrating technology into the classrooms (Zoom, Canvas, Salesforce, social media, Razor's Edge, Quickbook, etc).
2. Recommendations for integrating international nonprofit elements components and global perspectives in all courses (especially in anticipation of international students in the FT-MNA) and in correlation to recently inserted specific courses such as the AGIs and NGO courses.
3. Recommendation to develop a syllabus template with the course LOs, sessions LOs, and a number of face-to-face and online sessions.
3. Recommendation for continuing the communication platform on Canvas called MNA Program Depot.

MNA Advisory Board: Professional / Alumni (AB-MNA):

1. Recommendation to integrate courses with co-curricula activities such as the Nonprofit Connections – MNA Speaker series to supply weak or missing learning outcomes.
2. Recommendation for integrating and focusing the NACC priorities with the historical and professional priorities perceived by professionals and alumni represented in the advisory board.
3. Recommendation for recruiting qualified faculty to teach in the MNA program: academic qualification, professional executive and leadership experience, ability to teach and collaborate with MNA priorities.

MNA Cohorts and Nonprofit Student Council (NSC):

1. Recommendation to provide support and alternatives to Academic Global Immersion Programs.
2. Recommendation to provide more professional specialized opportunities through more electives and certifications.
3. Recommendation to integrate the curricula with social enterprises, social impact, social innovation. The emphasis of the program should be value creation and cross-sector relations instead of simply distinguishing the NP sector from others.
4. Recommendation to expand and create more collaborative opportunities with other SOM students (MBA, MPA, MSOD, etc).

Action:

In light of the results emerged from the surveys the MNA program has taken the following action items:

- 1) Structural and strategic integration of the voice(s) of MNA stakeholders represented in the AB-MNA, NSC, MNA Faculty, professional nonprofit associations (NACC, Independent Sector) and nonprofit research associations (ARNOVA, ISTR, etc).
- 2) Mapping of the essential competencies in the curricula in relation to former iterations of the MNA curricula (See Appendix 3 and Appendix 4).
- 3) Structuring of the Practicum course with team-based nonprofit consultations; Structuring of the Capstone course with individual projects on social sector data analysis for social impact. (See Appendix 9 and Appendix 10).
- 4) Re-examination of the MNA Program LGs and LOs in line with the trends in the social sector toward cross-sector collaborations, social value creation, sustainability, resilience, and social impact (See Appendix 1 and Appendix 2).
- 5) Reformulation and upgrade of the MNA program (MNA 3.0) with readjusted competency distributions, integrated final projects, centrality on experiential learning, expansion of electives through the formulation of graduate professional certificate programs open to other SOM students and graduate programs and integrating Academic Global Immersions (AGIs). (See Appendix 2).
- 6) Prioritization of the NACC curricula guidelines by mapping and assessing the level of competency development (MNA graduating survey) along with the tracking of essential competencies in specific courses. The priorities identified as relevant to the MNA program and reflective of the NACC guidelines are (see Appendix 6 for more details):
 - (i) **Globalization and Internationalization:** Inclusion of international classifications of nonprofits and other social and civil society organizations according to the international organizations and national legislations. Inclusion of NGOs and other organizational classifications of third sector organizations in the introductory course.
 - (ii) **Experiential Learning:** Centrality of experiential learning, hands-on learning and project based learning throughout the curricula (in every course) and at the end of the program (Practicum and Capstone). Created systematized and specific policies to address the opportunity for optional internships and/or international consultancies / fieldwork research.

- (iii) **Hybrid Identities:** Incorporated nonprofit social enterprises and other market based and business solutions closely related to the 'benefit sector' and 'fourth sector' in USA and abroad.
- (iv) **Social Impact:** Priority on expanding notions of program evaluation into capacity development for social impact analysis, standardized measurements, and data-driven strategic decision making to maximize organizational effectiveness for social impact and sustainability. Begin working towards the creation of a Center for Social Impact and Innovation (CSII) at USF's SOM which leverages those efforts for capacity development within the university, the Bay Area and worldwide.

Completed on March 30, 2016

Phase 3: Closing the Loop

Change Assessment

The assessment of the changes implemented in Phase 2 will take place during the 2016-2017 academic year. This calendar corresponds with the first implantation of the MNA curricula re-design (MNA 3.0) to be deployed in the Full-Time Version (GLOBAL MNA) and Part Time Version (EXECUTIVE MNA) starting Fall 2016.

The assessment of the MNA LGs and LOs will be conducted using the following:

- a) **Learning Mastery Rubric:** Direct assessment integrated on Canvas and linked to the evaluation of specific final assignment for determined courses. With the 80% or more at adequate or exceeding levels.
- b) **MNA Competency Comprehensive Survey:** Assessed online and required as a self-assessment to all graduating MNA students. To be completed by the first week of the Capstone course.
- c) **MNA Assignments Evaluation:** Evaluation of course assignments by the evaluation committee. Expected results at 80% or more at adequate or exceeding levels for corresponding LGs and LOs.

Specifically the following elements will be integral to the evaluation:

- 1) **Competence Development:** Student's variation in their familiarity (self-perceived development level) of competencies such as internationalization/global NPOs; hybrid solutions and organizations; ethical leadership and ethical decision making; sustainability frameworks measurements in relation to sustainability performance; social impact capacity; social entrepreneurship and innovation; humanitarian emergency (MNA Competency Comprehensive Survey)
- 2) **Course Relevance:** Survey on program design based on the student feedback regarding the effectiveness of course activities, content, and deliverables in relation to the program redesigned LGs and LOs. The survey will also include open-ended questions for qualitative feedback and suggestions (MNA Program Graduation Survey).
- 3) **Career Relevance:** MNA Stakeholder focus groups and feedback on the level of satisfaction of the program and their comprehension in relation to its relevance to their social sector careers (MNA Portfolio).
- 4) **Experiential Learning:** Feedback of community participants during the poster presentations and collaborative projects during the last courses of the program (Practicum and Capstone).

5) **Program Satisfaction:** A mid year survey assessing student levels of satisfaction on co-curricula activities in relation to their learning and competency developments (MNA Program Intercession Survey).

To be completed by May 31, 2017

Appendix 1: MNA Revised Mission and Learning Outcomes

Mission Statement

The Master of Nonprofit Administration (MNA) prepares nonprofit professionals to leadership and managerial positions in the social sector. In line with the University's motto *change the world from here* the MNA program promotes competent nonprofit leaders and managers for strategic, effective and systemic solutions to make the world a better place.

MNA Degree Requirements

1. The MNA degree requires 36 credits (9 courses; 7 required and 2 electives)
2. Completion of all degree coursework with a minimum cumulative 3.0 GPA
3. Completion of a capstone project promoting social impact.

MNA Learning Goals

1. Develop nonprofit leaders who are socially conscious, community engaged, and globally minded.
2. Develop nonprofit managers who are competent, strategic, effective, and system thinkers.
3. Develop nonprofit administrators who discern ethical decisions for the common good.

MNA Learning Outcomes

1. **Develop nonprofit sector knowledge:** Demonstrate knowledge and understanding of the past, present, and future trends of the nonprofit sector across organizations, policies, and sectors in the U.S. and internationally.
2. **Develop social sector values:** Demonstrate strategic, appreciative, and critical thinking to articulate and discern social sector values for the promotion of just, inclusive, prosperous, responsible, and sustainable communities.
3. **Apply nonprofit management competencies:** Apply principles and approaches of nonprofit management to problem-solve using strategic planning, board governance, resource development, financial administration, human resource management, legal compliance, nonprofit marketing, program evaluation, policy and advocacy.
4. **Apply systemic solutions:** Apply nonprofit management skills and leadership competencies for the promotion of cross-sector collaborations, social value creation, and systemic solutions.
5. **Integrate nonprofit ethical leadership:** Demonstrate ethical leadership capacity and ethical reasoning for nonprofit leadership, global responsibility, social accountability, and ethical decision-making.
6. **Integrate social impact analysis:** Demonstrate evaluative capacity benefiting organizational development, organizational learning, organizational effectiveness, and organizational sustainability for social impact and social innovation.

Appendix 2: MNA Revised Curricula (MNA 3.0)

MNA Program Courses

Core Courses (required: 7 courses / 28 units)

Offered on Saturdays for the PT-MNA and on weekdays for the FT-MNA

NPA 601 Nonprofit Ethical Leadership (4 units)

NPA 602 Nonprofit Strategic Governance (4 units)

NPA 610 Nonprofit Fundraising & Philanthropy (4 units)

NPA 611 Nonprofit Finance & Accountability (4 units)

NPA 612 Nonprofit Marketing & Communication (4 units)

NPA 621 Social Impact Analysis - Practicum (4 units)

NPA 622 Nonprofit Data Analysis - Capstone (4 units)

Elective Courses (required 2 courses / 8 units)

Students select two of the electives or leadership certificate courses

NPA 651 Nonprofit Management: People, Programs & Policies (4) – *Course to be offered in the SOM and with integrated undergraduate programs.*

NPA 697 Internship (2-4) by special arrangement.

NPA 698 Directed Study (2-4) by special arrangement.

NPA 699 Special Topics (2-4) by special arrangement.

Other Program Director approved School of Management graduate courses.

Leadership Certificate Courses (optionally combined with MNA and SOM electives)**

NPA 661 Sustainable Development Leadership (4) *Summer Session 1 - Even Years*

NPA 662 Social Entrepreneurship Leadership (4) *Summer Session 1 - Odd Years*

NPA 663 Humanitarian Emergency Management (4) *Summer Session 1 - Even Years*

NPA 664 Negotiation & Conflict Management (4) *Summer Session 1 - Odd Years*

** Special courses combines with the Professional Graduate Certificate Programs (12 units with NPA 721 and NPA 722) available for School of Management Graduate students and Admitted Certificate Program Professional students. Combined with an optional Academic Global Immersion Program (AGI) in partnership with Jesuit Refugee Service and other organizations in Summer Session during the last week of June.

Appendix 3: MNA CURRICULA (FT-MNA & PT-MNA) 2016

Course coverage of competency: (1) Introduced; (2) Moderate Coverage; (3) Comprehensive Coverage

Course Number	Course title	Course competencies
NPA 601	Nonprofit Ethical Leadership (4 units)	Ethics (3) Leadership (3) Sector (3) Analysis (2) Global (2) Diversity (2)
NPA 602	Nonprofit Strategic Governance (4 units)	Board governance (3) Strategic planning (3) Organizational analysis (2) Management (2) Innovation (2)
NPA 610	Nonprofit Fundraising & Philanthropy (4 units)	Fundraising (3) Grant (3)
NPA 611	Nonprofit Finance & Accountability (4 units)	Finance (3) Accountability (3) Law (2) Taxation (2)
NPA 612	Nonprofit Marketing & Communication (4 units)	Marketing (3) Communication (3) Technology (2)
NPA 621	Social Impact Analysis - Practicum (4 units)	Evaluation (3) Impact (2) Consultation (2) Partnership (1)
NPA 622	Nonprofit Data Analysis - Capstone (4 units)	Career development (3) Program evaluation (3) Organizational development (3) Presentation (2)
NPA 651	Nonprofit Management: People, Programs & Policies (4 units)	Project Management (3) HR (3) Advocacy (2) Organizational analysis (2)

Appendix 4: MNA CURRICULUM (PT-MNA) 2014

Course coverage of competency: (1) Introduced; (2) Moderate Coverage; (3) Comprehensive Coverage

Course Number	Course title	Course competencies
NPA 671	Navigating and Negotiating in the Nonprofit Sector	Sector (3) Values (3) History (3) Analysis (2)
NPA 638	Organizational Effectiveness: Management and Leadership	Organizational analysis (3) Management (2) Leadership (2) HR (1)
NPA 673	Developing Resources: Fundraising	Fundraising (3) Grant (1)
NPA 677	Strategy and Governance for Social Impact	Board governance (3) Strategic planning (3) Innovation (3)
NPA 674	Legal Issues in Nonprofits: People, Policies, and Program	Law (3) HR (2)
NPA 675	Leveraging Financial Resources	Finance (3)
NPA 681	Measuring Success: Program Evaluation	Evaluation (3) Impact (1)
NPA 672	Telling Your Story: Marketing	Marketing (3) Communication (2)
NPA 616	Career Contributions: Applying the Program	Career development (3) Evaluation (2) Organizational development (2) Ethics (2) Presentation (2) Consultations (1)
NPA 683	International Lessons and Models: NGO's and Nonprofits	Global (3) NGOs (3)
NPA 678	Leading Social Change: Institutions and Policy	Advocacy (3) Policy (3)

Appendix 5: MNA CURRICULUM 2014 AND 2016 VERSION COMPATIBILITY

Course Unit (4) or (2)

2014 Course Number	2014 Course Title	2016 Course Number	2016 Course Title
NPA 671	Navigating and Negotiating in the Nonprofit Sector (4)	NPA 601	Nonprofit Ethical Leadership (4 units)
NPA 638	Organizational Effectiveness: Management and Leadership (4)	Content moved into NPA 601 and NPA 602	
NPA 673	Developing Resources: Fundraising (4)	NPA 610	Nonprofit Fundraising & Philanthropy (4 units)
NPA 677	Strategy and Governance for Social Impact (4)	NPA 602	Nonprofit Strategic Governance (4 units)
NPA 674	Legal Issues in Nonprofits: People, Policies, and Program (4)	NPA 651	Nonprofit Management: People, Programs & Policies (4 units)
NPA 675	Leveraging Financial Resources (4)	NPA 611	Nonprofit Finance & Accountability (4 units)
NPA 681	Measuring Success: Program Evaluation (4)	NPA 621	Social Impact Analysis - Practicum (4 units)
NPA 672	Telling Your Story: Marketing (4)	NPA 612	Nonprofit Marketing & Communication (4 units)
NPA 616	Career Contributions: Applying the Program (4)	NPA 622	Nonprofit Data Analysis - Capstone (4 units)
NPA 683	International Lessons and Models: NGO's and Nonprofits (2)	Content moved into NPA 601 and the Certification leadership and management courses	
NPA 678	Leading Social Change: Institutions and Policy (2)	NPA 651	Nonprofit Management: People, Programs & Policies (4 units)

Appendix 6: NACC COMPETENCIES (2015) and MNA Curricula

Course coverage of competency: (1) Introduced; (2) Moderate Coverage; (3) Comprehensive Coverage

NACC Competencies (2015)	MNA curricula 2016	MNA curriculum 2014
1.0. Comparative Global Perspectives on the Nonprofit Sector, Voluntary Action and Philanthropy	601 (3)	671 (3)
2.0. Scope and Significance of the Nonprofit Sector, Voluntary Action and Philanthropy	601 (3)	671 (3)
3.0. History and Theories of the Nonprofit Sector, Voluntary Action and Philanthropy	601 (3)	671 (3)
4.0. Ethics and Values	601 (3) 622 (2)	616 / 684 (2) 671 (2)
5.0. Nonprofit Governance and Leadership + Strategy	602 (3)	677 (3)
6.0. Public Policy, Advocacy and Social Change	651 (2)	678 (3)
7.0. Nonprofit Law + Compliance	611 (3) 601 (1)	674 (3)
8.0. Nonprofit Economics	--	--
9.0. Nonprofit Finance	611 (3)	675 (3)
10.0. Fundraising and Resource Development + Grant writing	610 (3)	673 (3)
11.0. Financial Management and Accountability	611 (3)	675 (3)
12.0. Leadership, Management, Innovation and Entrepreneurship	651 (3)	638 (3) 677 (3)
13.0. Nonprofit Human Resource Management	651 (3)	638 (1) 674 (1)
14.0. Nonprofit Marketing and Communications	612 (3)	672 (3)
15.0. Information Technology and Management + Analytics +Technology integration	All	--
16.0. Assessment, Evaluation and Decision-Making Methods + Social impact	621 (3) 622 (3)	681 (3)
Community service, civic engagement + Career development + Experiential	All Practicum Capstone AGI	AGI

Appendix 7: COURSE and PROGRAM LEARNING OUTCOMES MAPPING

Course coverage of competency: (1) Introduced; (2) Moderate Coverage; (3) Comprehensive Coverage

Program Goals-Objectives	Revised (2016-) Learning Outcomes	MNA CURRICULA 2016	MNA CURRICULUM 2014
<i>PG1: Develop nonprofit leaders who are socially conscious, community engaged, and globally minded.</i>	LO1: Develop nonprofit sector knowledge: Demonstrate knowledge and understanding of the past, present, and future trends of the nonprofit sector across organizations, policies, and sectors in the U.S. and internationally.	601 (3) 602 (1)	NPA 671 (3) NPA 683 (3)
	LO2: Develop social sector values: Demonstrate strategic, appreciative, and critical thinking to articulate and discern social sector values for the promotion of just, inclusive, prosperous, responsible, and sustainable communities.	602 (3) 601 (2)	NPA 671 (3) NPA 638 (2)
<i>PG2: Develop nonprofit managers who are competent, strategic, effective, and system thinkers.</i>	LO3: Apply nonprofit management competencies: Apply principles and approaches of nonprofit management to problem-solve using strategic planning, board governance, resource development, financial administration, human resource management, legal compliance, nonprofit marketing, program evaluation, policy and advocacy.	610 (3) 611 (3) 612 (3) 651 (2)	NPA 638 (3) NPA 673 (3) NPA 677 (3) NPA 674 (3) NPA 675 (3) NPA 681 (3)
	LO4: Apply systemic solutions: Apply nonprofit management skills and leadership competencies for the promotion of cross-sector collaborations, social value creation, and systemic solutions.	602 (2)	NPA 682 (3) NPA 616 (3)
<i>PG3: Develop nonprofit administrators who discern ethical decisions for the common good.</i>	LO5: Integrate nonprofit ethical leadership: Demonstrate ethical leadership capacity and ethical reasoning for nonprofit leadership, global responsibility, social accountability, and ethical decision-making.	601 (2) 622 (2)	NPA 616 (3)
	LO6: Integrate social impact analysis: Demonstrate evaluative capacity benefiting organizational development, organizational learning, organizational effectiveness, and organizational sustainability for social impact and social innovation.	621 (3) 622 (3)	NPA 616 (3)

Appendix 8: MNA AOL INDICATORS AND TARGETS

Course coverage of competency: (1) Introduced; (2) Moderate Coverage; (3) Comprehensive Coverage

Program Goals-Objectives	Revised (2016-) Learning Outcomes	MNA CURRICULA 2016	INDICATORS
<i>PG1: Develop nonprofit leaders who are socially conscious, community engaged, and globally minded.</i>	LO1: Develop nonprofit sector knowledge: Demonstrate knowledge and understanding of the past, present, and future trends of the nonprofit sector across organizations, policies, and sectors in the U.S. and internationally.	601 (3)	Canvas based Learning Mastery Rubric – 80% or more at adequate or exceeding levels.
	LO2: Develop social sector values: Demonstrate strategic, appreciative, and critical thinking to articulate and discern social sector values for the promotion of just, inclusive, prosperous, responsible, and sustainable communities.	602 (3)	Learning Mastery Rubric – 80% or more at adequate or exceeding levels.
<i>PG2: Develop nonprofit managers who are competent, strategic, effective, and system thinkers.</i>	LO3: Apply nonprofit management competencies: Apply principles and approaches of nonprofit management to problem-solve using strategic planning, board governance, resource development, financial administration, human resource management, legal compliance, nonprofit marketing, program evaluation, policy and advocacy.	610 (3) 611 (3) 612 (3) 651 (2)	MNA Competency Comprehensive Survey assessing development level at various competencies – 80% or more at adequate or exceeding levels
	LO4: Apply systemic solutions: Apply nonprofit management skills and leadership competencies for the promotion of cross-sector collaborations, social value creation, and systemic solutions.	622 (3)	Learning Mastery Rubric – 80% or more at adequate or exceeding levels.
<i>PG3: Develop nonprofit administrators who discern ethical decisions for the common good.</i>	LO5: Integrate nonprofit ethical leadership: Demonstrate ethical leadership capacity and ethical reasoning for nonprofit leadership, global responsibility, social accountability, and ethical decision-making.	601 (2) 622 (2)	MNA Assignments Evaluation assessing the integration level based on the courses' final assignments – 80% or more at adequate or exceeding levels.
	LO6: Integrate social impact analysis: Demonstrate evaluative capacity benefiting organizational development, organizational learning, organizational effectiveness, and organizational sustainability for social impact and social innovation.	621 (3) 622 (3)	MNA Assignment Evaluation assessing the integration level based on the courses' final assignments - 80% or more at adequate or exceeding levels.

Appendix 9: Experiential Specific MNA Courses

NPA 621 Social Impact Analysis – Practicum (4 units)

Provides the essential tools for program evaluation, impact analysis and consulting for assessment and organizational learning. These include methodologies of measuring performance in nonprofit organizations and approaches for appreciative, asset based and participatory evaluations. Accompanied by expert faculty and cross-sector professionals, the course provides capacity development services to partnering organizations while offering invaluable experiential opportunities to our students. It includes hybrid class meetings, teamwork consultation activities, one-on-one mentoring, and integration of multidisciplinary perspectives for social benefit.

NPA 622 Nonprofit Data Analysis - Capstone (4 units)

Students select a specific topic in their area of study and perform an analysis relevant to organizational practices and/or sector's policies. The course explores the essential methods, tools and approaches for performing sensitive and relevant data-analysis. Students engage and mixed-methods applied research project relevant to the needs of nonprofit organizations or social sector institutions. The course emphasizes the selection of appropriate tools for evidence-based recommendations. Students demonstrate their capacity to apply data analysis and provide useful recommendations based on their knowledge and practices acquired in the program.

NPA 697 Nonprofit Internship (2-4 units – by special arrangement) ***

Students undertake a mentored administrative-related position typically in a nonprofit organization. Approved interns in partnering internship organization engage in reflections and reporting during the experience through a faculty supervised online forums and discussions. Students produce a final critical reflection reporting on their internship experience demonstrating how they have addressed specific learning goals.

Appendix 10: Professional Specific MNA Courses

Associated with the Graduate Professional Certificates Programs. Each certificate includes a fundamental course as enlisted below plus an inherent project with existing organizations or project in the Practicum Course (NPA 621) and data analysis inherent to the field in the Capstone Course (NPA 622).

NPA 661 Sustainable Development Leadership (4 units) **

Examines contemporary practices in sustainability reporting across organizations committed to sustainable development and social responsibility. It reviews strategic leadership opportunities for integrating sustainability values and social responsibility in the performance, innovation and social impact of organizations. Reviews best practices in global reporting initiative (GRI) and other sustainability reporting practices along the integration of environmental, social and governance (ESG) factors in organizational performance. Consider sustainability in its integrated social, environmental, and economic frameworks along other emerging dimensions in relation to culture, politics, human rights and technology. It develops sustainability values and sustainable reporting capacity in current and future leaders in the private, public and social sector.

NPA 662 Social Entrepreneurship Leadership (4 units) **

Social entrepreneurship is a growing field which combines the nonprofit sector's interest in having a meaningful and sustainable social impact with the for profit sector's business practices. The course explores innovative leadership practices and organizational cases representing the diverse typologies of social enterprises and social economies, spanning from leveraged nonprofits, hybrid nonprofits, and social business ventures. It reviews local, national and international social initiatives across sectors, which create social values while increasing sustainability, effectiveness, and efficiency. The course compares and contrasts social enterprise solutions with traditional philanthropy in nonprofits and traditional enterprises in business. It reviews the leadership values and necessary managerial skills to engage in innovative, sustainable, and impactful social enterprises that are both socially relevant and commercially effective.

NPA 663 Humanitarian Emergency Management (4 units)**

Surveys current trends and historical evolutions of theories and practices in humanitarian emergencies for natural and man-made disasters. It develops real world managerial skills to effectively organize logistics and assets in local, national and international times of disaster. It promotes understanding and case studies in coordinating humanitarian actors to ensure coherent responses and efficiently mobilizing resources for alleviating human suffering in disasters and emergencies. It emphasizes the code of ethics for humanitarian responses advocating the rights of people in need. It promotes best practices in preparedness and prevention for sustainable solutions.

NPA 664 Negotiation & Conflict Management (4 units)**

Reviews theories and practice in interpersonal, inter-organizational and international conflict management. Considers the process of mediation in relation to business development opportunities and economically viable solutions. Develops negotiation skills capacity for emphatic relations and problem-solving skills related to a variety of conflicts. Analyses the role of nonprofits, governments and businesses in post conflict reconstruction solutions. It reviews cases for economic development and financial opportunities in relation to political, institutional, social, cultural and environmental factors for implementing inclusive and sustainable peaceful solutions. It considers the role of international community and systemic solution to protracted conflict situations. Participants review and reflect on effective capacity development and capacity building approaches for democratic institutions, reconciliation and reintegration, sustainable development and environmental resilience.