I. Mission
The Nonprofit Management Program’s mission is to guide students to succeed by creating a personalized, diverse learning environment that both engages and empowers students to accept stewardship of their personal communities and our global society through the development and management of nonprofit organizations.

II. Goals
- To provide Missouri Valley College Nonprofit Management students with the personal and professional skills and knowledge to enter and succeed in the nonprofit profession by:
  - placing 100% of our eligible majors in internships each semester
  - placing 98% of our eligible graduates in jobs within 6 months of graduation
  - Achieving an average score of 80% on Exit Assessments
- To grow our major by 5% each year
- To empower students to identify and respond to one community need through the creation of a nonprofit organization designed to address identified issues each year
- To enable students to participate in the operation of a nonprofit agency through a practicum experience during the first semester of participation in the program.
- To transition in to a single Nonprofit Management Major with two areas of concentration by Fall of 2011. – Done
- To obtain national Nonprofit Professional Certification for 90% of our students each year
- Increase alumni participation in the program through the creation of an advisory board during the 2011-2012 academic year.
- To offer all 100, 200 and 300 level courses online by Fall of 2013
- 70% of our graduates will be assessed at the “Practicing” level of the National Competency Rubric by Spring of 2013.
- To offer an online Certified Nonprofit Professional program that meets the need of the Ameri-Corps program by Fall 2013
• To contribute 8000 hours of community service hours through the Student Association during the 2012-13 academic year

• To complete a strategic plan for the Missouri Valley College American Humanics Student Association by Spring Semester, 2012

• To develop a strategic plan for growth of the Nonprofit Management Program which includes external and internal student recruitment by Fall, 2013

• To add Religion Oriented Organization concentration to the Nonprofit Management Program by Fall, 2013

III. Student learning outcomes

Listing of 2012 Nonprofit Leadership Alliance Nonprofit Management and Leadership Competencies

Competencies Reorganized Based on the Results of the 2011 Competency Revalidation and Stakeholder Feedback

Competency Format:

Name of Competency
Summary Statement
• Learning Topics
(Learning outcomes- qualified by learning domain and level- for each learning Topic are found in the competency rubrics)

Competency Listing:

Outcome 1- Communication, Marketing & Public Relations
Highlights knowledge, attitudes and activities that nonprofit organizations use to understand, inform, and influence their various constituencies

• Community development tools to build awareness and stakeholder relations in nonprofit organizations
• Public and community relations as functions in a nonprofit organization
• Marketing as a function in a nonprofit organization
• The role of organizational and personal communication within a nonprofit organization
• The role of advanced technologies in communications, public relations, and marketing in the nonprofit sector

Outcome 2- Cultural Competency and Diversity
Highlights the development of cultural competency preparation for professional practice in culturally diverse settings

• The role of culture, alternate views, and difference when advancing mission and engaging in nonprofit management practice
• Self-awareness to reduce the influence of personal biases and values when approaching and navigating encounters, dilemmas, and challenges when working with diverse populations
• Intercultural communication when working with diverse populations

Outcome 3 - Financial Resource Development & Management
Highlights financial resource acquisition, budgeting, financial management, control and transparency in nonprofit organizations
• Methods and motivation for raising funds from traditional sources
• Emerging trends and innovations in financial resource development in nonprofit organizations
• Structure and responsibilities of the development function within nonprofit organizations
• Mission-driven resource development and budgeting
• Components and procedures for various nonprofit organizations
• Fundamental principles and practice of nonprofit accounting and reporting
• Components and procedures for various nonprofit budgeting

Outcome 4 - Foundations & Management of the Nonprofit Sector
Highlights the history, contributions and unique characteristics of the nonprofit sector and its management
• The historical development, role and significance of philanthropy, nonprofits and civil society
• The size, impact and organizational design structure of nonprofit organizations from an American and international perspective
• The role of mission orientation for nonprofit organizations
• Unique characteristics and management complexity associated with the nonprofit sector

Outcome 5 - Governance, Leadership and Advocacy
Highlights the stewardship and advocacy roles, responsibilities ad leadership of the board of directors, staff and volunteers in the development of policies, procedures and processes by which nonprofits operate and are held accountable.
• Roles and responsibilities of a nonprofit board of directors and its committees
• Differentiation between management and leadership across the nonprofit organization
• Essential function of strategic planning for effective operation and sustainability
• Board design, performance and ongoing board development
• Development of leaders and their roles
• Critical function of nonprofit organizations in advocacy and the public policy process

Outcome 6 - Legal and Ethical Decision Making
Highlights basic laws, regulations and professional standards that govern nonprofit sector operations, including a basic knowledge of risk and crisis management, ethics and decision making
• Basic laws and regulations under which nonprofits operate and incorporate
• Concepts and practices associated with facility and operational risk management
• Concepts and practices associated with crisis management
• Alignment of personal and organizational values
• Standards and codes of conduct that are appropriate to nonprofit sector professionals, volunteers and other stakeholders
• Decision making models, methods and application to nonprofit organizations

Outcome 7 - Personals and Professional Development
Highlights the nature of employment in the nonprofit sector, from researching career opportunities, applying and interview for a job, to continuing professional development

- Nonprofit career opportunities and expectations
- Application, interview and negotiation process
- Continuing professional development
- Networking and mentoring

Outcome 8 - Program Development
Highlights program design, implementation and evaluation strategies applicable to all nonprofits (youth services, arts, environmental, health, recreation, social services, advocacy, etc.)

- The importance of needs assessment, asset identification, other research findings that identify authentic community need
- Mission driven program design and outcomes
- Adequate allocation of resources (staffing, space, funding, etc.)
- Inclusive programming strategies
- Program logistics
- Program marketing plan
- Peer, cross-age, and staff mentoring as a program implementation strategy
- Program evaluation strategies

Outcome 9 - Volunteer and Human Resource Management
Highlights the knowledge, skills and techniques for managing volunteer and paid staff

- Nonprofit human resource planning and management
- Staffing: recruitment and hiring
- Employment law and personnel policy in nonprofit operations
- Orientation, training, supervision and evaluation of paid and volunteer staff
- Total rewards: compensation incentives and benefits
- Organizational and programmatic performance management and evaluation
- Organizational development, analysis and design

Outcome 10 - Future of the Nonprofit Sector
This is a NEW Competency based on comments from the 2011 Competency Revalidation Survey and Stakeholder Feedback.
Highlights the dynamic nature of the nonprofit sector, the importance of continuous improvement, emerging trends and innovations, and the critical role research plays in shaping best practices

- Research design, implementation and analysis methodologies
- Recognizing and responding appropriately to external factors that impact nonprofit decision making
- Emerging trends in organizational structure and governance
- Emerging language and innovations that define and shape the future of the nonprofit sector, including terms such as community benefit organizations, community impact vs. community service delivery, etc.
- Role of advanced technologies that enhance efficiency and effectiveness of nonprofit organizations
- The global nature of the nonprofit sector and structure of the international NonGovernmental Organizations (NGOs)
### IV. Course map

<table>
<thead>
<tr>
<th>Course 1</th>
<th>SLO 1</th>
<th>SLO 2</th>
<th>SLO 3</th>
<th>SLO 4</th>
<th>SLO 5</th>
<th>SLO 6</th>
<th>SLO 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 1</td>
<td>BA232</td>
<td>NP100</td>
<td>NP140-44</td>
<td>NP105</td>
<td>NP221</td>
<td>NP325</td>
<td>NP485</td>
</tr>
<tr>
<td>Course 2</td>
<td>NP100</td>
<td>NP120</td>
<td>NP325</td>
<td>NP325</td>
<td>NP105</td>
<td>NP105</td>
<td>NP420</td>
</tr>
<tr>
<td>Course 3</td>
<td>NP464</td>
<td>NP105</td>
<td>NP464</td>
<td>NP432</td>
<td>NP464</td>
<td>NP432</td>
<td>NP401</td>
</tr>
<tr>
<td>Course 4</td>
<td>NP432</td>
<td>NP140-44</td>
<td>NP420</td>
<td>N320</td>
<td>NP325</td>
<td>NP308</td>
<td>NP120</td>
</tr>
<tr>
<td>Course 5</td>
<td>EN327 OR BA412</td>
<td>PE239</td>
<td>NP420</td>
<td>NP321</td>
<td>NP432</td>
<td>NP464</td>
<td>EN327 OR BA412</td>
</tr>
<tr>
<td>Course 6</td>
<td>NP140-44</td>
<td>NP420</td>
<td>AC100</td>
<td>NP321</td>
<td>NP420</td>
<td>PE239</td>
<td>NP321</td>
</tr>
<tr>
<td>Course 7</td>
<td>NP420</td>
<td>NP321</td>
<td>AC210</td>
<td></td>
<td>NP321</td>
<td>NP420</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SLO 8</th>
<th>SLO 9</th>
<th>SLO 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 1</td>
<td>NP464</td>
<td>NP308</td>
</tr>
<tr>
<td>Course 2</td>
<td>NP308</td>
<td>P309</td>
</tr>
<tr>
<td>Course 3</td>
<td>NP420</td>
<td>NP420</td>
</tr>
<tr>
<td>Course 4</td>
<td>NP321</td>
<td>NP321</td>
</tr>
<tr>
<td>Course 5</td>
<td>NP420</td>
<td></td>
</tr>
</tbody>
</table>

### V. Assessment tools

- **Senior Assessment - NP485** - This is a comprehensive assessment of learning outcomes for the entire program. Students must demonstrate greater than 70% of comprehensive knowledge of all subject matter to complete the program.

- **Final Program Assessment - NP464** - Students complete a capstone project which requires the student to research and develop a nonprofit organization to meet a demonstrated community need. Students must address mission orientation, paid and volunteer staffing, a full year of programming, financial resources, program assessment and marketing. Students must complete this assignment with a grade of 70% or higher to complete the program.

- **Learning Outcome Rubrics** - The Learning Outcome Rubrics developed for the
Nonprofit Leadership Alliance - These rubrics allow for the assessment of individual student knowledge and general program deliverance rigor within the department. These rubrics are attached.

- Case study analysis - Case studies are used through all courses to require students to demonstrate cognitive, affective and psychosocial knowledge.
- Internship and Practicum experiences

VI. Summary of findings

- Senior Assessment - NP485 - 100% of students who took the senior assessment passed the assessment with a score of 70% or higher. Average score this year was 81%.
- Final Program Assessment - NP464 - 40% of the students who started this assessment process passed with a 70% or higher. 100% of the students who submitted a final project passed the assessment. Of the six students who did not pass this assessment, 1 withdrew from school, and 2 had planned to take the course again but wanted the experience so they did not even submit a final project. They will complete the assessment in the fall. This number is lower than our goal. However the quality of the student's submissions was significantly higher than that of the previous 3 years. Students had considerably more general nonprofit knowledge than in previous years.
- Learning Outcome Rubrics- The Learning Outcome Rubrics developed for the Nonprofit Leadership Alliance - These rubrics allow for the assessment of individual student knowledge and general program deliverance rigor within the department. These rubrics are attached. We used the rubrics in general terms this year. Our students are meeting the competencies at or above the basic level in all learning outcome areas. This is demonstrated through classroom and senior assessments.
- Case study analysis - Case studies are used through all courses to require students to demonstrate cognitive, affective and psychosocial knowledge.

Internship and Practicum experiences

VII. Level of achievement of student learning outcomes

- Learning Outcome Rubrics- The Learning Outcome Rubrics developed for the Nonprofit Leadership Alliance - These rubrics allow for the assessment of individual student knowledge and general program deliverance rigor within the department. These rubrics are attached. We used the rubrics in general terms this year. Our students are meeting the competencies at or above the basic level in all learning outcome areas. This is demonstrated through classroom and senior assessments.
- 100% of our eligible students were awarded Certified Nonprofit Professional Certification this year. To obtain this certification, students must demonstrate completion of all competencies and learning outcomes.

VIII. Faculty/ Course/Student information

Table 1. Program faculty and loads
Program faculty are those who taught at least one course in the program in the past year.
**FULL-TIME***
*The definition of ‘full-time’ for this table coincides with our standard MVC definition. Include all full-time faculty who taught in the program regardless of their division affiliation.

<table>
<thead>
<tr>
<th>Name</th>
<th>Division</th>
<th># credit hours taught in program in past year</th>
<th># of advisees</th>
<th>Years of teaching and/or professional experience</th>
<th>Highest degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEATHER TROTH</td>
<td>COMMUNICATIONS</td>
<td>29*#@</td>
<td>13</td>
<td>21</td>
<td>BA</td>
</tr>
<tr>
<td>SHAWN TERRYBERRY</td>
<td>COMMUNICATIONS</td>
<td>33*</td>
<td>22</td>
<td>17</td>
<td>BA</td>
</tr>
</tbody>
</table>

Total credit hours: 63

* INCLUDES INTERSESSIONS AND SUMMER TERMS

# ALSO RESPONSIBLE FOR INTERNSHIPS NOT INCLUDED IN TOTAL

@ INSTRUCTOR TAUGHT 3 HOUR COURSE FOR HOSPITALITY TOURISM DEPARTMENT - THESE HOURS ARE NOT INCLUDED

**ADJUNCT**
Include all adjunct faculty who taught at least one course in the program in the past year.

<table>
<thead>
<tr>
<th>Name</th>
<th>Division</th>
<th># credit hours taught in program in past year</th>
<th># of advisees</th>
<th>Years of teaching and/or professional experience</th>
<th>Highest degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>AARON CHRISTIANSEN</td>
<td>COMMUNICATIONS</td>
<td>3</td>
<td>0</td>
<td>5</td>
<td>MA</td>
</tr>
<tr>
<td>DANIEL ALLEN</td>
<td>BUSINESS</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>MA</td>
</tr>
</tbody>
</table>
Table 2. Course offerings
Supply the numbers for each category in the table.

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
<th>Inter-sessions</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100-200 level</td>
<td>300-400 level</td>
<td>100-200 level</td>
<td>300-400 level</td>
</tr>
<tr>
<td>Face-to-face sections</td>
<td>8</td>
<td>6</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Studio sections*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internships/practicums</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Lab (face-to-face) sections</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Online sections</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Arranged classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classes total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General education classes offered**</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

*A studio class is defined as one that emphasizes skills and practical application, not lecture/discussion. Examples include studio art, performance theatre, and dance.

**Include all general education classes offered in your program area even if they are not part of the major requirements.

Table 3. Student Profile
Supply the numbers for each category in the table.

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Majors</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>Minors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduating seniors</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

IX. Analysis/Interpretation
We met or exceeded most of our goals established in 2010-2011

- To provide Missouri Valley College Nonprofit Management student with the personal and professional skills and knowledge to enter and succeed in the nonprofit profession by:
  - placing 100% of our eligible majors in internships each semester - MET
  - placing 98% of our eligible graduates in jobs within 6 months of graduation - MET
  - Achieving an average score of 80% on Exit Assessments - Exceeded
• To grow our major by 5% each year – In process

• To empower students to identify and respond to one community need through the creation of a nonprofit organization designed to address identified issues each year - MET

• To enable students to participate in the operation of a nonprofit agency through a practicum experience during the first semester of participation in the program. -MET

• To transition in to a single Nonprofit Management Major with two areas of concentration by Fall of 2011. – MET

• To obtain national Nonprofit Professional Certification for 90% of our students each year - EXCEEDED

• Increase alumni participation in the program through the creation of an advisory board during the 2011-2012 academic year. Not complete but progress has been made

• To offer all 100, 200 and 300 level courses online by Fall of 2013 – In progress

**Program result overview**

• The Nonprofit Management Program at Missouri Valley College reflects national statistics in that there are significantly more women than men in the program.

• Our alignment with the national expectations through the Competency Rubrics has allowed our department to better develop our curriculum. The nonprofit curriculum at Missouri Valley College is very strong compared to other colleges across the country. We need to continue working on our delivery methods to ensure we are following best practices for our field.

• Graduation rates remain consistent.

• The program numbers have remained consistent which is fairly positive in light of the fact that the rigor of the program has increased. The increased rigor has had a very positive effect on the quality of our graduates but has adversely affected recruitment from within campus.

• Students graduating with a Nonprofit Degree from Missouri Valley are consistently being hired by the internship agency. 100% of students reporting received job offers within the nonprofit field before the end of their internship.

• Instructors are overloaded and we need to establish constancy in instructor selection for NP100.

**X. Action plan/Closing the loop**

  o A course rotation that included the elimination of 2 courses was developed this
Fall. This will help to reduce the overload on instructors.

- As a department we are continuing work on our curriculum mapping to ensure that our students are meeting the competency expectations of the sector and potential employers.

- The opportunity to grow the program exists through the recruitment of undecided students on campus and high school seniors. We are working on a plan to capture more of these students. We will attend college fairs in the fall. We are also seeking opportunities to work more closely with Boy Scouts, Girl Scouts and 4H in our community.

- Consideration of utilizing adjunct professors for classes where community members may have specific knowledge and skills. This would raise the classroom experience for our students, reduce the overload of full-time professors and create greater community awareness for our program.

- **There is an opportunity to offer an online certification program for students involved in the Ameri-Corps Program who already have the undergraduate degree.** The creation of this program could create a major revenue stream for the college.

**Support Needed:**

The Nonprofit Management Program would be better able to meet departmental goals and mission with the following support.

1. Additional Technology in classrooms - Many classrooms are not equipped with high tech equipment. Most have portable equipment available, however, the availability and ease of use for this equipment can be challenging.

2. Computer lab or Laptop/Nova room access for NP 464 -Program Development. This course requires a great deal of interactive technology. Teaching it in a classroom with limited or no access to technology reduces the effectiveness of the course.

3. Greater access to high speed wireless internet. The opportunity to use bets practice technology is limited by the access to such consistent high speed wireless internet. It is difficult to show videos and virtually impossible to use Skype Technology to participate in webinars. Access to this technology would enable us to participate with other colleges and expand our student’s access to educational opportunities.

4. The equivalent of one class pay or relief time to allow for recruiting. There is considerable opportunity to recruit high school students to our program through greater involvement with Boy Scouts, Girl Scout, 4H, etc. in the area but existing full time faculty are already overloaded. This could also be satisfied through a
Graduate Assistant who could handle recruitment and allow the program to double community service involvement.

5. Consideration of utilizing adjunct professors for classes where community members may have specific knowledge and skills. This would raise the classroom experience for our students, reduce the overload of full-time professors and create greater community awareness for our program.

6. An increase in Professional Development funds. Currently, professors have $350 per year. I am expected to attend the Management Institute and the CED Conference at a minimum in my capacity as Campus Executive Director. These conferences are both very beneficial for me professionally and benefit the college but ultimately exceed the allotted funds and require out of pocket payment. I have had the opportunity to present at 2 additional national conferences on behalf of MVC, this year. I have or will have to pay for both out of my own pocket.

It would be very beneficial for Shawn Terryberry to attend the Management Institute. I would also like for him to complete a couple of online courses in the nonprofit area to ensure that he is up to date on best practices but the funds are not available.

Below: Please list all individuals who assisted in the completion of this report.

Heather Troth
Shawn Terryberry

Updated 4/23/12