Missouri Valley College  
Academic Program  
Assessment and Planning Report

Due date: June 1

Year: 2013-14  
Academic Program: Nonprofit Management  
Division: Communications  
Chair/Dean: Susan Dittmer

I. Mission

The Nonprofit Management Program’s mission is to guide students to succeed in the nonprofit management profession through affiliation with the Nonprofit Leadership Alliance and 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 needed 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 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 2013-2014 academic year.

- To offer all 100, 200 and 300 level courses online by Fall of 2014
• 70% of our graduates will be assessed at the “Practicing” level of the National Competency Rubric by Spring of 2014.

• To offer an online Certified Nonprofit Professional program that meets the need of the AmeriCorps program by Fall, 2014

• To contribute 8000 hours of community service hours through the Student Association during the 2013-14 academic year

• To complete a strategic plan for the Missouri Valley College Nonprofit Leadership Alliance Student Association by Spring Semester, 2014

• To develop a strategic plan for growth of the Nonprofit Management Program which includes external and internal student recruitment by Fall, 2014

• To add Religion Oriented Organization concentration to the Nonprofit Management Program by Fall, 2014

• To develop annual fundraising plans for 3 area nonprofit organizations who request our services as service learning by Spring, 2014

• To increase fundraising for the NLA Student Association to $5000 annually by Spring, 2014

• To participate in specific fundraising activities to meet the needs of 4 area nonprofit organizations by Spring, 2014.

III. Student learning outcomes

SLO are written in detailed and specific Blooms verbiage in assessment rubric attached.

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*  
  
  a) Community development tools to build awareness and stakeholder relations in nonprofit organizations  
  b) Public and community relations as functions in a nonprofit organization  
  c) Marketing as a function in a nonprofit organization  
  d) The role of organizational and personal communication within a nonprofit organization  
  e) 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*  
  
  a) The role of culture, alternate views, and difference when advancing mission and engaging in nonprofit management practice  
  b) Self-awareness to reduce the influence of personal biases and values when approaching and navigating encounters, dilemmas, and challenges when working with diverse populations  
  c) 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*  
  
  a) Methods and motivation for raising funds from traditional sources  
  b) Emerging trends and innovations in financial resource development in nonprofit organizations  
  c) Structure and responsibilities of the development function within nonprofit organizations  
  d) Mission-driven resource development and budgeting  
  e) Components and procedures for various nonprofit organizations  
  f) Fundamental principles and practice of nonprofit accounting and reporting  
  g) 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*  
  
  a) The historical development, role and significance of philanthropy, nonprofits and civil society  
  b) The size, impact and organizational design structure of nonprofit organizations from an American and international perspective  
  c) The role of mission orientation for nonprofit organizations  
  d) Unique characteristics and management complexity associated with the nonprofit sector

**Outcome 5 - Governance, Leadership and Advocacy**
Highlights the stewardship and advocacy roles, responsibilities and leadership of the board of directors, staff and volunteers in the development of policies, procedures and processes by which nonprofits operates and are held accountable.

a) Roles and responsibilities of a nonprofit board of directors and its committees
b) Differentiation between management and leadership across the nonprofit organization
c) Essential function of strategic planning for effective operation and sustainability
d) Board design, performance and ongoing board development
e) Development of leaders and their roles
f) 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

a) Basic laws and regulations under which nonprofits operate and incorporate
b) Concepts and practices associated with facility and operational risk management
c) Concepts and practices associated with crisis management
d) Alignment of personal and organizational values
e) Standards and codes of conduct that are appropriate to nonprofit sector professionals, volunteers and other stakeholders
f) Decision making models, methods and application to nonprofit organizations

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

a) Nonprofit career opportunities and expectations
b) Application, interview and negotiation process
c) Continuing professional development
d) 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.)

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

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

a) Nonprofit human resource planning and management
b) Staffing: recruitment and hiring
c) Employment law and personnel policy in nonprofit operations  
d) Orientation, training, supervision and evaluation of paid and volunteer staff  
e) Total rewards: compensation incentives and benefits  
f) Organizational and programmatic performance management and evaluation  
g) 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  

a) Research design, implementation and analysis methodologies  
b) Recognizing and responding appropriately to external factors that impact nonprofit decision making  
c) Emerging trends in organizational structure and governance  
d) 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.  
e) Role of advanced technologies that enhance efficiency and effectiveness of nonprofit organizations  
f) The global nature of the nonprofit sector and structure of the international Non-Governmental Organizations (NGOs)

## IV. Course map

<table>
<thead>
<tr>
<th>Course</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>NP140-440</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>NP 105</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>NP140-440</td>
<td>NP420</td>
<td>N320</td>
<td>NP325</td>
<td>NP 308</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>NP140-440</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>NP321</td>
<td>NP321</td>
<td>NP420</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>SLO 8</th>
<th>SLO 9</th>
<th>SLO 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 1</td>
<td>NP 464</td>
<td>NP308</td>
<td>NP105</td>
</tr>
<tr>
<td>Course 2</td>
<td>NP308</td>
<td>P309</td>
<td>NP432</td>
</tr>
<tr>
<td>Course 3</td>
<td>NP420</td>
<td>NP420</td>
<td>NP464</td>
</tr>
<tr>
<td>Course 4</td>
<td>NP321</td>
<td>NP321</td>
<td>NP308</td>
</tr>
<tr>
<td>Course 5</td>
<td>NP420</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>NP321</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 relating to required Nonprofit Management coursework to complete the program.

  Assessment areas include:

  - Nonprofit Management
  - Recreation Administration
  - Leadership
  - Legal and Financial Aspects of Nonprofit Management
  - Administration of Nonprofit Organizations
  - Program Development
  - Community and Commercial Recreation
  - Volunteer Management
  - Fundraising and Resource Development

  This assessment was updated for the 2012-13 academic year to align more specifically with national competencies. – Assesses SLO 3,4,5,6,8,9

- **Final Program Assessment (Program Capstone) - 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. Assesses SLO 1,3,4,5,8,9,10

- **Case study analysis** – Various Courses - Case studies are used through all courses to require students to demonstrate cognitive, affective and psychosocial knowledge. Assesses SLO 2,3,4,6,9

- **Annual Fundraising Plan Development** – NP430 - Students develop a complete annual fundraising campaign for a nonprofit organization. They work closely with the nonprofit to analyze their existing plan. Students complete a presentation complete with funding goals, and methods of obtaining the goals using the most current funding theories. The plans are assessed by the nonprofit organization’s management team and the course instructor. Assesses SLO 1, 3
• **Internship Evaluation – NP401.**

Students on internships are evaluated by their Internship Supervisor, Internship Instructor and complete a self-evaluation. Assesses SLO – 7 in all internships – Other SLOs are dependent on internship placement.

- The Internship Supervisor evaluate the student using a rubric intended to evaluate the level of their work and to identify that their internship responsibilities are meeting the program student learning outcomes.

- The Internship Instructor evaluates the student based on the student’s weekly reports, observation of the intern in the work environment (whenever possible) and the student portfolio submitted at the end of the internship detailing the work, product and learning experienced by the student during the internship.

- The student also conducts a self-evaluation to identify what learning outcomes they feel have been met, what professional skills they have obtained, their personal areas of strength and weakness.

All of these assessments are presented to the student to help ensure that they have an accurate understanding and self-perspective.

• **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. – Assesses all SLOs at a Basic, Practicing or Mastery level.

• **Job Placement, promotion within sector and job satisfaction.**

  Alumni are surveyed regarding their career opportunities within 6 months of graduation and again within the first two years following graduation. Program success is connected to the alumni ability to find satisfactory employment, attain promotions and when desired find alternative job opportunities. Assesses SLO 7 and reflects but does not directly assess all SLOs.

• **External Assessment completed by Professional Partner Organization**

  Service Learning Projects are assessed by the partnering NPO to determine the skill level and degree of impact of our student’s involvement on their organization.
VI. Summary of findings/Level of achievement of student learning outcomes

- Senior Assessment - NP485 - 100% of students who took the senior assessment passed the assessment with a score of 70% or higher. The average score this year was 81.2%. This was the highest average score since the revision of this assessment.

Assessment results by area:

- Nonprofit Management  70.4%
- Recreation Administration  82.2%
- Leadership  86.2%
- Legal and Financial Aspects  79.5%
- Administration of Nonprofit Organizations  90.5%
- Program Development  76.8%
- Community and Commercial Recreation  66.6%
- Volunteer Management  89.4%
- Fundraising and Resource Development  87.3%
- Total Average  81.2%

- Final Program Assessment - NP464 – 91% of the students completing this assessment process passed with a 70% or higher. The average score was over 80%.

The quality of the final projects developed during NP464 was very high. Several have been used to help students obtain internships, full-time jobs and admission to graduate school.

- Learning Outcome Rubrics- 100% of the nonprofit management students were assessed at the Practicing or Mastery level of all areas of the Learning Outcomes Rubric for the Nonprofit Leadership Alliance.

The Mastery Level is intended to be a basis for graduate programs, so this is a very high achievement level for our students.

Students self-assessed at the practicing and mastery level. Their self-assessment was very consistent with what other assessment methods indicated. This indicates that the students are developing a realistic and appropriate perception of their skills. This should benefit the students in their professional development.

- Case study analysis - Case studies are used through all courses to require students to demonstrate cognitive, affective and psychosocial knowledge. Greater than 80% of NPM students were assessed at a practicing or acceptable level on all case studies.

- Internship and Practicum experiences

Students on internships are evaluated by their internship site supervisor, campus internship instructor and complete a self-evaluation. Assesses SLO – 7 in all internships – Other SLOs are dependent on internship placement.

16 eligible students attempted internships during the 2013-14 academic year. 93.7% successfully completed their internship. The one student who did not complete his internship obtained a full-time position in the recreation field prior to finishing his internship.
• The Internship Site Supervisor evaluates the student using a rubric intended to evaluate the level of their work and to identify that their internship responsibilities are meeting the program student learning outcomes.
  o 87.5% of these students were evaluated by their internship supervisor at “Above Average” or higher. 81.2% were assessed at an “Outstanding” level. These numbers include and are adversely affected by the student who did not complete his internship.

• The Internship Instructor evaluates the student based on the student’s weekly reports, observation of the intern in the work environment (whenever possible) and the student portfolio submitted at the end of the internship detailing the work, product and learning experienced by the student during the internship.
  o Students were also required to complete an Internship Portfolio this year demonstrating the work product for which they were responsible. This provided a good perspective on the competencies our students demonstrated. Our students were responsible for grant writing, program development, child abuse advocacy, and were working at entry to middle management level of responsibility.
  o Portfolio quality was very high. 100% of students who completed their internships completed the portfolios at an “Outstanding level”.
  o Weekly reports were also very good. The format of the weekly report will be reevaluated for next year’s class to reflect the current SLOs more specifically.

• The student also conducts a self-evaluation to identify what learning outcomes they feel have been met, what professional skills they have obtained, and their personal areas of strength and weakness. Students also evaluate their internship site.
  o The students' evaluations were consistent with site and campus supervisor’s evaluation of their performance. Student’s also demonstrated competence with program subject matter in their evaluation of the internship site, including risk issues, management concerns, etc.

  ➢ All of these assessments are presented to the student to help ensure that they have an accurate understanding and self-perspective.

• Practicum Experience

  • 61 Students completed 15-20 hour practicum experiences with nonprofit organizations during the 2013-14 academic year.

• Job Placement and promotion within sector and job satisfaction.
  • The NP program placed 100% of Summer and December 2013-14 graduates within 6 months of graduation in full-time jobs within the sector or in graduate school. Only four of the Nonprofit 2013-14 graduates, including May graduates, are without full-time job opportunities.

  Job Placements include:
• Graduate School
• Lighthouse Shelter in Marshall
• Director Boys and Girls Club – Colorado Springs
• Habilitation Center
• Butterfield Youth Services
• Fitzgibbon Hospital
• Marshall Parks and Recreation
• Place at the Lake (Domestic Abuse Services)

• 100% of 2013 graduates, including May graduates, have already received at least one legitimate job offer.

• 50% of 2013 interns were hired by their internship sites.

• 70% of our graduates from the 2013-14 academic year were hired within the nonprofit sector before they completed their internships. 2 additional are pursuing graduate school.

• **Annual Fundraising Plan Development** – 6 of 7 students completed an Annual Fundraising Campaign plan demonstrating 70% or better proficiency with the fundraising student learning outcomes and competencies. One student did not complete the project. Students developed Annual Campaigns for CASA Advocates for Children, DIGS Teen Transitional Living Center, Salt Fork YMCA, Missouri Valley Community Action, 4H and Springfield Tigers Youth Program

• **External Assessment completed by Professional Partner Organization**
  Service Learning Projects are assessed by the partnering NPO to determine the skill level and degree of impact of our student’s involvement on their organization. These external assessments were antidotal. Feedback from partner agencies placed a high value on our student’s involvement. Student’s involvement was valued higher than simple unskilled social capital. The students contribute to the marketing, programming development and implementation.

VII. Analysis/Interpretation

Internal Students Assessments, completed by Missouri Valley College Faculty, indicate that the specific Student Learning Outcomes were met at a Practicing or Mastery Level. Additionally, the assessments indicate that students’ mastery of the student learning outcomes is increasing over previous years. This is strongly indicated by the higher scores of the end of program assessments and increased quality of final program projects.

The increased quality of the program is also evidenced by external assessments. Internship evaluations continue to be strong. Request from internship host sites for additional interns is also a good indication of the quality and preparedness of our students for the professional world.
Additionally, students from our nonprofit management program have received more national awards and recognition. Three students in the past 2 years have been named NextGen Scholars. This nationally competitive award recognized students who demonstrate outstanding leadership and academic success. Further five students have been selected to serve on the Student Advisory Board for the Alliance Management Institute.

New students and graduates self-assessed their level of achievement based on the Nonprofit Leadership Alliance SLO Rubric this year. Graduates self-assessments were very consistent with overall faculty and external assessments. It will be valuable to consider the new student’s self-assessment with their self-assessment at their graduation to determine their perceived growth.

External Assessments, completed by professionals in the nonprofit sector not affiliated with Missouri Valley College, were also very strong. These assessments generally indicate that our students are perceived more positively within the sector than their self-perception. This is a wonderful opportunity for us to build our students’ confidence.

Internal and External Assessments indicate that our students are very strong in the psycho-motor areas, i.e. the ability to apply correct concepts and theory. Significant opportunities for student’s growth exist in building student’s self-confidence and helping them to develop a more professional image. These assessments are based on anecdotal evidence provided through internship and service learning and post interview feedback from professional partners.

All evidence indicates that the Service or Applied Learning elements of our program are a very strong component. There is opportunity to expand and even improve this already significant strength.

We met or exceeded most of our goals established in 2012-13

- 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

- To achieve an average score of 80% on Exit Assessments - Exceeded

- To grow our major by 5% each year – Not Met

- 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 through Lab School and commitment to Special Olympics and school district field day. These needs were identified as priorities for this 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. - MET
  - Practicum opportunity continued in NP105 and NP120.
• To obtain national Nonprofit Professional Certification for 90% of our eligible students each year - MET
  o 100% of our eligible students received their Certified Nonprofit Professional certification.

• Increase alumni participation in the program through the creation of an advisory board during the 2013-2014 academic year. - IN PROGRESS
  o This remains a focus area. There has been a significant increase in alumni support and professional partner support. We have not thoroughly developed methods of quantifying the increased support.
  o We are still working toward the development of an Alumni Council.

• To offer all 100, 200 and 300 level courses online by Fall of 2013 - NOT MET
  o 70% of all nonprofit management courses have been offered online.

• 70% of our graduates will be assessed at the “Practicing” level of the National Competency Rubric by Spring of 2013. – MET
  o Students were reviewed based on the Nonprofit Leadership Alliance Competency Rubric.

• To offer an online Certified Nonprofit Professional program that meets the need of the AmeriCorps program by Fall, 2014 - MET
  o This program is ready to be introduced.

• To contribute 8000 hours of community service hours through the Student Association during the 2013-14 academic year - EXCEEDED
  o The NLA Students participated in over 9,311 community and service learning hours during the 2013-14 academic year. This exceeded our goal of 8000 hours. This number is especially impressive because there was a reduced enrollment in our student association class this year. The reduction in enrollment seems to result from changing the course time from the traditional Wednesdays to Thursdays. We are changing the days back next fall.
  o Nonprofit Students worked with 30 nonprofit organizations and impacted 17,710 people during the 2013-14 academic year.
• To complete a strategic plan for the Missouri Valley College American Humanics Student Association by Spring Semester, 2014 – IN PROGRESS
  o Short term goals were established September 2012. They will be revisited and reestablished annually.
  o Long term goals completed in August 2013.
  o SWOT Analysis was completed in Spring of 2014.
  o Final strategic plan completion is set for October 2014
  o Final Fundraising budget is yet to be completed.

• To develop a strategic plan for growth of the Nonprofit Management Program, which includes external and internal student recruitment by Fall, 2014 – IN PROGRESS
  • Departmental Marketing Materials were completed in Spring, 2014.
  • Student recruitment plan is in process.
  • Primary focus will be as follows:
    • Juniors and Seniors involved in service organization in Marshall and surrounding communities.
    • Greater involvement with professional partner agencies in Mid-Mo region, including, but not limited, to Boy Scouts, Girl Scouts, 4H, and Camp Fire USA.

• To add Religion Oriented Organization concentration to the Nonprofit Management Program by Fall, 2013 – NOT ADDRESSED
  o This goal has not been met. There has been discussion between departmental faculty and no significant progress.

VIII. Action plan/Closing the loop

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. We are participating in a national curriculum mapping program through the Nonprofit Leadership Alliance to help ensure that we are mapped to meet the required competencies.

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.
We will work with Boy Scouts of America to do a Merit Badge Academy again next year. Scheduling issues derailed the event this year. This event has the opportunity to bring almost 900 boy scouts, primarily high school age to our campus.

Also, the online certification program starting in the fall will be a nontraditional method of growing the program.

- To address the strategic plan for the Student Association:

  3 of our student leaders were selected to serve on a committee of students from around the country working to standardize nonprofit student associations and provide stability through leadership changes. These leaders will bring this experience back to our campus for next year.

  Additionally, the objectives for this goal have been reestablished for next year and will be met.

We are working to ensure that we deliver information to our students using the most modern means. We are bringing professionals into the classroom. We need to do this even more. We are also using technology as often as possible. Almost 100% of our nonprofit courses offer supporting materials through Moodle.

We continue to use the Benevon Fundraising Program. Valley was chosen as one of 5 campuses nationally selected to use a Benevon Fundraising model in our Fundraising course. Benevon, a Seattle based Fundraising Company provided materials and speakers via video to present fundraising theory and implementation to our students. This process “pushed” our campus internet services and presented some issues with our Moodle system, but was very beneficial. We hope to expand this program even further next year.

We have speakers including the President of Camp Fire, USA, the Chicago Miraculous Mile Chamber of Commerce, and Boy Scouts of America willing to come to campus to speak. We are considering creating a mini-conference with these individuals as speakers and conducting a Poverty Simulation and Hunger Banquet as part of the conference.

IX. Faculty/Student Information

Table 1. Program Faculty

Program faculty are those who taught at least one course in the program in the past year.

<table>
<thead>
<tr>
<th>Name</th>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heather Troth</td>
<td>Communication</td>
</tr>
<tr>
<td>Shawn Terryberry</td>
<td>Communication</td>
</tr>
<tr>
<td>Bev Katz</td>
<td>Business</td>
</tr>
<tr>
<td>Aaron Christenson</td>
<td>Communications (primarily athletics)</td>
</tr>
</tbody>
</table>
ADJUNCT
Include all adjunct faculty who taught at least one course in the program in the past year regardless of their division affiliation. (No list of names required.)

Number of adjunct: ______0_________

Table 2. Student Profile

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th></th>
<th>Spring</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
<td>Male</td>
</tr>
<tr>
<td>Majors</td>
<td>13</td>
<td>18</td>
<td>31</td>
<td>13</td>
</tr>
<tr>
<td>Minors</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Graduating seniors</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

X. List of individuals who assisted in the completion of this report
Heather Troth
Shawn Terryberry
Cortney Jolliff

XI. OPTIONAL:
Ten Criteria for Prioritizing Academic Programs

1) History, development, and expectations of the program
Missouri Valley College is the national alpha campus for American Humanics. American Humanics started on the Missouri Valley College campus back in 1948, by the then Campus President H. Roe Bartle. The program was developed to help prepare college students to serve and work in specifically youth leadership programs like, Boy Scouts. As the nonprofit field changed and grew, the American Humanics Program also grew and changed. Gradually more and more colleges began to offer the American Humanics program designed to prepare students to work in the nonprofit sector.

The key element of Bartle’s American Humanics was Service Learning or Learning by doing. This element has held consistent since 1948. Further this concept of service or applied learning has been accepted as best practices in education. Valley is traditionally identified by campuses around the country as having one of the strongest service and applied learning methods.

Today, Valley remains a member of the Nonprofit Leadership Alliance(formerly American Humanics). Through this affiliation, Valley faculty and students are able to collaborate effectively with campuses around the country on research, best practice teaching methods, curriculum mapping, etc. Additionally, the campus and individual students compete for national awards, recognition, stipends and leadership roles.

In the past year, three Missouri Valley College students have been awarded the NextGen Leadership Award. This award recognizes students from across the country who demonstrate outstanding leadership, academic success and community impact. These students also receive a stipend to help them complete their internship. This year’s winners will complete internships with Camp Adventure in Hawaii (Kelsey
Mumm) and Camp Fire USA in Kansas City (Erica Davis). The third has completed her internship with Missouri Valley Community Action.

Additionally, five Missouri Valley College students were selected to serve on the Student Advisory Counsel for the Alliance Management Institute. Three students were selected to help with planning and operation of the 600 person conference in Chicago last January. Two students, Kelsey Mumm and Leah Simmons, have been selected to work on this year’s conference to be held in Salt Lake City.

Finally, Faculty members have been recognized nationally through this affiliation with the Nonprofit Leadership Alliance and the collaboration with other campuses. Heather Troth was selected to as Co-Chair and then Chair for the Alliance of Nonprofit Educators, and to serve on the Board of Directors for the Nonprofit Leadership Alliance. In these capacities she has been able to bring numerous educational opportunities back to Valley. Valley was selected as a test campus for the Benevon Fundraising education program. Valley was also selected as a test campus and is currently implementing, a curriculum mapping program for the nonprofit management program through Curriculum Trak free of charge. Additionally, Valley has a representative on the Marketing and Professional Development committee on the NLA Board of Directors Committees and Curriculum Committee through the Alliance of Nonprofit Educators. These opportunities ensure that Valley is on the front edge of curriculum delivery to our students. Furthermore, relationships developed through this service have created opportunities for our students to obtain internships and jobs with nonprofit organizations across the country and even the world.

2) External demand for the program

In spite of and possibly in part due to a challenging economy over the past decade, the nonprofit sector has continued to outpace the for-profit sector in growth and job creation. (Philanthropy Times)

“The nonprofit sector generates almost $1.5 trillion in spending per year and employs 1 in 10 American workers. It is the third largest labor force behind retail trade and manufacturing.” (CNN Look to Nonprofit Sector to Create Jobs, Paul Schmitz, October 12, 2012)

The nonprofit sector is one of the fastest growing job sectors. The nonprofit sector’s job growth rate has consistently outpaced the for-profit over the past decade by a +2.1% for nonprofit compared to a -.06 for the for-profit sector. (CNN Look to Nonprofit sector to create jobs, Paul Schmitz, October 12, 2012)

LinkedIn just completed research for the Nonprofit Leadership Alliance concerning the impact of the CNP. Their research showed that Certified Nonprofit Professionals (CNP) stayed employed in the nonprofit sector 50% longer than non-certified professionals, CNPs were also 7x more likely to rise to a director or higher level within their organizations.

Missouri Valley College students reflect this data. We consistently have more demand for internships than we are able to fill. This is especially apparent as we expand our reputation to other parts of the county. In the past year, we have placed students in Texas and Colorado; all were offered positions within their host agency prior to completing their internships. We already have interns placed in Hawaii and Kansas City for this next year.

The community of Marshall provides an outstanding opportunity for our Nonprofit Management Program as well. There is considerable socio-economic need in our community. There are many nonprofit organizations in Marshall, and many are grassroots organizations. These organizations desperately need our students, but not just for social capital. In many situations, our students’ knowledge base and skill set relating to nonprofit management is greater than that of the average worker in these organizations. Our
students provide much needed skills, knowledge and perspective to these organizations. Bottom line, the organizations identify what they need to do, and our students can show them how to get that done. This is valuable for both our students and the organizations.

3) Internal demand for the program
Internal demand for the Nonprofit Management Program is an opportunity area for our program. The internal demand should reflect the external demand. However, as a small department with just two professors, recruitment and internal marketing has not been a high enough priority. Ironically, the MVC Nonprofit Management Program is probably viewed more positively on a national scale by other colleges and organizations than it is on the Valley campus. This is an opportunity for us to increase campus exposure and student recruitment.

4) Quality of program inputs and processes
The quality and impact of our program’s service learning efforts is outstanding. Service learning is incorporated into every nonprofit management course in our major. These projects resulted in over 9000 service hours to the community. As importantly, these were over 9000 hours of tactile/experiential learning and professional development hours for our students.

The NLA Student Learning Outcome Rubrics and qualification for Certified Nonprofit Professional qualification process provide an excellent method of evaluating our campus process. Consistently, our program rates very high among other nonprofit programs nationally. Our students consistently rate in the proficient and mastery level of the NLA Learning Outcome/Competency Rubric. Mastery level is generally considered appropriate for Masters level courses.

Our program works hard to ensure that our students are receiving the most quality instruction and are exposed to cutting edge methods. We have been selected as test campuses for several curriculum delivery methods including Benevon Fundraising, and Curriculum Trak. Participation in these programs allows our students to be exposed to the best and most modern resources available. These resources would be otherwise cost prohibitive to our program or to our students.

The MVC Nonprofit Management Program has been a finalist for the Sprint Campus of the Year, losing to Georgia State and Indiana State Universities in consecutive years. This is a further testament to the quality of our small but mighty program.

5) Quality of program outcomes
The nonprofit management program graduated 15 Certified Nonprofit Professionals this year. Over 65% of these graduates were employed in the nonprofit sector within 3 months of graduation. 100% of previous year’s graduates are employed or attending graduate school.

3 students received the NextGen Leadership Award. More than in the history of the MVC nonprofit Management program combined.

5 Students were selected to the Student Advisory Board for the Alliance Management Institute.

Both the NextGen and Advisory Board were nationally competitive awards.

One student was selected to the Alpha Chi Honor Society.

The Nonprofit Management Program students:
• Contributed 9,311 total hours to nonprofit organization during the 2013-14 academic year.
• Raised over $20,000 through grant writing, and other fundraising methods

• Impacted 17,710 people through the nonprofit management program efforts in 2013-14.

2013-2014
Nonprofit Organizations Served by MVC NLA Students
1. St. Peters School
2. Power House Ministries
3. Salt Fork YMCA
4. MVCAA
5. Fitzgibbon Hospital **We helped with an event that raised over 70k**
6. Marshall Parks and Recreation
7. City of Marshall
8. Orreaville Schools
9. Blackwater Schools
10. Miami schools
11. Malta Bend Schools
12. Gilliam Schools
13. MO Hwy Dept.
14. Diggs
15. Marshall Food Pantry
17. Marshall Optimist
18. M.H.S. Special Olympics **We helped with events that raised over 10k as well as donating 500**
19. Great Rivers Boy Scouts of America
20. University of Missouri
21. Girls on the Run
22. Butterfield Youth Services
23. Lighthouse Shelter
24. Read for the Record
25. Marshall Lyons Club
26. Boys and Girls club (Colorado)
27. Marshall Early Childhood Center
28. Head Start
29. Missouri Valley College
30. Nonprofit Leadership Alliance National Office
31. Optimist Club
32. Boys and Girls Club
33. Valley Lab School

**6) Size, scope, and productivity of program**
While the overall size of the majority decreased from 47 students to 40, the graduations nearly doubled. Additionally, the output in terms of service hours and fundraising increased significantly despite the lower enrollment number. Clearly, there is opportunity for growth through improved marketing and recruitments.
The Nonprofit Management Program consists of 2 full-time professors. These professors have a total of 372 students in their courses during 2013-14. This is an average of 23.25 students in each Nonprofit Management course.

7) **Revenue and other resources generated by the program**

The nonprofit management program raised over $23,000 over the past year. Distribution of funds raised for several local nonprofits including:

- Special Olympics - $500
- Optimist Club - $5000
- DIGS Transitional Living Center $10000 – Through student written grants
- DIGS Transitional Living Center $1300 – Additional fundraising
- Missouri Valley Community Action $1300 – Through participation in Trivia Night

- 75% of all money raised was reinvested into local nonprofit organizations.
- Approximately $2000 went help MVC students attend national conferences and participate in learning opportunities off campus.
- Remaining $2000 was used to pay for programs the students identified as relating to our mission, including: Conducting Field Day for local schools, Spring Banquet for NLA Program, etc.

The Next Gen Internship Awards granted to MVC Students = $13,500 (This was funded from NLA National and through Kellogg Grant

Total revenue raised by program = $36,500

There is no established way to quantify the impact of community service, however we are currently participating in a research project to attempt to do this. So what is the actual value of over 9000 community service hours on a community like Marshall? It is impossible to determine. What is the value of these hours, efforts and impact on Missouri Valley College? It is impossible to calculate.

8) **Costs and other expenses associated with the program**

- 2 Full-time Professors
- $8000 Nonprofit Leadership Alliance Dues

9) **Impact, justification, and overall essentiality of the program**

The Nonprofit Management Program students:

- Developed the basis for the Missouri Valley College Lab School; demonstrating the need for it and creating the basic structure that would become the Lab school.
- Participated in collaboration that bought the Missouri Valley Community Action After –School Program to the Valley Campus.
- Participated in Hunger Banquet and various hunger and homelessness awareness events in Marshall
- Contributed 9311 total hours to nonprofit organization during the 2013-14 academic year.
- Raised over $20,000 through grant writing, and other fundraising methods
- Fundraised for several local nonprofits including:
  - Special Olympics - $500
  - Optimist Club - $5000
  - DIGS Transitional Living Center $10000 – Through student written grants
• DIGS Transitional Living Center $1300 – Additional fundraising
• Missouri Valley Community Action $1300 – Through participation in Trivia Night

• Developed and facilitated Field Day for 5 local elementary schools for the past 2 years, serving over 400 elementary school students.
• Conducted Easter Egg Hunt for the Marshall Community through Marshall Parks and Recreation serving approximately 230 children and their parents.

• 17,710 people were impacted by the nonprofit management program efforts in 2013-14.

10) Opportunity analysis of the program

The greatest opportunity for the Nonprofit Management Program is recruitment and internal marketing. We need to work harder to bring more students into Valley who are interested in nonprofit management, and make undecided Valley students more aware of the opportunities that exist in the nonprofit sector.

There is an opportunity to make Valley and the Marshall community more aware of the impact that these students have on the campus and the community. The nonprofit management students and faculty do a great job having an impact on the community but a subpar job of telling people about the amazing things these students are doing.

Finally, we have an opportunity to grow and polish our students professionally to help build their confidence and better prepare them for the job market and to progress once they are employed in the nonprofit sector.

We have speakers including the President of Camp Fire, USA, the Chicago Miraculous Mile Chamber of Commerce and Boy Scouts of America willing to come to campus to speak. We are considering creating a mini-conference with these individuals as speakers, and conducting a Poverty Simulation and Hunger Banquet as part of the conference.

In my dream world, I would love to have a graduate assistant who would take over the Humanics Student Association. This program requires a great deal of time and commitment. This would allow Mr. Terryberry to focus on curriculum development and delivery for his course and assist with recruitment. This change would also allow for a more reasonable course rotation. Right now the nonprofit management program has 5 courses that are on odd/even year rotations. This makes it very challenging and even impossible for a student to transfer into our major as a junior and graduate on time, because the necessary courses are not offered. This also creates an advising challenge that would be eliminated with a more consistent course rotation.

Additionally, I would be able to take a more active role in helping other departments develop their service learning opportunities and build relationships with companies and organizations that would embrace Valley’s service and applied learning approach.

Finally, I would like to be able to focus on building stronger relationships and collaborations among nonprofits, high schools and students in our region. This will help recruit high school students who are already interested in service and demonstrate to them that they are able to make changing the world a career where salaries are very competitive and intrinsic rewards are unbeatable.