



Chapter 5

Criterion 5

Engagement and Service

Chapter 5

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Serving our Constituencies

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

The following chapter demonstrates how MSUM shows dedication to, learns from, and serves its constituents. Evidence of the commitment to a multitude of constituents is defined by MSUM's mission and ensured by structures that encourage those relationships. Responsiveness and willingness to engage constituents is evident by the many representative examples of successful relationships and the testaments to their effectiveness.

**Core Component 5A:
The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.**

As the university continues to identify and serve constituencies, we find ourselves in a fluid role. Sometimes, MSUM leads constituencies through our outreach activities and programs delivered off campus. Other times, we share relationships with other key constituencies when we join together our talents and resources for the community. Still other times, we respond to our external constituents when they provide leadership. For example, our various college and programmatic advisory boards offer constructive criticism for university change. We know that as a public university, we must continuously identify, seek out, and communicate with our constituencies and engage those key groups in ways we both value.

The following sets of evidence illustrate Core Component 5A:

- Evidence Statement 5A-1: MSUM's commitments to service are shaped by its mission.

- Evidence Statement 5A-2: MSUM demonstrates attention to the diversity of the constituencies it serves.
- Evidence Statement 5A-3: MSUM's outreach programs respond to identified community needs.
- Evidence Statement 5A-4: In responding to external constituencies, MSUM is well served by programs such as continuing education and customized training.

***Evidence Statement 5A-1:
The MSUM's commitments to service are shaped by its mission.***

MSUM's commitment to service and engagement is clearly present in its mission statement. The condensed version of the MSUM mission statement states that MSUM develops "knowledge, talent, and skills for a lifetime of learning, service, and citizenship." Further, service and citizenship are very clearly highlighted. In the expanded version of the mission statement, service and engagement are directly addressed several times, including MSUM's mission of enhancing the "quality of life in the region with the professional, cultural and recreational services offered by its students, faculty and staff." The aims that accompany the mission statement include:¹

- To provide instruction that encourages and empowers students to contribute as educated, compassionate, and responsible citizens within their communities, states, nations and the world;
- To provide support and encouragement for faculty development including scholarship, creative activity, research and public service that enriches the individual and the institution, and that promotes the educational and economic development of the service region;
- To provide students a range of co-curricular and extra-curricular activities as well as opportunities related to community service and leadership as a means of developing social awareness and enhancing the quality of their lives and developing their potential to thrive in a changing world.

In addition to MSUM's mission documents, the Strategic Goals from the Minnesota State Colleges and Universities for 2006-2010 demonstrate further commitment to service. The goals state that we "provide programs and services integral to state and regional economic needs." Goals include "identifying economic development priorities; contributing artistic, cultural and civic assets that attract employees and others; and developing each institution's capacity to add value to its region."²

According to Bob Hoffman, chair of the Board of Trustees for the Minnesota State Colleges and Universities system, the system has "an excellent, though often unheralded, track record in this [area outreach] already. Every day, our talented faculty members use their knowledge to solve local problems and educate the next generation of workers and citizens."

***Evidence Statement 5A-2:
MSUM demonstrates attention to the diversity of the constituencies it serves.***

MSUM recognizes the diversity of the region and the constituencies it serves in a number of ways. Examples include Training Our Campuses Against Racism, White Earth Reservation initiatives, diverse student organizations, and through economic assistance.

1 www.mnstate.edu/president/mission.htm

2 http://www.mnscu.edu/media/publications/pdf/strategicplan_2006-10_full.pdf

Training our Campuses Against Racism

As has been discussed several times throughout this Self-Study Report, TOCAR continues to provide training on campus and throughout the community to increase awareness and provide antiracism training to individuals, groups and organizations. These trainings are available to students, faculty, employees, alumni and community employers and potential employers.³

White Earth

We also demonstrate our attention to diversity through our work with the Minnesota Indian Teacher Training Program funded by the state legislature. This program was designed to increase the number of American Indian teachers serving in Minnesota and the tribal school systems. Another example is the special education program's course offerings at the White Earth Tribal and Community College (WETCC) for students interested in pursuing a degree in special education. Additionally, two faculty members from the elementary and early childhood education program serve as liaisons to the community.

The School of Social Work also dedicates faculty time to the White Earth community and to many Fargo-Moorhead community organizations. Further, Social Work students assist a number of agencies via internship and service-learning opportunities. Social Work resources are utilized by these agencies to develop projects to promote equal opportunity, non-discrimination, and human rights in the Fargo-Moorhead area.

Student Organizations

MSUM provides services to its wide array of students via programs such as Disability Services,⁴ the Women's Center, and more than 100 university-recognized student organizations⁵ (See Appendix K).

The International Programs Office is a source of information and support available to international students.⁶ Annually, they sponsor the Celebration of Nations which features international students displaying art, clothing and information about their countries. The students also cook traditional foods to sample, and provide entertainment of traditional music, dances, and a fashion show. The celebration is attended by students, faculty, staff and many community persons.⁷

Another way MSUM demonstrates attention to its variety of students is through the Office of Multicultural Student Affairs, which provides support and resources to racially and ethnically diverse students. In addition to maintaining a listing of scholarship sources, internships, and job postings, the office produces Latino music radio programming that is broadcast on 23 stations in three states, operates a study center with computer access and resources, and organizes social and cultural events that create opportunities for students to build a support network. The office partners with student organizations to sponsor annual events including the Asian-American lecture series, Black History Month, Martin Luther

3 <http://www.mnstate.edu/tocar>

4 <http://www.mnstate.edu/disability>

5 <http://appserv.mnstate.edu/osa/orgaddress.asp>

6 <http://www.mnstate.edu/intl>

7 <http://www.mnstate.edu/intl/celebration/celebrationofnations.cfm>

Cross-Cutting Theme: The Connected Organization

Community Collaboration Addresses Childhood Literacy

Minnesota State University Moorhead's (MSUM) elementary education and early childhood education (EECE) program is working with St. John's Episcopal Church, to create opportunities for Sudanese children to improve literacy skills through a community-based reading clinic.

Preservice teachers enrolled in MSUM's EECE 341 Reading and Language Arts will help enhance the development of literacy skills with elementary age Sudanese children through the reading clinic. In addition to providing valuable literacy instruction to the participating children, the clinic will be an opportunity for preservice teachers to develop a sociocultural stance toward assessing and interpreting reading performance; provide an opportunity to employ research based instructional strategies to improve the reading and writing skills; employ a balanced reading program of literacy instruction; and use assessment data in instructional planning to address the literacy needs.

The after school reading clinic is being funded through a two year, \$60,000 grant from the Otto Bremer Foundation.

By working with community partners, MSUM faculty and students are able to address community needs and serve the common good.

King Day, a two-day Unity Conference, and the Annual Woodlands and High Plains Powwow which is jointly sponsored with Concordia College and NDSU.⁸

Economic Diversity

Economic diversity is addressed through MSUM's Early Childhood Center, which serves students, faculty, staff, and community members by providing quality childcare at affordable rates. The center uses sliding fee schedules based upon financial need. The center also serves as a field experience site for early childhood majors.⁹ The Early Childhood Center is one of only 12 preschools in the region accredited by the National Association for the Education of Young Children (NAEYC). This prestigious designation is earned by centers that employ specially trained teachers and directors, inclusive environments, on-going systematic evaluation and professional development and maintain regular, two-way communication with parents.

Financial support to diverse constituent groups is provided through scholarships such as the Access Scholarship and the Condell Endowed Scholarship. There is also a Rainbow scholarship dedicated to students who are gay, lesbian, bi-sexual or transgender.

Scholarships for College for Kids, a summer activity program for children age 8-14 and facilitated by Continuing Studies, have been made available to children of color to enrich the program by increasing the diversity of the participants. Since 2003, 43 scholarships have been granted.

⁸ <http://www.mnstate.edu/cultural/>

⁹ <http://www.mnstate.edu/childcare/>

Free audit of courses for all senior citizens age 62 or over is provided by MSUM under state law.

**Evidence Statement 5A-3:
MSUM's outreach programs respond to identified community needs.**

To address the needs of the larger community, we have developed numerous outreach programs at MSUM. Individual departments and programs use survey data and established community relationships to identify community needs and to determine how we can best serve them. Examples follow.

- In response to the needs of the Boys and Girls Club of Naytahwaush, MN, CIVIC Kids (Concerned Invested Voices In our Community–Kids) community-based service learning program was implemented by two MSUM professors from the School of Social Work.
- Three different clinics are offered by the Speech/Language/Hearing Science (SLHS) Department for public use. SLHS students provide evaluation and treatment services to individuals under the supervision of seasoned clinicians.¹⁰ The Auditory Processing Disorders Clinic serves children, adolescents and adults who have difficulties due to central auditory processing disorders. Although clients and/or insurance companies are billed, clients are never turned down for services based on their inability to pay.
- MSUM houses a Regional Assistive Technology Center which provides equipment and knowledge to consumers, families, and professionals in rural Minnesota and North Dakota where these services are not readily available.
- Supplementary educational programming for the region is provided by MSUM in a number of ways. For example, the Regional Science Center which offers PK-12 science and environmental education to over 9,000 students annually. Other examples of outreach include collaborations with community arts organizations and public school systems to create outstanding educational arts experiences for the area's elementary, secondary and university students and teachers. In particular, the 2002-2003 Performing Arts Series offered arts education opportunities to more than 3,000 K-12 students and Fargo-Moorhead community members. The Children's Theatre provides curricular programming to approximately 12,000 area students per year.¹¹
- The College of Social and Natural Sciences annually brings hundreds of area students and teachers on campus for the Western Regional Science Olympiad Competition, the Western Minnesota Regional Science Fair Competition, the Halloween Chemistry Demonstration show, Expanding Your Horizons workshops, the Minnesota and North Dakota Economics Challenge, the Minnesota Talented Youth Math Program, the Prairie Restoration Program, the Sciences and Math Day for high school juniors and the World of Change conference.¹²
- A variety of classes and partnerships have been provided by MSUM in response to community requests. For example, MSUM has been involved with Fargo, Moorhead, and West Fargo to license and credential middle level teachers. During the past four years more than 300 teachers have attended classes and participated in an annual summer workshop for middle level education. When Madison Elementary School in Fargo was identified as not meeting Adequate Yearly Progress by the state government, the Elementary and Early Childhood Education (EECE) program

10 <http://www.mnstate.edu/slhs/clinics/RATC/RATCClinic.htm>

11 <http://www.mnstate.edu/perform/education.cfm>

12 <http://www.mnstate.edu/csnsoutreach/>

responded by assisting them with staff development support. Senior level EECE students do their practica at the school in groups of three or four and teach integrated units while the school's staff members attend staff development training.

- In total, MSUM teacher education students assist classroom teachers in the region 271,000 hours per year.

Evidence Statement 5A-4:

In responding to external constituencies, MSUM is well served by programs such as continuing studies and customized training.

Continuing Studies provides life-long learning through both credit and non-credit courses and workshops. For the 2004-2005 year, approximately 9,000 hours of instruction were provided through Continuing Studies through flexible learning options such as on- or off-campus courses, regular catalog courses, instructional packaged courses, self-paced courses, individualized study and distance-delivered courses.¹³

As has been noted previously, Continuing Studies coordinates College for Kids for children ages 8-14 for two weeks each summer program. This has seen steady growth since it first began in 2000 with more than 200 students attending last year's program.¹⁴

Customized Education and Training delivers education and training and programs that are designed to help individuals and organizations meet their specific business or personal development goals. Leadership development, manufacturing processes, K-12 education in-service and licensure courses, nonprofit administration programs, and communication and business workshops are a few of the training programs provided. The Minnesota State system provides customized training to more than 140,000 employees annually. This training "helps employers stay competitive and workers advance their skills and manage their careers."¹⁵

Core Component 5B:
MSUM has the capacity and commitment to engage with identified constituents and communities.

We value our constituents. Without them, the university would not be able to survive. As such, we prioritize our stakeholders and we know it is our responsibility to engage them.

The following sets of evidence illustrate Core Component 5B:

- Evidence Statement 5B-1: Structures are in place to ensure that MSUM makes effective connections with communities.
- Evidence Statement 5B-2: The organization's educational programs and co-curricular activities engage members of the MSUM community.
- Evidence Statement 5B-3: MSUM has a rich history of long-standing service and engagement in the community.

13 <http://appserv.mnstate.edu/continue/>

14 <http://appserv.mnstate.edu/continue/>

15 <http://www.mnstate.edu/continue/customized/>

Evidence Statement 5B-1:
Structures are in place to ensure that MSUM makes effective connections with communities.

It is common practice at MSUM to actively seek input from Student Senate, our student government and “voice of the students.” Administrators regularly visit the Student Senate and solicit their feedback of various measures.¹⁶ Student Senate serves as an advisory group to the administration. Student Senate makes annual recommendations for the use of all student fees. The members review and recommend purchase of new technology, and use a review process to allocate approximately 100 recycled computers from student labs each year. The Student Senate appoints senators or designees on almost all university and Student Affairs committees. Business from those committees often comes back to Senate for review and recommendations for changes are made. Areas such as parking policy, student organization policies and funding, and hours of services have been revised based upon senate recommendations. Further, the initiative for building a Student Wellness Center on campus came from the Student Senate.¹⁷

As has been discussed elsewhere in this Self-Study, the Tri-College University Consortium is a relationship which enhances connections between MSUM, North Dakota State University, and Concordia College. It was created more than 30 years ago to allow students from one university to attend classes at the other two, with no additional tuition or fees. This consortium now includes a variety of collaborative programs, courses, and services. Students are also given free use of library facilities on all three campuses. The intent of the consortium is to maximize opportunities for Tri-College students, faculty, and the community.

Faculty at MSUM have connections throughout the Moorhead and Fargo communities and region. In many cases these connections are created as a result of service performed by the faculty member. While Article 5 of the Minnesota State system/IFO Agreement requires faculty members to address service to the community as part of the faculty review process, there are also faculty members who receive release time for the service and outreach projects they pursue. Some positions on campus (e.g. associate deans, outreach coordinator, Volunteer Visions coordinator) have a significant amount of service built into their position descriptions. Further, since the inception of the Strategic Initiative Grants in 2002, MSUM has awarded financial support to numerous strategic initiatives that support engagement and service efforts (see Appendix L).

Finally, MSUM’s Institutional Outreach Committee is charged with assisting with the development and evaluation of MSUM’s outreach initiatives in distance learning, continuing education, multimedia, and more.¹⁸ The committee assists with the development and evaluation of MSUM’s educational outreach initiatives in distance learning, multimedia, and continuing education. The committee’s purpose is to coordinate, design and implement engagement teams that will support new and existing networks of connection between the university and community. This committee is also charged with increasing engagement across the university by building skills that lead to active engagement and promoting evaluative strategies for measuring effectiveness of engagement efforts.

Vehicles used to foster connections with the community include the Connections newsletters published by each college, the Alumnews publication that is disseminated three times each

¹⁶ <http://www.mnstate.edu/acadaff/committees/>

¹⁷ <http://www.mnstate.edu/stusen>

¹⁸ <http://www.mnstate.edu/acadaff/committees/>

year to 51,000 alumni, the MSUM website, and Campus News, which has a 22-year history of producing weekly broadcasts about Tri-College events and other programs of interest. Connections with professionals in the field are maintained via regularly scheduled advisory board meetings. At these meetings, MSUM administrators are apprised of trends in the professional sector and the field professionals share their perspectives and expertise with regard to decisions being made on campus. Similar meetings are held by Career Services for the purpose of networking and determining employer needs.¹⁹

**Evidence Statement 5B-2:
The organization's educational programs and co-curricular activities engage members of the MSUM community.**

Our students are involved in a host of co-curricular projects that fulfill real needs of the community. For example, MSUM students assist with the production of the annual Fall Children's Theatre Production for area school children,²⁰ they are programming volunteers at the Regional Science Center²¹ and they volunteer with Disability Services in assisting its clients with curricular modifications such as note-taking.

Other areas demonstrating MSUM's engagement follow:

- *Academic Service Learning:* Many of the university's formal educational programs engage students, faculty, staff, and administrators to deliver educational services to the community. The Academic Service Learning (ASL) Advisory Board works collaboratively with faculty, students and community organizations to initiate and provide quality academic service learning opportunities that enrich the education and development of MSUM students while fulfilling real needs within the local community. ASL projects are consistent with this philosophical orientation. Service learning experiences take on a new meaning when students summarize their experiences and reflect the work and its connection to course objectives. Since 1995, ASL has been incorporated into the curriculum within all four colleges of the university. To date, over 1,890 students have completed 39,860 service hours.²²
- *Working with At-Risk Students:* Engagement takes place in the Social Foundations of Education class (ED 310) when MSUM students work with at-risk students from the Red River Alternative Learning Center (RRALC). The two groups collaborate to create a school newspaper, yearbook, campus radio show as well as jointly participate in social and recreational activities on- and off-campus (YMCA climbing wall, frisbee golf and problem-solving activities). Through this collaboration, MSUM students gain experience working with diverse learners and the RRALC students get exposure to role models and experiences they would otherwise not encounter.²³
- *Conducting Authentic Community Research:* Two MSUM faculty from sociology conducted a three-year study on the Romkey Park area (located just southeast of MSUM's campus) for the Moorhead Police Department. This information was used by the police department to obtain a grant to address identified issues that needed police intervention. Sociology students do similar research for organizations to help them identify the needs of their community. For example, our faculty and students

19 http://www.mnstate.edu/career/about_us/mission.html

20 <http://www.mnstate.edu/csft/theatrearts/index.cfm>

21 <http://www.mnstate.edu/regsci/volunteer.html>

22 <http://www.mnstate.edu/asl>

23 <http://www.mnstate.edu/edhuman/teachered/collaboration.html>

have completed a study on the predictors of high school drop-outs for an area school district. These opportunities allow our students to do authentic research that is actually used by the collaborating agencies.

Evidence Statement 5B-3:
MSUM has a rich history of long-standing service and engagement in the community.

MSUM's long-standing service and engagement is demonstrated in several ways that have been discussed elsewhere in this Self-Study Report. For example, consider the Annual Fourth of July Celebration which has been held on campus for 35 years, the Regional Science Center established in 1985, the White Earth Reservation partnerships developed in 1979, the Northwest Minnesota Historical Center located in the MSUM library established in 1972,²⁴ and the Small Business Development Center founded in 1980.²⁵

Collaborations with community arts organizations and public school systems have also been long-standing. These collaborations have led to outstanding educational arts experiences for the area's elementary, secondary, university students and teachers. The Performing Arts Series offers arts education opportunities to more than 3,000 PK-12 students and Fargo-Moorhead community members each year and has been in existence since 1965.²⁶

Since 1979 the Minnesota Small Business Development Centers (SBDC) has provided quality business development assistance to existing and prospective businesses to promote growth, profitability, innovation, increased productivity, management improvement, employment and economic development. Located on the MSUM campus, the SBDC has an annual operating budget of \$310,000 and serves an average of 258 Minnesota businesses per year. This equates to an average of 4,758 consulting hours on business topics.

MSUM Athletics has engaged the community through quality intercollegiate athletic events, booster activities and camps for decades. The annual Power Bowl football rivalry with Concordia College is a keystone event during the City of Moorhead's annual fall community celebration, Greater Moorhead Days. MSUM Athletics offers athletic camps to area school children interested in improving their skills. Men's and women's basketball, soccer, wrestling, volleyball and swimming and diving camps allow students to train with great college players and coaches in a fun and fast-paced environment.²⁷

University staff serve our constituents by volunteering at community events such as MSUM's Fourth of July celebration, Fargo-Moorhead's Holiday Lights Parade, and fundraising events. Last year, the Council on Staff Affairs participated in fundraising activities that enabled them to provide scholarships and/or bookstore awards to 21 students.

MSUM's faculty participation in community-based boards and organizations is another way the university serves the community. This participation allows faculty to understand the activities and needs of our constituents. That insight is used to inform their outreach, teaching and support efforts.

24 <http://www.mnstate.edu/archives/>

25 <http://www.mnstate.edu/july4/indexmain.html>

26 <http://www.mnstate.edu/perform/education.cfm>

27 <http://www.mnstate.edu/athletic/>

**Core Component 5C:
MSUM demonstrates its responsiveness to those constituencies that depend on it for service.**

The following sets of evidence illustrate Core Component 5C:

- Evidence Statement 5C-1: Collaborative ventures exist and are created in response to identified needs.
- Evidence Statement 5C-2: The organization's transfer policies, practices, and services respond to transfer student needs.
- Evidence Statement 5C-3: Community leaders testify to MSUM's programs of engagement.
- Evidence Statement 5C-4: MSUM's programs of engagement show evidence of building effective bridges among diverse constituents.
- Evidence Statement 5C-5: MSUM's partnerships and collaborations focus on shared goals.
- Evidence Statement 5C-6: Partnerships and contractual arrangements uphold MSUM's integrity.

**Evidence Statement 5C-1:
Collaborative ventures exist and are created in response to identified needs.**

MSUM has developed a number of collaborative programs in response to identified needs. For example, the College of Education and Human Services has several community partnerships that were created in response to requests from schools for staff development, including the Visiting Scholar Series and the Middle Level Staff Development Project.

- *Visiting Scholar Series:* Each year, the Visiting Scholar Series allows our education faculty and over 500 Moorhead teachers and staff to attend a lecture by a guest scholar in the field of education. The Visiting Scholar events allow K-12 teachers and college education faculty to participate in interactive sessions and workshops taught by faculty and staff from MSUM and the area K-12 schools that address current issues, interests and needs.
- *Middle Level Staff Development Project:* The Middle Level Staff Development Project, developed in collaboration with the Moorhead Public School District to meet licensure requirements for teachers moving to middle school configurations, used a combination of in-service days and study groups to focus on global concepts of middle schools and the development of tools for instruction and multidisciplinary teaching.
- *Native American Students—White Earth Reservation:* The College of Education and Human Services and the White Earth Reservation began a program in 1979 to serve Native American students from the White Earth Reservation. The program coordinator visits elementary schools, high schools, tribal colleges, powwows, career and education fairs and community events on the reservations in north-central Minnesota to encourage interest in pursuing degrees in teacher education. The lack of qualified Native American teachers on the reservation has been a continual concern of that school district. The program has, thus far, produced approximately 275 MSUM degree graduates from the White Earth Reservation.

As a result of numerous complaints from Moorhead community members to Campus Security and city police about noise, vandalism, and trash on lawns in the neighborhood, in 2005-2006, MSUM increased the Campus Security budget by \$5,000 to support overtime pay for the Moorhead Police Department. This budget increase allowed MPD personnel to patrol the campus and a two-block area adjacent to campus from 10:00 p.m. to 4:00 a.m. one

to three nights per week during the academic year. Because of the increase in enforcement of alcohol and vandalism violations, the program has resulted in a significant decrease in the number of complaints from campus neighbors.

A recent collaboration, Moorhead Together, was developed to help reduce high-risk drinking behaviors among Moorhead college students. The campus and community partnership was developed in 2006, representing Concordia College, Minnesota State University Moorhead, Minnesota State Community and Technical College Moorhead, and the Moorhead Police Department. This project is funded by the U.S. Department of Education. They also work closely with the Clay County Department of Public Health, the Red River Valley Safe Communities Coalition, and the City of Moorhead. The Project Coordinator for Moorhead Together is the Assistant to the President at MSUM. This partnership is a natural outgrowth of much planning at MSUM, particularly of the MSUM President's Task Force on Student Alcohol Misuse. The overarching goal of Moorhead Together is to reduce high-risk drinking of Moorhead college students by five percent over two years. This goal was defined in the grant competition sponsored by the U.S. Department of Education's Office of Safe and Drug Free Schools.²⁸

Curriculum Development Meets the Needs of Area Employers

- Recently a B.S. degree in operations management was created in response to a need in the community for employees with technical, operations management backgrounds who also possess bachelor's degrees. MSUM is proud to be one of the few 2+2 programs in the country accredited by the National Association of Industrial Technology. Approximately one fourth of the students in this program are already in the work force and will likely remain with their current employers. With the completion of this B.S. degree, they will have increased opportunities for advancement in those settings.
- MSUM collaborates with colleges in the region to increase educational opportunities for area students and to maximize its outreach. For example, MSUM and Bemidji State University share courses that apply to a master's program at each institution. Two courses from MSUM's teaching and learning with technology certificate are applied to MSUM's Master of Science in Educational Leadership (general leadership with educational technology emphasis) and, simultaneously, to Bemidji State University's Master of Science, Educational/Information Communications and Technology.²⁹
- The R.N. to B.S.N. Program in nursing was developed to meet the identified need for baccalaureate nursing education opportunities for registered nurses in this area. The beginning development and implementation of the program was partially funded by grants from the Area Health Education Consortium, the University of Minnesota, and a special projects grant from the Department of Health, Education and Welfare.
- MSUM and Alexandria Technical College have partnered to deliver "The Essentials of Nonprofit Management," a nine-month leadership program for nonprofit agencies. After learning about the MSUM program at a regional customized training retreat and identifying a similar need, Alexandria Technical College approached MSUM about taking the program "on the road." Throughout the nine month period, 15 presenters from Fargo-Moorhead made the trip to share their expert knowledge in areas including nonprofit governance, fundraising, human resource

²⁸ <http://www.mhdtogether.org>

²⁹ <http://www.mnstate.edu/EdLeadEdTech/moorhead.htm>

administration, marketing programs and services, strategic planning, program development, legal issues and leadership.

A variety of classes and partnerships have been provided by MSUM in response to community requests:

- MSUM has been involved with Fargo, Moorhead, and West Fargo to license and credential middle level teachers. During the past four years more than 300 teachers have attended classes and participated in an annual summer workshop for middle level education.
- The need for customized training led to collaboration with community partner, Eide Bailly. The company approached MSUM to offer college credit for Dale Carnegie courses.
- Since 2002, using students in the course SLHS 690, MSUM has partnered with the Minnesota Department of Education to deliver training to over 250 Minnesota school teachers via interactive television.
- Yet another partnership is MSUM's involvement with Fargo-Moorhead Communiversity, "a university of the community for continuing education." MSUM has a seat on the planning board for the Communiversity, and MSUM supports Communiversity through funding and various faculty who teach in this community program.³⁰
- MSUM's Continuing Studies and Customized Education and Training Department has worked with MSUM departments and off-campus partners to increase the number of non-credit continuing education unit (CEU) offerings. In 2005, Continuing Studies proposed and was awarded a MSUM Strategic Budget Initiative to fund a position to increase continuing education and professional development, including both credit and non-credit (CEU-type) offerings, in the fields of human service, education, and nonprofits. The department also serves as a clearinghouse for CEU offerings in other fields.

Evidence Statement 5C-2:
The organization's transfer policies, practices, and services respond to transfer student needs.

Transfer students are essential to MSUM. About 40 percent of our students transfer to the university from other schools. MSUM works closely with other colleges and universities to provide a smooth transition, with articulation agreements with many community colleges to help guide course planning, along with a transfer specialist to help answer student's questions about transferring to MSUM. Our transfer policies and procedures are outlined on the transfer website.³¹

As was previously discussed in the Introduction and in Chapter 4/Criterion 4, The Minnesota Transfer Curriculum³² was created by mutual agreement and includes all of the two- and four-year colleges and universities in Minnesota. Under provisions of the Common Market agreement, students enrolled in institutions of the Minnesota State system may attend MSUM or other Minnesota institutions. No admission or matriculation fee is charged and credits earned are included in the student's grade point average at his/her home university. As already noted in this Self-Study, MSUM recently revised its Liberal Studies

30 <http://www.fmcommuniversity.org/>

31 <http://www.mnstate.edu/admissions/trans.cfm>

32 <http://www.mntransfer.org/>

curriculum (effective Fall 2006). The new program, Dragon Core, is described in more detail in Chapter 4/Criterion 4. This program aligns with the Minnesota Transfer Curriculum.

MSUM's transfer specialist is housed in the Admissions Office, and annually visits more than 30 community college campuses throughout the state and region. He also schedules individual appointments with students and their families to answer questions and assist them with their individual situations. During 2005, the specialist met with over 800 individuals on campus and 200 during campus road visits to provide them with the information they would need to make a successful transition to MSUM. In addition, in 2002-2003, a grant provided funding to hire a metropolitan-based transfer specialist to reach prospective students in the Minneapolis-St. Paul metro area. She continues to work with transfer students reviewing courses and offering the metro students a face-to-face opportunity to ask questions about MSUM.

MSUM works in other important ways to create a smooth transition for transfer students. For example, our university offers courses at Minnesota State Community and Technical College-Fergus Falls. This helps to facilitate efficient transfers for students wishing to enroll at MSUM and is also a way to conserve resources. Like the MSCTC relationship, approximately 80 active articulation agreements are in place with MSUM. The two latest additions are transfer agreements with Century College and Anoka Ramsey Community College for students enrolling in special education classes. A similar relationship for business majors is under development. Consult the Resource Room for a complete list of articulation agreements.

The MSUM Records Office plays a significant role in making the transfer experience more straightforward. The Records Office is responsible for transfer credit processing. In 2005, MSUM's records office implemented degree audit record software (DARS). DARS assists transfer students and advisors in determining how each of their transfer courses will be used towards their degree program at MSUM. When a transfer student applies to MSUM and is accepted, an initial DARS audit is sent to the student showing how the transfer courses are equivalent to courses at MSUM. During the 2005-2006 school year, over 1500 transcript reviews were performed for admitted transfer students. Another recent software addition helps prospective transfer students. Through a website, students can create an account and find out how the courses they have taken at their institution will apply to any major or program they select at MSUM. This site also allows students who are planning to go home over the summer to determine what courses they could take at their local college or university that would apply to their degree requirements at MSUM.³³

Student orientation is an all-university event primarily designed to introduce all new first-year and transfer students to the resources offered in this university environment. Programs and services share information about academic life, social life, and the rights and responsibilities within a community. Each year, approximately 1,200 freshmen and 700 transfer students are enrolled, with more than 70 percent attending the orientation programs. A specific transfer student orientation also includes a panel where transfer student orientation counselors and members of the MSUM Dragon Transfer Connection (a student organization) answer specific questions. The "Transfer Connection," another program during transfer student orientation, provides an opportunity for transfer students to learn about career placement, financial aid, and information technology services.

MSUM students have the opportunity to broaden their educational experience through the National Student Exchange (NSE) program. Through NSE, MSUM students can attend any of the over 175 participating colleges and universities that belong to the National Student

33 <http://www.mntransfer.org/Tables/mncas.html>

Exchange throughout the United States, its territories, and Canada for up to one year. A similar program, the International Student Exchange Program (ISEP), allows students the opportunity to study at any of 125 member universities worldwide. In both programs, the students pay the MSUM tuition rate and remain MSUM students while attending the exchange school. Students from other institutions that participate in NSE/ISEP are able to attend MSUM. A goal of NSE/ISEP is to provide “inter-institutional exchange/study opportunities whereby students may grow academically and personally as well as develop a greater appreciation for the diversity of our country and our culture as well as other countries and their cultures.”³⁴

High school students earn MSUM credit during their secondary experience. Minnesota high school students are able to register for classes through the Post-Secondary Enrollment Option (PSEO) at MSUM during their junior and senior years of high school. The classes will apply toward graduation requirements at the high school level at the same time as college credit is earned. The State of Minnesota has made the program available with no tuition or textbook cost to the student. During the past five years MSUM has averaged 46 students per semester through PSEO.

***Evidence Statement 5C-3:
Community leaders testify to MSUM’s programs of engagement.***

MSUM is a valued member of the Fargo-Moorhead community and the region, with many community leaders testifying to our service, engagement, and role in the community. The following are just a few of many such examples of these leaders’ appreciation of MSUM.

MSUM is seen as a leader in preparing future K-12 educators and providing services to existing educators in the region.

- One example of an educational leader who values our service and outreach is Tamara Uselman, superintendent of Perham-Vegas schools in Minnesota. On April 11, 2006, Uselman indicated that she is “comfortable approaching MSUM with a need” and that MSUM is “very customer driven and open to collaboration.” She also asserts that MSUM seeks out feedback and constituents are “listened to and valued.”³⁵
- On that same date, Jill Skarvold, director of Special Education for Moorhead Public Schools says, “MSUM is very willing and open” and “respond(s) quickly.”³⁶
- “In my 29 years in this school district, this is the first time faculty from a university has come to our school to ask, ‘what can we do to help?’” commented Brent Gish, superintendent, Mahnomen Schools, Minnesota during a fall 2002 focus group discussion.

Fargo-Moorhead city leaders elaborate on MSUM’s role in the community.

- For example, Brian Walters, president of the Greater Fargo Moorhead Economic Development Corporation, wrote in a letter of support for the new MSUM operations management program that he thinks this endeavor “can play a significant role in the economic growth of Fargo-Moorhead.” He also wrote, “The program

34 <http://www.mnstate.edu/stdntaff/nse.htm>

35 Email correspondence with Dr. Teri Walseth, April 11, 2006.

36 Email correspondence with Dr. Teri Walseth, April 11, 2006.

addresses a number of the needs” that have previously limited “our efforts towards economic development.”³⁷

Fargo-Moorhead business leaders also testify to our service and engagement.

- Bonnie Peters, president of Riverview Place, a retirement center in Fargo, states that her organization, as well as the MSUM students involved in Academic Service-Learning projects with Riverview Place, has benefited from their collaboration with MSUM’s community outreach programs. She asserts, “the partnership is both enriching for Riverview Place and hands-on for the students. I believe we give the students a great opportunity to use the skills they have learned at MSUM.”³⁸
- Another area business leader, Amber A. Seigel, human resources manager of Tecton Products, LLC, testifies regarding a MSUM collaboration with her company saying, “Representatives from our company met with MSUM representatives two years ago to discuss how we could develop academic programs that would meet the educational needs and challenging work schedules of Tecton Products employees. A year later, MSUM representatives came back to Tecton Products to inform us about the development of an online program in operations management.”³⁹

The following quotes provide further examples of area business leaders who value MSUM’s service, particularly in the sciences.

- In support of MSUM’s recent application for a Minnesota State Colleges and Universities Center for Excellence designation for the Department of Biosciences, James D. Carlson, President and Owner of PRACS Institute, Fargo, praised a recent cooperative internship effort between MSUM’s Chemistry and Biosciences departments and PRACS, stating that both the “recent cooperative effort” and “our past cooperation in the education of our youth has proven that academia and industry can work together successfully.”⁴⁰
- Also related to the Biosciences Center for Excellence application, Monica Tsang, from R&D Systems in Minneapolis, a corporation that develops and manufactures research diagnostic reagents used by scientists in academic and clinical research laboratories worldwide, wrote, “In the last three years, we have hired four graduates from your bioscience program. All four of them have turned out to be excellent employees, attesting to the high quality of your teaching and training programs.”⁴¹

Evidence Statement 5C-4:

MSUM’s programs of engagement show evidence of building effective bridges among diverse constituents.

MSUM serves and connects with our varied constituents, including students, faculty, staff, alumni, businesses, K-12 partners, and community members in many ways.

For example, MSUM has been working on several efforts to unite the community and to increase understanding regarding civil rights and ethnic diversity. As has been discussed elsewhere in this Self-Study, in 2001, MSUM sponsored a three-part discussion forum to

37 Documentation available in the Resource Room.

38 Documentation available in the Resource Room.

39 Documentation available in the Resource Room.

40 The Centers for Excellence application is available in the Resource Room.

41 The Centers for Excellence application is available in the Resource Room.

address the issues raised in the January 2001 report to the U.S. Commission on Civil Rights, “The Status of Equal Opportunity for Minorities in Moorhead, Minn.”⁴² Over the course of three discussion sessions, participants reviewed the report's findings, identified needs and community assets related to the areas discussed in the report, and specified how current and developed community resources could be leveraged to ensure equal opportunity and social justice. Forums were held in public libraries, churches, private homes, schools, public agencies, and private nonprofit organizations with more than 305 participants participated in 30 study circles. The final report of recommendation for promoting equal opportunity and improving community relations from the community study circle process included recommendations in the areas of income and employment, housing and public access, education, public safety, cultural understanding, the media, leadership and development, and faith based organizations. Training Our Campuses Against Racism (TOCAR) evolved out of the community-wide study circle process, and as previously discussed, seeks to enhance campus climate and promote equal opportunity by advancing multicultural understanding and competence and confronting ethnic/racial prejudice and discrimination and institutional racism.⁴³

Another example is Expanding Your Horizons program, which was established in 1971 to overcome a history of limited participation by women in careers involving the sciences and mathematics. The conference goals include increasing young women's interest in mathematics and science, fostering awareness of career opportunities for women in mathematics and science related fields, providing students with an opportunity to meet and form personal contacts with women working in traditionally male occupations, and alleviating the isolation of young women who are interested in science and mathematics. Young women come to these campuses from across the Tri-State area for a hands-on experience in a variety of technical and scientific careers. Because each annual conference is the joint effort of MSUM, Concordia College, the Veteran's Administration Medical Center (Fargo), and North Dakota State University faculty and staff, it also serves as a way to bring the higher education community of Fargo-Moorhead together for a shared goal.

A third example of MSUM building community connections is the NEW Leadership Institute, established in 2004. NEW Leadership is a five-day residential program aimed at promoting public and community leadership among women of diverse backgrounds. The Tri-College NEW Leadership Development Institute has been developed in partnership with the NEW Leadership Development Network established by the Center for American Women and Politics at Rutgers University. Participants' food, sleeping accommodations, and institute materials for the five-day institute are paid by the institute sponsors and other donors.⁴⁴

A variety of constituents who otherwise may not be able to take classes at MSUM are served via distance learning and other alternative ways of delivering instruction. A variety of programs and courses are delivered in alternative ways including e-learning and distance delivered classes. Class delivery ranges from traditional campus-based classes enhanced with web-based materials, to hybrid classes that blend face-to-face and online components, including Interactive Television, to classes held completely online. Instructional packages that are designed to be self-paced, individualized study courses are also offered.

42 <http://www.usccr.gov/pubs/sac/mn0101/main.htm>

43 <http://www.mnstate.edu/alm/eyh/>

44 <http://appserv.mnstate.edu/whitede/conference/>

**Evidence Statement 5C-5:
MSUM's partnerships and collaborations focus on shared goals.**

MSUM has a variety of partnerships and collaborations with many constituents. These include 2+2 partnerships and articulation agreements, shared programs with other universities, and shared services and resources.

MSUM has several 2+2 partnerships, articulation agreements, and shared programs.

- *The Gateway Program.* One example is a collaborative effort with Minnesota State Community and Technical College (MSCTC), through which MSUM offers students who fail to meet MSUM admission standards the opportunity to enroll in classes through the MSCTC-Moorhead Gateway program. Students who enroll in this program are able to receive the academic assistance they need for future success in our four-year programs. MSUM provides the facilities for offering the classes so that these students are able to live on our campus during their freshman year and experience university life facilitating the transition to MSUM during the sophomore year.
- Our MSCTC-Fergus Falls partnership yields the Business 4+0 program, which allows students to complete the required MSUM business administration major course work for a Bachelor of Science degree at MSCTC-Fergus Falls. Upon completion of the A.A. degree with an emphasis in Business at MSCTC-Fergus Falls, students are admitted to MSUM. Students register for course work as MSUM students, with tuition paid to MSUM and fees to MSCTC-Fergus Falls. Upper-level MSUM courses are offered through a combination of on-site instruction and interactive television.
- A collaboration between MSUM's Sociology and Criminal Justice Department and Alexandria Technical College's Law Enforcement Program which allows criminal justice majors to obtain law enforcement experience.
- A 2+2 partnership focusing on shared needs and goals is the 2+2 Technical Transfer Program which gives transfer students with an A.S. or A.A.S. degree in a technical field a opportunity to graduate with a B.S. in operations management after two additional years of study at MSUM.

Partnerships with St. Paul Public Schools and Aldine Schools in Texas, allow opportunities for MSUM students to gain experience in school systems in diverse urban settings. Both districts dedicate funding and support services to our student teachers in hopes of attracting them to teach in their districts upon graduation. Our students benefit from the diverse student teaching experience and support system provided.

The library became a selective depository library in 1956. As a Federal Depository Library, MSUM is a partner to provide free access to and reference service for publications issued by the federal government to students, faculty and staff as well as residents of the area. The library currently receives 39 percent of the publications distributed by the Government Printing Office. In addition, the MSUM library cooperates with the Clay County Minnesota Law Library to provide access to a large collection of legal resources in addition to the collection maintained at the Clay County Courthouse Library. The collection includes United States, Minnesota, and North Dakota statutes and regulations; federal court opinions, state court opinions from Minnesota, North Dakota and selected other states; standard reports and digests; encyclopedias and dictionaries; as well as specialized treatises and other resources. Holdings are listed in the online catalog.

A collaboration that benefits faculty and increases resources for instruction is the Tri-College University Film Library. This Tri-College shared instructional resource for faculty members

includes films, videos, and DVDs requested by faculty and purchased or leased with consortium funds contributed by North Dakota State University, Concordia College, and MSUM. Films and videos have also been donated by various departments at the three institutions.

For several years the university has collaborated with the Moorhead Healthy Community Initiative on several after school programs. MSUM education students provide mentoring to children, approximately 9-16 years old, and account for about 80 percent of the mentors participating in the program.

***Evidence Statement 5C-6:
Partnerships and contractual arrangements uphold MSUM's integrity.***

MSU Moorhead's policies are upheld to assure that students, faculty, and staff preserve the integrity of the university. Research by students and faculty is regulated by the Institutional Review Board and the Institutional Animal Care and Use Committee. Policies are published in the Faculty Guide to Resources and Policies, the Student Handbook, labor contracts and class syllabi. The Business Office has procedures in place for conducting business for the university, including making purchases on behalf of the university and for entering into consultant, professional or technical services contracts. All business procedures are developed in accordance with the policies of the Minnesota State Colleges and Universities Board of Trustees.

One example of MSUM having procedures that uphold its integrity in partnerships, include the Field Experiences Office, which has a contract with every school district that hosts MSUM's education students. In arranging for students to obtain student teaching experiences, MSUM upholds a policy which assures that the cooperating teacher is licensed in the student teacher's major, has a minimum of three years of experience and has been recommended by the principal.

Other examples of partnerships that uphold MSUM's integrity include MSUM's maintenance of a license for Turnitin.Com, an Internet-based plagiarism detection service, to enable faculty to detect and prevent plagiarism.

For an expanded discussion of integrity at MSUM, please refer to Criteria 1, especially Core Component 1E.

***Core Component 5D:
Internal and external constituencies value the services MSUM provides.***

The following sets of evidence illustrate Core Component 5D:

- Evidence Statement 5D-1: Evaluation of services involves the constituencies MSUM serves.
- Evidence Statement 5D-2: MSUM's service programs and student, faculty and staff volunteer activities are well-received by the communities served.
- Evidence Statement 5D-3: The organization's economic and workforce development activities are sought after and valued by civic and business leaders.
- Evidence Statement 5D-4: MSUM's facilities are available to and used by the community.
- Evidence Statement 5D-5: MSUM provides programs to meet continuing education for licensed professionals.

**Evidence Statement 5D-1:
Evaluation of services involves the constituencies MSUM serves.**

Evaluation of services is becoming a part of the culture of MSUM. Across campus there is an on-going effort to evaluate our effectiveness. Both informal and formal methods are used to gather feedback from constituents.

Less structured and open feedback gathering includes “comment cards” and “comment websites” for many MSUM services and programs.

- For example, the Art Gallery in the Roland Dille Center for the Arts literally provides a pad of paper and a pen so visitors may write comments about the featured art exhibit.
- The Student Senate posts “How Are You Being Served” posters so students may write in their opinions and suggestions about any aspect of campus.
- The Livingston Lord Library makes comment cards available to all of its 200,000 plus visitors each year and the director posts responses to the feedback in the library.
- More formally, the theatre arts program contacts colleagues in the local school districts to discuss ways teachers can incorporate the annual children’s production into the school curriculum.
- The well-known, well-attended, perennial events such as the Straw Hat Players and the Fourth of July Celebration provide surveys to monitor community satisfaction and preferences.

Realizing the value of the data we collect, it is a high priority for us to close the feedback loop and to ensure that we are continually reviewing and acting upon the feedback we receive. With that in mind, MSUM underwent an institutional effectiveness initiative, where offices across campus developed surveys to monitor their effectiveness. Most offices have their surveys available on their websites, and target their particular constituents for survey completion once or twice a year. For example, the Comstock Memorial Union (CMU) selects one week in the fall and one week in the spring semesters to survey all users who held events in CMU during that time period. In 2004, CMU also gathered feedback from student, faculty, and staff constituents regarding the plan for the upcoming Wellness Center.⁴⁵

Continuing Studies and Customized Education and Training uses evaluation forms after each workshop training, class or program to assess participant satisfaction. The evaluations are summarized and reviewed by both the presenters and program coordinators. Changes in program format and content are made based on the feedback from the evaluation forms (examples are available in the Resource Room). In addition, online surveys are used to define constituents’ needs with regard to future training. Customized Education and Training provides workshops, seminars and training programs to constituents that have ongoing certification/licensing requirements. An Assessment and Institutional Effectiveness Survey provides feedback on these services received through the department. Completed surveys are regularly compiled, reviewed and acted upon accordingly.

Other examples of gathering feedback and evaluating our services include the Speech/Language/Hearing Sciences Department administering a Heartland Healthcare Network Patient Satisfaction Survey with all clients who use their services. The results are tabulated by the Heartland Healthcare Network and forwarded to the SLHS department quarterly.

⁴⁵ <http://appserv.mnstate.edu/cm/surveys/wellnessdining.asp>

Cross-Cutting Theme: The Connected Organization

Supporting Regional Economic Development

The Small Business Development Center (SBDC) has been serving the western Minnesota area since 1980. Through the Center, small businesses can receive one-on-one counseling in financial projections and loan packaging, accounting and record keeping, market analysis and research and strategic marketing. Additionally, the SBDC offers workshops on starting a business and other topics relating to small business. These services are free or at low cost to businesses located in western Minnesota.

SBDC has served 786 clients in the past three years. This represents 14,129 hours of consultation with clients. Nine workshops were delivered in 2003. Eight workshops were delivered in 2004 and 2005. As a result of consulting by SBDC, clients received \$24,894,343 in financing during the 2005 year.

Through its funding and support of the SBDC, MSUM is able to support economic development in the region and maintain all-important ties with our constituents in business and industry.

An example of assessing needs and evaluating services is the process whereby Academic Service Learning faculty visit local agencies and survey their interest and needs for service learning projects. This input is entered into a database which allows MSUM to match local agencies to faculty members who incorporate service learning into their curriculum. In addition, evaluation surveys are given to agencies, faculty and students to rate the effectiveness of the program and to gather feedback on the overall effectiveness of the Academic Service Learning experience.

The West Central Minnesota Small Business Development Center (SBDC) evaluates how its workshops are perceived by its constituents. The SBDC meets one-on-one with small business owners to advise them on business strategies. The business consultants of the SBDC offer their services free of charge and are accessible to anyone in Minnesota. Additionally, the SBDC sponsors business workshops on a variety of business topics. Attendees of the workshops fill out seminar evaluation forms which are used to improve current offerings as well as plan future seminars.

The TOCAR Collaborative's anti-racism teams at MSUM, NDSU, Concordia College, and MSCITC-Moorhead administered a TOCAR-developed survey at all four institutions to provide a snapshot of campus and community climate. Data from the survey was used to guide the development of campus anti-racism plans and to inform campus strategic planning processes.

Businesses evaluate student internship experiences. For example, teacher education, psychology, criminal justice, social work and gerontology majors all complete internships that are formally evaluated by field supervisors. Compilations of the evaluations from each department are used to determine strengths and weaknesses in students' programs and improve upon them.

Examples of surveying students include the nursing program online survey, surveys went to MSUM graduate students with their graduation packets, and a survey for students who wish to officially withdraw from MSUM, provided by our Counseling and Personal Growth Center.

**Evidence Statement 5D-2:
MSUM's service programs and student, faculty and staff volunteer activities are well-received by the communities served.**

Our constituents demonstrate that they value MSUM's services and volunteer activities every time they participate in events, serve on boards, provide formal and informal feedback, and give to the university in several ways. It should also be noted that a large number of services provided to constituents by MSUM are ad hoc, sometimes as part of an official activity, other times because the immediate help is needed. For example, during the 1997 Red River flood, hundreds of our students, faculty and staff spent countless hours helping sandbag local homes, saving many in the community from being flooded.

One measure that shows that constituents value the university's services and volunteer activities is through their participation at MSUM-sponsored events (e.g. the Fourth of July celebration, theatre performances, athletic events, public readings, and performing arts events). Another way that constituents give MSUM feedback about our services and volunteer activities is through their voluntary service on a variety of MSUM boards and committees. Community members also frequently serve as guest lecturers, field supervisors and resources for students. In addition, our alumni community shows its appreciation through donating to the university.

Helaine Arnold, the Coordinator of Volunteers at FRIENDSHIP, Inc., a private, nonprofit organization that serves people with developmental disabilities and provides adult daycare, made the following statement in a response to a community partner survey this year. "We hope that our affiliation with MSUM in service learning and students learning about our services will continue as it serves both MSUM and us and is a service to our communities now and into the future. It is a way for students to get to know about real service careers in the community" In the last five years about 100 students have served FRIENDSHIP, Inc.

Volunteer Visions is a volunteer service organization open to students, faculty and staff of MSUM. The program's intent is to increase social awareness, promote the personal and educational benefits of participation, and encourage students to develop a life-long commitment to community involvement. The students volunteer at places such as the Dorothy Day House, the Children's Museum at Yunker Farm, and the Rape and Abuse Crisis Center. The following quote from United Blood Services epitomizes the impact of students serving the community: "Volunteer Visions has been the largest sponsor of blood drives on campus since 1996. They have been instrumental in supplying the 43 hospitals we serve in the tri-state area by always exceeding the goals we have set for them."⁴⁶

The College of Social and Natural Science (CSNS) aggressively tracks and assesses the effectiveness of outreach programs and activities. The CSNS Science Outreach Coordinator's annual report documents the efforts of the College and is available in the Resource Room.

**Evidence Statement 5D-3:
The organization's economic and workforce development activities are sought after and valued by civic and business leaders.**

Evidence of the value civic and business leaders place on MSUM's economic and workforce development efforts, is demonstrated by the financial support constituents have provided to MSUM. Examples include \$305,000 grant in e-commerce software from Microsoft Great

⁴⁶ <http://www.mnstate.edu/cmu/volvis.cfm>

Plains, \$50,000-\$75,000 in computer and electronic upgrades for the Technology Department every four years from Border States Electric, and also \$25,000 from the Fargo Forum for enhancement of programs in the Mass Communications Department. A faculty member in the Biosciences Department recently received a \$25,000 grant from Meritcare, PRACS, and Clinical Supply Management to develop a "Quality Assurance Certificate." Eide Bailly and other companies and individuals have given funding to the College of Business and Industry. These are just a few of many examples of financial support.

The West Central Minnesota Small Business Development Center (SBDC), which serves nine counties, is also located at MSUM. In 2005 the SBDC worked with 283 clients logging 5,420 hours. They conducted eight workshops in 2005 and in 2006 they hosted a Small Business Resource Fair offering 18 workshops that included specialists from North Dakota and Minnesota. In an annual report, the state reports that receivers of support from the SBDC reported 93.7 percent being satisfied or very satisfied, according to a 2004 client survey. And, 80 percent said they would recommend the center to others. Their budget is financed by \$180,000 federal monies from the State Department of Employment, \$40,000 from State of Minnesota, \$45,000 from the West Central Initiative, \$10,000 from the Ottertail Corporation, and \$40,000 from MSUM. The report is available in the Resource Room.

Other examples of MSUM's economic and workforce development being valued include our collaborations with community colleges that allow MSUM to teach classes on their campuses, and vice versa. For example, North Hennepin Community College sought out MSUM as a teaching partner. A collaboration with North Hennepin Community College is in development and involves MSUM offering courses in Brooklyn Park out of a North Hennepin-built facility. In addition, the previously described Moorhead Together partnership shows that the community and police department have faith in MSUM's ability to provide leadership.

Businesses, nonprofit organizations, and schools seek out MSUM students for internships. From fall 1998 through summer 2006, MSUM student interns had logged 3,673 hours. These relationships provide field-based educational opportunities to our students and assist area businesses in managing workload and training needs.

***Evidence Statement 5D-4:
MSUM's facilities are available to and used by the community.***

MSUM makes many of its facilities open to our constituents, including student groups and the community at large.

MSUM student groups are heavy users of the university's facilities. Approximately 2,500 student activities/events are held at MSUM each year. The Comstock Memorial Union is used by student groups, as well as university-wide. It is also booked by others in the community, with 4,673 bookings in 2004-2005, made by government agencies, MSUM student organizations, nonprofit entities, and private companies.

Every year, thousands of Red River Valley area residents attend campus sponsored theatre productions, musical performances, lectures, art exhibitions, athletic events, literary readings, silent movie showings, planetarium shows and nature walks. MSUM's Fourth of July celebration, which was started in 1973 as a lead-in event for the U.S. Bicentennial, attracts 20,000 people of all ages annually.

Many other community groups use MSUM's facilities. For example, MSUM's athletic facilities are used by organizations such as the Minnesota High School League and the

Special Olympics for basketball tournaments and track meets. The American Cancer Society uses the campus mall and several campus buildings every summer for the American Cancer Society Relay for Life. Additionally, members of the community are invited to use all that Livingston Lord Library offers, including borrowing privileges with a Community Borrower's Card.

The Nemzek House is a facility shared by the School of Social Work and the counseling and student affairs program for clinical experiences. The Moorhead Police Department also uses the facility when there is a need to interview children suspected to be victims of abuse.

***Evidence Statement 5D-5:
MSUM provides programs to meet continuing education for licensed professionals.***

MSUM offers numerous continuing education opportunities for licensed professionals, especially in the education, health care, public and human service fields. Many of those opportunities come as part of an undergraduate or graduate degree program, as single courses, certificates, or as customized offerings. Additionally, professionals who choose not to pursue a master's degree may enroll in individual graduate level classes. MSUM is also an approved provider of the North Dakota Board of Social Work Examiners CEUs.

Area educators have a variety of continuing education options available to them. They can choose from master's programs in areas such as curriculum and instruction, special education, and educational leadership. The Educational Leadership Program offers graduate programs with the following emphases: Educational Technology; Director of Community Education; Elementary School Principal; Secondary School Principal; Superintendent of School; Graduate Certificate in Teaching and Learning with Technology; and Graduate Certificate in Middle School Education. Programs for reading teachers include Graduate Certificate in Literature for Children and Young Adults; Graduate Certificate in Literacy Instruction and a K-12 Reading License. Other graduate programs offered are School Psychology, which meets licensure requirements for school psychologists; Counseling and Student Affairs with offerings leading to licensure in Community Counseling; School Counseling; Student Affairs; and College Counseling.

Professionals in public administration, human service, healthcare and other helping professions are offered master's programs in public, human service and health administration; clinical nurse specialist in adult health; family nurse practitioner; nurse educator and speech-language pathology.

Chapter 5/Criterion 5: Chapter Evaluation and Summary

Our Strengths

- Service and engagement are prominent components of our mission;
- MSUM actively engages a wide array of its constituents to determine their needs and demonstrates a willingness to respond to these needs with numerous outreach programs;
- Service and engagement are widespread across departments and programs;
- Continuing Studies and its various branches provides professional development opportunities throughout the region;
- The commitment to engagement is demonstrated through mission documents, several successful long term relationships, and through financial support;
- Significant efforts have been made over the past several years to enhance faculty and student understanding and use of service learning on campus;

- MSUM Moorhead continues to provide excellent support to many community and regional entities and to seek out new opportunities for collaborating through customized education and training. A regional alliance initiative, begun in 2004, enables the institution to play a vital role in meeting the goals of the Minnesota State system;
- The university is a regional leader in providing a wide variety of programs and services to K-12 educators. The programs enhance the learning experiences both for our students and for the students in area schools; and
- MSUM facilities are well utilized by education, business and local groups.

Our Challenges

- More data is needed from community partners to identify additional opportunities for service learning experiences, internships and field experiences;
- On campus, a process for collecting input from students and faculty is needed to identify additional opportunities for service learning opportunities from disciplines that are currently not participating;
- A university-wide mechanism to report, collect and organize quantitative data on outreach efforts, along with a process for responding to that data in an effective and efficient manner, is necessary for improvement and further development of these activities;
- Evaluation measures are needed to assess the impact of student orientation and retention activities;
- A publicity campaign to educate the community at large of on-campus events, activities and outreach efforts is needed; and
- Benefits of the Academic Service Learning program need to be shared with faculty, staff and students to broaden the reach of the program.

MSUM has a rich tradition of serving its many and varied constituents in social, educational, professional and economic activities. Its respected commitment and willingness to serve has led to the development of a number of rich, long-standing relationships. Professional training, outreach to the K-12 schools and business consulting are just a few of the ways MSUM has collaborated with constituents and impacted life in the region. Community and professional leaders attest to the value of this impact and continue to seek MSUM out for further alliances.

Despite the fact that MSUM has a plethora of qualitative data supporting its value to constituents, it has limited quantitative sources. To appropriately analyze the effectiveness of partnerships, there is a need for a system of collecting quantitative data and a process for acting upon the information in an efficient manner. This suggestion perhaps is part of the need for a centralized system that will maintain information about the various partnerships for which MSUM is involved. In addition to producing data, this system also functions to archive the activities of our partnerships, and promote the programs on-campus and to the larger community.