

# Chapter 3/Criterion 3

## Student Learning and Effective Teaching

*The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.*

### *Chapter Introduction*

As demonstrated in Chapter 1/Criterion 1, MSUM's mission statement asserts immediately that the institution's primary commitment is to student learning and effective teaching:

"The mission of Minnesota State University Moorhead is to foster excellence in teaching and learning."

Faculty, students, administration and staff at MSUM agree that a strong focus on teaching and on student learning is at the heart of our campus culture. Our efforts with assessment of student learning are moving us towards a more centralized process with direction and oversight. In addition, our assessment efforts have become more closely tied to university planning and budgeting in a manner that allows us to remain true to our educational mission. We take pride that MSUM faculty and administration have an especially strong commitment to the education of our students. The 2004-2005 HERI (Higher Education Research Institute Faculty Survey) data indicated that a higher percentage of MSUM faculty report that their interests lie more heavily in teaching than in research when compared to other public, 4-year institutions (43.7% vs. 31.2%). In addition, a recent visit (March 2006) by a team from the American Association of Colleges and Universities (AACU) noted "Student learning is priority number one at MSUM". As a result, an emphasis on student academic success and learning environments can be observed in many of the activities and planning on our campus. Although we recognize that we face challenges with respect to financial resources, we are finding ways to move forward with multiple efforts to continue to support effective teaching and learning.

## Core Component 3A

The organization's goals for student learning outcomes are clearly stated for each academic program and make effective assessment possible.

### Overview:

MSUM is active in its efforts to continue to develop and strengthen a culture of assessment on campus. The institution has made changes in committees, planning and reporting and has recently created an administrative position to oversee assessment efforts on campus. These changes have been implemented to help ensure that assessment of programmatic student learning outcomes and, importantly, responses to this assessment, become a regular activity that is infused throughout departmental and institutional planning. Although we believe that one of our main challenges lies in maintaining this effort into the future, we believe that we have established a strong foundation to move forward and, we have a strong vision for what we are moving towards with respect to assessment of student learning outcomes.

### *Evidence Statement 3A-1*

*Student learning outcomes for all academic programs are clearly stated and available to the campus community.*

Student learning outcomes (SLOs) for almost every undergraduate program leading to a baccalaureate degree are clearly stated in the MSUM Bulletin. The definition of an academic

program is defined by MnSCU policy<sup>1</sup>. The Bulletin is updated every two years and is available in both hard copy and online<sup>2</sup> making the SLOs current and readily available to the campus community at all times. The 2006-2008 Graduate Bulletin also has SLOs available for each program leading to a graduate degree<sup>3</sup>. Many academic programs state their programmatic SLOs on their departmental websites and in departmental literature used during recruitment and during advising.

MSUM is in the process of developing SLOs for non-academic programs on campus. The division of Student Affairs has proposed in its 2007 Work Plan<sup>4</sup> to develop assessable student learning outcomes to ensure that MSUM student services are effective. Although Student Affairs currently has stated goals and objectives<sup>5</sup> the development of student learning outcomes and the establishment of a regular assessment program specific to the services and types of learning opportunities this division provides will ensure student learning in environments beyond the classroom.

***Evidence Statement 3A-2***

***MSUM is attentive and responsive to the importance of developing and maintaining a culture of assessment on campus.***

Assessment of student learning at MSUM is divided into two major components. The first focuses on assessment of SLOs as stipulated in the expectations of degree-granting programs. This process is guided by the Student Learning Outcomes committee (SLOAC). The second component focuses on assessment of student learning in the Dragon Core. This process is facilitated by the Dragon Core Assessment Committee and addresses the learning outcomes specified in the Dragon Core Competency Areas.

From 1993-2005 the Institutional Assessment Committee (IAC) and the Liberal Studies Committee oversaw campus assessment efforts of student learning. The additional charge of assessing institutional effectiveness was added to the IAC part way through this period, changing that committee to the Institutional Assessment and Effectiveness Committee (IAEC). The Liberal Studies Committee (LSC) oversaw the assessment of student learning in the liberal studies program and provided this data to the IAEC. An NCA focus visit in 2000 noted that MSUM had made significant progress in the area of assessment of student academic achievement.

While the actions of the IAEC were quite helpful in the establishment of a culture of assessment on campus, by 2004 it had become increasingly obvious that the charge of overseeing both programmatic and institutional assessment was unmanageable. The IAEC group was too large, too general in its charge and, communication between the committee and academic departments across campus was lacking. In 2004, the Associate Dean for the College of Arts and Humanities and the College of Social and Natural Sciences was given the charge of overseeing and facilitating campus efforts to more effectively assess programmatic SLOs. As a result of the issues stated above, it was determined that a new committee should replace the IAC. This committee, the Student Learning Outcomes Assessment Committee (SLOAC), was established in the fall of 2005<sup>6</sup>.

With the implementation of the new Dragon Core and the initiation of the phase-out period of the existing liberal studies program in the fall of 2006, the LSAC was replaced with the Dragon Core

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<sup>1</sup> <http://www.mnscu.edu/board/policy/302.html>

<sup>2</sup> See <http://www.mnstate.edu/home/bulletin/index.htm>

<sup>3</sup> See [http://www.mnstate.edu/graduate/graduate\\_bulletin.htm](http://www.mnstate.edu/graduate/graduate_bulletin.htm)

<sup>4</sup> See

<http://www.mnstate.edu/president/Strategic%20Planning/FY%202007%20SP/StudentAffairs%20index.htm>

<sup>5</sup> See <http://www.mnstate.edu/stdntaff/mission.htm>

<sup>6</sup> <http://www.mnstate.edu/assess/Committee.htm>

Assessment Committee (DCAC)<sup>7</sup>. Details and information about the DCAC, including the justification for the establishment of this committee, its charge and its role in the overall campus assessment effort can be found in 4B-2 as part of the discussion on the revision of the liberal studies program.

Members of SLOAC, the DCAC and Academic Affairs recognized that without a dedicated administrative position to oversee the efforts of the new assessment committees, there was a possibility that the new momentum gained by the changes outline above, to continue the development of a strong culture of assessment on campus might be lost in the future. As a result, a new administrative position, the Assistant Vice-President for Assessment, was established and filled, on a part-time basis, in the summer of 2006.

The effort to develop a stronger emphasis on student learning outcomes has not been limited to the programmatic level on our campus. Since 2004, MSUM has had a policy<sup>8</sup> in place that requires individual course objectives and student learning outcomes to be clearly stated on all syllabi. All instructional faculty and staff are reminded of this policy by the Academic Affairs office the beginning of each semester.

***Evidence Statement 3A-3***

***SLOAC greatly strengthens MSUM's efforts to value assessment as a dynamic, ongoing process that provides us with an understanding of how well we are meeting our educational mission.***

Assessment at MUSM is guided by the standards set forth by the Higher Learning Commission. The charge of SLOAC is to assist departments in revising and maintaining programmatic assessment plans for majors and graduate programs, to review all assessment of student learning outcomes, departmental plans and reports, and to make recommendations to the dean/director for approval and action. In addition, this committee is responsible for preparing and making available to the campus community an annual report of the University's progress with regard to assessing student learning outcomes and continuous improvement in curriculum and student learning. The committee is composed of: the Associate Dean of Arts and Sciences, NCATE Coordinator; five (5) faculty members, one from each college and one from the library, two (2) students (one in arts and sciences and one from the professional programs). When appropriate, SLOAC also reviews assessment of SLOs associated with non-degree programs such as the Honors Program and the Corrick Center.

Since the formation of SLOAC, a more centralized and a more clearly communicated process for assessment of SLOs has emerged. The committee has made a number of efforts to strengthen the communication between SLOAC and departments. The Chair of SLOAC is available to and does attend academic department meetings to clarify the SLO assessment planning and reporting process. To support departmental efforts in developing appropriate SLOs and in using programmatic assessment as a measure of how well they are meeting our educational mission, departments are also encouraged, in consultation with their Dean, to appoint a faculty member as an assessment coordinator. This faculty member is somebody who is either a member of SLOAC, a departmental assessment committee or has experience and interest in assessment or is the departmental chairperson. The intent of this interaction is to facilitate communication between the SLOAC and each department with respect to programmatic SLOs and assessment and, to ensure that departmental approval of all programmatic assessment plans and reports occurs. The overall goal of SLOAC is to establish an ongoing, collaborative, peer-review process with each department to ensure that assessment not only becomes, but remains, central to the educational work that is occurring.

<sup>7</sup> <http://www.mnstate.edu/acadaff/dragoncore/DCAC.htm>

<sup>8</sup> <http://www.mnstate.edu/acadaff/Departments/policies/coursesyllabusPolicy.htm>

***Evidence Statement 3A-4******Information regarding all aspects of assessment of student learning at MSUM is well organized and easily accessible to the campus and to the public.***

In order to encourage the development of an institutionalized assessment effort, a centralized and current source of information about assessment is available on the MSUM web site. The information is well organized and provides easy access to policies and procedures, forms, assessment schedules, completed plans and reports, funding opportunities and external links to other information<sup>9</sup>. Although information about approved departmental assessment plans and results have previously been available online, this information was maintained as part of the overall departmental planning and review process and was not as easily accessible. In addition, there have been many misconceptions about the development of student learning outcomes and the methods of assessing them on our campus in the past. The current web site also provides links to help faculty better understand assessment and to guide them in developing clear, assessable SLOs. Rubrics<sup>10</sup> used by SLOAC when reviewing plans and reports are also available on this site to help remove any “mystery” from the review process and to help departments when developing appropriate SLOs and assessment strategies.

In addition, this site also provides easy access to the assessment planning and reporting status of all academic departments on campus. The plans and reports are categorized by college<sup>11</sup> and allow quick reference to both the status of a department and to their actual plans and reports. As we look towards the future with respect to assessment, one of the goals of SLOAC is to ensure that all departments are current with their plans and reports.

***Evidence Statement 3A-5******New assessment planning and reporting forms have been developed to facilitate departmental engagement in assessment of student learning and to better tie these efforts to our mission.***

Although assessment of student learning and departmental planning and reporting of assessment have been occurring on campus for the past twelve (12) years, some departments have fallen behind in the submission process. As a result, a set of standardized forms<sup>12</sup> for assessment planning and reporting have been developed. The goal of this activity is to provide a clear and simple method for each department to initiate and submit their plans and reports to SLOAC. In addition, the forms require that departments align their assessment efforts with key aspects of MUSM’s mission goals. Instructions for each type of form are clear and can be filled out online. All programs that have not submitted a plan or report the previous year, were required to submit these by October 31, 2006.

***Evidence Statement 3A-6******An annual Departmental Work Plan requirement more closely aligns programmatic planning with assessment and university planning.***

MSUM’s department and programmatic review process is a critical link between the assessment of student learning and department planning and goal-setting. Until recently, departments at the graduate or undergraduate level have been required to provide a report about overall departmental planning, of which assessment was a component, every two years (Biennial Department Reports) to the Dean of their college as part of a cyclical six-year review process. At the end of each six-year period, and as part of a final self-study of the six-year period, departments were required to

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<sup>9</sup> <http://www.mnstate.edu/assess/>

<sup>10</sup> <http://www.mnstate.edu/assess/Resources.htm>

<sup>11</sup> [http://www.mnstate.edu/assess/Plans\\_Reports.htm](http://www.mnstate.edu/assess/Plans_Reports.htm)

<sup>12</sup> <http://www.mnstate.edu/assess/Forms.htm>

have an evaluation by an external consultant. The Dean provided comments to the department based on their reports and forwarded those comments to the Vice President for Academic Affairs for review and action. This six-year review was designed to be an ongoing process in which each department worked with their Dean to continually evaluate, assess and modify (improve) departmental goals, curricula and SLOs with respect to the educational mission of the University.

As the planning and budgeting procedures at MSUM have been revised over the past three years (refer to Chapter 2, Core Component 2B), it was determined that the process outlined above was not working well in aligning departmental planning and reporting with that of the Academic Affairs division and the university. In response to this, the Vice President for Academic Affairs initiated in August 2006, a new process known as the "Department Work Plan"<sup>13</sup>. The Department Work Plan is an annual process, and starting in the 2007-2008 academic year, it will replace the biennial process outlined above for all departments. As part of the transition to this new process, in the 2006-2007 academic year, departments who would normally have a report due have the option of using either the old or the new reporting system. In addition, all departments who did not submit an assessment plan or report during 2005-2006 were given a deadline of October 31, 2006 to submit an assessment plan and report to SLOAC. These deadlines were developed in an effort to have all departments to review their SLOs in preparation for the 2007-2008 academic year, when every department will be required to link their assessment efforts to departmental planning and resource requests. Finally, an external evaluation of each department has been maintained as part of this process on a six (6)- year schedule.

Six-year program reviews are not mandatory for those programs that are accredited by national program accrediting bodies (e.g., NCATE, AACSB, CSWE, ABET) if such accreditation includes on-campus program review by an external reviewer. It is mandatory for such programs to submit a copy of their report to the university, through the appropriate Dean to the Vice President for Academic Affairs, together with a report covering any unaddressed aspects of the consultant's questionnaire normally utilized in six-year program reviews. A final determination of the need for the full six-year program review rests with the Vice President for Academic Affairs.] [is this still true?

This new planning process will continue to strengthen the culture of assessment on campus. Department Work Plans and Reports will be submitted to Deans at the end of each academic year. A given department's Work Plan should identify a number of goals, some of which will be identified from that department's assessment plan, and are required to align with the Academic Affairs Master Plan. The assessment of student learning is therefore tightly linked to the Department Work Plans and departmental requests for resources such as equipment, student help, staffing and course scheduling. The Department Work Plans, in turn, are to be related to the Academic Affairs Master Work Plan and campus Work Plan Initiatives, for which funding is announced every May.

***Evidence Statement 3A-7***

***The Academic Affairs division provides funds for departments to address needs related to student learning outcomes.***

As part of the departmental review process, Academic Affairs has provided funds for Instructional Improvement Grants for the past six years. Fifty thousand dollars (\$50,000) is available for departments to address a financial or resource need that is identified in their assessment reports and is related to a specific SLO or set of SLOs. Proposals are submitted in conjunction with a departmental assessment report and the funds are used by departments to make programmatic improvements where need has been identified through the results of assessment. SLOAC reviews

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<sup>13</sup> <http://www.mnstate.edu/acadaff/Departments/reports/2006-2007/Planning-ReportingMemo.htm>

proposals and makes recommendations to the Academic Affairs Council for a decision at the end of each fiscal year.

Thirty-two (32) grants have been awarded to various departments since 2003<sup>14</sup>. For the 2006-2007 academic year the SLOAC recommended that the following five Instructional Improvement Grants be awarded:

[Insert C3Table1IIG.rtf]

***Evidence Statement 3A-8***

***There is increasing recognition of the validity of the different types of evidence of student learning already available on our campus.***

Our assessment of what and how well our students are learning requires multiple approaches that go beyond the standardized tests and surveys used in the past. Therefore a “one-size-fits-all” approach to assessment is not going to be an effective and valuable measure of what our students are learning and whether or not we are meeting their educational requirements.

MSUM faculty are interested in student feedback. According to an internal faculty survey conducted Fall 2005 by members of the NCA Self-Study Criterion 3 Team, 87 percent of MSUM faculty reported always reading student evaluations of their teaching. While these results do not indicate the amount or type of assessment of SLO that is occurring, they do support the notion that faculty at MSUM are interested in the experience that their students have in the classroom and are interested in what they are learning.

[Insert C3Fig1StudEvals.rtf]

The campus community and its constituents have also begun to recognize the vast demonstration of student learning and achievement that is already evident in the activities that our students participate in. For example, the annual Student Academic Conference<sup>15</sup> is a daylong display of achievement of student learning that has been recognized not only by faculty and administrators on campus but also by local employers and by the Chancellor of the Minnesota State Colleges and University System. Other assessable evidence of student learning on campus can be seen in Table ( add table of # of Goldwater Scholars, CPA pass rate, etc.).

Finally, at the 2005 faculty in-service day, faculty were asked during structured tabletop discussions “In what ways have you reshaped pedagogy in response to your assessment procedures? The majority of answers indicated that faculty use and value assessment of student learning outcomes in their own pedagogy. Answers included:

- end-of-semester surveys are used to re-work material and presentation of material;
- capstone courses;
- senior portfolios of writing assignments, which are reviewed by faculty
- feedback from the community;
- Letters and e-mails received from former students;
- anecdotal comments;
- number of majors who went to grad school.

In conclusion, MSUM clearly states student learning outcomes for each academic program. Changes have occurred on campus to better ensure that these learning outcomes are ones that are assessable and therefore useful for us to determine if we are meeting our educational mission. Assessment of student learning outcomes has become more centralized and tightly associated with

<sup>14</sup> <http://www.mnstate.edu/assess/LrningImprov.htm>

<sup>15</sup> See <http://www.mnstate.edu/acadconf/2006/history.cfm>

both departmental and university planning in order to fully institutionalize the assessment process. In addition, the Academic Affairs division provides annual support in the form of Instructional Improvement grants to help and encourage departments follow through with the feedback loop aspect of assessment. Information and educational materials for faculty and administration about current principles of assessment and about the process at MSUM is easily found on a single MSUM web site and faculty are becoming more aware of the variety of measures of student learning that already exist on campus.

## Core Component 3B:

The organization values and supports effective teaching

### *Overview*

Overwhelmingly, MSUM faculty report that their first priority is teaching and that their major activity is teaching. In a recent 2004 survey of MSUM faculty by the Higher Education Research Institute, 92.4 percent of responding faculty on our campus listed their primary activity as teaching.

### *Evidence Statement 3B-1*

***Curricular content is determined by qualified faculty.***

At all levels, MSUM faculty have the primary responsibility for determining curricular development. This responsibility is a reflection of the central role that our educational mission plays at MSUM. The administration also plays a role in curricular development, but in almost every instance, curricular committees at levels beyond the departmental levels are predominantly made up of faculty who are actively engaged in their disciplines and on campus. For example, faculty are elected through a process run by the Interfaculty Organization to MSUM's Academic Advisory Policy (APAC).

Programmatic curricular decisions are determined by faculty teaching within the departments offering the programs. As of November 2005, 67.3% of full-time instructional faculty at MSUM hold Ph.D.s and 9.9% hold Specialists, MFA, JD, and MLS degrees. However, it is difficult to determine how many faculty are involved and/or abreast of educational developments on a national level within their disciplines.

Most departments have curriculum committees through which new course proposals are made. The review of new courses begins with those committees, moves to the department as whole, then on to the appropriate university committee. Thus, faculty are very much involved in the overall development of new courses and programs.

The Academic Policy Advisory Committee<sup>16</sup> at MSUM was established in 1978 and has as its purpose "to improve communication between faculty and administration in academic matters." The Vice President for Academic Affairs is responsible for chairing the bimonthly meetings. Other members of the committee consist of College Deans, the Director of Instructional Resources, one elected faculty member per each 0.25 FTE per college, two students and, the MSUAAF President or designee. APAC is responsible for reviewing and approving curricular changes such as change in course number or level, number of credits, new course proposals, workshops and other Topics courses (APAC POLICY MANUAL 2005/2006<sup>17</sup>). Copies of APAC agendas and minutes are available online and the actions of the committee are also routinely published in MSUM's newsletter, ContiNews<sup>18</sup>.

Two recent task forces, made up predominantly of faculty, the 3-4 Credit Task Force (2003-04) and the Liberal Studies Task Force (2005 – present) were charged with evaluating important elements of the curriculum. In March of 2005 the 3-4 Credit Task force submitted a memo of recommendations<sup>19</sup> to the

<sup>16</sup> <http://www.mnstate.edu/acadaff/APAC/index.htm#policies>

<sup>17</sup> <http://www.mnstate.edu/acadaff/APAC/Policies/courselevelpolicy.htm>

<sup>18</sup> <http://www.mnstate.edu/publications/continews/>

<sup>19</sup> <http://www.mnstate.edu/acadaff/>

administration. The Liberal Studies Task Force was, in part, established in response to some of the recommendations made by the 3-4 Credit Task Force. The recommendations made by the Liberal Studies Task Force (refer to Criterion 4) have been approved and changes to MSUM's liberal studies program are currently underway. These two task forces have been responsible for significant curricular changes that will positively impact every student enrolled at MSUM.

***Evidence Statement 3B-2***

***MSUM supports professional development designed to facilitate teaching in varied learning environments.***

MSUM recognizes that effective teaching can occur in many formats beyond the traditional lecturer-at-a-podium-style. Faculty are encouraged to further their professional development in a manner that facilitates teaching in a variety of environments. These environments at MSUM include web-enhanced, online and hybrid courses, self-paced courses, use of web and video streaming, use of technology in the classroom, research mentoring and, use of a variety of technological tools to accommodate students with disabilities.

The examples that follow provide some recent examples of how the professional development of faculty in these areas is supported by MSUM.

In 2003, Technology Task Force recommended the implementation of a Laptop initiative. With this initiative, which began in 2004, all faculty are to receive a laptop computer in place of a desktop as part of the MSUM Technology Workplan. The laptops are meant to facilitate the use of technology in the classrooms and the initiative is designed to provide all faculty with a new laptop every three years on a rotating cycle. Faculty are required to apply for the laptops with the award priority being classroom use. The Instructional Technology Services<sup>20</sup> group on campus is composed of faculty and staff who provide expertise and training in the use of technology in the classroom and beyond. This group offers regular workshops that support professional development related to use of a variety of technologies for teaching. Faculty can also apply for competitive funds designated for Professional Development (19A money)<sup>21</sup> made available from Academic Affairs through the collective bargaining agreement. These funds are available for research, creative activity, degree completion and professional development. These awards are available for research related to teaching effectiveness, development of a new course, study of a refresher or retraining nature, projects designed to meet the changing needs of the department or institution, and other activities devoted to the development of professional skills as they relate to teaching.

Support for travel to meetings regarding professional development with respect to teaching in different environments is also provided through collective bargaining and through College Dean's discretionary funds that involve curricular changes, novel teaching methods, research etc.

***Evidence Statement 3B-3***

***MSUM evaluates faculty teaching in a consistent and regular manner.***

The MnSCU/Inter Faculty Organization Master Agreement delineates faculty expectations. It does so by laying out five criteria. Among these five criteria, the first focuses on effective teaching. For teaching faculty, effective teaching is the principal proportion of the five criteria considered in evaluation<sup>22</sup>.

Evaluation of faculty teaching occurs at regular intervals for all faculty positions on campus.

[Insert C3Table2FacRev.rtf]

Faculty submit Professional Development Plans (PDP) to be covered by the period under evaluation on a schedule that is set by the IFO/MnSCU Master Agreement. As part of the evaluation process, each faculty member submits a Professional Development Report to their Dean and a copy of the report to their

<sup>20</sup> <http://www.mnstate.edu/instrtech/>

<sup>21</sup> <http://www.mnstate.edu/acadaff/msumgrants/index.htm>

<sup>22</sup> <http://www.hr.mnscu.edu/LR/Contracts/IFO/05-07/contract.pdf>



department. The Dean evaluates the faculty member's performance and this evaluation goes into the faculty member's official personnel file.

Since the IFO contract recognizes teaching as consisting of activities and responsibilities beyond classroom instruction, faculty evaluation may address activities in course development, curriculum design, instructional innovation, ability to organize, analyze and present knowledge, instructional advisement and other such related activities. As evidence of the contractual area that addresses the ability to teach effectively, faculty with teaching assignments at MSUM are required to include a process for student evaluations in their PDP and evidence of these student evaluations in their PDPs. The method available to faculty to provide these student evaluations of teaching is the MSUM Optional Student Evaluation of Teaching procedure<sup>23</sup>.

This process is the result of negotiations between the MSUM Administration and the Faculty Association.

The evaluation form was developed by an ad hoc committee of MSUM student, faculty association and administrative representatives to address issues that have arisen over the years during review of individual faculty teaching effectiveness by College Deans. If a faculty member chooses not to administer this evaluation, then the Dean of the division may interview random students about that faculty's teaching. Regardless of which method used (MSUM Optional Student Evaluation of Teaching or Dean interview of students), faculty members are also free to incorporate other evaluative measures [HERI data here]

Most MSUM faculty members report use of student evaluations [insert evidence from registration for faculty development day and from upcoming faculty surveys] to incorporate changes in their courses and approaches. Many faculty (both non-tenured and tenured) use student surveys on a regular basis to evaluate not only the effectiveness of their teaching style but also to evaluate other items pertinent to learning such as the textbook used, the online learning system used, the classroom environment itself and the types of assignments and content assessment examinations utilized. [insert numbers and quotes from table top discussions - fall 05]

As part of the evaluation of teaching, faculty members are required to submit evidence or documentation of claims made in their Progress Reports. This documentation may "also include, but is not limited to: peer reviews, quality of syllabi, nature and quality of assignments, practices and quality for assessing student progress, time lines of evaluation of student performance, pedagogical approaches, attention to student advisement, nature and frequency of course development and timeliness of revision, and timeliness of work assignments." As noted above in the excerpt from the collective bargaining agreement, "effective teaching shall be the principal proportion of the five criteria considered in evaluation." Therefore, for renewal, tenure, and promotion, teaching remains the highest priority.

#### ***Evidence Statement 3B-4***

#### ***MSUM values and promotes effective teaching.***

Excellence in teaching and learning is at the heart of our educational mission. The University recognizes and honors outstanding examples of teaching in several ways: 1.) Academic Affairs honors individuals on campus who make exceptional contributions to the university through the annual Excellence Awards in eight different categories; one of which is Excellence in Teaching. Faculty members are nominated for these awards by other faculty and staff and the awardees are selected by Academic Affairs Council. Since 1995, twenty-four (24) faculty members have been recognized for their teaching efforts. These awards are presented at the annual Faculty Dinner held at the beginning of each academic year; 2.) Academic Affairs sponsors the Dean's Lecture Series<sup>24</sup> and the Roland and Beth Dille Distinguished Lecturer Award<sup>25</sup>, both events known on campus as recognition of faculty excellence and service. The Dean's Lecture series of is a monthly highlight of faculty members who have been selected by the Academic Affairs Council based on excellence and academic contribution to student learning. The lectures are publicized to the entire campus

<sup>23</sup> <http://www.mnstate.edu/acadaff/Departments/TeachingEval/procedure.htm>

<sup>24</sup> <http://www.mnstate.edu/acadaff/News/DeansLecture2006-07.htm>

<sup>25</sup> <http://www.mnstate.edu/president/DilleFund/DilleLecturerProgram.htm>

community in a specific brochure that is distributed every year. The Roland and Beth Dille Distinguished Lecturer Award is well-known as one of the highest honors MSUM bestows upon its faculty; 3) The names of faculty who have been tenured and/or promoted in each academic year are publicized in ContiNews (the campus newsletter), The Forum of Fargo-Moorhead (the community newspaper), and on the Academic Affairs web site<sup>26</sup>; 4.) Since 2002, the Livingston Lord Library has honored faculty who receive tenure and/or promotion with a book plate program, through which newly tenured and promoted faculty name a book to be donated in their name to the library's collection<sup>27</sup>.

MSUM faculty are also recognized and valued for their teaching by off-campus organizations. Over the last ten years, three MSUM faculty members have been honored with the Council for Advancement and Support of Education (CASE) Teacher of the Year Award for the state of Minnesota<sup>28</sup>. No other institution in the state has received more than one of these nationally recognized awards during the same time period. In each instance MSUM has held a public recognition ceremony for the individual and has ensured that the faculty member's award is highly publicized on- and off-campus (local newspaper, MSUM website front/home page, and ContiNews).

### ***Evidence Statement 3B-5***

***MSUM provides a variety of services and activities to support the continual improvement of pedagogies.***

The campus Faculty Development Committee<sup>29</sup> is one provider of activities promoting improved pedagogies. In addition to this committee, other initiatives across campus also demonstrate the commitment to constantly improving pedagogies, including those that arise from particular campus exigencies. Many pedagogical-focused activities and initiatives occur throughout the year on the MSUM campus. The number and types of these activities demonstrate our commitment to our educational mission; we are active in improving and remaining current in our pedagogical efforts. The Faculty Development Committee is composed of MSUM faculty and provides a variety of "Brown Bag" workshops on various teaching topics and also has a list of faculty prepared to offer presentations on particular teaching topics. The web site for this committee also provides faculty with links to a number of valuable teaching resources. The committee is also active during the orientation day for new faculty, providing them with information about the resources available to them and in the past has even provided new faculty with a book about effective teaching. <http://www.mnstate.edu/faculty/>. This committee also offers more individual types of faculty development such as a mentoring program for new faculty and the popular "Talking about Teaching" program. Each of these programs pair up faculty and provides them with opportunities to meet and discuss issues related to teaching. [get current #'s from S. Grineski] The Faculty Development Committee at MSUM works cooperatively with the MnSCU Center for Teaching and Learning and MnSCU's Office of Instructional Technology. This office also provides funding for the Faculty Development Committee to provide a site license for access faculty to access the National Teaching and Learning Form. [need to add something about need for a "social space" for faculty to get together, discuss, casual, hallway conversations]

In preparation for the incoming curricular changes, especially the movement towards writing intensive courses across the curriculum, Academic Affairs has created the new position of Campus Writing Director<sup>30</sup>. This Director will help to facilitate the creation of new writing intensive classes while also offering support for faculty attempting to develop and implement these courses. The formal creation of this position follows up two summer workshops (summer 2005 and 2006). These workshops limited to twenty faculty members each year, focused on effective ways to integrate writing into courses in a variety of disciplines.

TOCAR workshop – Anti-Racism Pedagogy Across the Curriculum. The first workshop was held in May

<sup>26</sup> <http://www.mnstate.edu/acadaff/News/newsindex.htm>

<sup>27</sup> <http://www.mnstate.edu/cmc/HonoringFaculty.htm>

<sup>28</sup> <http://www.mnstate.edu/acadaff/News/CASE.htm>

<sup>29</sup> <http://www.mnstate.edu/faculty/>

<sup>30</sup> <http://www.mnstate.edu/acadaff/writingmatters/>

<sup>31</sup> <http://www.mnstate.edu/tocar/>

2005. Funds (how much) provided for this four- day workshop to bring in trainers from outside. Faculty participants each received \$1000.00 and a number of resources for adopting a current syllabus or designing a new syllabus to integrate antiracism.

Instructional Technology received a grant from MnSCU's Center for Teaching and Learning to deliver workshops about the pedagogy of teaching in larger class sections for the upcoming fall. This is directly related to the restructuring of the Liberal Studies curriculum, which has forced larger sections in some of the liberal studies offerings, and demonstrates that MSUM is concerned with preparing faculty for the change.

***Evidence Statement 3B-6***

***MSUM demonstrates openness to innovative practices that enhance learning.***

The university has a history of supporting innovative practices that enhance learning for students at all levels. Innovation occurs in many different venues and with very different goals across the campus.

In the 2005-2006 school year, the Academic Service Learning Advisory Board<sup>32</sup> instituted a grant program for faculty members wishing to create new service learning opportunities. Four faculty received money to develop courses and also a mentor from the ASL Advisory Board. The new courses will be taught in the Fall 2006 semester, and grantees will report on their projects at an open forum in the Spring of 2007.

Student involvement in creative and other scholarly activities such as research occurs in a variety of disciplines at MSUM and is strongly encouraged and supported. One way that MSUM encourages undergraduate involvement in these activities is through the Student Academic Conference. Since its inception in 1998, this event has allowed campus undergraduates to showcase their research in a day-long conference format. The MSUM Student Academic Conference is unique in MnSCU system based on the numbers of students that participate and that are aware of this annual event. Students become involved in research as part of specific classes they take and they also become involved in research projects through one-on-one mentoring relationships with faculty.

Undergraduates also present their research in other venues specific to their disciplines. For example faculty in the Natural Sciences, Psychology, Social Work and Economics, take students to both regional and national meetings (Delaware Data here).

MSUM provides some funding for these types of student activities through Honors Apprentice Program and scholarships (for both entering freshman and upper-class students) where students are required to work with faculty for a minimum of 5 hours per week. Additional evidence here from data – AASCU study – mentoring relationships with faculty, NESI data? How do we also argue that this is innovative? From HERI data, 55.1 percent of faculty reported working with undergraduates on a research project compared to 66 percent of faculty at other 4-year institutions.

Many faculty on campus are incorporating technology into their instruction to support student learning. For example, faculty are utilizing personal response systems to allow frequent polling of their students to ensure understanding of concepts, while others have developed extensive course websites with supportive learning objects and web-based simulations that support students' understanding of the concepts in the course. Many faculty are also using the Desire2Learn instructional management system to support collaboration among students in their courses via group discussion areas and group chat areas.

***Evidence Statement 3B-7***

***Faculty members actively participate in professional organizations relevant to the disciplines they teach.***

The 2004-2005 HERI survey of MSUM faculty indicate that relative to other 4-year institutions, our faculty

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<sup>32</sup> <http://www.mnstate.edu/asl/>

participate in professional organizations and activities relative to their teaching at a level that is similar to other four-year universities. The 2005-2007 IFO/MnSCU Master Agreement, provides each department with \$1115 per full-time equivalent faculty member to use towards professional development. In accordance with Article 19 Section B Subdivision 3, each department will determine “through a democratic process” a procedure for distributing those funds. Among other permissible uses, these funds are available for faculty to use to maintain memberships in professional organizations, travel to conferences, and to buy professional journals and books.

[Delaware Data here]

Insert examples here for Delaware study about paper presentations, also faculty who organize and/or chair meetings, editors etc.

In conclusion, there is a large amount of evidence to indicate that MSUM both values and supports effective teaching. Highly qualified faculty who are active in their disciplines and themselves, report having a high level of interest in teaching, are interacting with our students in the classroom. We have an established and standardized system of faculty evaluation of teaching effectiveness that places teaching as a high priority (both at MSUM and within MnSCU) in the overall evaluation of faculty by their immediate superiors. One inconsistency that was noted was in how Dean’s respond to changes in teaching effectiveness for individual faculty once they have been fully tenured and promoted however, this is not a challenge that is unique to our institution. MSUM demonstrates the value of effective teaching through the publication of a variety of awards (both internal and external) and lecture series bestowed upon faculty who demonstrate excellence in teaching. Finally, MSUM has number of strong, campus activities and resources that support the continual improvement of pedagogies and innovative teaching practices.

## Core Component 3C

The organization creates effective learning environments

### *Overview*

MSUM recognizes that in an educational situation, the encompassing environment for students on campus is just as important as effective teaching in ensuring that learning can occur. While we believe that we have a number of excellent programs and systems in place that create a good learning environment on campus, we have recently taken a closer look at how our students perceive their learning environment. The 2006 Student Summer Success Institute studied the myriad influences our various institutional structures and programs have on creating a learning environment that promotes student success. The results of this Institute, along with a new Moorhead Together initiative to help address responsible decision making for students, have us looking proactively towards the future and towards creating a more supportive and effective learning environment for our students.

### *Evidence Statement 3C-1*

***MSUM provides an environment that supports all learners and the diversity they bring.***

The MSUM mission statement specifically addresses our commitment to providing an educational environment that supports all students. In spite of the facts that the vast majority of students come from the region surrounding MSUM (54.8% from Minnesota and 33.9 % from North Dakota) and 93.1% of students are White (or unreported), MSUM works through Student Affairs and Academic Affairs to foster a climate that welcomes the many forms of diversity its students do bring to campus. MSUM provides a variety of programs and services aimed at ensuring the success of a wide population of students with a variety of learning styles.

[Insert C3Table3LearnEnv.rtf]

*Ethnic and Cultural Diversity*

Ethnic and cultural diversity are supported throughout Student Affairs and Academic Affairs. Through offices like the Multicultural Affairs Office, the Office of International Programs, and the Office of Student Activities, students are given the opportunity to participate in a variety of activities emphasizing the importance of recognizing the diversity of our campus, region, nation, and the world more broadly. These offices also offer students of color “a meaningful, satisfying experience” (Multicultural Affairs). Following is a sampling of the 2005-2006 opportunities intended to create a positive and inclusive environment at MSUM: the 17<sup>th</sup> Woodlands and High Plains Traditional PowWow; a series of speakers and events celebrating American Indian Awareness Month; Celebrations of Nations; international student exchange programs; the Black Student Association; the Muslim Student Association; The 10% Society.

Academically, the support for creating a climate welcoming of diversity is evident in the graduation and programmatic requirements. The new Dragon Core curriculum demonstrates this importance by including in its foundation courses, required of all students in their first year, a critical and multicultural thinking course. This course should establish from the students’ first year on campus the university’s commitment to fostering diversity. Additionally, in the Inner, Middle and Outer Clusters, students will take courses in Human Diversity and Global Perspectives. (The previous Liberal Studies curriculum also required that students take courses in both American multicultural studies and global studies.) The university is committed to supporting Aim 8 of the mission -- “To ensure a campus climate that embraces diversity and bases relationships on civility and tolerance and that acknowledges the perspectives of women, minorities and non-western cultures” -- and wants students to understand the importance of that element of the mission from their first year on campus

MSUM recognizes and provides a supportive environment for all forms of diversity within its population.

#### *Safe Zone*

Each year Hendrix Health Center offers Safe Zone training for the campus community. Through this training, Safe Zone contacts are established who provide “information, sensitivity, and understanding towards Gay, Lesbian, Bisexual, Transgender, and Questioning (GLBTQ) issues or concerns”.

[Women’s center? Women’s Studies Program? Non-traditionals?]

#### *Diversity of Academic Ability*

MSUM also provides access and support for students with wide-ranging levels of academic ability. Again, Student Affairs and Academic Affairs both offer programs to provide that access and support. Learners of diverse ability are provided with services ranging from peer tutoring and Supplemental Instruction to arranging accommodations for students with documented disabilities. Writing tutoring is available for all students through the Write Site, the campus writing center, and students enrolled in specific math classes work with the Math Learning Center, which is a priority for Academic Affairs. Priority 3, Goal 8 of the Academic Affairs Work Plan for 2005-2010 states that it will support the Math Learning Center.

In addition to providing support for students with diverse abilities once they arrive on campus, MSUM also provides entry to the university for those students who may, because of previous academic performance or because of life situations limiting academic experiences, not normally have access to a university education. Since 1972, the Corrick Center for General Education has offered an alternative entry program for students who demonstrate the potential to succeed in the university even though traditional measures like ACT scores or class rank show them as under-prepared or at-risk. Center offers a less competitive environment in which students work closely with their professors, who are also their academic advisors, to create an appropriate course of study. The Center emphasizes student success through its variable credit, modified mastery learning system that allows students to gain mastery of material and confidence in their academic work. Each year the Corrick Center enrolls approximately 230 students, and since 2001, enrollment has ranged from 434 to 510 (**Institutional Research**). These are students who would normally be turned away from the university.

The Honors Program provides a place for students demonstrating exceptional performance. The program currently offers a variety of courses aimed at challenging excellent students. The program offers a

colloquium and ten other courses. Students admitted to the Honors Program must complete four courses, including the colloquium (<http://www.mnstate.edu/honors/>). The courses offered are “devoted to the essential purpose of the Liberal Arts and, indeed, of the university itself: to examine, assess, and celebrate the artistic, intellectual, literary and other expressions of our shared humanity” (Undergraduate Bulletin 2005-2006). Currently, the Honors Program is being revised and becoming more programmatic. Also, those revisions will allow entering students (freshmen) to come into the university as part of that programming. **(Refer to updated plan for Honors changes as appropriate.) [need to leave some room here to insert further information after the honors program takes its proposed revisions forward]**

### ***Evidence Statement 3C-2***

***Advising systems focus on student learning, including the mastery of skills required for academic success.***

Student advising at MSUM occurs both in formalized classroom experiences and with individualized faculty interactions. Advising is an important part of the assignment of faculty members at MSUM. According to Article 10 of the MnSCU/IFO Master Agreement, academic advising is a contractual component of faculty workload. Recent HERI survey results indicate that the majority of faculty spend from 1-8 hours a week on advising (89.5 percent of males and 76.5 percent of females) and 22 percent of female faculty report spending 9-20 hours per week on advising. An MSUM faculty member was recently received a National Academic Advising Association as one of the nations top 17 advisors and 1 of 2 in the upper midwest<sup>33</sup>. This was the first time that this award has been received by an MSUM faculty member.

While advising is clearly an important and understood part of a faculty member’s job, the effort that MSUM faculty put towards this activity is quite time-consuming. Insert info here from student success institute about advising with respect to recommendations. [Also – find info on President’s attempt to provide support to faculty for advising. Recent adoption of the Degree Auditing System (DARS) as part of MnSCU<sup>34</sup>

### ***Advising Support Center***

The Advising Support Center is committed to helping fulfill the educational mission of the University<sup>35</sup>. Because of this commitment, every effort is made to assign students to appropriate advisors. In assigning advisors, MSUM attempts from the beginning of students’ academic careers to integrate them smoothly into a major and thus into the culture of that major. If, based on his/her class schedule, an incoming student does not demonstrate a trend towards a major, the Advising Support Center attempts to assign one of the student’s instructors as advisor. The Director of the Advising Support Center also advises many undeclared students. In 2003 MSUM’s Advising Committee instituted a student-driven award for outstanding advisors across campus. HERI data on rewarding faculty for good advising: 66.2 percent of faculty and 50 percent of administrators report that they “disagree” or “disagree strongly” that faculty are rewarded for being good advisors. Advising frequently entails a negative reward in that the best advisors often end up with the most advisees, so awards like the one the listed above should help to make good advisors feel more appreciated.

### ***First Year Experience***

The First Year Experience Course (FYE) is an elective course that offers topics from advising and course registration to stress management to diversity. Students work on study skills like note taking, listening, memory, and test taking, and critical thinking and problem solving. Such study skills instruction compliments discussions of personal responsibility, self-awareness, and other personal growth issues. Together, this class should equip students for academic success. Instructors for FYE come from across the campus, from various areas of academic and student affairs<sup>36</sup>.

### ***Evidence Statement 3C-3***

***MSUM is being proactive in understanding how we can best respond to student needs in order to***

<sup>33</sup> <http://www.mnstat.edu/biology>

<sup>34</sup> <http://www.dars/mnstransfer.org/>

<sup>35</sup> [http://www.mnstate.edu/advising/first\\_year\\_advising.htm](http://www.mnstate.edu/advising/first_year_advising.htm)

<sup>36</sup> <http://www.mnstate.edu/advising.FYE.htm>

*enhance and support their learning success.*

The 2006 Summer Success Institute<sup>37</sup> has recommended significant changes for the FYE class, including making it mandatory. [Need to fill this out]

***Evidence Statement 3C-4***

***MSUM has an effective alternative admissions program that supports the academic success of a select group of students.***

The Corrick Center for General Education<sup>38</sup> is a nationally recognized program that provides a supportive learning community for a selected number of first and second-year students admitted to Minnesota State University Moorhead. This unique program prepares students for success in their chosen field of study by offering a college-level liberal studies curriculum emphasizing writing, critical reading, and mathematical skills. The faculty provide personal advising and are committed to helping students build a foundation of success to achieve their academic goals. Students admitted through the Corrick Center are required to take a separate first-year experience course. The Center's commitment to mastery learning extends to this course, which emphasizes the processes of advising, schedule planning, and planning toward graduation. Central to this course is that the instructor of each section is the advisor to the students in that section. That relationship is in place until the student transfers to his/her major department. Traditionally, the course has been a one-credit Introduction to Higher Education, but in Fall 2006, a three-credit Freshmen Experience in Higher Education is being piloted. The three-credit model will integrate the traditional introduction to the university and advising with more intensive study-skills instruction and an academic service learning component, through which students will both explore fields of study and enhance their connection to the community beyond the university.

***Evidence Statement 3C-5***

***Student development programs support learning throughout the student's experience on campus.***

MSUM understands that student learning does not stop when students leave the classroom and that students cannot succeed in their education without the appropriate physical, psychological and social support. Aim 10 of MSUM's mission documents demonstrates the university's commitment to the whole person and broader experience of the student when it states the commitment to: "provide support personnel, facilities, and resources that enhance and complement the academic experience." In order to reach this aim, the university offers a wide range of programs across the campus to create a positive learning environment for students.

In response to campus and community concern, MSUM has strengthened its commitment to student wellness by engaging head on the challenge of alcohol misuse. Beginning in fall 2006, all freshmen are required to complete HLTH 122: Alcohol and College Life, a one-credit course addressing alcohol and the college environment. The course is part of a multifaceted approach to helping students make good decisions about alcohol. As we strive to help students "live usefully, act responsibly, and be learners all their lives," MSUM is committed to making the campus environment one that is as supportive and safe as possible. This course and a new alcohol and other drug policy come from the President's Task Force on Student Alcohol Misuse.

Student Affairs Division offers a wide variety of resources and services that help to make the students whole experience at MSUM a learning experience. Students are offered a number of learning opportunities across the university.

[Insert C3Table4Nonclass.rtf]

In conclusion, the evidence demonstrates that MSUM creates learning environments that are not only

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<sup>37</sup> <http://www.mnstate.edu/success/>

<sup>38</sup> <http://www.mnstate.edu/center/#>

effective but also inclusive and supportive. Students of wide-ranging backgrounds, abilities, and interests can find opportunities to grow both in and out of the classroom. The university also offers a variety of services directed at making the students life outside of class productive and healthy.

## Core Component 3D

The organization's resources support learning and effective teaching.

Overview:

MSUM has a wide variety of resources that support learning and effective teaching, from physical space and financial resources, to people themselves. Our efforts in looking towards the future with respect to our buildings have resulted a large amount of renovation and new construction on campus over the past six (6) years and into the next four (4). Our commitment to the Dragon Core to provide a meaningful, linked and coherent general education experience for our students along with our commitment to variety of professional and pre-professional programs requires that we provide a wide variety of resources. While we may struggle with decreasing financial support from the state of Minnesota, our efforts to continue to develop our physical, technological and human resources is something that we take pride in.

### *Evidence Statement 3D-1*

***There is a demonstrated commitment and focus on campus to ensuring that our students have access to buildings, classrooms and other physical space that supports learning and effective teaching.***

One of the most basic resources any bricks and mortar institution relies on to support learning and teaching are its physical spaces. Both effective teaching and importantly, learning, are best supported in an environment that is comfortable and accessible to every person. In addition, the technology used in the classroom by both student and teacher needs to align with the skills and learning styles of our students and the requirements our students will encounter when they enter an information-based workforce upon graduation. One strong indication that MSUM is addressing these needs head-on is the amount of construction that has been occurring on our campus since 1998. By 2010 there will have been more than \$130,000,000 spent on construction and renovation projects on our campus. During the 2006-2007 academic year there are four (4) major projects [insert April 2006 memo from Dr. Crockett unless more current summary exists?] occurring simultaneously.

The construction of the new Science Building that started in July 2002, has now reached its final stage with the renovation of Hagen Hall scheduled for completion by early 2007. The newest building, Science Laboratory, is located between Hagen Hall and Weld Hall and has replaced laboratories in King Biology Hall (Biology Department) and Hagen Hall (Chemistry and Physics Departments). This and the renovated Hagen Hall facilities provide improved ventilation, code-compliant chemical storage, a sprinkler system, fire alarm system, fire-rated egress pathways for labs, and an appropriate ratio of fume hoods to students. These buildings house state-of-the-art research and teaching laboratories with current scientific equipment, lecture rooms and office space. Our students have access to the type of laboratory and scientific learning resources that are found at larger, research-intensive institutions. In addition, this resource enables our science faculty to most effectively teach and mentor all of our students. These students include those who are non-science majors, as Dragon Core courses in the Natural Sciences that have a lab component are also taught in this facility. Evidence of the impact of this resource is illustrated by the success of our students in obtaining national-level scholarships (2B-3), in presenting the results of their scientific research at national meetings and, in student placement in post-graduate professional programs and studies [get #'s from Centers of Ex. proposal].



Currently, classrooms and teaching space were renovated in Murray Commons and are ongoing in MacLean Hall. Classrooms will be designed to best support student learning (desks with power outlets for student laptops, comfortable and moveable seating etc.) and outfitted with modern technology (projectors, interactive white boards, multiple screens) for teaching. In both of these cases and in the building of the Science Lab and renovation of Hagen Hall, efforts were made during the planning stages of these projects to develop facilities that would better encourage cooperation and communication between departments (see campus Master Plan Task Force minutes<sup>39</sup>). This was done with an effort to plan our building resources from a perspective of providing our students with an integrated learning experience and, from a perspective of supporting effective teaching by planning classroom resources in a manner that allowed these resources to be utilized most efficiently. In addition, all classrooms and meeting rooms on campus are scheduled through a central EMS [link here?] system which allows not only for classes to be taught in a room with the appropriate technology but also, allows for the review of the efficiency of classroom use and scheduling.

The science facilities on campus are just one example of the physical resources that are available on campus. For example, the Psychology Department also has a number of well-equipped lab facilities for student-faculty research including, a new child development lab, auditory lab and animal facilities. Numerous other physical resources that support student learning are mentioned throughout the self-study document. These include, the Regional Science Center (see Criterion 5), performing arts facilities (5A-4), Speech Language and Hearing facilities (5A-4), Livingston Lord Library which provides a variety of resources for both learning and teaching (4A-C). In particular the library houses the Curriculum Materials Center<sup>40</sup>, which has a dedicated librarian and provides resources especially for teacher preparation.

***Evidence 3D-2***

***MSUM is actively looking and planning towards the future with respect to our physical resources.***

Although our campus has undergone and is in the process of undergoing numerous construction and renovation projects, our Facilities Master Plan<sup>41</sup> is evidence that we continue to look towards and plan for the future with respect to our physical resources. This plan provides a critical evaluation of opportunities and challenges on our campus with respect to physical spaces and also provides a framework for potential development.

The Academic Affairs Master Workplan for 2005-2006<sup>42</sup> lists facilities as part of Goal #1 (MnSCU Priority #3) “To prepare undergraduate and graduate students for fulfilling and productive careers in the 21<sup>st</sup> century”. The objectives of this goal are to strategically use the equipment allocation of this division (Academic Affairs) to upgrade classrooms in a manner that allows faculty to effectively teach and to also provide equipment, laptops and software appropriate to programmatic needs. In this manner, we are remaining responsive not only to student learning needs but also to programmatic needs as demonstrated through assessment of SLOs.

***Evidence Statement 3D-3***

***MSUM has multiple technology resources that enhance both student learning and effective teaching on campus.***

The mission of the Technology Task Force<sup>43</sup> is, “To develop a comprehensive plan that facilitates the effective, efficient, and meaningful use of technology by MSUM faculty, staff and students.”

<sup>39</sup> <http://www.mnstate.edu/adminaff/files.html>

<sup>40</sup> <http://www.mnstate.edu/cmc/>

<sup>41</sup> <http://www.mnstate.edu/plans/facilities/index.htm>

<sup>42</sup> <http://www.mnstate.edu/president/StrategicPlanning/FY2006SP/FY2006.htm>

<sup>43</sup> <http://www.mnstate.edu/plans/technology/mission.htm>

This Task Force developed both academic and administrative action plans<sup>44</sup> to assess technological needs on campus and to implement the Technology Master Plan. Examples of some of these actions include: upgrades of equipment and classrooms, installation of wireless service across campus, implementing a rotation plan for faculty and staff computer upgrades and replacement and the enhancement of student computer labs and software. Other actions of the Technology Task Force are documented in 2B-7.

Classroom upgrades include the following types of technologies: overhead computer projection, symposium systems, electronic whiteboards, personal response systems, and Internet connections in all classrooms. Most recently MSUM became designated as an iPod University.

The implementation of wireless access points across campus is helping to expand the learning environments on campus and also increases students' access to learning tools. (2B-?)

One of the goals identified by the Technology Task Force was to increase the number of blended and electronic course offerings. As part of this effort, MSUM faculty have access to an instructional management system called Desire2Learn (D2L). This system provides an online gradebook, various communication tools (chat, online discussion, paging tool), online assessment (quizzes and surveys) providing immediate feedback and expedited gradebook entry, restricted access to course materials, etc.

Multiple other examples of technology use on campus including our streaming media server, Tegrity Learning System and Horizon Wimba Video Conferencing Services are listed in appendix [x].

Another resource that supports student learning on campus are the student computer labs. MSUM recognizes the need for students to have access to computing software specific to their specialty and maintains over two hundred (200) computer in thirty (30) labs across campus for student use. These labs are open twenty-four (24) hours a day, seven (7) days a week during the academic session. [insert computerlab chart here]. In addition, MSUM has partnered with the City of Moorhead's GoMoorhead! wireless service to provide full wireless access to students across campus and in the dormitories.

MSUM also utilizes the resources of the MnSCU Office of Instructional Technology<sup>45</sup> and MN Online<sup>46</sup> to support our educational mission. This support provides: a pilot project that offers online tutoring services for online students through SmartThinking<sup>47</sup>; licensing for Desire2Learn and a 24x7 helpdesk for students using D2L and, the RightNow helpdesk support that is available for MnSCU faculty and staff.

#### ***Evidence Statement 3D-4***

***MSUM values "people" as an important resource in supporting teaching and effective learning.***

One of our most valuable resources is people. Criterion 2B-6 discusses MSUM WorkPlan Initiatives and provides evidence for how our campus identifies what positions (faculty, staff and administration) are best for our students and where we are lacking in these resources. A recent example is the creation of the administrative position regarding assessment outlined in 3A.

The technology initiatives mentioned above would not be possible without the support of MSUM's Instructional Technology<sup>48</sup> and Instructional Media Services<sup>49</sup>. Instructional

<sup>44</sup> <http://www.mnstate.edu/plans/technology/index.htm>

<sup>45</sup> <http://www.oit.mnscu.edu/pages/resources.html>

<sup>46</sup> <http://www.mnonline.org/>

<sup>47</sup> <http://www.smarthinking.com/>

<sup>48</sup> <http://www.mnstate.edu/instrtech/>

Technology Services and the Student Technology Team facilitate both students and faculty in using all of the technology available on campus support for faculty and students. Instructional Technology provides regular workshops throughout the year for faculty to learn how to effectively use a variety of software and other technology applications in their classrooms. Instructional Media Services has professional staff to advise and assist in the technical and production aspects of teaching, learning and research projects with respect to educational materials and hardware.

Faculty-mentored research experiences are designed to teach students not only about how to do research in their chose area of study, but also to develop their critical thinking skills, to work both independently and in groups and to hone their writing and presentation skills. In short, students have ownership of their work. The faculty involved with these efforts are a valuable resource for student learning. We believe our efforts in this area to be unique when compared to larger, more research-intensive institutions where undergraduates involved in research more typically work as lab assistants and or office assistants. Approximately [insert Delaware data here] of faculty mentor students in extra-curricular projects. The MSUM administration supports student efforts in this area by providing Honors Apprentice Scholarship opportunities. In addition, MSUM budgeting and planning efforts (Criterion 2 ) reflect dedicated support for research. Further, the College of Social and Natural Sciences recently initiated a student research grant process.

Our human resources include not only faculty and students but also our staff. MSUM values the contributions our staff make to the campus and to the educational experience of our students. Staff development workshops<sup>50</sup> are held and annual awards are given to exceptional staff members in a variety of categories. [challenge us to better support/recognize efforts of our staff?]

Other examples of “people” resources that don’t overlap with other chapters?

#### ***Evidence Statement 3D-5***

***MSUM’s multiple partnerships and innovations are a strong resource to us that enhance student learning opportunities and strengthen teaching effectiveness.***

MSUM has a variety of established partnerships with other institutions and business organizations that enable us to provide a wide variety of opportunities for our students. One of our most visible partnerships within the Tri-College University (TCU)<sup>51</sup>, an official partnership between the three (3) higher education institutions in the Fargo-Moorhead area. This partnership provides a variety of resources to our students such as course exchange, specific programmatic needs (Educational Leadership and Nursing Programs), scholarships, lecture series and a number of other relationships<sup>52</sup> that benefit our students. One especially valuable resource that supports student learning and effective teaching is the TCU film library<sup>53</sup>. This resource provides faculty at all three institutions, access to a wider selection of educational DVDs and videos that would not otherwise be available to us.

The MnPALS and Interlibrary Loan (ILL) resources at MSUM’s Livingston Lord Library also greatly increase the variety and selection of resource material that students and faculty on our campus have access to.

MSUM has also enjoyed a strong partnership with the City of Moorhead. The Moorhead Police Department has a substation<sup>54</sup> located on the MSUM campus. This is believed to be the first joint

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<sup>49</sup> <http://www.mnstate.edu/media/>

<sup>50</sup> [http://www.mnstate.edu/instrtech/Handouts/staff\\_development\\_workshop\\_\\_may.htm](http://www.mnstate.edu/instrtech/Handouts/staff_development_workshop__may.htm)

<sup>51</sup> <http://www.tri-college.org/about.htm>

<sup>52</sup> <http://www.tri-college.org/academic.htm#art>

<sup>53</sup> <http://www.mnstate.edu/tcufilm/>

<sup>54</sup> <http://www.mnstate.edu/security/history.cfm>

facility of its kind in the state of Minnesota for Police and Security. This facility has offices for MSUM Campus Security, as well as offices for the Moorhead Police Department. Recently, another partnership, called Moorhead Together<sup>55</sup> has been initiated. This collaboration between MSUM, Concordia College, Minnesota State Community and Technical College and, the City of Moorhead was developed to reduce high risk drinking among Moorhead college students.

Biobusiness initiative, partnerships with Twin-Cities Community Colleges, College of Business

In conclusion, MSUM is proud of the large number of resources available to students and both on campus and beyond that support learning and effective teaching. The allocation and appropriation of funding towards campus infrastructure that prioritizes student learning needs, demonstrates our commitment to the physical resources that support learning and effective teaching. The various equipment and access to the equipment that students need to be successful is evidenced in the computer labs, science facilities, performing arts facilities, library resources and importantly technological resources that are so critical for student success in today's world. MSUM has also a number of established and recently initiated partnerships and collaborations that provide resources for our students that go beyond our campus itself. Finally, MSUM prides itself on the type of staff, faculty and administrators we have on campus, who themselves are invaluable resources of the enthusiasm, motivation and effort that are required for us to remain focused on our educational mission.

## Chapter 3/Criterion 3 Chapter Summary

A strength and a challenge both is our dynamic nature, a lot of change. We understand the importance of having clear, assessable student learning outcomes and in performing regular assessment of these SLOs to critically examine ourselves and determine if we are meeting our educational mission. We are actively establishing a culture of assessment on campus and becoming more focused and intentional in our assessment efforts. New departmental reporting structures where assessment is more closely tied into university planning and resource allocation is simply one example. Our greatest challenge will be in keeping assessment of SLOs at the forefront of what we do and central to our educational mission, to not become complacent after a few years time.

It is also evident that MSUM values and supports effective teaching. We have faculty with a strong commitment to quality education and a strong alignment between faculty and administrators with respect to campus values and expectations for student learning. In addition, data (NSSE) indicate that students want to come back to MSUM after graduation. This culture of education and learning remains strong despite financial challenges that we face. Our state tuition match is less than 50% and we also have a difficult time with fundraising/endowments. Both of these issues mean that we sometimes struggle with the ability to support effective teaching by providing more reassigned time or hiring more faculty and support staff.

We are very interested in providing learning environments that work for a wide-range of students and are committed to providing access and support to students with a variety of backgrounds. Our alternative admissions program and Math Lab are unique in the state. In addition, our recent Student Success Institute provides clear evidence that we are committed to evaluation what aspects of the learning environments on campus most heavily influence student success. This institute has already resulted in a number of changes. We still face a challenge in dealing with the changing demographics of our region and in providing support for non-native speakers.

Finally, we have many valuable resources on campus such as buildings, technology, people and partnerships that support learning and effective teaching. Our campus landscape has been evolving and buildings are added and renovated. Although much of our construction efforts are

the result of many years of deferred maintenance, new construction such as the Science Lab and Hagen Hall facilities and the planned Student Wellness Center act are indicative of the growth and renewal that is an ongoing process on campus. While we are not static, we are still mindful of the struggles we have with maintenance issues and a challenge remains for our campus to continue to accommodate the added costs of maintenance of new buildings. Our technological resources are very wide-ranging and current and, our technology support teams, while understaffed, are an enthusiastic and excellent resource for students and faculty alike. In addition, our partnerships and collaborations also provide many opportunities for student learning and for faculty to teach effectively. One area that we could do better with, is in publicizing the many resources that are available on campus and to have the campus community become better involved and gain more ownership the variety of activities and resources that we do offer.

Need a wrap-up paragraph - end it on a good note?