

ASSURANCE SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

MINNESOTA STATE UNIVERSITY MOORHEAD
Moorhead, Minnesota

March 5-7 2007

FOR

The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

- Dr. John R. Campbell, President Emeritus and Professor of Animal Science,
Oklahoma State University, 357 Crown Point, Columbia, MO 65203-2202
- Dr. Tamera S. Jahnke, Dean, College of Natural and Applied Sciences, Missouri
State University, 901 S. National Ave., Springfield, MO 65897
- Dr. Michael R. Shirley, Dean, College of Business Administration, University of
Central Oklahoma, College of Business Administration 100 University Drive,
Edmond, OK 73034
- Dr. Joaquin Villegas, Associate Professor, Teacher Education, Northeastern
Illinois University, 5500 N. St. Louis Ave. CLS 3024, Chicago, IL 60625
- Dr. Susan E. Wright, Associate Provost, Drake University, 2507 University Ave.,
Des Moines, IA 50311
- Dr. Robert S.P. Yien (Chair), Immediate Past Vice President for Academic
Affairs, Saginaw Valley State University, 7400 Bay Road, University Center,
MI 48710

Contents

I.	Context and Nature of Visit	4
II.	Commitment to Peer Review.....	14
III.	Compliance with Federal Requirements.....	15
IV.	Fulfillment of the Criteria	15
	A. Criterion One	16
	B. Criterion Two.....	17
	C. Criterion Three	19
	D. Criterion Four	21
	E. Criterion Five.....	24
V.	Statement of Affiliation Status	27

I. CONTEXT AND NATURE OF VISIT

A. Purpose of Visit

The purpose of the visit was to conduct a comprehensive review of Minnesota State University Moorhead (MSUM) including a change request to state that no prior Commission approval is required for the university to offer specified existing master's and bachelor's degree programs at in-state sites approved by the Minnesota State Colleges and Universities, and for offering existing courses at new sites or by interactive television within the State of Minnesota leading to a bachelor's degree in business administration.

B. Institutional Context

Founded in 1887 as Moorhead State Normal School, since 1995 Minnesota State University Moorhead has been a member of the Minnesota State Colleges and Universities system. The system is made up of 32 institutions, including 25 two-year colleges and seven state universities. [The system is separate from the University of Minnesota system.]

The 15-member Minnesota State Colleges and Universities System Board of Trustees appoints the system's chancellor and presidents of the state colleges and universities. The Board has policy responsibility for system planning, academic programs, fiscal management, personnel, admissions requirements, tuition and fees, and rules and regulations. The Office of the Chancellor serves all the colleges and universities in the system. The chancellor and the system office represent the 32 colleges and universities to the Legislature, review and coordinate educational programs, oversee the credit transfer process, negotiate labor contracts, coordinate presidential searches and carry out the policies of the Board of Trustees.

The last comprehensive evaluation of MSUM in March 1997 and subsequent review by a reader's panel resulted in a recommendation that the next comprehensive evaluation be scheduled for the 2006-2007 academic year with a focused visit in 1999-2000 on: 1) strategic planning processes and outcomes, 2) enrollment levels and budgetary allocations, and 3) implementation of plans for assessment of student academic achievement.

The March 20-21, 2000 focused visit team recommended that accreditation of Moorhead State University be continued, that its next comprehensive visit be in 2006-2007 and that a progress report be submitted in two years to address the concerns over deferred maintenance and reserve levels. On April 23, 2001, the Institutional Actions Council of the Higher Learning Commission voted to extend MSUM's accreditation to include a new Bachelor's degree site at Fergus Falls Community College. On October 10, 2002, the Higher Learning Commission accepted the progress report on deferred maintenance

and on reserve levels.

A focused visit on November 17-18, 2003 evaluated the Institutional Change Request of the Minnesota State Colleges and Universities System to extend and sustain accreditation status to include all online programs of study offered via Minnesota Online. On September 8, 2005, the Higher Learning Commission accepted the report on the Peer Review process and the fiscal plan for stability of MnOnline. No further reports were required.

C. Unique Aspects of Visit

MSUM requested to extend its accredited status to state that no prior Commission approval required for offering existing master's-level programs in education, the bachelor's degree programs in bioscience, special education, operations management, and in construction management at in-state sites approved by the Minnesota State Colleges and Universities, and for offering existing courses at new sites or by interactive television within the State leading to a bachelor's degree in business administration.

D. Sites or Branch Campuses Reviewed

None.

E. Distance Education Reviewed

Distance education programs that serve place-bound students currently are in place in nursing and educational leadership. MSUM's customized education and training (CET) program focuses on offering credit and non-credit offerings for professionals and incumbent workers.

F. Interactions with Constituencies

Minnesota State Colleges and Universities System Personnel

1. One Trustee (via phone)
2. Associate Vice Chancellor for Continuous Improvement

University Administrators and Faculty

3. President
4. Vice President for Academic Affairs
5. Vice President for Administrative Affairs and

Dean of College of Business and Industry

6. Vice President for Student Affairs
7. Executive Director for Public Relations
8. Associate Vice President for Academic Affairs
9. Dean of College of Social and Natural Sciences
10. Dean of College of Arts and Humanities
11. Dean of College of Education and Human Services

12. Assistant Vice President for Assessment
13. Associate Dean for the Colleges of Social and Natural Sciences, and Arts and Humanities
14. Budget and Planning Officer
15. Director of Human Resources/Diversity Officer
16. Affirmative Action Officer
17. Interim Athletic Director
18. Chair of the Dragon Core Committee
19. Director of Information Technology
20. Director of Instructional Technology
21. Director of Instructional Resources
22. President of the Faculty Association
23. Executive Vice President for the MSUM Alumni Foundation
24. Director of Graduate Programs

Students

25. President of the Student Senate
26. Students Members of Deans' Advisory Groups- 12

Groups

27. Cultural Diversity/Affirmative Action Committee – 10
28. Self-Study Steering Committee-8
29. Academic Policy Advisory Committee- 16
30. Faculty Association Executive Board Members- 10
31. Alumni Board Reception – 8
32. President's Cabinet- 8
33. Deans and Directors – 7
34. Graduate Council – 12
35. Dragon Core Assessment Committee- 6

Open Forums

The Team held open forums for faculty and staff on the afternoon of March 5 and the morning of March 6. Each forum was attended by about 40-50.

G. Principal Documents, Materials and Web Pages Reviewed

Minnesota State Colleges & Universities System Documents:

1. Minnesota State Colleges & Universities System - Amazing Facts, Go Places, and Designing the Future
2. MSUM Self Study Notebook
3. MSUM Undergraduate and Graduate Bulletins
4. MSUM Annual Financial Report for the Years Ended June 30, 2006 and 2005; MSUM ANNUAL Financial Report for the Years Ended June 30, 2005 and 2004
5. Collective Bargaining Agreements:
6. AFSCME - Agreement between Minnesota State Employees Union Council No.5, AFL-CIO and the State of Minnesota, July 1, 2005 through June 30, 2007

7. IFO-Master Agreement - MnSCU, 2005-2007, Master Agreement Between the Minnesota State Colleges and Universities, Board of Trustees and the Inter Faculty Organization
8. MSUAASF - Minnesota State University Administrative and Service Faculty, 2005-2007 Master Contract between the Minnesota State College and University Board of Trustees and the Minnesota State Colleges and Universities Affiliated with Minnesota Teamsters, Local 320

Minnesota State University Moorhead-General Documents

- | | |
|---|--|
| <ul style="list-style-type: none"> 9. CD - MSUM, A Special Place 10. Brochures for the Tri-College University and for the Dragon Core Program | <ul style="list-style-type: none"> 11. MSUM VIEWBOOK 12. A flash drive that contains the Self Study, faculty guide and student handbooks |
|---|--|

List of Resources Reviewed – referenced by Chapter of the MSUM Self-Study Report:

Introduction

- | | |
|--|---|
| <ul style="list-style-type: none"> 13. MSUM Annual Financial Report June 30, 2002, University Data and Planning 14. MSUM Annual Financial Report June 30, 2006 and 2005, University Data and Planning 15. MSUM Budget Book FY 2003, University Data and Planning 16. MSUM Budget Book FY 2004, University Data and Planning 17. President's Report 2002-2003, University Data and Planning 18. President's Report 2003-2004, University Data and Planning 19. MSUM Viewbook, Student Services and Information 20. Capital Bonding Requests 2002, Administrative Services/Facilities 21. Capital Bonding Requests 2006, Administrative Services/Facilities 22. Campus Master Plan Executive Summary November, 2004, Administrative Services/Facilities 23. Procedures for Development of Professional Development Plans, Employee Information 24. Institutional Advancement and Development, University Data and Planning | <ul style="list-style-type: none"> 25. Alumni Foundation Special Major Gifts Initiative, University Data and Planning 26. Alumni Foundation Financial Audit, June 30, 2005 and 2006, University Data and Planning 27. Tri-College University Consortium, Academic Information 28. List of Tenure Reviews 1995-2006, List of Promotion Reviews 1996-2006, Academic Information 29. Library: Summary of Research, Scholarship, Creative Activity, and CVs, Employee Information 30. School of Business: Summary of Peer Reviewed Journal Contributions and Qualifications, Employee Information 31. College of Social and Natural Sciences: CVs, Employee Information 32. College of Arts and Humanities: CVs, Employee Information 33. Graduate Faculty: CVs, A-J, Employee Information 34. Graduate Faculty: CVs, K-Z, Employee Information |
|--|---|

Criterion 1

35. Development of MSUM's Mission and Aims, University Data and Planning
 36. Tuition Comparison, University Data and Planning
 37. CASE Professor of the Year Awardees, Academic Information
 38. The System Vision and Mission, University Data and Planning
 39. Racial and Ethnic Diversity Plan, Governance and Policies
 40. Assignment of Diversity Officer, Governance and Policies
 41. System Policy Nondiscrimination in Employment and Education Opportunity, Governance and Policies
 42. System Policy Affirmative Action in Employment, Governance and Policies
 43. System Policy Access for Individuals with Disabilities, Governance and Policies
 44. MSUM Sexual Violence Policy and Procedure, Governance and Policies
 45. MSUM Affirmative Action Plan, Governance and Policies
 46. Affirmative Action Complaint Form, Governance and Policies
 47. Affirmative Action Posters and Brochures, Governance and Policies
 48. Diversity Information, University Data and Planning
 49. Commitment to Civility, Governance and Policies
 50. Faculty Discussion October 14, 2005, Employee Information
 51. Staff Discussion November 30, 2005, Employee Information
 52. University Budget and Planning Committee, University Data and Planning
 53. AASCU Report March 2006, Academic Information
 54. Commissioner's Plan, Governance and Policies
 55. IFO/MnSCU Master Agreement, Governance and Policies
 56. Managerial Plan, Governance and Policies
 57. MSUAASF Master Agreement 2005-2007, Governance and Policies
 58. President's Advisory Board, Community and Outreach
 59. Student Organization Handbook 2004-2006, Student Services and Information
 60. Calendar of Deadlines Faculty Development and Evaluation Procedures, Governance and Policies
 61. Salary Equity, Salary Review Committee, Governance and Policies
 62. Discrimination Information, Policies, and Procedures, Governance and Policies
- Criterion 2**
63. President's Retreat 1998 Student Recruitment, University Data and Planning
 64. President's Retreat 2001 Changing Faces at MSUM, University Data and Planning

65. President's Retreat 2002
Retention and Responsibility,
University Data and Planning
66. Faculty Professional
Development Day October 10,
2003, Employee Information
67. President's Retreat 2004
Alcohol/Drugs and Their
Impact on Student Success,
University Data and Planning
68. Faculty Professional
Development Day October 15,
2004, Employee Information
69. Faculty Professional
Development Day October 14,
2005, Employee Information
70. Student Success Institute,
Academic Information
71. Dragon Core, Academic
Information
72. Racial and Ethnic Diversity
Plan, Governance and
Policies
73. University Budget and
Planning Committee,
University Data and Planning
74. Work Plan Initiative Proposals
FY 2008, University Data and
Planning
75. Demographic Information,
University Data and Planning
76. Gateway Program, Academic
Information
77. Corrick Center for General
Education, Academic
Information
78. Distance Education
Committee, University Data
and Planning
79. Continuing Studies Offerings,
Academic Information
80. Laptop Initiative,
Administrative Services /
Facilities
81. Academic Department Review
Process, Academic
Information
82. IFO/MnSCU Master
Agreement, Governance and
Policies
83. Plan for Measuring
Institutional Effectiveness and
Assessing Student Learning
May 1, 2002, Academic
Information
84. SLOAC Guidelines January
2006, Academic Information
85. SLOAC Guidelines September
2006, Academic Information
86. Accrediting Agencies,
Governance and Policies
87. Minnesota State System
Strategic Direction FY 2007,
University Data and Planning
88. System Action Plan 2006-
2010, University Data and
Planning
89. MSUM Strategic Plan Draft,
University Data and Planning
90. MSUM Targets Related to
System Master Plan 2006-
2010, University Data and
Planning
91. Campus/Facilities Master Plan
January 1999, Administrative
Services / Facilities
92. Capital Bonding Requests for
FY 2004, Administrative
Services / Facilities
93. Capital Bonding Requests
2006, Administrative Services
/ Facilities
94. Sample-College Student
Advisory Board Minutes,
Academic Information

Criterion 3

- 95. Student Learning Outcomes the Bulletin 2006-2007, Academic Information
 - 96. Student Learning Outcomes Graduate Bulletin 2006-2007, Academic Information
 - 97. Student Learning Outcomes Assessment Committee, Academic Information
 - 98. SLOAC Guidelines September 2006, Academic Information
 - 99. Dragon Core Assessment Committee, Academic Information
 - 100. Dragon Core Assessment IPESL Projects, Academic Information
 - 101. Departmental Work Plan Instructions, University Data and Planning
 - 102. Faculty Professional Development Day Comments October 14, 2005, Employee Information
 - 103. Laptop Initiative, Administrative Services / Facilities
 - 104. Professional Development Funds (19A), Employee Information
 - 105. Calendar of Deadlines Faculty Development and Evaluation Procedures, Employee Information
 - 106. Promotion Review 1996-2006, Employee Information
 - 107. Tenure Review 1995-2006, Employee Information
 - 108. Academic Affairs Council Excellence Awards, Employee Information
 - 109. CASE Award Nominees and Recipient, Academic Information
 - 110. Student Academic Conference, Academic Information
 - 111. Student Research, Academic Information
 - 112. HERI Survey Results Spring, 1999, Employee Information
 - 113. HERI Survey Results 2004-2005, Employee Information
 - 114. HERI Survey Summary 2004-2005, Employee Information
 - 115. Academic Advising Status Report, Academic Information
 - 116. Advising Loads, Academic Information
 - 117. Diversity Information, University Data and Planning
 - 118. Alternative Admissions Programs, Student Services and Information
 - 119. Corrick Center for General Education, Academic Information
 - 120. Science Laboratory Building Ribbon Cutting Ceremony, Administrative Services / Facilities
 - 121. Dragon Core, Academic Information
 - 122. Moorhead Together, Student Services and Information
 - 123. Academic Affairs Master Work Plan 2005-2010, University Data and Planning
- Criterion 4**
- 124. Academic Affairs Master Work Plan 2005-2010, University Data and Planning
 - 125. HERI Survey Results 2004-2005, Employee Information
 - 126. Regional Science Center, Community and Outreach
 - 127. Planetarium, Community and Outreach

128. New Faculty Orientation Packet, Employee Information
129. Adjunct Faculty Orientation Packet, Employee Information
130. Professional Development Funds (19A), Employee Information
131. Sabbatical Worksheet FY 2007-2008, Employee Information
132. Student Academic Conference, Academic Information
133. Work Plan Initiatives Graduate Studies, University Data and Planning
134. Graduate Studies Marketing and Recruitment Strategies, University Data and Planning
135. Graduate Studies Strategic Plan, 2007-2012, University Data and Planning
136. System Strategic Plan 2006-2010, University Data and Planning
137. Faculty Professional Development Day October 15, 2004-Liberal Studies at MSUM, Employee Information
138. Dragon Core, Academic Information
139. History of Assessment Committees 1998-2007, Academic Information
140. Dragon Core Assessment Committee, Academic Information
141. Dragon Core Assessment, Academic Information
142. Graduate Program Mission Statements, Academic Information
143. Dragon Core Critical and Multicultural Thinking Assessment Plan, Academic Information
144. Plan for Measuring Institutional Effectiveness and Assessing Student Learning, Academic Information
145. Graduate Studies Program Review, Academic Information
146. SLOAC Guidelines September 2006, Academic Information
147. Eurospring Assessment, Academic Information
148. Sample Course Syllabi, Academic Information
149. Sample Course Syllabi, Academic Information
150. Graduate Studies Committee Handbook, Academic Information
- Criterion 5**
151. System 2006-2010 Strategic Plan News Release, University Data and Planning
152. Faculty Mentoring White Earth Spring 2002, Community and Outreach
153. College for Kids, Community and Outreach
154. Continuing Studies / Customized Education and Training, Academic Information
155. Customized Education and Training, Community and Outreach
156. Sample College Newsletters, Community and Outreach
157. Mathematics Department Newsletters, Community and Outreach
158. MSUM Alumnews, Community and Outreach
159. MSUM Theatre, Performing Arts Series, Straw Hat Players, Community and Outreach

- 160. Small Business Development Center, Community and Outreach
- 161. College of Education and Human Services Visiting Scholar Series, Community and Outreach
- 162. White Earth, Community and Outreach
- 163. Admissions Agreement Between MSCTC and MSUM, Student Services and Information
- 164. Moorhead Healthy Community Initiative, Community and Outreach
- 165. College of Education and Human Services Faculty Papers, Presentations and Publications, Academic Information

Compliance Documents

- 166. Campus Crime Report, Governance and Policies
- 167. Athletics Title IX Reports, Governance and Policies

Conclusion

- 168. Change Request to HLC, February 2001, Academic Information
- 169. HLC Notification of Approval, April 2001, Academic Information
- 170. Roster of Articulation Agreements, Academic Information
- 171. MSUM-NHCC Biosciences Articulation Agreement, Academic Information
- 172. Biosciences Replication to North Hennepin Community College, Academic Information
- 173. MSUM-NHCC Construction Management Articulation

- Agreement, Academic Information
- 174. Construction Management Replication to North Hennepin Community College, Academic Information
- 175. Construction Management NHCC Notification of Approval, Academic Information
- 176. Operations Management Articulation Agreement with North Hennepin Community College, Academic Information
- 177. Operations Management Replication to North Hennepin Community College, Academic Information
- 178. MSUM-Anoka Ramsey Special Education Articulation Agreement, Academic Information
- 179. Special Education Replication to Anoka Ramsey Community College, Academic Information
- 180. MSUM-Century College Special Education Articulation Agreement, Academic Information
- 181. Special Education Replication to Century College, Academic Information
- 182. Special Education Century College Notification of Approval, Academic Information
- 183. Curriculum & Instruction Replication to Waubun School District, Academic Information
- 184. Curriculum & Instruction Waubun School District Notification of Pending Approval, Academic Information

185. Educational Leadership
Replication to Fergus Falls
School District, Academic
Information

186. Strategic Work Plan Initiative
for Assessment Base Funding,
Academic Information

187. Strategic Work Plan Initiative
for Additional Base Funding,
Academic Information

188. Individual Business Plans for
Each Proposed Program by
Identified Site, Academic
Information

II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process

The 30-month MSUM self-study initiated in the summer of 2004 reflects careful planning by the well-selected steering committee and the broad-based cadre of campus representatives who comprised each criterion team. Numerous discussions that provided inputs from stakeholders enriched the document draft before the 7-chapter, 187-page self-study was finalized with its 34 pages of 13 appendices and 12 pages of useful tables.

Comments at interviews with administrators, faculty, staff, and students and open meetings leads the Team to conclude that all major sectors of the campus participated in the self-study process and that the process was quite comprehensive.

B. Integrity of the Self-Study Report

The degree of usefulness of a self-study report is rooted in a comprehensive, high-integrity review and an analysis of relevant, meaningful information crafted by objective, fair-minded stakeholders. Indeed, to be of greatest value to the institution and to the Team, the self-study must be accurate and inclusive in disclosing factual information and matters distinctly affecting the culture and contributions of the collective human resource efforts expended to teach, research, and serve.

The Team confirms the soundness and thoroughness of the printed copy of the self-study received for advanced preparation of the visit to MSUM.

C. Adequacy of Progress in Addressing Previously identified Challenges

The team considers the response of the institution to previously identified challenges to be adequate.

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment

Requirements were fulfilled.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

Requirements were fulfilled.

The Team reviewed the required Title IV and Title IX Compliance requirements as well as the student complaint information.

IV. FULFILLMENT OF THE CRITERIA

A. CRITERION ONE: MISSION AND INTEGRITY.

The institution's mission documents clearly articulate to diverse learner constituencies commitments and purposes that are appropriate to an institution of higher education. Understanding of the mission pervades the organization and is articulated through governance structures and procedures.

Salient Evidence of Fulfillment of Criterion

1. Evidence that demonstrates the criterion is met:

- a. Taken in their entirety, the published mission, vision, core values and stated purposes clearly and broadly define the organization's mission as a public university. The Mission Statement, Aims and Core Values convey MSUM's commitment to strong and appropriate educational programs based in ethical principles and accessible to regional constituencies at moderate cost; provide support to students and faculty ensuring appropriate development, facilities and resources; effective teaching and learning leading to preparation for life-long learning.
- b. Mission statements of MSUM are dynamic documents that are modified and evolve as the expressed expectations and requests of MSUM and its stakeholders change and develop (please see <http://www.mnstate.edu>).
- c. MSUM mission documents recognize diversity of its learners, other constituencies and the greater society it serves. They specifically commit to welcoming and embracing diversity and enhancing quality of life in the region. These mission commitments are evident in the Dragon Core's multicultural, global and international requirement; the Ethnic and Diversity

plan, TOCAR, and the Corrick Center.

- d. MSUM governing board members, alumni, business and industry leaders, faculty, students, staff, administrators, and other stakeholders with whom team members met at interviews and social events expressed a thorough awareness of and enthusiastic support for the published mission of the institution. A high level of support for the mission was expressed by faculty (80%) in the 2004-05 HERI survey and 93% of the staff reports that they know the mission statement. On campus open forums reinforced these levels of support. Evidence about student knowledge of and support for the mission is limited.
- e. The Minnesota State Colleges and Universities System Board of Trustees monitors and provides oversight of programs and activities of the Minnesota State University Moorhead (MSUM) through appropriate accountability reports.
- f. Responsible leaders of MSUM maintain, respect, uphold and preserve the institution's integrity through effective policies, procedures and actions that consistently advance the mission, and that comply with federal, state and local governmental standards for purposeful operation and accountability. Through union established guidelines, provision for shared governance is clear.
- g. Annual audits and other external reports attest to the high level of fiscal integrity exhibited by MSUM persons charged with fiduciary responsibility of all revenues and expenditures – both public and private. This is evidenced by Minnesota State University Moorhead's AAA credit rating in the 2006 Credit Report issued by Standard and Poor's.
- h. MSUM developed and circulated widely a set of seven core values that serve as expected actions that align with a consistently high level of integrity. This set of values was approved by the MSUM governing Board of Trustees.

2. Evidence that one or more specified Core Components need organizational attention.

None noted

3. Evidence that one or more specified Core Components require Commission follow-up

None noted

4. Evidence that one or more specified Core Components are not met and require Commission follow-up.

None noted

Recommendation of the Team

Criterion one is met; no Commission follow-up recommended.

B. CRITERION TWO: PREPARING FOR THE FUTURE.

The organization's allocation of resources and its processes for evaluation and planning demonstrated its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Salient Evidence of Fulfillment of Criterion

1. Evidence that demonstrates the criterion is met:

- a. Planning activities occur at all levels and are linked to the budgeting process as evidenced by various master plans and work-plan initiatives presented annually to the recently established University Planning and Budget Committee (UPBC).
- b. A review of the Campus Facilities Master Plan and the strategic Capital Bonding Requests shows deliberate efforts at supporting and enhancing the learning environments necessary to support the mission of the institution.
- c. The Minnesota State Colleges and Universities Leadership and Board of Trustees provide system and institutional oversight. In an interview a Trustee confirmed Board of Trustee confidence in and support of the staff and leadership of MSUM and noted that the President of MSUM is the immediate-past co-chair of the Leadership Committee and serves on the Chancellor's executive committee which affords his active involvement in system planning.
- d. The Team finds, through a review of various records in the well organized resource room including the Summaries and Programs of President's Retreats, Faculty Professional Days, Instructional Technology Conferences and the Student Success Institute, evidence of campus-wide involvement in discussing and planning for the future. The Dragon Core revisions can be cited as an example of such a campus-wide initiative.

- e. A review of data shows that student enrollment appears to have stabilized since the previous comprehensive review but suggests that the number of high school graduates in the traditional MSUM service area will decline. To address this concern the institution continues to pursue relationships and development of articulation agreements with area Minnesota schools. Additionally, University commitment to effective environmental scanning in preparation for the future is evident in the submitted institutional change request that responds to a projected increase of student populations in Minnesota metropolitan areas.
- f. A review of the Campus Facilities Master Plan and the strategic Capital Bonding Requests reveals deliberate efforts to support and enhance the learning environments necessary to fulfill the mission of the institution. Several new and renovated buildings including Hagan Hall, John Neumauer Apartment Complex and many other projects demonstrate the institution's commitment to preparing for the future. A strong commitment to the physical renewal of the campus is underway and the continued support from Minnesota State Colleges and Universities System will be important for Minnesota State University Moorhead to carry out its campus master plan for future learning opportunities.

2. Evidence that one or more specified Core Components need organizational attention.

- a. The university presented evidence, through submitted financial reports, capital bonding projects and interviews with business officers of an improved financial condition from the previous comprehensive visit. With the focused institutional planning evidenced the university is poised to appropriately allocate its resources. However, the institution must provide attention to external fundraising to supplement the state allocation. To ensure quality learning opportunities in the future MSUM must become proactive in seeking external revenues to support its continued improvement.

3. Evidence that one or more specified Core Components require Commission follow-up

None noted

4. Evidence that one or more specified Core Components are not met and require Commission follow-up.

None noted

Recommendation of the Team

Criterion two is met; no Commission follow-up recommended.

CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING.

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

Salient Evidence of Fulfillment of Criterion

1. Evidence that demonstrates the criterion is met:

- a. Through review of the self-study and from on-campus interviews the team confirmed a high level of awareness of the institution's commitment to undergraduate education. Meaningful programs are in place to enhance the learning environment including the annual Student Academic Conference that has grown from 107 presentations involving 170 presenters in 1999 to 233 presentations involving 341 presenters in 2006.
- b. A review of sample syllabi prepared by the faculty shows learning objectives listed with various methods being utilized to measure the level of success achieved.
- c. A review of the Graduate Faculty vitae shows an engaged faculty participating in professional and disciplinary organizations, conferences and meetings. Scholarly and creative activities are documented and supported.
- d. A random review of faculty personnel files by the team shows the faculty are regularly evaluated by their peers, department chairs, dean and Vice President for Academic Affairs on their teaching, scholarly or creative achievement, professional development, contributions to student growth and development and service to the university and community. The five criteria are required by the Minnesota State system/IFO Agreement and the team notes increased evaluation detail at the dean and Vice President for Academic Affairs levels throughout the past decade.
- e. The university's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Student learning outcomes for every program are listed in the undergraduate and graduate catalogs. These learning outcomes are the basis of program assessment plans. Students and parents are clearly made aware in a very public way of the expected learning outcomes.

- f. The Student Learning Outcomes Assessment Committee (SLOAC) has a clearly developed process of program assessment. Programs submit an assessment plan and an annual report. On a regular basis the committee reports back to chairs and directors of programs. These reports include encouragement to continue with those assessment items that truly measure learning outcomes. The reports also give units examples of other assessment tools they might consider or other assessment strategies that may help to assess a difficult learning outcome. Examples of units using the assessment plan to change their curriculum include history and philosophy departments. They each noted that their graduates did not have the oral communications skills that they expected nor was there assessment of oral communications in the discipline. Both programs added a presentation to an upper division course and developed a rubric to assess this student-learning outcome. This commitment to assessment at the program level is truly a strength of the university.
- g. The University has made a commitment to assessment not only through SLOAC but also by hiring an Assistant VP for Assessment. This position is currently half time but will go to _ time next year and full time in the near future. Centralization of the data collection and resources will help to coordinate the various assessment plans being coordinated by committees at this time – SLOAC and the Dragon Core Assessment Committee and NSSE.
- h. The University values and supports effective teaching. MSUM measures teaching effectiveness in a variety of ways– peer evaluation, self-evaluation, student evaluation (paper) and interviews with the dean. Faculty members, in consultation with their dean write a Professional Development Plan (PDP) and do a self-assessment each year. The PDP provides plans for measuring teaching effectiveness. Pre-tenured faculty receive evaluative input from a departmental committee, their department head, their dean and the VPAA.
- i. The institution is deliberate in its financial support of faculty development through a college peer research grant program and an \$1115 per faculty member allocation. The Vice President also reported that 20 of 22 sabbatical requests were supported by the institution for leaves in the 2007-2008 academic year.
- j. The University creates effective learning environments. The university is clearly focused on student learning for academic success. Evidence is

found in the university math center, writing center and honors program. In addition the supplemental instruction program is an excellent way to encourage the brightest students to serve as tutors for those courses that some students find difficult. This is a wonderful opportunity given to students. In addition renovations on campus over the past 10 years have enhanced student learning environments.

- k. The organization's learning resources support student learning and effective teaching. The biennial program review process involves a comprehensive self-study every six years with an external evaluator (or accrediting agency) playing a role in the evaluation, followed by a departmental response that includes writing of goals. A two- and four-year reports listed progress made toward these goals. To better align with strategic planning and budget process, procedures have been modified to require annual reports from each unit that will assess progress made in a range of planning areas. The program review process will provide excellent input to the administration regarding unit goals and needs.
- l. The Team also finds evidence of academic quality demonstrated by the various accredited programs at MSUM and the utilization of an external peer program review.

2. Evidence that one or more specified Core Components need organizational attention.

None noted

3. Evidence that one or more specified Core Components require Commission follow-up

None noted

4. Evidence that one or more specified Core Components are not met and require Commission follow-up.

None noted

Recommendation of the Team

Criterion three is met; no Commission follow-up recommended.

E. CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE.

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Salient Evidence of Fulfillment of Criterion

- 1. Evidence that demonstrates the criterion is met:**
 - a. The university demonstrates through actions that it values a life of learning. The approximately 300 full-time faculty members are required by the Minnesota State system to be active in research and creative activity. The commitment of faculty to the acquisition/discovery of new knowledge was reflected in the most recent complete academic year when faculty authored 220 journal articles and book chapters, and authored 24 books. Additionally, faculty edited another 40 books/collections; reviewed 139 books, articles, and manuscripts, as well as made 281 presentations at state, regional, and national professional meetings.
 - b. Concurrent with faculty conducting their own research, MSUM faculty provide opportunities for students to participate in research/discovery of original knowledge under the direction of faculty mentors. The annual Student Academic Conference is evidence of the outstanding work of students working alongside faculty mentors. Importantly, many students also present their research at national meetings of their disciplines.
 - c. Faculty who are productive in the acquisition and discovery of new knowledge provide life-long learning opportunities for graduates and other members of the public by conducting short courses, conferences, and authoring publications. Student desire to expand their college learning experiences is heightened through opportunities to work with faculty outside of regular courses. Nearly one-third of the full-time students at MSUM are engaged in faculty-supervised independent study, senior thesis research, and/or clinical/internship experiences.
 - d. The University demonstrates that it values a life of learning through continued enhancement of personal/professional development opportunities for faculty and staff. An annual allotment of \$1115 per faculty FTE is provided to facilitate faculty participation in professional conferences, for purchase of professional books, subscriptions to professional journals, and paying fees associated with publishing scientific findings and professional writings. An allotment of \$500 is provided per staff member for professional development. In addition, faculty and staff can receive tuition and fee waivers for courses in which they wish to enroll to improve their knowledge and professional skills.
 - e. MSUM faculty members have the opportunity to receive regular sabbatical leaves to enhance their professional development and level of scientific

expertise. Short-term (3-6 months) leaves are available to MSUM administrators, as well as to administrative and service faculty.

- f. The new Dragon Core curriculum is poised to help MSUM prepare students who will live and work in a global, diverse and technological society. The Dragon Core is based on Minnesota system defined competencies for general education and measurable student learning outcomes in a new three-tiered curriculum of foundation, content, and capstone courses. The Dragon Core foundation courses are being piloted in 2006-2007. Instructors are collecting artifacts and a complete assessment and development of rubrics that will occur in 2007. The curriculum committee already has approved a number of content courses and several proposals to develop capstone courses are funded for the summer of 2007. Curriculum development and assessment processes are well conceptualized. Thoroughness in other assessment projects suggests that assessment of the Dragon Core will proceed in the coming year.
- g. The university assesses the usefulness of its curricula to students who will live and work in a global, diverse and technological society. The Student Learning Outcomes Assessment Committee (SLOAC) has a clearly developed process of program assessment that includes annual reports and feedback that provides guidance to programs concerning effective measurement of learning outcomes, examples of other assessment tools and strategies to assess difficult learning outcomes. Philosophy and History departments both provide examples of curricular change based on assessment information.
- h. Commitment to assessment at the program level is truly a strength of the University demonstrated not only through SLOAC but also by hiring an Assistant VP for Assessment. The position (currently half time but planned to progress to full time in the near future) will centralize data collection and resources to help coordinate the various assessment plans currently being coordinated by committees (SLOAC and the Dragon Core Assessment Committee and NSSE).
- i. The University provides support to ensure that faculty, students and staff acquire, discover and apply knowledge responsibly. MSUM offers courses without cost to senior citizens, and the courses may be taken for credit for the nominal fee of \$20 per credit. Moreover, MSUM provides numerous free public lectures, concerts, and other cultural activities to members of the public. Several programs make experiences and expertise of faculty available to the community. This is an important means of sharing the acquisition/discovery of new knowledge and assuring its useful applications. Examples include: (a) The Small Business Development Center workshops (topics include accounting, financing, market research,

and strategic planning); (b) The Public Affairs Institute clients include the Moorhead Public Housing Agency, the Fargo Public Library, the Clay County Sheriff's Department, and the Sustainable Farming Association of Minnesota; (c) the Continuing Studies Office offers several programs to the people of the region. Some programs include distance education courses; and (d) the ever-popular summer College for Kids program that provides educational opportunities to children ages 8-14 years.

2. Evidence that one or more specified Core Components need organizational attention.

None noted

3. Evidence that one or more specified Core Components require Commission follow-up

None noted

4. Evidence that one or more specified Core Components are not met and require Commission follow-up.

None noted

Recommendation of the Team

Criterion four is met; no Commission follow-up recommended.

E. CRITERION FIVE: ENGAGEMENT AND SERVICE.

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

Salient Evidence of Fulfillment of Criterion

1. Evidence that demonstrates the criterion is met:

- a. The team confirmed that MSUM considers students to be its major constituent. This sentiment was professed by faculty, staff, students and administrators throughout the comprehensive visit.
- b. University commitments are shaped by the MSUM mission to develop "knowledge, talent, skills for a lifetime of learning, services, and

- citizenship." An example of this commitment is the work with the Minnesota Indian Teacher Training Program (White Earth).
- c. In determining areas of service and engagement, the team finds MSUM has used survey data and established relationships (personal and organizational) to identify needs and interests of the constituencies it serves.
 - d. MSUM serves the local community and beyond. The University's commitment to community is clear in the mission documents and is articulated and supported in planning and in specific programs. Faculty and staff are enthusiastic about their contributions to local communities through activities such as CIVIC-Kids (School of Social Work), the Western Regional Science Olympiad competition (College of Social Science and Natural Sciences), and the Early Childhood Center which serves as a field experience site for education majors, as well as programs in the arts, outreach to high school students, service on community-based boards and organizations, and the 4th of July celebration. The Institutional Outreach Committee assists with development and evaluation of outreach initiatives in a number of programmatic areas.
 - e. The Team finds that MSUM has become involved with many collaborative efforts in response to identified community needs. These include improved campus security, providing programs that address the needs of local employers and the needs of local community colleges.
 - f. MSUM recognizes the diversity of the region and the constituencies it serves in a number of ways. Most significant is the TOCAR (Training Our Campuses Against Racism) project that aims to dismantle institutional racism and make the Tri-College University members multicultural/anti-racist organizations through an intentional process of personal and institutional reflection and actions.
 - g. MSUM sponsors many continuing studies and customized education/training programs for a wide range of constituencies. The College for Kids program provides summer hands-on learning classes for kids ages 8-14 and the non-credit workshops customized for the general public, professional organizations, companies or work groups.
 - h. MSUM solicits evaluations of activities and services from their constituencies. In addition the value placed on the University's services by both internal and external constituencies is demonstrated by the extensive participation in their programs, provision of financial support by the local communities. Fargo/Moorhead alumni who are among city and

business leaders testify to the positive contributions of MSUM.

2. Evidence that one or more specified Core Components need organizational attention.

None noted

3. Evidence that one or more specified Core Components require Commission follow-up

None noted

4. Evidence that one or more specified Core Components are not met and require Commission follow-up.

None noted

Recommendation of the Team

Criterion five is met; no Commission follow-up recommended.

V. STATEMENT OF AFFILIATION STATUS

A. Affiliation Status

No change.

B. Nature of Organization

1. **Legal Status:** *No change.*
2. **Degrees Awarded:** *No change.*

C. Conditions of Affiliations

1. **Stipulations of Affiliation Status:** *No change.*
2. **Approval of New Degree Sites:** *No prior Commission approval required*

No prior Commission approval is required to offer existing master's degree programs in Education, the bachelor's degree programs in Bioscience, Special Education, Operations Management, and Construction Management at in-state sites approved by Minnesota State Colleges and Universities, and for offering existing courses at new sites or by interactive television within the state of Minnesota leading to a bachelor's degree in Business Administration.

The Team finds that the university, through enrollment management, and budgeting procedures, has planned carefully for the new degree sites. The requested change is in response to previous recommendations that the University stabilize its enrollment. The offerings will be coordinated through system-wide planning. There is an infrastructure, a need and a desire to offer these programs offsite. The university assessment plan will provide continuous improvement and monitoring of these new degree sites.

3. **Approval of Distance Education Degrees:** *No change.*
4. **Reports Required:** *None*
5. **Other Visits Scheduled:** *None*
6. **Organizational Change Request:** No prior Commission approval required for offering existing master's degree programs in Education, the bachelor's degree in Bioscience, the bachelor's degree in Special

Education, the bachelor's degree in Operations Management, and the bachelor's degree in Construction Management at in-state sites approved by Minnesota State Colleges and Universities, and for offering existing courses at new sites or by interactive television within the state of Minnesota leading to a bachelor's degree in Business Administration.

The Team finds that the university, through enrollment management, and budgeting procedures, has planned carefully for the new degree sites. The requested change is in response to previous recommendations that the University stabilize its enrollment. The offerings will be coordinated through system-wide planning. There is an infrastructure, a need and a desire to offer these programs offsite. The university assessment plan will provide continuous improvement and monitoring of these new degree sites.

D. Summary of Commission Review

Timing for next comprehensive visit: Academic Year—2016-2017

Rationale: All criteria and core components were met.