

**Criterion Five: Engagement and Service**

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

We must include information about “extension” courses, “continuing education,” or “customized training” courses.

Task: Have some of this section addressed by Carol Svendsen

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

The institution tries to discern the needs of its constituents (interactive process), not “identify” their needs. The institution must also determine if it has the capacity to respond.

Many academic programs have community advisory boards that advise the faculty on the needs of the community. This information is contained in the program review narratives.

**Task: We need to evaluate the effectiveness of**

- **Extended Campus/Metro Education Ventures**, “both in identifying the appropriate needs and in creating and delivering training and education to meet them.” (p. 3.2.16)
- **Cooperative Education**, “both in identifying the appropriate needs and in creating and delivering training and education to meet them.” (p. 3.2.16)

*The organization’s commitments are shaped by its mission and its capacity to support those commitments.*

*The organization demonstrates attention to the diversity of the constituencies it serves.*

*The organization’s outreach programs respond to identified community needs.*

The Surveying and Mapping and Accelerated Nursing Programs show that the college is responding to community needs as does the Teachers in Residence Program.

***Core Component 5b: The organization has the capacity and the commitment to engage with its identified constituencies and communities.***

**Task: We need to identify MSCD’s primary constituents and communities (can be done geographically).**

*Constituent: “One of the individual entities contributing to a whole; a component.”*

*Constituent: “People involved in or served by an organization.”*

*Community: "A group of people having common interests"*

Constituents: students, faculty, classified staff, administrators, alumni, Trustees.

External constituents: Foundation Board, advisory boards, CCHE.

*The organization's structures and processes enable effective connections with its communities.*

**Potential Tasks:**

- **Determine if the structure of Extended Campus/Education Ventures is effective. Should it be evaluated as to whether or not it is meeting the needs of constituents?**
- **Determine if the structure of Co-operative Education is effective. Should it be evaluated as a program?**
- **We need to list all the ways that students can become involved in service learning and evaluate if all are needed and appropriate. *May not be as prevalent as it was several years ago.***
- **Show how engagement and service is described in various plans.**

**Service Learning**

The Service-Learning Program combines classroom experience with service to the metropolitan community. Participating students receive credit for appropriate public service, which is beneficial to the community and expands student horizons in intellectually and personally meaningful ways. (Under cooperative education in the Catalog)

"The service learning instructional methodology integrates community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility." American Association of Community Colleges. The same definition is given to "community-based learning."

"The service needs to fill a community need and also to clearly relate to the academic content of the course. The learning outcomes for the course should involve application of course material to the service learning project and include the development of more advanced cognitive skills (e.g., critical thinking skills.) Finally, the specific course assignments that are related to the service learning project should be connected to the other course assignments and should be intellectually stimulating." Cathryn Pridal, Associate Professor of Psychology at Westminster College in Fulton, Missouri.

*The organization's cocurricular activities engage students, staff, administrators, and faculty with external communities.*

We need to collect information on how co-curricular activities engage students, staff, administrators, and faculty with external communities. See Task Force on Engagement and Service and Deans' section.

The Task Force should contact non-academic units of the college to learn about the services and engagement opportunities provided by those units. If the services are **substantial** or **significant**, e.g., require significant personnel time or funds, then the task force will inquire how the service/engagement opportunity is assessed and/or encourage assessment in the future. (*Are these activities listed anywhere?*) See also Vice Presidential areas.

*The organization's educational programs connect students with external communities.*

**Tasks: Needed from each school**

- 1. List of programs in the school that connect students with external communities through required coursework, e.g., practica, internships.**
- 2. Description of *substantial* or *significant* services and engagement opportunities provided by the school for the community.**
  - **How do the programs determine the needs of the external constituents that they serve? Perhaps this could be done by advisory committees.**
  - **What evidence is there that the services/engagement activities are valued by the internal and external constituencies?**
  - **Are these programs/activities assessed? What have been the results?**
  - **Does the community have unmet needs because MSCD does not have the resources to meet those needs? What about Lookout Mountain, the Capitol Reporter, and the Visual Arts Center?**

*The organization's resources – physical, financial, and human – support effective programs of engagement and service.*

***Core Component 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.***

The “standard” constituencies are the K-12 systems, other institutions of higher education, and businesses that need workforce training.

“The team will review the organization’s transfer of credit policies as a part of its visit. The Commission encourages organizations to review transfer policies and procedures periodically to ensure clarity for those who administer them, for the students who follow them, and for employers and other stakeholders who refer to them, as well as the consistency of their interpretation and application through the institution. The organization should also consider whether its policies and

procedures are responsive to new types of learning opportunities outside institutions of higher education.”

*Collaborative ventures exist with other higher learning organizations and education sectors (e.g., K-2 partnerships, articulation agreements, 2+2 programs).*

**Tasks -- We need to describe:**

- **MSCD’s connections and relationships with the K-12 systems, including describing and listing the grants that we have and have had with K-12 partners, including the TiR program.**
- **MSCD’s relationships with UCD and CCD, especially physics and the offering of physical education courses.**
- **the relationship with AHEC**
- **the Auraria arrangement, including the pooled courses and interinstitutional registration.**
- **the school’s (LAS, SPS, BUS) relations to the other two schools and the vision for the future.**
- **Metro North and Metro South and the offering of degrees at those locations.**

*The organization’s transfer policies and practices create an environment supportive of the mobility of learners.*

**Tasks: We will need to describe**

- **Transfer policies and practices (point to existing sources)**
- **the 60+60 agreements and the state guaranteed courses**
- **other articulation agreements**
- **State Guaranteed courses and GT Pathways**
- **campus-community partnerships.**

*Community leaders testify to the usefulness of the organization’s programs of engagement.*

*The organization’s programs of engagement give evidence of building effective bridges among diverse communities.*

**Tasks: We will need to describe**

- **Martin Luther King Day and its activities**
- **Activities of the African American Studies, Chicano Studies, and Women’s Studies Departments and Institutes.**

*The organization’s partnerships and contractual arrangements uphold the organization’s integrity.*

***Core Component 5d: Internal and external constituencies value the services the organization provides.***

“It is important to know whether students and faculty value the learning achieved through these [service-learning] programs.”

“At the center of this Criterion and this Core Component is the expectation that organizations . . . take seriously their unique role in providing services to their communities of interest.”

*The organization’s evaluation of services involves the constituencies served.*

Number of individuals attending events can be used as one measure along with their satisfaction surveys.

Description of how academic programs that use internships, practica, cooperative education, or service-learning activities evaluate those experiences, including the student learning that takes place during those experiences.

*Service programs and student, faculty, and staff volunteer activities are well-received by the communities served.*

**Task: Copies of Metro in the Media may provide lots of information.**

*External constituents participate in the organization’s activities and cocurricular programs open to the public.*

Number of individuals attending events can be used.

*The organization’s facilities are available to and used by the community.*

This may be an AHEC response. Could mention the conferences hosted by MSCD.

*The organization provides programs to meet the continuing education needs of licensed professionals in its community.*

Re-certification for teachers

**ESTABLISH THE TASK FORCE ON ENGAGEMENT AND SERVICE**  
(PART OF CRITERION FIVE)

The purpose of this task force will be to collect information that shows how MSCD meets aspects of Criterion Five. It should:

- Determine how various MSCD units discern the needs of the external constituents that they serve.

- Determine if the services/engagement opportunities provided by MSCD are valued by internal and external constituencies.
- Determine if the ways students can be involved in service learning are valued.
- Collect information on how co-curricular activities engage students, staff, administrators, and faculty with external communities.
- Determine if MSCD has a process for identifying and prioritizing the needs of its constituencies. Indicate instances where MSCD does not have the capacity or resources to meet the needs of the community.

To accomplish its charge, it should:

1. Ask Extended Campus/Metro Education Ventures to describe how it decides to offer extension, continuing education, or customized training courses. How does it discern the needs of MSCD's constituents and how does it determine that it has the capacity to respond? How does it evaluate the effectiveness of its offerings? How do we know that the structures and processes of Metro Education Ventures are effective and valued?
2. Work with and obtain information from Academic Affairs and the academic deans about substantial services and engagement opportunities (those that require significant personnel time or funds) provided by the schools and their departments. How are the services and engagement opportunities assessed? How is the feedback used? Are those services and engagement opportunities valued?
3. Work with the other vice presidents (outside of Academic Affairs) to locate units of the college that provide service and engagement opportunities for MSCD's constituents and communities. If the services are substantial, then the task force should inquire how the service/engagement opportunities are assessed and/or encourage assessment in the future. Are the services valued? [Contact should be maintained with the Institutional Assessment Committee.]
4. Ask Cooperative Education how it discerns the needs of the community and how it determines that MSCD has the capacity to respond. In what ways are the cooperative education experiences evaluated by students, faculty, and employers? Are changes made as a result?
5. Encourage OIR and Cooperative Education to continue to calculate the performance indicator that determines how many graduates had an internship or cooperative education experience.
6. Determine all the ways students can be involved in service learning and determine if all ways are appropriate.
7. Make recommendations regarding MSCD's engagement with and service to the community.