

## Criterion 1 – Mission

### Criterion 1 – Summary

The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

#### Summary

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Mayville State University (MSU) was established in 1889 when it was written into the North Dakota constitution as a normal school to prepare teachers. While the University maintains that historical mission, other programs are available to prepare students for careers in business, computer information systems, health & physical fitness, nursing, and for continuing study in professional and graduate schools. Distance education has allowed MSU to expand its course and program offerings to the region and beyond while continuing to meet the current needs of students in North Dakota. Through this evolutionary process, MSU institutional identity and direction have been guided by its mission statement, vision, and purposes. MSU has defined itself as the school of “personal service”, and fosters a campus community that provides a variety of programs and services that are designed to nurture a student’s academic and personal success.

MSU’s mission is articulated publicly through online documents (academic catalog, university policy manual, and faculty handbook) on the MSU website, MSU social media sites, and a variety of physical locations on campus.

#### Core Component 1.A

The institution’s mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution’s planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

#### Argument

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Mayville State University (MSU) is one of the 11 public colleges and universities that make up the [North Dakota University System \(NDUS\)](#). The [State Board of Higher Education \(SBHE\)](#) is responsible for [system governance](#), including approving the mission statements of the [individual institutions](#) to ensure that each campus fulfills its roles and responsibilities to the system, as well as to the citizens of North Dakota.

MSU’s mission, vision, and purposes have been strongly influenced by two very distinct groups: the NDUS (as directed by the SBHE) and the MSU community (faculty, staff, administration, and students).

MSU was established in 1889, when it was written into the North Dakota constitution as a normal school to prepare teachers. While the University maintains that historical mission, other programs are available to prepare students for careers in business, computer information systems, health & physical fitness, nursing, and for continuing study in professional and graduate schools. MSU is a fully accredited four-year public institution, located in Mayville, North Dakota.

In the mid-1990s, work began on formalizing the mission and vision of MSU. The campus-wide effort provided MSU personnel the opportunity to congregate to define the university in terms of not just what it does, but also the difference it aims to make for the people it serves. On [February 20, 1998 \(page 11\)](#) the State Board of Higher Education formally approved [MSU's mission](#).

The mission documents have not been altered in the past 17 years, but continue to guide the governing process. MSU's formal governance structure develops policy consistent with the mission, vision, and purposes. [The President's Cabinet](#), [Faculty Association and Senate](#), [Staff Association and Senate](#), and [Student Senate](#) make policies for their respective constituencies. Collectively these groups guide the activities of the University.

**Academic Programs** – As affirmed in the mission statement, “Mayville State University offers undergraduate degrees.” The 2015-16 MSU Academic Catalog provides a breakdown of the [four-year degrees available from MSU](#), which include a Bachelor of Science in Education, Bachelor of Arts, Bachelor of Science, Bachelor of Applied Science, and Bachelor of University Studies. Each requires satisfactory completion of a minimum of 120 semester hours of college courses. Most degrees require completion of one of the 31 major and one of the 26 minor fields of study that benefit the state, region, and beyond.

MSU also provides two two-year Associate of Arts degrees and three certificates of completion programs to further meet student needs. Furthermore, to meet the life-long learning needs of professionals in our state, the University [began to offer limited graduate credit in 2011](#) (teacher education and library science).

[Through the mission](#), academic programs at MSU are designed to *address the career and North Dakota workforce opportunities*. [The two newest programs](#), Bachelor of Science in Special Education and the Registered Nurse to Bachelor of Science in Nursing, are addressing critical needs in North Dakota's workforce. The education programs, as a whole, are assisting with a current critical shortage of [elementary and high school teachers](#) in North Dakota.

MSU has recognized the need to expand [offerings to students at a distance](#). Students are able to pursue full degrees and individual courses online, as well as through the Interactive Video Network (IVN). The online and distance opportunities offer accessible courses and degrees via a variety of delivery methods, so that working adults have the flexibility to further their education while remaining close to their homes, families, and jobs. The scope of offerings and modalities MSU provides certainly affirms the specific part of the mission statement that allows students to “*realize their full career potential and enhance their lives.*”

**Student Support Services** - MSU has defined itself as the school of “personal service” and has included that disposition into the mission statement. Simply put, MSU fosters a campus community that provides a variety of programs and services designed to nurture student success (both academically and personally).

The cornerstones of the academic-based student support for [on campus](#) and [online students](#) are divided into two sections: the [Student Success Center](#) and the [MSU Writing Center](#). Students can receive focused content-area developmental instruction, peer tutoring, traditional study groups, disability support services, and counseling referrals from the Student Success Center. The MSU Writing Center staff help students with brainstorming, research, organization, paragraphing, word choice, style, editing, and documentation in course assignments.

Additional student support services also include academic advising, which is a faculty-student activity that involves mentoring, as much as course selection. Transfer students are originally assisted by both a Transfer Specialist and a faculty advisor when starting at MSU.

Freshmen students are required to enroll in MSU's freshmen experience course, [UNIV 100 Seminar on Success](#). The course instructor is the students' initial advisor. This supports the personal service aspect of MSU's mission by demonstrating to the students that an advisor's role is more than just course selection but can also be mentorship. This understanding of academic advising follows the students when they are assigned a discipline-specific faculty advisor, after committing to a program of study. Student-to-student mentoring is another feature of the Seminar

on Success course. Upper-class students who completed the course as freshmen and have been recommended by faculty are selected to serve as [Peer Leaders](#). They serve as role models, advocates, and mentors to freshmen.

Instructors and staff utilize the early alert system [DropGuard](#) to identify students who are struggling academically. The system allows instructors to provide student-centered guidance in regard to their courses and allows advisors and support staff to devise a plan of action aimed at correcting or improving the academic shortfall. The [Director of Student Success and Disability Services](#) uses DropGuard to identify students having difficulty in multiple courses and works closely with the [Director of Counseling and Freshmen Retention Services](#) to provide needed assistance to at-risk students.

The [Career Services](#) office provides resources and expertise to assist students and alumni with career planning. This office is responsible for a host of activities that include resume writing, interviewing skills, internship searching and placement, one-on-one career advisement, job searching strategies, and networking opportunities that ensure students are career-ready upon graduation.

MSU lives the mission's tenet of an "innovative technology-enriched education". For many years every student on campus has been issued a [convertible tablet PC](#), which offers all of the features of a mainstream notebook, plus pen input functionality. Mayville State's students and professors have found many innovative ways to use their tablets to improve learning opportunities in and out of the classroom. Professors have traded in their chalkboards for a wide variety of presentation and other collaborative approaches. Paper usage has been reduced in the classroom and many assignments are submitted electronically. All classrooms, the library, and residence halls have internet connections and network access. Assistance in the use of these technologies is provided to all faculty, staff, and students by the university's [Computer Help Desk](#) and the [Office of Instructional Design and Technology](#). MSU is currently transitioning to a "[bring your own device](#)" institution. This will retain the benefits of a technology-focused university while promoting student flexibility and affordability in their computer selection.

The [Byrnes-Quanbeck Library](#) supports the teaching and learning that is so central to MSU's mission. The library has a book and multi-media collection of over 70,000 items. The online catalog provides access to the library's own collection and to those of libraries worldwide. Other 24/7 online databases provide full-text articles from journals, magazines, and newspapers that help support our online and distance students. The library also houses the [Interactive Video Network \(IVN\)](#), which connects collaborating campuses throughout the state. The library supports the University's mission by providing materials that "guide students into realizing their potential and enhancing their lives" and strives to promote MSU's vision, by making the library an environment that serves "individual needs."

Additional [student support services](#) are offered at MSU to ensure student success and overall well-being. The [Student Health](#) office provides health-related services and education information to students, free of charge, and provides referrals to area medical centers as needed. Membership to the university's [Wellness Center](#) is included in student fees and allows students to be more proactive in their physical well-being. The [MSU Child Development Program](#) provides comprehensive developmental support and child care to MSU students with children and families in the surrounding community.

**Enrollment Profile** – MSU's mission includes two specific purposes of promoting "*economic growth and social vitality of North Dakota*" and "*Academic programs and services that address career and North Dakota workforce opportunities.*" MSU's [2014 headcount](#) of 1081 students includes 671 students from North Dakota. Many of these students, and others, continue to reside in North Dakota after graduation. [The 2012-2014 First Destination Outcomes of MSU Graduates](#) indicates that 66.7% of MSU graduates were employed in North Dakota six months after graduation.

MSU's planning and budgeting processes ensure that the important priorities and critical needs of the college are addressed in support of the overall mission. The [Strategic Planning Committee](#) consists of faculty, staff, students, and administrators appointed by the President. Its purpose is to assist the university in creating and achieving its vision through the development and implementation of a dynamic and responsive [2009-2016 Strategic Plan](#). The

Strategic Planning Committee meets periodically to review, monitor, and assess progress towards the campus-wide strategic goals.

The annual budget is a shared process lead by the President's Cabinet. Budget input is requested from all areas of campus based on their [programming needs](#). Those needs are then presented to the respective Vice President for further discussion, and presented to the President's Cabinet during a budget meeting. The President's Cabinet uses the campus strategic plan, campus mission, and other current events as the guide to develop the annual budget. The planning and [budgeting process identifies challenges](#) to be addressed, as well as enables appropriate allocation of resources. This allows effective and efficient day-to-day operations, so that MSU can realize its vision of "academic excellence."

### **Core Component 1.B**

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

### **Argument**

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The mission of Mayville State University (MSU) is articulated publicly in several ways. The mission statement appears in electronic form on the [MSU web page](#), as well as the online versions of the [academic catalog](#), [university policy manual](#), and [faculty handbook](#).

The mission can also be found in printed form in public documents that include, but are not limited to, the [Child Development Programs Parent Handbook](#), the [Distance Student Handbook](#), and [press releases](#). Other modes of publicly communicating the MSU mission include displaying it on the electronic signage through campus, the various MSU [social media sites](#), and a variety of other physical locations such as administrative offices, academic division offices, and classrooms.

The Mission was approved in 1998. [MSU's Mission, Vision, and Purposes](#) are current and continue to function as an effective guide for the University, most notably the MSU Strategic Plan. The [Strategic Plan](#) outlines the major priorities of the University within the mission. Consistent with the University's Mission Statement, Vision, and Purposes, sections of the Strategic Plan are devoted to instruction, scholarship, and economic development. The following are some examples of how the MSU Strategic Plan is intertwined with the mission of the University.

### **Instruction & Scholarship**

The priority of instruction and scholarship are captured in the mission documents. For example, the Mission states to "educate and guide students" by providing an "innovative technology-enriched education and dynamic learning relationships." The Vision statement reiterates MSU's commitment to teaching and learning by focusing institutional efforts to achieve "academic excellence". Also, one of the Purposes states that "assessment and improvement of student learning promotes positive outcomes and institutional effectiveness".

These sections of the mission documents manifest themselves in the [MSU Strategic Plan Goal 1: sections F and H \(pages 6-8\)](#). Those sections state, "Attract quality students and provide appropriate support to facilitate their academic success" and "Increase and expand enrollment of students of diverse backgrounds and provide adequate

*support for students' success*". In both cases, MSU has highlighted the importance of effective instruction and scholarship to ensure student success.

## **Economic Development**

The extent to which MSU focuses on economic development can be found in the mission documents. To begin, the MSU Mission statement focuses on a quality academic experience that also partners with the "*community, employers and society*". The Purposes document necessitates a "*Collaborative relationships with schools, employers, and communities that contribute to the economic growth and social vitality of North Dakota*" as well as "*Academic programs and services that address real-world career and North Dakota workforce opportunities*". The [MSU Strategic Plan Goal 1: sections C, D, E, and K \(pages 3-6 and 10-11\)](#) calls for additional academic offerings varying in modality and academic level that will ultimately serve the citizens of North Dakota regardless of location or prior academic achievement.

The traditional nature, scope, and intended constituents of MSU's programs and services are clearly stated in the mission documents, "*As a member of the North Dakota University System, Mayville State University offers undergraduate degrees*". Students looking to enroll in MSU undergraduate programs are to follow the admission procedures outlined in the 2015-2016 MSU Academic Catalog [admission procedures](#). The academic catalog can be found online, as well as in printed form, and can provide the specific requirements for admissions of first year, transfer, collaborative, dual credit, international, and early entry students. These admission requirements identify the students and potential students whom MSU serves.

Historically MSU has focused on traditional undergraduate on-campus students; however, recently, the University has been proactive in servicing [non-traditional students](#). The Purposes document provides the rationale for MSU's attention to this underserved group of students. Two of the points in the Purpose document state:

1. Collaborative relationships with schools, employers, and communities contribute to the economic growth and social vitality of North Dakota.
2. Academic programs and services address real-world career and North Dakota workforce opportunities.

It is important to note that while MSU recognizes its regional responsibilities, it also understands that technology has provided opportunities to offer a high-quality, affordable education to students outside the physical MSU campus and community. The mission documents reaffirm this ideal by allowing MSU to provide "*...personal service, commitment to innovative technology-enriched education, and dynamic learning relationships with community, employers, and society*". As such, the Office of Extended Learning has been active in spreading MSU's reach to students outside the physical MSU campus. [MSU's Extended Learning programs](#) combine the flexibility of online and distance programs with the student-focused instruction of its on-campus programs.

An example of MSU's focus on non-traditional students occurred on November 9, 2011. That is when MSU received a gift of \$1 million dollars designated for the purpose of providing student scholarships. The gift is the largest, single, monetary charitable contribution ever received by MSU. The donor of the contribution has chosen to remain anonymous. The million-dollar donation will be used to establish the [Nelson Family Endowed Scholarship Fund](#). Each year, a percentage of the endowed fund will be used to provide scholarships that will help non-traditional students achieve their goals.

The scholarship is geared especially toward those individuals who may be changing their paths in life. A special emphasis of the scholarship is to promote volunteerism, leadership development, and out-of-classroom experiences for the recipients. Awardees will be non-traditional students, 25 years of age and older. The recipients must be full time, degree seeking students who are pursuing courses in residence on the MSU campus.

## Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

### Argument

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Mayville State University welcomes the significant role it plays in a multicultural society. The mission documents embrace a partnership between the campus community and the community in which graduates will work and live. For example, the mission statement states that the university strives for "*dynamic learning relationships with community, employers, and society*" while emphasizing the importance of individuality, "*to educate and guide students, as individuals, so that they may realize their full career potential and enhance their lives*". MSU recognizes individual needs that extend into areas of diversity such as ethnicity, gender, social status, disability, religious affiliation, geography, values and behaviors, thoughts, opinions and viewpoints. The University believes that when individuals and individual needs are addressed, students are more likely to be actively engaged and better understand their roles in a diverse society. MSU continues to actively enroll a diverse student population in comparison to full-time institutions across the NDUS. MSU, in 2014-2015, [documented fall enrollment](#) of 1081 students, 19.8% of these students indicated [diverse ethnicity](#).

Primarily as a workplace and educational institution, MSU has the responsibility to foster an inclusive environment through its academic and [athletic](#) offerings, various [campus organizations](#), and its recruitment of students, faculty, and staff, and partnerships with external stakeholders. MSU, in support of diversity, provides an assortment of policies, procedures, committees, and reports that are designed to 1) prevent discrimination with equal opportunity policies covering [educational opportunities](#), [affirmative action](#), and [grievance procedures](#), 2) prohibit [harassment](#) and [sexual misconduct](#).

[MSU's Essential Studies program](#) (general education) is consistent with the [Liberal Education - America's Promise \(LEAP\)](#) model developed by the American Association of Colleges and Universities. Each Essential Studies course is required to assess an Essential Learning Outcome each [year](#). LEAP empowers individuals and prepares them to deal with complexity, diversity and change. It emphasizes broad knowledge of the wider world (e.g., science, culture, and society). It helps MSU's students develop a sense of social responsibility as well as strong intellectual and practical skills that span all areas of study, and includes a demonstrated ability to apply knowledge and skills in real-world settings.

The recently completed NCATE accreditation focus visit on diversity for the Division of Education and Psychology created a unique opportunity to institutionalize and prioritize MSU's role in a multicultural society. In January of 2013, the [NCATE offsite review team indicated \(page 12\)](#) improvements were needed in teacher training programs in particular areas: the percentage of teacher education candidates from diverse backgrounds admitted to programs, diverse faculty teaching within the Division, and clinical experiences with diverse P-12 students. To respond, the Division Chair and Accreditation Coordinator created a [Diversity Proposal](#). The President's Cabinet [approved](#) the proposal and forwarded it to the Strategic Planning Committee to incorporate [proposed changes](#) into the university's [strategic plan](#).

In May 2014, MSU initiated the Diversity Task Force, with representation from all academic divisions and teacher program areas, to continue work on areas cited for improvement and institutionalization efforts. The first step was the creation of the campus Diversity Coordinator position. The original position was a non-tenure track faculty position with 50% of the position allocated to diversity. After one year, this position was modified and renamed to a professional staff position as Cultural Diversity and Inclusion Director. Additional information on this change is discussed below. The Task Force prioritized outcomes through the development and implementation of a [Diversity](#)

[Task Force Plan](#). The plan addressed short-term objectives and long-term campus needs, teacher candidate competencies for diversity, efforts to increase faculty and teacher candidate diversity, selection of clinical placements, and increasing opportunities for cultural activities locally, regionally, and abroad. Through these efforts, the system for awarding cultural diversity waivers was strengthened and a strong message of multicultural affirmation was delivered through [increasing \(page 2\)](#) the number of [Diversity Waivers](#) awarded to students from diverse backgrounds in educator preparation programs. MSU's Human Resources policies were also reviewed to ensure that [diverse workforce recruitment](#) remains proactive and a commitment across the institution. The May, 2015 NCATE Board of Examiners [report \(pages 9-14\)](#) documents success of MSU's efforts to strengthen continuous improvement related to diversity, not only within the Teacher Education program but across the institution.

Mayville State University continues to demonstrate engagement with diversity efforts designed to increase awareness of self, enhance empathy with others, and foster an understanding of human diversity in all its forms. Formal institutional support for diversity activities comes from the Diversity Committee, the Diversity Coordinator, and the Diversity Plan. The Diversity Task Force Plan provides institutional direction, as well as strategies, and MSU's NDUS system goals, accreditation guidelines, and standards. The [Diversity Committee](#) and the Diversity Coordinator are charged to ensure goals are accomplished, as well as with planning and developing events and activities that promote the understanding of diverse cultures. Recognizing the amplified focus of the institution's role, related to diversity, in June 2015 the Diversity Coordinator position was changed to the [Cultural Diversity and Inclusion Director](#), and made a full-time position.

The campus community has been actively promoting educational programs and activities that support diversity awareness. For example, the 32<sup>nd</sup> annual Business Activities Day, hosted by the Division of Business and Computer Information Systems, included a [panel discussion on diversity](#), featuring four MSU International Students. The [Anna Astvatsaturian Presentation](#) focused on the life of an Armenian refugee from Baku, Azerbaijan.

The Liberal Arts Division supports the annual [Mayville State University and Community Fine Arts Series](#), featuring extraordinary performers who have earned accolades both throughout the US and abroad. Students enrolled in [HUM 220 History of Music in a Multi-Cultural World](#) (part of the Essential Studies program) attend two of these concerts each semester. Faculty are encouraged to announce and, if practical, to incorporate cultural/diversity events into their course. This has been an effective method to increase attendance and broaden their college experience.

Processes and activities within the Division of Education and Psychology reflect quality curriculum and experiences to prepare teacher candidates with the knowledge, skills, and dispositions to teach in diverse classrooms. These are described and affirmed in the [2015 NCATE Institutional Report \(pages 11-20\)](#) and specifically relate to the role of teachers in a multicultural society. The [Education Curriculum Matrix](#) illustrates the systematic approach for cohesive preparation for diversity, and works with diverse faculty, diverse peers and diverse P-12 students. Examples of activities for teacher candidates include: clinical experiences at a [Native American reservation school](#) and site visits to [Pelican Rapids, MN](#) (a school with a high rate of involvement in refugee resettlement as well as a four-day school week), [tracking of clinical experiences](#) to ensure multiple sites, and the newly implemented [Teacher Education Symposium](#) held annually at MSU in collaboration with ND tribal colleges. The Division of Education and Psychology also initiates activities related to human diversity for broader constituents. For example, in support of [Autism Awareness Day](#), faculty, staff, students, and community members were encouraged by students in the EDUC 388 - Autism Spectrum Disorders class to wear blue and participate in an autism walk. Likewise, the [Population Education event](#) featured a Lindsey A. Bailey presentation on population growth and its impact on social, environmental, and economic conditions relevant across various academic programs.

In October, 2015, MSU began the process of establishing a student study abroad agreement with the [American College of Norway](#). Students can apply for either [summer, spring, or fall](#) study abroad options, with the first application deadline in place for March, 2016.

Students also have opportunities through Campus Organizations and Clubs and within select courses to promote educational and cultural exchange. A group of Christian Athletes, through [MSU CRU](#), visited Poland during spring break 2015.

The Diversity Committee hosts events for students and the campus community such as the annual [Global Expo](#) featuring exhibits, food, music, and dance from cultures around the world. These events advance the campus environment and quality of life for the student and the community.

MSU administration provides ongoing education and alignment reflective to the attention of human diversity. The [Faculty/Staff Pre-Service](#) in August, 2014 included discussions on topics such as diversity, Title IX, and ADA compliance.

Section 3.B.4 further details how MSU recognizes the human and cultural diversity of the world in which students live and work.

### **Core Component 1.D**

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

### **Argument**

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Mayville State University is a public, state-supported, regional institution and the University's mission documents focus the actions and decisions of the university to insure it [contributes to the public good](#). Specifically, three of the Purposes identify how the university can serve and meet the needs of the public in both scope and function:

- *Collaborative relationships with schools, employers, and communities that contribute to the economic growth and social vitality of North Dakota*
- *Academic programs and services that address career and North Dakota workforce opportunities*
- *Innovative, flexible delivery of instruction that meets the needs of the individual*

MSU's physical campus location fosters [interaction with the regional, and often, rural communities](#) of eastern North Dakota and Northwestern Minnesota. Strong partnerships with those communities have provided numerous opportunities for MSU's facilities, faculty, staff, and students to contribute to the public good. Several key areas in which the University has delivered on its service to the public include: community health and wellness, recreation, cultural events, access to facilities and services, and continuing and distance education.

As discussed in earlier sections, University educational offerings are directly responsive to the needs of the state and region. Students who graduate from these programs contribute to the economic and social vitality of North Dakota as teachers (K-12, early childhood, and special education), nurses, business owners, fitness & wellness advocates, and music performers.

Additionally, the small and personal nature of the campus community fosters an environment ripe for learning in and out of the classroom. Students (and often faculty and staff) engage in their surroundings through a variety of community service and volunteer opportunities.

The following is a sample of specific activities and events that have served the public:

- The annual [Mayville State University and Community Fine Arts Series](#) features extraordinary performers who have earned accolades both at home and abroad. Audiences will hear some of the finest performers on the musical scene today. All performances are held in the Mayville State University Classroom Building Auditorium.
- [The Northern Lights Art Gallery](#) was organized in 1999 with the purpose of bringing artists to the rural communities of eastern North Dakota. The board of directors' main focus is to promote North Dakota and regional artists. The Northern Lights Art Gallery, operated by a community board, is housed on the upper level of the Mayville State University Campus Center.
- [MSU Music Department](#) offers music participation opportunities in concert choir, concert band, stage band, and a jazz choir known as the Comet Tones. These groups perform several concerts each year, including the annual Homecoming concert, a Christmas concert, a mid-winter pops concert, and a spring concert. A madrigal feast is presented every other year in December. The band and choir also present concerts at area high schools each year as a part of their one-day spring tour.
- The [MSU Theater Department](#) serves the educational, creative, and social needs of the campus and community, while providing opportunities for faculty, staff, students, and community members to participate in music and drama productions. Opportunities to participate include acting on stage, as well as, working behind the scenes.
- The [MSU Wellness Center & Swimming Pool](#) is a comprehensive health and fitness center. It offers many options to promote one's overall well-being and fitness including aerobics classes, yoga, cardio and weight machines, walking track, basketball courts, swim lessons and classes, and locker rooms. Faculty, staff, students, and community members of all ages are welcome.
- Through the [Mayville State University's dual credit program](#), qualified high school students are able to enroll in approved classes taught in their local high schools, online, or through interactive video. They receive "dual credit," i.e. both high school and university credit for their work. Dual credit gives motivated, college-bound, high school students the opportunity to get a jump start on college by earning college credit before attending on a full-time basis. Credit earned under this program will be applicable toward a degree at MSU and is generally transferable to other accredited colleges and universities.
- [Mayville State University Child Development Programs \(MSU CDP\)](#) provide collaborative programming designed to meet the changing needs of families across the rural service area of Traill, Steele, Griggs, Nelson, and Grand Forks counties in eastern North Dakota. MSU CDP also provides a hands-on lab site used for educating future early childhood educators and teachers. It is through such partnership and diverse programming that children, families, and community members receive high quality comprehensive services.
- The purpose of [Business Activities Day](#) is to host a fun and educational event for high school students that furthers their education through experience rather than just class work. There are a wide range of events, specific to the business, in which students may compete. Annually, about 200 students from area high schools attend.
- [The STEM Carnival](#) is for children, parents, grandparents, and community members of all ages. Each spring, MSU teacher education students pack the MSU Wellness Center gymnasium with different booths ranging across all areas of STEM (Science, Technology, Engineering, and Mathematics) for a day. The carnival participants go from booth to booth engaging in science experiments, building structures, and playing with technology.
- Just in time for Halloween, [MSU Collegiate DECA](#) members enjoy the opportunity to paint pumpkins with the residents at the Luther Memorial Nursing Home. Participants, young and old, engage in this fun activity that provides a chance for students and residents to form new friendships.

- During the week of Halloween, the [MSU Student Education Association](#) facilitates the annual Trick or Treat for Charity. SEA members collect canned goods for the local food bank in the same manner as children going door to door collecting candy.
- [MSU Student Senate](#) organizes the annual Adopt-A-Highway and Blood Drive volunteer events. Community members, along with faculty, staff and students may volunteer their time to two very worthy causes that directly impact the community.
- The [MSU Larson Leadership Program](#) sponsors speakers, seminars, and workshops on campus. Events are open to the public and campus community. Topics include: developing vision in leadership, becoming indispensable leaders, communicating and connecting in leadership, women and leadership, becoming a person of influence, and leading athletic teams.

Mayville State University does not generate financial returns for investors, contribute to a related or parent organization, or support external interests. MSU is committed to students and their successes, academically. As a public institution, MSU has responsibility to the SBHE and the North Dakota Legislature, so MSU publishes a "[Snapshot of Mayville State University](#)" and also creates documents that are presented to the Legislative Appropriations Committees: [House of Representatives](#) and [Senate](#).

As a public university, MSU strives to be a good steward of the resources provided by the State of North Dakota and its citizens. Mayville State University has an important duty and obligation to ensure that its valuable resources, which are provided by legislative appropriations, tuition and fees, federal grants and contracts, returns on investments, philanthropic contributions, and other funding sources, are used efficiently in achieving the mission, vision, and purposes of the university.

To provide evidence that MSU's funding supports the academic mission of the university (faculty salaries, classroom and laboratory equipment, instructional materials, professional development, new academic programs, and programmatic accreditation), financial data, as reported to IPEDS, and a summary of MSU's 2015-16 budget is provided. The [IPEDS data](#) supports that MSU invests more dollars per FTE on instruction than other campuses in the cohort. MSU's dollars on research are less than the cohorts but the campus research directly ties to the academic mission by providing research experiences for students. The campus public service far exceeds the campus cohorts, which is due to the campus Child Development Programs (CDP). The CDP services a four county area, provides childcare for students, and serves as a "lab school" for the Teacher Education programs. [MSU's annual budget](#) indicates a 9.84% increase for 2015-16. Also, budget information is provided for State, Local, and Grants funds with direct academic support indicated. As a regional, supported, public institution, all funding supports the mission of the institution.

Mayville State University has always been dedicated to engaging with its identified external constituencies and communities of interest, as its mission allows. As mentioned in previous sections, MSU maintains several key external groups in its immediate network, and provides them with access to a variety of services and facilities otherwise not found in their communities. For example:

- MSU has hosted [college fairs](#) for local high schools so students are able to begin researching post-secondary education opportunities that fit their post high school plans.
- The University has also [hosted specific businesses](#) on campus to expose students to potential employment and internship opportunities with those companies.
- MSU has cultivated relationships with the [Dakota Nursing Program](#) to provide additional educational opportunities for those interested in the nursing field.
- Mayville State University is the fiscal agent for the [North Dakota Area Health Education Center](#), with offices in Mayville and Hettinger, ND, which works to enhance access to quality primary care and public health in rural and under-served areas, by improving the supply and distribution of health care professionals through community and academic partnerships.

- Resources and services provided by the [Office of Career Services](#) are available to all students, alumni, and citizens of the region. This office is also the point of contact for employers looking to hire new employees in the region.
- Several departments and degree programs have external groups that provide valuable insight to faculty in the development and updating of the curriculum, course offerings, and skill sets graduates will need to master, prior to graduating. The following advisory committees meet annually, at a minimum, to assist the academic areas: [Teacher Education Advisory Committee](#), [Teacher Center Advisory Board](#), [Business & Computer Information Systems Advisory Board](#), and the [RN to BSN Program Advisory Board](#).