

## Criterion Five: Engagement and Service

Criterion Statement: As called for by its mission, the organization identifies its constituencies and services them in ways both value.

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### Client Service Focus – Linking mutually beneficial experiences with learning

#### Members:

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#### Potential Evidence Sources and Collection Status:

- Dental Hygiene Clinic/College of Allied Health Sciences ..... data received ; executive summary may be needed
- Optometry Clinic/Michigan College of Optometry..... data in hard copy form; available in College
- Corporate and Professional Development (CPD).....data arriving
- Conference and Professional Services (CPS).....data arriving
- College of Professional and Technological Studies ..... data arriving
- Jim Crow Museum .....executive summary pending
- Card Wildlife Center..... data received; executive summary may be needed
- John and Rhea Smith Greenhouse ..... visitor data requested, website good source for narrative
- College of Pharmacy ..... executive summary received
- Tot's Place ..... some data and narrative received
- Athletics Sports Camps ..... data received; executive summary may be needed
- Educators Academy ..... data not yet requested
- Colleges/departments continuing education programs..... data not yet requested
- Community Studies Institutes.....executive summary pending

#### Draft Section Outline:

1. Defining the focus of a look at client services
  - a. How our **work intersects with the lives of individuals** on and off-campus and with local, national, and global organizations.
  - b. How we demonstrate the importance of engagement in **servicing the common good**.
  - c. How our **services** are considered by all to be **valuable and beneficial**; this constitutes **evidence of effective engagement**.
  - d. Activities need to be of mutual benefit and have their effectiveness evaluated.
2. **Core Component A:** The organization learns from the constituents it serves and analyzes its capacity to serve their needs and expectations.
  - a. The outreach programs **respond to identified community need**.
    - i. Extract from the executive summaries of the outreach programs highlighted the methods used to identify need in the community and how they respond to that need.
  - b. In responding to external constituencies, Ferris is well-served by programs such as **continuing education, outreach, customized training, and extension services**.
    - i. Continuing education

1. Academic camps for middle/high school students
  2. Athletic camps for students aged 8 to 18
  3. Tennis and Golf Clinics
  4. Advanced Placement trainings for teachers
  5. Educators Academy
  - ii. Outreach
    1. Jim Crow Museum of Racist Memorabilia
    2. Community Health Day
    3. John and Rhea Smith Greenhouse
    4. Children’s Dental Health Fair
    5. Interprofessional Diabetes Clinic (Pharmacy, Nursing, Optometry)
    6. The Diabetic Eye Clinic at St. Mary’s Mercy Medical Center
    7. Big Rapids Free Clinic
    8. Education students tutoring in local schools
    9. Television Production Students and Public Access Channels
  - iii. Customized training
    1. Corporate and Professional Development (College of Engineering Technology)
  - iv. Extension services
    1. College of Professional and Technological Studies
    2. College of Pharmacy
3. **Core Component B:** The organization has the capacity and the commitment to engage with its identified constituencies and communities.
- a. Ferris’ educational programs **connect students with external communities.** {This is an area where the steering committee may be able to provide additional examples.}
    - i. Community Studies Institutes
    - ii. Dental Hygiene Clinic
    - iii. University Eye Center
    - iv. Tot’s Place Child Development Center
4. **Core Component C:** The organization demonstrates its responsiveness to those constituencies that depend on it for service.
- a. **Collaborative ventures exist with other higher learning organizations** and education sectors (K-12 partnerships, articulation agreements, 2+2 programs). {This is an area where the steering committee may be able to provide additional examples; this list could be quite extensive.}
    - i. College of Professional and Technological Studies
    - ii. Tot’s Place
    - iii. Office of Scholarship and Sponsored Programs
    - iv. Tech Prep
5. **Core Component D:** Internal and external constituencies value the services the organization provides.
- a. Ferris’ economic and **workforce development activities are sought after and valued** by civic and business leaders.
    - i. Michigan Works!
  - b. Ferris provides for the **CE needs of licensed professionals** that it educates. (Core Component D) {
    - i. Pharmacy

- ii. Optometry
  - iii. School of Education
  - iv. School of Criminal Justice
  - v. Allied Health Programs
  - vi. Arts & Sciences
  - vii. Engineering Technology
  - viii. Dining Services – ServSafe
- c. Ferris' **evaluation of services involves the constituencies served.**
- i. Extract from the executive summaries gathered should provide information about the methods used to evaluate the services provided.

#### **Prospective Featured Items:**

- Jim Crow Museum of Racist Memorabilia
- Dental Hygiene Clinic
- Optometry Clinic
- The health clinics taken into the community by MCO, Pharmacy, and AHS students and faculty.
- Extensive network of off-campus locations

#### **Strength Areas (from listening sessions and World Café event):**

- Research projects conducted by students are an asset to several community agencies.
- Services and clinic offered to the community are seen as critical to enhancing the quality of life in the area. Outreach by clinics (optometry, pharmacy, dental) are a significant community benefit.
- Ferris is also seen as providing unique opportunities to the community: The Card Wildlife Center, Jim Crow Museum, Sports Clinics, etc.
- Access to educational activities is appreciated by local residents. It was noted that these opportunities make this small rural community a unique place to live.

#### **Improvement Areas (from listening sessions and World Café event):**

- Serving the area by filling the roll of community college both in continuing education and associate degree delivery. (We accept TIP and Perkins funds but do not serve the local students in need of community college services.)
- The University's main campus should put energy behind adult education programming. This programming should be both in terms of evening scheduled courses for degree seekers and short seminar sessions on specific topics.
- The University lacks a central clearinghouse for the coordination of service learning and engagement. (see MSU, <http://www.servicelearning.msu.edu> ; UM, <http://www.bec.umich.edu/index/> ; EMU, <http://www.iscfc.emich.edu/ccbce/>)