Below is a draft of Criterion Three of Bemidji State’s 2010 HLC self-study document. The self-study writing team invites you to comment freely on the content and to provide information regarding notes that are shaded in gray.

The writing team thanks the five criterion committees for their ongoing work. They are providing content and evidence for the document and are commenting on drafts. To view their work, visit the self-study web site <http://www.bemidjistate.edu/hlc/> and click on Committees in the left column. Other information about our self-study process is also available on this site.

Please send your comments to Marty Wolf (mwolf, # 23, 2825). We would like them by November 6 so that we may consider them as we complete the document. Questions may also be addressed to Marty.

**Self-Study Deadlines**

<table>
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<tr>
<td>10/16/09</td>
<td>Draft to campus.</td>
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<tr>
<td>11/06/09</td>
<td>Comments due to writing team.</td>
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<tr>
<td>12/01/09</td>
<td>Completed copy to Production Office.</td>
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<tr>
<td>01/22/10</td>
<td>Self-study due at HLC offices.</td>
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<td>02/15/10</td>
<td>Mock visit.</td>
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<tr>
<td>03/22-24/10</td>
<td>HLC team campus visit.</td>
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**READING & COMMENTING ON THE 10/16/2009 DRAFT**

*On weird things in the text:*
- Gray highlighting indicates that the text is in progress. Comments and suggestions are especially welcome regarding these passages.
- A tilda (~) indicates a link, even if it is not yet active. Please feel free to provide URLs.
- In Chapter One, double letters (MM, etc.) indicate placement for sidebar pieces.

*Regarding your comments:*
- Notes written on hard copy are preferred.
- If you provide your comments in an email, please point to the relevant text by including four or five words from the beginning of the nearest paragraph, so the writing team can easily locate the section you are critiquing.
- Send comments to Marty Wolf, mwolf, # 23, 2825.
- Questions may also be addressed to Marty.

*Regarding previous Criterion Committee comments:*
- Some Criterion Committee comments delivered to the HLC co-chairs are not yet incorporated into this draft. To the committees: please assured that we have your comments, that we will address them in subsequent iterations of the document, and that you will have a chance to review the edits.

*Regarding the Core Components*
- The criterion chapters are not organized by core components. Rather, the core components are embedded in an organization suited to our story. Core components will be identified throughout the finished document and in the summary at the end of the document.

HLC Writing Team
Elizabeth Dunn, HLC Co-chair (Interim Dean, College of Arts & Sciences)
Marty Wolf, HLC Faculty Co-chair (Math & Computer Science Department)
Susan Hauser, Writer (English Department)
Criterion Three

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

Core Component - 3a The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.
Core Component - 3b The organization values and supports effective teaching.
Core Component - 3c The organization creates effective learning environments.
Core Component - 3d The organization’s learning resources support student learning and effective teaching.

Organization of Criterion Three

Introduction
1. Learning and Teaching: University-level Planning, Support, Excellence (Core Components 3a, 3b, 3d)
2. Learning & Teaching Environments: Undergraduate (Core Components 3a, 3b, 3c, 3d)
3. Learning & Teaching Environments: Graduate (Core Components 3a, 3b, 3c, 3d)
4. Learning & Teaching Environments: External (Core Components 3a, 3b, 3c, 3d)
5. Priorities for Improvement

Summary of Evidence

Bemidji State creates, for all of its constituents, a learning-rich environment that encourages intellectual curiosity and awakens the imagination.

In fulfillment of its educational mission, the university clearly enumerates its student learning goals and outcomes, and supports effective teaching and learning environments. This mission is fulfilled in part through professional development for faculty, innovative pedagogy and environments, regular assessment that informs curriculum and teaching, services that stay abreast of evolving needs and technologies, the allocation of resources in support of learning and teaching, and student advising.

Planning Levels
Level I, Primary Mission Document
Planning for Learning and Teaching: Support for learning and teaching effectiveness is embedded in Bemidji State’s primary and foundational mission documents and in related plans.

Planning Levels
Level I, Primary Mission Document
Planning for Learning and Teaching: Support for learning and teaching effectiveness is embedded in Bemidji State’s primary and foundational mission documents and in related plans, policies and processes. Further evidence and examples of this support follow in this chapter.

Level II Primary Mission Documents: The University Plan for 2008-2013, includes the university’s mission statement: Engage, Embrace, Educate. The desired outcomes for the mission are...
Initiatives

A.1 Support students' professional and personal development through high quality educational programs and services. Prepare students for careers, citizenship, community service, life-long learning and leadership:
  • through engaged, academic preparation in the Liberal Education and Honors programs and the majors;
  • through student-centered programs and services that assure access and success.

A.2 Promote achievement and understanding through active learning opportunities. Foster active learning pedagogies, and opportunities that support volunteerism, student research, internships, and related activities.

A.3 Encourage facilities’ planning that supports learning and community. Provide welcoming spaces on campus that promote an ambiance for learning and opportunities for interaction and community.

A.4 Strengthen measurement of student achievement. Review and revise the University Assessment Plan and the Dimensions of Student Learning, including student learning outcomes, to assure that they support the university’s vision and mission.

The University Plan further supports learning, teaching and assessment in its Goals and Measurements. As noted in the plan, Goals and Measurements evaluate achievement of the University Plan and of related items in MnSCU’s Strategic Plan. These are reported in an Accountability Dashboard that is based on a set of data that all MnSCU institutions are required to collect.

By way of example:
Strategy A Goals and Measurements
Goal One: Improvement in student learning outcomes as stated in master and strategic plans and consistent with the Dimensions of Student Learning, e.g., critical thinking, global awareness.

Goal Two: Improvement in engagement and satisfaction as reflected in measures such as NSSE, Noel-Levitz.

LEVEL C Foundational Mission Documents: Foundational mission documents include Level II Master Plans, Level III College and Department Plans, and Level III Administrative and University Services Plans. These are also discussed in Chapters One and Two.

LEVEL D Bemidji State's Master Academic Plan (MAP) arises from and reflects goals and values of the university’s academic colleges and departments. It helps inform other master plans and the University Plan. It identifies six outcomes:
1. High quality programs (Provide high quality educational
### Assessment Coordinator Charge
- Meet with the chair of each department regularly each semester.
- Provide assistance at each level of progress in the assessment process.
- Consult with visiting evaluator of each department participating in the 5-year review process (during the visit).
- Maintain a record/log of departmental progress. Submit report to the Dean each semester.
- Attend assessment conferences.
- Share conference information/expertise learned with the other assessment coordinators.
- Meet regularly with the Assessment Committee.

### Academic Assessment Committee Charge
- Approve assessment plans.
- Recommend on assessment funding requests.
- Review five-year plans for connections to assessment results and recommend to VPAA.
- Provide summary of assessment findings to University Gaps and Trends Assessment Committee annually.
- Provide summary of what is learned from assessment results.
- Provide summary of what changes are moving forward.
- Summarize major findings and statement about modifications implemented to address deficiencies.
- Summarize findings from assessment results of

### Evidence of Student Learning and Teaching Effectiveness, Five-year Plans and Reviews:
The university’s commitment to providing evidence of success for its educational mission is manifest in its five-year plans and reviews. These are required of all academic and administrative/student services departments.

The assessment component of the Five-year Planning, Review and Assessment Cycle is discussed in Chapter Two, Criterion Two.
**Mission:** We're here for the journey, investing in our students' success through excellent programs and services focused on learning and development. *From the Learning Journey Master Plan (J-Plan).*

### Significant Change Feature: Student Development & Enrollment

**Feature:**

- **Mission:** We're here for the journey, investing in our students' success through excellent programs and services focused on learning and development. *From the Learning Journey Master Plan (J-Plan).*

### Gaps & Trends Committee

| Charge                                                                 | LEVEL 1 | Student and University Services Plans and Reviews: Bemidji State's administrative offices also engage in regular planning and review, including assessment. A Resource Manual with Guidelines was approved in 2000 and is currently under review. It calls for annual reports, mid-cycle reports and a five-year review and report. Additionally, the Student Development and Enrollment Master Plan (J-Plan) includes an assessment initiative: Carry out assessment in support of the Student Development & Enrollment mission and the mission of the university. Value Statement: Successful programs are guided, in part, by the analysis and use of intentionally gathered, rich, reliable, and accurate data that affirms or improves current practices; that informs decision-making, including the alignment of resources; that builds a culture of assessment; and that supports wise, creative and innovative initiatives.
|                                                                      |         | By way of example, initiatives might include the following:
|                                                                      |         | - Developing program assessment plans that fit into the structure of the five-year review process and the assessment needs of the university.
|                                                                      |         | - Offering professional development opportunities that provide skill building in creating and implementing assessment plans; in assuring data integrity; and in analysis and utilization of data.
|                                                                      |         | The Office of Student Development and Enrollment maintains a Wiki for tracking assessment. Student and university services are further discussed in Chapter Four, Criterion Four, including assessment through Communities of Practice.

### LEVEL 1 Related University-wide Planning

- **In addition to its emphasis on learning and teaching measures in its mission documents, Bemidji State monitors, evaluates and adjusts its academic planning through its University Assessment Plan, the Assessment Committee and the Gaps and Trends Committee.**

### LEVEL 1 The University Assessment Plan was revised in 2009 and is approved by the Vice Presidents and the Gaps and Trends Committee. It coordinates assessments that are carried out at various levels including university-wide national tests, such as NSSE and Noel-Levitz, the Academic Profile and the CCTST, and assessments conducted through five-year reviews of academic and administrative/student services programs.

### LEVEL 1 The Assessment Committee meets regularly to evaluate academic department five-year plans, especially assessment plans and processes. It looks for evidence that departments are directly measuring learning and are using data appropriately to improve curriculum and teaching effectiveness.

By way of example:

- Five-year review schedule.
- Assessment Plans Spreadsheet.

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**Comments, Corrections, Information?**

- Please contact Marty Wolf, # 23, mwolf, 2825

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**Gaps & Trends Committee**

| Charge                                                                 | LEVEL 1 |
|                                                                      |         |
| Review annual summary assessment reports from across campus and evaluate results (academic assessment committee, student development committee, etc.) |         |
| Review NSSE and other institutional survey results (provided by institutional research) |         |
| Evaluate results annually. Report key findings and trends to faculty senate, student senate, administration, and assessment committees |         |
| Revise University Assessment Plan |         |

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**Gaps & Trends Committee**

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| Evaluate results annually. Report key findings and trends to faculty senate, student senate, administration, and assessment committees |         |
| Revise University Assessment Plan |         |
Support for Learning and Teaching: Bemidji State supports learning and teaching at multiple levels, including in its planning documents, as noted above, and by the allocation of resources at planning and operational levels.

Level C Support for Curriculum: Curriculum processes at Bemidji State are supported at several levels and include the allocation of resources:

- **Curriculum development** is assisted by a Curriculum Liaison who receives three-reassigned time each semester. The liaison offers support to departments and curriculum committees.
- The university has four Assessment Coordinators who work with department chairs and program directors in the evaluation of courses and programs. The coordinators each receive three- of reassigned time per semester. In addition to their coordinator duties, they serve on the Assessment Committee, contributing to uniformity in assessment across departments and colleges.
- The Liberal Education Committee is supported by a director who receives six- reassigned time each semester. The director also serves as assessment coordinator for the program.
- **People and the Environment**, a required course in the Liberal Education program, is coordinated by a director who has three- of reassigned time per semester.
- In support of the Curriculum Committee, the Catalog Office tracks proposals through the approval process. In addition, a faculty Curriculum Editor receives one credit of reassigned per semester to vet proposals for accuracy.

Excellence in Learning and Teaching: Excellence in learning and teaching at the college, department and program levels is accounted for through assessments of the student population at-large, assurance of properly credentialed faculty, program distinctiveness and accreditations, and appropriate facilities.

**Level C** University Level Assessments: The university continually assesses for learning and teaching success. Since 2000, approximately 55 academic and student surveys and studies have been conducted. [[See table for list and how used....]]

Some comments here on things we have learned in general from these assessments? How they are originated? Are some required by MnSCU?

The assessments are funded by....? (= resources allocated)

As with academic department assessments, university-wide assessments are reviewed by the Gaps and Trends Committee to insure quality and integrity in the assessment process and to insure even assessment across the campus.
Level C: Credentialed Faculty: Bemidji State assures the quality of its faculty through various means. As noted in Chapter One, Criterion One, professional development is monitored through Professional Development Plans and Reports as required by the IFO-MnSCU Master Agreement. The Master Agreement also provides annual professional development funds for faculty, allocated through academic departments. Use is regulated by the agreement and includes conference fees and other professional study and travel. The Master Agreement provides further funding through Professional Improvement Grants allocated annually.

Sabbatical leaves support faculty professional development by providing focused time for scholarly and creative work.

The Center for Professional Development also supports faculty excellence through its services. These include provision of mid-term and end-of-term course evaluations, observation of and feedback for instructors, programs, forums, and a library of higher education resources. The Center’s web site offerings include white papers, a template for syllabi, instructor evaluation forms, guides for department chairs, and a handbook for adjuncts. As noted above, the university supports the CPD with three credits of reassigned time per semester for the CPD director and with an annual programming budget.

Bemidji State also participates in faculty professional development opportunities provided by the MnSCU system. The Center for Teaching and Learning regularly offers programming on learning and teaching.

Level C: Program Distinctiveness and Accreditations: Bemidji State assures learning and teaching excellence through promotion of program excellence. As noted in Chapter One, Criterion One, its curriculum process is rigorous as are five-year program reviews, discussed below.

In addition, as noted in Chapter One, some programs are accredited by national agencies and some are especially distinctive in nature. Examples are noted in Chapter One.

**LEVEL C: Campus Resources:**

Statement here... and see documents on Criterion three committee web site

- Library:
  - American Indian Resource Center
  - D2L
  - Labs and Sattgast renovation:
- Bridgeman:
  - Campus Facilities: Bemidji State’s facilities also support learning and teaching excellence.
  - XX percent of classrooms have “smart” technology.
  - XX computer labs: new hardware is rotated in every two

<table>
<thead>
<tr>
<th>Center for Professional Development</th>
<th>Level C</th>
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<tr>
<td><strong>Handbooks &amp; Guides</strong></td>
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<td>• Faculty Handbook</td>
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<td>• E-Handbook for New Faculty</td>
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<td>• Guide for Department Chairs</td>
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<td>• Adjunct Faculty</td>
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<td>• Adjunct Supervisor Checklist</td>
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<td>• Help in Documenting Teaching Effectiveness</td>
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<td>• Individual Teaching Consultation Service</td>
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<td>• Peer Observation Form</td>
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<td><strong>Other Resources</strong></td>
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<td>• CPD Annual Report</td>
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<td>• CPD Meeting Minutes</td>
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<td>• Copyright Considerations</td>
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<td>• Discussion on FTEs</td>
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<td>• Five-Year Review Guidelines</td>
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<td>• Template for a Syllabus</td>
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<td>• Undergraduate Teaching Associate Forms</td>
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<td>• Curriculum Development at BSU</td>
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</table>
**Evidence/Information**

**Yet to Be Included**

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**Ideas?**

**Comments?**

**Corrections?**

**Information?**

• Please contact Marty Wolf, # 23, mwolf, 2825

**Evidence/Information**

**Yet to Be Included**

•

**Ideas?**

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**Evidence/Information**

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•

**Ideas?**

**Comments?**

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Liberal Education and Honors: During the spring 2002 semester, Bemidji State reformulated its Liberal Education offerings to accommodate the Minnesota Transfer Curriculum (MnTC) as mandated by the state legislature and the Minnesota State Colleges and Universities system (MnSCU). The current format includes eleven topical or skill-based categories, the first ten also required in MnTC:

1. Communication
2. Critical Thinking
3. Natural Science
4. Mathematics
5. History and the Social and Behavioral Sciences
6. Humanities and the Arts
7. Human Diversity in the United States
8. Global Perspective
9. Ethical and Civic Responsibility
10. People and the Environment
11. Performance and Participation

Students may choose from a number of courses in each category, except Communication which requires completion of College Writing I & II, and Critical Thinking which requires completion of the Liberal Education curriculum. Students must take a minimum number of credits in each of the remaining categories and 42 credits overall. With a few exceptions, only freshman and sophomore level courses are included, and the driving logic is to maintain flexibility, allow for student choice, provide grounding in fundamentals, and encourage exposure to a variety of disciplines. The program is administered by a campus-wide Liberal Education Committee (LEC).

**Level C**

Liberal Education Task Force: In January of 2005, a Liberal Education Task Force was convened. It was “charged with proposing and pursuing revisions to the Liberal Education Program” (BSUFA Senate, October 2004). While the Task Force worked, the Liberal Education Committee continued to function: it acted on course submissions, student petitions, and directives from MnSCU, and carried out assessments in support of the work of the Task Force.

In the spring of 2008, the Faculty Association Senate and the Student Senate approved a “new Lib Ed” as proposed by the Task Force. However, methods for implementing the program were not always clear, and some were contested, as were some elements of the program itself. Also at issue was the relationship between the new program and the Minnesota Transfer Curriculum (MnTC). In September 2009, a Faculty Association referendum of the Association’s membership overturned the Senate’s approval, with a little over one-third (plus seventeen) voting to overturn, one-third to uphold, and one-third not voting. In October 2009, the Senate imposed a moratorium on consideration of new proposals until August 2010. See the Liberal Education feature for further discussion of issues and
### Honors Program Classes

**Spring 2009**
- 1105 Influence, Power and Values: "Self-Interest and the Common Good"; Paul Kivi (Economics), Dann Siems (Biology)
- 2107 Studies in Social Sciences & History: "History & Memory: The Reconstruction of the Past"; Marsha Driscoll (Psychology), Tom Murphy (History)
- 4889 Integrative Seminar: "King Arthur Then and Now"; Kathy Meyer (Ethnic Studies)

**Fall 2009**
- 1104 Unity and Diversity of Knowledge: "Plato and Darwin: Epistemological Revolutions"; Brendan McManus (History), Jeff Ueland (Geography)
- 2107 Studies in Social Sciences & History: "Historical Trauma"; Ben Burgess (Indian Studies) & Henry Flocken (Languages & Ethnic Studies)
- 3899 Pre-Thesis Seminar - Jeff Ueland; Monday 6:00-6:50 pm; Hagg-Sauer 245
- 4889 Integrative Seminar: "The Trickster"; Mark Fulton (Biology)

### Level C Goals of Liberal Education: The mission of Bemidji State University’s Liberal Education Program, as stated in the university catalog, is to "create an environment where students of diverse backgrounds and abilities can acquire the knowledge, the skills, the values, and the confidence necessary for effective and responsible participation in our changing global society." This mission is currently achieved through the Liberal Education program and the goals of the Minnesota Transfer Curriculum. The goals include competencies is the eleven areas noted above. Courses are admitted to specific categories of Liberal Education based on their ability to meet the stated goals for those categories.

### Level C Assessment of Liberal Education: The Liberal Education Program

**Dimensions of Student Learning, described in Chapter One:** Other assessment, CCTST, plans for...  
**Director is assessment coordinator**

### Level C Support for the University’s Mission: The Liberal Education Program specifically supports...  
**Signature themes**
**Strategies**
**MAP**

### Assessment of undergraduate departments and programs:
Undergraduate departments and programs participate in the Five-year Program Planning, Review and Assessment Cycle. The cycle has three phases, each requiring a written report:
- **Year One:** Five-year Plan and Assessment Plan  
- **Year Two:** Mid-cycle Review  
- **Year Five:** Self-study Report, Consultant Visit, Consultant Report.

### The Assessment Committee uses a review template to assure consistent reading of five-year reviews.
**External Consultant**
Faculty Evaluation
Faculty are evaluated through Professional Development Plans and Reports, as required by the IFO-MnSCU Master Agreement. [provide evidence, links to examples]

Dimensions of Student Learning
Dimension 1: Intellectual Development
Outcomes:
• Higher Order Thinking
• Knowledge, Values, and Abilities Related to the Arts, Humanities, Sciences, and Specialized Fields of Study

Dimension 2: Understanding of Self and Relating to Others
Outcomes:
• Values
• Communication
• Human Diversity
• Self Development

Dimension 3: Participation in an Emerging Global Society
Outcomes:
• Readiness for Careers
• Responsible Citizenship

Assessment Exemplar
Plan, Mid-cycle Review and Self-study
Status of five-year reviews for all academic departments.

Five-year Plan (Year One) Assessment Exemplar
Approved Spring 2008

Dimension 1: Intellectual Development; Outcome A: Higher Order Thinking. We will demonstrate that students from a variety of majors have acquired problem-solving strategies and the ability to apply them to new problems, even when the strategies do not necessarily lead to a solution to the problem.

Dimension 1: Intellectual Development; Outcome B: Knowledge, Values, and Abilities Related to the Arts, Humanities, Sciences and Specialized Fields of Study. We will demonstrate that our Computer Science graduates have acquired the technical skills needed to organize solutions to complex problems.

Dimension 2: Understanding of Self/Relating to Others; Outcome B: Communication and Dimension 3: Participating in an Emerging Global Society; Outcome A: Readiness for Career. Most software is developed in a team setting. This requires that practicing computer scientists relate well with others to be ready for a career. We will demonstrate that our Computer Science graduates have experienced team processes as they pertain to the development of software.

Mid-cycle Report (Year Three) Assessment Exemplar College of Arts and Sciences, Chemistry Department, 2008 mid-cycle report:
“We have decided that the simple raw score of our ACS standardized exams is really not giving us much information. We have decided to convert the test to a Scantron answer sheet so that we can get an item analysis of each question and see if there are correlations. We can then identify areas that the students are weak in and try to modify/enhance our class materials in those areas.”

Self-study Report (Year Five), Assessment Exemplar
College of Arts and Sciences, English Department Five-year Self-study, 2008:
Report on curriculum changes based on assessment:
• Results of an assessment of literature students’ abilities with literary criticism that indicate students need more work in critical theory: Literature topics courses have been put in place that incorporate the study of critical approaches to literature.
• Growing student interest in careers in writing: An electronic
<table>
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- Please contact Marty Wolf, # 23, mwolf, 2825

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**By way of example:**

**Accredited Department Structured Interview (Year 1)**

<table>
<thead>
<tr>
<th>Department/Program: Department Chair:</th>
<th>Date of Interview: Assessment Coordinator:</th>
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</thead>
<tbody>
<tr>
<td>Accredited by:</td>
<td>Last accreditation site visit: Next Accreditation site visit:</td>
</tr>
<tr>
<td>Accredited by:</td>
<td>This interview takes the place of the 5 year department/program and assessment plan. I will be asking you information about goals and assessment activities that you intend to accomplish between now and your next accreditation visit.</td>
</tr>
</tbody>
</table>

1. Since your last accreditation visit (or over the last 5 years), what program or curricular changes have been informed by what you have learned about your students/program through assessment? What is the mechanism or process whereby this information is reviewed, shared, and eventually influences department/program decisions?

2. Going forward, how are you collecting assessment information about student learning outcomes? *(ACs should try to match these with the dimensions of student learning – need one assessment of higher order thinking). Prompt for direct assessment of student learning (need at least one), and assessment of graduate program and/or distance education (if applicable).*

3. What resources are you using to accomplish assessment? *(describe assessment funding for direct assessment of student learning, if relevant).*

4. What documentation can you provide as evidence of ongoing assessment and curriculum development? *(attach documents)*

**Accredited Department Structured Interview (Mid cycle)**

<table>
<thead>
<tr>
<th>Department/Program: Department Chair:</th>
<th>Date of Interview: Assessment Coordinator:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accredited by:</td>
<td>Last accreditation site visit: Next Accreditation site visit:</td>
</tr>
<tr>
<td>Accredited by:</td>
<td>This interview takes the place of the mid cycle report. I will be asking you to provide an update about your assessment activities.</td>
</tr>
</tbody>
</table>

1. What is your progress in collecting assessment information about student learning outcomes? *(refer back to year 1 interview. Prompt for direct assessment, assessment of grad program, and/or distance education if relevant).*

2. What have you learned about your students from your assessment results so far and what changes (if any) has the department made based on the results?

3. What challenges (anticipated or unanticipated) have occurred related to assessment and how have you dealt with them?

4. What changes (if any) have you made in assessing student learning?

5. What data can you provide as evidence of ongoing assessment and curriculum development? *(attach documents)*
Concurrent High School Enrollment 2005-2009

High Schools
- Voyageurs HS
- Bemidji HS
- Park Rapids Area HS
- Clearbrook-Gonvick HS

Courses Offered
- ENGL 1101 College Writing I
- ENGL 1102 College Writing II
- ENGL 235S American Literature
- PHYS 2101 Physics I
- MATH 1170 College Algebra
- MATH 1107 Introduction to Mathematical Sciences
- BUAD 1100 Introduction to Business
- CHEM 1111 General Chemistry I

Opportunities for Undergraduate Students: Bemidji State supports student learning by offering flexible program options, varied teaching pedagogies, and co-curricular education.

LEVEL C Flexible program and course options: Bemidji State recognizes the value of flexible education options for today’s students. Courses are delivered in traditional classrooms and through distance learning (remote site, online, blended classroom and online, self-study packets). High school students may take Bemidji State classes on-campus or in their high school classrooms (concurrent enrollment). The university also collaborates with other post-secondary institutions in the offering of courses and programs.

LEVEL D Distance Learning Courses and Programs: Bemidji State offers individual courses through Distance Learning. These may be used to fulfill requirements for Liberal Education and for on-campus programs. More than 240 individual courses by twenty-three departments were offered fall 2009. Distance Learning courses are offered online, at remote sites, and in self-study packets. Self-study (hard copy) packets continue to serve students who do not have ready access to online technology.

Bemidji State also offers select online degree programs through Distance Learning including Professional Education, Psychology, Business Administration, Technological Studies, Criminal Justice and Nursing.

LEVEL D Summer School: During the summer term, courses are available on-campus and through Distance Learning. Formats vary from full session schedules to intensified, short-term workshops.

LEVEL D Post-secondary Education Options (PSEO) for high school students: Area students who have achieved a certain grade point average or rank in class and wish to begin college before they graduate from high school may take advantage of two programs at Bemidji State: they may attend classes on the Bemidji State campus or they may attend Bemidji State classes at their high school location (concurrent enrollment) if their school participates in the program.

By way of example:

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Courses</th>
<th>Headcount</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006 Fall</td>
<td>1</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>2006 Spring</td>
<td>1</td>
<td>13</td>
<td>39</td>
</tr>
<tr>
<td>2007 Fall</td>
<td>2</td>
<td>23</td>
<td>115</td>
</tr>
<tr>
<td>2007 Spring</td>
<td>2</td>
<td>57</td>
<td>285</td>
</tr>
<tr>
<td>2008 Fall</td>
<td>7</td>
<td>122</td>
<td>426</td>
</tr>
<tr>
<td>2008 Spring</td>
<td>8</td>
<td>120</td>
<td>459</td>
</tr>
<tr>
<td>2009 Fall</td>
<td>9</td>
<td>154</td>
<td>574</td>
</tr>
<tr>
<td>2009 Spring</td>
<td>7</td>
<td>127</td>
<td>475</td>
</tr>
<tr>
<td>2010 Fall</td>
<td>10</td>
<td>209</td>
<td>788</td>
</tr>
</tbody>
</table>

LEVEL D Post-secondary Education Options (PSEO) for high school students: Area students who have achieved a certain grade point average or rank in class and wish to begin college before they graduate from high school may take advantage of two programs at Bemidji State: they may attend classes on the Bemidji State campus or they may attend Bemidji State classes at their high school location (concurrent enrollment) if their
### LEVEL D: Collaborations with Institutions

Bemidji State collaborates with other Minnesota campuses in offering academic degrees to distance learning students.

By way of example:

- **Associate of Arts Degree Collaborative Degree**, Alexandria Technical College and Bemidji State University
- **M.S. Education or M.Ed. in Educational Technology**, BSU/MSUM: An online collaborative program between Bemidji State University and Minnesota State University, Moorhead with advanced studies in Educational/Information Communications and Technology for in-service pre-K-12 and post-secondary teachers.

Bemidji State also maintains program articulations with numerous community and technical colleges, assuring seamless transfer for students. A MnSCU template is used for the agreements.

By way of example:

#### Reacting to the Past (RTTP)

Consists of elaborate games, set in the past, in which students are assigned roles informed by classic texts in the history of ideas. Class sessions are run entirely by students; instructors advise and guide students and grade their oral and written work. It seeks to draw students into the past, promote engagement with big ideas, and improve intellectual and academic skills. Pioneered by Barnard College in 1996, the project is supported by a consortium of colleges and universities.

Bemidji State's own Reacting to the Past Game: *Darwin, the Copley Medal, and Naturalism, 1862-1864.*

#### Classroom Pedagogies: Classroom pedagogies at Bemidji State range from traditional to innovative. Traditional strategies include lecture, discussion, workshop/studio and lab.

By way of example:

- Interdisciplinary teaching in *People and the Environment* classes using lecture and breakout sections.
- Team teaching in *Honors* courses.
- Blended courses using multiple methodologies, including *D2L*.
- **Reacting to the Past**: An innovative classroom pedagogy (see left), required for Honors students.

Innovative pedagogies are described in *Metamorphosis*, a newsletter of the Center for Professional Development and occasionally in *Horizons*, the university's alumni magazine.

By way of example:

- *The Evolving Curriculum: Collaborative Problem-Solving in an Online World, Metamorphosis 2008 Volume XXIII, Issue I*
- Darwin article in *Horizons*

### LEVEL C: Co-curricular Education: Co-curricular learning opportunities for students include participation in student government and organizations, residential life programs, and more.

#### Co-curricular Education: Co-curricular learning opportunities for students include participation in student government and organizations, residential life programs, university committees, student union programming, health service initiatives, on-campus jobs and related activities.

Qualified students may also experience the challenges and rewards of college teaching by working with faculty as Teaching Associates.
Outcomes for Faculty
Bemidji State supports teaching, research and creative opportunities for faculty. Faculty engagement in such activities contributes to an active learning environment.

**LEVEL C**
Curriculum Development: The Center for Professional Development and the Curriculum Liaison provide support for curriculum development. As noted above, the university supports both with reassigned time for directors. The MnSCU system also provides support through the Center for Learning and Teaching.

---

**LEVEL C**
Honors Lectures: The Honors Program lecture series promotes scholarly discourse among the faculty and cultivates new intellectual interests among students. As noted above, the Honors Program director receives three of reassigned time per semester.

**LEVEL C**
Committee and Council Service: Faculty are encouraged to serve on university committees and councils, including the following:


Collaborations with Students: Faculty at Bemidji State recognize the value of faculty-student collaborations in research, creative work and related projects. Collaborations provide students with the opportunity to work closely with mentors and to experience hands-on, professional work ([more here – suggestions appreciated]). Faculty benefit in their increased understanding of student learning and ([More here...suggestions appreciated.])

By way of example:

- UTAP: Undergraduate Teaching Associate Program: students work with faculty in the classroom.
- Student Scholarship and Creative Achievement Conference: faculty assist students in preparation of presentations.
- Journal of Student Research: faculty serve as sponsors and editors for student work.
- Literary Anthologies: English Department faculty mentor students in editorial and publication processes.
- [Student Scholarship and Creative Achievement Conference: Students present their work, mentored by]
Collaborations with Colleagues: Faculty are encouraged to collaborate with each other on learning, teaching and professional development.

By way of example:
- The Office of Academic Affairs sent a Liberal Education Committee team to an AAC&U General Education Institute. See “Liberal Education” feature story.
- Faculty from diverse disciplines are invited to teach breakout sections and to participate in large-group discussions in People and the Environment courses (Liberal Education).
- Faculty team teach in Honors and other programs.
- It is common for faculty to collaborate on grant writing and administration.

By way of example, the following grants were awarded to Bemidji State in Fiscal Year 2008 (2007-2008 Data Book):
- Student Support Services
- Nurse Education Practice and Retention
- Post-secondary Vocational Education Training
- Small Business Development Center
- Title VI-E BWS Child Welfare Training
- Restoration of Indian Lake
- NASA Space Grant
- Data in Mathematics
- Minnesota Water Resources Climate Change
- Engineering Technology Center

Course and Program Delivery Options: Faculty are encouraged to utilize alternative course and program delivery options such as those discussed above, including online, summer, remote site and blended format.

<table>
<thead>
<tr>
<th>Programs Offering Graduate Degrees</th>
<th>3. Learning and Teaching Environments: Graduate (Core Components 3a, 3b, 3c, 3d)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Graduate study at Bemidji State offers opportunities for students advanced preparation in a chosen field, providing them with professional level knowledge and credentials. Graduate students are prepared to enter careers, to advance in their current careers, and to transition to doctoral programs.</td>
</tr>
<tr>
<td>Counseling Psychology</td>
<td>Faculty are admitted to the graduate faculty based on stated criteria, department approval, and approval of the college dean, the graduate dean and the vice president for academic affairs. Terms run for seven years. Admission of associate graduate faculty is also based on stated criteria and approvals. Terms run for three years.</td>
</tr>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Environmental Studies</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Professional Education</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Sport Studies</td>
<td></td>
</tr>
<tr>
<td>Technological Studies</td>
<td></td>
</tr>
<tr>
<td>Distance Learning</td>
<td></td>
</tr>
<tr>
<td>Master of Science in</td>
<td></td>
</tr>
<tr>
<td>Graduate Degrees through Distance</td>
<td></td>
</tr>
<tr>
<td>Learning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
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<tr>
<td>Environmental Studies</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Professional Education</td>
<td></td>
</tr>
</tbody>
</table>

Evidence/Information
- Yet to Be Included
- Ideas?
- Comments?
- Corrections?
- Information?
- Please contact Marty Wolf, # 23, mwolf, 2825
Assessment of graduate programs: Graduate programs are assessed on the five-year cycle of the Five-year Academic Program, Review and Assessment plan. The five-year plan is described above, in undergraduate program review. As with undergraduate programs, graduate program assessment results are evaluated and inform curriculum revision. Graduate Studies, including program assessment, is an identified Priority for Improvement.

Graduate programs are also assessed indirectly by the Graduate Office utilizing exit evaluations conducted at the end of the thesis oral defense. ([are these results available on the web??])

Opportunities for Graduate Students:
Graduate Assistantships: The university supports graduate students through fifty-four graduate assistantships offered annually through the three colleges and seven administrative and support offices. Graduate assistants teach, coach, conduct research and assist with administrative duties. They receive an annual stipend of $8,500.00 and twelve months of tuition waiver. More here—suggestions appreciated.)

Opportunities for Graduate Faculty: Members of the graduate faculty chair and serve as committee members on thesis committees. They may also serve as Graduate Representatives for the Graduate Studies Office at thesis defenses. More here—suggestions appreciated.)

4. Learning and Teaching Environments: External
(Core Components 3a, 3c)
Programs: Distance Learning, etc. As noted above, several non-degree programs (licenses and certificates) are offered at the graduate level:

Assessment: Distance Learning programs are assessed on a five-year cycle through department planning. An Assessment Coordinator assists with these plans. More here—suggestions appreciated.)

Programs for external constituents are discussed further in Chapter Five, Criterion Five.

5. Priorities for Improvement
Civic Engagement
Graduate Studies
Professional Education
Summary of Evidence

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

Core Component - 3a The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Core Component - 3b The organization values and supports effective teaching.

Core Component - 3c The organization creates effective learning environments.

Core Component - 3d The organization’s learning resources support student learning and effective teaching.
Shaping Potential/Shaping Worlds

READING & COMMENTING ON THE 10/16/2009 DRAFT

On weird things in the text:
- Gray highlighting indicates that the text is in progress. Comments and suggestions are especially welcome regarding these passages.
- A tilda (~) indicates a link, even if it is not yet active. Please feel free to provide URLs.
- In Chapter One, double letters (MM, etc.) indicate placement for sidebar pieces.

Regarding your comments:
- Notes written on hard copy are preferred.
- If you provide your comments in an email, please point to the relevant text by including four or five words from the beginning of the nearest paragraph, so the writing team can easily locate the section you are critiquing.
- Send comments to Marty Wolf, mwolf, # 23, 2825.
- Questions may also be addressed to Marty.

Regarding previous Criterion Committee comments:
- Some Criterion Committee comments delivered to the HLC co-chairs are not yet incorporated into this draft. To the committees: please assured that we have your comments, that we will address them in subsequent iterations of the document, and that you will have a chance to review the edits.

Regarding the Core Components:
- The criterion chapters are not organized by core components. Rather, the core components are embedded in an organization suited to our story. Core components will be identified throughout the finished document and in the summary at the end of the document.

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.

- Core Component 4a The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.
- Core Component 4b The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.
- Core Component 4c The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.
- Core Component 4d The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Organization of Chapter Four
Introduction
1. University Commitment (4a, 4c, 4d)
2. Faculty and staff (4a, 4c)
3. The Learning Journey: Student Development and Enrollment (4b, 4c, 4d)
4. Liberal Education (4b, 4c, 4d)
5. Undergraduate Study (4a, 4b, 4c)
6. Graduate Study (4a, 4b, 4c)
7. External Communities of Interest (4b)
8. Priorities for Improvement

Summary of Evidence
Introduction

Bemidji State University is unequivocal in its commitment to the acquisition, discovery and application of knowledge. This commitment is evident in its primary and foundational mission documents and in its actions, which are mission-motivated. The university promotes lifelong learning for all of its constituents, internal and external; promotes and models the values of an educated life; and supports, through its actions, an informed and active citizenry.

Primary Mission Document, The University Plan

- Vision
- Mission
- Signature themes (values)
- SCOT analysis
- Strategies

Foundational Mission Documents

- Master Plans
- College and Department Plans
- Administrative and University Services Department Plans

1. University Commitment (4a, 4c, 4d)

The university demonstrates and models its commitment to higher education in its mission documents, its policies and procedures and its budget, and by attending to the societal currency and relevancy of its programs.

Mission Documents: As noted in Chapter One, the University Plan promotes and supports excellence in higher education. That excellence is defined, in part, by the university's vision and mission, by its signature themes and by the Strategies for 2008-2013.

By way of example:

Strategy A: Engage Students for Success in Careers, Communities and Life

- Strategic Imperative: Create opportunities for student success through high quality programs and services. Bemidji State recognizes the value of higher education as a public good, provides student-centered access to learning, meets the needs of our diverse, rural and nontraditional students, and promotes lifelong learning.

Also as noted in Chapter One, the spirit and letter of the primary mission documents permeates the foundational documents, including master plans and college plans.

By way of example:

Master Academic Plan (MAP):

- [The] Master Academic Plan coordinates and further develops those portions of the University Plan that are uniquely academic.
- The Master Academic Plan provides a flexible overall framework for the development of specific college and department plans and for academic initiatives that reflect those plans. In this way, the MAP guides academic development at the university and connects current planning efforts to those that have gone before....

Effective 2008-2009, the Bemidji State reorganized its colleges.
The new college visions and missions clearly embrace the university's vision and mission as well as reflect the personality of each college and its departments:

**College of Arts and Sciences (CAS)**
- **Vision:** As a college that values intellectual curiosity, creativity, and diversity, we foster the transformation of lives and societies through the power of an engaged, integrative education.
- **Mission:** We shape passion for knowledge, meaning, and creativity.

**College of Health Sciences and Human Ecology (HSHE)**
- **Vision:** The College of Health Sciences and Human Ecology embraces a deep respect for the individual, a holistic approach to education, dedication to science and service, and a commitment to the betterment of communities.
- **Mission:** To excel in education, research, and service.

**College of Business, Technology and Communication (CBTC)**
- **Vision:** Student-centered preparation for professional leadership in a dynamic, interconnected world.
- **Mission:** Engaging students for the professional world.

As noted in Chapter One, the MAP informs the Facilities Master Plan, Technology Master Plan and Student Enrollment and Development Master Plan, thus carrying forward the university's mission.

By way of example:

**J-Plan: The Learning Journey, Student Development and Enrollment, 2008-2013**

Mission: We're here for the journey, investing in our students' success through excellent programs and services focused on learning and development.

**Strategies to Achieve the Mission**

**Strategy 6:** Promote and support staff professional development. Hallmarks of a strong, unified and successful staff include collaboration and collegiality; scholarship, participation in conferences and knowledge of professional literature; the framing of work in a common language of learning; and the modeling of learning and growth.

---

**Policies and Procedures**

**Handbooks**
- Student Handbook
- Faculty Handbook
- Adjunct Faculty Handbook
- Staff Handbook
- Other handbooks?

**Policies and Procedures:** In its policies and procedures, the university both promotes and models values and behaviors that address integrity in behavior and actions, including research, teaching and learning.

By way of example:

**Integrity Policies**
Evidence/Information Yet to Be Included
•

Ideas?
Comments?
Corrections?
Information?
Please contact Marty Wolf, # 23, mwolf, 2825

Human Subjects in Research: Bemidji State protects individuals’ rights through Policies and Procedures for the Use of Human Subjects in Research. 
http://www.bemidjistate.edu/academics/graduate_studies/gradForms/humanSubjects.php


Privacy Rights: Bemidji State values and protects privacy rights through MnSCU system policies http://www.mnscu.edu/board/policy/523.html and its own policies, including the following:
  o Online http://www.bemidjistate.edu/about/privacy/
  o Registration
    http://www.bemidjistate.edu/offices/records_registration/policies_procedures/
  o Academic
    http://www.bemidjistate.edu/students/handbook/policies/
  o Student Code of Conduct
    http://www.bemidjistate.edu/students/handbook/conduct/
  o Right to Know
    http://www.bemidjistate.edu/students/handbook/right_to_know/
  o Responsible Men Responsible Women
    http://www.bemidjistate.edu/students/rmrw/
  o ???OTHERS??

Budget: Through its budget alignments and allocations, Bemidji State supports the acquisition, discovery and application of knowledge. Priorities for the budget are set in the University Plan:

Strategy D: Optimize Resources to Achieve the University’s Vision and Mission
• Strategic Imperative: Effectively manage and increase enrollment and resources in support of the university’s vision and mission. Bemidji State recognizes and honors the role of the university in the stewardship of its resources and the importance of accountability.

  D.2 Manage revenues in support of educational programs and services. Support student success through stewardship of revenue streams including tuition and fees, scholarships, state allocation, and external fundraising.

  D.3 Create institutional capacity through improvement in efficiencies. Support student success through efficiencies and improved utilization of internal financial resources.

  D.4 Through intentional analysis, utilize data to inform decision-making in support of the university’s vision and mission. Improve generation and allocation of resources through a process of discovery, identification, collection and
interpretation of data.

D.5 Maintain financial strength through priority program growth and development. Expand capacity for existing programs with high regional or national demand while identifying new programs and markets that have the potential to strengthen enrollment.

In the spirit of that commitment, and utilizing data sources such as IPEDS, the university has moved from one-year, budget plans that addressed the situation of the moment to forward-thinking, longer-term planning. As noted in Chapter Two, a three-year, 2007-2010 budget responded primarily to internal pressures and increased the percent of the budget dedicated to direct instructional costs. The current four-year, 2010-2014 budget responds primarily to external economic pressures. It was constructed prior to the fall 2008 state and national financial crisis. As a result of that planning, the university has been in a good position to weather the economic storm that included an additional state of Minnesota unallocation in 2009. For example, the university has not had to resort to faculty retrenchment.

Part of the success of the budgets can be attributed to transparency in the budget process, including frequent budget forums open to the campus, and budget statements by the president of the university.

By way of example:
- Office of the President
- Budget Forums PowerPoints
- 3- and 4-year budget documents

As noted in Chapter Three, the university also supports learning through reassigned time for the Directors of Liberal Education, Honors, the Center for Professional Development, People and the Environment, and other positions related to curriculum, learning and teaching.

Information Technology: Bemidji State is nationally recognized for moving campus-wide to the dual Macintosh and Windows platform, allowing maximum flexibility for software and hardware choice. It also maintains current-standard software across the university, including programs in manufacturing, architecture, graphic and media design. Software excellence and cross-platform coordination among programs helps assure that students have the opportunity to enter the workforce with competitive skills and knowledge.

Other information technology support includes a laptop program for faculty (new hardware every few years), open and specialized computer laboratories, technical support and
Corrections? Information? Please contact Marty Wolf, # 23, mwolf, 2825 related services.

By way of example:

<table>
<thead>
<tr>
<th>Manufacturing 219 machines</th>
<th>Athletics 87 machines</th>
<th>Music 23 machines</th>
<th>Graphic &amp; Media Design 272 Machines</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCNA</td>
<td>Fitnessgram Diet</td>
<td>Finale Practica Musica</td>
<td>Adobe Production Master Suite</td>
</tr>
<tr>
<td>CNC Mill</td>
<td>Diet Analysis+</td>
<td></td>
<td>Final Cut</td>
</tr>
<tr>
<td>Robotics</td>
<td></td>
<td></td>
<td>Pro Studio Soundtrack Pro</td>
</tr>
<tr>
<td>AutoCad</td>
<td></td>
<td></td>
<td>SoundStudios 3.5 iLife</td>
</tr>
<tr>
<td>Mastercam</td>
<td></td>
<td></td>
<td>Solidworks FormZ 3D Studio Max</td>
</tr>
<tr>
<td>Automation</td>
<td></td>
<td></td>
<td>iLife</td>
</tr>
<tr>
<td>Studio</td>
<td></td>
<td></td>
<td>SoundStudios 3.5</td>
</tr>
<tr>
<td>ProE Wildfire</td>
<td></td>
<td></td>
<td>iLife</td>
</tr>
<tr>
<td>Logic 7</td>
<td></td>
<td></td>
<td>SoundStudios 3.5</td>
</tr>
<tr>
<td>Visible Analyst</td>
<td></td>
<td></td>
<td>iLife</td>
</tr>
</tbody>
</table>

The university also supports students knowledge and understanding of information technology through its growing use of web-enhanced courses using D2L. By way of example: [[[INFO HERE FROM LYNN JOHNSON]]]

External Guidance and Confirmation: Bemidji State recognizes that today’s academy does not function in isolation from the larger world. This understanding is especially confirmed in its vision statement: “Shaping Potential, Shaping Worlds,” and in its Strategies for 2008-2013:

<table>
<thead>
<tr>
<th>Evidence/Information Yet to Be Included</th>
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<tbody>
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</tbody>
</table>

|---------------------------------------------------------------|

Strategy B: Promote Vital Communities through Involvement • Strategic Imperative: Support and promote community vitality through Bemidji State’s commitments within our local, regional, national and world spheres. Bemidji State values the
Wolf, # 23, mwolf, 2825

Evidence/Information
Yet to Be Included

• 

Ideas?
Comments?
Corrections?
Information?

Please contact Marty Wolf, # 23, mwolf, 2825

Core Component 4a The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

Core Component 4c The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Bemidji State further recognizes that its relationship with external communities is mutual: that influence, support and benefits flow in both directions.

To assure that its mission-motivated actions are responsive to the realities of the larger world, the university solicits, accepts and acts on commentary and feedback in multiple forms.

By way of example:
• Five-year academic program reviews include visits and recommendations by external consultants. Five-year Student/University Services reviews recommend external consult reviews. As noted in Chapter One, seven departments hold outside accreditation for their programs.
• Five-year academic reviews include alumni surveys, standardized national exams, internship evaluations and employer surveys. The following departments have program advisory boards:
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• Also as noted in Chapter Five, Bemidji State has feedback relationships with its communities of interest.

2. Faculty and staff (4a, 4c)

Through professional development activities, faculty and staff at Bemidji State engage in, embrace and model lifelong learning. As noted in Chapter Three, support for individual activities includes the following:
• Professional Development Funds
• Professional Improvement Grants
• Sabbatical leaves

The university also supports professional development through programs such as the following:
• Center for Professional Development
• Honors Program (faculty lecture series)
• EuroSpring and other international travel (faculty directors)

Professional development activities include research, creative work, study, publishing and travel. These activities are developed and reported in Professional Development Plans and Reports.

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  o Professional Improvement Grant Recipient Topics
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Ideas?
Comments?
Corrections?
Information?

Please contact Marty Wolf, # 23, mwolf, 2825

Core Component 4a The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

Core Component 4c The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

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3. The Learning Journey: Student Development and Enrollment (4b, 4c, 4d)

One of the most significant changes for Bemidji State since the 2000 Self-study is the opening of the Office of Student Development and Enrollment which is led by a vice president. While most of its constituent offices and programs had been operational for many years, the office brought a new focus to their purpose and new energy to their commitment.

Through Student Development and Enrollment, Bemidji State promotes students' academic journeys and provides opportunities for co-curricular experiences and development.

As noted in the Student Development and Enrollment Master Plan (the Learning Journey Plan, or J-Plan):

From the Preface:

With its 2008 mission statement, Bemidji State University turns its attention toward “a future that can only be imagined” and the recognition that a primary responsibility of higher education today is to prepare students not only for immediate careers, rich personal lives and citizenship, but for the entire arc of their life journeys. The Student Development & Enrollment Master Plan acknowledges the breadth and depth of that challenge, and guides programs, services and staff in their efforts to meet the challenges of a thousand unpredictable tomorrows.

See the Learning Journey (J-Plan) Feature Story for further information on the evolution of the Office of Student Development and Enrollment.

Planning Document Support for the Learning Journey: As noted above, the J-Plan is based on a commitment to learning and development. That commitment is carried out especially through the first four Strategies to Achieve the Mission:

1. Support and promote students' learning.
2. Support and promote students' personal well-being.
3. Challenge and support students as they navigate their journey.
4. Ensure ease of access to the university and to campus services and programs.

Support for the Academic Journey: Support for students' academic journeys include advising, first-year programs, and
Level C Advising Success Center (ASC): In consultation with faculty advisors, the Advising Success Center provides comprehensive information to students regarding their academic programs. See the Learning Journey Feature Story for information on the development of ASC and the university's support for the office.

Level C First-year Programs: The university supports two programs taught by faculty that especially promote academic and personal success for first-year students:

- **First-year Experience (FYE) Seminars** introduces students to services that help them with the transition to college learning and life.
- **First-year Residence Experience (FYRE)** helps students who live in the residence halls transition into college life, both academic and residential.

Level C Academic Support through Tutoring: The university offers tutoring support for students.

By way of example:

- **TRIO**
- **Office for Students with Disabilities**
- **Writing Resource Center**
- **Math Help Room**
- **Tutoring Services**
- **American Indian Resource Center**
- **Accounting Help Room**
- **Residence Hall Academic Resource Center**

Level C Library Services

Support for Co-curricular Experiences and Development: Bemidji State recognizes that students who come to the university have diverse backgrounds and needs. Student services range from advising, as noted above, to specialized services such as on-campus childcare, counseling, veterans services and disabilities services. Opportunities include participation in student programs and organizations.

Level C Student Services Offices: Students are assisted in their personal and academic journeys by campus offices such as the Advising Success Center, Career Services, the Counseling Center and Health Services. (See list and links in side panel). The personnel in these offices fulfill strategies one through four in the J-Plan:


2. Support and promote students’ personal well-being. *Personal wellness has many facets, including physical competence, emotional intelligence, a sense of geographic place, spirituality, life-style balance, and a positive sense of*
3. Challenge and support, i.e., empower, students as they navigate their journey. The constant for the future is change. In addition to being prepared for careers and graduate study, students who are ready for the future will have knowledge and skills that prepare them to be effective in team work, to think critically and to discern values.

4. Ensure ease of access to the university and to campus services and programs. By leading, initiating, intervening, following through, reaching out and networking, Student Development & Enrollment advocates - makes things happen - for students.

**Level C: Student Opportunities:** Student participation in campus organizations and processes contributes to their personal and academic growth and to the development of lifelong learning skills.

By way of example:

- **Student Senate**, including service on university committees.
- **Student Organizations**.
- Service on committees such as administrative searches and department advisory boards.

**4. Liberal Education (General Education) (4b, 4c, 4d)**

As noted in Chapter Two, Bemidji State recently reorganized its colleges and reviewed its Liberal Education program. These efforts involved cooperatively, both contributing to the redefinition of Bemidji State from a comprehensive university to an arts and sciences university with select professional programs. As noted in the Liberal Education Feature Story, the proposal to revise the Liberal Education curriculum was informed by extensive assessment and in collaboration with faculty, staff and administration. The Liberal Education Feature Story also relates the university’s allocation of resources in support of the Liberal Education program.

The current Liberal Education program features breadth of study across the arts and sciences. While the Task Force was at work, assessment activities concentrated on national critical thinking standards. Assessment of the current program is based on Minnesota Transfer Curriculum goals and competencies. A schedule for current review is under development and will be monitored by the Liberal Education Committee and the Director who also serves as Liberal Education Assessment Coordinator. The position carries six credits of reassigned time each semester.
Chapter Three, Criterion Three

5. Undergraduate Study (4a, 4b, 4c)

As noted in Chapter Three, undergraduate study is Bemidji State’s raison d’etre. The university encourages and supports undergraduate students by recognizing their successes and by offering programming that reaches beyond the classroom.

Recognition for Undergraduate Student Learning: Bemidji State recognizes and supports undergraduate student scholarship and creative accomplishments.

By way of example:
- Student Scholarship and Creative Achievement Conference
- Memorial art work for Katrina and 9/11
- Journal of Student Research
- Creative Arts Performance, Publication and Exhibits
  - Music
  - Theatre
  - Visual Arts
  - Writing: Rivers Meeting, Writing & Art by Bemidji State Students
- Scholarships

Acquiring Knowledge Outside the Undergraduate Classroom:
The university encourages students to explore learning, creativity, innovation and knowledge beyond their majors and related programs.

By way of example:
- Collaborations with faculty on research and related projects, including the following:
  - Student editorial boards for English Department anthologies, Dust & Fire: Writing and Art by Women; New Voices: Fiction and Poetry by Minnesota High School Students; Rivers Meeting: Writing and Art by Bemidji State University Students.
- International Program Center
- Outdoor Program Center
- Internships
- Student Organizations
- American Indian Resource Center

Preparing for Living in a Global, Multicultural and Diverse Society: Bemidji State is committed to preparing students for careers and living in a global, multicultural and diverse society. This commitment is expressed in its primary mission documents, including its Signature Themes, and in its support of dedicated academic and student services programs such as the following:
6. Graduate Study (4a, 4b 4,c)

Info from cmte 4’s school of grad studies – though some might belong in ch 3.

As noted in Chapter Three, graduate study at Bemidji State offers opportunities for students to specialize in a field and obtain professional level knowledge and credentials. The university supports graduate students by recognizing their successes and by offering opportunities that reach beyond the classroom.

Recognition for Graduate Student Learning: Bemidji State recognizes and supports the academic success of its graduate students.

By way of example:

- Thesis award
- Grants for conferences, etc.
- Graduate Assistantships
- Scholarships

Acquiring Knowledge Outside the Graduate Classroom: The university promotes and supports opportunities for graduate students outside the classroom. By way of example:

- Collaborations with faculty on research, etc.
- ((More here)) ((Include ENGL publications as above in u-grad?))

Preparing for Living in a Global, Multicultural and Diverse Society: As noted above in Undergraduate Study, Bemidji State is committed to preparing students for careers and living in a global, multicultural and diverse society. This commitment is expressed in its primary mission documents, including its Signature Themes, and in its support of dedicated academic and student services programs such as the following:

- International Program Center, including the Festival of Nations
- International Studies
- Indian Studies
- American Indian Resource Center
- Women’s Studies Program
-
Core Component 4d: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

7. External Communities of Interest (4b)
ADD TEXT HERE AND ALSO Refer to Chapter Five

(On CRI, Custom College, etc. Cooperation with tribal colleges, cc’s, tc’s, etc.)

8. Priorities for Improvement

Criterion Four: Acquisition, Discovery, and Application of Knowledge
Summary of Evidence

Core Component 4a: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

Core Component 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Core Component 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Core Component 4d: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.
**Shaping Potential/Shaping Worlds**

**Story here...**

**READING & COMMENTING ON THE 10/16/2009 DRAFT**

*On weird things in the text*

- Gray highlighting indicates that the text is in progress. Comments and suggestions are especially welcome regarding these passages.
- A tilda (~) indicates a link, even if it is not yet active. Please feel free to provide URLs.
- In Chapter One, double letters (MM, etc.) indicate placement for sidebar pieces.

**Regarding your comments:**

- Notes written on hard copy are preferred.
- If you provide your comments in an email, please point to the relevant text by including four or five words from the beginning of the nearest paragraph, so the writing team can easily locate the section you are critiquing.
- Send comments to Marty Wolf, mwolf, # 23, 2825.
- Questions may also be addressed to Marty.

**Regarding previous Criterion Committee comments:**

- Some Criterion Committee comments delivered to the HLC co-chairs are not yet incorporated into this draft. To the committees: please assured that we have your comments, that we will address them in subsequent iterations of the document, and that you will have a chance to review the edits.

**Regarding the Core Components**

- The criterion chapters are not organized by core components. Rather, the core components are embedded in an organization suited to our story. Core components will be identified throughout the finished document and in the summary at the end of the document.

**Chapter Five, Criterion Five Engagement and Service**

- Core Component 5a The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.
- Core Component 5b The organization has the capacity and the commitment to engage with its identified constituencies and communities.
- Core Component 5c The organization demonstrates its responsiveness to those constituencies that depend on it for service.
- Core Component 5d Internal and external constituencies value the services the organization provides.

**Organization of Criterion Five**

*Criterion Five is organized according to the University Plan 2008-2013 Strategy B*

| Strategic Imperative B: Support and promote community vitality through Bemidji State’s commitments within our local, regional, national and world spheres. Bemidji State values the supportive relationships between the university and its communities. |

**Introduction**

1. University-wide Commitment to External Communities of Interest (5a, 5b, 5c, 5d)
2. University Plan Strategy B.1. Support and promote educational vitality (5a, 5b, 5c, 5d)
3. University Plan Strategy B.2 Support and promote economic vitality and quality of place (5a, 5b, 5c, 5d)
4. University Plan Strategy B.3 Support and promote cultural and recreational vitality (5a, 5b, 5c, 5d)
5. University Plan Strategy B.4 Promote environmental vitality (5a, 5b, 5c, 5d)
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- Core Component 5c The organization demonstrates its responsiveness to those constituencies that depend on it for service.
- Core Component 5d Internal and external constituencies value the services the organization provides.

Introduction
Bemidji State University has meaningful, productive and enduring service relationships with its external constituents, as evidenced by the breadth, depth and success of its collaborations with communities of interest.

Bemidji State External Constituents
- Potential students
- Alumni
- Businesses
- Organizations
- University Foundation
- Other MnSCU schools
- P-12 area schools
- Governmental units
- Minnesota State Legislature
- Accrediting bodies
- Granting agencies
- Local, regional and state governments and communities
- American Indian governments, communities and schools

1. University-wide Commitment to External Constituencies
Advance educational opportunities in the university’s communities through customized training, concurrent enrollment, PSEO, online and on-campus programs and related offerings.

Introduction
Bemidji State University is located in rural northern Minnesota where the winters are long and hard. Survival in this robust place has always depended on community, the community of American Indian tribes, of settlers, of neighbors. Early in the twentieth century, when the community needed trained teachers, citizens organized a campaign for their own college and Bemidji Normal School opened in 1919.

The community tradition of the Bemidji area continues today. In 2005, after the fateful high school shootings on the Red Lake Indian Reservation, Bemidji State and the town of Bemidji embraced its neighbors: healing ceremonies were held at the American Indian Resource Center and at North Country Regional Hospital. In 2009 when Minnesota State University Moorhead was forced to close by the flood waters of the Red River, Bemidji State opened its dormitories to their students.

Also in 2009, construction began in Bemidji on a regional Event Center, the culmination of years of work and collaboration that paired the community’s desire to improve its services to the

region with the university’s need for a new sports facility.

The Higher Learning Commission Criterion Five asks for evidence that the university takes seriously its role in communities of interest. Better than that, Bemidji State has a symbiotic relationship with its communities, its neighbors. It is a north country tradition that assures not only survival but quality of life, including access to services, resources and opportunities, and preservation and enjoyment of cultural heritages.

Cedar Apartments for Single Parents

Housing for twenty-eight single parent families contributes to student success.

Mission Documents: In its mission documents, Bemidji State makes it clear that it operates within a broad community of external constituents and that it values those relationships. Starting with its mission, vision and signature themes, Bemidji State acknowledges the larger world in which the university operates, and the importance of civic action in a diverse world:


As northern Minnesota’s university, we engage in new worlds of thought, embrace responsible citizenship, and educate for a future that can only be imagined.

Signature Themes
• International/multicultural understanding
• Civic engagement
• Environmental stewardship

The second (of four) strategies in the University Plan is dedicated to the university’s relationships with external constituents:

University Plan 2008-2013

Strategy B: Promote Vital Communities through Involvement
• Strategic Imperative: Support and promote community vitality through Bemidji State’s commitments within our local, regional, national and world spheres.

Bemidji State values the supportive relationships between the university and its communities.

The strategies are informed, in part, by the environmental scan of the SCOT: Strengths, Challenges, Opportunities and Weaknesses. This document analyzes internal and external forces that are likely to come to bear on university planning and helps the university understand the needs of its external constituents. As noted below, it is informed by university relationships and partnerships with its communities of interest.

Goals and measurements (accountability) for Strategy B are also included in the plan:
Evidence/Information Yet to Be Included

Ideas? Comments? Corrections? Information?
Please contact Marty Wolf, # 23, mwolf, 2825

Goal Three Increase the number and type of partnerships with external entities.

Goal Four Increase the capacity of the custom college.

Goal Five Develop measurements of community service by students, faculty and staff.

Goal Six Improve graduation-related employment rates.

Academic outreach programs, such as online master’s degrees, are assessed through academic department five-year reviews, as described in Chapter Two.

EXB Solutions Opens Bemidji Office
EXB Solutions, a high-end test engineering firm, has selected Bemidji to be their primary office location. They opened their Bemidji office last June with a staff of six test engineers. Other EXB offices are located in Wayzata (MN), Phoenix (AZ) and Huntsville (AL). EXB hired five seniors from the Physics Engineering Program at Bemidji State University as some of their initial employees. They have been awarded their Federal HUB Zone certification which will give them extra points in securing government contracts.

Social Work Program Field Expeditions
Faculty and students collaborate in Social Work practice.

MARS Community Connection: Faculty-run, Student-directed Marketing Assistance & Research Solutions services include

Civic Engagement—The University: Bemidji State models civic engagement through its community relationships. Senior staff represent the university at organizations such as the Chamber of Commerce, the Northwest Minnesota Foundation, and the Joint Economic Development Commission (JEDC), medical providers (e.g. North Country Regional Hospital, MeritCare Clinic) businesses (e.g. Nortech Systems, Anderson Fabrics, Black Star Dairy) and other agencies are also represented at these organizations. Community projects and needs are brought to meetings and ideas are exchanged. One example of a successful collaboration: a high-end test engineering firm opened a satellite office in Bemidji in part because of the potential employee pool among Bemidji State graduates (see sidebar).

In a less formal capacity, the university’s president meets personally with key office holders in the Bemidji area, such as the mayor of Bemidji, the president of North Country Regional Hospital, American Indian tribal chairs, and the superintendent of the Bemidji Public Schools. He also visits area schools, businesses and industries on a regular basis.

In addition to the above personal connections, Bemidji State continually conducts surveys to determine community needs and to ascertain its position in the community.

By way of example:

In 2003, the marketing firm Russell-Herder conducted community focus groups regarding Bemidji State. A 2004 report on the results of the focus groups proposes specific tactics to address concerns regarding the university’s service and image. In 2001 Russell-Herder assisted the university in a review of its logo and mascot. The report on the review contributed to the development of a new Bemidji State logo.

Civic Engagement—Students, Faculty and Staff: In addition to its institutional role, the university contributes to its
feasibility studies, Internet and exploratory research, focus groups, group interviews, telephone surveys, mail surveys and strategic management analysis.

MARS Mission
• Provide talented students valuable and real marketing experiences.
• Provide area organizations with competitively priced marketing information.

Accounting Students Help with Taxes through VITA

Evidence/Information Yet to Be Included
•
•


Collaborations Undertaken Include
• Bemidji Regional Event Center
• Diamond Point Park
• Other

Collaborations Declined Include
• Range university
• Other

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

Core Component 5b The organization has the capacity and the communities of interest through the actions of its students, faculty and staff. Contributions of students are discussed primarily in Chapter Four. They include student organizations such as Students Today Leaders Forever, Habitat for Humanity and Relay for Life, and projects in academic programs such as VITA (see sidebar) in the Accounting program.

Faculty and staff contributions include outreach and partnerships. As noted in Chapter One, these are described at length in Telling Our Stories: Outreach and Partnership Efforts at Bemidji State University, Committee for Outreach and Partnership, Spring 2001. Civic engagement on campus and in courses has also been studied. The results are documented in Inventory of Civic Engagement, Spring 2005, and in a Campus Compact report, December 2008.

The 2005 Inventory of Civic Engagement report recommends that Bemidji State undertake a systematic inventory of support for civic engagement activities at the university. The 2008 Campus Compact report recommends that the university pursue the opening of a service learning and civic engagement center. Based on the results of the those reports, Bemidji State has identified civic engagement as one of its three major Priorities for Improvement See Priority for Improvement: Civic Engagement.

2. University Plan Strategy B.1 Support and promote educational vitality.

Advance educational opportunities in the university’s communities through customized training, concurrent enrollment, PSEO, online and on-campus programs and related offerings.

Bemidji State provides educational opportunities to its communities of interest, from elementary school through higher education and customized training.
Elementary, middle and high schools: In addition to maintaining personal contact between area school administrators and the university’s senior staff, Bemidji State has multiple connections with the area’s high schools, including the following:

**Level C** Post-Secondary Education Options (PSEO): (High school students must meet eligibility requirements.)

**Level D** On-campus: Students in area high schools attend classes on the Bemidji State campus. Fifty-five PSEO students enrolled in on-campus classes Fall 2009.

**Level D** Concurrent enrollment: Students take Bemidji State classes in their high school classrooms. Their teachers must meet certain requirements and are mentored by a Bemidji State professor.

### Concurrent Enrollment Timing

Bemidji State’s 20th-day enrollment count is up in part because concurrent enrollment numbers were available earlier than they were in Fall 2007. This year, 156 concurrent enrollment students were included in the 20th day headcount; in 2007, concurrent enrollment numbers were not available until October.

<table>
<thead>
<tr>
<th>YrTr</th>
<th>Courses</th>
<th>Head Count</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-F</td>
<td>1</td>
<td>13</td>
<td>30</td>
</tr>
<tr>
<td>2006-S</td>
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<td>13</td>
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</tr>
<tr>
<td>2007-F</td>
<td>1</td>
<td>23</td>
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<tr>
<td>2007-S</td>
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</tr>
<tr>
<td>2008-F</td>
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<tr>
<td>2008-S</td>
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<td>120</td>
<td>459</td>
</tr>
<tr>
<td>2009-F</td>
<td>9</td>
<td>154</td>
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<tr>
<td>2009-S</td>
<td>7</td>
<td>127</td>
<td>475</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>631</strong></td>
<td><strong>2403</strong></td>
<td></td>
</tr>
</tbody>
</table>

High Schools: Voyageurs; Bemidji; Park Rapids Area

Courses offered: ENGL 1101, ENGL 1102, ENGL 2355, PHYS 2101, MATH 1170, MATH 1107, BUAD 1100 [include course titles]

### Level C Teacher Training: Bemidji State places (xx) student teachers each year in area public schools. This program provides education students with classroom experience and provides support and professional development opportunities for area teachers. (do we have a brochure or web site or something that we use to solicit classrooms for student teachers??)

### Level C College Preparatory Programs: Through special programs, Bemidji State assists area students in preparation for college.

By way of example:

**Math prep program: 360 Degrees**: This innovative program guides high school students with an interest in technology...
Evidence/Information
Yet to Be Included

- Ideas?
- Comments?
- Corrections?
- Information?
Please contact Marty Wolf, # 33, mwolf, 2825

Level C Summer Programs at Bemidji State introduce area high school students to campus opportunities and promote college-readiness.
Level D Upward Bound: This federally-funded program encourages area high school students to consider higher education and helps prepare them for success in college.

Higher education: Bemidji State serves its external constituents through course and program offerings to individuals and through collaborations with other post-secondary institutions.

Level C Distance Learning Programs: Described in Chapter Three, these programs offer higher education opportunities to students who cannot or choose not to study on-campus at Bemidji State.

Level C Campus Support for Distance Learning: The university supports its distance learning programs through the library and student services.
Level D In response to a need identified through assessment, the A.C. Clark Library provides access to library holdings and services for distance learners. Level D Through its web site, the Center for Extended Learning guides distance learners to university services, including Admissions and Financial Aid.

Level C Post-Secondary Collaborations: Bemidji State has formal relationships with numerous post-secondary institutions.
Level D MnSCU has an elaborate system of course articulations, promoting seamless transfer for general education courses within the system and assisting with course transfers for majors. (is there a page we can to with this? a # we can use, of schools, or courses?)

Bemidji State has program articulations with MnSCU institutions (do we have any outside the system?), including the following: (examples here) These help promote timely graduation for transfer students.

The university also collaborates with other institutions to offer degrees, including the following:
- An Associate in Arts degree collaboration with Alexandria Technical College.
- A Bachelor of Arts/Bachelor of Science in Psychology collaboration with the Arrowhead University Consortium.
- Engineering collaboration? (I think not at this time).

Level D Bemidji State has articulations / agreements?? with area tribal colleges, including Red Lake and Leech Lake.
Evidence/Information Yet to Be Included

Ideas? Comments? Corrections? Information?
Please contact Marty Wolf, # 23, mwolf, 2825

Evidence/Information Yet to Be Included

Ideas? Comments? Corrections? Information?
Please contact Marty Wolf, # 23, mwolf, 2825

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

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


Build capacity for problem-solving and community building through partnerships and engagement with businesses, government agencies, nonprofit organizations, and other entities.

Bemidji State and its community partners work together to assure mutual economic success for their shared constituencies.

Bemidji Community: The university's relationships with the City of Bemidji, Beltrami County, American Indian communities and the northern tier of Minnesota are manifold. They range...
• Core Component 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

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

Bemidji State Recognizes Community Leaders

Bemidji State University Hall of Fame Recognizes Community Leaders

In Collaboration with the Northwest Minnesota Foundation, Bemidji State Women’s Hall of Fame Recognizes Regional Leaders Endowed Chairs at Bemidji State

Established in recognition and appreciation of Bemidji State’s mission to Engage, Embrace, Educate:

• George W. Nielsen
  Endowed Chair of Wetlands Ecology, Biology Department

• 3M Endowed Chair in Accounting

Endowed Chair Opportunity

• American Indian
  Endowed Chair in Nursing

Level C: Regional Event Center: Bemidji State University recently signed a twenty-year lease as the anchor tenant in the new Regional Event Center being built by the City of Bemidji. The agreement process involved the MnSCU system, the State Attorney General’s office and the State Department of Finance.

Level C: Diamond Point Park: Bemidji State and the City of Bemidji partnered on the recent renovation of this important city park. The collaboration includes the housing of the university’s Outdoor Program Center at the park.

Level C: University Facilities: The Bemidji State campus is available for rental for community events, such as an annual boat show, and for weddings and other private events. A process is in place for evaluating and scheduling rental requests.

Level C: Civic Engagement: In recent years, Bemidji State has done several surveys to determine the extent of civic engagement by Bemidji State students, faculty and staff. The surveys indicate that the Bemidji State community participates in civic engagement. See Priorities for Improvement: Civic on plans to improve such activity.

• Telling Our Stories [three documents from Crit Five documents], Spring 2001, compiled by the Outreach & Partnership Committee, describes in detail the activities of forty-three faculty and staff members.

• Civic Engagement Survey, 2005, reports on civic engagement in classes.

• Campus Compact, 2008, expands on the 2005 report and includes examples from students on civic engagement activities.

Level C: Collaboration with Government Agencies: The university maintains regular relationships with local governments, including law enforcement, to assure cooperation on matters of law, health and related issues, including disaster planning and law enforcement. ([documentation??])

Level C: Community Appreciation Day: Bemidji State hosts an annual day of appreciation in recognition of its external constituents. The 2009 event hosted more than 2,500 guests who visited twenty information booths sponsored by academic departments student clubs and observed nine athletic teams at practice.

Level C: University Foundation: The Bemidji State Foundation promotes and maintains relationships with alumni and with area businesses, industries and individuals] ([additional info—evidence])

4. University Plan Strategy B.3 Support and promote cultural and recreational vitality.
serves and analyzes its capacity to serve their needs and expectations.

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

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

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

**Bemidji State Participates in Shared Vision**

“Shared Vision seeks to be a catalyst that encourages the Bemidji community to work together to expand social, economic, education and leadership opportunities for people of all races.” Indian Country Today Don Day, Director, Bemidji State University American Indian Resource Center, is a member of Shared Vision.

**Research Documents Race Relations Concern**

A survey commissioned by Shared Vision* indicates a division between white and American communities.

**The Community Responds: Bemidji Businesses Including Ojibwe in Signs**

“Boozhoo” welcomes patrons in Bemidji.

* “Shared Vision seeks to be a catalyst that encourages the Bemidji community to work together to expand social, economic, education

**Participate in the enrichment of our communities through development and support of the arts and other cultural and recreational offerings.**

**Cultures and Heritage:** Bemidji State promotes cultural vitality through its relationships with communities of interest.

- American Indian Tribal Colleges: Bemidji State supports the Leech Lake Tribal College and the Red Lake Nations Tribal College through articulation agreements, consultations, and similar relationships.

- American Indian Reservations: The university president and other members of the Bemidji State community maintain formal and informal relationships with the Red Lake and Leech Lake Indian Reservations, in part through the university’s American Indian Resource Center.

- Bemidji community organizations: Bemidji State participates in community organizations for change, including Bemidji Leads, Shared Vision, and the Bemidji Race Relations Council.

- American Indian Resource Center, Bemidji State: Opened in 2003, offices housed in AIRD include the Indian Studies and Ojibwe Language programs, Retention Counseling, and the Council of Indian Students. The AIRC director serves as a liaison between Bemidji State and regional American Indian communities and represents American Indian students to the university. The building is designed to support and represent American Indian architectural values. Annual Spring Powwow, sponsored by the Bemidji State Indian Student Council is held at the university.

**University of the Arctic:** As noted above, Bemidji State is pursuing a relationship with the University of the Arctic.

**The Arts:** The university provides arts and entertainment offerings open to the public and promotes collaboration between area and university artists.

- The Theatre Program collaborates with the community on performance opportunities and connects the community to national trends in theatre.

- The Music Department collaborates with the community on performance opportunities and connects the community to national trends in theatre.

- The Visual Arts Department galleries are open to the public.

- The English Department publishes two anthologies with open submissions: Dust & Fire: Writing & Art by Women, and New Voices: Fiction & Poetry by Minnesota High School Students.

**Athletics and Recreation:** The university provides athletic and recreation opportunities that are open to the public and promotes collaboration between area and university athletics and recreation.
Indian Country Today

Don Day, Director, Bemidji State University American Indian Resource Center, is a member of Shared Vision.

Bemidji State Hosts American Indian Education Summit

Keynote speaker Dr. Will Antell is Bemidji State alum.

Bemidji State Supports the Literary Arts


or

http://www.bemidjistate.edu/academics/publications/dust_and_fire/

NV

http://www.bemidjistate.edu/academics/publications/new voices/

Other Arts here...

- Bemidji State athletic events are open to the public, including men's and women's basketball, golf and ice hockey and men's baseball, football, soccer, softball, tennis, track/cross-country and volleyball. Summer camps for high school students are sponsored in girls' and boys' basketball and in boys' soccer and volleyball.

- The Bemidji State Campus Recreation Center is available for private rental for birthday parties, school groups, and campus/community organizations.

- The Outdoor Program Center and OPC sponsored trips are open to the public.

((Frozen Four, Event Center, etc.))
Core Component 5a The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

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

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

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


Work with partners to assure the environmental stewardship of our shared communities.

As promised in its Signature Themes and its Strategies for 2008-2013, Bemidji State is committed to environmental stewardship on its campus and beyond.

By way of example:

- Shoreline and water quality protection: Shoreline research & grants (Welle) Water quality research & grants (Kroeger)
- Recreational use: Diamond Point Park Bike trail Hobson Forest
- Sustainability: Sustainability coordinator Hobson Union wind power

6. Priorities for Improvement

Criterion Five: Engagement and Service

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

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

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

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