

**Shaping Potential/Shaping Worlds**  
**Story here...**

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**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 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, 3c)

5. Priorities for Improvement

Summary of Evidence

***Graphic Banner Here (narrow, to distinguish between single column above and double column below) – repeat at end/beginning of double columns.***

- Introduction  
In fulfillment of its educational mission, Bemidji State 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, and the allocation of resources in support of learning and teaching.

**1. Learning and Teaching: Planning, Support, Excellence** (Core Components 3b, 3d)

Bemidji State provides traditional and non-traditional learning opportunities for diverse audiences. Programs include graduate and undergraduate degrees, minors, fields of emphasis, certificates and non-degree education. Settings for these offerings include on-campus, online and

remote site courses, classrooms and laboratories. The offerings are supported by the university through planning and assessment, and through the allocation of resources that assure faculty, curriculum and facility excellence.

PLANNING LEVELS

Level I, Primary Mission Document

- 2008-2013 University Plan

Level II, Foundational Mission Documents

- Master Academic Plan (MAP)
- Facilities Master Plan
- Student Development and Enrollment Master Plan (J-Plan)
- Technology Master Plan

Level III, Foundational Mission Documents

- Colleges, Academic Departments
- Administrative Departments

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. in sections two, three and four of this chapter: 2.

Undergraduate Learning and Teaching Environments, 3. Graduate Learning and Teaching Environments, and 4. External Learning and Teaching Environments.

Level C 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 expressed in the University Plan's vision statement: Shaping Potential, Shaping Worlds.

The intent of the vision and mission, to educate and to make a difference, are especially carried out in Strategy A of the University Plan~. The Strategic Imperative and Value Statement provide guidance for carrying out the Initiatives which are also followed by value statements.

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

Strategic Imperative: Create opportunities for student success through high quality programs and services.

Value Statement: 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.

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. ((CAN WE SAY that Goals and Measurements are accounted for somewhere? In the annual report to MnSCU?))

#### 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.

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 programs and services that support students' professional, personal, and citizenship development.)
2. Excellent faculty (Hire and support excellent faculty.)
3. Secure future for Northern Minnesota (Help build the

future of Northern Minnesota.)

4. Diverse student, staff and programming (Enhance diversity.)

5. Excellent teaching and learning environment (Support the teaching and learning environment.)

6. Financial stability (Secure financial stability through appropriate growth and program development.)

The relationship of the MAP to the University Plan, master plans, and college and department plans are discussed in Chapter Two: Criterion Two.~

**LEVEL C** 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. item 6. Assessment Systems.

**LEVEL D** Academic Department Plans and Reviews: At the time of 2000 self-study~, ten of twenty-seven academic departments had completed five-year reviews. At the time of the 2002 monitoring report~, all twenty-seven programs had conducted reviews. Currently, all academic departments are on a five-year academic program planning, review and assessment schedule. ((~ to current schedule)) Five-year reviews are further discussed below. in 2. Undergraduate Learning and Teaching Environments, 3. Graduate Learning and Teaching Environments.

In 2006, the handbook GUIDELINES: Five-Year Academic Program Planning, Review and Assessment Cycle~ was updated by the assessment coordinators. The revisions linked the MAP to department self-studies and plans and the emphasis was shifted from a static five-year review to a dynamic five-year planning cycle. In 2008, the Assessment Committee~ updated the guidelines in response to comments from departments and programs.

Those comments also resulted in an initiative by Academic Affairs to improve data access for departments by consolidating and organizing data and making it available electronically. Two important tools are currently available to faculty through their web portal:

- The Advanced Class Schedule~ allows access to the

coming semester's draft schedule as well as to past schedules. The files can be downloaded into a spreadsheet making it easy for faculty, especially department chairs, to sort data for use in curriculum and schedule planning.

- The Course Enrollment~ tool allows faculty to view a database of enrollments in all university courses for the last ten years. The information can be sorted for department, Liberal Education, on-campus and online. The data appears in numbers and in line graphs that show available seats and actual enrollments. The data are useful for curriculum and schedule planning.

The fall 2009 iteration of the guidelines includes several related new components that were added to “assist with the preparation and approval of program planning documents and to assure we are closing the loop of planning, monitoring, and program improvement”:

- Academic Planning and Assessment Flowchart
- Assessment Coordinator duties
- Assessment Committee Constituents and Charge
- Template for tracking assessment outcomes.

As in the past, the Guidelines~ include the Dimensions of Student Learning which outline the university's learning assessment goals and outcomes. The dimensions are introduced in Chapter One, Criterion One~ and are further discussed in the Monitoring Report update on assessment.~

**LEVEL D** Administrative/Student Services Plans and Reviews: Bemidji State's administrative offices also engage in regular planning and review, including assessment. The Resource Manual with Guidelines~ was approved in 2000 and is currently under review by ...((??)) 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:

Initiative 5. 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.

Examples of potential initiatives:

- 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.~ Administrative and university services are further discussed in Chapter Five, Criterion Five.~

### **Gaps & Trends**

Committee Charge

- 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

### **Gaps & Trends**

#### **Committee Membership**

- Associate VP for Academic Affairs (Convener)

#### **LEVEL C** 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 and its Gaps and Trends Committee.

The University Assessment Plan was revised in 2009~. It coordinates assessments that are carried out at various levels including university-wide national tests, such as NSSE, the Academic Profile and the CCTST, and assessments conducted through five-year reviews of academic and administrative/student services programs.

The Gaps and Trends Committee~ began meeting in 2009 and considers various means to improve assessment at Bemidji State and to assure closure feedback loops (assessment followed by application of new knowledge and allocation of resources). By way of example, Gaps and Trends projects include the following:

- Assessment of the effectiveness of the content required in academic departmental self-study documents, especially regarding its usefulness to departments.
- Review of software options for managing and maintaining university-wide data task streams, such as the Accountability and Management System.

- Vice President for Academic Affairs
- Vice President for Student Development and Enrollment
- Vice President for Finance and Administration
- Deans' Representative
- Director of Institutional Research
- Liberal Education Representative
- Academic Assessment Coordinator Representative
- Graduate council Representative
- Student Development and Enrollment Representatives (two)
- Student Representative

on campus, including the closure of feedback loops.

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-credits 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-credits 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 three-credits reassigned time each semester.
- People and the Environment,~ a required course in

the Liberal Education program,  
[http://www.bemidjistate.edu/academics/liberal\\_education/courses/people\\_environment/is](http://www.bemidjistate.edu/academics/liberal_education/courses/people_environment/is)  
coordinated by a director who has three-credits of reassigned time per semester.

- The Center for Professional Development~ also contributes to curriculum development. The CPD director receives three-credits of reassigned time each semester.
- In support of the Curriculum Committee, the Catalog Office vets proposals for accuracy and tracks proposals through the approval process.

Excellence in Learning and Teaching: Excellence in learning and teaching at the college, department and program levels are discussed below. At the university level, excellence 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 xx 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)

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.~ ((List from DEbbie Guelda))

Sabbatical leaves support faculty professional development <Sabbatical Reports - FY2001-2007>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 instructors, programs, and a library of higher education resources. As noted above, the university supports the CPD with three-credits of reassigned time per semester for the CPD director.

Bemidji State participates in faculty professional development opportunities provided by the MnSCU system. The Center for Teaching and Learning~ <<http://www.ctl.mnscu.edu/>> 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:
- 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 to three years; software is updated each semester; security upgrades are performed as needed.  
Campus grounds are appealing.  
Buildings are renovated on a regular schedule  
Security is xxxx.  
Other?

## 2. Learning and Teaching Environments: Undergraduate (Core Components 3a, 3b, 3c, 3d)

Undergraduate study is Bemidji State’s raison d’être. It is how we “engage, embrace and educate” students. Since 19xx, when the university was chartered, it has been the means to “shaping potential and shaping worlds.” Of its approximately 5,000 students, 4,500 (90 percent) study for the bachelor’s degree. As an arts and sciences university,

Bemidji State is dedicated to learning and teaching, to inquiry and creativity, to the acquisition of knowledge and critical thinking skills, to the promotion of civic responsibility, environmental stewardship and global citizenship (the university's signature themes).

Liberal Education and Honors: In 2000, at the time of Bemidji State's last continuing accreditation self-study, the university's Liberal Education (general education) program was based directly on the MnSCU system's ten-point transfer curriculum. Beginning fall 2010, an entirely new program will be implemented (see "Lib Ed: Feature Story"). The new program is the result of intensive review and work by the Liberal Education Committee and a Liberal Education Task Force requested by the Committee, approved by the faculty senate and funded by the administration:

It is clear to the Liberal Education Committee, from its study the past two years, from student and faculty focus groups, from conferences and institutes, and from scholarly materials that there are other models for general education that could better meet the needs of our students than does the current model. The Liberal Education Committee moves that the Senate direct the Executive Committee through Meet and Confer to pursue the creation of a university-wide task force charged with proposing and pursuing revisions to the Liberal Education Program. (October 4, 2004, BSUFA Senate Minutes)

The new program is compliant with the MnSCU system transfer curriculum but is not built on the ten-point, subject matter model. Rather, it takes a holistic approach, as indicated in its new mission statement:

Liberal education, a central component of university life, provides an opportunity to reflect on what we value in arts, sciences, and social relations. The unifying mission of the Liberal Education Program at Bemidji State University is to promote a spirit of free inquiry and to foster critical thinking skills needed to make sound choices; it serves to enhance quality of life by helping each person reach full potential. Liberal Education develops effective citizens who appreciate learning as a life-long search for understanding and who are willing to engage and evaluate new ideas and diverse perspectives.

The new program includes assessment based on stated goals:

Upon completion of the Liberal Education program

students will have gained:

- intellectual and practical skills in thinking critically and reasoning logically, communicating both orally and in writing, and accessing and generating new knowledge;
- foundational knowledge in the natural and social sciences, arts, humanities, and mathematics; and
- an appreciation of arts, knowledge and learning, intellectual virtues, and personal, ethical, and civic responsibilities.

Outcomes for the goals~ are included for each area and are utilized in the approval process for courses proposed for inclusion in the program. Liberal Education participates in the Five-year Program Planning, Review and Assessment Cycle~.

The Honors Program~ is an alternative general education program. Students must meet grade point requirements for admission. The director of the program receives three-credits of reassigned time each semester. Honors participates in the Five-year Program Planning, Review and Assessment Cycle~.

#### Undergraduate Degree Programs

Six undergraduate degrees are offered through the university's 22 academic departments:

- Associate in Arts
- Associate in Science
- Bachelor of Applied Studies
- Bachelor of Arts
- Bachelor of Fine Arts
- Bachelor of Science

These include 68 undergraduate majors with minors plus additional minors, specialized licenses, fields of emphasis and certificates, and pre-professional studies.~ <  
<http://www.bemidjistate.edu/academics/catalog/0910up/catalog/Frontpages/Section0/major.html>>

#### 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 Three: Mid-cycle Review
- Year Five: Self-study Report, Consultant Visit, Consultant Report.

ADD document flow chart from Guidelines for 5-year....

As noted in Chapter One, academic assessments are based on the university's Dimensions of Student Learning.~ Assessment results are evaluated and contribute to ongoing department planning. The three written five-year reports are reviewed by the college deans, the Assessment Committee and the Vice President for Academic Affairs. Timeliness of reviews and reports is monitored by the Assessment Coordinators and a schedule is maintained~. ((Review\_schedule\_on\_track.doc))

Department self-studies include review of documents and an on-site visit by an external consultant who makes comments and recommendations that are incorporated into the next five-year plan.

Assessment Exemplar: Plan, Mid-cycle Review and Self-study

Note: Five-year plans, mid-cycle reviews and self-studies for all academic departments are available on the HLC Data Site.~

Five-year Plan (Year One) Assessment Exemplar: College of Business, Technology and Communication, Technological Studies Department (formerly Industrial Technology Department), 2007 Assessment Plan:

Approved Departmental Assessment Plan

Note: Technology Studies is accredited by The Association of Technology, Management, and Applied Engineering.

Questions for Assessing Dimensions of Student Learning

- Dimension 1, Outcome 1: How well do students demonstrate that they are able to engage in evaluative thinking?
- Dimension 3, Outcome 1: How prepared are Industrial Technology students for the world of work?

Assessment Strategies

- Strategy 1: Survey graduates for satisfaction with the career preparation obtained from the Industrial Technology Department.
- Strategy 2: Accounting of job placement.
- Strategy 3: Culmination and capstone courses and experiences to synthesize objectives.
- Strategy 4: Curriculum review by internal and/or external sources.
- Strategy 5: Internship/Student Teaching Performance Data.

Time Line for Implementation

2001-2005: Collect and analyze data

2001-2002: Submit revised assessment plan, finalize

department agreement on plan, and secure resources and funding, assign tasks and functions  
2002-2003: Perform graduate survey (2000, 2001, & 2002), prepare mid-cycle report and discuss, and engage in departmental planning  
Summer 2004: Survey (2003, 2004) for data analysis in the fall of 2005  
Fall 2005: Summarize for 5 year reviewer visit in the spring

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 writing minor and undergraduate and graduate certificates have been added to the curriculum.

As noted above, faculty are evaluated through Professional Development Plans and Reports, as required by the IFO-MnSCU Master Agreement.

Academic 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~: 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 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.  
~<http://www.bemidjistate.edu/academics/distance/undergraduate/>

**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.~  
<http://www.bemidjistate.edu/academics/summer/>

**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.

- On-campus enrollment of PSEO students: (average, usual?)
- Concurrent enrollment: xxx sections in xxx schools from these Bemidji departments (ENGL, SCi and ??)

**LEVEL D**

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  
<http://www.bemidjistate.edu/academics/distance/undergraduate/aa/>
- 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.  
<http://www.bemidjistate.edu/academics/distance/graduate/>

Bemidji State also maintains program articulations with numerous community and technical colleges, assuring seamless transfer for students. By way of example:  
((List of articulations for programs—vs. general articulations for courses, but maybe reference those, too.))

**LEVEL D** Classroom pedagogies: Classroom pedagogies at Bemidji State range from traditional to innovative. Traditional strategies include lecture, discussion, workshop/studio and lab. Innovative strategies include the following:

- Interdisciplinary teaching in People and the Environment classes using lecture and breakout sections.  
[http://www.bemidjistate.edu/academics/liberal\\_education/courses/people\\_environment/](http://www.bemidjistate.edu/academics/liberal_education/courses/people_environment/)
- Team teaching in Honors courses.~  
<http://www.bemidjistate.edu/academics/departments/honors/>
- Blended courses using multiple methodologies, including D2L.  
~<https://bemidjistate.ims.mnscu.edu/shared/faculty-support/index.html>>
- Darwin game

**LEVEL C** Co-curricular Education: The university recognizes the value of 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. By way of example:

- Student Senate: Officers and representatives learn leadership skills and experience governance.~  
<http://www.bemidjistate.edu/students/senate/>
- FYRE, First Year Residential Experience~  
[http://www.bemidjistate.edu/students/reslife/your\\_community/fyre/](http://www.bemidjistate.edu/students/reslife/your_community/fyre/): a learning and living community for freshmen and a career experience opportunity for upper class students, who return to the program to serve as Resident Assistants.
- PAA, Peer Academic Assistant: Provide academic support to residents in the First Year Residential Experience program.
- Lifestyle Educators: Student peer educators learn leadership skills and are trained to give accurate and current health information to their peers.~  
[http://www.bemidjistate.edu/students/health/a\\_lifestyle.html](http://www.bemidjistate.edu/students/health/a_lifestyle.html)
- Hobson Union Programming Board (HUPB) organizes social and cultural programs for the campus community.
- On-campus employment: Work Study and Regular Payroll positions are available in most areas of the university including academic and administrative departments, the library, grounds and maintenance, food services.

Student life is discussed further in Chapter Four: Criterion Four~.

#### LEVEL C Opportunities for Faculty

Bemidji State supports vibrant teaching, research and creative opportunities for faculty. Faculty engagement in such activities contributes to a vibrant learning environment.

#### LEVEL D

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.~  
<http://www.ctl.mnscu.edu/index.html>

#### LEVEL D

Honors Lectures: The Honors Program lecture series promotes scholarly discourse among the faculty and to

cultivate new intellectual interests among students.~ As noted above, the Honors Program director receives three credits of reassigned time per semester.

<http://www.bemidjistate.edu/academics/departments/honors/lectureseries.html>

**LEVEL D**

Committee and council service: Faculty are encouraged to serve on university committees and councils, including the following:

- Examples of Committees (BSU Faculty Association): Curriculum, Liberal Education, Teacher Education, Graduate, Academic Affairs, Student Services, Government Relations, Professional Improvement Grants, Academic Computing
- Examples of Councils and Centers: Honors, Professional Development, International Studies, Women's Studies, ((Others??))

**Projects with Students**

DARWIN SIDEBAR HERE  
AND REFERENCE IN  
OPS FOR STUDENTS

**MARS internships,**  
business, educ, SW, CJ,  
TS geology, etc.

**LEVEL D**

Projects with students: ((Need examples, info here))

**LEVEL D**

Projects with colleagues: Faculty are encouraged to collaborate with each other on learning, teaching and professional development. By way of example:

- The Liberal Education Committee sent a team of five to an AAC&U General Education Institute. See "Lib ED" feature story.
- Faculty from diverse disciplines are invited to teach breakout sections in People and the Environment (Liberal Education) and to participate in large-group discussions.
- 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 are examples of those 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

- o Engineering Technology Center

**LEVEL D**

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.

3. Learning and Teaching Environments: Graduate (Core Components 3a, 3b, 3c, 3d)

Graduate study at Bemidji State offers opportunities for students to specialize in a field and obtain professional level knowledge and credentials. Graduate students are prepared to enter or advance careers and to transition to doctoral programs.

**Programs Offering Graduate Degrees**

- Biology
- Counseling Psychology
- English
- Environmental Studies
- Mathematics
- Professional Education
- Science
- Sport Studies
- Technological Studies

**Graduate Degrees through Distance Learning**

- Master of Science in Education
- Master of Education
- Master of Science-Industrial Technology
- Master of Science-Technology/Career and Technical Education

Graduate Programs:

Five master's degrees are offered by nine of Bemidji State's 22 academic departments:

- Master of Arts
- Master of Science
- Master of Education
- Master of Special Education
- Master of Science (Education)

Specialized licensures (non-degree) are offered in Career and Technical Education, Preprimary Specialty, Reading and Special Education. Certificates (non-degree) are offered in Electronic Writing and Online Teaching.

Programs are offered on-campus at Bemidji State and through Distance Learning~  
<http://www.bemidjistate.edu/academics/distance/graduate/>

**LEVEL C**

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 used? are these results available on the web??))

#### LEVEL C

Graduate Studies Committee: Members of this Faculty Association committee belong to the graduate faculty and are elected for service by graduate programs. The committee makes recommendations on curriculum and program proposals and advises the graduate dean.

#### LEVEL C

##### 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.~((new Msword doc for GA listings)) Graduate assistants teach, coach, conduct research and assist with administrative duties. They receive an annual stipend of \$8,500.00 and twelve credits of tuition waiver.

##### Graduate Faculty:

#### LEVEL D

Credentials: Faculty are admitted to the graduate faculty based on stated criteria~  
[http://www.bemidjistate.edu/academics/graduate\\_studies/faculty/gradFaculty.php](http://www.bemidjistate.edu/academics/graduate_studies/faculty/gradFaculty.php)>, 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.

#### LEVEL D

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 on the grad programs – research, etc.?? FROM GRAD WEB SITE))

#### **4. Learning and Teaching Environments: External**

(Core Components 3a, 3c)

Programs and Assessment: As noted above, some graduate programs are offered through Distance Learning. These are assessed on a five-year cycle through department planning. The Distance Learning Assessment Coordinator assists with these plans.

As noted above, several non-degree programs (licenses and certificates) are offered at the graduate level. These are also assessed through five-year planning.

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

5. Priorities for Improvement  
Graduate Study

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### **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.

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

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

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Core Component - 3d The organization's learning resources support student learning and effective teaching.

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