DRAFT—Chapter Four, Criterion Four  
Bemidji State University-HLC 2010 Reaccreditation Self-Study Report

Below is a draft of Criterion Four 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>
<thead>
<tr>
<th>Due Dates</th>
<th>Actions</th>
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<tbody>
<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)
Shaping Potential/Shaping Worlds
Story here...

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

Evidence/Information
Yet to Be Included

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

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
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...
Foundational Mission Documents

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

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

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Core Component 4d The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Evidence/Information Yet to Be Included


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.

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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
• 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
Evidence/Information
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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.

((Other examples here of allocation of resources for the acquisition of knowledge, etc.??))

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 related services.

By way of example:

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Bemidji State Wireless Services for Students, Faculty, Staff Technology Services for Students Including Email and Residence Halls

Evidence/Information
Yet to Be Included

Ideas?
Comments?
Corrections?
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</tbody>
</table>
Mathematics & Computer Information Science 350 machines | Geographic Systems 268 machines | Accounting 157 machines
---|---|---
Maple | ArcGIS | Taxwise
SPSS | ArcView | Great Plains
Stella | Google Earth | Dynamics
Mathematica | | ProSeries
Minitab | | |
COBOL | | |
Visual Studio | | |
Python | | |
MicroFocus | | |
ProSeries | | |

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:

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:

Strategy B: Promote Vital Communities through Involvement

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

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: [List + Links]
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.

By way of example, faculty and staff report the following professional development activities:
- Faculty
  - Sabbatical Reports FY 2001-2007
  - Professional Improvement Grant Recipient Topics
  - Publications, presentations at conferences, related activities, as reported in faculty vitae
- Staff
  - Examples here (We’re working on it)
  - BSU Insider??

The university also recognizes faculty and staff development and accomplishments through publication in the BSU Insider.
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.

Evidence/Information Yet to Be Included
- Ideas?
- Comments?
- Corrections?
- Information?
Please contact Marty Wolf, # 23, mwolf, 2825 University Services

Support the Academic Journey

A.C. Clark Library
- Admissions Office
- Advising Success Center
- American Indian Resource Center
- Campus Childcare
- Career Services
- Computer Labs
- Disabilities Services
- Financial Aid Office
- Health and Counseling Center
- Pier 9
- Records Office
- Responsible Men
- Responsible Women
- Student Development and Enrollment
- Trio SSS
- University Bookstore

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 tutoring and related services.

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:
Student Life Opportunities
Support the Academic Journey

- Athletics
- Campus Dining
- Campus Security
- First-year Experience
- Hobson Union
- Intramural Athletics
- Northern Student Newspaper
- Outdoor Programming Center
- Recreation Center
- Residential Life/Housing
- Student Organizations
- Student Senate

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.

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:

1. Support and promote students’ learning. Self-confidence, self-reliance and responsibility for self lie close to the heart of academic success.

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 self and well-being.

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.

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.
- ~ to document
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.

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 evolved 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.

Evidence/Information Yet to Be Included

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

As noted in Chapter Three, undergraduate study is Bemidji State's raison d'être. 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
organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

6. Graduate Study (4a, 4b, 4c)

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 undergrad?)

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

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.
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