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Note: The Tables of Contents for Chapters One, Two and Three are mostly accurate. Those for Chapters Four and Five are beginning outlines. SH

00 Introduction (Notes)

- Profile (including special qualities and distinctive programs)
- MnSCU Profile (see notes below at **)
- Summary of significant changes (Watershed Years?)
 - Planning
 - U-Plans
 - Master Plans
 - (Levels of plans down to dpts, etc.)
 - Current flow of information for planning?
 - Vision and Mission
 - Reorganization
- Summary of accreditation history
- Evaluation of thoroughness of self-study process
- Summary of the organization’s understanding of and response to the major issues identified by the last team(s) RE MONITORING REPORT
- explanation of the purposes of and audiences for the report
- explanation of how the report is organized
- Identification early in the report of any requests for change that are included

Qualities of the report itself

- A useful table of contents
- Effective cross-referencing within the report
- Indexed citations in the report corresponding to appendices to the report and exhibits in the resource room

Team expectations

- Use of information and data to create evidence to support the organization’s self-evaluation
- Thoughtful analysis of evidence
- Easily identified and succinctly stated institutional priorities for improvement
- Honest evaluation, not public relations, characterizes the tone and content of the report

**** MnSCU INFORMATION** (Plus a narrative statement.)

Bemidji State University is a member of the Minnesota State Colleges and Universities System (MnSCU) http://www.mnscu.edu/about/index.html • MnSCU has 32 member institutions including 25 two-year colleges and seven state universities.	Bemidji State University is a member of the Minnesota State Colleges and Universities system (MnSCU) ((More here...)) System Mission
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<ul style="list-style-type: none"> • It is the largest single provider of higher education in the state of Minnesota. • The colleges and universities operate 54 campuses in 47 Minnesota communities and serve about 250,000 students in credit-based courses. • Overall, the system produces about 33,500 graduates each year. • In addition to credit-based courses, the system offers customized training programs that serve about 153,200 employees from 6,000 Minnesota businesses each year. • The law creating the system was passed by the Minnesota Legislature in 1991 and went into effect July 1, 1995. It merged the state's community colleges, technical colleges and state universities into one system. • Both the Minnesota Senate and the House of Representatives have higher education committees that oversee the system's operations and finances. • The system is separate from the University of Minnesota. 	<p>http://www.mnscu.edu/about/index.html The Minnesota State Colleges and Universities system of distinct and collaborative institutions offers higher education that meets the personal and career goals of a wide range of individual learners, enhances the quality of life for all Minnesotans and sustains vibrant economies throughout the state.</p> <p>System Vision http://www.mnscu.edu/about/index.html The Minnesota State Colleges and Universities system will enable the people of Minnesota to succeed by providing the most accessible, highest value education in the nation.</p> <p>More from http://www.mnscu.edu/about/index.html including dashboard</p> <p>CROSS-WALK</p>
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Bemidji State is member of MnSCu, etc.

System Mission <http://www.mnscu.edu/about/index.html>
The Minnesota State Colleges and Universities system of distinct and collaborative institutions offers higher education that meets the personal and career goals of a wide range of individual learners, enhances the quality of life for all Minnesotans and sustains vibrant economies throughout the state.

System Vision <http://www.mnscu.edu/about/index.html>
The Minnesota State Colleges and Universities system will enable the people of Minnesota to succeed by providing the most accessible, highest value education in the nation.

Chapter One, Criterion One: Mission and Integrity

Criterion Statement: The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Introduction

1. Primary Mission Documents (1a, 1b)

- The University Plan
 - Vision
 - Mission
 - Signature Themes
 - SCOT
 - Strategies

2. Foundational Mission Documents (1a, 1c)

- Master Plans

- College and Department Plans
- Administrative and Student Services Plans

3. Mission Integrity (1b, 1c, 1d, 1e) NOTE: This section is arranged by the three mission items. In addition, each of three is paired with a signature theme.

- Engage: E1 New Worlds of Thought (1b, 1c)
 - Internal Constituents
 - Qualified Faculty, Staff and Administration
 - Hiring Processes
 - Professional Development
 - Curriculum Integrity and Vitality
 - Program Diversity, Vitality and Accreditation
 - Signature Theme: International/multi-cultural understanding
 - Academic Programs
 - Student Support Services
 - Student Organizations
 - External Constituents
 - University Plan
 - Offerings
- Embrace: E2 Responsible Citizenship (1b, 1c, 1d, 1e)
 - Internal Constituents
 - Collaboration, Consultation, Communication
 - Policies and Practices
 - Service to Diverse Populations and Cultures
 - Signature Theme: Civic Engagement
 - Governance
 - Student Organizations
 - Academic Classes
 - External Constituents
 - Indian Reservations
 - City of Bemidji
 - Other MnSCU Institutions
- Educate: E3 For the Future (1c, 1d, 1e)
 - Internal Constituents
 - Internal Constituents
 - Lifelong Learning
 - Active Planning Processes
 - Signature Theme: Environmental Stewardship
 - Academic Programs
 - University Planning
 - External Constituents
 - Outreach to Communities
 - Outreach to Other Educational Institutions

4. Priorities for Improvement

- Civic Engagement

Chapter Two, Criterion Two: Preparing for the Future

Criterion Statement: The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Introduction

1. Consistency of Mission, Refinement of Identity (Core Components 2a, 2d)

- Mission Statements, history and consistency
- Identity, history and change in focus

2. Societal and Economic Trends (Core Component 2a)

- From U-Plan SCOT 08-13
- From J-Plan SCOT 08-13
- The Future (JQ)

3. Planning Documents (Core Components 2a, 2d)

- Intro to levels
- Level I
 - U-Plan 02-07
 - Work Plan 02-07
 - WP Reports
 - WP Summaries
 - U-Plan 08-13
 - Strategies compared to 02-07
 - Cooperative planning: Campus Conversation Crosswalk
- Level II
 - Connection to U-Plan 08-13
 - Four Plans (intro re connection to other plans)
 - MAP <-- U-Plan
 - Facilities <-- MAP
 - J-Plan <--U-Plan
 - Tech Plan (+ NWT) <-- U-Plan
 - MAP
- Level III
 - Academic (Intro re U-Plans and MAP)
 - Decision Parameters
 - Expectations (“To this end....”)
 - Department Reports
 - Reorg & new mission
 - Student Services

[[Lib Ed Feature]]

[[ASC Feature]]

[[Learning Journey Feature]]

4. Planning Processes (Core Components 2a, 2d)

- Intro
- Established Entities
- Ad Hoc Entities
 - Exemplars
 - Lib Ed
 - Scenario Planning
 - Reorg

5. Resource Base (Core Components 2b, 2d)

- A. The University’s Resource Base
- B. The Resource Base Supports the University’s Educational Programs
- C. The Resource Base Supports Future Quality: A Culture of Assessment

6. Assessment Systems (Core Component 2b, 2c)

Levels I, II, III

7. Funding Follows Planning: Closing the Loop (Core Component 2d)

- Three Exemplars
 - Lib Ed
 - ASC
 - Bridgeman Hall

8. Priorities for Improvement



Chapter Three, Criterion Three: Student Learning and Effective Teaching

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

Introduction**1. Level I and II Planning: University embraces teaching and learning in support of mission** (large pix, u –wide) (3a, 3b, 3d)

- Planning
 - Mission Documents
 - MAP
 - Five-year reviews, including assessment (and how it is used—give examples, one from e. college?)
 - Gaps & Trends
 - University Assessment Plan
 - U-wide assessment measures, NSSE, Academic Profile, etc.
 - MnSCU measures (+ VSA altern Dashboard?)
- Univ's support for Processes (note re reassign, direct \$, facilities, etc.)
 - SD& E
 - Assessment Cmte
 - Assessment Coordinators
 - CPD
 - Curriculum Liaison
 - Lib Ed Cmte & Director, GA
 - Curriculum Cmte (no direct funding)
 - Curriculum tracking, etc. (catalog office)
- Excellence
 - Curriculum process (ug and g + distance)
 - Faculty credentials
 - Program accreditations
 - Program distinctiveness (360, nursing, BFA/CPW)
 - Campus (SmartRooms, etc.)

2. Learning & Teaching Environments: Undergraduate (support richness, diversity and quality of experience; quality assured through assessment and improvement) (3a, 3b, 3c, 3d)

- SD&E?
- Lib Ed & Honors
 - Assessment—levels, use of, etc.
- Departments/Programs
 - Assessment—levels, use of, etc.
 - Opportunities for students (variety of learning ops)
 - Honors, etc
 - Including Distance
 - How univ. supports w. resources
- Opportunities for faculty (variety of teaching ops)
 - Including Distance
 - How univ. supports w. resources

3. Learning & Teaching Environments Graduate (include notes on institutional support—maybe boxes on?)

- Departments/Programs, including Distance
 - Assessment—levels, use of, etc.
- Opportunities for students (variety of learning ops)
 - Including Distance
- Opportunities for faculty (variety of teaching ops)
 - Including Distance

4. Learning & Teaching Environments External (Custom College, etc.) (3a, 3b, 3c, 3d)

- Programs
 - Assessment

5. Priorities for Improvement

- Lib Ed Assessment (it's in the new plan)
- Grad Assessment
- Integrated data site, storage and access
- U-wide Assessment Plan revision (in progress?)

Notes for Chapter Four, Criterion Four: Acquisition, Discovery, and Application of Knowledge
 Criterion Statement: 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.

Introduction

1. University Commitment

- Level I, II documents (4a)
- Policies (available, enforced) (4a,d)
- Eval/assessment of real-world relevance (4c)
 - Academic program reviews, incl by faculty
- Support for (larger pix) (4a, d)
- Modeling values and behavior (4d)
 - Integrity in research, etc.
 - Oversight, etc.
 - IP
- ?? Larger world/community?? (or embed in 3,4,5,, or own item # 7?)

2. Faculty and staff (4a, c)

- Properly credentialed
- Model values of mission

3. SD&E (+ Student Senate?) (4b,c,d)

- Real world
- Support academics (ASC, etc.)

4. Lib Ed (4b,c,d)

- P & E

5. U-grad majors (4a,b,c)

- St achvmet conf
- Civic engagement

6. Grad School (4b,c)

7. Larger world/community (4d)

8. Priorities for Improvement

Notes for Chapter Five, Criterion Five: Engagement and Service

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

Introduction

1. Levels I, II

- mission documents
- ongoing planning includes engmt and serv
- Environmental scanning (SCOTs, including JQ's new one)
- How we know their needs
- How we evaluate the viability of our meeting their needs

- Univ, fac & staff, students – oppors at all levels
- 2. Local (subsets: univ, fac-staff, students)**
 - Many examples
- 3. Regional (subsets: univ, fac-staff, students)**
 - Dust & Fire
 - Moorhead flood relief
- 4. National (subsets: univ, fac-staff, students)**
 - Casper, WY, etc.
- 5. Global (subsets: univ, fac-staff, students)**
 - Arctic University, etc.
- 6. Priorities for improvement**