

Summary Status Report for 2004-2005

**Bemidji State University
Work Plan 2002-2007**

The Summary Status Report is based on status reports submitted by Work Plan Directors. The original reports are available on request.

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Abbreviations used in this document

AAPC	Academic Affairs Planning Committee
AIRC	American Indian Resource Center
CEL	The Center for Extended Learning
CAL	The College of Arts and Letters
COPS	The College of Professional Studies
CSNS	The College of Social and Natural Sciences
DLiTE	Distributed Learning in Teacher Education
FYE	First Year Experience
FYRE	First Year Residential Experience
MnSCU	Minnesota State Colleges and Universities
NTC	Northwest Technical College
PDP	Professional Development Plan
TRIO	Federal grant program including support for three programs: Upward Bound, Talent Search, and Student Support Services

Strategy A (Resources)

Maintain, Expand, and Diversify Resources to Enhance Educational Excellence.

Bemidji State University will pursue strategic, aggressive growth that retains currently enrolled students and draws from potential qualified student populations currently outside the University community.

**Strategy A: Resources
Initiative 1. Enrollment
Academic Programs**

Work Plan 1

Analyze potential enrollment growth for *existing* academic programs and develop a plan to deliver current programs to these students, considering both campus and distance delivery.

Notes from the University Plan:

Identify and support potential enrollment growth for existing academic programs. For example, programs offering Liberal Education courses may be able to enhance enrollment through on-campus PSEO offerings, or off-campus College in the Schools offerings, and major programs and graduate programs may be able to enhance enrollment by identifying new student cohorts for existing degree offerings.

Work Plan 1A

Solicit Enrollment Ideas from Academic Departments

Work Plan Directors: Deans

Time Line: Spring 2004 and annually thereafter

Through departmental evaluation of changes in industry, society, and discipline, identify suggestions of new student markets for existing programs.

2004-2005 Status Report Summary

A number of strategies designed to attract new students were developed in each of the colleges. Ideas for increasing student enrollments in existing programs included discussion of strategies in chairs' meetings and inclusion of new marketing ideas in the five-year review process. Each department participated in a presentation by the Director of Admissions on expanding student markets for existing programs. Efforts will be ongoing to implement these ideas, focused on the use of a new software tool (AdmitGold) to identify prospective students.

Work Plan 1B

Network with Regional Two-Year Schools and State Universities

Work Plan Director: Vice President for Academic & Student Affairs

Time Line: Spring 2003

Network with regional two-year schools to identify new students for existing undergraduate and graduate programs.

2004-2005 Status Report Summary

Academic Affairs has a “partnering” process wherein one or more Deans are identified as the liaison with each of our regional two-year partners. A tracking system is used for Deans to enter their visits to two-year institutions on a shared file, indicating who they visited, issues discussed, and appropriate notices to other academic administrators. A printout from the shared file is available for review.

Work Plan 1C

Consider PSEO and Concurrent Enrollment Opportunities

Work Plan Director: Dean of Distance Learning

Time Line: January 2004

New markets for existing undergraduate offerings may include PSEO and concurrent enrollment students.

2004-2005 Status Report Summary

The Dean of CEL attended regional conferences on concurrent enrollment, and drafted a concurrent enrollment plan. He began working with several academic departments and the local school district to explore offering concurrent enrollment courses. A pilot project is scheduled for fall, 2005.

Work Plan 1D

Analyze Potential Enrollment for On-Campus Programs

Work Plan Director: Office of Enrollment Management

Time Line: December 2003

Conduct an analysis of potential enrollment opportunities for our existing on-campus course offerings or degree programs. Provide recommendation to Vice President for Academic & Student Affairs. Suggested Participants: Director of Research & Assessment.

2004-2005 Status Report Summary

The Office of Admissions has focused on increasing the size of the inquiry pool, and developing a multi-year recruiting plan, in an effort to optimize enrollment in on-campus programs. A key component of those efforts has been the implementation of AdmitGold software, which will assist with tracking and contacting potential students. In addition, the EIS (ACT’s Enrollment Information Services) database was shared with the Academic Affairs senior administrators and identified as one source of data for program indicators. In particular, EIS data can indicate graduating high school senior interest in particular academic programs.

Work Plan 1E

Analyze Potential Enrollment for Off-Campus Programs

Work Plan Director: Dean of Distance Learning

Time Line: December 2003

Conduct an analysis of potential enrollment opportunities for our existing distance delivery course offerings or degree programs. Provide recommendation to Vice President for Academic & Student Affairs. Suggested Participants: Dean of Professional Studies and interested faculty.

2004-2005 Status Report Summary

The Dean of CEL proposed delivery of Criminal Justice customized training courses to Target Corporation. In addition, CEL worked with the Center for Research and Innovation on credit/non-credit offerings. CEL was instrumental in preparing a proposal for Marvin Windows to deliver BAS in Technology Management in Warroad, MN.

Work Plan 1F

Present a Plan to Campus

Work Plan Director: Vice President for Academic & Student Affairs

Time Line: Fall 2004

Provide a plan/recommendation to deliver our current programs to new student markets. Suggested Participants: Deans and Office of Enrollment Management.

2004-2005 Status Report Summary

Not required for this item; Scheduled for 2005-2006

**Strategy A: Resources
Initiative 1. Enrollment
Academic Programs**

Work Plan 2

Identify and analyze potential new student enrollment growth associated with *new* programs (undergraduate, graduate, licensure, conference, and related offerings) and develop a plan on how these programs could be developed, delivered, and funded.

*Notes from the University Plan:
Identify and support programs not currently offered, including additional undergraduate, graduate, and licensure programs, summer conferences, and related opportunities.*

Work Plan 2A

Utilize Conceptual Framework

Work Plan Director: Vice President for Academic & Student Affairs

Time Line: Fall 2004

Provide to departments and programs the conceptual model and criteria (economic engine, passion, best in the world; see Strategy D, Work Plan 38A) by which new programs ideas will be evaluated.

2004-2005 Status Report Summary

Academic Affairs personnel, including the Deans, the Provost/Vice President for Academic and Student Affairs, and the Assistant to VP for Academic Affairs, continued to evaluate numerous approaches to measuring the three components to the conceptual framework (Collins, 2001): economic engine, quality, and mission centrality. Both qualitative and quantitative program indicators were developed to measure the three components. The following list is based on the work of Robert Dickeson, 1999, *Prioritizing Academic Programs and Services*. Discussions of the program indicators were brought to BSUFA Meet and Confer Fall 2004. Copies of new program indicators are available for review.

Indicators of a program's mission centrality include:

- history, development, and current status of the program;
- impact, justification, and overall essentiality of the program within the university; and
- opportunities for enrollment growth.

Indicators of a program's quality include:

- quality of program inputs and processes
- quality of program outcomes, and
- appropriateness of program scope.

Indicators of a program's economic engine include:

- external student and employer demand for the program;
- relative dependence on a program by the campus;
- revenue and resources generated by the program; and
- costs and other expenses generated by the program.

Work Plan 2B

Distribute Career and Enrollment Trends

Work Plan Director: Office of Enrollment Management

Time Line: Fall 2003 and ongoing

Provide, to departments and programs, statistics on regional, state, and national trends in employment, academic programming, and enrollments.

2004-2005 Status Report Summary

The Director of Admissions gave a presentation to Department Chairs on Jan. 7, 2005, which provided information on major and career interests of prospective students, and a description of student application rates over the past several years. A Powerpoint presentation with that information is available on request. New program indicators in Academic Affairs now incorporate such data.

Work Plan 2C

Solicit New Program Ideas from Departments

Work Plan Directors: Deans

Time Line: Spring 2004 and annual thereafter

Identify new program opportunities through departmental evaluation of changes in industry, society, and their disciplines and from outside consultant advice.

2004-2005 Status Report Summary

In CAL, a “potential new programs” component has not yet been added to the five-year review process; discussions are on-going, with four reports from departments anticipated in the fall. In CSNS, the 5-year review consultants are now asked for recommendations related to new program development. In COPS, five year plans are being developed with an eye toward new program development.

Work Plan 2D

Inter-College Communication on New Programs

Work Plan Director: Vice President for Academic & Student Affairs

Time Line: Spring 2004 and ongoing

Hold an inter-college meeting to share and further develop ideas on new programs presented in Work Plan 2C.

2004-2005 Status Report Summary

Academic Affairs sponsored an inter-college meeting with Department Chairpersons on January 7, 2005, in the AIRC, to discuss new program ideas. New program development was discussed, as was the connection between new program development and the Work Plan and Strategic Plan (PowerPoint available). Information from BSU admissions, MnSCU, and other sources was presented, indicating academic program interests by High School students, demand for programs by CIP code, geographic data on State University System students’ home addresses by major, as well as other data. A modified Delphi technique was used to share program ideas across departments. New program ideas from the meeting were shared with all department chairs. Several new program ideas were developed from this conversation, including a GIS Minor, Health/Nursing/Gerontology collaboration, and a Leadership program.

During 2004-2005, the following new programs have been created at BSU: Liberal Studies (BS) and Fraud Examination (Minor). Six additional programs have been approved internally, some of which are pending final MnSCU approval: Construction Site Management (BAS), Elementary and Middle Level Mathematics Education (MS), Prototype Engineering Technology (BAS), Counseling Psychology (MS), Nursing (BS), and Exercise Science (BS). Numerous other curriculum projects are underway. One example of cross-college collaboration is the development of an Applied Engineering Technology degree. This project has involved faculty members from several departments including Mathematics, Physics, Technological Studies, and English.

Work Plan 2E

New Programs Identified by MnSCU

Work Plan Director: Dean of Professional Studies

Time Line: Fall 2003 and ongoing

Review and incorporate, as appropriate, programmatic recommendations identified by MnSCU

2004-2005 Status Report Summary

Information from the MnSCU Graduate Council and Graduate Education Task force was shared with the Graduate Committee, for dissemination to the Departments. Legislative approval for MnSCU institutions to offer applied doctorates will lead to extensive discussion in 2005-2006 regarding the potential development of applied doctorates, particularly in the areas of nursing and education.

**Strategy A: Resources
Initiative 1. Enrollment
Recruitment**

Work Plan 3

Recruit qualified students currently outside the University community and improve matriculation rates of students in the University's primary constituencies, including under-served and under-represented groups.

*Notes from the University Plan:
Identify and support opportunities to improve matriculation of students for whom Bemidji State is an option, with a special focus on American Indian and first-generation students.*

Work Plan 3A

Recruit and Matriculate Students from Primary Market Including Those Under-served
Work Plan Director: Director of Admissions
Time Line: Fall 2004 and ongoing

Develop and begin implementation of institutional plan to remove systemic barriers to participation and to improve measurably the recruitment of students who have been under-served by higher education, including American Indian and first-generation students.

2004-2005 Status Report Summary

During 2004-2005, the Office of Admissions has developed a recruitment plan designed to increase the applicant pool at every step of the application process. Admissions has begun multi-year recruitment activities targeting traditional freshmen, transfer, international, American Indian, and other under-represented groups.

Work Plan 3B

Potential Students
Work Plan Director: Director of Admissions
Time Line: 2004-2005 and Ongoing

2004-2005 Status Report Summary

The Office of Admissions has begun using a new software package (AdmitGold) designed to more effectively recruit and track prospective students. The Office of Admissions is also

collecting financial aid data from previous years, and is working with the consulting firm Noel-Levitz on developing new strategies to use financial packages to attract students to Bemidji State University.

**Strategy A: Resources
Initiative 1. Enrollment
Recruitment**

Work Plan 4

Identify new markets of prospective students.

*Notes from the University Plan:
Identify and support recruitment from qualified student populations not addressed
or emphasized in current recruitment efforts.*

Work Plan 4A

New Student Markets

Work Plan Director: Director of Admissions

Time Line: 2004-2005

Evaluate appropriate demographic, employment, recruitment and other data. Develop a plan for recruitment of new potential student markets with a report to the president. Suggested Participants: Recruitment & Retention Committee, Director of International Program Center, Dean of Graduate Studies, Director of American Indian Resource Center, Director of Institutional Research and Assessment.

2004-2005 Status Report Summary

The Office of Admissions is working with the consulting firm Noel-Levitz to complete an audit of marketing, recruiting and retention strategies. These strategies will include the targeting of new markets for students, in collaboration with the colleges and departments on campus.

Work Plan 4B

Enhance Summer Opportunities

Work Plan Director: Dean of Extended Learning

Time Line: 2004-2005

2004-2005 Status Report Summary

A contract was awarded to a marketing company for the development and administration of a summer session survey, as well the creation of a marketing plan for summer session 2005. In addition, a "look and feel" was developed for summer session marketing, and an e-mail marketing campaign was initiated. CEL also has developed marketing efforts using focus groups, informational tables, and giveaways. Other marketing efforts included an early listing of summer school classes (a course schedule was completed by Dec. 1st), assisting faculty in developing on-line courses for BSU students who are out of the area during the summer, and informing parents at SOAR of summer course availability. CEL has worked to improve communications with the campus and local community by developing a new publication

highlighting summer activities, producing press releases for local media (including the BSU Horizons, Northern Student, and regional newspapers), and developing an updated web site.

Other initiatives for enhancing summer school activities included the formation of a summer session work group (consisting of faculty, staff, administrators, and students). In addition, CEL supported the development of a Leadership Institute, facilitated the development of the Writer's Conference, and worked with HUPB on potential funding for a summer session speaker series

Strategy A: Resources
Initiative 1. Enrollment
Recruitment

Work Plan 5

Develop financial incentive packages targeted at enrollment increases.

*Notes from the University Plan:
Identify and support financial packages leveraging student enrollment. For example, offer packages with resident tuition, targeted scholarships, or related benefits.*

Incentive Packages

Work Plan Director: Vice President for Advancement

Time Line: December 2003

Evaluate financial package plans that could optimize student enrollments, and study the impact of banded tuition on enrollment. Provide recommendations to the President. Suggested Participants: Admissions Director, Director of Financial Aid, Vice President for Advancement,, University Advancement Accounting Officer, Director of Residential Life, Office of Enrollment Management, Director of International Program Center, Director of American Indian Resource Center.

2004-2005 Status Report Summary

In the budget development for fiscal year 2006, the Vice President for Finance and Administration and the Provost/Vice President for Academic and Student Affairs added a designated line item for \$250,000 to be used for new initiatives and innovation. The goal in setting aside this money is to provide administrative support for new initiatives and innovation.

The Scholarship Committee has been working to identify strategies to leverage our available resources. A \$300,000 institutional match for scholarships was established to help give the Office of Admissions more flexibility in using scholarship awards for recruiting. The consulting firm Noel Levitz is working with the Office of Admissions (with a report containing recommendations due September 2005) to assist the University in targeting students that have interests that match the strengths of Bemidji State University.

**Strategy A: Resources
Initiative 1. Enrollment
Recruitment**

Work Plan 6

Study and report on the financial implications of allocation models and cost studies as they pertain to enrollment in academic programs.

See also Work Plan 17.

Notes from the University Plan:

Pay attention to the incentives provided by the MnSCU allocation formula when identifying and supporting recruitment of students.

Allocation Models and Cost Studies

Work Plan Director: Vice President for Academic & Student Affairs; Vice President for Finance & Administration.

Time Line: Spring 2003 and ongoing

Study and report on the financial implications of allocation models and cost studies as they pertain to enrollment in academic programs.

2004-2005 Status Report Summary

The Provost/Vice President for Academic and Student Affairs continues to serve on MnSCU's Technical Advisory Committee, which advises the MnSCU Board of Trustees on issues of allocation model implementation. The Vice President for Finance and Administration and the Business Manager are also active in working with system staff in sharing concerns regarding allocation model implementation and the impact full implementation would have on BSU. As mentioned in Work Plan 2A, work toward measuring the three components of the conceptual framework (economic engine, quality, and mission centrality) continued this year, resulting in new program indicators.

**Strategy A: Resources
Initiative 1. Enrollment
Retention**

Work Plan 7

Evaluate and improve student retention rates of current academic and service programs.

Notes from the University Plan:

Gather and analyze retention data by program (majors, Liberal Education, Honors, and related areas), and by student group, such as American Indian, traditional/nontraditional and others, and modify current and develop new retention programs and services as appropriate.

Gather and analyze retention data relevant to student services, business services, and related areas and modify current and develop new programs and services as

appropriate; consider accelerated educational options as a way to recruit and retain.

Work Plan 7A

Review Retention Practices and Data

Work Plan Director: Office of Enrollment Management

Time Line: 2003-2004

Determine how to best utilize retention data and national best practices to improve retention effectiveness of our academic programs and our student and University services. Suggested Participants: Enrollment Planning Committee, Coordinator of Advising Services, Dean of Distance Learning, Director of International Program Center, Director of American Indian Resource Center.

2004-2005 Status Report Summary

During 2004-2005, a campus definition for retention was established: *“Student retention reflects University efforts to meet the academic and social needs of the students related to their individual goals.”* New retention data were collected and evaluated during the current year. The Coordinator of Advising Services prepared retention data on new entering freshman for 2002-2003 and 2003-2004 including comparisons of retention rates based on enrollment in FYE, FYRE, TRIO SSS, or no freshman orientation course. These data suggest that the TRIO and FYRE models result in the highest retention rates. Details of the program comparisons are available on request.

A new software program, AdmitGold, has been purchased, installed, and supported by the Office of Admissions. AdmitGold will provide the infrastructure to improve recruitment processes (from inquiry to admissions) and also provides new student retention data. It is expected that this new system will help identify the profile of prospective students who are more likely to succeed and be retained. Such data will be useful in improving both the retention rate and the six-year graduation rate at Bemidji State.

As part of the Recruitment and Retention committee’s work, the concept of an Advising Center was put forward. The Recruitment and Retention Committee then formed a sub-committee to explore the possibility of having an Advising Center on campus. As part of their review, they looked at existing advising centers around the Midwest and peer institutions across the U.S. and reviewed the relevant literature on the importance of advising on retention. (A copy of the white paper is available for review.) An outcome of this review, involved implementing a pilot advising center project during spring semester, with volunteer advisors.

During 2004- 2005, MnSCU funded a grant for \$41,000 to Bemidji State University for its “Underrepresented Student Retention Initiative Program. (USRI)” As part of the program, close and continuous counseling, advising, monitoring, and encouragement are provided by the USRI Program staff, as well as other support services for Program participants, and is intended to increase retention and graduation of underrepresented students. Retention and other data related to this program will be collected during the fall of 2005.

Work Plan 7B
Office Retention Guidelines
Work Plan Director: Office of Enrollment Management
Time Line: 2003-2004

2004-2005 Status Report Summary

As part of the Master Academic Plan (currently in draft stage), college strategic plans will be expected to address the inclusion of student retention in department strategic plans. In addition, *Learning Reconsidered: A Campus-Wide Focus on Student Experience*, is being used as a resource to create student outcomes for the service areas on campus. Campus Recreation, for example, has fully incorporated these outcomes into their department work plan.

Work Plan 7C
Retention Programs
Work Plan Director: Office of Enrollment Management
Time Line: 2004-2005

Utilizing results of 7A, identify potential retention programs and identify ways to introduce these to the campus as options. Suggested Participants: Enrollment Planning Committee, Deans, Student Affairs.

2004-2005 Status Report Summary

Retention was identified along with multiculturalism, leadership development, and civic engagement as the four major areas that the University will consider when hiring new Student Development staff. The Student University Services Planning Committee finished its work on defining student-centeredness, which will greatly assist university planning in identifying the most important aspects of students' experiences. A better understanding of student-centeredness should help the University more effectively focus on those aspects of a university experience which enhance student retention.

Students participating in the First Year Residential Experience (FYRE) and TRIO programs have had improved next-year retention rates (~4% higher), compared to freshmen as a whole, for the four most recent academic years. (Data provided by Michelle Frenzel.) Based on this data, the University may consider options for expanding the FYRE program, as resources allow. Many departments have also developed a variety of programs designed to encourage student retention, ranging from end-of-year celebrations and awards ceremonies, to student clubs and other activities. In addition, focusing on the importance of student advising, the Advising Center was piloted on a limited basis during Spring Semester.

Work Plan 7D
Academic Advising
Work Plan Director: Director of the Center for Professional Development
Time Line: 2004-2005

Assess the current status of academic advising and, as appropriate, make recommendations for new approaches to support academic advising and faculty advisors. Suggested Participants: Faculty; Coordinator of Advising Services.

2004-2005 Status Report Summary

The Center for Professional Development conducted focus groups and individual interviews with faculty to gather their perceptions on support for academic advising. Ten faculty participated in the focus groups, and another seven were interviewed. Participants appeared generally to be satisfied with institutional support for advising in terms of degree audit reports, and the availability of Records Office staff regarding advising questions. A desire was expressed for more clarity regarding expectations for advising, beyond simply assisting with choosing classes. For example, some faculty were unclear about how far they should go in providing advice about personal issues that could adversely affect a student's academic performance. A desire on the part of some faculty for additional training in student-centered advising was also mentioned. Participating faculty felt that academic advising was not well supervised, and that it is difficult to document the effectiveness of their advising in their Professional Development Plans. These faculty also felt that the university had no extrinsic reward system for good advising; in fact, since good advisors tend to have more advisees, their "reward" for doing good work is getting even more work (i.e., more advisees). Suggestions were made for developing an extrinsic reward system for advising.

**Resources
Initiative 1. Enrollment
Extended & Distance Learning**

Work Plan 8

Analyze distance learning costs and benefits and, as appropriate, grow enrollments.

*Notes from the University Plan:
Analyze costs and benefits of Extended & Distance Learning offerings and services, and identify key thresholds appropriate to such offerings.*

Evaluate Resource Generation of Distance Learning

Work Plan Director: Dean of Distance Learning

Time Line: 2003-2004

Evaluate effectiveness of Extended & Distance Learning delivery models in generating additional institutional resources. See Work Plans 38A and 38B.

2004-2005 Status Report Summary

During 2004-2005, CEL developed a spreadsheet summarizing income and expenses generated from CEL course and program offerings. In addition, program and media codes were developed to better track program expenses. Student and faculty satisfaction with distance education courses was evaluated using a WebCT support services survey, and a Noel-Levitz survey for Online Learners was administered each semester. In addition, a CEL assessment coordinator was hired this past year, to assist with assessment for all courses, including Guided/Self-Directed

courses. Further evaluation of CEL programs has occurred through the five-year review process; a review document has been developed and a consultant was hired to provide an assessment of the program.

**Strategy A: Resources
Initiative 1. Enrollment
Extended & Distance Learning**

Work Plan 9

Explore opportunities to expand current and identify new distance learning offerings.

Notes from the University Plan:

Support appropriate current and new credit and non-credit offerings, including graduate programs, summer programs and camps, Elderhostel, conferences, continuing professional education (CEUs), and collaborations and partnerships with public and private educational institutions. Identify and support off-campus delivery models that will serve qualified students not currently enrolling at Bemidji State. Examples include additional ITV and Web offerings, 2+2 and 3+1 at community colleges, tribal college collaborations, College in the Schools (high schools), workshops, and related offerings. (Strategy A, 1, d, 3.)

Work Plan 9A

Online Academic Programs

Work Plan Director: Dean of Distance Learning

Time Line: Spring 2003 and ongoing

Evaluate departmental support and capacity for additional cohorts in online academic programs.

2004-2005 Status Report Summary

During 2004-2005, one focus of CEL was on facilitating the DLiTE program. Regular meetings were held with DLiTE staff and Education Department faculty and staff. Additional on-line DLiTE courses were developed, and support was provided for converting existing courses from WebCT to D2L. This year, on-site training was provided for DLiTE adjunct faculty at the Perpich Center, and an "Orientation to BSU" session was implemented.

CEL also worked with several other departments and programs to develop on-line courses including Special Education, Technological Studies, Biology, Chemistry, Physical Education, Health, and Nursing. These collaborations also include working with the Center for Research and Innovation to develop on-line course work as part of a collaboration with Ankara University, course development as part of the education department's FasTrack initiative, and an exploration of collaborative opportunities with Northwest Technical College- Bemidji.

CEL staff worked with the Center for Professional Development to create a BSU Online Course Matrix, and sponsored professional development opportunities for faculty attending online learning conferences to share "best practices". CEL was also heavily involved this past year in

assisting faculty with the transition from WebCT to D2L. The production of D2L training materials, the creation of faculty website resources, the establishment of a D2L user group, and the development of D2L student orientation were all completed this year. In addition, CEL developed an online information request form to be completed by faculty teaching online courses, and funded new electronic library resources for on-line education programs.

CEL was also active in securing resources for on-line courses and sharing teaching resources with other institutions. CEL funded a grant writer at the Center for Research and Innovation and who assisted with development of an eCurriculum development grant, which was funded for \$101,000 for online course development. In addition, a proposal for a mobile wireless technology lab was submitted to Paul Bunyan Broadcasting. CEL also worked with Mn Online to develop and share teaching resources. These included the production of an "E-Student Services Ten Minute Tutorial", D2L training materials which were shared with other institutions, and a CD-ROM for prospective on-line students.

Work Plan 9B

Other Distance Learning Programs

Work Plan Director: Dean of Distance Learning

Time Line: 2004-2005

Evaluate departmental support and capacity for other credit and non-credit Extended & Distance Learning offerings that advance the University Plan. Suggested Participants: Departments; Executive Director of CRI; Executive Director of AIRC.

2004-2005 Status Report Summary

CEL was active this past year in developing collaborations with other institutions for distance delivery of courses and programs. Affiliation agreements were completed with Lake Superior College (LSC) and Hibbing Community College for delivery of a B.S. in Criminal Justice and a BAS in Technological Management. In addition, distance education programs in Management and Business Administration will be offered from BSU through LSC via ITV. Work with other institutions included the creation of two new cohorts for the George Brown IT collaborative, and a meeting with the administration of Northland Community and Technical College to discuss possible collaborations in offering the BAS in Tech. Management and a program in Criminal Justice.

CEL was also active in collaborating with academic departments to develop new programming. For example, CEL funded development of a para-professional training program to meet No Child Left Behind standards, and worked with departments to develop "mentoring partnerships" between full-time and adjunct faculty teaching in off-campus programs

Other initiatives included exploring collaborations in Early Childhood Education with Central Lakes College, exploring partnering opportunities with Bemidji Community Education, and providing professional development opportunities for Tribal College faculty.

CEL also worked with the CEL Foundation fund raising committee to increase scholarships, equipment, and online program development funding. CEL completed a draft of the adjunct

faculty handbook, enhanced and updated the CEL web site to incorporate new features, and worked with the BSU webmaster to develop web site templates for new off-campus programs.

**Strategy A: Resources
Initiative 1. Enrollment
Enrichment Activities**

Work Plan 10

Grow enrollments through appropriate enrichment activities.

*Notes from the University Plan:
Gather and analyze data relevant to clubs and organizations, student government, outdoor programming, the arts, intramurals, and related co- and extra-curricular offerings, and identify, support, and as appropriate create, co- and extra-curricular activities that directly contribute to improving recruitment, retention, and student success in measurable ways.*

Enrichment Activities

Work Plan Director: Vice President for Advancement

Time Line: Fall 2003-Fall 2004

Improve recruitment, retention, academic learning, and student growth and development through appropriate enrichment activities.

2004-2005 Status Report Summary

No new activity occurred on this item during 2004-2005, pending hiring of a new Student Union Director (accomplished, summer 2005) and implementation of the spring 2006 Educational Participation Survey (in progress). A work group having the purpose of developing the Survey will meet in the summer of 2005. Results from the Survey will be available in the spring or summer of 2006.

**Strategy A: Resources
Initiative 1. Enrollment
Enrichment Activities**

Work Plan 11

Recruit students to fully utilize coaching and facility capacities.

*Notes from the University Plan:
Identify athletic programs where coaches and facilities are under-utilized, and recruit students to realize full capacities.*

Coaching and Facility Capacities

Work Plan Director: Vice President for Advancement

Time Line: Spring 2004 and ongoing

2004-2005 Status Report Summary

Summer camps for high school students and other area youth were expanded with camps being held by the soccer coach, men's basketball coach, and volleyball coach. Ice was installed in mid-June, which will increase summer activity on the campus and potentially give BSU more opportunities to recruit new students.

Positions within the athletic department were restructured to reduce the reliance on adjunct coaches for some sports. These positions either combined sports or other duties with the goal of giving the coach more presence on campus and more gainful employment. Doing this should give the coaches of these sports more opportunities to recruit student-athletes.

Scholarship dollars raised through Beaver Pride are being used to increase student athlete enrollment.

**Strategy A: Resources
Initiative 1. Enrollment
Enrichment Activities**

Work Plan 12

Evaluate effectiveness of student athlete retention efforts.

*Notes from the University Plan:
Gather and analyze success and retention data on student athletes, and modify and develop programs and services as appropriate.*

Student Athlete Retention

Work Plan Director: Athletic Director

Time Line: Spring 2004; 2004-2005

2004-2005 Status Report Summary

Using graduation rates as a proxy for retention, retention rates for athletes improved substantially between 1995-1998. The data from the NCAA Official Division II Graduation-Rates Report is given below:

1995-1996 Graduation Report: All Students 42% Student-Athletics 29%

1996-1997 Graduation Report: All Students 35% Student-Athletes 48%

1997-1998 Graduation Report: All Students 34% Student-Athletes 66%

(The years represent the date of a student's matriculation; the percentages represent 6-year graduation rates.)

Several strategies have been used to increase the retention rate of student athletes. One strategy is to reduce the turnover in coaching staff. As described in Work Plan item 12, several coaching and athletics positions have been combined to allow coaches to receive more remuneration and to be more available for recruiting and retaining students.

A second strategy involves academic support for student-athletes. Student-athletes who excel academically are more likely to return to school the next year, based on evaluations conducted by the Department of Athletics. One mechanism of academic support is grade checks. Coaches administer the grade checks and request that each student-athlete complete a grade check form signed by each professor immediately after midterms. The grade checks assist in identifying student-athletes who are struggling with an academic course. Tutors are available for student-athletes who are in need of some academic instruction. A second mechanism of academic support is the team check-out of laptop computers. The Department of Athletics has purchased four laptop computers for sport teams to check-out and bring with them while traveling. This has helped student-athletes keep up with their work when they are off-campus. A third mechanism of academic support is mandatory study halls, in many sports, for student-athletes with a gpa below 2.5. Additional funding will be required to implement this for all sports. The development of an athletic study center is also under consideration as another means of supporting the academic needs of student athletes.

A third strategy for retaining student-athletes is to improve the academic and athletic environment these students experience. Efforts have been undertaken to make it easier for student-athletes and the community to provide feedback designed to improve the student-athlete experience at Bemidji State.

**Strategy A: Resources
Initiative 1. Enrollment
Physical Environment**

Work Plan 13

Manage campus physical environment toward improving recruitment, retention, and student success.

*Notes from the University Plan:
Identify and support areas in need of improvement or enhancement, including parking, purposeful landscaping, sidewalks, residence halls, disabled access, levels of maintenance staffing, and health and safety issues; improve visibility of the campus in relation to the city of Bemidji.*

Campus Physical Environment

Work Plan Director: Vice President for Finance & Administration

Time Line: Spring 2004 and ongoing

Identify and manage areas in need of improvement or enhancement, including parking, sidewalks, disabled access, health and safety, and maintenance staffing. Suggested Participants: Vice President for Finance & Administration, Physical Plant Director, Student Government representative, Coordinator of Environmental Health and Safety, Parking Committee Chair (Earle Steigauf).

2004-2005 Status Report Summary

A committee was formed to revise the campus master facility plan. The revision of the campus master facility plan will lead to more integration with the master academic plan, while also paying closer attention to identifying the aspects of campus most important to learning and living. Signage throughout campus is being changed to better reflect the university's logo and colors, starting with the Bridgeman addition, followed by Deputy Hall and the Physical Education building during the summer of 2005.

Parking policies and procedures were reviewed this past academic year and revised for the 2005-2006 academic year in an effort to improve the flow of traffic on campus. Increased revenue from parking violations will be used to further enhance security on campus. Three new cameras were purchased and two additional emergency phones were added on campus.

The student union and residential hall facilities are both being analyzed by consultants to determine how to best use limited funds for remodeling and renovations. Several focus groups with students were conducted during the academic year to discuss both of these areas. It is expected that a plan will be finalized by fall 2005 for the residence halls and for the student union by spring 2006.

**Strategy A: Resources
Initiative 1. Enrollment
Physical Environment**

Work Plan 14

Enhance residence halls with an eye toward recruitment, retention, and success of students, and support of student involvement in campus life.

*Notes from the University Plan:
Explore and develop initiatives and creative revenue streams to enhance on-campus housing facilities, including the possible development of suites and apartments.*

Enhance Residential Housing

Work Plan Director: Vice President for Finance & Administration

Time Line: Fall 2003

2004-2005 Status Report Summary

The University hired two consultants to assist us with developing a plan to enhance the residence halls - George Wilkinson to develop a comprehensive strategic plan for the Department of Residential Life and Maxfield Research to complete a market analysis. The market analysis was completed in March 2005 with the comprehensive strategic plan expected to be completed in July 2005. The plan we ultimately choose to follow will be limited by our debt capacity, so it is critical that this plan yields maximum long-term benefits for the University. The plan must adequately address the financial viability of the Department of Residential Life fund, the use of the existing residence halls, and a market analysis about internal and external factors that affect

the residence halls. The initial phase of the strategic plan will include provisions to stabilize finances to stop the downward trend in income. The next phases of the strategic plan will focus on developing a mechanism for generating enough debt capacity for a new apartment-style housing option. The market analysis will help us determine the room rates that the local market will bear, tell us more about student priorities for facilities change, and help determine the correct mix of housing styles for our residents. In addition to these factors, we must also assess the long-term enrollment strategy of the University. Discussions have begun to determine the University's goal for the number of full-time, on-campus students, which directly impacts the occupancy targets for University housing.

**Strategy A: Resources
Initiative 2. State Allocation**

Work Plan 15

Work collaboratively with Minnesota State Colleges and Universities and the Office of the Chancellor to enhance Bemidji State University funding.

*Notes from the University Plan:
Identify and support relationships with state, regional, and community decision-makers and constituents to strengthen and broaden the University's base of financial support within the state.*

Work Plan 15A

Participate in System Governance

Work Plan Director: University President

Time Line: Annually

Participate in MnSCU dialogues, advisory groups, and in other forums, as opportunities become available. Suggested Participants: Executive Council and other campus members

2004-2005 Status Report Summary

The primary thrust this year focused on seeking state support for bonding, operational costs, and tuition dollars. The University received funding to support the construction of the second phase of the Center for Advanced and Emerging Technologies. Construction of the \$7 million renovation is scheduled to begin in July, 2005. The University supported the MnSCU request for increased operational dollars. These efforts included support for student lobbying at the state capital, lobbying on the part of the Government Relations Officer, and a resolution from the Bemidji Area Chamber of Commerce to the Minnesota Chamber of Commerce opposing "high tuition, high financial aid." State support for MnSCU did not achieve the desired target but the legislative session was deemed generally successful by the Office of the Chancellor. Please see Work Plan item 41A for a listing of Bemidji State University staff participation in MnSCU committees, task forces, and other groups.

Work Plan 15B

Foster Relationships with Broader Community

Work Plan Director: Vice President for Advancement

Time Line: Spring 2004

Identify relationships with state, regional, and community decision-makers and constituents to strengthen and broaden the University's base of financial support within the state. Suggested Participants: Outreach & Partnerships Planning Committee, Alumni Association Director, Executive Director of BSU Foundation.

2004-2005 Status Report Summary

The vision for the University is to become the University of Northern Minnesota by the end of the decade. External relationship building this past year focused on partnership development. Initiatives included economic development, higher education collaborations, and cultural/athletic outreach activities as means to increase the University's presence throughout northern Minnesota. Examples of economic development activities include: the Center for Research and Innovation programs, the Small Business Development Center, the Marketing Research Center and the Ingenuity Frontier. New higher education partnerships involve Lake Superior College (Duluth), Central Lakes College (Brainerd), Itasca Community College (Grand Rapids), Northwest Technical College (Bemidji), and Alexandria Technical College. New secondary school relationships have been developed with Bemidji Area District 31, and the Clearbrook/Gonvick School District. The Upward Bound Program also continues to strengthen programmatic and service relationships with the 11 school districts served. The Music Department has expanded its performance schedule throughout the region. The Athletic Department also is increasingly visible in the region through athlete volunteer activities, camp/workshops, and invitations to youth groups to attend events. The University also received considerable attention from the successful hockey season that included playoffs in Grand Rapids and national playoff exposure on ESPN. The increased regional exposure through collaborations and cultural/athletic activities is enhanced by faculty research and creative work. The Writer's Conference, Social Work Conference and other educational opportunities all served to increase awareness about the University, as well as to enhance the reputation of the institution. These efforts are also critical aspects of the University's mission as it pertains to enhancing the economic viability of the region and contributing to elevating the quality of life. The University is playing an increasingly important service role in developing the potential of our primary region.

Strategy A: Resources Initiative 2. State Allocation

Work Plan 16

Provide compelling case statements for appropriations, allocations, and bonding requests.

*Notes from the University Plan:
Identify, develop and provide documentation for legislative, bonding, and related requests and represent to the region and the state the University's leadership role in the economic, social and cultural vitality of its region.*

Work Plan 16A

Develop Case Statements

Work Plan Director: Vice President for Advancement

Time Line: January 2004 and ongoing

Consistent with the University Plan, identify, develop and provide documentation for legislative, bonding, and related requests.

2004-2005 Status Report Summary

This year the University's efforts focused almost exclusively at the state level. We accomplished our goal of obtaining funding for completion of the Center for Advanced and Emerging Technologies in the amount of seven million dollars. We are currently engaged in planning for the 2006 legislative session and in discussions with our federal legislators keeping them informed about our university initiatives as the University "of and for" Northern Minnesota.

Work Plan 16B

Communication of University's Mission

Work Plan Director: Vice President for Advancement; President

Time Line: Ongoing

Represent, to the region and the state, the University's role in its region. Suggested Participants: Executive Council, Director of News Services and Publications.

2004-2005 Status Report Summary

Considerable emphasis was placed on the need to more clearly communicate the University's purpose and needs in 2005. The News and Information Service Office was reorganized under the leadership of the Director of Communications. Communication strategies were developed for the campus, partners and friends of the University (i.e. the Alumni Office and The BSU foundation). The President's Newsletter (Insider) was reformatted to include more news on activities and events within the University. A newsletter to business partners emphasizing the relationship between the private sector and the University was created and will be published on a quarterly basis. The Alumni Online Community went live in November. A new quarterly Foundation publication also was developed. In addition, the President responded favorably to a bargaining unit proposal to revisit the University's experimental planning process. All of these initiatives are designed to better communicate the University's vision and mission. This past year, *U.S. News and World Reports* recognized Bemidji State as a top tier State University in the Midwest, indicating that these efforts to communicate the University's mission have been noticed.

**Strategy A: Resources
Initiative 2. State Allocation**

Work Plan 17

Where appropriate, utilize allocation models and cost studies in operational decisions.

*Notes from the University Plan:
Understand the MnSCU allocation model, and identify and support its
appropriate utilization in operational decision-making.*

Utilize Allocation Models and Cost Studies

Work Plan Director: Vice President for Finance and Administration; Senior Vice President for Academic & Student Affairs

Time Line: 2003 and ongoing

Utilize allocation models and cost studies as evaluated by administrative group in Work Plan 6.

2004-2005 Status Report Summary

Refer to the Work Plan item 2A update for campus conversations regarding the MnSCU Instructional Cost Study and allocation models, and their role in measuring the economic engine conceptual framework component. Because of an initiative from the Governor, MnSCU will allocate \$10 million over two years for Centers for Excellence. Institutions must apply through a competitive process to be established as a Center. Following a review of the House of Representative language, three Requests For Interest related to the Governor's Centers for Excellence were submitted. The three RFI's were: Center for Excellence in Manufacturing Technology, Center for Excellence in Leadership Development, Center for Excellence in Healthcare (focusing on Native American Health). Full Requests for Proposals will be solicited by MnSCU in the fall of 2005.

**Strategy A: Resources
Initiative 3. Academic Resources**

Work Plan 18

Investigate opportunities to expand resources by realigning administrative structures.

*Notes from the University Plan:
Create a culture of strategic thinking that supports reviewing and improving effectiveness and efficiency of organizational structures. Determine appropriateness, consistency, nonduplication, and similar qualities for lines of reporting and oversight, and modify as appropriate, including consideration of academic, administrative, and student support areas.*

Investigate Realignment of Administrative Structures

Work Plan Director: University President

Time Line: 2003-2004

2004-2005 Status Report Summary

Several administrative realignments have occurred during 2005. These changes are designed to allow the University to more effectively serve students, staff, and the greater community.

Realignments that have occurred or are in progress include:

- the creation of a Student Affairs and Enrollment Management Unit and Vice President leadership position
- the hiring of an Interim Associate Vice President for Information Technologies and Distance Learning reporting to the Provost/Vice President for Academic and Student Affairs the relocation of the Athletic Department so that it directly reports to the Vice President for Finance and Administration.
- Discussions have also been initiated with the University Foundation to better align the Foundation with the Office of the President of the University.

**Strategy A: Resources
Initiative 3. Academic Resources**

Work Plan 19

Investigate opportunities to expand resources by realigning curriculums.

Notes from the University Plan:

Consider array of programs and offerings, and benefits of creating groupings of related programs; determine appropriateness, consistency, nonduplication, and similar qualities of curriculums; and recommend modifications as appropriate.

Investigate Realignment of Curriculums

Work Plan Director: Vice President for Academic & Student Affairs

Time Line: 2003-2004; 2004-2005

Identify appropriate resource considerations to be applied in curriculum proposals.

2004-2005 Status Report Summary

Please refer to Work Plan 2A for a full discussion of the work accomplished to measure the three components to the conceptual framework: economic engine, quality, and passion. New program indicators were developed which are intended to measure these components of the conceptual framework. Copies of new program indicators are available for review. Changes in curriculum are one significant way in which a program can change its quality, economic engine, and mission centrality. As the value of the program indicators becomes more evident, reviewers of curriculum proposals are encouraged to consider the impact of curriculum proposals on program quality, mission centrality, and economic engine. In CAL, the process of realigning curriculums included a general discussion of the Academic Master Plan and the application of signature themes to departmental programs. In CSNS, the Academic Master Plan was discussed in a Chairs' meeting, with further comments solicited from departments. Consideration of the Academic Master Plan and program indicators are being incorporated in the development and review of new curriculum proposals in the College. In COPS, a discussion of realigning curricula was held during the January, 2005 start-up activities. In addition, Department and College goals relevant to realigning curricula were reviewed within Departments and feedback from faculty members were brought via Department Chairs to COPS Chairs' meetings. The incorporation of university themes into vacancy notices was begun in the spring of 2005.

**Strategy A: Resources
Initiative 4. External Resources**

Work Plan 20

Identify and support ongoing and new philanthropic opportunities that support University priorities.

Notes from the University Plan:

Identify and support ongoing and new philanthropic opportunities that support University priorities.

Fundraising Plan

Work Plan Director: University Foundation Executive Director; Alumni Director

Time Line: Spring 2004

Develop institutional plan for fundraising and present to the President and the Executive Council. Suggested Participants: Director of Development; Outreach & Partnership Planning Committee. Spring 2004

2004-2005 Status Report Summary

Not required for this item.

**Strategy A: Resources
Initiative 4. External Resources**

Work Plan 21

Leverage institutional resources with federal funding to support the University's curriculums and priorities.

Notes from the University Plan:

Increase the University's presence at the national level through evaluation of and participation in an array of opportunities; leverage federal funding to support the University's curriculum and priorities.

Federal Funding Support

Work Plan Director: Vice President for Advancement

Time Line: Fall 2003 and ongoing

2004-2005 Status Report Summary

Four earmarks for federal legislative appropriations have been prepared for submission to MnSCU during summer 2005. The first is an earmark for a Center for Nursing Education. The Center would have a tri-focus on: American Indian Health Care & Wellness (curricular emphasis); Generic Baccalaureate Degree in Nursing Program; and Rural Health Issues (aging population, nurse shortages, health care access). The second is an earmark for Engineering Technology and related development for greater Minnesota. The third earmark would provide support for a Central Asian Institute, continuing the work begun with Ankara University this past year. The fourth earmark would support an education and training collaborative with the Red Lake, Leech Lake and White Earth Indian Reservations. During the current year, BSU has been awarded a five-year grant from the US Department of Education to continue funding of the TRIO/SSS program. The first year of funding is for \$410,172, with similar amounts anticipated in future years. Receiving a five-year award indicates that the University's application was in the top 10 percent nationally of funded TRIO programs. BSU received notification that its Title III Grant in the Strengthening Institutions Program proposal was not recommended for funding.

Strategy A: Resources
Initiative 4. External Resources

Work Plan 22

Pursue public and private partnerships as appropriate to our University Plan and resources.

*Notes from the University Plan:
Identify and support community, city, county, regional and state partnerships with businesses, governments, educational institutions and similar entities.*

Partnership Opportunities

Work Plan Director: Vice President for Advancement

Time Line: Ongoing

2004-2005 Status Report Summary

The President has been working with community leaders regarding the feasibility of developing a community/events center. BSU hockey is a potential anchor tenant of this facility. Public partners could include the City of Bemidji, ISD #31, and Beltrami County. Organizations such as Bemidji Leads! and the Joint Economic Development Commission, who represent potential private partners in this venture, have also been actively involved in these discussions.

Strategy A: Resources
Initiative 4. External Resources

Work Plan 23

Pursue relationships with regional, state, and national agencies as appropriate to our University Plan and resources.

*Notes from the University Plan:
Identify and support relationships with agencies such as EPA, PCA, Big Bog, and the DNR, including internships, sharing of resources and facilities, and related measures.*

Agency Relationships

Work Plan Director: Vice President for Advancement

Time Line: Spring 2004, Fall 2004

2004-2005 Status Report Summary

The responsibility for interacting with important external agencies has been expanded to include all members of the Executive Council. A list of primary external agencies will be developed with Executive Council members serving as primary or secondary liaison. This process will be formally completed prior to the 2005/2006 academic year. Primary liaisons will have the responsibility for maintaining appropriate contact levels with external agencies and sharing information and new opportunities with the campus. The President has initiated regular contacts

with the President of the Northwest Minnesota Initiative Fund, Superintendent of School District 31, the legislative delegation, and locally elected officials. Currently, the President serves on approximately 10 local Boards and chairs the Intergovernmental Council. A strengthened commitment to active involvement in the community has been included in the revised position description for the Executive Director of University Advancement (i.e., Foundation). Members of the Executive Council are expected to be involved in their community and professional associations. For example, the Athletic Director serves on the Bemidji Area Chamber of Commerce Board of Directors. The Vice President for Finance and Administration is a member of the Boy's Club and Girl's Club Board of Directors and the Provost/Vice President for Academic and Student Affairs is a member of the Headwater's Regional Development Board. The Assistant to the President serves on the Race Relations Task Force and is a member of the North Country Community Hospital Foundation Board. Faculty and staff also serve on a considerable number of agency boards in the Bemidji area and throughout the region. The goal is to insure the University is broadly represented across the community on important agencies.

**Strategy A: Resources
Initiative 4. External Resources**

Work Plan 24

Encourage mission-relevant grant writing across campus.

*Notes from the University Plan:
Encourage and reward mission-relevant grant writing across campus.*

Work Plan 24A

Review of Grant Proposals

Work Plan Director: Vice President for Academic & Student Affairs

Time Line: 2003-2004

Evaluate proposals in light of institutional priorities identified in University Plan Five-Year Goals. Suggested Participants: Vice Presidents, Deans and Directors. Ongoing

2004-2005 Status Report Summary

Over \$2,400,000 in grant dollars were received by BSU faculty, staff and administration in support of University and College priorities during the 2004-2005 academic year. This figure is double the amount for the previous year. A complete listing of these grants and the faculty/staff who wrote them is available upon request and is summarized in the Data Book introductory pages.

Work Plan 24B

Application of Grant Indirects

Work Plan Director: Vice President for Academic & Student Affairs

Time Line: 2003-2004

Review current application of grant indirects on campus and make recommendation on any changes as appropriate. Suggested Participants: Vice Presidents and Deans.

2004-2005 Status Report Summary

Indirect funds from grants are currently used to fund administrative costs associated with the management of grants and to fund certain expenses such as severance pay that are not allowable expenses in most grants. Whether or not a portion of grant indirects go back to the department is determined on a case by case basis and has been under the purview of the Vice President for Finance and Administration. There were several university-wide discussions during this past year on changing the current process for allocating indirect costs and using some indirect cost money to fund a grant writer. There was agreement that the university needs to explore financial incentives to increase the amount of mission appropriate grant proposals, but that those incentives should not reduce the amount of indirect funds needed to pay for ongoing administrative costs.

**Strategy A: Resources
Initiative 5. Tuition**

Work Plan 25

Manage tuition to maintain quality and accessibility.

*Notes from the University Plan:
Identify and support appropriate means to create a balance between tuition, system allocation, outside funding opportunities, and cost-saving activities that promote affordable tuition coupled with high quality educational opportunities.*

Work Plan 25A

Gain Student Input

Work Plan Director: University President

Time Line: Spring 2003; Spring 2004

Identify key quality and cost factors considered by students attending Bemidji State University. Meet with Student Senate to discuss quality and accessibility issues. Suggested Participants: Office of Enrollment Management, Vice Presidents, Deans.

2004-2005 Status Report Summary

University senior leadership continues to consult very closely with the Student Senate on tuition increases. The consultation process involving the Student Senate and the Senior Administration has been described to the Chancellor by students as very useful and productive. The Senior Administration supported the students "no tuition increase" initiative based on a number of legislative assumptions. The Student Senate was fully consulted when it became evident that a tuition increase would be necessary, based on legislative action. With that information, the Student Senate reluctantly supported the senior administration's proposed tuition increase.

Work Plan 25B

Identify Competitive Considerations

Work Plan Director: University President

Time Line: Spring 2004 and ongoing

Conduct comparison of tuition rates and enrollment patterns at BSU and sister institutions.
Suggested Participants: Vice President for Finance & Administration and Office of Enrollment Management.

2004-2005 Status Report Summary

The University's tuition is currently slightly higher than that of the other Minnesota State Universities, although this is at least partially offset, for full-time students, by the "banded tuition" rate schedule. The administration closely tracks the tuition rate at the other Minnesota State Universities, and is committed to keep the tuition rate below that of the University of Minnesota-Duluth. Out-of-state tuition will be waived beginning in Fall Semester 2005 in an effort to attract more domestic and international students.

Work Plan 25C
Manage Tuition
Work Plan Director: University President
Time Line: Annually

Through a campus consultative process, balance tuition rates with system allocations, outside funding opportunities, cost-saving activities, and tuition alternatives to couple affordable tuition with high quality educational opportunities. Suggested Participants: Senior administration.

2004-2005 Status Report Summary

The University continues to address competing issues of securing access to an affordable education, providing quality educational experiences, and maintaining competitive tuition rates. The students, through the Student Senate, have expressed a desire to maintain current programs and services. This desire, coupled with declining state support for higher education, has fostered a partnership with the students to increase revenue by increasing tuition, while reducing costs through lowering the University's base operational budget. The University's ability to enhance student access and provide quality educational experiences, while keeping tuition competitively priced, will be challenged by anticipated enrollment declines based on shifting demographics. However, the senior administration remains committed to minimizing future tuition increases.

Work Plan 25D
Strategic Plan and Scholarships
Work Plan Directors: Vice President for External Affairs
Time Line: 2004-2005

2004-2005 Status Report Summary

The President established a scholarship resource group to develop long-term strategies to increase the amount of scholarship dollars available as well as to identify the best approaches to the awarding of scholarship dollars. This group met several times throughout the year to discuss a long-term strategic plan for enhancing recruiting and retention with scholarship awards. Plans are currently being developed for recruiting freshmen, transfer students and for student-athletes. A significant part of the plan will include developing fundraising strategies that will provide the university with as much unrestricted, discretionary funds as possible to use in the recruitment

and retention of students. Noel-Levitz was commissioned by the new Director of Admissions to help identify how these funds would be best used to increase enrollment and university retention rates. A Vice President for Student Affairs and Enrollment Management will be hired to lead the efforts to use this funding to enhance student recruitment, retention, and graduation. The University Foundation will have the primary role in raising increased amounts of unrestricted scholarship dollars to allow the Office of Admissions to develop a “financial leveraging program” to attract more academically talented students. In terms of more specific strategies, in Athletics, the ultimate goal is to reach the maximum allotment of allowable scholarships in Division I hockey and in the Division II sports. A mid-term goal is to become the leader in scholarships for Division II sports in the NSIC.

Strategy B (Excellence)

Support Excellence in Learning Programs and Services

Bemidji State University strives to become the Midwest's premier student-centered University by integrating liberal arts with career development to prepare students for life-long learning and leadership in a global society.

Strategy B: Excellence

Work Plan 26

Provide an integrative Liberal Education experience enabling students to become life-long learners and leaders in a global society.

Notes from the University Plan:

Identify and support excellence and innovation in the Liberal Education curriculum, including the following: program and learning outcomes assessment and curriculum development; appropriate technology and facilities, including the library, classrooms, laboratories, study and work rooms, offices, and campus environment; complementary opportunities that bring together co-curricular and formal learning, encourage teacher-student interaction and collaboration, and enhance a campus atmosphere of living and learning.

Work Plan 26A

Liberal Education and Honors Curriculum and Assessment

Work Plan Director: Dean of Arts & Letters

Time Line: Winter 2004; Spring 2004; Ongoing

Continue curriculum development and further increase the use of learning outcomes assessment of the liberal arts curriculum delivered through Liberal Education and through the Honors program.

2004-2005 Status Report Summary

The Liberal Education Committee has planned a critical thinking assessment of the fall 2005 incoming freshman class. The assessment will address three questions: What level of skill do our students attain in critical thinking? How does that level compare to students at peer institutions? How does it compare to national averages? The Committee also has initiated a Liberal Education survey of Bemidji State alumni, class of 1999 to date. The survey is modeled after the faculty and student Liberal Education focus groups conducted in the two previous years, and elicits information on alumni perceptions of Liberal Education. A draft of a Liberal Education five-year assessment plan is available on request. The draft will be submitted to the Academic Affairs Planning Committee in the fall 2005 for approval.

In May 2004 a team that included members of the Liberal Education Committee attended an American Association of Colleges & Universities general education institute. As a result of the institute as well as other preparatory activities of the Liberal Education Committee, including

faculty and student focus groups, the Committee proposed a Liberal Education Task Force to review and revise the Liberal Education curriculum. The proposal was approved by the BSUFA Senate and was formed in January 2005. It is currently meeting on a regular basis. A status report on the Task Force to the BSUFA Senate is available on request. Some Committee members and the Director also attended an American Association of Higher Education assessment workshop as well as the American Association of Colleges & Universities' Annual Meeting.

In terms of transfer of liberal education courses between MnSCU schools, the committee continues to review the Minnesota Transfer Curriculum and to respond to directives from the MnSCU MnTC office. The Honors Program completed its assessment/five-year review process, 2004. A discussion of student learning outcomes was moved to AY 2005-06

Work Plan 26B

Technology and Learning Resources

Work Plan Director: Director of Computer Services

Time Line: Spring 2003

Support and maintain appropriate technology and academic facilities, including the library, classrooms, laboratories, study and workrooms, and offices.

2004-2005 Status Report Summary

During 2004-2005, Computer Services provided support for over 1300 computers, and helped implement the third round of laptop replacements for faculty and staff. This support included responding to over 5900 requests for assistance (up 11% from the previous year). Computer services also implemented several campus-wide systems, including the development of spam filters for the campus e-mail client, the use of a software program (ZenWorks) that allowed computers to be supported remotely, and the management of a campus-wide antivirus client.

Computer Services also managed several campus-wide software agreements, provided information and recommendations regarding the purchase of computers and peripherals, and tested systems for wireless implementation on campus.

Computer Services assists in querying student record databases to generate information regarding graduation and other information for programs, departments, and various offices. Computer Services also assists in the design and creation of course evaluation information for departments.

Strategy B: Excellence

Work Plan 27

Through career preparation, help students prepare for life-long learning and leadership in a global society.

*Notes from the University Plan:
Identify and support excellence and innovation in career preparation, including
the following:
ongoing program curriculum development and review, learning outcomes
assessment, timely completion and graduation rates in majors and graduate
programs;
related offerings that encourage high levels of engagement, such as research
projects, cultural events, career development and associations, and lectures;
appropriate technology and facilities, including the library, classrooms,
laboratories, study and work rooms, offices, and campus environment;
continued faculty preparation;
complementary opportunities that bring together co-curricular and formal
learning, encourage teacher-student interaction and collaboration, and enhance a
campus atmosphere of living and learning;
ongoing support of career development opportunities.*

Work Plan 27A
Assessment Activities
Work Plan Director: Deans
Time Line: Ongoing

Continue ongoing programmatic review and assessment activities. Suggested Participants: Academic programs, Assessment Coordinators, Academic Affairs Committee. Five-year review cycle. Ongoing assessment activities.

2004-2005 Status Report Summary

Guidelines for including career preparation in the five-year review process were discussed with CAL chairs and with members of the Academic Affairs Planning Commission (AAPC) along with assessment coordinators. These guidelines are continuously under review.

In CSNS, assessment of career preparation is included in the five-year review process. For example, the completed reviews during 2004-2005 in Chemistry and CEES included this component.

In COPS, all Departments in the College will go through the 5 year review during the 2005-2006 year. A plan was developed and is in place for the 5 year review process. All Chairs received copy of the plan.

To develop better coordination between the assessment coordinators and the AAPC review and deliberation process, the following steps were taken during 2004-2005:

- Assessment coordinators attended AAHE conference on assessment in Lisle, Illinois, November, 2005 along with Provost/Vice President for Academic and Student Affairs and the Dean of CAL.

- Assessment coordinators along with Provost/Vice President for Academic and Student Affairs, the Dean of CAL, and chair of liberal education committee prepared action plans for better coordination of assessment activities on campus.
- Assessment coordinators met regularly with AAPC.
- Assessment coordinators and department chairs met with AAPC to present revised departmental assessments plans when plans submitted to the committee.
- Assessment coordinators established a schedule of general campus workshops during which assessment goal and guidelines were presented to general faculty members.

The AAPC monitored the five-year review schedule, and submitted its findings to the Provost/Vice President for Academic and Student Affairs.

Work Plan 27B

Curriculum Development

Work Plan Director: Deans

Time Line: Ongoing

Use assessment data, program reviews, and other institutional data reported on a programmatic basis to make appropriate curricular recommendations and decisions, including utilization of the BSUFA curriculum process. Suggested Participants: Academic programs. Ongoing

2004-2005 Status Report Summary

In CAL, the Dean discusses data relevant to curriculum development with individual chairs as part of the five-year review process. These on-going discussions also include the AAPC. Currently, the History Department and Mass Communication Department faculties are reviewing findings from external reviewers' reports to consider curriculum development suggestions for inclusion in departmental Quality Improvement Plans. In CSNS, curriculum development is also part of the five-year review process. The Dean discusses curriculum development with each department during each review cycle. In COPS, five year plans were reviewed with each department chair to insure that college priorities were included in each plan.

Work Plan 27C

Career Development Opportunities

Work Plan Director: Director of Student Life and Counseling

Time Line: Spring 2004

Provide students with ongoing career development opportunities through appropriate workshops, career fairs, career counseling, portfolio development, and other opportunities. Suggested Participants: Career Services.

2004-2005 Status Report Summary

The Career Services Office provides a number of ongoing career development opportunities for students. For example, the PAC (Portfolio for Academic & Career Planning) continues to be introduced to the First Year Experience PAC classes each semester and transfer and upper class students are also made aware of the PAC.

The Career Services Office continues to offer new and existing programs to enhance students' career development such as workshops on Choosing a Major, Finding an Internship, the Art of Interviewing, and Job Search Skills. In addition special programming is offered through Major and Career Expo, Junior Jumpstart, Senior Finale and four major career fairs throughout the year. BSUCareers, our online resume and recruiting system, was also fully implemented and introduced to the campus this spring. Career assessment tools are offered to students. Individualized career counseling appointments are available as a follow-up.

Strategy B: Excellence

Work Plan 28

Enhance Bemidji State University's commitment to being a "student-centered" institution.

*Notes from the University Plan:
Explore venues for increasing student access to campus services including, for example, advising, counseling, registration, health services, tutoring, student support services, career services, food services, and financial aid.*

Work Plan 28A

Definition of Student-Centered

Work Plan Director: Director of Student Life and Counseling

Time Line: 2003-2004

Review by campus of white paper (or outside consultant's work) on what it means for a University to be "student-centered" or "learner-centered," followed by a campus forum on this topic. Suggested participants: Student & University Services Planning Committee, Office of Enrollment Management.

2004-2005 Status Report Summary

The Student and University Services Planning Committee (SUSPC) met a total of 12 times during the year. Several "town hall" meetings were held Spring Semester 2005 with students, faculty and staff. The proposed definition of "Student Centeredness", along with guidelines/indicators was shared with the campus through a final town hall meeting in April and the SUSPC Annual Meeting, May 12, 2005. A final report with documentation is being prepared by the SUSPC during Summer 2005.

Work Plan 28B

Noel-Levitz Survey

Work Plan Director: Director of Research & Assessment

Time Line: 2003-2004

Review and interpret 2003 Noel Levitz Survey results, and report findings and recommend next steps to the campus community and at appropriate Meet and Confer sessions. Suggested participants: Student & University Services Committee.

2004-2005 Status Report Summary

The University's assessment plan indicates that Noel Levitz *Student Opinion Inventory* will be administered on a three-year cycle during successive spring terms. The next scheduled year for administration of the Noel Levitz *Inventory* is 2005--2006. Results of these *Inventories* are available upon request to all members of the University community, through the Office of Research and Assessment. Data from these *Inventories* have been used to support revision of campus parking policies, and also have been used to guide planning for possible renovations of the residential halls and the Student Union. This information is also being used to guide a revision of a Request for Proposals for a new food service contract.

Work Plan 28C

Student-Centered Indicators and Guidelines

Work Plan Director: Director of Student Life and Counseling

Time Line: Spring 2004

Create measurable indicators of "student- or learner-centeredness" and guidelines for offices, services, access, and other dimensions as deemed appropriate. Suggested Participants: Student & University Services Committee.

2004-2005 Status Report Summary

Suggested guidelines/indicators are being developed.

Work Plan 28D

Institutional Adoption of Student-Centered Guidelines

Work Plan Director: Deans and Directors

Time Line: Fall 2004

Incorporate guidelines student/learner-centered guidelines into five-year plans to enhance institutional student-centeredness. Suggested Participants: Departments, programs, and offices.

2004-2005 Status Report Summary

It was recommended that the University President and area Vice-Presidents implement the Student Centered philosophy and develop departmentally appropriate indicators through the departmental Annual Reviews and Five-Year Reviews beginning Fall 2005.

Strategy B: Excellence

Work Plan 29

Connect faculty, staff and administrators to professional development opportunities.

*Notes from the University Plan:
Identify and support opportunities for faculty and staff that promote engagement within their professional fields, including publishing, conferences, grant writing, and related experiences.*

Work Plan 29A

Support Professional Development Opportunities for Faculty

Work Plan Director: Deans

Time Line: 2003-2004; 2004-2005

2004-2005 Status Report Summary

The Center for Professional Development (CPD) continued to support faculty development in a variety of ways including providing orientation sessions for new faculty and department chairs, a mentoring program for newer faculty, a workshop series relating to teaching and learning, evaluation forms, and offering teaching and career consultation. These sessions were well-attended, with an average faculty member participating in four to five events per year.

In CAL, professional development initiatives included discussions of funding for online course development, particularly in the Mass Communication department. CAL supported faculty professional development plans by providing funding for faculty to participate in the AAC&U conference in San Francisco, and partial funding for attendees at the upcoming "Reacting to the Past" conference, fall 2005. CAL also financially supported faculty members who were making presentations, traveling to recruit students, and bringing external professionals to campus. In addition, the Dean met with various faculty members individually to discuss professional development opportunities. The Dean also forwarded pertinent information regarding professional development opportunities through e-mail correspondence, through department chairs, and by personal contact. The Dean worked with faculty and staff at the AIRC on professional development opportunities. For example, the Dean attended a joint meeting between tribal college faculties and BSU AIRC faculty and Native American faculty, and CAL partially funded a writer for a grant application to NEH under the category of "Endangered Languages."

In CSNS, on-going collaboration with CEL to develop distance education options continued this year (with a major emphasis on programming in Criminal Justice). Professional development expectations were included in comments from the Dean regarding faculty PDPs and Progress Reports. Faculty support for research was included in CSNS strategic plans and the BSU Foundation was enlisted for assistance in fundraising to support research. The Dean allocated a substantial amount of her discretionary funds to support faculty research and/or research grant writing efforts.

In COPS, professional development initiatives focused on targeting programs for on-line development, and forming partnerships to develop curricula for underserved populations. These efforts led to the development of several programs including:

- An on-line program of Special Education licensure course work in the spring of 2005.
- A FasTrack online program for alternative elementary education licensure in the spring of 2005.
- A BAS online degree program in Engineering Technology (under development).
- An Engineering Technology BAS, which will be articulated with at least 12 two-year institutions (under development).
- Work toward developing an online MS degree in Leadership Development. Partnerships with American Indian groups are planned for this program.

Work Plan 29B

Support Professional Development Opportunities for Staff

Work Plan Director: Director of Human Resources

Time Line: 2003-2004

2004-2005 Status Report Summary

Two surveys were conducted to determine which development activities are most important to BSU staff. As a result of these surveys, a long-range plan was established for training and development opportunities. The plan included a provision for conducting a retreat and several informational sessions during the year. These activities included:

- The highly rated “Concordia Retreat”, in October, 2004. The day-long program focused on the theme, “The Winning Balance” and featuring presentations by University professional employees.
- Several retirement information sessions for both new and veteran faculty, including individual retirement consultations.
- Contract Interpretation Refresher Training for Middle Management Association members during Fall Semester.
- Employee Appreciation Day, a joint program of the BSU Classified Staff Training Committee and the Bemidji Area Intergovernmental Training Exchange. This one-half day program featured a motivational speaker, an administrator’s “thank you”, and numerous door prizes.
- A Student Employee Supervisor Workshop, offered in May, 2005 to supervisors of BSU and NTC student employees.
- A State of Minnesota Data Practices Training session, offered in January, 2005 jointly with the Office of General Counsel of the Chancellor’s Office. The primary attendees were office staff and faculty who work closely with students.
- A presentation on diversity and leadership training and other programs offered through the Northwest Minnesota Foundation:
- A session on Mental Health and Dealing with Depression presented by the Bemidji State University Student Health Services
- A presentation on Managing Customer Relations designed for office staff.
- A number of workshops on Technology Training were presented to all University employees by Computer Support Services.

Future plans for development and training opportunities include continuing to offer the “Concordia Retreat”, retirement workshops, contract interpretation sessions, the annual Recognition Award program, and other workshops. Efforts will also be made to expand training/recognition programs at Northwest Technical College-Bemidji (NTC-B), and to offer Affirmative Action training at NTC-B as well.

The substantial number of development programs offered at Bemidji State University provide opportunities for all staff to engage in professional development. Provisions are also made to support individualized, off-campus development opportunities using funding from Human Resources and departments.

Work Plan 29C

Support Professional Development Opportunities for Administrators

Work Plan Director: Vice Presidents and President

Time Line: 2003-2004

2004-2005 Status Report Summary

Every administrator is expected to participate in professional development opportunities, including attending conferences, giving presentations, producing written work, and making other scholarly contributions. These professional development experiences are included in Professional Development Plans submitted to each person reporting to a Vice President, or the President of the University.

Work Plan 29D

Utilize MnSCU Resources

Work Plan Director: Vice President for Finance & Administration

Time Line: Fall 2003

Utilize MnSCU's report on resources needed to provide faculty, staff and administrative development and how well these needs can be met within existing budgets. Suggested Participants: Vice President for Finance & Administration and Vice President for Academic & Student Affairs. (MnSCU Action Step 9.5 due March 2003.)

2004-2005 Status Report Summary

Not required for this item

Strategy B: Excellence

Work Plan 30

Encourage and support student engagement in their educational experiences.

Notes from the University Plan:

Identify and support opportunities for students that especially promote engagement with society and pluralism in a democracy, including career development, service learning, internships, volunteerism, and related integrative experiences.

Work Plan 30A

Review Student Engagement Survey Results

Work Plan Director: Dean of Social & Natural Sciences; Dean of Professional Studies; Dean of Arts & Letters

Time Line: 2003-2004

Identify current activities, practices, and programs that support student engagement on campus and report to campus community. Suggested Participants: Director of Research & Assessment, Academic Affairs Planning Committee, and Student & University Services Planning Committee.

2004-2005 Status Report Summary

Not required for this item

Work Plan 30B

Consider Adoption of Commercial Student Engagement Survey

Work Plan Director: Director of Research & Assessment

Time Line: December 2003

Review pros and cons to adopting commercial engagement survey and recommend to University Council.

2004-2005 Status Report Summary

Not required for this item

Work Plan 30C

Identify Student Engagement Opportunities

Work Plan Director: Dean of Social & Natural Sciences; Dean of Professional Studies; Dean of Arts & Letters

Timeline: 2004-2005

Identify opportunities to improve student engagement in both learning and living environments. Make recommendation to University Council. Suggested Participants: Academic Affairs Committee, Liberal Education Committee, Student & University Services Committee, interested Directors.

2004-2005 Status Report Summary

Not required for this item

Work Plan 30D

Capstone Requirement

Work Plan Director: Dean of Social & Natural Sciences; Dean of Professional Studies; Dean of Arts & Letters

Timeline: Fall 2005

Evaluate opportunities for a capstone and/or service learning requirement as part of Liberal Education/Honors or graduation requirement. Propose recommendation to University Council. Suggested Participants: Liberal Education Committee, Honors Council, Deans, and programs/departments.

2004-2005 Status Report Summary

Not required for this item

Work Plan 30E

Student Scholarship Link to Faculty Research Projects

Work Plan Director: Vice President for Academic & Student Affairs

Time Line: Spring 2004

Consider development of a scholarship program that links qualified freshmen with faculty research projects. Suggested Participants: Executive Director Foundation; Vice President for Finance and Administration; Director of Financial Aid.

2004-2005 Status Report Summary

Not required for this item

Work Plan 30F

Graduation Requirement

Work Plan Directors: Deans and Vice President for Academic & Student Affairs

Time Line: 2004-2005

Introduce concept of a civic engagement graduation requirement. Create an advisory committee to articulate the value in adopting such a requirement, and identify curricular and noncurricular avenues to fulfill this requirement. Support final plan with appropriate organizational structure and resources for development and implementation. Implement graduation requirement for students matriculating Fall 2005. Suggested participants: University Council, Planning Committee, Liberal Education Committee, other interested faculty, staff, and students.

2004-2005 Status Report Summary

A campus-wide discussion on Civic Engagement was initiated in September 2004. Several meetings were held in the fall, as open forums (including September and October) and as smaller self-appointed working groups (December and January). Much of the conversation centered around how we would define Civic Engagement on our campus. After narrowing several ideas to a smaller, working definition, we agreed the next step would be to survey faculty and staff to identify what civic-engagement-type activities are currently happening on campus. Creation of the survey was undertaken in early 2005, with it being administered by faculty in spring 2005. A similar survey has been adopted for staff and will be administered summer 2005. Results of the survey will be used to both chronicle what activities are currently supported at BSU, as well as to help finalize the definition we choose to use at BSU for Civic Engagement. Beyond the conversations and surveys which took place during the current year, several other presentations and events supported progress of Civic Engagement as a signature theme at BSU. Some of these events for the past year include:

- Dr. Karen Branden and Dr. Cheryl Byers Workshop, Service Learning: Enhancing Course Curriculum, March 29, 2005
- Dr. George Mehaffy, AASCU Vice President, Campus discussion, national conversation on Civic Engagement, liberal education, and international education, April 6, 2005
- Campus conversation on Paul Loeb's, "Soul of a Citizen", April 6, 2005
- Minnesota Campus Compact, Campus Conversation on Service Learning, Joann Campbell, March 7th, 2005
- Student International Affairs Conference, Civic Engagement in a Global Society, March 4 and 5, 2005.

In terms of a civic engagement graduation requirement, the CAL Dean participated regularly as a guest at liberal education meetings. Discussions of student engagement as part of liberal education program occurred. Student engagement will likely be folded into the discussions of

the liberal education task force. In COPS, the concept of a civic engagement graduation requirement has been introduced to Chairs. Data on current activities was collected and submitted to Academic Affairs office. A college task force to address this issue is planned for the 2005-2006 year. In CSNS, many faculty and the Dean were extensively involved in the Civic Engagement initiative this past year. Plans are in place to continue discussions on a Civic Engagement requirement with Department Chairs and program coordinators during the 2005-06 academic year.

Strategy B: Excellence

Work Plan 31

Prepare students for a global perspective and understanding through diversity and multicultural experiences.

*Notes from the University Plan:
Identify and support opportunities to infuse multicultural, international, and American Indian perspectives into the curriculum, and co-curricular activities.*

Work Plan 31A

Attract and Retain More Diverse Faculty, Staff, and Administrators

Work Plan Director: Affirmative Action Officer; Human Resources Director

Time Line: June 2003 (MnSCU Work Plan 3.1)

Develop strategic plans with measurable goals and a time table to recruit, develop and retain diverse faculty, staff, and administrators. Suggested Participants: Senior Administration. October 2003

2004-2005 Status Report Summary

The Human Resources Office uses a three-fold approach to attracting a diverse pool of candidates for Faculty, Staff, and Administrative positions. This approach includes:

- Enhancing the University's/College's breadth of advertising to reach qualified protected group candidates
- Encouraging protected group candidates to apply for vacancies
- Allowing sufficient time between the advertising of a position and the date on which review of resumes begins, for advertising to reach diverse communities.

Specific proposals have been made by the Office of Human Resources to implement this three-pronged approach. If this approach is implemented and successful, the 2006 work plan will focus on the retention of protected group employees. The University President has also directed that resources be allocated to empower the hiring of a more diverse faculty and staff.

Work Plan 31B

Enroll and Retain Students from Under-served Constituencies

Work Plan Director: Office of Enrollment Management

Time Line: 2003-2004 and ongoing

See Work Plan 3.

2004-2005 Status Report Summary

The Office of Admissions has begun a multi-year recruitment process, which includes targeting under-served populations, based on self reported ethnicity. The staff at the AIRC continue to work with faculty to minimize American Indian dropouts. Part of the work in retaining American Indian students includes continuing to solicit and receive funds for American Indian peer tutoring and emergency assistance. The AIRC staff are also working to secure funding for a full-time American Indian student recruiter/Tribal Liaison.

Work Plan 31C

Develop Long-Range Plan for International and Domestic Study-Travel Programs

Work Plan Director: Director of International Program Center

Time Line: January 2004

Identify factors to be considered in determining appropriate mix and number of destinations, and sustainability of study-travel programs. Identify process by which international and domestic destinations are identified and prioritized. Create itinerary for two-year cycle.

Suggested Participants: International Studies Council, Center for Extended Learning, Deans.

2004-2005 Status Report Summary

Based on the results of the 5 year review of the International Program Center, and input from the International Study Council and other sources, the University will categorize current and proposed study-travel programs as 'university-sponsored', or 'department-sponsored'.

University-sponsored programs by definition will be those that provide a wide range of opportunities for students with experiential learning in multiple dimensions of a nation or region's history and culture. The programs will be offered in cooperation with a host country institution to provide assistance in planning and content delivery. Current approved university-sponsored programs include: Eurospring, Sinosummer, Semester Break in Malaysia, Semester Break in South Africa, Semester Break in Australia. Current proposed university-sponsored programs include a Latin America study tour. Department-sponsored study-travel programs by definition are more narrowly focused on a specific academic discipline, and are usually designed as a one-time or occasionally-offered program. Information on the timetable and the process of evaluating new University-sponsored or Department-sponsored study-travel programs are available on request from the International Program Center.

Work Plan 31D

Enhance Diversity and Multicultural Component in Liberal Education Curriculum

Work Plan Director: Liberal Education Director

Time Line: Spring 2004

Support the development of the "Global Perspectives" component of the Liberal Education requirements. Suggested Participants: Liberal Education Committee, Deans.

2004-2005 Status Report Summary

In addition to the development of the Liberal Education Task Force, which will consider “Global Perspective” opportunities, the Liberal Education Committee approved courses related to cultural diversity for Liberal Education in Humanities, French, and Study-Travel (the latter utilizing All-University numbers).

Work Plan 31E

Infuse Multicultural Perspectives into Curriculum and Co-Curricular Activities

Work Plan Director: Director of American Indian Resource Center

Time Line: Spring 2004 and ongoing

2004-2005 Status Report Summary

Most of the proposed initiatives in this area were contingent on receiving a Title III grant in the Strengthening Institutions Program; however, this proposal was not funded. Funding was received, though, from the Grotto Foundation, for a Teacher Training Institute. The staff at the AIRC are working to develop this institute to instruct fluent Ojibwe language speakers in methods for teaching the language, creating curriculum, and developing class plans and other pedagogical techniques to more effectively reach and teach Indian students the Ojibwe language. This institute is a collaboration between a BSU Ojibwe Language professor, the BSU Modern Language Department, adjunct faculty from Leech Lake Tribal College, and Bug-O-Nay-Ge-Shig K-12 Tribal school.

Work Plan 31F

International Programming

Work Plan Director: Director of International Studies; Dean, College of Arts & Letters

Time Line: 2004-2005; Ongoing

Develop and implement, as appropriate, a strategic plan that addresses the University’s commitment to international programming. Suggested Participants: International Studies Council, Director of International Program Center, Vice President for Academic & Student Affairs, interested faculty.

2004-2005 Status Report Summary

CAL has been heavily involved in developing international programming during the 2004-2005 academic year. The Dean of CAL met with several faculty and staff to discuss the concept of an International Studies Institute at the University. The Dean, along with several faculty and staff, planned the first international studies student conference, which was financially supported by CAL. The conference committee met to review the evaluations and to discuss planning for next year’s conference. An international alumni survey was prepared and printed during the summer of 2004. Distribution methods are under discussion.

Strategy B: Excellence

Work Plan 32

Prepare students for working and living in a technological environment and society.

*Notes from the University Plan:
Identify and support opportunities to infuse into the curriculum, and into co- and extra-curricular activities, understanding of the ethical and bioethical implications of technology decisions, appreciation of communication opportunities and implications, and technology application skills.*

Work Plan 32A

Support Teaching of Ethical and Bioethical Implications of Technology Decisions

Work Plan Director: Director of Center for Professional Development

Time Line: Fall 2004

Survey students and faculty to determine appropriate teaching support needed. As appropriate, provide opportunities to meet these teaching needs. Suggested Participants: Director of Research & Assessment; Center for Professional Development, interested faculty.

2004-2005 Status Report Summary

Not required for this item

Work Plan 32B

Improve Computer Application Skills

Work Plan Director: Director of Computer Services

Time Line: 2003-2004 and ongoing

Identify and support opportunities to improve technology application skills by providing on-campus learning opportunities for faculty, staff and students in conjunction with recommendations in CTLR Committee strategic plan. Suggested Participants: Computer Services, Academic Computing, Center for Extended Learning, Computing, Technology & Learning Resource Committee.

2004-2005 Status Report Summary

Computer services was involved in several initiatives designed to help students, faculty, and staff to improve their computer skills. These initiatives included:

- Designing a mandatory training program for student employees in IT and trying to encourage buy-in from other IT areas
- Providing Microsoft Access training for TRIO
- Providing Training to all laptop users
- Assisting with D2L Training
- Creating documentation to assist faculty and staff in using technology (i.e., GroupWise functions, Merging in Word, setting up Rules and Filters, backing up your data)

Work Plan 32C

Incorporate Technology and Ethics into Freshman Year Experience

Work Plan Director: FYE Director

Time Line: Spring 2004

Consider incorporating technology literacy and ethical implications into First Year Experience, by utilizing electronic portfolios, technology assessment, and/or a book on ethical implications of technology decisions. Suggested Participants: FYE instructors.

2004-2005 Status Report Summary

The FYE director met with FYE faculty members to discuss the importance of technology and ethics in relation to the FYE experience. The faculty involved agreed that these were important topics for inclusion in the course. The mechanisms for including these topics in the curriculum include the development of a chapter in the 2005 FYE textbook on ethics. In addition, a campus staff person, knowledgeable on Ethics and Technology, will present a workshop on this topic to FYE faculty and TAs, prior to the start of the fall semester, and will be available to present seminars to individual FYE classes during the school year.

Work Plan 32D

Consultant Recommendations for Computer Services

Work Plan Director: Vice President for Finance & Administration

Time Line: 2004-2005

Review Computer Services consultant report and, as appropriate, act on recommendations, especially regarding organizational structure and program priorities. Suggested participants: Director of Computer Services; Vice President for Academic & Student Affairs; CTLR Planning Committee.

2004-2005 Status Report Summary

The five-year review for Computer Services was completed and several recommendations from the review were acted upon during 2004-2005. The major changes accomplished this past year included realigning nearly all of the existing IT services and resources under a new administrative unit and establishing a high-level position to lead the development and management of the University's IT resources.

A new organizational structure was adopted which combined computer services with the Center for Extended Learning, changed the technology reporting line to the Provost/Vice President for Academic and Student Affairs, and established a senior leader in this area (CIO) to better ensure strategic leadership is provided with a more institutional perspective. An interim Associate VP was hired to fill this role in the spring with the goal of moving toward a more integrated IT program and revising the university's master technology plan. If this new model is successful, a search for the permanent AVP-CIO would commence approximately one year from now.

We are also in the process of developing a comprehensive strategy to refresh IT equipment and infrastructure as it becomes obsolete. Budget planning for FY2006 and FY2007 includes a

million dollars for this initiative (contingent on availability of funds), so there should be adequate resources to begin this program.

Overall, the five year review has been and will continue to be used to generate discussion in all areas of information technology at the university.

Strategy B: Excellence

Work Plan 33

Strengthen community development, cultural programming/outreach, and economic vitality of our service region.

*Notes from the University Plan:
Identify and support cultural, community building, economic development, and other opportunities that express the ongoing, supportive relationship between the University and the region.*

Work Plan 33A

Workforce Training and Economic Development

Work Plan Director: Director of Center for Research & Innovation

Time Line: October 2003

2004-2005 Status Report Summary

The Center for Research and Development (CRI) staff was hired by the Center for Extended Learning and authored a \$101,000 grant for the creation of a Distance Curriculum in applied engineering, which was funded. The CRI continued to conduct a large number of training courses for local businesses. These included instruction on the use of a wide variety of productivity, web development, accounting, and other software. Courses were also offered in a variety of other areas relevant to business, including grantwriting, leadership training, business planning, marketing, interviewing, and safety. The Small Business Development Center has remained active in assisting local businesses.

Work Plan 33B

Teacher Preparation Advisory Councils

Work Plan Director: Vice President for Academic & Student Affairs

Time Line: January 2003

By responding to requests for BSU representatives, participate in MnSCU's Teacher Education Advisory Council and Task Force on College and University Collaboration in Teacher Preparation. (MnSCU Work Plan item 13.1. convening November 2002.)

2004-2005 Status Report Summary

The following faculty serve on MnSCU advisory councils and committees associated with teacher education and teacher preparation:

- Pat Rogers: Teacher Center Coordinator, Minnesota Online Council
- Dave Larkin, Ron Oldham: Two- and Four-year taskforce on teacher education

- John Truedson: Council on Professional Education
- Chrystal Kippenhan: MnSCU Graduate Council
- Louise Jackson: MnSCU Graduate Education Task Force
- Rikki Scheela: MnSCU Workload Taskforce

Work Plan 33C

Healthcare Education Programs

Work Plan Director: Dean of Social & Natural Sciences

Time Line: Fall 2002-Fall 2004

Participate in MnSCU's efforts to increase enrollment in health care education programs, particularly nursing, to meet workforce shortages. (MnSCU Work Plan item 13.2 scheduled for March 2003.)

2004-2005 Status Report Summary

The generic nursing proposal continues to move forward following BSU curriculum approval. The Minnesota Board of Nursing visit will be scheduled for fall 2005. External fundraising efforts are ongoing to alleviate concerns about space, following the scaling back (from \$15 million to \$8 million) of the Sattgast addition/remodeling legislative bonding proposal. External fund-raising efforts to secure a building for nursing are underway. Federal grant and State funds will be sought for the generic program costs (mostly faculty salaries). The University has submitted a RFI for the generic nursing program, as part of the Centers of Excellence initiative.

Work Plan 33D

Tribal College Consortium

Work Plan Director: Director of American Indian Resource Center

Time Line: Spring 2003 and ongoing

Participate in the consortium of regional tribal colleges and state universities to further the missions of each educational institution as well as enhance the educational opportunities and quality of life for members of our communities. Suggested Participants: Vice President for Academic & Student Affairs; Deans; Director of Computer Services; Director of Center for Professional Development; Director of Academic Technology.

2004-2005 Status Report Summary

The University President and other professional staff and faculty continue to meet on both formal and informal basis with their counterparts from the Tribal Colleges. Numerous subjects have been discussed at these meetings, including Technology and Telecommunications, Distance Learning, Mentoring Agreements, and Professional Development.

BSU/Northwest Technical College currently has an ITV link with Red Lake Tribal College/New Beginning Training Center and plans to have ITV links with Leech Lake Tribal College and the White Earth Tribal College by the start of the 2005-06 academic year. These enhanced links will enable the implementation of a planned academic and educational Tribal College consortium. A 4-year Ojibwe Language program/degree will likely be the first University/Tribal College collaboration. This interactive capability between the University and the Tribal Colleges should

dramatically expand online and shared courses from computer science to environmental science and educational options like the DLiTE teacher education program. In addition, the proposed Ojibwe teacher training program and summer language immersion program between and among the tribal K-12 schools and the Tribal Colleges and the University is planned for the 2005-06 academic year and the following summer.

Work Plan 33E

Partnerships with Regional Organizations

Work Plan Director: Deans

Time Line: 2003-2004 and ongoing

To strengthen community development and economic vitality of our service region, recognize, and align where possible, the ongoing partnerships of faculty with regional organizations.

2004-2005 Status Report Summary

CAL has actively worked to develop partnerships with regional organizations in a variety of ways. These included regular meetings of the Dean with the CAL/Foundation Advisory Committee and the BSU Foundation/Bemidji Community Committee. The Dean has also worked to coordinate outreach activities with the Music, Visual Arts, Theatre, and English departments. The Dean continued discussions with visual arts Deans at community colleges concerning transfer agreements, and signed transfer agreements with technical college representatives at the annual Industrial Technology conference in May.

In CSNS, a large number of faculty are engaged in partnerships and relationships with external organizations. Numerous educational institutions have partnered with CSNS programs to provide outreach opportunities for students (examples: Nursing, Criminal Justice, Science and Math Education). Industrial partners, such as Pioneer Hybrid, have contributed equipment and student research funds to programs. Our fundraising needs were identified by program this past year via the CSNS Fundraising Committee led by the Dean. Progress was made this year toward inclusion of Tribal Colleges in curriculum and program planning.

In COPS, a number of partnerships have continued, or been developed this year.

The college is actively pursuing a MS in Leadership Development degree program in partnership with businesses in the Twin Cities area. Several meetings have been held and a plan is in place to actively meet with potential partners, collect site data, and develop a draft degree this year. A draft of two degree programs in Engineering Technology is in place. The Ingenuity Frontier partnership is active and moving ahead on schedule. DLiTE partnerships were renewed with two institutions, and an additional DLiTE partnership institution was added.

Work Plan 33F

Respond to Regional Needs

Work Plan Director: Vice Presidents; President

Time Line: 2004-2005 and ongoing

Provide support to the region by identifying new programs and other means to respond regional needs.

2004-2005 Status Report Summary

Many staff, faculty, and administrators have been active in responding to the needs of our region. Campus facilities were used extensively by the Red Lake community after the tragedy in late March for healing ceremonies, workshops, meetings, and their high school prom. When the city hockey arena was shut down unexpectedly in May, the university made arrangements to put ice in the Fieldhouse to ensure that a minimum of scheduled activities were displaced this summer in the Bemidji area. Course and degree offerings to place-bound students are increasing. Nearly one-hundred electronically enhanced courses and three entirely on-line programs are now available to learners throughout the region. The Center for Research and Innovation also continues to expand non-credit learning opportunities for the region. The Senior Leadership Academy is an example of providing outreach learning experiences to seniors.

The University's growing commitment to the region is demonstrated in the areas of new business development through the Small Business Development Center, the Bemidji Marketing Advisory Council, and applied research conducted by individual faculty members. The number of clients served by the SBC in 2005 grew to 143, and the Center assisted in securing business loans totaling \$1,000,000. The Bemidji Marketing Advisory Council was started this year with \$50,000 in funding from Northwest Minnesota Initiative Fund. This Council will be directed by a member of the faculty who will involve undergraduate business students in marketing research designed to address regional business needs. The Ingenuity Frontier is another an exceptional example of strong partnerships and an expanding reservoir of external support designed to enhance economic development in Northwestern Minnesota. Other examples of the University's reach into the region include cultural activities and applied research. The Music department has been especially engaged in bringing venues to the region. Research involving potato processing waste, deer ticks, Red Lake fisheries, and wetlands conservation are good example of contributions by the University to the primary service region. Increasingly, faculty are engaged in research and scholarly and creative activities focusing on the resources of the region.

Work Plan 33G

Recognize and Promote BSU Participation within the Region

Work Plan Director: Vice President for Academic & Student Affairs

Time Line: Fall 2004; 2005-2006

2004-2005 Status Report Summary

This work plan item has evolved to encompass the new Higher Learning Commission Criteria for Accreditation. The new Criterion Five, Engagement and Service, has four core components:

1. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.
2. The organization has the capacity and the commitment to engage with its identified constituencies and communities.
3. The organization demonstrates its responsiveness to those constituencies that depend on it for service.
4. Internal and external constituencies value the services the organization provides.

During July 2004, the Provost/Vice President for Academic and Student Affairs attended a conference in Minneapolis sponsored by the Higher Learning Commission to address this fifth criterion. During Spring 2005, a survey instrument was developed and administered to faculty to provide a campus-wide assessment of current engagement activities. A similar survey will be

administered to staff during summer 2005. Activities to date which support Engagement and Service include those activities supporting BSU as the University “of and for” Northern Minnesota, the regional development of a curriculum for applied engineering technology, the numerous academic activities supporting the region’s elementary and secondary education systems, the numerous supportive activities of the Center for Research and Innovation and the Small Business Development Center, the Bemidji Marketing Advisory Council, the Center for Extended Learning, the articulation of programs and transfer policies, the work with area Tribal Colleges, and the many ways in which our faculty/staff/students/programs are engaged in supporting our community.

Examples of new activities which support Engagement and Service include:

- The Bemidji Marketing Advisory Council;
- Standing meetings between The University and District 31 leadership
- The University response to District 31’s request for concurrent enrollment opportunities
- The University participation in the Ingenuity Frontier
- The University faculty participation in the Bemidji BIO initiative

Strategy B: Excellence

Work Plan 34

Explore opportunities to model environmentally responsible campus decisions.

Notes from the University Plan:

Explore means and methods to model responsibility toward the land and other natural resources, including continuation of waterfront protection.

Work Plan 34A

Suggestions Clearinghouse

Work Plan Director: Vice President for Finance & Administration

Time Line: January 2004

Create clearinghouse opportunity for suggestions and recommendations regarding methods of conserving energy. Spring 2004

2004-2005 Status Report Summary

The Vice President for Finance and Administration worked with the campus Environmental Advisory Committee and the student Environmental Advisory Committee to explore opportunities to model environmentally responsible citizenship. The university became the first public MN institution to sign The Tallories Declaration. The Tallories Declaration identifies ten tenets that acknowledge the university’s profound responsibility to increase the awareness, knowledge, technologies, and tools to create an environmentally sustainable future.

Work Plan 34B

Construction Decisions

Work Plan Director: Vice President for Finance & Administration

Time Line: Spring 2004

Include criteria of environmental responsibility in the Master Facilities Plan and in construction, repair, and renovation decisions. Suggested Participants: Physical Plant Director. Spring 2004

2004-2005 Status Report Summary

All facets of facilities planning and construction continue to take into account the potential impact on the natural resources in our area and the overall environmental impact. Meetings were held with Ottertail Power to consider buying wind energy for the student union facility next year to showcase the benefits of renewable energy to our campus and the larger community. The Vice President for Finance and Administration and Assistant to the President for Facilities Planning attended regional workshops sponsored by the Society of College and University Planning to learn more about best practices for implementing sustainable design strategies in future construction projects.

Work Plan 34C

Student Organizations

Work Plan Director: Director of Residential Life

Time Line: 2003-2004

Encourage student organizations to identify opportunities to model environmentally responsible behaviors. Suggested Participants: Clubs and Organizations; Student Senate.

2004-2005 Status Report Summary

Student organizations were involved in several initiatives during 2004-2005 focused on promoting environmentally responsible behaviors. The Students for the Environment have used the faculty/staff listserv as a vehicle for conveying information about steps that people can take to be good stewards of the environment, based upon the philosophy of reduce, reuse, and recycle. This group has also been active in promoting the use of wind generated power on campus, and in lobbying for more recycling in the BSU Dining Services. As a consequence of this latter initiative, an educational component regarding recycling will be developed through the Request for Proposals with the new dining service contract that will roll out for the 2006 - 2007 academic year. In addition, the Student Senate passed a bill supporting further restriction of smoking in the BSU residence halls. As a consequence, Maple Hall is now completely smoke free. All remaining residence halls will be smoke free for 2006 – 2007, as required by Beltrami County ordinance.

Work Plan 34.1

Graduate Studies

Work Plan Director: Dean of Graduate Studies

Time Line 2004-2005; Ongoing

Develop and implement a strategic plan for graduate offerings at Bemidji State. Suggested Participants: Graduate Council, deans, Vice President for Academic & Student Affairs.

2004-2005 Status Report Summary

A strategic plan for graduate programming has been developed, which focuses on the following ideas:

- Developing appropriate financial resources for graduate education
- Enhancing the status of the graduate school and graduate education at Bemidji State University
- Supporting excellence in graduate faculty and graduate students

Strategy C (Alignment)

Align Resources with Priorities Identified in Five-Year Goal Statement.

Bemidji State University will move toward achieving its five-year goal statement by funding its excellence priorities.

The *University Plan: Strategies for 2002-2007* is a strategic plan that, by definition, addresses the critical issues being addressed by Bemidji State University. The plan is complete and is available on the University web site:

http://info.bemidjistate.edu/News/plans/strategies02_07.html.

The *Accountability Framework* offers a means of evaluating progress toward achieving the strategic directions identified in The University Plan and MnSCU's Strategic Plan.

The *Work Plan* is the managing tool that translates the broad range of objectives into specific activities and time frames. Progress is measured by accomplishment of the Work Plan tasks.

Strategy C: Alignment

Work Plan 35

Work Plan Measurement: Strategy B, Opportunities to Support Excellence

*Notes from the University Plan:
Identify priorities for the areas addressed in the Five-Year Goal Statement.*

Work Plan Measurement, Strategy B

Work Plan Director: President

Time Line: Spring 2004 and ongoing

Provide feedback to campus community on excellence priorities that are approved, and status of implementation. Feedback should include status of plans regarding the Work Plan items of Strategy B (26-34):

2004-2005 Status Report Summary

The University has made significant progress on a number of its excellence priorities (as identified in Work Plan Items 26-34). A brief summary of progress in the areas of student centeredness, academic affairs, technological advancement, physical environment, enrollment management, multicultural opportunities and public/private partnerships is provided below. Each of these areas is critical to reaching the goal of being recognized as one of the Midwest's premier public state universities.

The University continues to focus on "student-centeredness" as a key component in guiding university policies and procedures. This past year a definition of student-centeredness was developed, and guidelines for implementing student-centered policies were proposed. Both the definition and guidelines will be discussed and finalized on campus during the next academic year.

The University strives to provide students and faculty with access to up-to-date technology. For faculty, new laptop computers were provided for the 2004-2005 academic year. For students, a

plan was developed to update computers on a regular basis, in all computer laboratories on campus.

The variety of options in multicultural education continues to expand. The University now has additional study-travel program options to South Africa and Australia. The AIRC is developing programming in conjunction with area Tribal Colleges and K-12 schools to enhance the teaching of the Ojibwe language. The Office of Admissions is developing a new system to more effectively contact and recruit students from underserved populations.

Faculty and staff are deeply involved in activities that serve our region. These activities range from the development of new curricula and new delivery methods for curricula, to the establishment of partnerships with local and regional organizations.

The University has continued to examine degree requirements in Liberal Education and Civic engagement. For example, the Liberal Education Committee is planning assessments of the Critical Thinking component of Liberal Education, both for incoming freshman and alumni. The Liberal Education Committee proposed developing a Liberal Education Task Force to make suggestions regarding changes in the Liberal Education curriculum. The Task Force was formed in January, 2005 and is currently meeting on a regular basis.

Discussions are currently underway to determine whether Civic Engagement should be a graduation requirement. A campus-wide discussion on Civic Engagement was initiated in September 2004. During this past year, the University has hosted several events relating to Civic Engagement. In addition, surveys have been administered to faculty and staff to determine what types of Civic Engagement activities are currently taking place. Discussions about implementing a Civic Engagement requirement will occur in the Colleges over the next year.

Strategy C: Alignment

Work Plan 36

Work Plan Measurement: Strategy A, Opportunities to Expand Resources

*Notes from the University Plan:
Identify current resources, including general revenues and those that might be realigned through organizational restructuring, and new sources of funding, including new student enrollment and fund-raising.*

Work Plan Measurement: Strategy A

Work Plan Director: President

Time Line: Spring 2004 & ongoing

Provide feedback to campus community on plans to expand resources as they are approved, and status of implementation. Feedback should include status of plans regarding the Work Plan items (1-25) of Strategy A:

2004-2005 Status Report Summary

There are many different individuals and organizations actively engaged in identifying and pursuing additional resources for the University (as was discussed in Work Plan items 1-25). Efforts are underway to secure additional state funding, private gifts, federal and state grants, federal earmarks, and corporate donations. Faculty, staff, departments/programs, colleges, and the University must continue to advance a very aggressive agenda if the University is to accomplish our mission of access, quality, partnerships and service. Examples of some important activities focused on enhancing resources are described below.

In terms of existing program growth, the University is aggressively pursuing new funding for Health Care, Manufacturing Technology, and Leadership Development programs via the Centers for Excellence proposal process. It is anticipated that full proposals for these initiatives will be completed during the 2005-2006 academic year. In terms of new program growth, a grant proposal was funded to support the implementation of an Applied Engineering degree, and proposals are being written to support the development of a generic nursing program.

Student recruitment efforts are expanding, and the University anticipates that the full implementation of a new software package (during Fall of 2005) will allow us to substantially increase our contacts with prospective students. A number of efforts are underway to increase summer school enrollment, including the development of a marketing plan, sending press releases to local and regional media, and sponsoring workshops. Efforts are also underway to expand student enrollment in Distance Education course offerings. Enrollment in these courses has steadily increased, and currently over 70 Distance Education courses and course sections are being offered through Bemidji State University. On-line and hybrid degree programs have continued to expand, including the DLiTE teacher training program and programs in Technology Management, Applied Engineering, and other areas. Using these and other means to increase enrollment and enhance retention should help increase our funding base.

Many other fundraising initiatives are underway. Faculty and staff have been very successful in grant writing this past year, with over \$2,400,000 received in 2004-2005, a 100% increase over the previous year. Significant renewal grants were received by the federal TRIO programs and in the Science and Mathematics areas through the Eisenhower Foundation. Faculty were also successful in obtaining a \$350,000 LCMR grant from the state to research potential uses for potato waste with a regional corporation. Several academic departments have also been very engaged in development work and fundraising to augment declining state resources. The Music is the Key campaign was successfully completed and exceeded the targeted fund raising goal. The Technologies Studies Department has also been actively engaged in development and fund raising work in conjunction with the Ingenuity Frontier Initiative. The University Foundation has made additional staffing commitments to increase development work and fund raising activities. The amount of direct dollars raised by the Foundation in 2005 doubled from \$1,000,000 to about \$2,000,000. The Leave a Legacy Campaign continues to produce impressive results with total anticipated assets nearing \$16,000,000 in three years. The largest single bequest ever received by the University occurred this year in the amount of \$2,500,000.

Another achievement this past year included the development of program indicators which help identify a program's contribution to the economic engine, mission, and quality of the University. These indicators are designed to guide decision-making regarding allocating University resources. These program indicators are listed under Work Plan item 2A.

Strategy C: Alignment

Work Plan 37

University Plan Measurement: Accountability Framework

*Notes from the University Plan:
Develop new approaches to ascertain the relationship between resource allocation and desired outcomes.*

University Plan Measurement: Accountability Framework

Work Plan Director: Director of Research & Assessment

Time Lines: Fall 2003; ongoing; annually

The Accountability Framework offers a means of evaluating progress toward achieving the strategic directions identified in The University Plan and MnSCU's Strategic Plan.

2004-2005 Status Report Summary

In conjunction with the Chancellor's *Designing the Future* project, the director of Research and Assessment has been attending a monthly set of online meetings chaired by the MnSCU office of Institutional Research that is charged with developing measures of accountability for the MnSCU Board of Trustees. These measures are meant to access data for statewide use, but also will have similar or equivalent measures at the state university level. The MnSCU accountability measures project has been underway for about two years, and will continue for at least one more, with regular progress reports being made by the state office of Institutional Research on a regular basis. Most of the MnSCU measures are relevant to the University's Work Plan (and the development of accountability measures through the University President's office), and can be used for its assessment as well. Copies of the working materials are available upon request from the Office of Research and Assessment.

Strategy D (Institutional Processes)

Enhance Institutional Decision-Making and Shared Governance.

Bemidji State University will move toward achieving its five-year goals by improving its Institutional Processes.

Strategy D: Institutional Processes

Work Plan 38

Identify conceptual model and establish resulting criteria to be used in making decisions.

Notes from President's Staff Retreat, January 2003:

Criteria embedded in the University Plan by which existing and new programs can be evaluated in terms of contribution to academic excellence and potential for sustained new-student growth, including the following:

Strategic (mission-central, positioning, competition, need demand, advantage, image/branding, passion);

Financial (sustainable enrollments, represents an "economic engine," allocations, external funding, existing or potential partners program generates resources, cost of not funding);

Capacity/Quality (BSU can be "the best" at....," expertise exists or is available, collaboration, synergy);

Diversity (ethnic, on-campus, distance delivery).

Work Plan 38A

Conceptual Model

Work Plan Director: President

Time Line: Fall 2003

Agree upon a conceptual model that helps us develop a common language to use in evaluating institutional opportunities and challenges and in decision making.

Identify/establish criteria by which existing and new programs can be evaluated in terms of contribution to excellence and potential for sustained new-student growth, using the *Good to Great* model discussed in 38A, Task 2. Suggested Participants: Executive Council. December 2003.

2004-2005 Status Report Summary

Not required for this item

Work Plan 38B

Criteria

Work Plan Director: President

Time Line: Fall 2003

Identify/establish criteria by which existing and new programs can be evaluated in terms of contribution to excellence and potential for sustained new-student growth, using the *Good to Great* model discussed in 38A, Task 2. Suggested Participants: Executive Council. December 2003.

2004-2005 Status Report Summary

Not required for this item

Strategy D: Institutional Processes

Work Plan 39

Enhance effective University communications by continuing to develop institutional processes for sharing information on a timely basis.

*Notes from the University Plan:
Identify and address challenges to effective communications and sharing of information among and between faculty, support staff, students, and administration.*

Work Plan 39A

Collective Bargaining and Student Leadership Communications

Work Plan Director: Vice President for Academic & Student Affairs

Time Lines: Fall 2003 and ongoing

Continue to improve communications through Meet and Confers and Student Reviews and Consultations. Suggested Participants: Union leadership, student leadership.

2004-2005 Status Report Summary

Meet and confers were held throughout the year, with each bargaining unit. Shared minutes were taken and distributed to memberships other than the BSUFA. The BSUFA takes minutes and shares those minutes with its members. Meetings between the Student Senate executive council and the President's senior staff were held. In addition, the President or one of the Vice Presidents regularly attended Student Senate meetings. The current year activities also included the creation of a notification process such that the Student Senate (through the Student Association President) has appropriate notification of curricular items, per MnSCU Policy 2.3, Student Involvement in Decision Making.

Work Plan 39B

Planning Structure Communications

Work Plan Director: Vice President for Academic & Student Affairs

Time Line: Fall 2003 and ongoing

Continue to develop the communications role of the planning structure on campus. Suggested Participants: University Council.

2004-2005 Status Report Summary

BSU has been operating under the current planning process for approximately five years. During 2004-2005, the University Council undertook a review of the Campus-Wide Planning process. This review has included an evaluation of planning structures at other universities, a survey of participants to the Campus-Wide Planning process, as well as work with an outside consultant, Dr. Dan Rice from University of North Dakota. The campus will be reviewing consultant's report and making decisions on possible changes or improvements to our existing process in 2005.

Work Plan 39C

Office of the President Communications

Work Plan Director: President

Time Line: Fall 2003 and ongoing

Continue to improve communications through ListSers, Open Forums, Reports, Newsletters, Minutes of Planning Committee/UC/EC meetings, and publications.

2004-2005 Status Report Summary

Communications with the campus and beyond the campus is a priority for the Office of the President. Personal contact with members of the campus community, enhanced written communication across the institution, and active involvement in the meet and confer process were focus areas for 2004-2005. The President attended over a hundred events on campus during the year, allowing for frequent contacts with students, faculty, and staff. Attendance at these campus events served as a good opportunity to keep abreast of campus developments and enabled the President to listen to individual priorities and needs. In addition, the listening forums hosted by the President and visits to departments and department chair meetings provided valuable opportunities for the exchange of information. The President also meets regularly with representatives of the Student Senate and attends at least two Student Senate meetings each semester. The President entertains the members of the Student Senate at his home once each semester. A focus area for 2005 has been to insure that written administrative information is shared with the campus in a timely and accurate manner. The President's newsletter (Insider) was redesigned to incorporate more campus information sharing. In addition, the President's message has taken on a more reflective style of communicating positions on campus issues. The message also increasingly communicates how external events are impacting the campus. The President of the Student Senate is also invited to write remarks about the year in the final Spring issue.

Work Plan 39D

University Communication Plan

Work Plan Director: Vice President for External Relations

Time Line: 2004-2005; Ongoing

2004-2005 Status Report Summary

The University Communication Plan was completed and presented to administration in August 2004. Several components of the plan were implemented during this year, including a quality of

life rural initiative, increased summer session marketing, and the addition of a quarterly University Foundation newsletter.

Strategy D: Institutional Processes

Work Plan 40

Continue to develop and advance the planning processes on campus.

*Notes from the University Plan:
Identify and address ongoing and new challenges to the planning process, including appropriate allocation of resources, clarification of the distinction between planning and operations, and timeliness in response to initiatives and opportunities.*

Work Plan 40A

Work Plan Development

Work Plan Director: Vice President for Academic & Student Affairs

Time Lines: Fall 2003 and ongoing

Continue to develop institutional processes for carrying out and reporting back on the Work Plan.

2004-2005 Status Report Summary

Reminders for Work Plan Directors were sent in April, including instructions on reporting back accomplishments at year-end from the 2004-2005 Work Plan. Input was solicited from campus community, bargaining units, and student government for updates to the 2005-2006 Work Plan. Communications were directed out of the VP for Academic and Student Affairs and the VP for Administration and Finance offices. Dr. Patrick Guilfoile serves as BSU's Work Plan Fellow and has numerous responsibilities with regard to the Work Plan Update and Summary Report.

Work Plan 40B

Changes in Planning Structure

Work Plan Director: Vice President for Academic & Student Affairs

Time Lines: 2003-2004

Develop process to address requests to change Committee and Council structure. Suggested Participants: University Council and Bargaining Units.

2004-2005 Status Report Summary

Please refer to Work Plan item 39B for a description of the current status of potential changes to the planning structure.

Work Plan 40C

Planning versus Operations

Work Plan Director: Vice President for Academic & Student Affairs

Time Lines: 2003-2004

Continue to develop consensus on which issues should be moved through the institutional planning process and which should not. Suggested Participants: University Council and campus community.

2004-2005 Status Report Summary

The University Council spent considerable time discussing this issue and there is consensus that an agreed-upon definition is important as we move forward in reviewing and revising our planning structure. A definition has been suggested in Dan Rice's consultant's report (June 2005) and will be considered by the campus community for adoption.

Work Plan 40D

Review of the Planning Process

Work Plan Director: Vice President for Academic & Student Affairs, Vice President for Finance & Administration

Time Line: 2004-2005

Engage outside consultant to work with the planning committees and the university council to identify current strengths of and suggest appropriate changes to the current planning process. Suggested Participants: Planning Committees, University Council, Executive Council, and bargaining unit leaderships.

2004-2005 Status Report Summary

Please refer to Work Plan item 39B for a description of the current status of potential changes to the planning structure.

Strategy D: Institutional Processes

Work Plan 41

Support the development of campus understanding of issues important to the University.

*Notes from the University Plan:
Review, when appropriate, the University's name, vision and mission statements,
and public image and, when appropriate, propose changes.*

Work Plan 41A

MnSCU Representation

Work Plan Director: Vice Presidents

Time Lines: 2003-2004 and ongoing

Support institutional representation at MnSCU meetings.

2004-2005 Status Report Summary

The Vice President for Finance and Administration is the chair of the Northeast region of MnSCU Chief Financial and Facilities Officers and serves as a spokesperson to the Office of the Chancellor for regional concerns. The Business Manager is a member of the MnSCU Risk

Management committee, BPAC committee, and the MnSCU Accounting Users group. The Vice President for Finance and Administration and the Assistant to the President for Facilities Planning served on the Technical Advisory Team, which helps put together MnSCU's legislative bonding request for capital projects. The computer services department was responsible for the planning and the hosting of the MnSCU Spring CIO meeting in Brainerd.

The Provost/Vice President for Academic and Student Affairs served on the Technical Advisory Committee for the MnSCU allocation formula implementation and on the Advisory Council for MnSCU Senior Vice Chancellor for Academic and Student Affairs. The Dean of COPS served on MnSCU Council on Professional Education, MnSCU Graduate Council, MnSCU Urban Teacher Education Program Committee, MnSCU Task Force on Graduate Education, and MnSCU Workload Task Force. The Associate VP and CIO are members of the MnOnline Fiscal Services Workgroup, CIO Workgroup, and Distance Learning Workgroup. The Director of Student Life serves on MnSCU's Academic and Student Affairs Policy Council and MnSCU's Student Conduct Policy Group. The Dean of Social and Natural Sciences serves on MnSCU's Faculty Course Load Study Task Force. The BSU President serves on MnOnline.

Work Plan 41B

Accreditation Representation

Work Plan Director: Vice President for Academic & Student Affairs

Time Lines: 2003-2004 and ongoing

Coordinate institutional participation with Higher Learning Commission and discipline-specific accrediting agencies. Suggested Participants: Deans, Directors and faculty.

2004-2005 Status Report Summary

Five Bemidji State University members participated in the annual meeting of the Higher Learning Commission spring 2005 (Jon Quistgaard, Ranae Womack, Nancy Erickson, Martin Tadlock, and Joann Fredrickson). Further, BSU was successful in its Institutional Change Request Spring 2005. As a result, BSU is authorized to offer on-line programs without seeking further approval from our accrediting body.

Work Plan 41C

University Name

Work Plan Director: Vice President for Advancement

Time Line: 2005-2006

Review the University's name and, as appropriate, propose changes.

2004-2005 Status Report Summary

Not required for this item. (Scheduled for 2005-2006)

Strategy D: Institutional Processes

Work Plan 42
Anticipate Financial Challenges

*Notes from the University Plan:
Take advantage of campus planning process to identify anticipated institutional situations and to set aside resources for strategic investments in the event of challenging financial times.*

Work Plan 42A
Anticipate Institutional Financial Challenges
Work Plan Director: Vice President for Finance & Administration
Time Lines: 2003-2004 and ongoing

Anticipate potential shifts in resources. Suggested Participants: Executive Council; Budget and Resource Allocation Committee.

2004-2005 Status Report Summary

A five-year operating budget was established to anticipate the extent of future financial challenges. The Vice President for Finance and Administration worked with the Budget and Resource Allocation Committee to present two campus-wide budget forums to share multi-year enrollment, revenue, and expenditure forecasts. Senior administration continues to evaluate how current decisions may affect the financial future of the University.

Work Plan 42B
Plan for Challenges
Work Plan Director: Vice President for Finance & Administration
Time Lines: 2003-2004 and ongoing

Plan resource allocations to accommodate challenges identified in 42A. Include in annual budget reports to campus. Suggested Participants: Executive Council; Budget and Resource Allocation Committee.

2004-2005 Status Report Summary

Along with the work noted in 42A, senior administration continues to look at creative ways to improve efficiencies to free up resources to address future financial challenges. A new senior level organizational model is being established to put more emphasis on enrollment management, student retention, fundraising, and technology.

Strategy D: Institutional Processes

Work Plan 43
Leadership development.

Notes from the University Plan:
Identify or develop opportunities for students, faculty, staff, and administration to gain a thorough and working understanding of educational policies and procedures, such as those relevant to accreditation, legislation, MnSCU.
Leadership Development

Work Plan Director: Vice President for Academic & Student Affairs
Time Lines: 2003-2004 and ongoing

Support program of leadership development for interested students, faculty, staff, and administrators.

2004-2005 Status Report Summary

Students – Student leadership development has been identified as a key area for student development programming and will be used as a hiring criterion for new student affairs professionals.

Professional Staff – Opportunities for leadership development are encouraged as part of each staff's professional development plan. We have professional staff members who are currently in doctoral and other programs. The university also has four members of its professional staff and faculty that have been nominated and accepted into MnSCU's Leadership Academy through Maricopa.

Classified Staff – The classified staff training committee partnered with the College of Professional Studies in purchasing a series of broadcasts from the Society of Success and Leadership. Other classified staff participated in leadership training relating to supervising student workers.

Upon restructuring at NTC-Bemidji and an increased set of leadership training offerings by the Office of the Chancellor, the Northern Minnesota Leadership Center concept at BSU/NTC-Bemidji has been put on hold. Efforts to create leadership curriculum will be championed by the College of Professional Studies.

Strategy D: Institutional Processes

Work Plan 44
Prioritize projects and develop master plans.

Notes from the University Plan:
Prioritize capital projects of the Campus Facilities Plan in alignment with the priorities of other plans, including the University Plan and the Academic Plan,

and including concerns of space utilization, shared spaces with partners, parking, residential life, and the campus living and learning environment.

Work Plan 44A

Utilize MnSCU Resources

Work Plan Director: Vice President for Finance & Administration

Time Lines: 2003-2004

Participate in MnSCU's efforts (MnSCU Work Plan items 15.1 and 15.2) to identify and develop key processes that serve as the strategic foundation for academic, financial, technology and facilities plans. Suggested participant: Vice President for Academic & Student Affairs.

2004-2005 Status Report Summary

System criteria for priorities for HEAPR and capital project were used as a basis for developing a revised request system for campus repair and betterment projects. Projects were prioritized and allocated based on these new criteria.

Work Plan 44B

Master Academic Plan

Work Plan Director: Vice President for Academic & Student Affairs

Time Line: November 2003-November 2004

Develop a Master Academic Plan to guide program development (see Work Plans 1 and 2), staffing decisions, capital campaign priorities, capital project priorities, technology expenditures, pursuit of emerging curriculum and other grants, freshman recruitment plans, etc. Suggested Participants: Deans and departments.

2004-2005 Status Report Summary

In consultation with the BSUFA, a process was agreed upon for development of the Master Academic Plan. The Provost/Vice President for Academic and Student Affairs and Deans are working through the Chairs and academic departments, and relevant BSUFA committees, for input to the Master Academic Plan, after which time the Faculty Senate will be provided opportunity for comment and consideration. A first draft of the Master Academic Plan, completed by the Provost/Vice President for Academic and Student Affairs and academic Deans (available for review) was shared with Department chairs, appropriate BSUFA committees, and others as appropriate in March 2005. Comments and responses were collected during the remainder of spring semester. A second draft of the Master Academic Plan is being prepared over summer 2005.

Work Plan 44C

Master Technology Plan

Work Plan Director: Vice Presidents

Time Lines: 2003-2004 and ongoing

Use Master Technology Plan to guide decisions on replacing equipment, upgrading technology, and upgrading classrooms, and to prioritize leveraged-equipment matching grant allocations.
Ongoing

2004-2005 Status Report Summary

With the hiring of a CIO and the near completion of the master academic plan, the new AVP will be working with the campus in developing a master technology plan. The master plan will incorporate in some of the recommendations from the five-year computer services department review and will help guide planning for infrastructure replacement.

Work Plan 44D

Master Facilities Plan

Work Plan Director: Vice President for Finances & Administration

Develop a Master Facilities Plan to guide capital projects, space utilization, and future campus development. Spring 2003

2004-2005 Status Report Summary

A process was defined and partially implemented to begin updating the master facilities plan. The focus of the update will be to help assist in prioritizing campus needs, to develop a plan for implementation, and to create a centralized up-to-date repository for information. Several subgroups were formed to evaluate needs in individual areas so these needs could be considered for inclusion and integration into the overall master plan.

Subgroups were formed and developed or began developing plans in the following areas:

- Parking
- Residential Life
- School of Business
- Nursing
- Neighborhoods surrounding the campus

Projects from the master facilities plan that moved forward during this year include: Phase 2 of the Center for Advanced and Emerging Technologies (Bridgeman – Phase 2) was funded in the 2005 legislative session with construction scheduled to begin July 2005. Design funding to renovate Sattgast Hall is the system's number nine priority for the 2006 legislative session. Also on the 2006 list are funds to purchase the old high school site. Upgrades to furniture, fixtures, and equipment will also be considered in the Master Facilities Plan