

Assurance Argument
Bemidji State University - MN

9/16/2019

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

Bemidji State University's current Mission Statement, which consists of our Vision, Mission, and Shared Fundamental Values, was created in the Spring of 2014 after a two-year process in conjunction with the development of the 2014-17 Strategic Plan. A [48-member University Planning Council](#), composed of members from administration, the faculty, staff, and the student body, was charged, in part, with a review of BSU's Vision, Mission, and Signature Themes (now referred to as Shared Fundamental Values). After multiple discussions throughout 2012-13, recommendations from the council were included in the [2014-17 Strategic Plan](#). Normally a change of this nature would be brought to the university community through our Meet and Confer process (see Core Component 2.A. for an explanation of Meet and Confer) and approved by the Minnesota State Board of Trustees. In this case, the former administration did not take these steps. After this oversight was discovered during our self-study process, President Hensrud brought our Mission Statement to our collective bargaining units (e.g. [BSU Faculty Association](#) and [Minnesota State University Association of Administrative and Service Faculty](#)). In late 2018 the following Vision, Mission, and Shared Fundamental Values were approved by the Faculty Senate and by the [Minnesota State Board of Trustees](#).

Vision

We educate people to lead inspired lives.

Mission

We create an innovative, interdisciplinary and highly accessible learning environment committed to student success and a sustainable future for our communities, state and planet. Through the transformative power of the liberal arts, education in the professions, and robust engagement of our students, we instill and promote service to others, preservation of the Earth, and respect and appreciation for the diverse peoples of our region and world.

Shared Fundamental Values

Students, through the sum of their educational experience at Bemidji State, will have multiple opportunities to learn about, experience, and reflect on the University's Shared Fundamental Values:

- Civic engagement and leadership
- International and multicultural understanding
- Belief in the power of the liberal arts
- Environmental stewardship

These are core values that guide curriculum and services. Not tightly defined, they invite interpretation and discovery.

The Mission is incorporated in our academic programs and many aspects of campus life. In addition to our four Shared Fundamental Values, student success and engagement are central to our Mission as the examples below illustrate.

Academic Programs

We reorganized our academic programs into three new colleges effective the 2018-19 academic year. As part of that reorganization each college has developed goals that align with the University's Mission Statement.

College of Art, Education, and Humanities

Faculty and staff in the College of Art, Education, and Humanities have the following goals at Bemidji State University:

- To integrate "BSU's Shared Fundamental Values" into our classes and programs.
- To infuse a "Themes of Place and Fundamental Values" throughout the curriculum and learning experiences into all of our classes and programs.
- To help support, value, and acknowledge diversity in all of its aspects demonstrated through the use of culturally responsive curriculum and instruction, especially pertaining to American Indian students and cultures.
- To help increase the positive impact of interactions among students, faculty, and staff on all facets of the learning experience.
- To seek to provide innovative degree offerings, activities, and events relevant in the lives of our students.
- To provide relevant and timely career pathway information related to the Arts, Education, and Technology.

College of Business, Mathematics & Sciences

Mission Statement: Provide high-quality educational programs and services that support students' personal and professional development.

Goals

- Expand global awareness and enhance the diversity of faculty, staff, students and thought
- Hire and support excellent faculty and staff
- Support faculty development and scholarship

- Continue to serve, support, and advance Northern Minnesota
- Support high-quality pedagogy in a student-centered teaching and learning environment
- Instill the virtuous pursuit of knowledge by faculty and students

College of Individual and Community Health

Mission Statement: Helping Individuals, Families, and Communities Thrive

Goals:

- Be a leader in elevating individual and community health in partnership with rural and tribal communities.
- Foster excellence in planning, implementing, and evaluating initiatives that address sustainability and both social and environmental justice.
- Provide a transformational environment for our students to develop the knowledge, skills, and social awareness to live an integrated and intentional life.
- Mentor our students to identify, achieve, and surpass their goals.

As part of the five-year review process, academic programs plan strategies and activities that are consistent with the goals of their college. They also describe how their student learning outcomes align with the University's Mission Statement in their self-studies.

Our [2018-23 Strategic Plan](#) and [Master Academic Plan](#) both call for the infusion of the Shared Fundamental Values into all academic programs so that they are part of the learning of all students, regardless of major.

Student Success and Engagement

Student success and engagement are central to our Strategic and Master Academic Plans. [Priority three of the Strategic Plan](#) is to increase student engagement in campus life and [priority four of our Master Academic Plan](#) is to increase the positive impact of interactions among students, faculty, and staff in all facets of the learning experience. Our student support service areas have made student success their priority and this is reflected in their [three goals for students](#):

- To challenge and support them as they navigate their education journeys.
- Foster an environment that supports student learning and success.
- Advocate for their physical, emotional, and personal well-being.

Prior to their arrival on campus for orientation we provide new students an online orientation program, BSU 101, and most students take one of our First Year Experience courses, which are designed to foster a successful start to their college experience.

Civic Engagement and Leadership

Traditionally service-learning opportunities have been part of many of our academic and student support programs. To broaden our campus' involvement in civic engagement, BSU signed a commitment to Campus Compact in 2016. The task force created to develop a [Community Engagement and Civic Action Plan](#) finished that work in April 2017. This plan addresses both traditional political engagement and community-based service and sets out an extensive list of goals for the University for the short, medium, and long term.

The University provides leadership opportunities for students including leadership roles in the residence halls, student government, and more than 100 student clubs. The Hobson Memorial Union has a Leadership Center that is the hub for student organizations. It also hosts an annual [Leadership Celebration](#) that recognizes student leaders, organizations, programming, and club advisors. Additionally, BSU has an academic certificate and a minor in Leadership Studies. This interdisciplinary program emphasizes conflict resolution, evidence-based reasoning, and ethical perspectives on leadership.

International and Multicultural Understanding

Our Strategic and Master Academic Plans both call for increasing the diversity of our student body, faculty, and staff. Priority five of our Strategic Plan is to create a university culture in which diversity is embraced and all people are safe, welcome, and validated. Goal 1 of this priority calls for more than doubling the number of international students in the next five years. The International Program Center is at the heart of our activities in this area. It is responsible for recruiting a diverse body of international students, connecting those students to the resources they need to thrive at BSU, and coordinating education abroad programs. Each spring the International Program Center hosts a Festival of Nations celebration that features food and entertainment from the countries represented by our current student body. Our international students share their cultures with the community. Goal 5 of the University's [2016-19 Diversity and Inclusion Plan](#) is to promote the intercultural competence of students and employees. To accomplish these and other goals the University opened the Center for Diversity, Equity and Inclusion and continues to create opportunities for students, faculty, and staff to improve their understanding of other cultures and peoples. Faculty and staff earn a Diversity Certificate by completing 15 hours of diversity-related training or activities. Every member of the President's Cabinet and each of the deans completed 15 hours of Intercultural Diversity Training during the 2017-18 academic year.

Belief in the Power of the Liberal Arts

All undergraduate students complete either a 42 credit Liberal Education program or our Honors Program curriculum. The Liberal Education program is designed to equip students of all backgrounds and abilities with the knowledge, skills, values, and confidence to understand and participate in our changing global society. Our Honors Program was established in 1967 and is one of the oldest in the country. It emphasizes an interdisciplinary academic curriculum. One of the goals of the Master Academic Plan is to create a new [Liberal Education Program](#). The task force charged with addressing this goal is considering how to integrate best practices in general education and general education pedagogy with our Shared Fundamental Values into a new Liberal Education program. Another outcome of the process is helping students better understand the connection between Liberal Education and the majors.

Environmental Stewardship

BSU is committed to environmental stewardship. This commitment is visible in the activities the University engages in that foster a sustainable future for our communities, state, and planet. Our actions comprise not only the institution's ongoing steps to reduce energy use and carbon emissions through technology and practice, but also an interdisciplinary liberal education course entitled People of the Environment, an active sustainability-focused student organization, Students for the Environment, and an Environmental Advisory Committee. We just celebrated the tenth anniversary of our Sustainability Office. The office and its two permanent staff are partially funded through a student approved green fee that supports sustainability efforts across campus. BSU has signed the

Second Nature's Climate Commitment and the American College and University President's Climate Commitment, which includes a pledge to become a carbon neutral institution. BSU is a member of the following organizations that are involved with environmental issues: Association for the Advancement of Sustainability in Higher Education, Upper Midwest Association for Campus Sustainability, and National Wildlife Federation's Campus Ecology Program. To bring together our commitment to our Shared Fundamental Values, the University recently received a three-year \$600,000 grant from Margaret A. Cargill Philanthropies to bring indigenous knowledge and perspectives into the University's sustainability effort and develop a new degree program in Indigenous Sustainability Studies.

Bemidji State University has one of the oldest Environmental Studies programs in the country. It provides students a broad, interdisciplinary experience. Our Wildlife Biology, Aquatic Biology, and Environmental Studies programs all provide students with the opportunity for hands-on, outdoor coursework, professional engagement via state agency collaboratives, and a wide variety of career paths. Among these programs, there are a total of eight emphases, four minors, and three graduate programs that allow students to have an enhanced environmental experience.

Student Body

The enrollment profile at BSU reflects our region's population. In Fall 2018 our student body was 82% white, 55.4% female, 30.9% Pell eligible, 46.6% first generation and 1.6% veterans. We are surrounded by four American Indian Reservations and they represent our largest minority group. In Fall 2018 we had 5136 students enrolled and many of our diverse students self-report more than one ethnicity. [Among this group](#) 272 (5.3%) were American Indian or Alaska Natives, 188 (3.7%) were African American, 146 (2.8%) were Hispanic and 112 (2.2%) were Asian. Most of our students are from Minnesota and surrounding states with 89.6% of our students graduating from Minnesota high schools. In Fall 2018 we had 112 (2.2%) international students from 32 countries.

Alignment with Planning and Budgeting Priorities

Please see Core Component 5.C.

Sources

- 2014-2017 Strategic Plan
- 2014-2017 Strategic Plan (page number 7)
- 2016-2019 Diversity and Inclusion Plan
- 2016-2019 Diversity and Inclusion Plan (page number 13)
- 2018-2023 Master Academic Plan
- 2018-2023 Master Academic Plan (page number 5)
- 2018-2023 Strategic Plan
- 2018-2023 Strategic Plan (page number 7)
- 2018-2023 Strategic Plan (page number 8)
- Board Summary 10-14-18
- Board Summary 10-14-18 (page number 2)
- BSUFA Meet and Confer Notes 9-26-18
- BSUFA Meet and Confer Notes 9-26-18 (page number 7)
- Community Engagement and Civic Action Plan

- Enrollment and Student Affairs Charge
- Fall 2018 30th Day Report
- Fall 2018 30th Day Report (page number 4)
- Leadership Celebration
- Master Academic Plan Priority 1
- MSUAASF Meet and Confer Agenda Notes 9-26-18
- MSUAASF Meet and Confer Agenda Notes 9-26-18 (page number 2)
- Student Affairs Enrollment Management Assessment Plan 2018-22
- University Planning Council Members

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

Bemidji State University reviews and updates its Mission Statement as part of the strategic planning process that we undergo approximately every five years. The current Mission Statement was developed in 2012-14 under President Emeritus Richard Hanson in conjunction with the 2014-17 Strategic Plan. It was reaffirmed under President Hensrud's leadership in 2017 as part of the year-long process that led to the current 2018-23 Strategic Plan, "Inspired by Place, Enriched by Diversity." The Mission Statement is widely available to the public through our website, student handbook, faculty handbook, and various planning documents. Its parts are publicly articulated by our administration during semester startup meetings and in university and college planning processes like the development of our 2018-23 Master Academic Plan and the development of college goals. They also guide our [decision-making processes at the highest level](#). The Vision, Mission, and Shared Fundamental Values reflect what we value at Bemidji State University, and the priorities of the [2018-23 Strategic Plan](#) provide a roadmap to guide our pursuit of our Mission Statement.

During the listening sessions held in the early stages of development of the 2018-23 Strategic Plan, one of the most commonly spoken themes was "place." Place starts with our physical location on the shores of Lake Bemidji in the north woods of Minnesota and expands to include the members of our university and Bemidji communities and the peoples and cultures of our region. Another important theme we heard repeatedly was the importance of the American Indian peoples and culture in our community and region. Student success, sustainability, and diversity have been high priorities for the university for many years. The five strategic priorities of the plan reflect these themes.

Priority 1. Build university capacity through distinguishing themes of place.

Priority 2. Increase engagement with American Indian communities to become a destination university.

Priority 3. Increase student engagement in campus life.

Priority 4. Strengthen BSU's academic identity by infusing its Shared Fundamental Values into all academic programs.

Priority 5. Create a university culture in which diversity is embraced and all members are safe,

welcome, and validated.

Each priority reflects some aspect of our Mission Statement. Priority 1 reflects our mission to “... create a ... learning environment committed to ... a sustainable future for our communities, state and planet.” Priority 2 speaks to our mission surrounding the “preservation of the Earth, and respect and appreciation for the diverse peoples of our region and world.” Student success and engagement are central to our Mission where we are “committed to student success” and “the robust engagement of students” and our Vision “We educate people to lead inspired lives.” These themes are reflected in Priority 3. Priority 4 calls attention to the Shared Fundamental Values. Fulfilling it will ensure that our faculty and students engage fully with them throughout their time at BSU. Priority 5 is part of our mission where we “instill ... respect and appreciation for the diverse peoples of our region and world” and is concomitant with the Shared Fundamental Value of International and Multicultural Understanding.

Sources

- 2018-2023 Strategic Plan
- Guiding Principles for Strategic Decision Making

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

As a small, regional state university that serves Northern Minnesota, Bemidji State University's Mission focuses the campus on "respect and appreciation for the diverse peoples of our region and world" and "international and multicultural understanding" is one of our Shared Fundamental Values.

The demographic breakdown of our student body is reported at the end of Core Component 1.A. Our [Strategic Plan for 2018-23](#), "Inspired by Place, Enriched by Diversity," has two institutional priorities that advance not only our institutional mission, but also advances Minnesota State system-wide priorities related to diversity, equity, and inclusion. (Bemidji State is part of the Minnesota State Colleges and Universities system. See Core Component 2.A. for a description of that relationship.) Priority 2 of our Strategic Plan is to "increase engagement with American Indian communities to become a destination university." Plan Priority 5 is to "Create a university culture in which diversity is embraced and all members are safe, welcome, and validated." We address action already taken on this priority in Core Component 1.A.

To increase the diversity of our student body and staff, Bemidji State created and then implemented the [2016-19 Diversity and Inclusion Plan](#). The plan addresses three key areas of focus—Diversity, Inclusion, and Equity—in order to "foster a supportive campus environment/climate for people from diverse backgrounds and perspectives." This plan led to the creation and funding of the Center for Diversity, Equity, and Inclusion. It has been active in increasing BSU's participation in "national months" devoted to diversity and history. Collaborating with departments and clubs across campus, the Center sponsors and promotes events in celebration of Black History Month, Women's History Month, Native American History Month, and Pride Week. The Center has helped bring diverse speakers to campus, provided panels and discussions on issues of diversity and inclusion, and facilitated diverse student-oriented entertainment events. The center has also implemented cultural programs, such as Songs Without Borders on Monday nights in the student union.

In Spring 2018, the center developed a Diversity Training Certificate, which can be earned by campus employees who attend 15 hours of diversity training and events. The campus had the opportunity to attend numerous sessions related to diversity, multiculturalism, and inclusive pedagogies.

BSU's commitment to a free, diverse, and inclusive society includes providing equal opportunity for all its students and employees. The Office of Equal Opportunity and Affirmative Action provides leadership, counsel, and informational resources for all campus constituents and the larger community to advance hiring processes that support diversifying BSU's employees. BSU is participating in Minnesota State's Equity by Design, a program that ensures students, faculty, and

staff in Minnesota State learn and work in environments that actively promote equity and inclusion.

Work with American Indian Communities

As part of the Strategic Plan Priority 2, “Increased Engagement with American Indian Communities to Become a Destination University,” the university has increased both outreach to and student recruitment in regional tribal communities. Goal 1 of the Priority is to “Strengthen Relationships with American Indian Communities.” BSU’s American Indian Resource Center (AIRC) has worked to strengthen relationships with tribal communities through programs that allow both American-Indian and non-American-Indian students to go into tribal communities and make connections with those communities and cultures.

Goal #2 of Priority 2 is “Increased enrollment of American Indian students to 350 by Fall 2022.” Currently, our [American Indian Recruitment Plan](#) outlines new student enrollment growth through Fall 2022. This plan and the [American Indian Retention Plan](#) outline initiatives that address barriers to American Indian enrollment and successes that the AIRC has identified. Most American Indian students at Bemidji State are first generation college students or have been living on their own since High School. Navigating the Admissions, FAFSA, and overall Financial Aid process are daunting. Once on campus many American Indian students struggle to feel they belong to campus and struggle to find and use the processes BSU has in place to help students be successful. Further initiatives guide students as they make the transition to the social and academic life at BSU. These initiatives, although stemming from the AIRC, reflect a collaboration among many campus offices and other key stakeholders, such as Bemidji State’s External and Internal American Indian Advisory Councils. The External Council addresses the university’s commitment to the region and includes local tribal college presidents and American Indian alumni. The Internal Council focuses on the campus community and is populated by American Indian faculty and staff who regularly meet throughout the school year and directly advise President Hensrud.

The American Indian Resource Center got a new director in 2015, and in 2018, a new Assistant Director position was created and filled. With this level of staffing BSU now has recruitment day visits from local tribal colleges, including separate events for students from Red Lake Nation College, Leech Lake Tribal College, White Earth Tribal and Community College, and Fond du Lac Tribal and Community College. BSU has also instituted historic dual-enrollment agreements with these colleges, the first such agreements in the country. Work is currently underway expanding these agreements to North Dakota’s seven tribal colleges. Furthermore, an outreach specialist just began in late July. The goal of this position is not only recruiting American Indian students to BSU, but also to promote higher education opportunities for all, providing for instance, guidance for Tribal college and high school students in filling out and submitting FAFSA applications regardless of the type of institution the students are interested in attending, university, tribal college, community college, or technical college.

The AIRC also sponsors a weekly Ojibwe Language Table, which promotes the revitalization of the Ojibwe language. BSU is currently the only university in the nation with an Ojibwe language program.

Other Diversity and Collaborative Programs

In collaboration with one another, BSU’s Indigenous Studies Program and Sustainability Office sought out and received a \$600,000 grant from Margaret A. Cargill Philanthropies that led to the creation of the Gwayakochigewin Collaborative, named for the Ojibwe word that means “making

things right.” This grant supported the hiring of a new faculty member to create and lead a new academic program in Indigenous Sustainability Studies. This program folds traditional viewpoints into a modern view of sustainability through existing courses in indigenous studies, ethnic studies, and environmental studies and with new courses such as [Sustainable Communities and Indigenous Environmental Knowledge](#).

The Nursing Department has instituted several new changes to better serve the diverse peoples of our region. The Niganawenimaanaanig project, named for an Ojibwe word meaning “we take care of them,” aims to increase the number of American Indian Nursing students. Funded by a grant from the U.S. Department of Health and Human Service’s Nursing Workforce Diversity program, its goal is to increase enrollment of American Indian nursing students by 25 percent in the second year of the project, by 50 percent in the third year, and 75 percent in the fourth. The program has already been a success, as the number of American Indian nursing students has increased from 3 to 24 students, with three years left on the project. The nursing program has also revised its admission procedures to include a more holistic evaluation of the students’ experience and capabilities that goes beyond traditional grade and assessment scores.

International Program Center

Goal 1 of Priority 5 of BSU’s Strategic Plan calls for an approximate doubling of the university’s international student population to 300 by 2023. To advance that effort, the plan directed a restructuring of the International Program Center (IPC) to focus better on recruitment. This restructuring has included changing the responsibilities of the IPC Director to include the primary responsibility of recruiting international students and secondary responsibilities of re-centering IPC staff on the tasks of attracting, enrolling, and retaining international students. The new director joined our campus in January 2019.

Since then, BSU has garnered signed agreements with seven institutions in China and Vietnam. Additionally, there are eleven agreements that are in process with institutions in Columbia, Malaysia, Cambodia, Japan, and China. We have expanded our partnership with World Learning and five students from five different countries will be coming to campus during the 2019-20 academic year.

The IPC sponsors speakers and cultural immersion experiences for international and American students. It guides students who pursue study abroad experiences and is responsible for our Eurospring program.

The IPC maintains our connections with seven institutions in China, which bring a steady flow of Chinese scholars to our campus as part of our NorthStar International Visiting Scholars Program. In 2017-18, we had five visiting faculty. In 2018-19, eight new scholars spent time on our campus. Currently, fifteen scholars are scheduled to be part of our campus community during the 2019-20 academic year.

Student Support Services

BSU serves many first-generation college students. TRIO Student Support Services (SSS), funded by a grant from the US Department of Education, provides comprehensive and confidential academic and personal support to first generation college students, students who meet certain income requirements, and students who have documented disabilities. SSS provides one-on-one tutoring services, academic advising, and academic programming. They also sponsor student appreciation events such as the 2018 First Generation College Celebration, which was held in conjunction with

the Council for Opportunity in Education.

The TRIO Upward Bound Program, also funded by a grant from the US Department of Education, is an outreach program that works with its participants to support their success in high school and guide their pursuit of some form of postsecondary education. The TRIO McNair Scholars Program, a third grant BSU has received from the Department of Education, works with TRIO students intending to pursue a graduate degree. It provides the mentorship of a faculty member in the student's area of interest and support navigating the graduate application process.

Student Clubs

Many student clubs, including the Council of Indian Students, the International Student Organization, and The Phoenix (our LGBTQIA2S+ Club), also promote and advance diversity. These students support, plan, and execute numerous cultural and diversity events, such as the Festival of Nations, The Annual Powwow, a feast for the homeless, Indigenous Peoples and Treaty Day, the annual two-spirit parade, traditional skills workshops, Aabitawayi'ii Gimaawanji'idimin, National Coming Out Day programming, Pride Week events, course specific educational panels, LGBTQIAA+ Public Panel, Drag Shows, Rocky Horror Movie Night, Sexual Responsibility Week events, and Gender Diversity Conference events.

Sources

- 2016-2019 Diversity and Inclusion Plan
- 2018-2023 Strategic Plan
- AIRC Retention Plan
- American Indian Recruitment Plan FY19 and Beyond
- Indigenous Sustainability Studies Curriculum Approval
- Indigenous Sustainability Studies Curriculum Approval (page number 3)

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

The mission of Minnesota State is "We are a catalyst for positive change through partnership, collaboration, innovation, and leadership". Bemidji State University has a long history of service to North Central Minnesota and the city of Bemidji. Its educational responsibilities are established in state law. The relationship between Bemidji State University and the State of Minnesota is described in Core Component 2.C. Our commitment to the public good is demonstrated by the offerings we make to and collaborations we have with organizations throughout the region. Here are a few:

- **Scrubs Camp for High School Students** gives high school students an opportunity to learn more about health care careers and educational pathways.
- **Kick Camp** Two-day camp held on BSU campus that connects high school students with professional American football snapping and kicking coaches.
- **Ojibwemowin Niibinishi Gabeshi** BSU's Ojibwe Summer Camp for high school students to learn more about the Ojibwe culture and language.
- **Bemidji MusiCamp** is an inexpensive in-residence music camp open to all middle and high school students who have completed a year of band.
- **Scuba Science Camp** Participants learn to scuba dive and about the physics, chemistry, biology and environmental science behind it.
- **Bemidji State University Athletic Camps** offer a variety of athletic camps (e.g. women's soccer and volleyball, basketball, football, hockey) to help refine skills and develop leadership among youth while socializing amongst their peers.
- **Canadian Professional Goalie School** brings in hockey goalies 15 years of age and up from around the world to prepare them for their upcoming season.
- **Northwoods Writers Conference** brings together writers from around the country for writing workshops, feedback, and encouragement.
- **Annual Tribal College Preview Day** brings students, faculty, and staff from Red Lake Nation College, Leech Lake Tribal College, Fond du Lac Tribal & Community College and White Earth Tribal & Community College to BSU to learn about Bemidji State's community and resources for American Indian students.
- **Bemidji Career Academy Partnership** is a partnership with Bemidji High School where high school students select specific areas of study in which they get work and study experience that prepare them for careers in the chosen area.

In addition to activities on campus that are available to people of the region, BSU engages and supports the region through a variety of formal internship and internship-like programs.

- **George W. Neilson Foundation Grant** was awarded to BSU and pays 50% of the salary when a local participating business hires a BSU student for an internship. This program began with a grant in 2012, and in 2017, BSU was awarded a second grant to continue the program through 2022.
- **Sanford Healthcare Center** provides extensive clinical opportunities for the Department of Nursing and other healthcare related students.
- **Professional Education practicums** partner with regional schools so that teacher candidates can visit schools to observe teachers and students, assist, tutor, instruct, or conduct research.
- **Professional Education student teachers** spend a semester as an apprentice to an in-service teacher. These partnerships can happen with any school in Minnesota or anywhere in the world through a coordinated program with our sister institution, Winona State University.
- **Social Work internships** with regional agencies provide an internship experience for social work majors.
- **Psychology Department internships** provide students the opportunity to gain professional-level work experience in a variety of human service and research settings on-campus and in communities across the state.
- **Headwaters Science Center** provides design students the opportunity to work in a museum setting to design educational signage that encourages learning.

BSU also partners with regional educational institutions in order to help ensure student success. First, BSU supports Upward Bound for north central and northwestern Minnesota. This program helps first-generation high school students who face economic hardship that undermines their academic potential, to develop the skills that will help them in their pursuit of post-secondary education. Additionally, BSU has established dual-enrollment programs with the region's four tribal colleges. Students at the tribal colleges are admitted to BSU after the completion of 24 transferable credits. Upon completion of an associate of arts, science, or applied science degree, a student can seamlessly transfer to BSU with junior academic standing. This program also includes access to certain BSU courses delivered over a high-definition video conferencing network built through support from a grant.

BSU engages the broader community in ways consistent with its mission. Our participation in the Bemidji Regional Sustainability Committee has resulted in numerous articles about sustainability in the Bemidji Pioneer and our co-hosting of the [Annual Sustainable Places Tour](#) since 2012. Bemidji State University Sustainability Office and Center for Sustainability Studies continue to have consistent representation and leadership in this committee and particularly with this annual event. BSU has been listed among the top 375 most environmentally responsible colleges in the country by The Princeton Review. BSU hosts the Headwaters Film Festive, which is run completely by BSU students, in order to provide an opportunity for student and community members to see local and international films. BSU's music faculty and eleven instrumental and vocal ensembles hold regular concerts that are open to the public.

Additionally, individual faculty, staff, and students make contributions to the community. In 2019 a survey of the campus that included 37 respondents indicated a total of over 4000 hours of community service had been completed in the last year. President Hensrud leads by example here. She regularly interacts with over twenty regional organizations and serves in some leadership capacity in over ten, including Greater Bemidji, Inc. and the Impact 2020 Leadership Council.

Sources

- American Indian Recruitment Plan FY19 and Beyond
- Sustainable Places Tour Schedule poster 2018

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

There is no argument.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

The Minnesota State System

Bemidji State University is a member of the Minnesota State Colleges and Universities system. Its standards for transparent and ethical behavior start from the system's Board Policies and System Procedures, which are set by the Minnesota State Board of Trustees. The Board is comprised of 15 members selected by Minnesota's governor. Minnesota State is part of the executive branch of the state of Minnesota and has legal authority that was established by the Minnesota state legislature. The policies set by the Board are wide-ranging and cover all aspects of the university including codes of conduct, student policies, educational policies, human resources, facilities, IT management, and financial provisions. The President of Bemidji State University is hired by and reports to the Chancellor of the Minnesota State System. The President meets with the presidents of other Minnesota State institutions at the Minnesota State Leadership Council and confers with the Chancellor of the Minnesota State system.

The Unions

In addition to the overarching structure provided by Minnesota State, most of the employees of BSU are covered by one of six employee collective bargaining agreements. The Bemidji State University Faculty Association (BSUFA) represents campus faculty and librarians and is the local subordinate unit of the Inter-Faculty Organization (IFO), which represents faculty at the seven universities in the Minnesota State system. The American Federation of State, County, & Municipal Employees (AFSCME) represents library technicians, general maintenance workers, office and administrative specialists, campus security officers, and electricians, among others. The Minnesota Association of Professional Employees (MAPE) represents information technology specialists, psychologists, and accounting officers, among others. The Minnesota State University Association of Administrative and Service Faculty (MSUAASF) represents staff who hold positions that lead programs that provide students important services including Career Services, Financial Aid, TRiO and the Sustainability Office. MSUAASF is an affiliate of Teamsters Local 320. The Middle Management Association (MMA) represents managerial staff who also provide professional services. The Minnesota Nurses Association (MNA) represents the one registered nurse on campus. Other employees are covered by the Commissioner's Plan, the Managerial Plan, and the MnState Administrator's Plan.

Except for the IFO and MSUAASF agreements, the collective bargaining agreements between each

of the unions and the state of Minnesota are negotiated every two years. The IFO and MSUAASF negotiate directly with Minnesota State. Once settled they are approved by the state legislature and signed into law by the governor. The agreements cover standard items such as hiring, pay rates, fringe benefits, working conditions, grievance procedures, and in the case of the IFO, procedures and expectations regarding tenure and promotion. The local leadership for each of the unions meets monthly (called Meet and Confer) with university leadership to discuss matters regarding changes in campus policies, procedures, and the implementation of the contracts that are particular to the campus. The unions are given an opportunity to provide feedback on the proposed changes before they take effect. These practices contribute to the transparency with which the university conducts its business.

Local Organization

This broad collection of agreements, policies, and procedures guide institutional operations. The President begins each academic year with a State of the University address to update the campus on major initiatives and fund raising. Beginning with the 2018-19 academic year, the President restructured the two main administrative leadership teams, the Cabinet and Executive Leadership Team. Some functions of the Executive Leadership Team were given to the President's Cabinet. The [President's Cabinet](#) (formerly the Executive Leadership Team) consists of members of the senior administration and serves in an advisory capacity to the President with respect to decisions and challenges facing the University. The [President's Leadership Council](#) replaced the former Cabinet and includes most of the same senior administration officials as the President's Cabinet, plus numerous other administrators and managers, the BSUFA president, and the Student Senate president. Leadership Council meetings are open to campus community members and participation is encouraged. Meetings are designed to be a "deep-dive conversations" on important issues for the campus. Community members are encouraged to suggest topics for conversation and participate in discussions.

As part of their evaluative process, the campus is surveyed regarding the performance of senior-level administrators. Every year since the 2016-17 academic year the President is evaluated by the Minnesota State Chancellor. At the direction of the Chancellor of the Minnesota State System an outside consultant completed a 360-degree evaluation of every president who was completing his or her second year of service during the 2017-18. Results of this evaluation were shared with President Hensrud and the Chancellor. As a result of the evaluation President Hensrud identified communication and fundraising as two areas of focus for improvement. She attended a CASE conference on "Inspiring the Largest Gifts of a Lifetime" in June 2018 and made personal visits to several alumni and donors across the country as part of her focus on fundraising.

The first draft of the annual budget is completed each May, and the budget is finalized in June. Summaries of Bemidji State's annual budget are communicated to Minnesota State each year and are subject to the Minnesota State [Biennial and Annual Operating Budget Planning and Approval Policy](#) and the Minnesota State [General Finance Provisions Policy](#). These summaries are publicly available as part of the report given to the Board of Trustees. The Vice President for Finance and Administration holds forums each semester to inform the campus of the state of the university's budget. Additionally, budget information is regularly presented at Meet & Confer meetings and is available to the general public upon request.

Bemidji State's financial statements are included in the annual audit of Minnesota State. Prior to 2016-17 BSU had stand-alone audits. The 2015-16 audit was returned without any findings. Beginning with 2016-17 BSU became part of the Minnesota State audit cycle. The external audits are

on a three-year rotation with certain areas audited every three years across the system. The audit reports can be accessed at the Minnesota State website. Bemidji State can be subject to a targeted audit by Minnesota State Internal Audit division or the Office of the Legislative Auditors at any time. The Minnesota State Board Office of [Internal Auditing Policy](#) regulates the independence and integrity of Minnesota State's Office of Internal Auditing.

Minnesota State is also part of the State of Minnesota annual Federal Single Audit and those [reports](#), which includes BSU, can be found on the state of Minnesota Management and Budget web site. Agreed upon procedures are also audited every three years by external auditors for NCAA activity.

Fair Treatment

The Office of Equal Responsibility and Affirmative Action reports to the President's office and is responsible for Title IX compliance. This office conducts investigations into claims of discrimination and harassment, following Minnesota State [Policy 1B.1.1](#) and Bemidji State's [Equal Opportunity and Non-Discrimination in Employment and Education Policy](#). The office also disseminates information on Bemidji State's [Respectful Workplace Policy](#), which was established in 2017 to mitigate bullying and harassment on campus. This policy reflects Minnesota State Board policy, "[Respectful Work Place](#)."

Minnesota State Board [Sexual Violence Policy](#) requires affirmative consent and respect in sexual relationships among students and among employees. It includes specific statements on stalking, intimate partner violence, and sexual violence taking place off campus. Board procedures require prompt and (as necessary) confidential reporting and establish the proper points of contact for these reports. Bemidji State's [Sexual Violence Policy](#) reiterates Board policy. Anonymous reports can be submitted online.

Research and teaching at Bemidji States are conducted with a high degree of academic freedom and integrity. The academic freedom of faculty members is protected by the IFO/Minnesota State contract and specifically addressed in [Article 4](#). It prohibits improper or politically motivated interference in research and instruction of faculty by the administration. Minnesota State Board [Policies on Intellectual Property](#) and [Copyrights](#) also provide clear procedures for determining the intellectual property rights for the creative works of Bemidji State faculty, staff, and students.

The Division of Student Life and Success safeguards students' physical and mental health. The Emotional and Physical Health Board meets regularly to develop action plans to help students experiencing health or emotional difficulties get back on track.

The Student Senate represents students to Bemidji State in several venues—for instance, on committees that make decisions on tuition, health, diversity, and sustainability. The Senate's Constitution, By-Laws and Minutes are available online. Meetings are open to the campus.

Bemidji State's [Academic Integrity policy](#) defines and prohibits academic dishonesty and creates a procedure for addressing grievances. The Minnesota State Board [Student Conduct Policy](#) and [The Student Handbook](#), which includes a [Code of Conduct](#), establish guidelines for on-campus and off-campus behavior of students, as well as the rights and responsibilities of students. The Code of Conduct forbids violence, theft, and other disrespectful behaviors by students. It also establishes procedures for addressing behavior that violates these guidelines, including regulations on contacting parents and appealing sanctions.

The [Institutional Review Board \(IRB\) policy](#) ensures compliance with legal and professional standards for research dealing with human or other animal subjects. The IRB has mandated CITI certification for all research requiring IRB approval. The institutions commitment to ethical conduct of research is reflected in BSU's policy of ensuring that training and certification are free to all BSU community members.

The BSU Foundation

The BSU Foundation is important to the success of the University. The [Imagine Tomorrow Capital Campaign](#) focused on priorities from the 2014-17 Strategic Plan, including the support of student scholarships and academic priorities. The crowning achievement of the Foundation during the past ten years was the [success of the campaign](#), which raised over \$36 million dollars, nearly half of which went to the endowment in support of scholarships. Financial information about the Foundation is shared publicly each year in the Fall/Winter issue of BSU Magazine. See this [excerpt from the 2018 issue](#). The FY16 Foundation [Return on Investment Report](#) (ROI) shows a positive ROI for the University based on foundation support returned and total revenue/funds raised. The BSU Foundation provided \$1,401,700 in educational scholarship support in 2018.

Sources

- 1B-01
- 1B-03
- 1C-00-2
- 1D-01
- 2017-2019 IFO Contract
- 2017-2019 IFO Contract (page number 15)
- 3-06
- 3-26
- 3-27
- 5-09
- 7-03
- Academic Integrity Policy
- BSU Magazine Fall_Winter2018_Financials
- Capital Campaign Impact
- Equal-Opportunity-and-Non-Discrimination-in-employment-and-education-policy
- Financial and Compliance Report on Federally Assisted Programs
- FY16 Foundation ROI Report
- Imagine Tomorrow Fundraising Campaign Raises
- IRB Policy
- President's Leadership Council
- Presidents Cabinet
- Respectful-Workplace-Flowchart_Formal-Complaint-Process_2017
- Sexual-Violence-Policy
- Student Code of Conduct
- Student Code of Conduct (page number 2)

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

Bemidji State University provides clear communication about its programs, requirements, faculty, staff, cost, control, and accreditation through sources that include its website, printed materials, and electronic communication including social media and email.

The primary means of communication of public information to our constituencies, including the general public, students, faculty, and staff, is through our website. The footer of every page acknowledges that the University is a member of Minnesota State and is accredited by the Higher Learning Commission.

Descriptions of our academic programs, including mission statements, student learning outcomes, course requirements, course descriptions, course pre-requisites, recommended course sequences, and program faculty are available on our website. Every time an academic program is changed, we have processes in place that ensure that these resources are updated to reflect the change. Programs that are accredited through a discipline-specific accrediting body show that information on the program's website and in printed materials.

Institutional Research also provides a range of documents and publications related to programs, enrollment, cost, and the student body in general. Common Data Sets, Fact Books, and Enrollment Reports are all available for public viewing via the website. In our process of data-driven program and enrollment improvement, highly descriptive data sets are also available for faculty and staff with credentialed login for program evaluation and analytics.

Requirements for freshman admission, transfer admission, program admission, graduation, and satisfactory academic progress are also readily available on the Bemidji State University website. Cost of attendance is shared in full detail in the [BSU Guide to Financial Aid](#) developed by the Business Services Office. Details include FAQs regarding tuition, fees, a net price calculation, non-resident/reciprocity, and program specific cost differentials. Cost calculators are available for term specific enrollment by credit and for full [cost of attendance on BSU's website](#). Related tuition payment deadlines, payment plan details, and other financial aid and scholarship information and their associated deadlines are also clearly presented on the website and in print publications. The student handbook also contains [student consumer information](#) as required by state and federal law.

Although it is designed for faculty and staff, all issues of the [BSU Insider](#) are also available publicly on the website for viewing by the community. This publication is a monthly newsletter summarizing news and events around campus and includes an update to the campus community from the BSU President.

NCAA athletic programs also clearly display their governing bodies where appropriate on their websites and frequently in their closing paragraph on all athletics related press releases. Our

governing bodies in athletics include the NCAA, Northern Sun Intercollegiate Conference (NSIC), and Western Collegiate Hockey Association (WCHA), all of which are outlined on our [athletics compliance website](#). Our President serves on the governing bodies of the NSIC and WCHA men's league, and our Athletic Director serves on the governing body of the WCHA women's league.

Accreditation and [program specific approvals and accreditations](#) are all shared in a centralized location on the website. Progress toward the renewal of accreditation and progress toward new accreditation goals are shared frequently and visible on departmental webpages. Additionally, the University is seeking National Alliance of Concurrent Enrollment Partnerships accreditation for our concurrent enrollment program. We are currently gathering data for a site visit, which will likely happen in 2020.

Pursuant to the Clery Act, BSU also publicly releases an annual crime and safety report to the public and to the campus community. This document is shared at and can be found through Public Safety's webpage. This document contains descriptive sections on reporting policy, campus security alerts (email, call, text message), statistics, and disciplinary actions as a result of violations.

Sources

- Accredited Programs.pdf
- Athletic Compliance
- BSU-Guide-to-Financial-Aid-2019-2020
- Sample BSU Insider_ February 2019
- Student Consumer Information.pdf
- Tuition and Aid

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

Bemidji State University is a member of the Minnesota State Colleges and Universities which is governed by a 15-member Board of Trustees appointed by the governor of Minnesota. Minnesota State Statute 136.F broadly defines the roles and authority of trustees, the Chancellor of Minnesota State, the president, administration, faculty and staff of Bemidji State University as a member of the Minnesota State System. The statute states: "The mission of the board is to provide programs of study that meet the needs of students for occupational, general, baccalaureate, and graduate education. The state universities, community colleges, and technical colleges shall have distinct missions as provided in section 135A.052, subdivision 1. Within that statutory definition and subject to the approval of the board, each community college, state university, and technical college may develop its own distinct campus mission."

The Board has policy responsibility for system planning, academic programs, fiscal management, personnel, admissions requirements, tuition and fees, and rules and regulations. The Minnesota State Board Policies and System Procedures is a comprehensive set of policies that ensures the preservation and strategic direction of the university. These policies cover all aspects of the University including system organization, students, educational policies, human resources, administration, facilities management, finance, and university relations. (Some are specifically identified in the argument for relevant Core Components.)

Minnesota State board policies and system procedures outline a process by which changes may be proposed by any member institution for consideration by the Board of Trustees. Before the adoption of any change in Board policy or System procedure other than a technical change, the proposed change undergoes review by the Chancellor's Cabinet and presidents of the system's member colleges and universities. They are then made available for public comment and discussed with leadership of appropriate bargaining units at statewide Meet and Confer meetings.

Authority is given by the Board of Trustees to the Chancellor to delegate appropriate authority to the president of the institution. The President is accountable for assuring proper delegation of authority for decision-making to employees of Bemidji State University. As noted in this [recent letter of delegation](#), the Minnesota State Chancellor delegates authority to the President of Bemidji State University to sign and execute all documents that bind the university, manage its affairs, and further

delegate authority to university employees. Campus policies and procedures consistent with Board policy and system procedure may be adopted by the president of Bemidji State University.

Sources

- Delegation of Authority

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

Academic freedom and the pursuit of truth in teaching and learning is central to the [Inter Faculty Organization \(IFO\) Master Agreement](#), the contract between the university faculty of Minnesota State and Minnesota State. The [vision for the IFO](#), in part, promotes “academic freedom, intellectual property rights, professional development, and the right to be heard as professionals on all matters concerning the education of our students”. This vision is shared by the faculty at Bemidji State and is supported by the university.

The IFO contract codifies the policy of academic freedom of research, teaching, and inquiry. Discrimination on the basis of political views and political activity is not allowed, as long as those views and activity do not interfere with faculty responsibilities. Faculty may discuss their own subject matter in the classroom, and they are entitled to full freedom in research and publication as specified in [Article 4](#) of the IFO Master Agreement. BSU’s [Political Activity Policy](#) encourages freedom of expression and places boundaries as to where, when, and how political activity can occur and is consistent with the Minnesota State Board Policy on [Free Speech and Free Inquiry](#), which encourages “full freedom, within the law of inquiry, teaching, and research.”

As part of their professional activities, faculty are expected to ensure their own professional growth and report on their growth in teaching, scholarly or creative achievement/research, continuing preparation and study, contributing to student growth and development, and serving the university and community. Faculty propose plans that are evaluated and approved by their department and dean. At the end of the plan period faculty submit progress reports as set forth in Article 22 of the IFO Master Agreement.

Tenure is awarded to faculty based on the work during their probationary period. A record of positive performance and professional achievement during the probationary period is needed for tenure. Promotion is awarded based on a cumulative record of achievement and performance appropriate to the rank of the faculty member. Both tenure and promotion are based on professional development and evaluation in a process specified in [Article 25](#) of the IFO Master Agreement.

All faculty, including adjuncts, are eligible for professional improvement funds. [Article 19](#) of the IFO Master Agreement has each department allocated \$1,450 per each full-time equivalent faculty for professional study and travel. Additionally, Bemidji State University distributes funds for professional improvement grants. This money is [contractually guaranteed](#) and distributed locally according to priorities established by BSU faculty. In addition to the contractual sources of funding to promote professional development in its many forms, BSU dedicates additional funds through a variety of internal grant opportunities including the President’s Faculty Mini-grants and the New Faculty Scholarship and Innovation Fund.

In order to enhance professional development, the President grants sabbatical leaves in accordance with [Article 19](#) of the IFO Master Agreement to eligible faculty members who wish to pursue

research or study and to staff and administrators pursuant Minnesota State Board Policy on [Sabbatical Leaves](#).

In addition to the deeply embedded structures that not only allow, but encourage the pursuit of truth, the university has the Honors Council Lecture Series, which promotes scholarly discourse and intellectual inquiry among faculty, staff, students, and the community.

Minnesota State Board Educational Policies include the [Students Rights and Responsibilities](#), a document that describes academic freedom for students. Students are free to “express opinions publicly and privately.” Although not always overtly stated, student freedom of expression and pursuit of truth in teaching and learning underlies many of BSU’s policies and procedures. It can be found within the formalized social structures of campus life; everything from our media presence that highlights the enjoyment of these freedoms to our Student Code of Conduct that prohibits certain actions that infringe on those freedoms. BSU's Student Senate is active in campus affairs. Additionally, the president annually convenes the President’s Student Commission whose purpose is “to advise the President on how to build a better University.” Each year the Commission takes on a single topic. Projects over the last couple years have included peer mentorship and a series of presentations to fifth and sixth graders at the Boys & Girls Club about career, educational, and leadership opportunities.

The Bemidji State University [Student Code of Conduct](#) establishes rights, responsibilities, and expectations of students. It ensures basic rights, limits acts that “interfere with the basic purposes” of higher education and “reconciles the principles of maximum freedom and necessary order.” In 2013, the Foundation for Individual Rights in Education (FIRE) tagged BSU with a “red light” rating for a student conduct policy that was deemed as a violation of free speech. The Vice President of Student Development charged the University Conduct Office to consult and revise the Student Code of Conduct. After considerable research, the code was revised, which resulted in an improved rating with FIRE.

Bemidji State University promotes independent and original scholarship ensuring students derive the most from their educational experience and pursuit of knowledge. The Academic Integrity Policy describes students’ rights surrounding academic freedom, fairness in academic evaluation, due process, and integrity in academic work. The [Academic Integrity Policy](#) states students have academic “freedom of inquiry, discussion and debate, and stipulates that students not be silenced except where the expression interferes with others’ access to learning.” Students’ academic work shall be evaluated fairly and impartially according to the syllabus and objectives. Students’ are expected to do original work and the consequences of violating that expectation are clearly laid out in the Academic Integrity Policy. Turnitin is a tool that may be used by faculty to detect plagiarism in coursework while ensuring honest and original work from students.

Bemidji State University and Minnesota State Board Policy contain many policies and procedures that seek to protect students’ rights to expression and access to pursuit of truth. Such policies include:

- [Student Complaints and Grievance Policy](#)
- [Political Activity Policy](#)
- [Burning of Sage Sweet Grass Cedar Incense and Candles Policy](#)
- [Gender Identity and Expression Acceptance](#)
- [Peaceful Demonstration and Protests Policy](#)
- [Fraudulent and Other Dishonest Acts Policy](#)
- [Equal Opportunity and Non-discrimination in Employment and Education Policy](#)

- [Academic Integrity Policy](#)
- [Board Students Right and Responsibilities \(3.01\)](#)

The fact that students can express their own ideas “free of censorship” if the publication is student funded is enshrined in [Board Educational Policy](#). BSU's Northern Student, a student-run newspaper, and the Student Achievement Conference are avenues for students to express their creative works. Over 100 student clubs related to religion/spiritual, departmental, special interest, sorority/fraternity, sports and recreation, and student governance support students' expression of shared interests and beliefs. [Board Educational Policy](#) provides language regarding the ability for students to form and join organizations that promote common interests.

Sources

- 1C-00-2
- 1C-00-2 (page number 3)
- 2017-2019 IFO Contract
- 2017-2019 IFO Contract (page number 15)
- 2017-2019 IFO Contract (page number 45)
- 2017-2019 IFO Contract (page number 46)
- 2017-2019 IFO Contract (page number 58)
- 2017-2019 IFO Contract (page number 59)
- 2017-2019 IFO Contract (page number 71)
- 2017-2019 IFO Contract (page number 84)
- 3-01
- 4-07
- Academic Integrity Policy
- Burning-of-sage-sweet-grass-cedar-incense-and-candles-policy
- Equal-Opportunity-and-Non-Discrimination-in-employment-and-education-policy
- Fraudulent-and-Other-Dishonest-Acts-Policy
- Gender-Identity-and-Expression-Acceptance
- IFO_MISSION_VISION
- Peaceful-Demonstrations-and-Protests-Policy
- Political-Activity-Policy
- Student Code of Conduct
- Student Code of Conduct (page number 2)
- Student-Complaints-and-Grievances-Policy

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

As with most of BSU's institutional policies, oversight and support of faculty research and scholarship operates at both the Minnesota State system level and the local level. Board Policy [Employee Code of Conduct](#) has general guidance regarding the ethical behavior of all employees, including guidelines for identifying situations where conflict of interest may occur. The Board Policy on [Fraudulent or Other Dishonest Acts](#) provides a definition of fraudulent and dishonest acts and identifies responsibilities, and remedial actions. These policies provide a basic context and ethical framework for the pursuit of all activities within the system.

The Board [Policy on Intellectual Property](#) identifies different ways that ownership of creative works may be established and establishes basic processes and procedures for navigating this tricky relationship. Union contracts, such as the IFO Master Agreement also provide [guidance on conflicts of interest and intellectual property](#).

At BSU the President, the Provost, the deans, the Grant Accounting Officer, and the Grant Specialist also provide oversight regarding research, scholarly activities, and grant application and administration. The obligations of the university, administration, and faculty in pursuing extramural resources are highlighted in several BSU-specific policies, including the [Policies & Procedures for Grants & Sponsored Programs](#), the [Conflict of Interest Policy](#) (which includes a disclosure form), and [Sub-recipient Monitoring Policy](#). Extramural grant requests require grant proposal authors to obtain signed approval from appropriate deans, the Provost, the VP for Finance and Administration, and the President prior to submission through the routing of a [Review for External Funding Requests form](#) (also referred to as the "Green Sheet"). Financial award distribution and oversight is provided by the BSU Grant Accounting Officer, who reports to the VP for Finance and Administration. This officer helps to ensure compliance with spending and reporting requirements of extramural funding sources.

Research conducted by both faculty and students must conform to the requirements of the Institutional Review Board (IRB) and the Institutional Animal Care and Use Committee (IACUC), as appropriate. Such research must be approved prior to conducting the research. Our IRB has established procedures for training and proposal review of research involving human subjects. Information pertaining to the IRB is kept up to date at the IRB website. The IACUC committee is more loosely organized, and IACUC approvals are provided by the Biology Department.

An important aspect of the responsible acquisition of knowledge is maintaining the safety of the individuals involved in the work. The Environmental Health and Safety Committee coordinates these

efforts and provides access to information on hazardous waste, pollution prevention, and hazard-specific training on its website. The campus has a Safety Committee that meets quarterly to address injuries and other safety concerns and an Emergency Operations Team to plan for campus emergencies.

Guidance for students in the ethical acquisition of information begins with our general education program. Courses in Goal Area 1, Communication, provide basic guidance here and students are exposed to citation mechanics. Recently, courses have been added to this goal area where students are exposed to oral communication competencies. Many programs provide discipline-specific training in writing and use of information resources through upper-division communication, seminar, and thesis courses. The campus also has a Writing Resource Center that provides additional assistance with writing assignments, identifying and preventing plagiarism, and appropriate citation use.

Our campus provides almost forty computer labs available throughout the campus. Although BSU provides easy access to computers, electronic materials, and information, students and staff are expected to search web-based information in an ethical and responsible manner as highlighted in the [BSU Acceptable Use of Computers and Information Technology Policy](#). The policy delineates the differences between academic computer use and illegal activities. Many of these misuses overlap policies highlighted within the Student Code of Conduct. For faculty and staff, computers are provided for work and replaced approximately every four years. Assistance with computers and other electronic technology is readily available through Information Technology Services.

The A. C. Clark Library hosts a broad topic range of both hard copy and online materials, with print or online access to about 700,000 holdings. Access to additional materials is available through the library's interlibrary loan system. To access information sources, the library offers multiple ways for individual patrons to ask questions, including a help desk and web- and text-based interfaces for asking and answering questions. The library also offers more in-depth instructional services for faculty to use with their students.

Finally, as outlined in Core Component 2.D., BSU has an Academic Integrity Policy that is used by faculty in cases where student academic misconduct is suspected. This procedure supports students' rights to due process and the right of appeal.

Sources

- 1C-00-1
- 1C-00-2
- 1c-02
- 2017-2019 IFO Contract
- 2017-2019 IFO Contract (page number 90)
- 3-26
- Acceptable-Use-of-Computers-and-Information-Technology-Policy
- BSU-external-funding-request
- Conflict-of-Financial-Interest-Policy-for-Grants-Sponsored-Programs
- Policies-Procedures-for-Grants-Sponsored-Programs
- Subrecipient-Monitoring-Policy-for-Grants-Sponsored-Programs

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

There is no argument.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

The courses and academic programs offered by Bemidji State University adhere to Minnesota State [Policy](#) and [Procedure](#) on Academic Programs. Together the comprehensive policy and procedure set expectations for all programs offered by Minnesota State institutions. Among other things, they govern the types of awards (and their requirements) that can be conferred, course credit expectations, and procedures for introducing new programs and programmatic changes. At the local level changes to existing curriculum and new courses and programs are vetted through a curricular process that includes the faculty Curriculum Committee, Graduate Committee, and Teacher Education Committee. All curriculum proposals are approved by the Faculty Senate and Academic Affairs. Academic programs undergo a self-study and review process every five years that includes a consultant visit to ensure the currency of their programs and offerings.

Program Offerings

The [Minnesota State profile of Bemidji State University](#) identifies the Associates of Arts degree, 56 different Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science and Bachelor of Applied Science degrees, 13 different Master's degrees and 9 certificate programs offered at BSU. A complete listing of programs and their requirements is in our [course catalog](#).

Learning Outcomes

The overarching learning outcomes for our students are the [Dimensions of Student Learning](#). The three dimensions of Intellectual Development, Understanding of Self and Relating to Others, and Participation in an Emerging Global Society have been in place for about two decades and reflect what a student should gain through their entire experience as a student at BSU. Each program of study at BSU has established its own learning outcomes that operationalize the Dimensions of Student Learning. Program faculty map program-level learning outcomes to the Dimensions of Student Learning and record them in Taskstream. Most program websites display their learning

outcomes. Program faculty produce a curriculum map (again recorded in Taskstream) that shows those courses and other learning experiences that introduce, practice, reinforce, and assess each learning outcome. [Syllabi](#) for individual courses list learning outcomes, and they are included in the common course outlines that are linked to from their course descriptions in our online catalog. Program-level student learning outcomes are reviewed by the Assessment Committee as part of the five-year review process and course outcomes are reviewed through the curriculum process described above.

Programs with Specialized Accredited

Some of our programs are accredited or reviewed by outside organizations. They include the following:

- Accountancy: Accredited by the International Assembly for Collegiate Business Education (last reaccredited December 2016)
- Business Administration: Accredited by the International Assembly for Collegiate Business Education (last reaccredited December 2016)
- Chemistry: Accredited by the American Chemical Society (last reaccredited April 2018)
- Criminal Justice: Regularly reviewed by the Minnesota Board of Peace Officer Standards and Training (last visit was in October 2015)
- Computer Information Systems: Accredited by the International Assembly for Collegiate Business Education (last reaccredited December 2016)
- Applied Engineering: Accredited through the Association of Technology, Management and Applied Engineering (last reaccredited April 2017)
- Industrial Technology: Accredited through the Association of Technology, Management and Applied Engineering (last reaccredited April 2017)
- Technology Management: Accredited through the Association of Technology, Management and Applied Engineering (last reaccredited April 2017)
- Music programs: Accredited through the National Association of Schools of Music (last reaccredited December 2016)
- Nursing programs: Accredited by the Commission on Collegiate Nursing Education (last reaccredited November 2017)
- Social Work: Accredited by the Council on Social Work Education (last reaccredited February 2016)
- Teacher Education programs: Regularly reviewed by the Minnesota Department of Education and recently accredited through the Association for Advancing Quality in Educator Preparation (visit occurred April 2019)

All these programs have learning outcomes aligned to the guidelines of their accreditation or reviewing agencies.

Distance Programs

Our Center for Extended Learning has been responsible for off-site and online offerings since 1973. We currently offer online or blended programs in Accountancy, Applied Engineering, Applied Management, Business Administration, Criminal Justice, Elementary Education (DLiTE), Marketing Communications, Master of Business Administration, Psychology, Social Work, Special Education and a post-baccalaureate licensure program in several areas of Secondary Education (FasTrack). We offer a transfer Biology program at North Hennepin Community College and several blended RN to BSN Nursing programs in cities around Minnesota. These programs operate with the same learning

outcomes and assessment processes as our on-campus programs. In addition, we offer many other courses for online learners. BSU has an E-learning Support Center with two full-time staff members who support online course development. Our [Quality Matters Certified courses](#) (31 as of this writing) demonstrates the quality of our online courses and the dedication of our faculty to excellence in online teaching. A [Priorities Survey for Online Learners](#) is administered regularly by the Center for Extended learning and shows students' level of satisfaction with their learning experience in their courses. Items of strength compared to national averages included "advisor availability by email and phone" and "access to courses is reliable, convenient and meets expectations". Items of challenge included "faculty provide timely feedback" and "student assignments are clearly defined". Overall, the results of the 2017 survey were modestly better than the results of the 2015 survey in most areas. To address some of the concerns noted we added a list of best practices to [the form used to request an online course](#) to remind faculty of expectations. In 2019, we instituted a [course caps protocol](#) to bring more consistency to the maximum enrollments for all courses and to open up more seats in our online offerings. This change will help to address student dissatisfaction with the availability of online classes. One of the common suggestions from survey respondents was for more faculty to provide recorded lectures as part of their courses. In response our e-learning support staff have set up a recording studio and provide closed captioning services and now offer workshops and trainings to help faculty incorporate more video options into their courses.

Concurrent Enrollment Offerings

BSU offers several College in the High School or Concurrent Enrollment courses through our Center for Extended Learning. Most recently, [in 2018-19 we offered 14 courses](#), including Ojibwe, at 8 different high schools. These offerings [have grown](#) from two sections in 2006 to over 30 sections this year. An [agreement](#) between BSU and each school district offering concurrent enrollment courses outlines each party's responsibilities in offering these courses. Each high school instructor is assigned a faculty mentor who serves as the instructor of record. The responsibilities of the mentor, including maintaining consistency between the concurrent enrollment course and the course offered at BSU are identified the [Faculty Mentor Guide](#). Syllabi for the concurrent enrollment courses are collected and evaluated each semester and orientation sessions for the high school instructors and mentors are held each fall. The [results of a survey](#), conducted in 2016, of concurrent enrollment students four years after they completed their course showed that students had a high level of satisfaction with their experience. All the respondents indicated they would recommend BSU concurrent enrollment courses to current high school students and 79% agreed they were better prepared academically for college. BSU is in the process of getting its concurrent enrollment program accredited by the National Alliance of Concurrent Enrollment Partnerships.

Sources

- 3-36
- 3-36-1
- BSU Faculty Mentor Guidelines
- BSU Profile Minnesota State Degrees
- Concurrent Enrollment 2018-19
- Concurrent Enrollment 4-year Out Survey
- Concurrent Enrollment Contract School District Agreement
- Concurrent Enrollment Numbers 2005-2018
- Course Caps Protocols

- Course Request Form
- CPD Syllabus Template
- Dimensions of Student Learning
- Priorities Survey of Online Learners
- Quality Matters Course List

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

Bemidji State University's Mission includes "We create an innovative, interdisciplinary and highly accessible learning environment ...," and our Vision is "We educate people to lead inspired lives." These statements form the basis of our commitment to our student's learning. Further, our [Dimensions of Student Learning](#) speak to the intellectual development of our students and the acquisition of "Knowledge, Values and Abilities Related to the Arts, Humanities, Sciences & Specialized Fields of Study." These institutional learning outcomes are achieved through our general education program we call the Liberal Education Program, work in individual majors, and our co-curricular programming.

Liberal Education Program

The mission of Bemidji State University's Liberal Education curriculum is to create an environment where students of diverse backgrounds and abilities can acquire the knowledge, the skills, the values, and the confidence necessary for effective and responsible participation in our changing global society. The program consists of 11 goal areas which are designed to give students the foundational knowledge and critical thinking skills required to be successful in their life and work. Students select a minimum of 42 credits from the 339 courses that are distributed across the 11 goal areas. Details are described in our [catalog](#). To ensure liberal education courses are appropriate to our mission, educational offerings, and degree levels of the institution, all courses included in the program must be approved by the faculty Liberal Education Committee, the Faculty Senate, and Academic Affairs.

The Liberal Education Program was developed following Minnesota State System Procedure 3.21.1.1 - [Minnesota Transfer Curriculum Instructions](#). This procedure requires BSU to have ten system-mandated goal areas within its Liberal Education Program. They are 1) communication, 2) critical thinking, 3) natural sciences, 4) mathematical/logical reasoning, 5) history and the social and

behavioral sciences, 6) the humanities and fine arts, 7) human diversity, 8) global perspectives, 9) ethical and civic responsibility, and 10) people and the environment. The learning outcomes for these goal areas come from the state and are used by all public higher education institutions in Minnesota. The uniformity of general education requirements across the state helps students transfer more easily between institutions. All new liberal education courses must complete submission forms that include course information and how the learning outcomes for the selected goal areas are met. Course descriptions, major content areas, and learning outcomes are clearly identified within the Common Course Outline for every liberal education course as shown in this [sample from Geog 1400](#). Course descriptions are found in the online catalog, which is updated annually by Records and Registration. Learning outcomes are also included on course syllabi. All course syllabi are submitted to the appropriate dean each semester for review and then kept on file for future use.

Goal Area 10: People and the Environment is an example of how the Liberal Education Program at BSU aligns well with our Mission. Courses within this goal area examine the interrelatedness of human society and the natural environment with special emphasis on sustainability. As a result, courses satisfying this goal area are taught by faculty from a range of disciplines and are often team taught. This goal area aligns with our Mission that stresses that education is interdisciplinary with a focus on environmental sustainability and our Shared Fundamental Value of environmental stewardship. Another example of BSU's continued commitment to align its Liberal Education Program and academic programs with the Mission is clearly outlined in the University's 2018-23 Strategic Plan. Strategic Plan Priority 4 is to "Strengthen BSU's academic identity by infusing its Shared Fundamental Values into all academic programs."

Goal Area 2: Critical Thinking in the Liberal Education Program at BSU is specifically designed to develop thinkers who unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking skills are taught and used throughout the BSU Liberal Education curriculum in order to develop students' awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems. All courses within the Liberal Education Program at BSU are required to meet at least one of the following competencies:

- gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
- imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.
- analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
- recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

The 2018-23 Master Academic Plan calls for an examination and possible revision of what we now call our liberal education program. During the 2018-19 academic year a task force was charged with proposing a new name and a single comprehensive learning outcome for the program. The task force brought a [proposal](#) to the Faculty Senate in April for their consideration. In 2019-20 the task force will consider how well the current program meets this learning outcome and determine what changes, if any, need to be made. Work will continue to align the program with the University's Shared Fundamental Values and partner with the Community Engagement Council to advance community engagement opportunities within the program.

Honors Program

Students attending BSU also have the option to complete the curriculum of our Honors Program as an alternative to the Liberal Education Program. The Honors Program is dedicated to intellectual and creative rigor, to interdisciplinary programming, to a dynamic curriculum, and to creating an Honors-based social community of scholars and friends. In response to more students coming to BSU having completed at least some college course work, the Honors Program was changed beginning 2019-20. (The traditional curriculum for the Honors students is described [here](#).) The new design is flexible in accommodating both traditional students as well as transfer students. Students in the Honors Program now complete Goal Areas 1-6 of Liberal Education, three interdisciplinary seminar courses, and a capstone project and presentation.

Human and Cultural Diversity

BSU recognizes human and cultural diversity throughout its educational offerings and has clearly demonstrated its commitment to ensuring this continues in the future. One of our four Shared Fundamental Values is international and multicultural understanding. Our Strategic and Master Academic Plans both call for increasing the diversity of our student body, faculty, and staff. The Strategic Plan includes a goal of more than doubling the number of international students attending BSU in the next five years. Furthermore, priority 3 of the Master Academic Plan is to increase diversity and the depth to which diversity is understood, honored, and celebrated through academic and other learning experiences. [Two example activities/goals that are designed to help BSU meet this priority](#) are 1) increase the incorporation of Indigenous knowledge into the existing curriculum, and 2) ensure that BSU's diverse populations are central to the university's inclusion efforts.

Students who elect to complete the Liberal Education Program are required to select one course from Goal Area - 7 Human Diversity in the United States, which is designed to increase students' understanding of individual and group differences (e.g., race, gender, class) and their knowledge of the traditions and values of various groups in the United States. Upon completion students should be able to evaluate the United States' historical and contemporary responses to group differences. Within this goal area there are currently 40 courses students have the option to select from.

As discussed in Core Component 1.A. BSU has an International Program Center that coordinates education abroad programs and connects international students to the resources they need to be successful at BSU. Each spring they host a Festival of Nations celebration that features food and entertainment from the countries represented in our current student body. The University has a Diversity and Inclusion Plan, as well as a Center for Diversity, Equity and Inclusion that provides training opportunities for students, faculty, and staff to improve their understanding of other cultures and peoples. Faculty and staff can earn a Diversity Certificate by completing 15 hours of diversity-related training.

Student and Faculty Scholarly Work

More than 25 majors at BSU require a capstone course. Often these courses are designed to give students experience developing original research objectives, designing methods, collecting data, and writing a research manuscript that conveys that research to their peers. Others focus on producing creative works.

As part of the Honors Program students complete a capstone project. It is a culminating academic experience. The student arranges to work with a faculty advisor, develops an annotated bibliography, generates a proposal, and, once approved, carries out the work of the project.

BSU has graduate degree programs in Biology, Education, English, Environmental Studies and Mathematics that incorporate a thesis or research paper option. Students that complete a graduate thesis or research paper must demonstrate an ability to work independently and give evidence of independent thought, both in perceiving problems and making satisfactory progress toward their solution.

Programs throughout BSU encourage students to participate in the Student Achievement Conference. This is an annual event that celebrates our students' excellence in both original scholarship and artistic endeavors. Their presentations represent the range of academic disciplines and aesthetic pursuits that are the life of the university. More than 200 students presented at this conference in each of the last three years. The [program for the 2019 Student Achievement Conference](#) shows the diversity of presentations given by students.

Although Bemidji State University is a learner-focused institution, per [Article 22](#) of the IFO Master Agreement, one of the five criteria faculty are regularly evaluated on is scholarly or creative achievement or research. Through professional development report submissions faculty members provide evidence reflecting continuing professional growth in this area. [BSU News](#), a regular newsletter to the campus, highlights faculty (and student) success in their scholarship, creative work, and the discovery of knowledge. BSU offers the Honors Council Lecture Series each semester as a venue for faculty to share their scholarship with the university, students, and community members. The series has been offered regularly since 1975. Presentation topics are diverse as is represented by [the program from Fall 2018](#).

BSU supports future students and their quest for discovery of knowledge by hosting the Northern Minnesota Mathematics Contest each fall semester and the [Northern Minnesota Regional Science Fair](#) and Share the Future Conference each spring semester. Each year, since 1952, approximately 50 to 100 high school and middle school students from a 15-county region compete to advance to the State Science Fair. The [Share the Future Conference](#) has been hosted by BSU 24 times with the most recent one having more than 100 middle school science students attending. BSU faculty volunteer their services to the two events bringing their program expertise to burgeoning scientists.

Since 2003, writers from all over the United States have gathered at BSU with award-winning authors and teachers to practice the arts of poetry, fiction, and creative nonfiction at the [Minnesota Northwoods Writers Conference](#). In 2017 Pulitzer Prize-winning poet and acclaimed memoirist Tracy K. Smith was the Distinguished Visiting Writer.

Sources

- 2016-2019 Diversity and Inclusion Plan
- 2017-2019 IFO Contract
- 2017-2019 IFO Contract (page number 73)
- 2018-2023 Master Academic Plan
- 2018-2023 Strategic Plan
- 3-21-1-1
- BSU Insider_ February 2019
- Core Curriculum
- Dimensions of Student Learning
- Honors Fall Lecture Series

- Honors Manual
- Honors Manual (page number 18)
- Master Academic Plan Priority 3
- Master Academic Plan Priority 3 (page number 3)
- May _ 2019 _ BSU News _ Bemidji State University
- Minnesota Northwoods Writers Conference
- Northern Minnesota Regional Science Fair
- Sample Common Course Outline GEOG 1400
- Share the Future Conference
- Student Achievement Conference Program 2019

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

Faculty Profile and Responsibilities

According to the [Fall 2018 Seniority Roster](#) Bemidji State University had 149 full-time, 2 part-time probationary (tenure track) or tenured non-athletic faculty and 26 full-time, 1 part-time fixed term faculty. That semester we also had 61 part-time adjunct faculty. A full-time faculty teaching load is 24 credits per academic year, but some faculty have reassigned time for their roles as [chairs, coordinators, or directors of programs](#). During the 2018-19 academic year, a total of [106 faculty taught 421 credits of overload](#). Some faculty also teach extra courses at a per credit per student rate (called the miscellaneous rate). Although the number of overload credits is high the total full time equivalents (credits divided by 24) taught by faculty as overloads or at the miscellaneous rate has decreased from 33.4 FTE in 2012-13 to 20.8 FTE in 2018-19. The distribution of faculty among programs and the full-time equivalents taught by category is [here](#). Although class sizes vary depending on several variables, the current student to faculty ratio is 21 to 1 according to 2019 IPEDs data. Our 5-year average of 22.5 to 1.

Faculty have many non-teaching duties including oversight of the curriculum and assessment work. The faculty have established a Curriculum Committee, Graduate Committee, and Teacher Education Committee to review curricular proposals and make recommendations to the Faculty Senate. Three to five “Assessment Days” have typically been built into the academic calendar that are faculty duty days with no classes. Faculty are expected to use this time to engage in ongoing departmental assessment or accreditation work. This is discussed in Core Component 4.B.

Faculty Qualifications

Possession of a terminal degree in the appropriate discipline is required for most regular faculty

appointments. Adjunct faculty are required to possess the appropriate educational requirements necessary to teach the courses they teach. Deans use a [Faculty Qualifications Evaluation Worksheet](#) to evaluate the transcribed and tested experience of the faculty who teach in their colleges. On behalf of its institutions, Minnesota State has received an extension for concurrent enrollment instructors to meet HLC faculty qualifications by Fall 2022. Currently 22 instructors teach concurrent enrollment courses at area high schools, and we have documented that [13 of these instructors have the required credentials of a master's degree in the discipline or a master's degree and 18 credits in the discipline](#). All concurrent enrollment high school instructors will be required to have the necessary credentials starting Fall 2022.

Faculty Evaluation

The procedures used in the evaluation of faculty are outlined in [Article 22](#) of the IFO Contract. According to Article 22 “The purpose of professional development is to provide for continuing improvement in teaching, in other student interactions, in the quality of scholarly activity and other service to university and community.” In the fall faculty, in consultation with their department and dean, produce a Professional Development Plan (PDP). It is executed throughout the academic year, and an associated Professional Development Report (PDR), which documents progress on the plan is submitted at the year’s end. Probationary faculty engage in this process annually. Tenured faculty engage in this process on a 2-year or 4-year cycle depending on rank. Faculty are required to identify goals under five criteria for evaluation in their PDP and report the progress towards those goals in their PDR. The five criteria for evaluation are

1. Demonstrated ability to teach effectively and/or perform effectively in other current assignments.
2. Scholarly or creative achievement or research.
3. Evidence of continuing preparation and study.
4. Contribution to student growth and development.
5. Service to the university and community.

Both the PDP and PDR are reviewed by all faculty in the respective departments, the department chair, and college dean. The dean provides written feedback to the faculty member on both the PDP and PDR addressing each of the five criteria. Records of these documents are kept in faculty personnel files. Specific language on evaluation protocol can be found in the IFO Contract under [Article 22](#) and [Appendix G](#) of the IFO Contract. As part of the self-study process, we identified a shortcoming of our current faculty evaluation process. There is currently no university-wide process in place for evaluation of adjunct faculty and fixed-term faculty appointed to less than three-quarters time positions. The Academic Dean’s Council is currently discussing options and plans to develop a draft process for consideration by the faculty in spring 2020 with implementation in fall 2020. Individual departments currently evaluate their adjunct faculty in different ways. For example, our Social Work Department evaluates them pre-hire through a classroom presentation and review of practice and coursework experience to determine qualifications to teach specific courses. After that their midterm and final course evaluations are given to the chairperson for review each semester. Psychology adjunct faculty, along with regular faculty, are evaluated through end of the semester online evaluations administered to students. Items on the evaluation survey range from responsiveness of the instructor, to cultural competency, to overall assessment of the course. As with all faculty evaluations in the department, each instructor receives information regarding the departmental aggregate means for all items and totals, as well as the means for each course’s overall evaluation. Summaries of all faculty evaluations are sent to department members and discussed

annually in a department meeting.

Faculty Development

Bemidji State University's Center for Professional Development (CPD) is a vital, faculty-run organization that has been active for over 30 years. Staffing includes a director who receives 6 credits reassigned time per academic year, an assistant director, eight committee members, and a shared administrative assistant. An annual operating budget of \$5000 is provided by Academic Affairs and the center is allocated \$6000 per year for student workers.

The CPD provides support, assistance, and training for faculty via workshops on Professional Development Plans and Reports, Tenure and Promotion, Pedagogy, and New Faculty Orientation. The CPD regularly offers teaching and classroom observations, faculty mentorship, teaching related book clubs, and discussion groups. A calendar of current and previous events can be found on the CPD Calendar. Our [faculty handbook](#) is updated regularly and is found on the CPD website. During the 2018-19 academic year the CPD hosted [21 events dedicated to faculty growth with total faculty attendance of 791](#).

To assist faculty development and growth in teaching a Teaching and Learning Center (TLC) was created in 2017. It brings together the CPD, eLearning Support, Education Technology, and the A. C. Clark Library. A [newsletter](#) identifying professional development opportunities is sent to faculty and staff each week during the academic year. The TLC put on an internal [BSU TODAY! Conference](#) that specifically addresses professional development. Its inaugural conference during fall startup 2018 included a national speaker who addressed tools and skills that enhance diversity and presentations on pedagogy, course re-design, and diversity and inclusion. This conference had total session attendance of 430 faculty and staff. During spring startup 2019 the TLC sponsored a half-day [Teaching and Learning Showcase with ten faculty presenters](#).

To support professional growth, each faculty member currently receives \$1,450 annually per [Article 19](#) of the IFO Contract. In addition, competitive internal Professional Improvement Grants, Presidential Mini-Grants, and New Faculty Development Grants are made available to assist faculty with travel to present at conferences, the development of research and curricular activities, and the development of probationary faculty's research programs, respectively. The Professional Improvement and Development Committee (PIDC) made up of faculty representing all three colleges meets twice annually to oversee grant application review and makes recommendations to the Provost regarding distribution of funds for Professional Improvement Grants and New Faculty Development Grants. The PIDC makes recommendations to the President on Presidential Mini-Grants awards. Approximately \$85,000 was awarded during 2018-19 through these grant programs. A record of grant recipients is kept on the CPD website.

The President's office publishes a BSU Insider newsletter to support and communicate faculty, staff, and student achievements, updates, and general university news. The BSU Insider (sample [here](#)) has been published multiple times annually since 2007.

Faculty Availability

Faculty are responsible for ten office hours weekly for assisting students, at times and approved locations posted at the faculty member's office for faculty members with assigned offices. Faculty who are assigned to work from a remote location maintain equivalent interactive availability to students through the internet or other electronic means. [NSSE data](#) indicate that the quality of

student interaction with faculty and staff was among the highest in comparison with other institutions within the state.

Student Support

Most directors and non-clerical staff members in our Student Affairs division possess a masters or doctoral degree and extensive experience in their respective functional areas. Directors are members of the professional associations connected to their functional areas. BSU is also an institutional member of the American College Personnel Association (ACPA) as well as the National Association for Student Personnel Administrators (NASPA). These professional associations provide service and support for directors and staff members through institutional memberships.

Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities are appropriately qualified, trained, and supported in their professional development through contractually defined professional development opportunities. The appointing authority of the American Federation of State, County and Municipal Employees may assign or approve training and reimbursement of training and travel-related expenses as per their [contract](#). Also by [contract](#), the appointing authority of Minnesota Association of Professional Employees shall, upon request, approve 40 hours per year of training that may include college courses, professional workshops, seminars, and continuing education courses with up to 100% reimbursement of expenses or paid tuition and fees. Minnesota State University Association of Administrative and Service Faculty (MSUAASF) provides funds across the Minnesota State system on an FTE basis. The campus association and employer are responsible for [distribution of funds for professional development expenses](#) including licensure fees, conferences, workshops, and training and travel-related expenses. Employees in MSUAASF positions are also eligible for [sabbatical leaves](#).

Sources

- 2017-19 AFSCME Contract
- 2017-19 AFSCME Contract (page number 102)
- 2017-19 MAPE Contract
- 2017-19 MAPE Contract (page number 11)
- 2017-2019 IFO Contract
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- 2017-2019 IFO Contract (page number 144)
- 2017-2019 MSUAASF Contract
- 2017-2019 MSUAASF Contract (page number 69)
- 2017-2019 MSUAASF Contract (page number 70)
- BSU Insider_ February 2019
- BSU TODAY! Conference
- Concurrent Enrollment Instructor Credentials
- CPD-TLC Event Tracking 2018-2019.pdf
- Director-Coordinator Positions
- Faculty Handbook
- Faculty positions.pdf
- Faculty Qualifications Evaluation Form
- IFO Seniority Roster November 2018

- NSSE 2015
- NSSE 2015 (page number 3)
- Overload Summary FY 2019
- TLC Newsletter 11-05-18
- TLC Teaching and Learning Showcase

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

Enrollment Management and Student Life and Success are jointly responsible for student services at BSU. The two divisions work collaboratively and make a commitment to all students to challenge and support them as they navigate their educational journeys by fostering an environment that supports student learning and success and advocating for student physical, emotional, and personal well-being. Academic Affairs supports effective teaching through the Teaching and Learning Center which includes the Center for Professional Development, E-Learning Support Services, and the A. C. Clark Library. Finance and Administration supports effective teaching by providing high quality educational technology services for both faculty and students.

Student Support Services

Services provided by Enrollment Management include the Advising Success Center, which provides academic advising services to students who are undecided on their major and supplemental advising and academic assistance to students who are academically at-risk, defined as students on academic warning or academic probation. On average, 20% of BSU's first-year class is undecided on their major and over the last five years the Advising Success Center has served 130 students placed on academic warning or academic probation each term. Overall the Advising Success Center provides services to over 280 students per term. Enrollment Management also includes Accessibility Services at BSU. Accessibility Services provides accommodation services to support students with disabling conditions and provides services to 100 students per term. In order to create better access to tutoring and advising services, Enrollment Management has recently merged the services of the Advising Success Center with Accessibility Services. TRIO/Student Support Services, also under the executive director of Enrollment Management, provides academic advising, developmental instruction, and tutoring support to first generation college students, students from families that meet certain guidelines, and students with disabling conditions. TRIO/Student Support Services serves, on average, 360 students who meet their criteria. According to the [TRIO-SSS Summary Report](#), students served by TRIO/Student Support Services are retained at a higher rate (81% vs. 69% second fall retention rate for Fall 2016 cohort overall). Career Services, another division of Enrollment

Management, provides career counseling and job and internship services. Career Services serves over 900 students per academic year.

Access to these services has been enhanced by centrally locating these four services in one location on campus. This has provided a one-stop service approach to student support on campus. In addition, these services are physically located on the residential side of campus, promoting better partnerships and collaboration with Housing and Residence Life and giving students better access to these services. BSU has adopted a [mandatory first-year residential policy](#) where almost all first-year students are required to live on campus. All of these services and more are available to both our on-campus and online students. [The Extended Learning website](#) has a list of these resources. Each online program also has a faculty online coordinator who receives compensation (extra duty days or reassigned time) to provide extra support for online learners. They serve as a contact person for students and the Center for Extended Learning as issues arise.

We use early alert processes at BSU to better serve our students. BSU developed EARS, an early alert communication system allowing faculty instructors to communicate student concerns to student services. EARS was in place from Spring 2011 to Fall 2014. During that time, an average of 12 faculty instructors each term used the system by raising concerns. This system was under-utilized and since the individual who built the system left the institution, there was little support for implementing new features that might have made the system more useful to faculty and students. Thus, in fall 2015, BSU purchased Starfish, an early alert tool to replace EARS. As a commercial product, it has the technical support necessary for early alert notifications including the ability to raise flags and kudos (positive reinforcement) for students. The [Starfish Utilization Summary](#) shows that during the 2018-19 academic year 128 faculty raised 922 flags and 405 kudos in Starfish. [When a flag is raised](#), members of TRIO/SSS, the Advising Success Center, or others on campus such as coaches, advisors, and program directors are notified about the flag. At least one of those people tries to contact the student and partner with faculty to address attendance and course progress concerns. Contact is typically made within one week. Students who respond to the contact attempt typically meet with someone to develop a plan for addressing the concern. Starfish supports communication among campus personnel and provides an easy way to document contact attempts and outcomes of contact.

In 2018 a new Student Success Council was formed. This group includes faculty, student affairs and enrollment management staff, and administrators from across campus and was recently expanded to include representatives from athletics and our custodial staff. When a student is having serious difficulties affecting their academic work, this group steps in and develops a plan to help the student address those difficulties. Early results are encouraging and efforts like these are improving our retention numbers. The second fall retention rate for our Fall 2017 freshman cohort was the highest in many years at 71.6%. Our continuing efforts to promote student success will help us reach our Strategic Enrollment Management Plan goal of a 75% second fall retention rate for our entering 2020 freshman.

Academic tutoring at BSU is wide-spread and offered through student service offices, through academic departments, and through collaborative partnerships. The [Academic Resource Center](#) (ARC) in first-year residential housing, [TRIO/SSS](#), and the Advising Success Center provide tutoring to students in any degree area. Other tutoring includes the Math Help Center, Ojibwe Language Table, Writing Resource Center, and Biology Learning Lab. BSU offers online tutoring services through Tutor.com for both on-campus and online learners.

Student Life and Success has a several units that support student learning. The American Indian Resource Center provides academic and social support for American Indian students. The Hobson

Memorial Union and our student life office offer many co-curricular activities ensuring students are supported and engaged in their learning at BSU. The Office of Housing and Residence Life provides residential services to students living on campus and the Student Center for Health and Counseling provides a full-service health clinic to students as well as a counseling center with three licensed counselors. The Gillett Wellness Center offers recreation and fitness opportunities for students including intramural sports. The Outdoor Programming Center makes a variety of outdoor recreational equipment available for students to rent at a low cost.

Support for Underprepared Students

Learning support and preparatory instruction are aligned with the needs of students during their first term of enrollment based on the students' scores on standardized tests such as the ACT. BSU places students in the appropriate mathematics courses using the ACT Math Subscore, in accordance with these [guidelines](#). Students who have not completed the ACT or SAT or wish to improve their placement, complete the Accuplacer Placement Test through the Advising Success Center. The system has started a MinnState Multiple Measures initiative for developmental placement and learning. Through this initiative, we plan to add high school performance to the list of considerations in mathematics placement and explore alternative approaches to developmental learning in the discipline. Academic Affairs will be collaborating with mathematics faculty to determine appropriate curricular and pedagogical adjustments.

For appropriate placement in our modern language course sequences, such as Ojibwe, Spanish, and German, BSU uses high school information. Students work closely with program faculty during the Academic Advising & Registration programs to ensure proper placement into program related courses.

BSU offers an English Language Center for non-native English speakers. The English Language Center offers a series of Academic American English courses (see Developmental Elective Courses in the [catalog](#)) to develop English skills needed to successfully enroll and complete college-level English courses at BSU.

In addition to the English Language Center, BSU offers developmental education courses in mathematics, college orientation courses, and academic readiness courses (see University Studies in the [catalog](#)). College orientation is offered to students through the First Year Experience Seminar course, which prepares students in the areas of peer connection, academic engagement, policies and procedures, campus engagement, and health and wellness. This course has program specific sections in Nursing and Criminal Justice to aid in the building of major-based cohorts and to provide guidance that is focused on a specific area of study. TRIO/SSS offers a college orientation course as well as an academic readiness course, Critical Reading and Analysis, and a career planning course, Life Career Planning, for students in their program.

Students who fail to achieve adequate academic progress as outlined in the [Academic Progress Policy](#) are served by the Advising Success Center through their intrusive advising outreach. During a student's Academic Warning term, they are required to work with the Advising Success Center to develop an Academic Success Plan, which is based on the Challenge and Support student development theory. Students continue to work with the Advising Success Center throughout their warning term. Students who are successful in the warning term revert to good standing. Students who are not successful are placed on academic suspension. After the suspension, the student must apply for re-admission. The application must include a plan for academic success.

Academic Advising

BSU uses a range of academic advising models and practices to meet the needs of its students. For students who have decided on a major, academic advising is typically handled by a faculty member in that discipline. The [number of advisees per faculty member](#) varies by department. TRIO/SSS faculty advise students participating in that program until they have decided on a major. Other students who are still deciding on a major are advised by Student Success Advisors in the Advising Success Center. Those students are provided additional assistance in the decision-making process. BSU requires students to meet with their academic advisor prior to enrollment each semester. Advisors discuss appropriate and timely course selections for the next semester and supply each student with a unique registration access code.

Prior to students' first term at BSU, they participate in an Academic Advising and Registration (AAR) session on campus where students and their parents meet separately with a faculty advisor in their major, if declared. If they are undecided, they work with an advisor from the Advising Success Center or if they are participating in TRIO/SSS they work with a faculty advisor from that program. A total of eight [AAR sessions are scheduled](#) for fall term enrollment and one for spring term enrollment. Prior to the Fall 2017 sessions, BSU had an average of 17 advisors for each session. Beginning Fall 2017, AAR sessions changed format to include faculty from all academic programs in order to better serve students and improve the faculty to student ratio. In the Fall 2017 and Fall 2018 sessions, there were an average of 23 faculty advisors at each session who represented a wide variety of academic programs. The end goal for each student at each session is to ensure that they are properly enrolled in courses for their first semester at BSU given their backgrounds and interests.

Each fall the Advising Success Center and Career Services partner to offer a Major Expo, a two-hour event that brings faculty advisors, student services staff, and current students together to discuss the career planning process as it relates to choosing, adding, and changing majors and minors. Although all students are invited to attend the expo, first-year students are the primary audience. The Major Expo is designed to allow students to survey the many options for majors and to guide their transition to the advising process at Bemidji State University. Over the last five years the Major Expo has been attended by over 800 students. The [results of the 2018 Major Expo Survey](#) showed that 83% of the students who attended the event indicated that working with faculty advisors during Major Expo helped them select a major.

Resources to Support Learning

The University is continuously upgrading its facilities to improve its classroom and laboratory spaces. A major \$14 million renovation of Memorial Hall was completed in 2015. This project transformed an underused basketball gym, built in 1940, into new office and classroom spaces for our Business and Accountancy programs. The renovations transformed the building into a center designed to emphasize collaborative pedagogies and the intensive use of technology by students in an active-learning environment as described in this [internal news bulletin](#). Memorial Hall now includes open space for students to study and collaborate. In 2019 the [Hagg-Sauer Academic Learning Center project](#) entered its construction phase. This \$22.5 million project calls for the demolition of the current Hagg-Sauer building and subsequent construction of a new Academic Learning Center. This project will help BSU achieve several key objectives. First the new building will feature advanced technology and a variety of classrooms designed to promote collaboration and actively engage students in their learning. Concurrent renovation of four other campus buildings are part of [campus-wide Improvements](#) that will group faculty offices in learning communities of related disciplines

where students will be welcome and encouraged to meet with professors outside of class. The Bangsberg Fine Arts Complex will receive upgrades to the acoustical performance of music practice labs and band room. The A. C. Clark Library will be shaped into a learning commons to support student technology and information needs. The entire project will help BSU become more efficient by increasing space utilization from 47% today to 75% by 2020. Finally, the construction will support BSU's mission to "create an innovative, interdisciplinary and highly accessible learning environment committed to student success and a sustainable future for our communities, state and planet. ...".

The [A. C. Clark Library](#) provides students, faculty, and staff print or online access to over 700,000 holdings, comprised of books, government publications, audio-visual materials, periodicals, and more. [Online access](#) to these and many other high-quality research tools is provided through the Library's discovery service and research guides. The Library's services include interlibrary loan for materials not available at the A.C. Clark Library, delivery service for distance learners, course reserves, and research assistance provided by library faculty members. The Library also houses the University Archives, approximately 40 study rooms and cubicles, many study areas throughout the building, and nearly 100 computers with printing and technical support. As a result of the Hagg-Sauer renovation, the library will soon house the Teaching and Learning Center, the Honors Office, the Writing Center, and Math Tutoring, bringing these academic services under one roof.

Our Information Technology Services makes more than [450 computers](#) in a variety of labs available throughout the campus for student use. They provide faculty and staff with computers that are replaced on a regular four-year cycle and internet infrastructure for the campus. E-learning Support helps faculty in instructional design and supports our Brightspace course management system. Instructional Technology ensures that almost all our classroom spaces have up to date projection systems. Our science programs have lab spaces appropriate for student learning and faculty and student research, including the [Peters Lab Biology](#). The Nursing Program has a state-of-the-art [simulations lab](#) that presents scenarios that closely resemble clinical experiences allowing students to work through scenarios more realistically. The Human Performance, Sport and Health Department has a [Human Performance Lab](#) to assess performance measures such as aerobic capacity and body composition. The Music Program has a large Recital Hall, Main Stage Theatre, and Black Box Theatre in addition to student practice spaces.

Effective Use of Informational Resources

The university provides students guidance in effective use of research and information resources through many outlets, from the resources and staff at the A.C. Clark Library to specific research focused programs and courses, and one-on-one guidance from faculty academic advisors. The Library provides students, faculty, and staff research assistance from faculty librarians in person, by phone, or online via [chat, text, or email](#). Information literacy sessions are provided by the library to most First Year Experience, Composition, and Argument & Exposition courses. The learning outcomes for these sessions are structured using the Association for College & Research Libraries Framework for Information Literacy. Faculty librarians also meet with students in upper-division research intensive courses to provide guidance on research projects.

More than 25 majors at BSU require [capstone courses](#). Typically, these courses are designed to give students experience developing original research objectives, designing methods, collecting data, and writing a research manuscript that conveys that research to their peers. Students work closely with faculty as they engage in these research projects. Many other courses include a research component (for example [PSY 4467 Personality Theories](#)). Most graduate study degrees require the completion of a final thesis or research paper and all Honors students must complete a capstone experience under

the guidance of a faculty advisor.

The McNair Scholars Program aims to successfully prepare Bemidji State University undergraduates for entrance into graduate school. The program provides a challenging and supportive environment that is conducive to learning and personal and professional development. The goal is for the participants to achieve a Ph.D. within 10 years of graduating from BSU. Students are eligible for this program if they are first-generation college students, meet income guidelines, or come from an underrepresented ethnic group. The program provides its students opportunity to perform [research](#) in their field with a faculty member. There are 25 students currently enrolled in the program, and it has served 76 students since it began in 2012.

Practices to avoid plagiarism are embedded in many aspects of the curriculum. To fulfill Liberal Education Goal Area 1: Communication, many students elect to take English 1151 Composition or English 2152 Argument & Exposition. Both courses develop student understanding of plagiarism and methods to avoid it. Information on plagiarism is also covered in library information literacy sessions. The Center for Professional Development and our e-Learning Support staff provide faculty with information about the plagiarism detection software Turnitin that the University makes available to all faculty.

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- TRIO Tutoring Summary Information

- TRIO-SSS Summary Report
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- University Studies Courses

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

Our students' educational experience is guided by our vision "We educate people to lead inspired lives" and our [mission](#) that speaks about our "commitment to student success" and the "robust engagement of students." Co-curricular programs reflect our mission's Shared Fundamental Values of civic engagement and leadership, international and multicultural understanding, belief in the power of the liberal arts, and environmental stewardship and are sponsored by academic departments, student support services, and student-run organizations. They contribute to student learning, offer hands-on leadership experiences, and provide students with opportunities to volunteer and engage with the community.

Student Engagement

[Priority 3](#) of our current Strategic plan is to "Increase student engagement in campus life" and [Priority 4](#) of the current Master Academic Plan is to "Increase the Positive Impact of Interactions among Students, Faculty, and Staff on All Facets of the Learning Experience." Students at Bemidji State University are active in over [100 student-led clubs and organizations](#) reflecting a wide range of student academic and recreational interests. Each fall, the [Beaver Organization Bash](#) is held for students to learn about the different organizations that are open to their participation. The Leadership Center provides students a central location for student programming and resources for clubs and organizations. A [student development transcript tool](#) called Beaverlink provides a way for students to track their developmental and leadership activities.

Each spring more than 200 students participate in our annual [Student Achievement Conference](#) that features student's original research and artistic endeavors. The University has teams competing in 14 NCAA men's and women's sports and offers nine intramural sports. The Gillet Wellness Center and our Outdoor Programs Center offer many recreation and fitness opportunities for students. Students can participate in 11 different vocal and instrumental music ensembles. They also have the option to contribute to our student news magazine, The Northern Student, and student run radio and television stations, KBSB FM 90 and KBSU TV.

Our Residential Life and Hobson Memorial Union staff regularly host events for students ranging from orientation activities at the beginning of the school year to our Sustainability Office's "[Do it in the Dark](#)" contest where dormitories compete to reduce energy consumption. In 2016 Student Life and Success initiated the [Best You @ BSU](#) program that incorporates seven dimensions of wellness. Its goal is to help students recognize all the wellness resources and opportunities on campus so they can take advantage of them in developing a comprehensive wellness plan.

Individual departments offer students opportunities to attend conferences or engage in other learning activities. For example, there are a number of [annual events that Mathematics Program students participate in](#). Students in the Mathematics Education Program attend the Minnesota Council of Teachers of Mathematics Annual Spring Conference to learn about best practices for math instruction and to network with professionals and peers. Mathematics students also attend the Pi Mu Epsilon Conference which offers presentations by students and a featured national speaker. Students in the Integrated Media program learn how to promote a large event as well as manage its programming, logistics, and technical aspects as they put on the Headwaters Film Festival each spring. Recently, Technology, Art & Design students got hands-on experience by [designing and building a tiny house](#).

Shared Fundamental Values

In 2016, then President Hanson signed an agreement with Minnesota Campus Compact, and the Community Engagement Council (CEC) developed a four-year BSU [Community Engagement and Civic Action Plan](#). President's Hensrud's support for this agreement is reflected in our current Master Academic Plan that has the Community Engagement Council fostering collaboration between the broader community and academic programs to better integrate community service into the curriculum. The University offers a [Leadership Studies](#) minor and a certificate. They both emphasize conflict resolution, evidence-based reasoning, and ethical perspectives on leadership. Ethical and Civic Responsibility is Goal Area 9 of our Liberal Education Program (see the Liberal Education Program in the [catalog](#)) and contributes to the civic engagement of our students.

The University demonstrates its commitment to international and multicultural understanding in several ways. [Priority 5](#) of the Strategic Plan calls for more than doubling the number of international students and significantly increasing the number of Native American students and students of color. [Priority 3](#) of our current Master Academic Plan is to "Increase Diversity and the Depth to which Diversity is Understood, Honored, and Celebrated through Academic and Other Learning Experiences". Our International Program Center offers study abroad programs, services to international students, and runs the NorthStar Visiting Scholars Academy that brings international faculty and students to our campus. The International Student Organization hosts an annual [Festival of Nations celebration](#) featuring the foods and cultures of their home countries. The Council of Indian Students hosts an [annual powwow](#), one of the largest student-led events held at Bemidji State. Last year it drew over 1,000 spectators and dancers.

The University's belief in the power of the liberal arts is highlighted in our Liberal Education and Honors Programs in that both require students to take a well-rounded set of courses that provide the knowledge and skills necessary for students to succeed in their undergraduate areas of study and adapt to a rapidly changing world. The University's [Dimensions of Student Learning](#) emphasize Intellectual Development, Understanding of Self/Relating to Others and Participation in an Emerging Global Society. The liberal arts are represented in several student clubs and organizations.

Environmental stewardship is present in many areas of our campus. For over a decade a student approved green fee has been used to support the work of our [Sustainability Office](#). This office is engaged in many aspects of campus, curriculum, and student life and has helped the University receive many [awards and designations](#), including the "Green Ribbon School" designation in 2017 from the Department of Education. The office focuses on recycling initiatives and promoting environmental awareness thorough initiatives surrounding [Earth Month](#) and [Earth Day programming](#).

Sources

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- 2018-2023 Strategic Plan (page number 10)
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- Beaver Bash News
- Best you @ BSU
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3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

There is no argument.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

High quality programs are central to all that we do as a University. We ensure program quality through yearly assessment plans, findings reports, and action plans, and regular (typically every five years) program review that includes a visit and evaluation by an external consultant. All assessment work is tied to each program's student learning outcomes and the University's Dimensions of Student Learning.

Program Reviews

Program review is typically done according to [The Guidelines for Five-Year Academic Program Assessment, Planning and Review Cycle](#). (Academic programs that have specialized accreditation--identified in Core Component 3A--may follow a different cycle but have similar processes in place that follow their accreditor's standards.) The guidelines describe yearly assessment activities, the review process, self-study categories, and areas to be addressed by the consultant. Yearly assessment activities (assessment plans, findings reports, and action plans) are documented in the Taskstream

system and approved by the Assessment Committee and Academic Affairs. The review originates with a programmatic/departmental self-study where programs demonstrate their performance using, at a minimum, assessment data, labor market information, student satisfaction data, and graduation and placement rates. Once the self-study is complete it is shared with an external consultant who then visits campus, interviewing faculty, students, and administrators as described in the [Program Review Guidelines](#). The consultant completes a [report](#) and, in consultation with its dean, the program/department creates a plan addressing program priorities for the next five years. The external consultant provides an expert outside perspective to inform the review and planning processes. Since assessment of student learning and responses to assessment findings are central aspects of the program review, program improvement and change is explicitly linked to assessment of student learning and departmental planning.

Before 2015, the University had faculty Assessment Coordinators with reassigned time to help programs with their assessment work. As the faculty understanding of the assessment process grew the need for Assessment Coordinators diminished. Currently, the Associate Vice President for Academic Affairs and members of the Assessment Committee act as resources to faculty throughout the assessment process. They ensure that annual assessment plans meet expectations. Clarification and revision of assessment plans may occur based on input from the Assessment Committee and the Associate Vice President. The Assessment Committee reviews the self-study report, five-year plan, and yearly assessment reports. They also review funding requests for departmental assessment activities (e.g. cost of standardized exams).

The five-year program review process has been in place for decades, and substantive improvements in consistent use of the process have occurred. The addition of the Taskstream system in 2010 organized assessment processes and provided for systematic tracking, storage, and approval processes for all assessment activity. Program reviews often contain recommendations for additional faculty and other resources. In 2010 Academic Affairs started using [program indicators](#) including student to faculty FTE ratio, Minnesota State system cost study information, average section size, degrees awarded, placement rates, and graduation rates in its review process for position requests. The 2013-16 Master Academic Plan also [outlined priorities for faculty hiring](#). In 2017, Academic Affairs replaced program indicators with [evidence-based numerical strength and staffing scores](#) based on similar data. The University uses program review recommendations, program staffing and performance data, and Master Academic Plan priorities in a holistic approach to resource allocation. The current status of academic programs reviews is [here](#). Since programs are on different cycles, each year programs that need to engage in major activities in the five-year review cycle are identified. We have included samples for the Honors Program ([self-study](#), [consultant report](#), and [five-year plan](#)), Mathematics Program ([self-study](#), [consultant report](#), and [five-year plan](#)), and Criminal Justice Program ([self-study](#), [consultant report](#), and [five-year plan](#)).

Following participation in HLC's Assessment Academy over the 2011-15 period, substantive changes to the Liberal Education and co-curricular review processes have occurred. Liberal education student learning outcomes are described in the catalog for each of the 11 Goal Areas. These are assessed in two ways. For ten of the Goal Areas, [rubrics](#) for each learning outcomes are completed by faculty who teach courses in each goal area. Faculty meet to analyze and respond to [findings](#) for each goal area. Goal Area 2 (Critical Thinking) is evaluated using The California Critical Thinking Skills Test which is taken by a sample of students early in their first year at BSU. A second examination occurs during the second year, and outcomes are compared and analyzed by the Liberal Education Committee.

Assessment of co-curricular activity is described in the [Student Affairs and Enrollment Management Assessment Plan](#). Departments identify operational, program, and learning outcomes that signify success in achieving the department's mission and goals. Action plans and assessment plans are designed to measure achievement in those outcomes. Assessment data are collected and annually the assessment findings are reviewed and analyzed in the department. The department then revises the action plans in response to the findings and analysis. This information is included in the department's annual report.

Credit for Transfer and Prior Learning

Evaluation of transfer credit at BSU is governed by our [Transfer Policies and Procedures](#), Minnesota State's [Policy 3.21](#) and Procedure [3.21.1](#) Undergraduate Course and Credit Transfer and the [Minnesota Transfer Curriculum](#) (MnTC). These policies guide the transfer of student work from regionally accredited colleges and universities. Transfer of general education courses taken at any Minnesota public two-year college or four-year university is guided by the MnTC. The MnTC identifies courses offered throughout Minnesota's public colleges and universities that meet the learning objectives of the prescribed goal areas. Once a student has completed all MnTC goal areas, the student has fulfilled the Liberal Education requirements at BSU. By policy, a student satisfying the requirements of a goal area at another institution, also satisfies that goal area at BSU. Students transferring from other schools (not public MN colleges/universities) will have completed courses evaluated individually to determine if credit is appropriately related to a goal area. Additionally, a student who has completed an Associate of Arts degree including at least 40 semester credits of general education coursework will be considered to have satisfied the BSU Liberal Education requirements. Once a transfer student is accepted at BSU and transcripts become available to the transfer specialist, a transfer credit evaluation will be completed. Department chairs make determinations regarding equivalency of courses to be used within their majors. This evaluation generally occurs after admission and within three weeks of transcripts becoming available. Transferred credits then appear on the student's BSU transcript and Degree Audit Report (DARS). A student's DARS report indicates progress toward meeting requirements for graduation including things such as number of credits, GPA requirements, progress in Liberal Education goal areas, and progress in meeting major and minor requirements. A [process exists for appealing the evaluation of transfer credits](#). The [Substitution/Transfer Course Equivalency Form](#) may be used to request evaluation at the department level for courses that do not directly transfer in as equivalent to a required major or minor course. For BA, BS, and BFA programs a maximum of 16 credits may be awarded for courses completed at a regionally accredited technical college. BAS degrees require a minimum of 30 transfer credits from an AAS or AS program. Transfer policies are available to students on our Admissions' website.

Experiential learning is evaluated to determine if achievement at an advanced level of knowledge or skill has occurred. Departments determine which courses (if any) may be evaluated for experiential learning. Departments also determine the criteria to be satisfied to result in the awarding of university credit. All requests for credit for experiential learning are reviewed by faculty in the appropriate programs. Military credits are evaluated using the American Council on Education recommendations. Some Advance Placement, International Baccalaureate (IB), and College-Level Examination Program (CLEP) credits are accepted. Experiential learning credit is governed by our [Credit for Prior Learning](#) processes, including Minnesota State's [Policy 3.35 Credit for Prior Learning](#).

The University has transfer (articulation) agreements with specific two-year colleges which address

the transfer of credits into our degree programs. These agreements specify the college credits that are accepted in transfer and the program, degree, and major the credits apply to. The University also participates in [Minnesota State's Transfer Pathways](#). These pathways are designed to facilitate the smooth and efficient progression from an associate degree program at a Minnesota State college to a bachelor's degree program at a Minnesota State university without loss of credits or the need to take unnecessary courses. Students who complete a Transfer Pathway degree program at a Minnesota State college and are admitted to BSU are ensured junior status and receive assurance that all 60 college credits will count toward the related bachelor's degree. A further assurance of Transfer Pathways is that students will be able to complete the BS degree within two years, assuming satisfactory academic performance.

Course Prerequisites, Rigor, and Student Learning Outcomes

The University's process for approval of new curriculum and changes to existing curriculum is substantive. Proposals that include information about prerequisites and student learning outcomes are generated by faculty and are submitted for review and approval by departmental faculty. Department chairs inform other affected departments and forward responses with the proposal to the Curriculum Coordinator, who logs and delivers it to the appropriate college Dean and then Academic Affairs. The Dean's and Academic Affairs' review includes attention to academic, curricular, student and budget issues. The Bemidji State University Faculty Association's (BSUFA) Curriculum Committee (and as needed the Liberal Education Committee, Teacher Education Committee, and Graduate Committee), composed of faculty representing each college, recommends action on the proposal, often after consulting with the original proposer for revision or clarification. The BSUFA Senate receives the Curriculum Committee's recommendation and approves acceptable proposals. The Provost and Vice President for Academic Affairs then makes final approval of acceptable proposals and informs the campus.

New programs require additional approval by the Minnesota State system. Approval at this level ensures that academic programming in the system meets the program goals established by the Chancellor. Minnesota State [Policy 3.36 Academic Programs](#) describe this process. This level of review ensures that courses meet the standards set by Minnesota State, which provide for consistent implementation of programs across the system by governing program characteristics and credits.

Learning Resources

The University invests in resources that strengthen teaching practices among faculty. Regular professional development plans and reports reflect faculty development activity. The Teaching and Learning Center coordinates faculty development, and significant resources are offered through the Center for Professional Development, Educational Technology Support, eLearning Support, and the A. C. Clark Library. Please see Core Component 3D for more details.

Faculty Qualifications

Faculty credentials are reviewed during the hiring process and by academic deans using the [Faculty Qualification Evaluation Form](#). Copies of these evaluation forms are maintained on a shared drive. Deans engage in a review of credentials on file in the Human Resources office and for each faculty member complete a form specifying whether the person has a degree in the field of instruction or whether there are 18 credits in field or tested experience sufficient to offset the required 18 credits.

Dual Credit

The University offers [Concurrent Enrollment courses](#) in various area high schools. [School district agreements](#) outline requirements that ensure quality consistent with the University courses. These agreements specify the use of the same syllabus as the course taught by University faculty on campus. The University assigns a faculty mentor to each concurrent enrollment instructor to ensure the concurrent enrollment course content and rigor are equivalent to the regular college course. An [instructor handbook](#) describes expectations, processes, and resources available for concurrent enrollment faculty. On behalf of its institutions, Minnesota State has received an extension for concurrent enrollment instructors to meet HLC faculty qualifications by Fall 2022. Qualifications and approval of concurrent enrollment instructors are ensured through an established [instructor approval process](#) and the Center for Extended Learning documents [instructor qualifications](#).

Programs with Specialized Accreditation

Several of the University's programs are accredited through national organizations. Our Business Administration, Computer Information Systems and Accountancy programs are accredited through the [International Assembly of Collegiate Business Education](#). The Chemistry program is accredited by the [American Chemical Society](#). Our Music Program is accredited by the [National Association of Schools of Music](#). The Nursing program is approved through the [Minnesota Board of Nursing](#) and accredited through the [Commission on Collegiate Nursing Education](#). The Social Work Department is accredited by the [Council on Social Work Education](#). Our Applied Engineering, Industrial Technology and Technology Management programs are accredited by the [Association of Technology, Management, and Applied Engineering](#). Our Professional Education program was granted initial accreditation through the Association for Advancing Quality in Educator Preparation in May 2019 after a site visit in April of 2019.

Success of Graduates

The University reports annually the success of its graduates in achieving employment in their fields of study. We survey graduates within one year of graduation. The [results of the survey of 2016-17 graduates](#) include the number and percent of students who are employed in a full- or part-time position related to their field of study, seeking such employment, or continuing their education. Career Services maintains an advisory board to direct its activities in the interest of post-graduation student success. Other indicators of student success include pass rates for licensing and certification exams in appropriate majors. Our nursing students' NCLEX pass rates were between 85.7% and 90% from 2014-17. All our Professional Education graduates achieve licensure in the State of Minnesota except for a few who do not apply for licensure in a timely manner. Our [CPA exam pass rates](#) have been between 26.7% and 31.9% from 2014-17. This is lower than the national rates of just below 50% over that same period. Our Accounting Department faculty have taken several steps to improve these rates: they have incorporated CPA prep review questions in several of their courses; they are encouraging all of their students to take the CPA review courses the department offers in the summer and each fall; and they are creating a study room for accounting majors to help build a greater sense of community among their students. The department will also survey their recent graduates regarding their CPA test preparation and other experiences in the program.

Departments collect information on the success of their graduates in a variety of ways. Advisory committees, which include regional employers, provide information about needs as well as graduates' job performance. Employer surveys are conducted in some departments. For example, the Professional Education department surveys the administrators of schools employing our graduates after their first year of teaching to better understand [how their recent graduates are performing](#).

Another source of information about student performance results from employer feedback during student internships. Internships are required in several programs and optional in others. Employers are often asked to evaluate the interns sponsored in their organizations.

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- Math Consultants Report
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- Minnesota Board of Nursing

- Minnesota State Transfer Pathways
- National Association of Schools Music
- Prof Ed Administrator Survey 2017-2018
- Program Indicators
- Program Review Guidelines
- Program Strength and Staffing
- Review schedule Fall 2019
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- Substitute Transfer-Equivalency
- Transfer Policies and Procedures
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4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

The development, assessment, and improvement of Bemidji State University's student learning outcomes has matured in the past decade. The [2009 University Assessment Plan](#) describes the alignment among the University's Mission, assessment, and specific units. Coordination of assessment support is outlined, including responsibilities for providing resources, training, and oversight. Over the last decade, students, faculty, and staff have been engaged in creating and assessing student learning outcomes under the oversight of the Assessment Committee and Student Affairs. The Assessment Committee meets regularly to review assessment processes, documents, and reports. Departments with majors and graduate programs are required to establish assessment practices and to engage in programmatic self-studies every five years as described in Core Component 4.A. Programs establish student learning outcomes at the program and course level, and document, through curriculum maps, assessment plans, findings reports, and action plans, the progress made in achieving outcomes. Assessment data and reports are housed and approved in Taskstream. Outcomes are described and regularly assessed by departments. Direct and indirect measures are used at multiple levels to determine successful learning.

Assessment of student learning is completed in our Liberal Education Program, in the majors, and at the university level. Liberal Education assessment is accomplished using the California Critical Thinking Skills Test (CCTST), which focuses on critical thinking (Goal Area 2), and using rubrics in Liberal Education courses. In the majors, programs use a variety of measures to identify successful completion of course and program objectives. The university's degree programs use the information gained from assessment of student learning outcomes to improve student learning.

Student Development and Enrollment developed the [Student Development and Enrollment Plan 2008-13](#) that identified initiatives, goals, and outcomes and established an assessment cycle. The [2018-22 Student Affairs and Enrollment Management Assessment Plan](#) includes program level outcomes and a five-year review cycle. Assessment findings are to be reported in Taskstream along with plans for improvement. Overall BSU has established a commitment to educational achievement and success through ongoing assessment of student learning in both the academic and student affairs areas of the university.

Academic Assessment

Each of the University's baccalaureate and graduate programs identifies student learning outcomes in Taskstream and maps them to the University-level [Dimensions of Student Learning](#). Curriculum maps relate learning activity in specific courses to program level outcomes and document where outcomes are introduced, practiced, reviewed, and assessed. Course level outcomes are identified on course syllabi and describe the progression of student learning toward achievement of program outcomes. Each year programs determine measures for selected outcomes in their assessment plans, collect data, write an assessment findings report, and develop an action plan to outline the steps they will take to improve student learning relative to each outcome. All these plans and reports are stored in Taskstream and reviewed and approved by the Assessment Committee and Academic Affairs. The Associate Vice President for Academic Affairs takes primary responsibility for assessment at BSU. Linked are examples of assessment plans, findings reports, and action plans from the Geography program ([assessment plan](#), [findings report](#), [action plan](#)) and Psychology program ([assessment plan](#), [findings report](#), [summary of actions taken](#)).

The Assessment Committee in coordination with Academic Affairs tracks the assessment cycle progress of all academic programs via the [Assessment Checklist](#). To determine achievement, curricular programs use a variety of instruments in their program assessment, including standardized tests, pre-tests/post-tests, rubrics, portfolios, clinical evaluations, and alumni surveys. Program level assessment has yielded significant insights. For example, Art and Design faculty identified the need to update portfolio evaluations to better measure project management processes. Sociology faculty identified the need to spend more time in Social Statistics helping students better understand factors affecting the choice of statistic, interpreting computer output, and reporting and interpretation of results. Faculty in Geography and Wilderness Management determined that students were starting their research projects too late in the semester and have implemented intermediate deadlines to keep students on track. During the 2013-14 academic year, Social Work achieved a 75% benchmark for each of the ten CSWE foundation competencies, but they did not achieve the benchmark on three of the practice behaviors. The faculty identified ways to address these gaps in their program and in 2014-15 they achieved the benchmark for the three practice behaviors. To better prepare students for research in graduate Biology, the program incorporated two research courses to prepare students for completion of the program, an Environmental Studies course on advanced literature review and an Environmental Studies advanced methodology course.

Departments' five-year self-studies document changes made in response to ongoing assessment that have occurred through the program review cycle. For example, writing assignments were implemented in multiple Mathematics classes after finding that the mathematical writing category on the class level rubric assessments was consistently the lowest area. Faculty teaching the B.S. in Clinical Laboratory Science identified seven student learning outcomes which they measure in five of their courses with pre and post-tests. When Introduction to Hematology student learning outcome "Apply basic hematology to disease states" was measured in Spring 2018, students scored lower than average, so faculty examined students' struggles with longer class blocks, and adjusted to teach the course in shorter 1-hour blocks with a 2-hour lab. Computer Science faculty found the results of the Major Field Test they gave in Fall 2015 indicated that their students were performing below average in Software Engineering. In response, they will be proposing two changes to the curriculum. First, they will require a Software Engineering course of all graduates. Currently students may choose this course as an elective, but not all students are required to take it. The second change is that they will introduce a second semester of software engineering as an option for students to consider taking. In Music, two student learning outcomes were identified and related to their degree recital assessment "Students will understand and demonstrate appropriate performance skills in their chosen applied area." A basic assessment chart was used for all categories of voice, instrumental, and piano. A small

number of students are assessed each year and to have more consistency and clarity with rating performances, strategies for 2018-19 will improve rubrics to include descriptions of each rating so that it is easier to make comparative judgements. The faculty assessing the B.S. in Business with an emphasis in Finance measured five student learning outcomes in 2016-17. The SLO's were evaluated using data from the Finance portion of the Major Field Test. Based on the results, four courses in the program made changes during Spring 2018 to address areas where their students had lower scores than the national average. All these examples point to the intentional responses of programs to their assessment findings.

Although there were some concerns expressed during our 2010 HLC review regarding assessment, by 2015 all our programs had developed student learning outcomes and assessment plans and recorded them in Taskstream, and most are on track with their yearly assessment documents and five-year program reviews. This was an important and significant gain over a short period of time. When programs miss due dates for assessment documents it often stems from personnel changes and sometimes a lack of permanent faculty. Academic Affairs and the Assessment Committee work to help bring programs up to date if they fall behind or need assistance.

Programs have done substantial work to make changes based on assessment information they have collected, but one area we need to continue to improve is the development of stronger connections between the changes made and their impact on student learning. Academic Affairs, the Assessment Committee, and departmental faculty will collaborate to develop improvements in this area over the course of the 2019-20 academic year and will begin implementing the products of this work in Fall 2020.

Liberal Education Assessment

The University's Liberal Education Program has been assessed through a separate process that traditionally fell outside the regular program review cycle. Faculty who teach courses in one of our Liberal Education Program goals areas are asked to complete rubrics associated with the goal area. These [rubrics](#) were created through a collaboration between the Liberal Education Committee and Institutional Research. The Director of Institutional Research is responsible for sending the rubrics to faculty, who complete them each semester, and [summarizing data](#) from the rubrics for dissemination back to the faculty. To assess Goal Area 2, Critical Thinking, of the Liberal Education program the university uses the California Critical Thinking Skills Test (CCTST). It is administered to students in First Year Experience courses and then again during the sophomore year. The re-administration of the test during the sophomore year has taken a few different forms over the last ten years. Initially, students were contacted and offered an incentive (e.g., iPod) to take the test. When this resulted in low numbers of respondents, the Director of Institutional Research reached out to faculty teaching classes with high numbers of sophomores enrolled. During the last two years, faculty in courses with high numbers of sophomores enrolled have allowed a class period to be dedicated to student completion of the CCTST. This has resulted in a higher completion rate for this assessment (see the [Fall 17](#) freshman and [Spring 18](#) sophomore CCTST Reports), but getting students to take the test seriously as sophomores continues to be a challenge.

Information gathered through the rubrics for the Liberal Education Program have been analyzed at meetings called by the Liberal Education Director and Academic Affairs once or twice per academic year. At those meetings, faculty who teach courses in the identified goal areas come together to review and analyze results from the rubrics. Most recently, faculty from Goal Area 3: Natural Sciences, Goal Area 6: Humanities and Fine Arts, and Goal Area 9: Ethical and Civil Responsibility, met to discuss the results collected from the rubrics and to address their intention for adjusting

delivery to help students achieve the Liberal Education program goals. For Goal Area 6, faculty noted that they would work to improve students' ability to respond critically to works in the arts and humanities by spending more time on evaluating research sources and to teach genre recognition, and that they would work on including more non-European authors to help students obtain greater familiarity with the scope of writing. Goal Area 9 faculty spoke to how they could go more in-depth to help students better understand ethical, legal, social, and scientific issues, and indicated that more attention will be paid to the way they assign questions related to Liberal Education competencies. Finally, for Goal Area 3, Natural Sciences, faculty felt that more hands-on laboratory activities with formal reports were needed to help students achieve goal area outcomes. Others noted the need to build up a larger base of knowledge before applying the ideas to the outcome where students "evaluate societal issues from a natural science perspective". The Biology Program planned and implemented a complete redesign of the labs for their introductory courses. They made their labs inquiry based and instead of having a single topic introduced, explored, and completed in a single lab they now use multiple lab sessions on each topic. Faculty teaching gateway courses and who are part of the Gardner Institute's Gateways to Completion program have come together to assess what elements of their courses (e.g., History 1304 and Geography 1400) may be reconfigured to better meet student learning outcomes. A [report from Geography 1400](#) demonstrates the way in which adjustments are being made based on assessment, specifically, new active learning techniques are being incorporated. Test wrappers, 1-minute exercises, practice quizzes, and self-assessments all encourage student ownership.

The Liberal Education Program, while remaining outside the normal process of program review process in the past, has now been incorporated into the five-year cycle for program review and will have its first comprehensive review and consultant visit two years after completion of the Liberal Education review/revision process that is currently taking place.

Co-curricular Assessment

Directors and staff in Student Affairs engaged in the formation of the [2008-13 Strategic Directions for Student Development and Enrollment Plan](#), called "The Learning Journey," which was created by engaging in a Strengths, Challenges, Opportunities, and Threats (SCOT) analysis, followed by development of goals and measurements. They [aligned their goals](#) to the then current [Master Academic Plan](#). After a reorganization in 2015, the Student Affairs and Enrollment Management areas have recommitted to assessment and improvement by establishing goals and measurements for each program and mapping these goals and outcomes to the Dimensions of Student Learning and the priorities of our Strategic and Master Academic Plans. The [Assessment Plan for Student Affairs and Enrollment Management](#) calls for department event and student programming initiatives to be mapped to one or more of the dimensions of wellness in the Best You @ BSU model. Outcome statements are reviewed and updated periodically. Each area annually identifies outcomes to be assessed, action items for each outcome, and assessment methods that will be used. Data are collected and analyzed to support recommendations for improvement outlined in an annual report such as this one from the [Financial Aid Office](#). Departments have the option of conducting a comprehensive five-year review with an external consultant visit like academic programs do.

Some examples of how assessment information has been used to make improvements in services include the [Hobson Memorial Union's](#) creation of a Center for Diversity, Equity and Inclusion (CDEI) and implementation of the Beaver Link event attendance system. These were both identified as key activities in the University's Strategic Plan and the CDEI was also a recommendation from the [Student Senate](#), action based partially on a survey they conducted. Based in part on the [Skyfactor](#)

[Educational Benchmarking Assessment](#) and Residential Life's [summary of the results](#), Residential life developed programming in the area of alcohol and drug education and partnered with our food service provider to improve resident perceptions of and satisfaction with campus dining services. Our Campus Wellness Center recently underwent a self-study following the format of the Council for the Advancement of Standards review of College Recreation Programs. Among other things, the [results](#) of this self-study is prompting them to employ more consistent surveys to measure specific outcomes and to develop a steering committee of patrons, students, and staff to help with decision making.

Our Career Services Office conducted a survey of students attending their annual [Major Expo](#) and [found](#) that 83% of the respondents felt the event helped them select their major and 52% heard about it in one of their classes. This information helped validate the importance of the event and that faculty were telling students about the event. The Records Office conducted a commencement survey and based on the [results](#) of this survey and other information made efforts to reduce the length of the ceremony and started a [ticketing process](#) for the event to ensure fair access to all families. Our Admissions Office conducted a survey of parents attending our Advising and Registration (AAR) freshman events and based on the [results](#) and a listening session with AAR faculty made [several changes](#) to the program including replacing individual parent meetings with faculty with conference style meetings. Our Enrollment Management team offered a pilot scholarship program to increase out of state and American Indian enrollment. They allocated funds in four areas and found the awards to be ineffective except for American Indian students. Their [funding request](#) for next year has been revised based on these findings. The TRIO program has been assessing various aspects of its services for the last 10 years. They monitor the extent to which GPA and retention data align with TRIO-eligible students who do not participate in TRIO and the extent to which tutoring services are meeting needs. They have implemented tutor training, regularly survey students taking advantage of tutoring services, and monitor the student's final grades (see report [here](#)). Findings show that first generation students not participating in TRIO had a Fall 2017 to Fall 2018 retention rate of 66%, while TRIO students had an 82% retention rate.

Institutional Assessment

The University administers the National Survey of Student Engagement (NSSE) every other year to assess skill levels and satisfaction among its Freshmen and Seniors. These data were used in the development of our [2018-23 Strategic Plan](#), and several of the goals of that plan are benchmarked to NSSE items. For example, Priority 3 "Increase student engagement in campus life" has as one of its goals to "Increase opportunities for faculty and students to engage with one another outside the classroom to the NSSE Carnegie Class means by Fall 2022." Preliminary results from our NSSE survey last spring indicate substantial progress toward achieving these strategic goals. The Office of Institutional Research and Effectiveness continuously collects data to aid the University in its planning and reporting efforts.

Sources

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- 2018-2023 Strategic Plan
- AAR Parent Survey Summary 2018
- American Indian Scholarship Request for Fall 2019
- Assessment checklist.pdf
- Assessment Plan 2009

- Campus Recreation Assessment Summary
- CCTST Report Fall17
- CCTST Report Spring18
- Commencement Survey
- Commencement Ticketing Process 2018
- Dimensions of Student Learning
- FA Annual Report 2017-2018
- Fall 2018 Tutoring Report
- Geography 1400 Course Report
- Geography Action Plan
- Geography Assessment Plan
- Geography Findings Report
- Goal Area Summaries 2012-17
- HMU Assessment Decision-Making Narrative
- Housing Residential Life Assessment Summary
- Liberal Education Rubrics
- Major Expo Flyer
- Major Expo Survey
- Multicultural Center Bill SB-17-02
- Psychology Actions Taken
- Psychology Assessment Findings
- Psychology Assessment Plan
- Residence Hall Student Satisfaction Assessments Notebook 2016-17
- SDE MAP Strategic Plan 2013-2016
- SDE Plan 2008-2013
- Student Affairs Enrollment Management Assessment Plan 2018-22
- Summary of 2019 AAR Parent Pilot Program

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

Student success, persistence, and completion are priorities at Bemidji State University. The University's Mission drives our efforts to enroll a diverse student population and to support students through graduation. Goals for enrollment, retention, persistence, and completion are set, and actions across the University focus on achieving these goals. Data analysis occurs at the administrative level by Enrollment Management and Academic and Student Affairs and at the college and departmental level by the deans, department chairs, and faculty. Conclusions from the analysis of results have identified several barriers to completion that have been addressed in numerous academic and student services areas. Data demonstrate improved student success.

Goals

Enrollment, retention, and completion goals are set in the University's [Strategic Enrollment Management Plan](#) (SEMP), the [University Strategic Plan](#), and the [Minnesota State Student Success Metrics](#). The SEMP process is informed by the one described by Wikinson, Taylor, Peterson, and Mechado-Taylor (2007) in a guidebook published by the Educational Policy Institute. It is based on a set of core strategic enrollment management principles that are consistent with BSU's Mission. These principles include establishing clear enrollment goals, promoting student success, and delivering effective academic programs.

The University's Strategic Enrollment Management Plan is effective January 2018 through December 2020 and has two enrollment themes, one for recruitment and one for student success. It identifies new student enrollment goals for each segment of our student body (freshman, transfer, international, graduate, American Indian) and establishes first fall to second fall retention and 6-year degree completion goals for the University. These goals are based on an assessment of the incoming student profile, the Mission and strategic initiatives of the University, and historic trends. Goals are intended to be ambitious but realistic.

For the Fall 2015 to Fall 2017 freshmen cohorts our second fall retention rates have been between 69% and 71.6%. The third fall retention rates have been between 52.1% and 54.3% for the Fall 2014 to Fall 2016 freshman cohorts. The six-year completion rate for the Fall 2010 to Fall 2012 freshmen cohorts was between 45.7% and 47.1%. The SEMP calls for a second fall retention rate of 75% and a six-year completion rate of 50% for the Fall 2020 freshman cohort.

The BSU Strategic Plan also sets overall enrollment goals for international students, students of color (SOC), and American Indian students. Strategic Priority 2 calls for an increase in enrollment of American Indian students to 350 by Fall 2022 (a 37% increase from 2017). Strategic Priority 5 calls for increases by Fall 2022 in the number of international students to 300 (a 156% gain from 2017) and students of color to 700 (a 18.6% increase from 2017). These goals are for overall enrollment (new and returning students) in these populations.

In addition to enrollment goals specific to BSU, the Minnesota State System also sets system wide enrollment goals. Among these is the ambitious and worthy goal of eliminating the educational equity gap by 2030. BSU's progress toward this goal is given in the next section.

Data Collection and Analysis

The Office of Institutional Research and Effectiveness regularly gathers data on student retention, persistence, and completion and makes them available to the campus on its website and through [Power BI reports](#). BSU tracks retention, persistence, and completion data using the IPEDS definitions and standards. The Power BI report allows users to filter retention and completion data by admission status, race, gender, and ACT scores. Comprehensive reports for [freshman](#) and [transfer](#) students for first spring retention, second fall retention, and third fall retention are maintained by the Enrollment Management Office. Several reports, such as the [Common Data Set report](#), aggregate data and are available on our Institutional Research and Effectiveness website.

In October 2018 the President's Leadership Council invited the campus to review BSU data in categories tied to the University Strategic Plan. Some of the highlights discussed include:

- Second fall retention rates for white students increased from 69.1% to 73.9% between the 2010 and 2017 freshman cohorts; for students of color it increased from 51.5% to 63.9% and for American Indian students it increased from 32.4% to 58.3%.
- Third fall retention rates white students, students of color, and American Indian students increased from 52.4%, 31.8% and 26.5% to 56.9%, 52.2% and 51.4%, respectively, between the 2010 and 2016 freshman cohorts.

Trends in these results ([seen more clearly in graphic form](#)) show steady increases in retention for all groups and greater increases in retention for underrepresented groups, resulting in substantial reductions in the educational equity gaps. These trends are encouraging and likely result from campus efforts (described in the Making Improvements section) to improve student success rates.

In addition, Minnesota State annually reports student success data. Minnesota State's success cohort persistence measures differ from IPEDS definitions. Minnesota State's definition of a student cohort includes both first-time freshmen and first-time transfer students. Furthermore, the Second Fall Retention and Completion Rate definition expands success to include students who have been retained, graduated, or transferred to another institution by the second fall.

BSU's performance on achieving the System goal of eliminating the educational equity gap is

outlined in four student success measures that were highlighted at the [Fall 2019 Start-Up Breakfast](#):

- Developmental Education One-Year Completion Rate: BSU's educational equity gap is 6.7% (76.2% for SOC students compared with 82.9% for white students in the 2016 cohort)
- Second Fall Retention and Completion Rate: BSU's educational equity gap is 9.6% (74.9% for SOC compared with 84.5% for white students in the 2017 cohort)
- Completion Rate: BSU's educational equity gap is 16.8% (36% for SOC compared with 52.8% for white students in the 2012 cohort)
- Related Employment Rate for Graduates: BSU's educational equity gap is 0% (86.1% for SOC and 85.6% for white students in the 2017 cohort)

The campus invests considerable effort in identifying attributes of students at risk of dropping out so that the university can intervene with appropriate support. For example, the directors of Student Affairs and Enrollment Management reviewed the Education Advisory Board's (EAB) 2016 "Murky Middle Project" and analyzed [BSU data](#) in a similar way to extend the conclusions of the EAB findings to students at BSU. The results show a high correlation between cumulative GPA after the first semester and retention to second fall. This observation suggests that intervention immediately following the first fall semester to support students with a GPA in the "danger zones" results in improving their performance.

Additionally, faculty research on why students leave was funded through a Presidential Faculty Mini-Grant. This [research](#) involves interviewing former students regarding their reasons for leaving. Preliminary results were shared at a President's Leadership Council meeting in April 2019.

Making Improvements

The University works to improve student success in several ways. The reorganization in summer 2015 to put all student services areas in two divisions was the first step in refocusing our attention on student retention, persistence, and completion. These divisions were further refined in January 2017 in a division for Enrollment Management and a division of Student Life and Success with both being charged with student success.

To achieve the student success goals of the SEMP, BSU engaged in many activities:

1. The BSU 101 summer on-line orientation program began in Summer 2017 to introduce students to the campus and community. The regular interactions help keep newly registered students engaged and excited about their decision to attend BSU. Prior to BSU 101, the 3-year average conversion rate from initial registration at the Academic Advising & Registration program to the first day of classes was 94.5%. This conversion rate for Fall 2017 was 94.6%, for Fall 2018 was 95.1%, and for Fall 2019 was 91.7%. Despite the decrease this year, we continue to enhance the program's content.
2. We established a credit-bearing bridge program for new students. Starting in 2016, the TRIO Student Support Services grant has funded a summer offering of MATH 0800 Intermediate Algebra as a bridge class to give students the opportunity to take developmental math, free of charge. This offering enables under-prepared students to start fall semester college ready in Math. [The data](#) show that of the 78 students who have participated in this program, 97% of them have passed Intermediate Algebra and were able to take a college level math course their first semester. 73% of the students who passed MATH 0800 went on to pass MATH 1170 College Algebra or Math 1100 Mathematical Reasoning (and 54% earned a C or better).
3. Beginning in 2019, we published the academic course schedule to consist of fall, spring, and

- summer courses (published at once rather than semester by semester).
4. Enhanced communication/tracking software with the capability to specifically monitor academic progress during the first year is in use. The use of Starfish, as a communication tool and early alert system has grown to include progress surveys to identify students in danger of failing and reports to identify students who are not registered for the upcoming term. Starfish data includes entry term, which allows sorting by cohort. [Data](#) show that faculty are using the system. A new initiative, beginning Fall 2019, will focus on second year students and include a progress update in the fifth week of the third semester.
 5. We are in the process of establishing an academic course outline (such as this [one for the Elementary Education program](#)), by semester, for every degree program, track or emphasis area, pre-professional program, certificate, or licensure.

Progress on the SEMP key activities for the student success goals is tracked semi-annually. The most recent progress report for freshman student success ([Theme 2 Goal 2.1](#)) and overall undergraduate student success ([Theme 2 Goal 2.2](#)) was completed August 2019.

In addition to those enrollment initiatives called for in the SEMP, BSU monitors student success indicators and implements additional operational improvements in response to results. A [Quality Initiative](#) "Enhancing Student Persistence and Retention" began in 2016 to improve student retention and completion rates. Data analysis revealed a substantial disparity in retention rates for students of color relative to the entire student population was noted and as part of the Quality Initiative, we set goals to close this gap. Failing an entry level course had a large negative impact on a student's overall success at BSU. To address this issue, BSU took actions in both academic and student affairs programming.

On the academic side, in Fall 2016 BSU participated in a three-year John N Gardner Institute Gateways to Completion (G2C) program. Five "Gateway" courses with historically high D-F-W rates underwent redesign to improve student performance. In the first year of the G2C program committees completed a guided self-study of each gateway course to identify options for curricular or pedagogical improvements. This review used the Gardner Institute's data platform, which identified success rates of different categories of students. Members of each committee and other members of the Steering Committee attended the Gateway Course Experience Conference in 2016, 2017, 2018, and 2019 to learn about promising practices and pedagogies that might improve student success at BSU. In the spring of 2017, the committees created plans for improving each course. Faculty then implemented the plans the following academic year. The committees continued to meet during the 2017-18 school year to revise plans for the courses. Unfortunately, the redesign met with mixed success as we [reported to the HLC](#). While D-F-W rates decreased in all five courses the first year of implementation, the rates climbed again the subsequent year for some of the courses. Sustained follow through may have been weaker than needed to continue the success of the first year. However, the Gardner Institute review led to creation of BSU's Teaching and Learning Center (TLC), an ongoing faculty-driven effort to support teaching excellence.

On the student affairs side, the Beaver Success Program began in Fall 2015. Students in the freshman class whose high school GPA was less than 3.5 and who were not already receiving services from the Advising Success Center, TRIO Student Support Services, or the American Indian Resource Center were included in the first cohort of 265 students. Twenty-six success coaches, primarily from staff in Student Affairs, were recruited and each was assigned a group of about ten students each during the fall and spring semesters of their first year. The coaches communicated periodically with their students during the year and provided support and referrals to campus services when needed.

Assessment of the program in 2016-17 revealed two primary concerns. The first was that many students questioned why they were selected into the program. The second was that the cost of paying the coaches to participate in the program was not sustainable. These conclusions led to several changes. Starting in Fall 2017, the freshman cohort was made up of students who applied for the program and the coaches were solicited from across campus and were asked to volunteer to be a part of the program. The Fall 2017 cohort of students was much smaller, only 34, and assigned to 21 success coaches. Better recruiting of entering freshman increased the Fall 2018 cohort to 65 and [the second fall retention rate for these students was 80%](#) (about ten percentage points higher than the overall group). BSU continues to work to improve the scope and success of the Beaver Success Program through regular coach meetings, a D2L shell with resources for the coaches, and the use of the Starfish early alert system for intervention.

Other programs at BSU focused on improving student retention and completion rates include:

- The recently created Student Success Council discussed in Criterion 3.D has helped many students experiencing difficulties get back on track through attention to their individual needs.
- TRIO Student Support Services, which has been on our campus since 1969, has established goals in retention, good academic standing, and completion. [The goals for the most recent year were exceeded in all three categories.](#)
- Accessibility Services serves students who need accommodations in their learning and campus living environment. Additionally, they serve faculty through training and information sharing.
- The American Indian Resource Center, in March 2018, expanded staff to include a Retention Counselor charged with outreach to current American Indian students.
- The Advising Success Center coordinates the Beaver Success Program, peer tutoring, First Year Experience seminars, and academic advising training and support.

Since 2006, through a generous donor, the University has offered funding for [Random Acts of Kindness grants](#) to students who need emergency funding. The need for emergency funding has not decreased and in order to increase the amount of money available, BSU initiated campus drives to raise funds in 2018 and 2019. Campus response to these drives has been strong (raised an additional \$22,400), which, in addition to providing relief to students in need, also demonstrates a campus culture of strong investment in student success. [Food shelves](#) across campus address some of the non-academic barriers to student retention. This grassroots effort has gained quick momentum across campus.

In response to increasing the number of minority nurses, BSU applied for and received a Health Resources and Services Administration Nursing Workforce Diversity grant. This grant allowed formation of the [Niganawenimaanaanig Program](#), which supports American Indian and Indigenous nursing students with their social, cultural, academic, and financial needs. This is discussed more in Core Component 1C.

Individual departments also provide support for students with attention to a variety of academic and non-academic needs. Examples include the Math Help Center, the Writing Resource Center, and the “Best You @ BSU” programming model to attain a healthy, balanced lifestyle.

BSU is committed to educational improvement through ongoing attention to retention, persistence, and completion rates. The institution makes improvements in operations in response to data. The array of responses and observed difficulty sustaining results in one major undertaking suggests that consolidation or better coordination of efforts may improve results. Nonetheless, steady, sustained improvements in retention rates by at-risk groups suggests that institutional attention to student

success is having a strong, positive effect. Our overall retention rates are also improving as evidenced by the increase in second fall retention rates for our freshmen cohorts.

Sources

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- Bemidji State University MinnState Student Success Summary April 29 2019
- BSU Strategic Enrollment Plan January 2018 through December 2022.pdf
- Common Data Set 2016-2017
- Elementary K-6 Course Grid
- Freshman Student Side by Side Student Success Rates
- Murky Middle Joint Workgroup Presentation
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- Pop Up Food Shelf
- Power BI Reports
- Presidents Leadership Council - Retention 10.19.18
- Quality Initiative
- Quality Initiative Report
- Random Acts of Kindness Summary 2006-2019
- Retention PLC Tables
- Retention-Graduation Rate Report
- Starfish Use Summary 2017-2019
- Student Attrition and Retention Research
- Theme 2 Goal 2.1 Freshman Student Success Update August 2019
- Theme 2 Goal 2.2 Overall Student Success Update August 2019
- Transfer Student Side by Side Student Success Rates
- TRIO Intermediate Algebra 4 year comparisons
- TRiO SSS Summary

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

There is no argument.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

Budget Process

BSU's revenue is split between [state appropriation \(about 40%\)](#) and [tuition \(about 60%\)](#). It is the responsibility of the campus to budget its expenditures appropriately. BSU's [budget](#) is constructed at the cabinet level and must be balanced every year. It must be compliant with Minnesota State's financial administration and reporting policies that ensure:

- financial records are complete and safeguarded;
- financial information is accurate, reliable and useful for management reporting; and
- financial management methods support short term and longer-term system and college and university strategic objectives.

Additionally, Minnesota State mandates that BSU holds 5%-7% of its budget in reserve to ensure it will have enough funds to meet any unexpected financial obligations. BSU's financial obligations are largely internal with [small amounts being paid to Minnesota State](#) to cover services such as the Integrated Student Record System, the Minnesota State Procurement System, and the university's share of the costs of productivity software (Office 365).

The institution's annual budgeting process begins with reviewing the priorities of the Strategic Plan to ensure that there is funding to support its priorities. Administration develops revenue projections

as a starting point. In collaboration with Enrollment Services, the VP for Finance and Administration/CFO develops a probable range of enrollment for the upcoming fiscal year. Enrollment projections, expected tuition rates, and expected fee rates determine expected tuition and fee revenue.

In conjunction with estimating tuition and fee revenue, the VP/CFO estimates state funding support using guidance provided by Minnesota State Financial Planning & Analysis (FP&A) unit. The Minnesota Legislature runs the state on a biennial budget basis, so in the first year of the biennium, the amount of state support is set for the first and second years of the biennium. The VP/CFO uses estimates of the expected state revenue in the budget projections.

Expenses for the institution are divided between personnel and non-personnel budget expenses. Since personnel expenses make up roughly 75-80% of the total annual budget, budgeting for personnel is given priority in developing budget estimates. Factors that go into estimating personnel budgets are current and projected staffing levels, cost-of-living and step increases in bargaining unit contracts, changes in employer share of insurance costs (health, dental and life insurance), changes in employer-paid retirement contribution rates, and contractual employer contributions to health savings plans.

Staffing levels are reviewed by the members of the President's Cabinet (See Core Component 2.A. for more information on the organizational structure of the University) and deans/department leaders for each college and department. Faculty position allocations are based on program reviews, consultant recommendations, program enrollment relative to full-time staffing levels, and vacancies. The position proposals are reviewed and approved/disapproved by the President's Cabinet. Staff positions are reviewed by non-academic departments in conjunction with their Cabinet representative, and Cabinet decides whether to fill vacant positions or create a new position. Non-personnel budgets are developed by colleges and departments based on projected needs for the upcoming year.

Once the Cabinet has reviewed and the President has approved the budget, the VP/CFO presents the budget to the various bargaining units during the meet and confer process, and feedback is gathered from the bargaining units. Then the budget is presented to the campus community in an open Budget Forum, and participants are given an opportunity to provide feedback. Based on that feedback, the Cabinet and the President determine if any changes in budgeting will take place.

BSU's budget is summarized and provided to the Minnesota State FP&A unit. BSU's budget, along with that of every other Minnesota State institution, is presented to the Board of Trustees for approval. The annual approval process starts with presentation of the budget and requested tuition and fee rates in one month's meeting of the Board. Over the course of the next month, budget and tuition/fee proposals are publicly accessible on the Minnesota State Board's Meeting and Materials web site. Up through the second hearing of the budget, stakeholders can provide feedback to the Board on the budget and tuition and fee proposals. After consideration of the feedback, the Board votes to approve or disapprove the budget and tuition and fee rates.

Revenue and expenses are monitored closely throughout the fiscal year for comparison to budgets and projections. Enrollment projections are compared with regular reports provided by Institutional Research, as well as regular reports of all Minnesota State institution enrollments provided by Minnesota State.

On a biweekly basis the VP/CFO runs a [Budget Balance report](#) in the institution's Integrated Statewide Records System. The actual and projected revenue, as well as encumbered and projected

personnel and non-personnel expenses, are transferred to a spreadsheet that is used to project year-end fund balances. Based on those projections, the VP/CFO reports to Cabinet if there are funds available to invest in programs or if budget reductions will be needed. Departments showing negative budget balances (or close to fully expended) are advised to bring their cost centers back to positive. The Budget Balance report is also reviewed for departments that have large unexpended/unencumbered balances, to determine if those funds can be moved to areas needing funds.

An area of concern for BSU is the [imbalance of funds that is spent on instruction relative to other universities within the Minnesota State System](#). During the 2012-16 period, BSU spent 41.2-43.9% of its revenue on instructional costs. Except for Metro State (which is a non-residential university with no intercollegiate athletics), other system universities spent 44.6-53.7% on instructional costs. Throughout these years, conversely, BSU spent 23.6-24.2% of its revenue on Student Services, compared to 13.7-22.5% by the other system universities besides Metro State.

A factor contributing to these patterns is the amount of direct institutional support committed to the operations of intercollegiate athletics, which fall within the Student Services category. BSU's athletic programs combine Division II sports with Division I Men's and Women's ice hockey. The other Minnesota State universities with similar athletic obligations are considerably larger than BSU and thus can better absorb such costs. At the same time BSU spends [less per athlete](#) and [less in direct institutional support](#) than our peers with Division II membership and Division I hockey.

Assuming that the costs associated with Division I hockey will remain relatively flat, realization of our strategic enrollment goals should correct the negative impact of hockey in this area. If our enrollment grows by 700 FYE (roughly 1,000 in headcount) by 2023, as anticipated, tuition revenue will increase by about \$4.9 million at 2019-20 tuition rates. With hockey costs relatively stable, this additional revenue should bring us into balance with other Minnesota State universities. We are unlikely to start more big-ticket athletic programs like hockey, so there is every reason to expect that a substantial portion of the increased revenue will go to instruction.

It should be noted that the percentage of our employees that are instructional faculty (on a full-time equivalent basis) is very similar to other Minnesota State Universities with 53.2% for BSU in fiscal year 2018 compared to a State University average of 53.7%. The addition of several faculty positions over the past few years (up from 193 in 2016-17 to 205 in 2019-20) likely has increased the percentage of funds spent on instructional costs but the methods used to compute these percentages in the annual IPEDS Reports changed in 2018 making comparisons to the earlier data difficult.

The Director of Athletics is developing a strategic plan for intercollegiate athletics. The athletics strategic plan will address six different areas: Financial Stability, Marketing Reputation, Facilities, Governance & Structure, Student Success, and Successful Completion. After conducting surveys and listening sessions in the 2018-19 academic year, the plan will be developed and presented to the campus during the 2019-20 academic year.

Employees

BSU has employees in all key areas necessary to run, administer, and maintain academic programs, services, and facilities. As would be expected, most of the employees are faculty. The number of faculty FTE, which includes overload and all other compensated responsibilities, hit a low of 264.9 in 2013 and has since rebounded to 284.6 in 2019. The number of professional employees, largely IT staff, has slowly increased to better support the IT needs of the campus. There has been a slight

decrease in the number of support staff (e.g. secretarial staff) due to consolidation and re-alignment of colleges and support programs. The year-to-year changes are documented in the [Personnel Report](#). With academic year enrollment hovering around 3900 FTE over the last six years, students are experiencing lower student-faculty ratios than their peers did in the years prior.

The University ensures that faculty and staff in all areas are appropriately qualified. This process begins with the creation of accurate job descriptions, developed in collaboration with Human Resources, the supervisor, and the hiring authority. Job descriptions and minimum qualifications are based on the needs of the department and are developed in accordance with the job classification specifications of the appropriate collective bargaining agreement. Human Resources guides the process as is documented in the [Search Process Handbook](#). Every member of any search committee must have completed training on conducting fair and effective searches.

After a successful hire, Human Resources assists with onboarding, with important steps outlined in a [check list for new employees](#). Employees are required to complete a series of online compliance trainings on their first day, including Campus Emergency Training, Data Security & Awareness, Code of Conduct, and Preventing Sexual Harassment. The Center for Professional Development provides workshops and learning opportunities for all faculty. Minnesota State provides training and leadership development opportunities for administrators. For more information about the University's efforts in hiring qualified faculty and resources for faculty and staff development, see Core Component 3.C.

Infrastructure

Facilities are kept up to date through a combination of long-range master planning, shorter-term repair and betterment, and other projects. The Facilities Master Plan is revisited on a regular basis and updated as the university evolves. The Facilities Master Plan focuses on green and sustainable buildings and landscapes and on integration with the city that surrounds the campus. BSU's Facilities Master Plan provides a template for future facility growth and development on campus. It is consulted in the normal course of updating campus buildings and when external opportunities arise.

In 2018, BSU received \$28 million through the State of Minnesota's capital bonding process to fund a project to provide resources for deferred maintenance (~\$5.5M) and for the creation of a new state-of-the-art teaching building and other campus-wide renovations. Through the demolition of Hagg-Sauer Hall and its rebuilding as a teaching and learning center, this project reduces the campus' deferred maintenance from \$100M to \$94.5M.

Information Technology Services began development of its [2018-21 Strategic Plan](#) in 2017. A consultant was hired to facilitate the process and over 70 campus and community members including faculty, staff, and students, were involved in developing the ITS Strategic Plan. It was completed and approved by the Cabinet in 2018. Its priorities are to

- provide exceptional service and support to students, faculty and staff
- engage and inform both campus and the greater Bemidji community
- ensure the secure use of IT resources
- build and utilize an IT infrastructure that supports success
- build and foster a cohesive and effective IT team.

Sources

- 2018 Trends and Highlights HR
- 2018 Trends and Highlights HR (page number 11)
- Benchmarking Data SP
- Benchmarking Data SP (page number 4)
- Benchmarking Data SP (page number 6)
- BSU IPEDS Snapshot
- FY2020 Budget Report
- ISRS budget vs actual reporting
- ITS Strategic Plan
- New Employee Checklist
- Personnel Report 2019
- Search Process Handbook
- Superordinate Financial Responsibilities
- Tuition and Appropriation Split

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

Bemidji State University's organizational structure is described in Core Component 2.A. The Minnesota State Board of Trustees structure and its authority over Bemidji State University is codified in [state law](#). Minnesota State interacts directly with the Minnesota state legislature on funding requests, possible changes in tuition rates, and bonding for large physical projects, such as the Hagg-Sauer project described in Core Component 5.A. The Board of Trustees has a robust set of [policies surrounding the operation of the university](#) including ones on academics, facilities management, and general financial provisions. These policies provide for direct oversight of Bemidji State University finances and operations.

The Board of Trustees is kept informed through reports at Board meetings and its close work with the Chancellor's Office on the current financial and academic status of each college and university in the system.

Bemidji State University's policies and procedures are circumscribed by Board policies but are decided upon and implemented locally. The BSU Policy and Procedure Review Committee with faculty, administrative, and student representation is responsible for regular review and updating of all policies and procedures. All new draft policies and procedures are presented to various campus constituents through the Meet and Confer process. Student Senate serves as the voice of students in this process. Once adopted, Bemidji State University policies and procedures are posted on the President's website, which is publicly accessible.

Sources

- Board Policies and System Procedures.pdf
- Legal Status

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

In the last ten years, three different strategic plans have guided the University's operations: the University Plan for 2008-13, Strategic Plan 2014-17 and, currently, Strategic Plan 2018-23. As with the previous plans, the current strategic planning process began with a review of the accomplishments from the previous planning cycle and an examination of the institution's external and internal environments. The President hired an external consultant, Howard Cohen, to assist us in identifying an effective process for creating a new Strategic Plan. This yearlong process included a campus Strategic Planning Committee comprised of administrators, faculty, staff, and students. An important part of the process was the [six community listening sessions](#) that were held with key external constituencies including health care, the arts, natural resources, and workforce development. Attendance at the listening sessions ranged from 15 to 50 community stakeholders. Ultimately, the insights from hundreds of internal and external stakeholders were used to inform the development of the strategic plan.

Bemidji State's Mission is reflected in the current strategic plan. Specifically, the Strategic Plan 2018-23 outlines five institutional priorities along with measurable goals for each priority. The priorities focus on promoting student success and growing enrollment and include annual benchmarks to focus activity and measure progress toward achieving the Plan's priorities. The [Strategic Plan Year 1 Activities Progress Report](#) outlines progress so far. Financial and human resources are earmarked to implement each of the Plan's priorities. The University has developed [Guiding Principles for Strategic Decision-Making](#) to assist with budget investment and reduction decisions.

The process for academic program review is discussed in Core Component 4.A. Consultant reports that are a required part of the process often have budgetary recommendations for personnel and other resources (equipment, laboratory space, etc.) that become part of the department/program plans and position/budget requests. These in turn influence university budgeting, planning, and decision-making processes. Requests for new faculty positions or new programs must be accompanied by consideration of how such changes and allocations would contribute to the University's mission and program quality. The 2018-23 MAP includes a priority, Priority 5: Increase and Strengthen BSU's

Degree Program Offerings, Activities, and Events to Enrich Learning, that lays out plans to promote and strengthen existing programs and develop new ones. The Provost has developed a new [model for revenue sharing](#) to support program development in a way that balances departmental cost/revenue, staffing and resource needs, and institutional sustainability.

The [2013-16 Master Academic Plan](#) served as the guiding document for academic decision making and planning. Indicators for programmatic financial sustainability were considered in the allocation of new faculty lines. Program indicator data collected on each program included things such as Full-Year-Equivalent (FYE) credits generated, number of degrees conferred, number of majors and minors, placement rates after graduation, appropriate expenditures by program type and by credit type (lower, upper, graduate credits), student FYE per faculty, average section size, among others. These data were used to guide decision making regarding the allocation of faculty positions.

The [2018-23 Master Academic Plan](#) (MAP) was developed after a permanent Provost was hired in 2017. During the 2017-18 academic year, the Provost led a campus-wide committee of faculty, staff, and administrators in its development. The draft plan was shared with the campus near the end of the year before its approval and implementation began the following year. The plan comes with [specific timelines](#) to meet the various goals of the MAP. Program indicator data is consolidated into measures of [strength and staffing levels](#) that help guide the allocation of faculty positions.

The University's Imagine Tomorrow Capital Campaign priorities were guided by the University's Strategic Plan 2014-17 including the priorities of scholarship and academic excellence. Through the capital campaign, the following University priorities have been funded: 17 academic scholarships, support for a BSU art gallery within the downtown Watermark Art Center, acquisition and remodeling of the new Laurel House for the Honors Program students, funds to cover travel costs of BSU choral and instrumental music groups, endowments to assist American Indian student financial obstacles, artificial turf in the football stadium, funding for a Media Center housing the Mass Communications major, and scholarships for enrollment support and growth, among others.

The University's [Strategic Enrollment Management Plan](#) (SEMP) advances the University's enrollment priorities through recruitment, retention, and graduation strategies. The SEMP Committee is comprised of a broad array of key campus stakeholders and is charged to review, monitor, and evaluate ideas, strategies, and actions related to marketing, recruitment, retention, and graduation of students. The SEMP includes goals, key activities, responsible individuals and departments, and expected time frames for implementation.

While there is a bit of uncertainty every two years, the University's funding rests on a strong tradition of the state of Minnesota valuing higher education. While there had been some erosion of state support early in this review cycle (as low as 35% in FY 2012), recent legislative action has begun to restore the [level of state support for the institution](#) (up to 40% in FY 2017). In addition to state revenue, the University's other primary source of support is tuition, which depends on enrollment. While the SEMP works to grow enrollment, the economy and other external factors have an impact. Budget projections (for example, [a December 2018 presentation](#) and a [FY 19 budget update](#)) shared with the campus reflect possibilities surrounding enrollment levels and come with contingency plans.

In addition, BSU has also taken steps to guard against potential declines in enrollment due to local demographic trends. In January 2019 the Director of International Recruiting and the International Program Center was hired to focus on recruiting international students and visiting faculty. The Transfer Enrollment department, aligned with Admissions and Extended Learning, was created to provide focus to the recruitment and retention of transfer students, both on campus and online. In

2018 BSU hired an Out-of-State Recruiter to focus on the recruitment of students to BSU from other states. The University is currently working to increase graduate student enrollment through new program development. We are currently in our self-study year for obtaining national accreditation for our Concurrent Enrollment program in order to better serve students in the high schools. Finally, BSU has established partnership programs with community colleges. These programs, including Biology at North Hennepin Community College and Professional Education and Nursing RN to BS programs at numerous locations throughout Minnesota, allow BSU degree programs to have a presence in areas of the state with a need for additional baccalaureate programs or to address the needs of an increasing population.

Sources

- 2013-16 Master Academic Plan
- 2018-2023 Master Academic Plan
- 2018-2023 Strategic Plan
- 2018-2023 Strategic Plan (page number 3)
- Budget Presentation December 10 2018
- FY19 BSU Budget Update
- Guiding Principles for Strategic Decision Making
- Master-Academic-Plan-Timelines
- Profit-sharing-Model-for-New-Program-Development
- Program Strength and Staffing.pdf
- Strategic Enrollment Plan January 2018 through December 2022
- Strategic Plan Year 1 Activities Progress Report
- Tuition and Appropriation Split

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

Each area of the university is responsible for improving its operations. In academic areas and student support areas, those improvements are part of the five-year program review cycle. Please see Core Components 4.A. and 4.B. for more information. Here we highlight improvements in other areas of our operations.

Classroom Spaces

Since our last self-study, classroom space on campus has been systematically upgraded to include display and projection technology in all classrooms. Additionally, as buildings have been remodeled and renovated, classrooms have been revamped to better support active learning and collaborative pedagogies. Reflecting this commitment to supporting best practices in teaching, our current project involves the demolition of Hagg-Sauer Hall and building the Hagg-Sauer Academic Learning Center. With the Hagg-Sauer project taking many classrooms offline, we have looked at ways to restructure our use of classrooms. In developing the 2019-20 class schedule we used centralized scheduling for the first time to assign rooms to courses. We also developed [protocols for establishing course-level enrollment caps](#) and procedures to increase caps in the interest of better supporting our students timely progress toward graduation, equity in teaching assignments, and analysis of the need for new faculty lines.

Human Resources

With data showing a high number of candidates who were lost and searches failed due to delays in the hiring process, we have revamped our hiring process. Faculty positions are now requested and approved in early fall with openings posted in November and interviews taking place in January, February and March. Human resources has produced [guidelines for search advisory committees](#) to follow for all open positions on campus. These changes have resulted in smoother, more efficient searches. With more time, fewer candidates are brought in at the last minute, saving the University on airfare. Using data collected via NeoGov, our online application system, we have identified where most applicants were learning about our position openings. Cost savings attained by advertising in only those locations has freed up funds that the University uses to target advertising in places where it's more likely to increase the diversity of our applicant pools. Once new employees come to campus, they now all experience a consistent on-boarding process that introduces them to our campus, its Mission Statement, and human resource processes. After many years of inconsistent evaluation processes human resources now requires that all non-faculty employees be evaluated annually by their supervisors. Faculty evaluation is done in a manner consistent with the IFO Contract. Reports on missing reviews are discussed in Cabinet so that the appropriate administrators can address issues.

Commencement

Since our last site visit, Commencement for Bemidji State has moved from on-campus to a larger venue off-campus. One of the challenges with the on-campus venue was the limited seating available to families and friends of the graduates. At first, it appeared that the larger off-campus venue would be sufficient to hold everyone wanting to attend. However, with growing graduating classes this was no longer the case. Recognizing the problem, the Records office implemented a [ticketing system](#) where students are issued a limited number of tickets for their families and friends. Everyone entering the arena for commencement must have a ticket. Thus, the problem of overcrowding has been overcome, while helping to ensure fair access to each student's guests.

Student Success

Starfish Retention Solutions is an early alert and retention tool that can be used by faculty, staff, and students to support student academic success. Starfish is comprised of two main components; the first is Starfish Early Alert. This allows primarily faculty to generate notifications (called "raising a flag") on students demonstrating performance, behaviors, and characteristics that correlate with risk of failing. These notifications help student services personnel to assist students earlier in the process who may be facing academic or personal difficulty. Starfish also enables student services personnel to easily document their outreach efforts with students and to quickly communicate those efforts back to the faculty or staff who have raised flags on students.

The second main component of Starfish creates connections among students, professors, advisors, and student services to provide support from different sectors of campus. The Student Success Council and Emotional Physical Health Board meet regularly to provide even more intensive support for students in need. They identify students and reach out to them to provide the financial, emotional, or other support that they need to be successful in their studies.

The changes we have made with the addition of Starfish and other initiatives like those described in 3.D. and 4.C. have improved student success. Overall our [second fall retention rate](#) for the Fall 2017 cohort showed a modest increase to 71.6%. Second fall retention rates for white students increased from 69.1% to 73.9% between the 2010 and 2017 freshman cohorts. Even more striking are the results for students of color and American Indian students. For students of color it increased from 51.5% to 63.9% and for American Indian students it increased from 32.4% to 58.3% between 2010 and 2017. Third fall retention rates white students, students of color, and American Indian students increased from 52.4%, 31.8%, and 26.5% to 56.9%, 52.2%, and 51.4%, respectively, between the 2010 and 2016 freshman cohorts.

Residential Life

Student housing is regulated at the system level by policies set by the Minnesota State Board of Trustees. Nonetheless, BSU Housing & Residential Life has its own mission and goals. Included among them is

Assess facilities and programs on a continuous basis in order to plan for improvement, growth, and sustainability.

To that end Residential Life participates in the Association of College and University Housing – International (ACUHO-I) resident benchmarking assessment process called Skyfactor Benchworks Resident Assessment, which is designed to measure the impact of the residence life experience on

Council for the Advancement of Standards (CAS) standards-based learning outcomes. The [results](#) of the Resident Assessment are used to develop annual improvement goals. These goals are used by the Department of Residential Life to establish [action plans for each goal](#). To create more apartment-style living options for our students BSU entered into a partnership with a local developer to open University Heights in Fall 2016. This added a 16-unit, 56 bed apartment building just across the street from our campus. It is managed by our Residential Life staff and has given students new choices in student housing.

Safety and Security

Bemidji State University has procedures in place to help keep the members of the community safe and secure. Most of the leadership responsibility in this area falls to the Department of Public Safety, a division of Bemidji State University's Office of Finance and Administration. This department is responsible for all campus security, environmental health & safety, and parking enforcement. Annually, it reports its activity to the campus via its [Campus Fire and Safety Report](#). This report describes the work and activities of BSU's Department of Public Safety as well as data about activities on campus as is required by the Clery Act.

Policies, descriptions, and narratives for environmental health and safety can be found on the [Environmental Health and Safety page](#) on BSU's website. The website describes procedures for injury reporting. These reports are logged by Human Resources who reports incidents to the state of Minnesota and produces a yearly OSHA 300A report for the campus.

In addition to the formal safety and security structure, the campus has both a Safety Committee and an Emergency Operations Team. The Safety Committee is responsible for reviewing property damage and personal injury incidents reports and reports of alleged hazardous working conditions. It also reviews and makes recommendations on safety policies and building security issues. It regularly assesses regulatory compliance. The Emergency Operations Team is defined in the [Campus Emergency Management Overview](#). In addition to its responsibilities during an actual emergency, the team meets regularly to develop and make modifications to plans as needed.

Buildings and Grounds

The University monitors its energy usage and looks for ways to reduce its carbon footprint. In 2008, BSU signed Second Nature's Carbon Commitment to become carbon neutral by 2050. President Hensrud [reaffirmed that pledge](#) in 2017 and in 2019 BSU added a resiliency component by signing the Climate Commitment. This will involve work with community to evaluate and improve our capacity to deal with changing climate and the resulting extremes. One on-going project involves replacing extant lighting with LED lighting throughout campus. In 2018, the University spent just over \$150,000 on lighting and controls projects to create an estimated energy savings of almost \$80,000 per year . This work continues with our [2019 projects](#).

Sources

- 2017-BSU-Crime-and-Fire
- 2018 Commencement Ticketing Process
- 2019 Projects
- Course-Caps-Protocols-Revision-final-version-4-24-19
- Emergency-Management-Overview

- Environmental Health and Safety
- HRL Annual Report 2018-19
- President Hensrud Renews Bemidji State University's Carbon Commitment
- Residence Hall Student Satisfaction Assessments Notebook 2016-17
- Retention-Graduation Rate Report
- Search Process Handbook

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

There is no argument.

Sources

There are no sources.