President’s Cabinet
Thursday, October 15, 2015
10:00-11:00 a.m.
Memorial Hall – Room 300

Attendees:
Richard Hanson                Michelle Frenzel                Casey McCarthy
Troy Gilbertson              Doug Olney                    Rob Bollinger
Martin Tadlock              Randy Westhoff                Bill Blackwell
Jackie Carroll               Deb Peterson                 Lynn Johnson
Karen Snorek                 Mary Ward                    Jeff Ueland
Bob Griggs                   John Ellingboe               Scott Faust
Shawn Strong                 Tracy Dill                    
Colleen Greer                 Randy Ludeman

NTC/HLC Update – Bob Griggs
No update from the HLC. At the exit interview, we were told it would be approximately 3-4 weeks.

Recruitment, Retention & Graduation – Michelle Frenzel
President Hanson provided brief remarks on the importance that recruitment and retention will play in trying to mitigate the effects on the FY2017 budget.

This fall, we have approximately 740 freshman students with 30% of those being conditional admits. Conditional admits have a retention rate less than 50%. A freshman class count of 800+ would help solve the budget problem.

Michelle provided feedback from Russ Kreager, a consultant hired to conduct a review of our current recruitment operations. Suggested focus areas include:

1. Multi-year recruitment
   a. Identify a strong sophomore/junior pool. 50% of names are available when students are freshman or sophomore. 30% are available when students are juniors. 20% become available when students are seniors.
   b. We control the market rather than the market controlling us.

2. Academic Profile as it relates to the ACT
   a. Increase enrollees in the 20-23 ACT band.
   b. Decrease the number of students in the 16-19 ACT band.
   c. Reduce the number of conditional admits.
   d. The shift in our profile will positively impact retention by enrolling more academically prepared students.

3. Training opportunities for campus – conversion theory; brand, etc.

4. Day long AAR program
   a. Personalized approach
   b. Individual financial aid appointments

Other Outreach:
1. Transfer Students – the names of the last two years of freshman admits who chose not to enroll at BSU will be sent to the National Clearinghouse to identify those who attending a 2-year college instead. This may provide an opportunity to recruit them to BSU as a transfer student upon completion of their 2-year program.
2. FAFSA Submission of Prior-Prior Tax Information – students can now use financial information from two years ago. This should allow for the financial aid award letters to be sent sooner.

Upcoming Enrollment Events:
• Academic Open House today and tomorrow.
• National College Fair – next Wednesday and Thursday in the cities.

Retention – Mary Ward
Attachment: 1 – Retention and Persistence Presentation
2 – Institutional Retention and Graduation Rates
3 – Retention History 2015
Discussion: Mary provided information from the National Survey of Student Engagement (NSSE) May 2015 report for BSU. Mary highlighted statistics on open admission institutions, such as BSU. The average retention rate for 4-year public institutions was 80%; however, at the least selective institutions, such as BSU, that retention rate drops as low as 60%. The retention rate at BSU is 66%. Mary indicated that BSU would need a retention rate of 72% to maintain the number we had last year.

We do a good job with retention from fall to spring. The area where we need the most work is fall to fall.

Mary has a number of goals for increasing the retention rate. Already in place are programs such as First Year Experience and First Year Residential Experience. The Early Alert program is a current program however, we have found that it doesn’t have all the tools we need. Michelle and Mary launched the Beaver Success Cohort this fall. Beaver Success is a mentoring program. The Cranium Café is also a new venture. We are doing a lot of great things but need to increase participation.

Another area of focus is students in the “murky middle.” These students have yet to identify a major. Some of these students were a conditional admit to BSU. Deb mentioned that students feel pressured to choose a major. Could this pressure be a reason students back away from their education goals? Are there majors that are more flexible in what students can do with them?

Rob asked if students are provided an opportunity to share their reasons for leaving. There are no exit interviews, however, Michelle is considering a block in the registration system which would prevent the student from withdrawing completely without first talking with someone.

There are a number of endeavors at play to increase retention. Some of these will take some time but they are a step in the right direction.

Threat Safety Plan – Casey McCarthy & Randy Ludeman
Attachment: BSU Campus Safety & Threat Assessment
Discussion: Casey McCarthy and Randy Ludeman attended Cabinet to discuss the Threat Safety Plan. The plan, as well as other emergency materials have been updated and are available on the Public Safety webpage at: http://www.bemidjistate.edu/offices/safety/emergency_preparedness/

The active shooter scenario seems to be our biggest concern. The Public Safety office has participated in active shooter training in both 2008 and 2013; however, neither occurrence involved faculty or students.
Randy and Casey work closely together on student mental and behavioral issues, following best practices and utilizing the NaBITA Threat Assessment Tool. They shared the review process for students with emotional and physical health issues.

Casey mentioned utilizing the Informer System as a way to conduct a live broadcast on campus. Testing has been delayed due to issues with Blackboard Connect.

Shawn suggested better communication and perhaps more frequent communication with faculty and staff. Many people do not know what might happen or people forget what they are supposed to do in an emergency. Shawn suggested holding campus forums on the subject. Having the information easily accessible would be a benefit.

Casey provided information for additional training opportunities. The National Center for Higher Education Risk Management provides a full day workshop and training on campus safety and threat assessment by Dr. Brian Van Brunt. The customized training costs approximately $7,000 including travel. Dr. Van Brunt would review our existing processes and provide recommendations.

Casey also requested campus-wide fire drills be implemented. Dr. Hanson supported this request and Bob Griggs suggested the same be done for NTC as well.

**Faculty staff calendar of events – Martin Tadlock**

**Discussion:** Martin has received requests from a few faculty for a calendar of events similar to what is available for the students. It is on Scott’s radar to create an equivalent calendar but in the meantime, events can be tagged with key words to ease in finding an event.

**Hagg-Sauer removal update – Martin Tadlock**

**Discussion:** Early renditions/designs for the Hagg-Sauer have come in over budget. The Steering Committee will need to make changes to the plans in order to get the project within the funding request.

The architects are currently comparing a 2-story building vs. a 1-story building. The 1-story building can house as many classrooms as the 2-story.

**Naming Gillett Rec Center – President Hanson**

**Discussion:** President Hanson brought forward a proposal to rename the Gillett Recreation Center. The name being considered at present is the Gillett Wellness Center. The name change will be vetted through the meet and confer process and will be presented to the Student Body Cabinet.

Dr. Hanson clarified that the name change would not impact the programs currently being offered in the building.

Many supported the name change as the term, “wellness” is more appropriate and contemporary. It is a great time to rename the facility. Dr. Hanson commented on naming opportunities for the interior of the building. Potential donors have been receptive to the new name.

However, others thought “wellness” speaks to a health care component which is not offered in the building.
John Ellingboe supported the name change as the concept of a Wellness Center encompasses a wider range of activities.

President Hanson will next take the proposal to the faculty and staff located in the building.

For the Good of the Order – ALL
Homecoming – Rob Bollinger
Rob received a lot of feedback from the Homecoming festivities with many indicating this was one of the best Homecomings ever. Rob thanked the Cabinet members for their support during the weekend.

BSU Foundation/Cabinet Meeting – Rob Bollinger
The Cabinet scheduled for Thursday, November 12th has been moved to Friday, November 13th to allow an opportunity to meet with Foundation Board members. In addition, the Board will host a social for Cabinet members at the David Park House on Friday, November 13th at 4:00 p.m.

Student Senate Update – John Ellingboe
The Student Senate has been working on a few bills, one of them titled “Administration Transparency.” This bill has come about due to the delayed response from President Hanson on the Bottled Water Ban from the spring semester.

Student Senate is promoting the use of a phone app that ensures everyone gets home safely. The Companion, Never Walk Home Alone app allows user’s friends to track your path as you head home. It’s a public app. Mary applauded the students resourcefulness in finding this app. The recommendations from the Alcohol and Student Safety Task Force called for the purchase of the Blue Light App at a cost of $10,000. The students were pro-active in finding the Companion app which is available at no cost. Some students are going to be testing it.

On another note, it was mentioned that the University of Vermont, who banned bottled water on campus, has seen a 6% increase in the use of unhealthy beverages on their campus. The ban on bottled water did not decrease the amount of plastic bottles on campus as students drank more soda. The university is re-examining the policy.

Meeting adjourned at 11:15 a.m.
Minutes submitted by Jackie Carroll.
Retention/persistence strategies

Goals for FY2016:
Increase retention and persistence through the Beaver Success initiative, adoption of a post enrollment customer relation tool, development of additional support programming for sophomore and undeclared students, strengthen recruiting and academic programming at the American Indian Resource Center, increasing on campus living retention and resi-commuter participation in on-campus and community programming, and creating stronger alignment with transfer pathways for targeted community college students.

Currently in place:
- First Year Experience/First Year Residential Experience programming
- Beaver Success Cohort
- Cranium Café (real time, on time communication between students and faculty/staff)
- Strengths Quest assessment/campus integration
- Intrusive, supplemental advising/academic planning
- Early Alert reporting and response
- Living, learning communities in residence halls
- Family Weekend
- Parent Programming
- Peer tutoring/mentoring
- Honors programming
- Student engagement activities (rec center, clubs and organizations, athletics, fine arts, FYRE)
- Major/Career Expo (help choosing a major)
- GPS (Grad Planning)
- Writing Center/Math Help Center
- Sophomore Experience programming through Advising Success Center, Career Services
- Faculty academic support outside the classroom
- Workshops from SD & E departments to support student success
- Trio/SSS/Upward Bound
- Career placement support
- Internship coordination
- Support for emotional/behavioral/mental health issues
- Support of student employment on campus

On-going institutional assessment of student learning outcomes, program outcomes, and operational outcomes using Baseline, focus groups, and interviews to determine value and sustainability of pre-established measures. Other assessments being utilized include:

National Survey of Student Engagement (results from spring 2015)
National Benchmarking surveys including Orientation, Recreation Center, Residential Life, Student Health and Counseling data, and Career Services data.
Institutional Retention and Graduation Rates for Undergraduate Students
(Last Updated: May 2015, National Center for Education Statistics)

About 59 percent of students who began seeking a bachelor's degree at a 4-year institution in fall 2007 completed that degree within 6 years. The graduation rate for females (62 percent) was higher than the rate for males (56 percent).

Figure 1. Percentage of first-time, full-time undergraduates retained at 2- and 4-year degree-granting institutions, by institution level, control of institution, and acceptance rate: 2012 to 2013

† Not applicable.

¹ Includes open admissions, all percentages of applicants accepted, and information not available.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Retained first-time undergraduates are those who returned to the institutions to continue their studies the following fall.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2014, Enrollment component; and Fall
In terms of student retention among first-time, full-time students who enrolled at 4-year degree-granting institutions in 2012, about 80 percent returned the following fall (in 2013). At public 4-year institutions, the overall retention rate was 80 percent, with a range from 60 percent at the least selective institutions (those with open admissions) to 95 percent at the most selective institutions (those that accept less than 25 percent of applicants). Retention rates for first-time students at private nonprofit 4-year institutions followed a similar pattern: the overall retention rate was 81 percent, ranging from 64 percent at the least selective institutions to 97 percent at the most selective. The overall retention rate for first-time students at private for-profit 4-year institutions was 53 percent, with rates varying across institution selectivity levels. At 2-year institutions, the total retention rate for first-time students was 60 percent; it was highest at private for-profit institutions (68 percent), followed by public institutions and private nonprofit institutions (both 59 percent).

The graduation rates in this indicator are calculated to meet requirements of the 1990 Student Right-to-Know Act, which requires postsecondary institutions to report the percentage of students who complete their program within 150 percent of the normal time for completion (within 6 years for students pursuing a bachelor's degree). Students who transfer and complete a degree at another institution are not included as completers in these rates.
Retention and Grad Rates
New, first time, full time Freshmen

Entering cohort term
# Retention Rates

**Undergraduate Regular**

- Fall 2003 to Fall 2004: 71.5%
- Fall 2004 to Fall 2005: 71.3%
- Fall 2005 to Fall 2006: 65.2%
- Fall 2006 to Fall 2007: 68.8%
- Fall 2007 to Fall 2008: 68.4%
- Fall 2008 to Fall 2009: 71.8%
- Fall 2009 to Fall 2010: 72.0%
- Fall 2010 to Fall 2011: 67.8%
- Fall 2011 to Fall 2012: 68.5%
- Fall 2012 to Fall 2013: 67.1%
- Fall 2013 to Fall 2014: 68.1%
- Fall 2014 to Fall 2015: 66.3%

**Undergraduate Transfer**

- Fall 2003 to Fall 2004: 69.2%
- Fall 2004 to Fall 2005: 69.8%
- Fall 2005 to Fall 2006: 68.8%
- Fall 2006 to Fall 2007: 70.1%
- Fall 2007 to Fall 2008: 65.9%
- Fall 2008 to Fall 2009: 72.3%
- Fall 2009 to Fall 2010: 70.1%
- Fall 2010 to Fall 2011: 65.1%
- Fall 2011 to Fall 2012: 63.6%
- Fall 2012 to Fall 2013: 72.1%
- Fall 2013 to Fall 2014: 65.6%
- Fall 2014 to Fall 2015: 67.4%

**Total**

- Fall 2003 to Fall 2004: 69.9%
- Fall 2004 to Fall 2005: 69.9%
- Fall 2005 to Fall 2006: 66.4%
- Fall 2006 to Fall 2007: 68.9%
- Fall 2007 to Fall 2008: 67.6%
- Fall 2008 to Fall 2009: 71.4%
- Fall 2009 to Fall 2010: 71.1%
- Fall 2010 to Fall 2011: 66.8%
- Fall 2011 to Fall 2012: 66.4%
- Fall 2012 to Fall 2013: 68.8%
- Fall 2013 to Fall 2014: 66.8%
- Fall 2014 to Fall 2015: 66.0%

**Note:** Total also included unclassified undergraduates.

Source: MNSCU Student Persistence Database

All data revised 10/12/15 - Fall 15 Preliminary

# Fall to Following Fall Retention Rates

**New, First time freshmen**

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Cohort</th>
<th>Retention Rate</th>
<th>Persistence and Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2003</td>
<td>674</td>
<td>71.5%</td>
<td>86.9%</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>592</td>
<td>71.3%</td>
<td>84.8%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>600</td>
<td>65.2%</td>
<td>82.8%</td>
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<tr>
<td>Fall 2006</td>
<td>645</td>
<td>68.8%</td>
<td>84.5%</td>
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<tr>
<td>Fall 2007</td>
<td>743</td>
<td>68.4%</td>
<td>83.7%</td>
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<tr>
<td>Fall 2008</td>
<td>750</td>
<td>71.8%</td>
<td>87.0%</td>
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<tr>
<td>Fall 2009</td>
<td>787</td>
<td>72.0%</td>
<td>86.9%</td>
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<tr>
<td>Fall 2010</td>
<td>855</td>
<td>67.8%</td>
<td>84.7%</td>
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<tr>
<td>Fall 2011</td>
<td>825</td>
<td>68.5%</td>
<td>86.3%</td>
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<tr>
<td>Fall 2012</td>
<td>748</td>
<td>67.1%</td>
<td>82.0%</td>
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<tr>
<td>Fall 2013</td>
<td>816</td>
<td>68.1%</td>
<td>85.0%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>786</td>
<td>66.3%</td>
<td></td>
</tr>
</tbody>
</table>

Source: MNSCU Student Persistence Database
Count of New Full Time Freshmen Cohorts by Term

- Fall 2002: 598
- Fall 2003: 674
- Fall 2004: 592
- Fall 2005: 600
- Fall 2006: 645
- Fall 2007: 743
- Fall 2008: 749
- Fall 2009: 787
- Fall 2010: 855
- Fall 2011: 825
- Fall 2012: 816
- Fall 2013: 786
- Fall 2014: 786
- Fall 2015: 732
<table>
<thead>
<tr>
<th>Cohort Term</th>
<th>Conditional</th>
<th>Good</th>
<th>Total</th>
<th>Percent Conditional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2002</td>
<td>98</td>
<td>500</td>
<td>598</td>
<td>16%</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>113</td>
<td>561</td>
<td>674</td>
<td>17%</td>
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<tr>
<td>Fall 2004</td>
<td>105</td>
<td>487</td>
<td>592</td>
<td>18%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>104</td>
<td>496</td>
<td>600</td>
<td>17%</td>
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<tr>
<td>Fall 2006</td>
<td>107</td>
<td>538</td>
<td>645</td>
<td>17%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>135</td>
<td>608</td>
<td>743</td>
<td>18%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>152</td>
<td>597</td>
<td>749</td>
<td>20%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>166</td>
<td>621</td>
<td>787</td>
<td>21%</td>
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<tr>
<td>Fall 2010</td>
<td>160</td>
<td>695</td>
<td>855</td>
<td>19%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>127</td>
<td>698</td>
<td>825</td>
<td>15%</td>
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<tr>
<td>Fall 2012</td>
<td>169</td>
<td>579</td>
<td>748</td>
<td>23%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>191</td>
<td>625</td>
<td>816</td>
<td>23%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>183</td>
<td>603</td>
<td>786</td>
<td>23%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>178</td>
<td>554</td>
<td>732</td>
<td>24%</td>
</tr>
</tbody>
</table>
A member of the Minnesota State Colleges and Universities system, Bemidji State University is an affirmative action, equal opportunity employer and educator.
Campus Safety: Current Practices and Future Opportunities

Casey McCarthy, Director of Public Safety
Randy Ludeman, University Conduct Officer
What can we do to promote a safe and informed community?

Are we prepared for an emergency?

We all share responsibility for safety

We all must work together to achieve this outcome

WE CARE!!
Training, Planning & Drills Conducted

- 2015 & 2014 – Safe Campus Presentations
- 2014 (x2) – Safety/Threat Presentation (Bemidji Police Department) Sponsored by CPD
- 2014 – Ebola Preparedness and Planning
- 2013 – On Campus Active Shooter Training With Headwaters SWAT Team Members (8 Hours Live Scenario Based Training).
- 2012 – Closed Pod Training Full Drill/Tabletop & After Action Report
- 2011 – State Shut Down Preparedness and Planning
- 2010 - Pandemic Preparedness and Planning
- 2008 – On Campus Active Shooter Training With Headwaters SWAT Team Members (8 Hours Live Scenario Based Training).
Current Information Updated in 2015

- Educate with best practices. Review our plans!!
- Emergency Operations Plan
- Emergency Management Overview
- Emergency Procedures Guide (currently being updated for 2015)
- Building Emergency Preparedness Plans
- Annual Security and Fire Safety Report
- Safety Videos
Incident Based Strategies

Department of Public Safety, University Conduct Officer, Counseling Director, Administration

- Continually monitoring any threats or perceived threats to campus both internally and externally (all information funneled through and shared by these areas).

- Direct contact with local law enforcement, Beltrami County Attorney’s Office, Bemidji Fire Department, Department of Corrections, Bureau of Criminal Apprehension, Paul Bunyan Drug Task Force, and MnSCU’s General Council.
Bemidji State University Emotional/Physical Health (EPH) Review Process

**Student Identified with EPH Issue Causing:**
1. Safety risk to self or others;
2. Inability to cope; or
3. Extreme disruption

**Immediate Safety Risk:**
Dial 911 and BSU Public Safety at #(218) 755-3888

**University Conduct Officer (UCO) Determines Process**

**Informal Resolution**
1. Student placed on “students of concern list” and case reviewed with EPH Board*
2. UCO may meet with student to seek voluntary intervention and referral to campus resources
3. Documentation of all contacts

**Refer to appropriate campus resource(s)**

**Case monitored or closed**

**Formal Resolution**
1. Threat assessment
2. Immediate review of student or other safety risks
3. Ongoing pattern of disruption/coping
4. Failure to comply with prior intervention(s)

**Formal Outcomes**
1. Voluntary withdrawal
2. Involuntary withdrawal
3. Sanctioned treatment plan
4. Refer back to informal process

**Due Process**
1. Appeal to Vice President for Student Development and Enrollment
2. Chapter 14 case contested hearing

***EPH Board Membership**
- University Conduct Officer (convener)
- Associate VP for Academic Affairs
- Director of Public Safety
- Director of Student Center for Health and Counseling
- Clinical Director of Counseling
- Registrar
- Director of Residential Life
- Director of Advising Success Center
- Coordinator First Year Residential Experience
- Residence Hall Director
- NTC Representative
MENTAL & BEHAVIORAL HEALTH, “THE D-SCALE”

DYSREGULATION/MEDICALLY DISABLED*
- Suicidal
- Para-suicidal (extreme cutting, eating disordered)
- Individuals engaging in risk taking behaviors (e.g., substance abusing)
- Hostile, aggressive, relationally abusive
- Individuals deficient in skills that regulate emotion, cognition, self, behavior and relationships

DISTURBANCE
- Behaviorally disruptive, unusual and/or bizarre acting
- Destructive, apparently harmful to others
- Substance abusing

DISTRESS
- Emotionally troubled
- Individuals impacted by situational stressors and traumatic events
- May be psychiatrically symptomatic

*Medically Disabled is a clinical term, as in a psychotic break. It is not the same as “Disabled” under federal law.
Opportunities for Future

• Full day workshop and training on campus safety and threat assessment with Dr. Brian Van Brunt from the National Center for Higher Education Risk Management

  o Customized training workshops for campus management/administration, Public Safety, Student Center for Health and Counseling, EPH Board, etc.

  o Table top exercises and campus drills

  o Assessment of current practices and recommendations for future

  o $7,000 travel inclusive
Opportunities for Future

- Public Safety is certifying 2 staff with Alice Training (Active Shooter Response Training). This will allow for future on campus presentations free to faculty/staff.

- Implement policy for campus wide fire drills.

- Invite Beltrami County Attorney Annie-Claesson-Huseby to present information related to topics of concern (i.e. criminal vs. civil, legal aspects, etc.)

- Continue discussions and partnership with Beltrami County Emergency Management Director for future drills/exercises county wide.