**Program Five-Year Plan**

*This document contains information about programmatic plans, mostly separate from student learning outcomes. Student learning outcomes are primarily addressed in the Assessment portion of SPOL. Both this document and the Assessment Plan make up the program requirements for initiating the five-year planning cycle.*

1. **Introduction**

**1.1 Type of Programs**

*Indicate what type of program or programs you are reporting on in this document.*

* **Undergraduate**
* **Graduate**

**1.2 Programs Being Reported**

*List the programs that are included in this five-year plan.*

* **Program 1**
* **ADD CONTENT as needed**

**1.3 School**

*Indicate the School affiliation for this program.*

* **Business**
* **Education**
* **Humanities**
* **Mathematics, Computing, & Physical Science**
* **Music**
* **Nursing, Health, & Sport Sciences**
* **Social & Community Sciences**
* **Sustainability & Life Sciences**
* **Technology, Art & Design**

**1.4 College**

*Indicate the College affiliation for this program.*

* **College of Creativity, Enterprise, & Place**
* **College of Sciences & Health**
1. **Program**

**2.1.A Program Vision Statement**

*Document your program Vision Statement*

* **ADD CONTENT**

**2.1.B Program Mission Statement**

*Document your program Mission Statement*

* **ADD CONTENT**

**2.2 Program Goals**

*List 5-year program goals and objectives and describe the strategies or activities the program plans to use to address the Program Goals and advance University Vision, Mission. (* [***https://www.bemidjistate.edu/about/mission-vision/***](https://www.bemidjistate.edu/about/mission-vision/) *)*

* **ADD CONTENT**

**2.3 College Goals**

*Respond to only one College Goals section: 2.1.A or 2.1.B*

**2.3.A College of Creativity, Enterprise, & Place**

*Describe the strategies or activities the program plans to use to address the College goals.*

* *Strengthen operational alignment with Articles 20, 22, and 25, and with Appendix E of the IFO contract. (* [***https://www.ifo.org/contract***](https://www.ifo.org/contract) *)*
* *Improve faculty peer mentorship.*
* *Strengthen multidisciplinary opportunities among programs.*
* *Improve BSU brand awareness through highlighting accomplishments that are representative of a collection of disciplines within multidisciplinary programs/schools.*
* *Provide current and prospective students with a more comprehensible menu of related academic programs.*
* *Through improved collaboration among academic programs, reduce the frequency of offering sections of ten or fewer students.*
* *Enhance opportunities for managing broad baccalaureate programs that serve multiple audiences.*
* *Improve opportunities for interdisciplinary collaborations in community engaged learning and scholarship.*
* *Recenter our DEIA+ values within the context of the reorganization/themes.*
* **ADD CONTENT**

**2.3.B College of Sciences & Health**

*Describe the strategies or activities the program plans to use to address the College goals.*

* *Strengthen operational alignment with Articles 20, 22, and 25, and with Appendix E of the IFO contract. (* [***https://www.ifo.org/contract***](https://www.ifo.org/contract) *)*
* *Improve faculty peer mentorship.*
* *Strengthen multidisciplinary opportunities among programs.*
* *Improve BSU brand awareness through highlighting accomplishments that are representative of a collection of disciplines within multidisciplinary programs/schools.*
* *Provide current and prospective students with a more comprehensible menu of related academic programs.*
* *Through improved collaboration among academic programs, reduce the frequency of offering sections of ten or fewer students.*
* *Enhance opportunities for managing broad baccalaureate programs that serve multiple audiences.*
* *Improve opportunities for interdisciplinary collaborations in community engaged learning and scholarship.*
* *Recenter our DEIA+ values within the context of the reorganization/themes.*
* **ADD CONTENT**

**2.4.A Advisory Boards, Groups, or other sources of external input**

*Does your program have, or plan to have, an Advisory Board or other Advisory Group that provides input into program decisions?*

* **Program(s) currently have an active Advisory Board**
* **Program(s) are planning to establish an Advisory Board**
* **No**

 **2.4.B Frequency of Advisory Group Meetings**

*Indicate how frequently a program Advisory Group currently meets, or how often the program plans to convene the Advisory Group.*

* **Document Frequency**
* **Not Applicable**

**2.5.A Professional or Occupational Program designation**

*Is the stated purpose of this program to prepare students for a specific professional occupation? (Examples: Professional Nursing, Professional K-12 Teaching, Professional Law Enforcement)*

* **Yes**
* **No**

**2.5.B Labor Market Planning**

*If “Yes” was the response to 2.5.A, Minnesota State requires programs to incorporate information about the labor market into assessment reporting. Describe any planned changes to your program(s), which were based on labor market data and explain how the data led to those changes.*

* **ADD CONTENT**

**2.6 Role of faculty in the program assessment**

*Please describe the role each faculty member, staff, and any others in the program or school will play in carrying out the assessment plan over the next five years.*

* **ADD CONTENT**

**2.7.A Changes based on data from student learning outcomes**

*Describe any planned changes to your program(s), which were based on assessment data about student learning outcomes and explain how the data led to those changes.*

* **ADD CONTENT**

**2.7.B Other Program Changes**

*Describe other recent and planned changes, aside from those based on assessment of student learning outcomes. Include changes based on the self-study process and other changes.*

* **Attach reviewer comments and any program response as a link.**
* **ADD CONTENT**

1. **Curriculum**

**3.1 Themes of Place and Shared Fundamental Values**

*Describe your program’s plans to infuse place themes and BSU’s Shared Fundamental Values into its programs and curriculum. Note that the term “place” is used to describe the physical setting including remote and virtual locations, the members of our university and Bemidji communities, and the peoples and cultures of our region.*

* *Civic Engagement and Leadership*
* *International and Multicultural Understanding*
* *Belief in the Power of the Liberal Arts*
* *Environmental Stewardship*
* **ADD CONTENT**
	1. **University Dimensions of Student Learning**

*Describe your program’s plan to infuse the University Dimensions of Student Learning into its programs and curriculum.*

* *Intellectual Development*
* *Higher-Order Thinking: Use critical thinking and appropriate frameworks for inquiry.*
* *Knowledge, Value and Abilities Related to the Arts, Humanities, Sciences and Specialized Fields of Study: Understand concepts, ideas and theories from various disciplines and integrate knowledge, values and abilities associated with specialized fields of study.*
* *Understanding of Self/Relating to Others*
* *Values: Examine, evaluate and express values.*
* *Communication: Present ideas clearly.*
* *Human Diversity: Recognize the experiences and contributions of diverse groups and cultures.*
* *Self-Development: Demonstrate awareness of concepts, knowledge and actions that promote one’s well-being.*
* *Participation in an Emerging Global Society*
* *Readiness for Career: Demonstrate knowledge, ethics and abilities as they relate to one’s specialization and career choice.*
* *Responsible Citizenship: Participate as a contributing member of a changing global society.*
* **ADD CONTENT**

**3.3 Effective curriculum management.**

*What curricular strategies are the program planning to put in place to maintain reasonable faculty workloads and timely student progress through the program?*

* **Insert a link or attach a document listing your two- or four-year course rotation schedule, showing how you plan to teach the curriculum with existing faculty.**
* **ADD CONTENT**
1. **Students**

**4.1 Student Satisfaction**

*Describe plans to evaluate student satisfaction with the program, including satisfaction with student advising. Examples of student satisfaction assessments include course and program evaluations, exit or alumni surveys, and/or program-level data from the NSSE or Noel-Levitz surveys. (*[***https://selfservreports.bemidji.bemidjistate.edu/pbirsreports/browse/BSU***](https://selfservreports.bemidji.bemidjistate.edu/pbirsreports/browse/BSU)*)*

* **ADD CONTENT**

**4.2 Graduation and Retention Rates and Student Placement**

*Review data on graduation rates, retention rates, and placement through BSU PowerBI
(* [***https://selfservreports.bemidji.bemidjistate.edu/pbirsreports/browse/BSU***](https://selfservreports.bemidji.bemidjistate.edu/pbirsreports/browse/BSU) *)
Based on this data, describe plans to increase graduation rates, retention rates and placement of graduates in professional schools and/or employment opportunities including specific plans related to Native American and other underrepresented students.*

* **ADD CONTENT**
1. **New Initiatives and Other Information**

**5.1 New Initiatives**

*Describe new programming or other initiatives to be undertaken by program, which was not described above.*

* **ADD CONTENT**

**5.2. Other information**

*Include other information not addressed in the previous questions.*

* **ADD CONTENT**