

Bemidji State University has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE), located in Olathe, Kansas. The business programs in the following degrees are accredited by the IACBE:

- *Bachelor of Science in Accounting.*
- *Bachelor of Science in Business Administration with emphases in Finance, Generalist, Management, Marketing, Entrepreneurship/Small Business Management, and International Business.*

**Report of Student Learning and Achievement and Operational Effectiveness
For Academic Year: 2010-2011**

Student Learning Information for Business & Accounting Departments	
Mission of the Accounting and Business Administration:	
<i>Educate students through a learning-centered environment.</i>	
Intended Student Learning Outcomes for <i>Business Administration</i> :	
1. Graduates will attain higher learning in the field of accounting/business.	
2. Graduates will demonstrate information literacy.	
3. Graduates will demonstrate ability to use practical business tools.	
4. Graduates will demonstrate good communication skills and ability to work effectively as part of a team.	
5. Graduates will demonstrate the ability to analyze complex business situations in a realistic business environment.	
Assessment Tools/Methods for Intended Student Learning Outcomes— Direct Measures of Student Learning	Performance Targets/Criteria for Direct Measures:
1. End of Program Comprehensive examination (MFAT) (Pre-Post Exams to be implemented in the future)	1. At least 70% of each year’s graduates will score higher on the post-test of MFAT-B than on their pre-test. (SLO 1) 2. Average student performance will be at 50th percentile or above for peer institutions. (SLO-1 & SLO-5)

<p>2. Senior Capstone Course Rubrics (final project, presentations skills, & team work-leadership)</p>	<ol style="list-style-type: none"> 1. At least 90% of the graduates will demonstrate higher than the beginning level of performance on the program level student learning outcomes assessment rubric. (SLO-1) 2. At least 90% of the graduates will demonstrate higher than the beginning level of performance on the information literacy section of the assessment rubric. (SLO-2) 3. At least 90% of the graduates will demonstrate higher than the beginning level of performance on the use of practical business tools section of the assessment rubric. (SLO-3) 4. At least 90% of the graduates will demonstrate higher than the beginning level of performance on the communication skills and effective team work section of the assessment rubric. (SLO-4) 5. At least 90% of the graduates will demonstrate higher than the beginning level of performance on the ability to analyze complex business situations in a realistic business environment section of the assessment rubric. (SLO-5)
<p>Assessment Tools/Methods for Intended Student Learning Outcomes— Indirect Measures of Student Learning</p>	<p>Performance Targets/Criteria for Indirect Measures:</p>
<p>1. Graduate Placement Survey</p>	<ol style="list-style-type: none"> 1. At least 80 % of each year’s graduates will be employed in related field, or in graduate school, within 2 years (SLO-1)
<p>2. Graduating Senior Survey for Business Majors</p>	<ol style="list-style-type: none"> 1. At least 70% of each year’s graduates will indicate they attained learning in the functional areas of business. (SLO-1) 2. At least 70% of each year’s graduates will indicate that they are information literate. (SLO-2) 3. At least 70% of each year’s graduates will indicate they are able to use practical business tools. (SLO-3) 4. At least 70% of each year’s graduates will indicate ability to communicate effectively and work effectively as part of a team. (SLO-4)

	<ol style="list-style-type: none"> 5. At least 70% of each year's graduates will indicate ability to analyze complex business situations. (SLO-5) 6. At least 60% of each year's graduates will indicate their skill development in writing, math, and reading was supported if needed. (Program Objective P3-Goal for Basic Skills Development) 7. At least 50% of each year's graduates will indicate they participated in one or more sponsored activities or organizations. (Program Objective P4-Goal for Personal Development) 8. At least 60% of each year's graduates will indicate they have experienced personal growth and development. (Program Objective P4-Goal for Personal Development) 	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
<ol style="list-style-type: none"> 1. End of Program Comprehensive examination (MFAT) (Pre-Post Exams to be implemented in the future): <i>#1-At least 70% of each year's graduates will score higher on the post-test of MFAT-B than on their pre-test. (SLO 1)</i> As stated last year, due to the university's curriculum process, we will not be able to attain this goal until our pre-exam entrance requirement is approved-target date Fall 2011. Also, after this curriculum proposal is approved, any student who began their career in an academic year before this curriculum requirement was instituted will have a choice to follow the requirements in the catalog when he/she began his/her degree or not. The Accounting and Business Departments have formed a committee to review the process and have been working with BSU's Registrar, Dave Carlson, to determine how the implementation of the process will work most efficiently. The Accounting and Business Departments voted in the Fall of 2010 that the MFAT be used both for a pre and post test. It was also mentioned last year that the expense of the MFAT may be a factor when using it as the pre and post exam. The Accounting and Business Departments are going to discuss the possibility of differential tuition which would help with the expense. Currently, the online students are taking a local test instead of the MFAT. The results of those tests are available upon request. Dr. Dean Frost, a Business Administration faculty member, went to the regional IACBE meeting during the Fall of 2010, and learned strategies for having the online students take the MFAT. This will be reviewed by the Accounting and Business Departments in the near future. 		X

<p>**Due to budget restrictions, differential tuition denial, and course fee denials from MnSCU, we are unable to move forward with the MFAT pre/post plan. Currently, we are discussing with Administration the idea of partial tuition for BUAD 4600 to be used for MFAT exam costs. The postponing of the pre/post exam requirement was decided after funding was denied. The departments will revisit the idea of a pre/post exam in Fall 2013.</p>		
<p>#2- Average student performances will be at 50th percentile or above for peer institutions. (SLO-1 & SLO-5)</p> <p>The results demonstrate that the students in the departments met or exceeded the 50% average for all institutions in 4 of the 9 indicators (Accounting (over), Economics (over), Management (met), Quantitative Business Analysis (over), and Finance (over)) in the Fall of 2010 and 1 of the 9 indicators (Marketing) in the Spring of 2011. However, in the other indicators that were not successfully met, the ratings were in the 15% to 45% rank.</p> <p>50% of our students, who met 50% or higher score overall, was attained by 41% of students in the fall and 38% of the students in the spring. Please see Appendix 4 for MFAT Results. Current Program discussion in our IACBE Meetings are indicating more time to examine results before any goal refining or changing is agreed upon.</p> <p>*We do not have peer institutions scores due to cost of attainment and are unable to determine if this goal was met.</p>	Unknown	
<p>2. Senior Capstone Course Rubrics (final project, presentations skills, & team work-leadership)</p> <p>All 5 Performance Targets were met.</p> <p>At least 90% of the graduates demonstrated higher than the beginning level of performance on all sections of the program level student learning outcomes assessment rubric.</p> <p>The average score overall was >3.5 on a 0-5 scale where a score of > 1 or higher was targeted.</p> <p>Please see Appendix 5 for specific Rubric Results.</p>	X	
<p>Summary of Results from Implementing Indirect Measures of Student Learning:</p>	Performance Target Was...	
	Met	Not Met
<p>1. Graduate Placement Survey:</p> <p>Target: At least 80 % of each year's graduates will be employed in a related field, or in graduate school, within 2 years (SLO-1)</p> <p>Please see Appendix 6 for the summary information of the status of graduates from 1998 to 2010.</p> <p>In 2009, the Accounting Department had 81% and the Business Department had 82% of their graduates employed</p>	X	

<p>in a related field or in graduate school. This information will always be a year behind the annual report. So next year's annual report will include 2010 graduates.</p>		
<p>2. <i>Graduating Senior Survey for Business Majors</i> 3 of 5 SLO Part-2 Performance Targets were met. <i>The following 3 SLO Performance targets were met:</i></p> <ol style="list-style-type: none"> 1. At least 70% of each year's graduates will indicate that they are information literate. (SLO-2) 3. At least 70% of each year's graduates will indicate they are able to use practical business tools. (SLO-3) 4. At least 70% of each year's graduates will indicate ability to communicate effectively and work effectively as part of a team. (SLO-4) 5. At least 70% of each year's graduates will indicate ability to analyze complex business situations. (SLO-5) <p><i>The following SLO Performance target was not met:</i></p> <ol style="list-style-type: none"> 2. At least 70% of each year's graduates will indicate they attained learning in the functional areas of business. (SLO-1) <ul style="list-style-type: none"> ○ All functional areas attained percentages of 70% or higher with the exception of the International/Global area. In this area, the Fall 2010 and Spring 2011 business results met this goal. However, only 39% of Summer 2010 business graduates felt they attained learning in this area. ○ Accounting Students attained percentages of 70% or higher with the exception of International/Global area. In this area only 63% felt they attained learning in this area. <p>Please see Appendix 7A for Accounting Graduating Survey IACBE Assessment 2010 Results. Please see Appendix 7B for Business Graduating Survey IACBE Assessment 2010 Results.</p> <p><i>The following Program Basic Skills Development Goal for Part 3 was exceeded. (PrO-1, P3)</i></p> <ol style="list-style-type: none"> 1. At least 60% of each year's graduates will indicate their skill development in writing, math, and reading was supported if needed. (Program Objective-Goal for Basic Skills Development) 	<p>X X X X</p>	<p>X</p>

IACBE meeting during the Fall of 2010, and learned strategies for having the online students take the MFAT. This will be reviewed by the Accounting and Business Departments in the near future.

**Dr. Frost returned with strategies for online administration of the exam, however, the organization that controls the MFAT will not allow such testing at this time. The customized exam will still be administered to all online students until the MFAT is allowed to be taken online.

**Our Face to Face students will be taking both the Customized exam and the MFAT exam in an effort to view our customized exam's validity. This will continue for 2 years (through Spring 2013). Department meetings did discuss at that time to determine if we would continue using the customized exam or require all students (online and face to face) to take MFAT.

2. DM#1-The faculty have reviewed the results and have decided to continue to gather test results over the course of next year. At that time the department will decide if it is necessary to request comparative results from peer institutions that have commonalities with BSU such as; size, location, public or private, and accreditation membership.

*The departments decided to request peer institution results if within the accreditation budget allowed by the college. Such a request will be instituted with Fall 2011 and Spring 2012 MFAT results if affordable.

Note: The Department was not provided with results from "peer" institutions for the MFAT exam. We instead compared BSU results to the entire data set.

3. IDM#1-The results for graduating seniors gave an overview of the last 12 years. While we met our goal for the 2009 graduating class, and the average for the last 12 years exceeded our goal. We will continue to monitor the placement of the graduates in their employment and graduate school. Again, the data is not available for the actual reporting year, but will be 1 year behind the annual report.

4. IDM#2- As mentioned last year, the departments examined the International/Global components of the Business and Accounting curricula previous to this finding. A curriculum proposal was submitted last academic year and approved for Fall 2008 to add 3 more courses in the area of International Business (see the list below). More breadth in this topic should assist us to attain a higher percentage in this area in the future.

1. BUAD 3751-- 3751 INTERNATIONAL MARKETING (3 credits)
2. BUAD 3773--3773 GLOBAL FINANCE (3 credits)
3. BUAD 4750--4750 INTERNATIONAL MANAGEMENT (3 credits)

Additionally, in 2009-2010, BUAD 2750 International Business was added to the curriculum and became effective in the fall of 2010. BUAD 4750 International Management has been proposed and is in the process of being added to the curriculum.

The departments also reviewed the inclusion of "Access" as a term to describe the "Use of Database Management" on the graduating senior

survey and have determined that "Access" should not be included.

Section II: Operational Assessment (Note: Complete this section only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.)

Operational Effectiveness Information for the *Business Department*

Intended Operational Outcomes of the *Business Department*:

1. Promote an engaged and active learning environment
2. Advance a culture of continuous improvement
3. Encourage faculty continuous professional development
4. Ensure the Business Administration curriculum is current and relevant
5. Enhance the bond between the department and the diverse local and global communities which we serve through partnerships, outreach activities, and communication to all stakeholders.

Summary of Results from Implementing Assessment Tools/Methods:	Performance Target Was...	
	Met	Not Met
<p>1. <i>Graduating Senior Survey Part 4:</i></p> <p>At least 70% of graduating seniors indicate the ability to analyze, apply, judge, and synthesize (New Fall 2010). At least 70% of graduating seniors indicate they have engaged in collaborative learning behaviors (New Fall 2010) At least 70% of graduating seniors indicate they have worked hard to meet academic expectations (New Fall 2010).</p> <p><u>Accounting:</u></p> <p>Percentage of graduates who agree with the following statement. As a graduating senior in Accounting, I am able to, Effectively analyze a case study: 89.5 Apply theories or concepts to practical problems as part of a class assignment or discussion: 100 Make judgments on how others have interpreted data and drawn conclusions about a particular case: 94.7 Combine concepts from different classes to complete assignments: 100.</p> <p>Percentage of graduates who indicated they engaged in the following behaviors <i>at least occasionally</i> as a student at Bemidji State University: Asked Questions in class or contributed to class discussion: 94.7 Worked with other classmates on a class assignment during class: 94.7 Worked with other classmates on a class assignment outside of class: 94.7 Made class presentations either individually or as part of a group: 100 Discussed ideas from class with others who were not classmates: 89.5.</p> <p>Percentage of graduates who indicated they engaged in the following behaviors <i>at least occasionally</i> as a student at Bemidji State University: Reworked my paper or assignment at least once before turning it in: 89.5 Worked hard to meet an instructor’s expectations: 100.</p> <p><u>Business:</u></p> <p>Percentage of graduates who agree with the following statement. As a graduating senior in Business Administration, I am able to, Effectively analyze a case study: 96.5 Apply theories or concepts to practical problems as part of a class assignment or discussion: 97.4 Make judgments on how others have interpreted data and drawn conclusions about a particular case: 96.5 Combine concepts from different classes to complete assignments: 96.5.</p>	XXX	

<p>Percentage of graduates who indicated they engaged in the following behaviors at least occasionally as a student at Bemidji State University:</p> <p>Asked Questions in class or contributed to class discussion: 97.3 Worked with other classmates on a class assignment during class: 87.4 Worked with other classmates on a class assignment outside of class: 81.3 Made class presentations either individually or as part of a group: 83.8 Discussed ideas from class with others who were not classmates:: 78.8.</p> <p>Percentage of graduates who indicated they engaged in the following behaviors at least occasionally as a student at Bemidji State University:</p> <p>Reworked my paper or assignment at least once before turning it in: 83.9 Worked hard to meet an instructor’s expectations: 97.3.</p> <p>See Appendices 7A and 7B for details</p>		
<p>2. <i>Noel-Levitz OpO-1: The Noel-Levitz survey is done every three years. So this information is from the 2008-2009 annual report. Please request report if needed.</i></p> <p>Meet institutional SSI student satisfaction scales on:</p> <p>1. <u>Academic Advising Effectiveness</u></p> <p>Business Department:</p> <ul style="list-style-type: none"> ○ BUAD mean score on academic advising: 5.82 ○ BSU mean score on academic advising satisfaction: 5.78 ○ National Peer mean score on academic advising satisfaction 5.25 ○ Differences between both BUAD and BSU with Peer were significant at .001. <p>Accounting Department</p> <ul style="list-style-type: none"> ○ ACCT mean score on academic advising: 6.13 ○ BSU mean score on academic advising satisfaction: 5.78 ○ National Peer mean score on academic advising satisfaction 5.25 ○ Differences between both BUAD and BSU with Peer were significant at .001. 	<p>XXXX</p> <p>XXXX</p>	

<p><u>Percentage of graduates who agree with the following statement:</u></p> <p>Overall, in evaluating my experience in the Business Administration program at Bemidji State,</p> <ul style="list-style-type: none"> ○ I am satisfied with the education I have obtained 96% ○ I would recommend this program to friends or family interested in business administration: 95% <p>Overall, in evaluating my experience in the Accounting program at Bemidji State, -</p> <ul style="list-style-type: none"> ○ I am satisfied with the education I have obtained 95% ○ I would recommend this program to friends or family interested in accounting:100% 	<p>XX</p> <p>XX</p>	
<p>4. <i>Annual Strategic Plan Progress:</i></p> <p><u>Programmatic accreditation by 2009 that incorporates a continuous improvement model (OpO-2)</u></p> <p>IACBE Accreditation Awarded Spring 2009.</p> <ul style="list-style-type: none"> ○ Budget support for Accreditation efforts attained for 2009-2010. However, notice was made to the department that little support would be available beginning the 2010-2011 academic year. ○ Revised Strategic Plan to IACBE's Note requirements ○ HLC Visit in the Spring of 2010 led to a review of assessment across campus. Several of the recommendations are to be instituted. <p><u>Partnerships with other institutions of higher learning that reflect institutional strategic directions. (OpO-5)</u></p> <p>Continued pursuit and research of partnerships</p>	<p>X</p>	
<p>5. <i>Department Annual Report on Faculty Scholarship and Continued Development (OpO-3)</i></p> <p>Faculty scholarship expectations per the faculty collective bargaining agreement (CBA).</p> <ul style="list-style-type: none"> ○ Faculty committee reviews requests for Faculty Professional Improvement Grants (PIG), and recommends to Academic Affairs. PIG funds provided by University and governed by faculty CBA. Applications for faculty distribution for professional improvement grant (PIG) funds are done annually. The Chair of the PIG Committee stated the process as follows: <p>-Priority to faculty is given over fixed-term faculty or adjuncts</p> <p>-Per a faculty-completed survey, grants awarded are prioritized in the following categories:</p> <p>Travel for confirmed presentations, performances, and exhibits Research travel Research supplies Continuing education</p>	<p>(Met All) X</p>	

<p>Collaborative research/projects with students Interdisciplinary research/projects Curriculum development Degree completion</p> <p>Grants are competitive and successful proposals will demonstrate a clear intellectual justification; contribute to professional development plans of individual faculty; and will be consistent with university priorities as understood by the Professional Improvement and Development Committee.</p> <p>Grant awards are based on the following:</p> <ul style="list-style-type: none"> • Description of the proposed project and its objectives. • Description of how this project fits into the above selected funding category. • Explanation of what evidence of professional improvement will result from the proposed project. • Description of the relationship that exists between the proposed project and the mission of one or more of the following: University, College, Department, Professional Development Plan. • Description of any additional considerations that you feel are pertinent to your project. <p>A 5 member committee (the Professional Improvement Committee) is overseen by rotating Deans (currently Dean Joan Poor) meets to discuss grant applications and awards. 2010-2011: 9 applications from Business and Accounting, 8 were approved and funded</p> <p>Faculty training and development expectations per the CBA. (Annual distribution of faculty improvement funds). Annual distribution of faculty travel funds</p> <ul style="list-style-type: none"> ○ Faculty travel funds provided by University and governed by faculty CBA. Such funds have been distributed to faculty for 2010-2011 academic year. <p>Faculty development in active and other learning strategies Participate in active learning programs provided through University's current strategic initiative.</p> <ul style="list-style-type: none"> ○ Dean continues to inform department faculty of development opportunities for active learning provided by Academic Affairs and/or the College during 2009-2010 and 2010-2011. ○ Dean continues to review and evaluate faculty scholarship and continued development in faculty progress reports (Professional Development Plan (PDP) and Progress Reports). 		
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<p>Faculty sabbaticals per faculty CBA.</p> <p>Approval of sabbaticals on contractually timely basis.</p> <ul style="list-style-type: none"> o Faculty and Dean reviewed and recommended one sabbatical application. Sabbaticals funded by University and governed by faculty CBA. The one sabbatical request was granted for Business faculty for the 2010-2011 academic year. <p>Please see Appendix10 – Memo from Dean Maxwell for a summary of activities in this area.</p>		
<p>6. <i>Minutes from Department (Curriculum) Meetings (OpO-4)</i></p> <p>Department curriculum that meets the IACBE expectations for coverage by 2012.</p> <p>Program enrollment growth that reflects institutional strategic directions. (Program Catalog) (OpO-4)</p> <p>Department curriculum that meets the MnSCU expectations for length and transferability by required timeline. (OpO-4)</p> <p>Curriculum packets were prepared at the department level, approved by the Dean, and vetted by the institutional curriculum committee. All curriculum changes meet the MnSCU guidelines on program length and transferability. Specifically, BUAD/ACCT 4600: Senior Seminar course was added to Accounting and Business curricula and is being taught beginning this fall. The department approved an MBA program, pending resources approval. This proposal is still in progress.</p> <p>Please email me at kwood@bemidjistate.edu if you need copies of our curriculum change forms for 2010-2011.</p> <p>All curriculum packets also addressed any financial resources or additional personnel needed for implementation as well as student and industry demand.</p> <p>All departmental meetings had a designated recorder to take official minutes of all decisions and discussions concerning curricula and other issues.</p> <p>Discussions of compliance with MnSCU’s 60/120 degree credit requirement are in progress – currently the Accounting and Business Department’s curriculum should be within the credit hours.</p> <p>If copies of the departmental minutes are needed as documentation, please contact me (Kari Wood: kwood@bemidjistate.edu). Minutes are taken at each department meeting and are saved on a shared faculty drive.</p>	<p>X</p>	

<p>7. <i>Advisory board Formal Feedback (OpO-4)</i> Curriculum changes that consider expectations of relevant industry and educational partners while reflecting discipline standards.</p> <p>The College Advisory Council has become very active. Please see Appendix 10 – Memo from Dean Maxwell for a summary of activities in this area.</p> <p>**Our Advisory board survey is currently in a rough draft state (see Appendix 11). Our Goal is to have it finished and administered to the Advisory board by Spring 2012.</p>		X
<p>8. <i>Department Annual Report on education and academic partnerships (OpO-5)</i> Partnerships with other institutions of higher learning which reflect institutional strategic directions. (OpO-5) Maintained all current partnerships and are developing articulation agreements with an international educational provider in Hong Kong. Dr. Sanjeev Phukan of the Business Administration Department is the Director of International Studies.</p> <p>Continued support of MARS, the college’s student-run organization that provides a variety of marketing-related project to support local small business and non-profit organizations in northern MN that do not have access to an affordable comparable services.</p> <p>Continuing to pursue viability of a business administration degree through a shared format with regional tribal colleges</p>	X	
<p>9. <i>Department Annual Report on faculty, student and program outreach activities (OpO-5)</i> Community relationships strengthened through outreach activities. Student learning supported through industry connections and engaged learning opportunities. (OpO-5) Continued Support of MARS the College’s student-run organization that provides a variety of marketing-related project to support local small business and non-profit organizations in northern MN that do not have access to an affordable comparable services. Also, various courses, for example Strategic Management, work with real clients in the area as part of the course’s requirements. There are a variety of clubs that have outreach activities: Business Club’s (local Boys and Girls Club); Accounting Club activities; and Computer Information Systems (CIS) Club activities. Students and faculty are looking into having a Marketing Club. Additionally students are involved in Volunteer Income Tax Assistance (VITA) by Income Tax students; Rotaract; the competitive Sales Team; Students</p>	X	

<p>in Free Enterprise (SIFE) and internships. Accounting students attend the annual Accounting and Auditing Student Conference in Minneapolis, Minnesota. Several of the professors have a community service component in their classes. Both Alpha Phi Sigma and Sigma Beta Delta are coordinated out of the Business Department.</p> <p>Through the IRS Volunteer Income Tax Assistance (VITA) program, accounting students who have completed Tax I and passed the IRS certification tests, donate 40 hours of community service. During these hours they use their tax knowledge to provide free tax assistance to other students, including international students with special requirements, plus low income, and elderly individuals in the area who are unfamiliar and uncomfortable with tax law and filing requirements.</p>		
<p>10 <i>Departmental communication materials – faculty progress reports and course syllabi (OpO-5)</i> Enhanced communication to all stakeholders (OpO-5) Enhance electronic presence and print materials. More communication materials are being provided to a variety of stakeholders. The College now has a newsletter “Due North” that comes out each semester and has a new brochure “Opportunity awaits” that highlights each of the departments. This material is snail-mailed and e-mailed to alumni (15,000), community, businesses, students, prospective students, faculty, staff, administration and others in a seven state region.</p> <p>Please see Appendix 10 – Memo from Dean Maxwell for a summary of activities in this area.</p>	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
<p>1. <i>Advisory Board Formal Feedback (OpO-4)</i> Last year, a plan to include the Employer survey questions in internship packets to get feedback from employers was discussed. This was planned to begin in the Fall 2010, however it seems that the plan did not get initiated. Fall 2011 is the new goal for Employer survey questions to be added to internship packets. Additionally, last year it was reported that discussions with the Dean’s Office were taking place to develop a new survey tool for the new Advisory Board. The rough draft of this survey tool is located in Appendix 11. The new goal of distribution is Spring 2012.</p> <p>Please see Appendix 10 – Memo from Dean Neilsen - for a summary of activities in this area.</p>		

3. *Departmental communication materials –faculty progress reports and course syllabi (OpO-5)*
Enhance electronic and presence and print materials for 2009-2010, specifically create departmental and college brochures to disperse by Spring 2011.

In 2009-2010 this performance target was not met; however, 2010-2011 it was met. Please see [Appendix 10](#) – Memo from Dean Maxwell. The College provides more communication materials to a variety of stakeholders. The College has a newsletter “Due North” that comes out each semester and a new brochure “Opportunity awaits” that highlights each of the departments. This material is snail-mailed and e-mailed to alumni (15,000), community, businesses, students, prospective students, faculty, staff, administration and others in a seven state region. Please contact Kari Wood if you need copies of such materials kwood@bemidjistate.edu.