



BEMIDJI
STATE UNIVERSITY

How Bemidji State University
Successfully Developed and
Uses Their Internal Audit Report
Process

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Bemidji, Minnesota

Bemidji is home to Paul Bunyan and Babe the Big Blue Ox. Their statues have been on the *National Register of Historic Places* since 1988.



Bemidji is located on Lake Bemidji and is near Chippewa National Forest, Itasca State Park, Lake Bemidji State Park, and Big Bog State Recreation Area.

Bemidji has 400 lakes within 25 miles, 500 miles of snowmobile trails and 99 miles of cross-country ski trails.

Bemidji, Minnesota



Each year, Bemidji hosts Winterfest on Lake Bemidji, where individuals can participate in Curling, Lake Hockey, the BRRmidji Plunge, Frozen Turkey Bowling, the 5K and 10K Polar Challenge, and much more.



Bemidji, Minnesota

Bemidji Winter Weather Quiz:

On January 30th, 2020 it was 30 degrees, with wind chill, in Bemidji, MN.
How many degrees warmer was it on this day than on January 30th, 2019?

- A. 24 degrees
- B. 44 degrees
- C. 64 degrees
- D. 94 degrees

Bemidji State University



Located on the shores of Lake Bemidji, Bemidji State University enrolls approximately 5,100 undergraduate and over 300 graduate students.

The university began as Bemidji Normal School in 1919 with 38 students and became Bemidji State Teachers College in 1921. Reflecting ongoing changes in the curriculum, the school was renamed Bemidji State College in 1957. In 1975, in recognition of its growing role as a multi-purpose educational institution, it became Bemidji State University.



Department of Professional Education

The Department of Professional Education is the third largest program at Bemidji State University, with over 400 students across Elementary Education, Secondary Education, and Special Education.

The Department successfully completed AAQEP accreditation in Spring 2019.

Developing and Implementing the Internal Audit Steps

1. Getting Started

2. Structure of the Report

3. Faculty Involvement

4. Interpreting the Data

5. Outcomes

Step 1: Getting Started

Random sample of 2017-2018 completers

Worked with the Office of Institutional Research & Effectiveness for master list of education completers and program codes

Six major programs were identified:

Campus: <i>undergraduate, initial licensure, Elementary & Secondary</i>	DLiTE: <i>undergraduate, initial licensure, online program, Elementary Only</i>	FasTrack: <i>graduate, initial licensure, online program, Secondary Only</i>	Special Education (SPED): <i>graduate</i>	Masters of Arts in Teaching (MAT): <i>graduate</i>	Master of Special Education (MSPED): <i>graduate</i>	Graduate-Initial License: <i>graduate, initial licensure</i>
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	Program Percentages	# Students	# Students Whole Number
Campus	45%	13.36	13
DLiTE	17%	5.04	5
FasTrack	10%	2.90	3
SPED	6%	1.89	2
MAT	5%	1.51	2
MSPED	13%	3.91	4
Graduate- Initial License	5%	1.39	2
Grand Total	100%	30.00	31

=Program Percentage * 30

=(All Campus Students/All Students) * 100

Full Name	Tech ID	Random Number	Random Name	Program
Student 1	-	0.157078502	Student 20	Campus
Student 2	-	0.720818979	Student 7	Campus
Student 3	-	0.919584036	Student 1	Campus
Student 4	-	0.03649022	Student 22	Campus
Student 5	-	0.881630273	Student 2	Campus
Student 6	-	0.820294156	Student 3	Campus
Student 7	-	0.653304463	Student 12	Campus
Student 8	-	0.683085854	Student 10	Campus
Student 9	-	0.677943339	Student 11	Campus
Student 10	-	0.695234309	Student 9	Campus
Student 11	-	0.158217894	Student 19	Campus
Student 12	-	0.75965167	Student 5	Campus
Student 13	-	0.262682579	Student 17	Campus
Student 14	-	0.151176893		Campus
Student 15	-	0.715482018		Campus
Student 16	-	0.522531426		Campus
Student 17	-	0.180492524		Campus
Student 18	-	0.629706897		Campus

=RAND()



Step 2: Structure of the Report

Four Checkpoint Categories:

1. Admissions & Monitoring
2. Clinical Dimensions
3. Coherence of Curriculum
4. Appropriateness of Staffing

The four categories remained consistent across the seven programs, although some requirements within the categories were different.

Step 3: Faculty Involvement



Programs and Checkpoint Categories were presented at a Professional Education Department Meeting



Program leaders, or staff knowledgeable in specific areas, verified the requirements



An Excel spreadsheet was used to document the requirements for the students within each program

Step 4: Interpreting the Data

Data Activity

Work in groups or individually to:

- Analyze Sample Data:
 - Campus- *undergraduate, initial licensure, Elementary & Secondary*
 - DLiTE- *undergraduate, initial licensure, online program, Elementary Only*
 - FasTrack- *graduate, initial licensure, online program, Secondary Only*
- Identify Red Flags

Campus Program

Student	Admissions and Monitoring				Clinical Dimensions		Coherence of Curriculum	Appropriateness of Staffing
	3.0 GPA	30 Credits	Basic Skills	Key Assessments Submitted	Placements	Licensure Check	Sequence of Course-Taking	Faculty Qualifications
Student 1	4.00	139	Yes	Yes	ED 3100- no record GEOG 3480- no record	Licensure Application Completed	Yes	Masters degree or higher
Student 2	3.11	44	Yes	Yes	Yes	Licensure Application Completed	Yes	Masters degree or higher
Student 3	3.51	39	Yes	Yes	Yes	Licensure Application Completed	Yes	Masters degree or higher

Step 5: Outcomes

Admissions & Monitoring

- Key Assessment Inconsistencies
 - **Findings:** Students did not always submit Key Assessments into Taskstream, and, due to faculty turnover, there is now no record if the missing assessments were ever completed. Additionally, Faculty did not always evaluate Key Assessments within Taskstream, causing missing data.
 - **Outcome:** *Department spent a Duty Day going through each programs' Key Assessments to deepen understanding of the assessments and the importance of the data collected.*

Step 5: Outcomes

Clinical Dimensions

- Licensing Check
 - **Findings:** Previously, the Licensing Officer would contact each student who did not submit a licensing application but had discontinued this process. Four of our 29 students in the audit never applied for a license.
 - **Outcome:** *The Licensing Officer returned to personally contacting the students who do not submit a licensing application*

Step 5: Outcomes

Clinical Dimensions (cont.)

- Field Experience Logs
 - **Findings:** ED 3100 (first semester) logs were inconsistently submitted into Taskstream. A Taskstream demonstration was recently incorporated into ED 3100
 - **Outcome:** *A Taskstream demonstration has now been incorporated into ED 3350 (second semester)*

Step 5: Outcomes

Coherence of Curriculum

- Content Course Sequence
 - **Findings:** A FasTrack student completed two content courses after and not before student teaching.
 - **Outcome:** Increase advisor and student knowledge of course sequence.

Thank You

Questions?