



Meeting: Shared Governance Council

Date: Wednesday – April 9, 2014 at 2:00 p.m.

Location: Telepresence: TRF 601; EGF 149; AC-13

Members Present:

Erin Almlie, Mary Amundson, Brent Braga, David Christian, Steve Crittenden, Jennifer Dahlen, Don Fischer, Kathy Huschle, Becky Lindseth, Adam Paulson, Tim Reuter, Dorinda Sorvig Anne Temte, Joel Ziegler, Sheila Bruhn

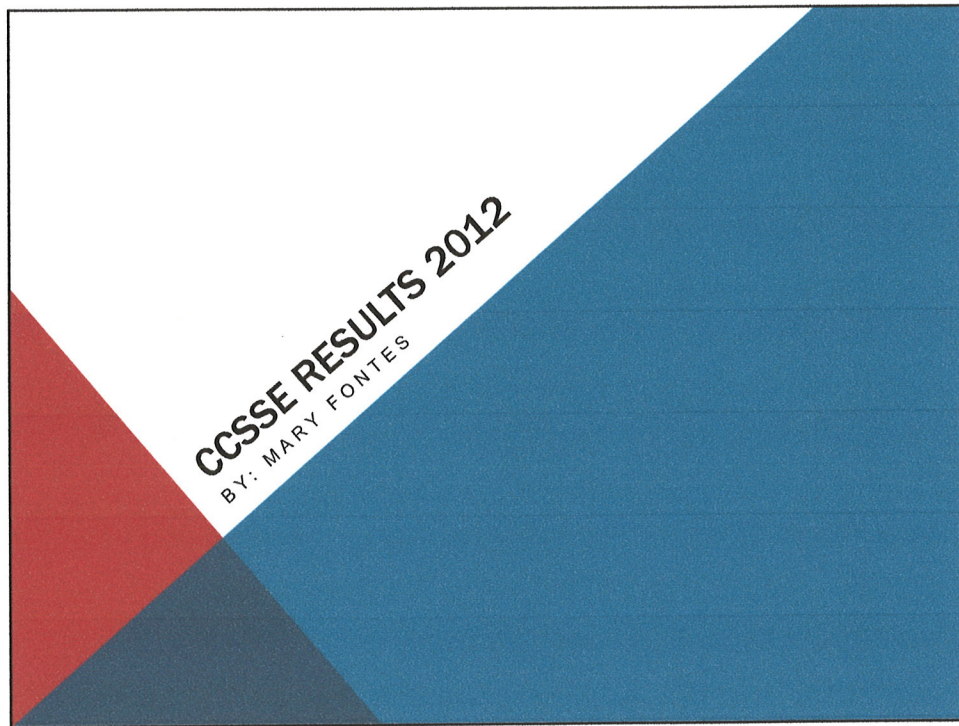
Absent: Justin Berry, Carey Castle, Tishara Melcher

Guests: Mary Fontes, Shannon Jesme, Jodi Stauss-Stassen (on behalf of Carey)

Topic	Responsible Party	Discussion/Outcome
I. Call to Order Add to Agenda	Ziegler Temte	1. Meeting called to order at 2:04 p.m. by Joel. 2. Additions/Changes to Agenda: A. Add discussion on Information Monitors – Item III - 5 (Update on changing content to college information and less national news – Contract status.) B. Add discussion regarding Student Life Funds – Item IV - 4 C. Update on Charting the Future process
II. CCSSE and SENSE results	Fontes	1. Mary stepped through CCSSE & SENSE PowerPoint presentations. A. CCSSEE Results: <i>Previously distributed</i> (Switched to CCSSE in 2008) i. Used as MnSCU's Dashboard for Student Engagement. ii. Five National Benchmarks for effective educational practice: a) Active and Collaborative Learning b) Student Effort c) Academic Challenge d) Student-Faculty Interaction e) Support for Learners iii. Results given for Service Frequency, Importance and Satisfaction. iv. Examples noted for results both above and below COHORT %. v. An update will be provided at the fall or January in-service. B. SENSE – administered every 2 years (2010, 2012, 2014) i. Benchmarks: a) Early Connections b) High Expectations and Aspirations c) Clear Academic Plan and Pathway d) Effective Track to College Readiness e) Engaged Learning f) Academic and Social Support Network ii. Examples shared of 2012 highest & lowest aspects compared to 2014. iii. This is another tool to assess engagement <i>Mary Fontes left the meeting at 2:26 p.m.</i>
III. Old Business	Jesme Berry Ziegler Jesme	1A. Budget FY2015 –Shannon provided an update on budget work for next year and distributed an updated one-page worksheet showing 3 FTE scenarios. A. NCTC's portion of state allocation was reduced from 2.2% to 2.13%. While the percentage decrease is only .07% this equates to approx. \$350K. B. The document refers to 'Notes 1, 2 & 3' – none listed. Shannon stated these refer to other tabs on spreadsheet for her reference. Text will be removed. 1B. Purchase Order Shutdown – Joel commented while Shannon was still in the room that it would have been helpful to have the shutdown communicated at the last SGC meeting as the notice came out shortly afterwards indicating that POs would close on March 31 st . Discussion followed. Items identified: A. Non-Personnel budget doesn't align with audit standards (i.e. balance on P.O. for this year used to purchase items for next year.)

	<p>Braga</p> <p>Stauss-Stassen</p> <p>Fischer</p> <p>Temte</p> <p>Huschle</p> <p>Temte</p> <p>Crittenden</p> <p>Amundson</p> <p>Lindseth</p> <p>Temte</p> <p>Huschle</p>	<p>B. Deans need to know programs well enough so budgets align for the year. (i.e. if enough funds remain for the purchase of a new piece of equipment or learning tool, potentially the budget is not the ‘right’ size for the program and an adjustment should be considered.) However, having a balance at the end of the year will not automatically equate to a reduction.</p> <p>C. Audit ‘dings’ are incurred if supplies/items are purchased in one year for the next year or next year’s funding is used to pay for items this year.</p> <p><i>Shannon Jesme left the meeting at 2:45 p.m.</i></p> <p>2. Academic Master Planning (AMP)</p> <p>A. Brent stated that the steering committee met and identified 5 core values.</p> <p>B. Jodi reported students are being added to the committee and some names have already been submitted to Mary Jo Bydal.</p> <p>C. Don stated he is amazed at the cooperation of the group. Lots done in 4 hrs.</p> <p>D. Anne mentioned the <i>Charting the Futures</i> process here as it fits with the AMP. There will be 8 teams announced by Chancellor Rosenstone. The focus is clearly on more ways to cooperate and collaborate vs. competing.</p> <p>i. Kathy asked if there will be representation from both 2 and 4 year institutions. Yes, discussions are already taking place.</p> <p>3. BOT AFE Update – Anne reminded everyone that the plan is to identify someone this year for entry next year allowing time for portfolio preparation.</p> <p>A. Website provides videos from last year’s candidates as examples.</p> <p>B. Committee will meet soon – still need a TRF representative.</p> <p>ACTION: Joel will work on names for TRF representation.</p> <p>4. FY2015 Division Chair Structure – Mary spoke with Kevin Lindstrom again re: this topic. Kevin shared that the contract language is now complete and he is aware of our situation. Kevin will be favorable to Northland’s’ request.</p> <p>A. Becky referenced two draft letters addressed to Toni Munos MnSCU sent to SGC members this morning.</p> <p>i. The first letter requests a <u>contract variance</u> to extend the department/division chairperson selection process from May 15 to June 30, 2014.</p> <p>ii. The second letter requests a <u>one year extension</u> to the memorandum of agreement signed June 25, 2013. Discussion followed.</p> <p>iii. Discussion followed:</p> <p>a) If no contract agreement, then request to delay should be sent.</p> <p>b) If a tentative contract agreement is reached before May 15 then the request for a one year extension of the MOA can be made. Becky asked if this letter should be sent now as a ‘place holder’ with added language stating ‘if necessary’ and change the year for MOA to 2013. Consensus is yes.</p> <p>ACTION: Becky will revise the one year extension letter and send out to Anne, Joel and Mary for review prior to mailing. (Letter Protocol- letters are sent to MnSCU and are then routed to MSCF.)</p> <p>5. Information Boards (Monitors) –SGC members had asked at a previous meeting if Northland information could be included and less national information aired.</p> <p>ACTION: Anne will check with Dan on the contract and email SGC members on findings.</p> <p>A. Kathy asked that once the marketing contract is up can Northland handle monitor content. This will be researched.</p>
IV. New Business	Lindseth	<p>1. Time and Leave reporting – May 21 – Becky shared that notification of this change has been sent out and reminders will follow. After the 21st, employees’ Star I.D. will be required for this process. She encouraged faculty to activate Star I.D soon, if not already activated.</p>

	<p>Bruhn</p> <p>Ziegler</p> <p>Crittenden Stauss-Stassen</p> <p>Crittenden</p> <p>Crittenden</p>	<p>2. SGC 2014/15 Meeting Calendar Draft (Attachment 1) Sheila stated that as per discussion at the last meeting the draft calendar was prepared using alternating days (Wednesdays & Thursdays) and time (10 a.m. & 2 p.m.) with pre-meets set for one hour prior. Changes noted:</p> <p>A. In person meetings will be in the afternoon. Starting with the Sept. date, all times will need to be switched - afternoon to morning and vice versa.</p> <p>B. January in-person meeting should be on Jan. 7th to coincide with in-service.</p> <p>ACTION: Sheila will rework the meeting schedule and send out to SGC members for review.</p> <p>3. Class Caps – A class list was distributed for reference by SGC members. Jodi shared that the list is not complete and Deans are working through the process to request some class cap changes. Discussion followed:</p> <p>A. Members noted that several courses were missing from the list.</p> <p>B. CLST classes are identified as inactive. Jodi provided an explanation for this designation.</p> <p>C. Work continues on this process and an updated list will be posted on the web for review.</p> <p>4. Student Life Funds – SGC requested an update on the status of these funds.</p> <p>A. FB funds are being held status quo for now. May go into reserve.</p> <p>B. Students need to be involved in process.</p> <p>ACTION: Mary, Joel, Steve, Anne & Carey will work on structure and bring back to SGC.</p> <p>5. A letter from Catherine Johnson, Executive Director, Inter-County Community Council congratulating Northland's Women's Basketball team on winning the National Championship was received. The is dated March 31st.</p>
V. On-going Items:	Lindseth	<p>1. Policy Review:</p> <p>A. 1080P: Sexual Violence Procedure (Attachment 2) Becky shared that some language has been changed to reflect MnSCU language.</p> <p>B. 1020: Nondiscrimination Policy (Attachment 3) Becky reported that this policy was adopted by MnSCU and is therefore a mandatory change.</p> <p>C. 1020P; Nondiscrimination Policy Procedure (Attachment 4) Reflects language change to 1020 policy.</p> <p>D. 7037P: Fixed Assets – 2nd Reading (Attachment 5) – Becky clarified that while this policy indicates procedure, the Fixed Asset Records policy explains that 7037P is a list of assets not a procedure.</p> <p>E. 7037: Fixed Assets Records – for reference (Attachment 5A)</p> <p>2. Information: no report</p> <p>3. Organization Chart: no report</p> <p>4. MnSCU Framework Metrics: no report</p>
VI. Open Discussion off the record.		Beginning at 3:45 p.m. several items were discussed off the record.
VII. Adjournment:		Meeting adjourned at 3:56 p.m.
Next Meeting:		Thursday, May 8th @ 10:00 a.m., Location: EGF Room #290 (TRF-662, AC-13)



REVIEW OF CCSSE RESULTS

- **2008 – Switched to CCSSE**
- **MnSCU Dashboard – Student Engagement**
- **Five national benchmarks for effective educational practice**
 - Active and Collaborative Learning
 - Student Effort
 - Academic Challenge
 - Student-Faculty Interaction
 - Support for Learners
- **Service Frequency, Importance, Satisfaction**

REVIEW OF CCSSE RESULTS

Benchmark	2008	2010	2012	
Active and Collaborative Learning	51.4	49.5	45.0	
Student Effort	46.6	46.1	42.8	
Academic Challenge		52.4	48.8	42.6
Student-Faculty Interaction	55.2	50.3	46.7	
Support for Learners		50.4	49.6	48.4

ASPECTS OF HIGHEST STUDENT ENGAGEMENT

Worked with other students on projects during class
(ACCOLABL) – **51.8%** (NCTC), 48.3% (COHORT)

Worked with classmates outside of class to prepare class
assignments (ACCOLABL) – **25.0%** (NCTC), 23.6%
(COHORT)

Number of assigned textbooks, manuals, books, or book-length
packs of course readings (ACCHAL) – **58.4%** (NCTC), 56.7%
(COHORT)

Providing the financial support you need to afford your education
(SUPFLEAR) – **55.4%** (NCTC), 52.3% ((COHORT)

Frequency: Academic advising/planning (SUPFLEAR) – **59.4%**
(NCTC), 58.6% (COHORT)

ASPECTS OF LOWEST STUDENT ENGAGEMENT

Made a class presentation (ACCOLABL) – **20.7%** (NCTC),
30.6% (COHORT)

Analyzing the basic elements of an idea, experience, or theory
(ACCHAL) – **57.1%** (NCTC), 69.1% (COHORT)

Synthesizing and organizing ideas, information, or experiences in
new ways (ACCHAL) – **49.8%** (NCTC), 61.7% (COHORT)

Number of books read on your own (not assigned) for personal
enjoyment or academic enrichment 5 or more (STUDEF) –
18.6% (NCTC), 23.9% (COHORT)

Number of written papers or reports of any length (ACCHAL) –
48.5% (NCTC), 60.2% (COHORT)

CCSSE 2008

- **Student Services**

- Above the Mean

- Frequency: Financial aid advising

- Importance: Financial aid advising

- **College Experiences**

- Below the Mean

- How many total credit hours have you earned at this college, not counting the
courses you are currently taking this term?

CCSSE 2010

- **Student Services**

- Above the Mean**

- Frequency: Financial aid advising (Cohort)

- How many classes are you presently taking at OTHER institutions? (Cohort and Small)

- **College Experiences**

- Below the Mean**

- Satisfaction: Services for people with disabilities (Small)

- Importance: Academic advising/planning (Cohort & Small)

- Talked about career plans with an instructor or advisor (STUFAC) – (Small)



CCSSE 2012

- **Student Services**

- Above the Mean**

- Quality of relationships with people at this college – Administrative personnel and office (Cohort)

- Satisfaction: Job placement assistance (Cohort)


- Satisfaction: Financial aid advising (Cohort)

- Below the Mean**

- Frequency of use: Skill labs (writing, math, etc.) (STUDEFF) – (Small)

- Frequency of use: Student organizations – (Small)

- Importance: Skill labs (writing, math, etc.) – (Small & Cohort)



CCSSE 2012

- College Experiences

Below the Mean

Frequency: Worked harder than you thought you could to meet an instructor's standards or expectations (ACCHALL) – (Small)

Frequency: Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) (ACCHALL) – (Small & Cohort)

Frequency: Had serious conversations with students of a different race or ethnicity other than your own. (Small & Cohort)

Above the Mean

Skipped Classes (Small & Cohort)



CCSSE 2012

- Personal Experiences

Below the Mean

Providing care for dependents living with you (parents, children, spouse, etc.) (Small)

Cause to withdraw: Transfer to a 4-year college or university (Cohort)



WHERE DO WE GO FROM HERE?

CCSSE Workshop – MN Student Engagement Institute (February 18, 20014)

- What's next after, "Flipping the Classroom"? Gather faculty members together to discuss next steps.
- Host a student panel similar in the Student Voices video to hear directly from students what helps with engagement.
- Gather a group of faculty leaders together to talk through the CCSSE results and discuss next steps.
- Include CCSSE in the master academic planning process.



IDEAS FROM THE GROUP

Brainstorm/Comments/Concerns/Questions





REVIEW OF SENSE RESULTS

- **2008 – Switched to CCSSE**
- **MnSCU Dashboard – Student Engagement**
- **Survey of Entering Student Engagement (SENSE) added in fall 2009 (FY10)**
- **Six national benchmarks – important to entering students' college experiences and educational outcomes**
 - Early Connections
 - High Expectations and Aspirations
 - Clear Academic Plan and Pathway
 - Effective Track to College Readiness
 - Engaged Learning
 - Academic and Social Support Network


REVIEW OF SENSE RESULTS

Benchmark (FY)	2010	2012	2014
Early Connections	55.9	58.3	53.1
High Expectations and Aspirations	41.9	47.3	49.3
Clear Academic Plan and Pathway		53.6	58.1
Effective Track to College Readiness	49.6	51.2	50.5
Engaged Learning	50.6	45.8	47.9
Academic and Social Support Network		49.5	49.2
			47.4


SENSE 2012 HIGHEST ASPECTS

- **18e An advisor helped me to select a course of study, program, or major (CAP&P)**
Northland – 73.2% SENSE Cohort – 59.5%
- **18g An advisor helped me to identify the courses I needed to take during my first semester (CAP&P)**
Northland – 84.9% SENSE Cohort – 69.8%
- **18i The college provided me with adequate information about financial assistance (EC)**
Northland – 66.7% SENSE Cohort – 49.0%
- **18j A college staff member helped me determine whether I was qualified for financial assistance (EC)**
Northland – 45.6% SENSE Cohort – 34.2%
- **18p At least one college staff member (other than an instructor) learned my name (EC)**
Northland – 58.4% SENSE Cohort – 44.5%

SENSE 2012 LOWEST ASPECTS

- **19e Frequency: Participated in supplemental instruction during 1st three weeks of your 1st semester (EL)**
 Northland – 26.2% SENSE Cohort – 30.9%
 - **19l Frequency: Used an electronic tool to communicate with an instructor about coursework during 1st three weeks of your 1st semester (EL)**
 Northland – 56.3% SENSE Cohort – 60.0%
 - **19n Frequency: Asked for help from an instructor regarding questions or problems related to a class during the 1st three weeks of your 1st semester (EL)**
 Northland – 69.1% SENSE Cohort – 75.5%
 - **20d2 Frequency: Used face-to-face tutoring (EL)**
 Northland – 9.8% SENSE Cohort – 15.5%
 - **20f2 Frequency: Used writing, math, or other skill lab (EL)**
 Northland – 26.1% SENSE Cohort – 36.2%
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SENSE 2014 HIGHEST ASPECTS

- **18d Able to meet with an academic advisor at times convenient for me (CAP&P)**
 Northland – 79.4% SENSE Cohort – 63.4%
 - **18e An advisor helped me to select a course of study, program, or major (CAP&P)**
 Northland – 77.4% SENSE Cohort – 62.1%
 - **18f An advisor helped me to set academic goals and to create a plan for achieving them (CAP&P)**
 Northland – 51.0% SENSE Cohort – 42.3%
 - **18g An advisor helped me to identify the courses I needed to take during my first semester (CAP&P)**
 Northland – 85.8% SENSE Cohort – 72.2%
 - **18j A college staff member helped me determine whether I qualified for financial assistance (EC)**
 Northland – 47.0% SENSE Cohort – 36.5%
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SENSE 2014 LOWEST ASPECTS

- **18r At least one instructor learned my name (ASSN)**
Northland – 79.9% SENSE Cohort – 86.9%
- **19A Frequency: Asked questions in class or contributed to class discussions (EL)**
Northland – 91.1% SENSE Cohort – 92.1%
- **19b Frequency: Prepared at least two drafts of a paper or assignment before turning it in (EL)**
Northland – 69.0% SENSE Cohort – 71.8%
- **19n Frequency: Asked for help from an instructor regarding questions or problems related to a class (EL)**
Northland – 72.8% SENSE Cohort – 76.5%
- **20f2 Frequency: Used writing, math, or other skill lab (EL)**
Northland – 17.2% SENSE Cohort – 35.8%

