MINNESOTA STATE UNIVERSITY
moorhead

**Minutes
NCA Criterion 2
Committee Meeting
September 7, 2005, 3:00 p.m.**

Present: Bergland, Bolduc, Seltveit, Borchers, Enz Finken, Bakke, Werre, Schuette, Monson, Flack, Hollaar, Crockett, Clark

1. Reviewed Steering Committee actions from the summer, including:
   a. Mission statement
   b. Timeline
   c. Writing guidelines/logistics
   d. Faculty Development Day
   e. Future meetings (Next meeting: Discuss data sources we'll need.)
2. Discussed how to interpret Criterion 2 and what it means for MSUM. Each committee member was provided a sample report to review and consider during discussion. Discussion was as follows:

Notes from our Discussion

Please note: These notes are provided in chronological order in which they were discussed. Generally, these notes follow the A-B-C-D framework of our core components. Beginning on page 9, the same notes are arranged conceptually.

Specific Comments about Sample Reports

2A what is in the planning process; 2D what is the relationships of the planning processes to other processes. Look at these two core components together. 2A is the facts of the planning processes.

2D told how they did planning and budgeting. 2A more particular issues. EIU addressed tenure-track vs. part time and state appropriations.

2A emphasizes "realistically prepares". What is our internal environment? Look at other accrediting agencies to see how that aligns with university efforts.

Need to identify the parameters within which we work. Not whine about. Can initiate change within MnSCU. Lots of us are on MnSCU planning groups/committees. Being proactive within MnSCU

Core Component 2A: The organization realistically prepares for a future shaped by multiple societal and economic trends.

Topics discussed in sample reports:
- o Technology
- o Tenure-track vs. part time
- o State appropriations
- o Closing down the university on Friday afternoons
- o Coordination of planning activities. May not necessarily be true at this point. How might they better align in the future.
- o Planning be affected by statewide and federal mandates.
- o Unionized campus impact these issues?
- o What framework do we exist within?
- o What other factors come into play?
- o Other accreditation efforts and their influence on our planning
- o Staffing resources… Look at the contract to see how they influence our decisions. Can't just dissolve a unit with contract impact/influence.

Environmental scanning includes everything you look at… Customers/disciplines/

Who is in charge of environmental scanning? We do it within our own vacuums. In the school I read, it was very clear who was in charge and how the university responded. How do we create the feedback loop to the trends we notice. How do we respond together?

What were societal and economic **trends**? Distance ed seekers. Technology influences our students. Facility of a college… Will we still have walls? Globalization. Sharing and receiving information from everywhere. International education. Diversity/demographic differences. Second degree students. Changing student expectations. Larger dorm rooms, privacy, convenience stores, restaurant dining, etc.

Intentional change. Mission-driven. What are the processes we have in place to identify and put into place necessary changes. Not so much on the trends, but on the response mechanisms.

Assessment process as decision-making tool. Quantitative methods. Many methods. See Truman. Changes measured against student learning and how change will affect student learning. Really focused. Not chasing trends.

Do we chase trends? To some degree. What about institutional effectiveness? Working on assessment of student learning outcomes. Evaluation and information and how that affects what we're doing. Have to get a better handle on our feedback loops.

We have institutional research. Don't have analysis of that data. Need the feedback to respond and redirect our efforts.

Again, who is in charge of interpreting data? Environmental scanning? Department chairs? May or may not respond. May not get to who it needs to get to.

Not necessarily sharing what we know.

Strategic planning committee. What does this committee do? Met for a year and half, focused a lot on budget, but will be focusing on strategic plans. New tool.

Division work plans guide us. That plan is done within MnSCU framework. Must work with MnSCU strategic plan. 3-4 items. We focus on those items. What if MnSCU plan is different than who/where we are? Must respond to MnSCU strategic plan and Chancellor's work plan. Must reflect on how we respond to them.

A lot has happened in the last two years in terms of planning.

UNC created a committee called charting the future… Gathering data and keep efforts strategic and focused. Might make this recommendation.

UNC is into continuous planning and improvement more than others. We do some things.

Our academic plan, which leads to:
- Technology plan
- Facilities

How do we get feedback to the academic plan?

The key is the academic master plan, which drives the university.
- MNSCU Strategic Plan
- Chancellor's work plan (annual)
- Each division does master work plan (Academic, Admin, Pres). Basis for:
- Intiatives
- Academic
    o Facilities
    o Technology
- How do department planning efforts (6 year, etc.) fit with university planning efforts? And assessment?

Search justification forms.

Examples of supporting evidence that was used by others or by us:
- New B.A. Nursing program
- AMS major
- ELL, ESL
- Distance accreditation
- Using technology in teaching and learning (email, classrooms, laptops)
- Diversity plan
- Technology plan
- Liberal studies revisions
- TOCAR is unique in addressing the future
- Spanish for Health Care Professionals

- ¾ credit task force
- Grants received and research. Grant writing MFAs.

Institutional effectiveness is carried out throughout campus.

Strategic grants now vs. in the past… How are they different? Is the new plan better? Must be tied specifically to the work plan.

Civic engagement and leadership. What are we emphasizing/doing?

Transfer. DARS. Responding to reality about transfers. Could make it easier to do MSCTC transfers. Can electronically authorize transfer of credits.

Minnesota Transfer Curriculum. How are we getting in line with that?

Online student services.

Wireless service in the residence halls.

Our technology is advanced, compared to others. Others don't have wireless. Only school with 24 hour computer lab in MnSCU.

PR efforts don't publicize what we do do well.

Societal changes: Students going into diverse workplace… In-State tuition charge to out of state and international students. Unique way of diversifying our campus. Recruiting in the cities, etc. Articulation agreements.

New definition of the many different students. More than just traditional vs. non-traditional… Second degree. Non degree. Must make them all feel welcome. Being student centered means that we must consider all kinds of students.

What will we not do? What are our boundaries?

Learning environment is what it is all about. We do this more than others. More life-long learning. We're broader than the traditional student college…

Student transportation needs. Can't afford gas. Must ride bus. Also, environmental issues. Green fee. Sustainable campus... Status?

New buildings… Classroom upgrades. Plans for MacLean Hall.

Faculty laptops. Shared community building with police

Other community collaborations? Wireless.

International groups: Andrew's groups. Responding to globalization. Raising awareness.

Expanded recruitment to diverse groups. First generation. Students of color. Classified position statements reflect embracing diversity.

Core Component 2B: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Investing in development for our future. Capital campaign.

How much of budget should go to instruction? Can get the data. Look at UNC.

Description of the budget planning process. How is it divided? How does the budget address particular university needs. Faculty salaries chart in EIU.

Declining appropriations. Audit

How addressing deferred maintenance. Tuition…

Personal services? Accrued leave. Sick leave?

Employee headcount grow or decrease over the last ten years. Fulltime, tenured, etc.

External fundraising. Grant writing.

Grow your own faculty members. Resource base for supporting nursing professors? How are we attractive to outside faculty?

Our base from where we are getting our students is changing. Can we maintain our same size? Differences in yield. How will we account for losses in tuition revenue? Online distance. Adults. Not necessarily need to grow. Just plan for the future, whatever it may be. Are planning for 2% decrease.

Are we financially sound? CMU stated they were… Can we say this. We may be able to say this despite how things might seem. Must state that we are responsible with finances, no matter what we face.

Endowment… Growth. Investments…

Student-faculty ratios, library-student ratios. FTEs all that.

How have we done budget reductions?

EIU listed as trend, efficiency…

Resources. Sound, Planning processes will account for reductions.

Enhancing resources on top of the base we are allocated.

Government relations efforts. Lobbying.

More money doesn't necessarily mean that our quality will increase…

Grant writing.

Truman eliminated about 100 programs.

Future of graduate education. Trend would indicate that grad programs would be viable.

Need to ask what we can do without. Must start cutting back. What process would we have for eliminating programs? Departments look at themselves and make decisions? How do we know we are cutting appropriately? How do we measure our investments?

Make sure we are strategic in how we cut and expand…

Grants in kind.. Equipment. More effort to get donations in the form of equipment. Must continue to work on this.

Corporate and community entity partnerships.

D2L imposition.

Human resources: Student teaching supervisors, nursing preceptorships, internship, ASL opportunities. Capstone. How are people provided help to us… There are starting to be some limits… How do we recognize these people? Thank yous. ASL gives an award each year. Receptions to thank people…

Let stakeholders/partners know that we appreciate them.

Core Component 2C: The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

EIU lays out hierarchy. 2C provides a results/report as a feedback loop. What are the feedback loops on our campus? We get called to start things, but we don't always hear how they end up?

Truman has quantitiative measures… Affordability. Truman experience. National measures. Look at Truman. Some clear measurements… Can measure our 8 core values.

Selected core measures… Watch consistently. Measure critical thinking. Interdisciplinarity. Liberal studies assessment will be a start on this.

Ways that we collect information and type of information we collect:
- Faculty evaluations. Not merit-based. Tenured-full professors aren't always reviewed that effectively. Most critical for probationary period.
- Teaching evaluations
- Institutional Research Office
- ASLOC
- 2 and 6 year reporting cycles
- Institutional effectiveness measures
- Scholarship availability analysis
- Annual review of academic affairs (AAC) and others
- MnSCU reporting
- Katy Wilson student policy and procedures review
- Other accreditations
- Space utilization survey
- ¾ task force
- liberal studies
- TOCAR survey
- Staff employee evaluations
- Is MSUSAFF optional? Contract vs. practices. Alignment?
- Exit interviews/surveys
- Library surveys
- Admissions survey/evaluations. Numbers. What students yield? We redirect efforts based on how students respond.
- Business must take the ETS knowledge exams. Did very well. Education students take tests. Accounting. GMAT results. National testing reports come back. We can get these results. Must find out about these efforts.
- MSUM Fact Booklet
- Alumni survey. Might redo this…
- Senior exit exams… Alumni surveys. Graduation survey. Graduate follow up study.
- Are we duplicating efforts?
- Clearinghouse for information? Repetition and expense and time…

How do we use this information? We use for recruiting. How does this make for continued improvement? At the department level?

Core Component 2D: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

College leve and above well defined. Below the college level not as defined. Working on bringing things down to the department level. Support areas are much better about having this all come down to them. Academic departments… Budgeting, for sure, there is much more oversight…

Departments do plan, but how well does it relate to the college/university/MnSCU planning?

Faculty recruitment. How does it meet the department/college/university mission?

How do colleges set priorities for continuing education? What need do continuing education classes address? What research supports this?

Prioritization of core values so they can be used to prioritize and make decisions.

Need formal feedback for reports… How do we close the loop? Need feedback from the Dean following the reports. Everyone is overwhelmed with work, that people don't always reply to what is produced through reports. So now what?

<center>**Conceptually**</center>

Please note: The following notes provide the same content as on the preceding pages, but are organized conceptually, not chronologically.

<center>**Specific Ideas about Writing the Report**</center>

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- Unionized campus impact these issues? Staffing resources… Look at the contract to see how they influence our decisions. Can't just dissolve a unit with contract impact/influence.
- Other accreditation efforts and their influence on our planning What other factors come into play?

<center>**Identifying and Responding to Trends**</center>

Environmental scanning includes everything you look at… Customers/disciplines/

Trends Generally

What are/were societal and economic **trends**?
- Distance ed seekers.
- Technology influences our students.
- Facility of a college… Will we still have walls?
- Globalization. Sharing and receiving information from everywhere. International education.
- Diversity/demographic differences.
- Second degree students.
- Changing student expectations. Larger dorm rooms, privacy, convenience stores, restaurant dining, etc.

MSUM Response to Trends

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Planning

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Budgeting (related discussion under Resources)

Need description of the budget planning process. How is it divided? How does the budget address particular university needs. Faculty salaries chart in EIU.

Resources. Sound, Planning processes will account for reductions.

Evaluation and Assessment

Assessment process as decision-making tool. Quantitative methods. Many methods. See Truman. Changes measured against student learning and how change will affect student learning. Really focused. Not chasing trends.

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Resources

General Comments

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Make sure we are strategic in how we cut and expand…

Financial Resources

- State Allocation
    - How much of budget should go to instruction? Can get the data. Look at UNC.
    - Declining appropriations.
    - Government relations efforts. Lobbying.
- Tuition
    - Our base from where we are getting our students is changing. Can we maintain our same size? Differences in yield. How will we account for losses in tuition revenue? Online distance. Adults. Not necessarily need to grow. Just plan for the future, whatever it may be. Are planning for 2% decrease.
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- Employee headcount grow or decrease over the last ten years. Fulltime, tenured, etc.
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